



ARISE! AWAKE! AND STOP NOT TILL THE GOAL IS REACHED

THEN INDIA SANMARGA IKYA SANGAM FIJI

**RAVI RAVI SANGAM SCHOOL**



P. O. Box 277,  
Ba, Fiji.

Regd. 1077

Ph.: 4501548

Email: raviravi.sangam@yahoo.com

# **Weekly Home Study Package**

## **(Realigned Curriculum)**

Name of Child: \_\_\_\_\_ Grade: 7

### Subjects for this Week:

1. Mathematics
2. English
3. Basic Science
4. Social Science
5. Healthy Living
6. Physical Education
7. Music
8. Art & Craft
9. Hindi (Vernacular)

Answer Booklet – 2 sheets (4 pages)

**1077 RAVIRAVI SANGAM SCHOOL**  
**REALIGNED CURRICULUM WEEKLY HOME STUDY PACKAGE**

**YEAR: 7**

**SUBJECT: Mathematics**

<b>STRAND:</b>	<b>M3 – Measurement</b>
<b>SUB-STRAND:</b>	<b>M3.5 – Money</b>
<b>CONTENT LEARNING OUTCOME:</b>	M7.3.5.2 Demonstrate an understanding of coins and notes for financial transactions up to the value of \$100 [FLO] M7.3.5.3 Explain the concepts of simple and compound interest. [FLO]
<b>ACHIEVEMENT INDICATORS:</b>	<ul style="list-style-type: none"><li>• Calculate Bank lending or bank saving, interest rates for each banks and other saving/lending institutions.</li><li>• Simple and compound interest.</li><li>• Why lending institutions use either simple or compound interests.</li></ul>

**LESSON NOTES**

**Interest**

Interest is the cost of using money. When you borrow, you pay interest. When you lend or deposit funds in bank accounts, you can earn interest.

**Simple Interest Terms**

- (i) **Principal** – the original sum of money borrowed in a loan or put into an investment.
- (ii) **Rate** – is the amount of the interest percentage a lender charges a borrower and is a percentage of the principal.
- (iii) **Time** – is the period from the beginning when the money was borrowed to the period that when the money should be returned with the additional amount (interest). Time is always calculated in years.
- (iv) **Amount** = the principal added to the simple interest.

<b><u>Simple Interest Formula</u></b>  $\text{S.I.} = \frac{P \times R \times T}{100}$	<b><u>Example:</u></b> Bob borrowed \$25000.00 from a bank at a rate of 15% per annum for 5 years.  (i) Calculate the simple interest for 5 years.  (ii) What amount will Bob repay to the bank at the end of 5 years?	(i) $\begin{aligned}\text{S.I.} &= \frac{P \times R \times T}{100} \\ &= \frac{\$25000 \times 15 \times 5}{100} \\ &= \$250 \times 15 \times 5 \\ &= \underline{\underline{\$18750.00}}\end{aligned}$  (ii) $\begin{aligned}\text{Amount} &= P + \text{S.I.} \\ &= \$25000 + \$18750 \\ &= \underline{\underline{\$43750.00}}\end{aligned}$
<b><u>Amount Formula</u></b>  Amount = Principal + S.I.		

**ACTIVITIES / EXERCISES**

(Refer to the example above and do the following activities. *SHOW ALL NECESSARY WORKING*)

1. Malti deposited \$10000.00 as a fixed deposit in a bank for 3 years. The bank gave her 5% interest.
  - (i) Calculate the simple interest for 3 years.
  - (ii) What amount will Malti have in her bank account at the end of 3 years?
2. Shiven took a home loan of \$80000.00 from a bank for 10 years. The bank charged him 8% interest on the loan.
  - (i) Calculate the simple interest for 10 years.
  - (ii) What amount will Shiven repay to the bank at the end of 10 years?

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**YEAR: 7**

**SUBJECT: *English***

STRANDS	Listening and Speaking		Reading and Viewing		Writing and Shaping
<b>SUB-STRAND:</b> ( <i>Integrated Approach</i> )	1-Text types media everyday communication, literary texts.	2-Language features and rules.	3-Socio-cultural context and situations.	4-Language learning processes and strategies.	
<b>CONTENT LEARNING OUTCOMES:</b>	Explore and assess features of a wide range of literary, every day and media texts in print and multi modal text.	Explore and discuss the diverse ways texts present their ideas.	Examine and explain how texts present various cultural, religious values, attitudes and beliefs for a particular purpose and audience.	Explore and apply a wide range of strategies to comprehend, interpret, and evaluate a range of text.	

**LESSON NOTES / EXERCISES**

**Listening and Speaking:** Tell your brother/sister/parents, five things that you learnt about George's character from the novel "Making Good". Tell the five good reasons why you should never fight with anyone.

**Reading and Viewing:** Read the following passage carefully. (Reference: 'Making Good' – Pages 57-65)

**CHAPTER 12 – The Fight On The Shore**



It was morning. Mr. Glover was bending over the two sleeping figures. "Good morning, gentlemen," he said. "I hope you've had a good night."

Scrope woke up with a start. He gave the second mate a kick to wake him.

"So, you've not found the boy," said Mr. Glover. "What do you intend to do now?" "You know where he is. Hand him over," said Scrope. "He belongs to me." "He belongs to no man. He belongs to his Maker," said Mr. Glover. Scrope tried again. "He's wanted for stealing," he said. "There's a warrant out for his arrest." "Show me the warrant," said Mr. Glover. "It's with my papers on board the schooner," said Scrope.

"I don't believe a word you say," said Mr. Glover. "George isn't the sort of boy who would steal. He would rather starve. I'll tell you what. I'll fight you for him, and the best man shall have him. My friends here will stand round to see fair play."

Scrope looked at Mr. Glover and tried to size him up. Mr. Glover seemed to have more fat than muscle. He thought he could beat him easily. Yet he hesitated.

"I'll take on the second mate as well – one at a time, of course," said Mr. Glover. "If either of you lick me, the boy is yours."

"Done," said Scrope. He was quite certain that he would win. Scrope and Mr. Glover stripped to the waist. They sprang at each other. Scrope was the smaller man, but he was very quick in his movements. He rammed his right fist into Mr. Glover's face. Blood streamed from Mr. Glover's nose. He fell back a pace, shook his head, then wiped off the blood with the back of his hand.

Scrope dashed in again. But Mr. Glover dodged. He whirled round and threw himself with all his weight upon Scrope. Together they fell to the ground. They rolled over and over.

"Look out, sir!" cried the second mate. "You're nearly into the lagoon."

Scrope thrust out his hand and stopped himself just before they rolled into the water. He was not feeling too good. He felt as if a steam-roller had gone over him.

"Do you give in now?" said Mr. Glover. He was sitting on top of him. Scrope spat in his face. Mr. Glover laughed. "Get up then and try again," he said. Mr. Glover got up and stood back. Scrope lay still for a few moments, gathering his breath. Then suddenly he sprang up and seized Mr. Glover by the throat. His hands gripped like steel. His fingers dug into the flesh.

Mr. Glover began to choke and his face went purple.

"Well done, sir!" cried the second mate. "You've done for him now."

(Source: "Making Good" – Pages 57-61)

**CHAPTER 13 – The Reef**

With a great effort Mr. Glover twined a leg round Scrope and threw him off his balance. They fell to the ground and Scrope lost his grip. Again they rolled down to the water. On the edge they stopped, with Mr. Glover on top.

Again Mr. Glover stood back. But this time he did not wait for Scrope to regain his breath. Instead, he shoved him over the edge – into the lagoon.

Everyone laughed. Mrs. Glover and the children were quite helpless with laughter. When Scrope dragged himself out of the lagoon, they laughed all the more. Mr. Glover, breathing heavily, turned to the second mate. The second mate was not laughing. There was terror on his face.

“I’m ready for you now,” said Mr. Glover. But the second mate turned and fled. Both he and his master had had enough. No more was said about George. Scrope and the second mate lost no time in leaving.

Their small boat was a hundred yards from the shore when George arrived on the scene. He was delighted to see them going.

As he watched the boat heading towards the reef, George remembered the gipsy’s rhyme:

***“Though Hill may vanish, yet Coral shall bring  
Death to the Man with the Emerald Ring.”***

“That must mean that Scrope is going to strike the coral reef and drown,” thought George. And he cried aloud, “He’s going to drown – I know he is!”

Mr. Glover was shocked. “The man has had a fair licking in open fight,” he said. “He’s kept his bargain and gone. It’s wrong to wish him evil.”

“But I know he’s going to drown. The gipsy told me so,” said George.

“Enough of that superstitious nonsense,” said Mr. Glover.

Silently they watched the boat heading for the gap in the reef. As she drew closer, George’s excitement increased. “The boat’s too far over the right,” cried George.

Suddenly a wave caught her and swept over the other way. It seemed that the wave would smash her on the reef. In the nick of time the steersman righted the boat. On the crest of a large wave, she was carried safely through the gap in the reef.

George could not help being disappointed. The gipsy had been right about everything else. Why was she wrong now? But he said nothing, as he did not want to offend Mr. Glover.

An hour later the schooner ***Trade Wind*** set sail – without her cabin boy.



(Source: “Making Good” – Pages 62-65)

**Writing and Shaping:****(i) Comprehension Check**

Answer the following questions in complete sentences in your **Answer Booklet**.

1. Describe the **setting** of these two chapters of the story.
2. Who is Mr. Glover and why is he protecting George from Scrope?
3. What was the **main reason** for this fight on the beach?
4. What made George think that Scrope would drown that day?
5. Discuss an important **lesson** that you learnt from the two chapters given above.

**(ii) Paragraph Writing**

Imagine that you were present at the scene of this fight. In a paragraph, describe the ‘fight’ **in your own words**. (**Do not copy from the above story**)

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**YEAR: 7**

**SUBJECT: Basic Science**

<b>STRAND:</b>	<b>S7.4 – Earth and Beyond</b>
<b>SUB-STRAND:</b>	<b>S7.4.1 – The Earth and Our Solar System</b>
<b>CONTENT LEARNING OUTCOME:</b>	S7.4.1.1 Investigate and gather information on the planets in our Solar system and describe why Earth is able to support life. S7.4.1.2 Investigate and compose work gathered on the design of the solar system.
<b>ACHIEVEMENT INDICATORS:</b>	<ul style="list-style-type: none"><li>• Gather information and explain how the earth supports life.</li><li>• Research and write about the design of our solar system.</li></ul>

**LESSON NOTES**






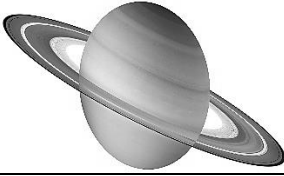
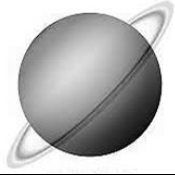
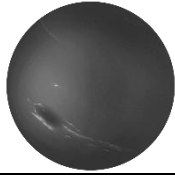
**What Is The Solar System?**

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 is so large so its gravity is so huge that it attracts all other objects in the solar system towards it.

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*’ meaning Jupiter like. They are all huge compared to the Terrestrial planets and they are gaseous. They contain mostly Hydrogen and Helium gas. They are also called ‘Gas Giants’ but Uranus and Neptune have more ice than gas.

**The Characteristics of the Planets**

Each of the planets has very unique and incredible features that distinguish them from all other planets. There are so many features that explain every planet and the following are some:

			
<b><u>Mercury</u></b> is the smallest place. Its surface temperature is about 427°C. It is a dry, barren planet.	<b><u>Venus</u></b> is the brightest planet in the sky. Its surface temperature is 462°C. The atmosphere is mostly of carbon dioxide. Also liquid, water and oxygen.	<b><u>Earth</u></b> is the only planet that has living things. It is mostly made up of Oxygen and Nitrogen. Earth is a rocky planet. Temperature range as high as 7000°C to 870°C.	<b><u>Mars</u></b> is similar to Earth. Its atmosphere is made up of clouds and ice caps. It contains only a small amount of oxygen.
			
<b><u>Jupiter</u></b> is the largest planet. Its temperature can be as high as 30,000°C. It is made up of gas, liquid, Hydrogen and Helium	<b><u>Saturn</u></b> has a hot, solid inner core of iron and rocky material. Its temperature averages about 178°C. Seven rings, consisting of ice particles circle around it.	<b><u>Uranus</u></b> does not have an internal source of heat. It has 11 rings surrounding it. The rings consists of chunks of unknown material.	<b><u>Neptune</u></b> is also the smallest planet. It is a solid planet that is mostly made up of rocky material and ice. Its temperature is minus 228°C.

**ACTIVITIES / EXERCISES**

1. Name **four** inner terrestrial planets.
2. Name **four** outer gaseous planets.
3. What is the most significant element of the solar system?
4. Which planet supports life?

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**YEAR: 7**

**SUBJECT: Social Science**

<b>STRAND:</b>	<b>SS7.4 – Resources and Economic Activities</b>
<b>SUB-STRAND:</b>	<b>SS7.4.1 – Use and Management of Resources</b>
<b>CONTENT LEARNING OUTCOME:</b>	SS7.4.1.1 - Investigate resources of the Pacific and express how these resources have helped in the development of the countries.
<b>ACHIEVEMENT INDICATOR:</b>	• Describe the economic development occurring in the Pacific and how developers utilise these resources.

**LESSON NOTES**

**Resources in Papua New Guinea**

**Agriculture**



Agriculture has been of immense importance and will always remain the backbone of Papua New Guinea sustenance with 80 % of the population involved in subsistence farming. The moderate tropical climate with high levels of seasonal rainfall is highly favourable for agricultural activities. The driving force behind commercial agriculture in Papua New Guinea has always been the export crops namely coffee, cocoa, coconut (copra), oil palm and kernels. Other export commodities include tea, cardamom, rubber, chillies and pyrethrum as well as the great number of varieties of tropical fruits and vegetables.

**Fisheries**

The waters around Papua New Guinea contain large stocks of marine resources. Within the 200 mile economic zone are large varieties of fish, including migrating schools of tuna. More than 10,000 species of fish, molluscs and crustaceans have so far been identified. Coastal commercial fishing is based primarily on prawns, lobster and baramundi and a collection of sedentary fisheries resources, including beche-de-mer, trochus shells, pearl shell and green snail.



**Forestry**



The Papua New Guinea Forest Authority (PNGFA) is the government body responsible for monitoring and controlling the wood and forest-based industries and the management of PNG's forest resources. There are 35 million hectares of enclosed forest of which about 15 million hectares of high quality tropical hardwoods are considered to be suitable for development. The Government is mindful of its obligations to environmental heritage when promoting the forest resource.

**Mining and Petroleum**

Papua New Guinea has been a gold exporter since the 1930s and became the 11th largest gold producer in the world over the last few years. Papua New Guinea also ranks 10th in the world in terms of copper production, and has a very real potential to exceed the present production level. Also, silver is a commercial by-product from most of the mines. Papua New Guinea has extensive reserves of natural gas and oil. The main mineral deposits are copper, gold and silver but there are also recoverable deposits of other minerals such as nickel and cobalt. Papua New Guinea currently operates three world-class, open pit mines since the Misima gold mine in the Milne Bay Province of Papua New Guinea has now ceased operations.

**ACTIVITIES / EXERCISES**

1. What is PNG's main resource?
2. Why is PNG a favourable place for agriculture?
3. Name some agricultural commodities that help the growth of PNG as a whole.
4. How many species of fish can be found in the PNG water?
5. Name some of the resources that are found in PNG waters.
6. Which department looks into the controlling of fishery development?

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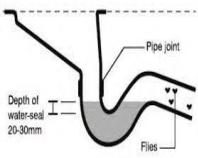
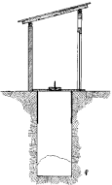


**YEAR: 7**

**SUBJECT: *Healthy Living***

<b>STRAND:</b>	<b>Strand 4 – Personal And Community Health</b>
<b>SUB-STRAND:</b>	<b>H7.4.1 – Personal Hygiene and Sanitation</b>
<b>CONTENT LEARNING OUTCOME:</b>	H7.4.1.1 Relate and discuss hygiene practices in homes to prevent diseases.
<b>ACHIEVEMENT INDICATORS:</b>	<ul style="list-style-type: none"><li>• Identify different types of toilets.</li><li>• State ways of caring for the toilets.</li><li>• Discuss how sewage is treated in urban areas.</li></ul>

**LESSON NOTES**

**Types of Toilets**

	<b><u>Flush Toilet</u></b> – is a toilet that disposes of human waste by using the force of water to flush it through a drainpipe to another location for treatment, either nearby or at a communal facility, thus maintaining a separation between humans and their waste. Flush toilets are more hygienic, easy to use and maintain. On the other hand, it may be quite expensive to buy and install them and use a lot of water for full flush.
	<b><u>Water Seal Toilet</u></b> – Just like a flush toilet, the pour flush toilet has a water seal that prevents odours and flies from coming back up the pipe. Water is poured into the bowl to flush the toilet of waste; approximately 2 to 3 litres is usually enough. Water seal toilets are most commonly used in rural and maritime areas where piped water may not be available.
	<b><u>Pit Toilet</u></b> – is a type of toilet that collects human faeces in a hole in the ground. Urine and faeces enter the pit through a drop hole in the floor, which might be connected to a toilet seat or squatting pan for user comfort. Pit toilets give out lots of bad odour, unhygienic, attracts flies and spreads lots of germs and diseases.
	<b><u>Portable Toilet</u></b> – is any type of toilet that can be moved around, some by one person, some by mechanical equipment. Most types do not require any pre-existing services or infrastructure, such as sewerage, but are completely self-contained. Portable toilets are used at many functions, including parades, picnics and other outdoor events. They require to be properly cleaned and it may be expensive to hire them.
	<b><u>'Bush' Toilets</u></b> – this may be the most unhygienic forms of passing out human waste. Some people use the nature to excrete waste. Usually, the people who do not have their own toilets tend to do this. It spreads diseases and gives out bad odour. Bush toilets should never be an option.

**How Sewage is Treated in Urban Areas?**

As sewage enters a plant for treatment, it flows through a screen, which removes large floating objects such as rags and sticks that might clog pipes or damage equipment. After sewage has been screened, it passes into a grit chamber, where cinders, sand, and small stones settle to the bottom. After the solids are removed, the liquid sewage is filtered through a substance, usually sand, by the action of gravity. This method gets rid of almost all bacteria, reduces turbidity and colour, removes odours, reduces the amount of iron, and removes most other solid particles that remained in the water.

**ACTIVITIES / EXERCISES**

1. Which type of toilet do you have at home?
2. Mention **two** advantages of using flush toilets.
3. Which **two** types of toilets are commonly used in the rural areas.
4. Which type of toilet is the most suitable for outdoor activities?
4. Discuss **how** sewage is treated in urban areas.

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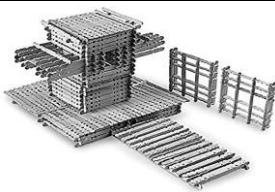





**YEAR: 7**

**SUBJECT: *Physical Education***

<b>STRAND:</b>	<b>Physical Education</b>
<b>SUB-STRAND:</b>	<b>PE7.1.3 – Physical Activity and Social Development</b>
<b>CONTENT LEARNING OUTCOME:</b>	PE 7.1.3.2 Explore and discuss social interaction and exhibit leadership and problem solving skills in physical activity settings.
<b>ACHIEVEMENT INDICATORS:</b>	Discover and distinguish various social interactions and demonstrate leadership and problem solving skills in physical activity settings.

**LESSON NOTES**

**Indoor Games**

	Building - You don't need a fancy building set for this. Popsicle stick cities, card towers, even buildings out of blocks, or forts out of boxes or pillows, will do just fine. If you want to get competitive, whoever builds the highest tower wins.
	Magical Mama – simply place a ping-pong ball under one of three cups and shuffle the cups around. Then ask your children to guess which cup holds the ping-pong ball. Sneaky parents can place the cups near the edge of a table and secretly drop the ball. Watch your tots' eyes light up in amazement when they learn the ping-pong ball is gone!
	Card games Card games are great for challenging young minds and creating hours of indoor fun. Grab a box of cards and check out our favourite traditional card games.
	Puzzles Exercise -You can use a store-bought variety or have the kids make their own. Have your children draw a picture on a sturdy piece of cardboard or Bristol board. Then use a pencil to outline puzzle pieces directly on their drawing. Cut out the pieces with a good pair of scissors, mix them up and get solving.
	Freeze! Choose some of your kids' favourite tunes and turn up the volume. Ask them to dance until the music stops. When it does, they have to freeze in whatever position they find themselves in – even if they have one leg up.
	Paper-bag skits - This game is ideal for larger groups — a sleepover favourite. Divide the kids up into groups. Give each group a bag filled with props, such as a spoon, toy jewellery, a sock, ball or ribbon. Then give them 15 minutes to construct a skit around the props. This game is so much fun that it doesn't have to be competitive.

**ACTIVITIES / EXERCISES**

1. Name **two** of your favourite indoor games.
2. Which board game do you play often with your siblings or family?
3. Try playing the above-mentioned games. Which of the above games did you enjoy playing the most?
4. What would be the most suitable time to play indoor games?



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**YEAR: 7**

**SUBJECT: Music**

<b>STRAND:</b>	<b>Performing Arts</b>
<b>SUB-STRAND:</b>	<b>A7.1.4 – Arts in Society and Culture</b>
<b>CONTENT LEARNING OUTCOME:</b>	A7.1.4.1 Create a presentation on moral values which promote harmony in community.
<b>ACHIEVEMENT INDICATORS:</b>	• Investigate how to enhance good relationship with others.

**LESSON NOTES**

**How To Enhance Good Relationships**

1. Accept and celebrate differences. One of the biggest challenges we experience in relationships is that we are all different. We can perceive the world in many ways. We feel more comfortable when we feel that people “get” us and can see our point of view.
2. Listen effectively. Listening is a crucial skill in boosting another person’s self-esteem, the silent form of flattery that makes people feel supported and valued. Listening and understanding what others communicate to us is the most important part of successful interaction and vice versa.
3. Give people your time. Giving time to people is also a huge gift. In a world where time is of the essence and we are trying to fit in more than one lifetime, we don’t always have the time to give to our loved ones, friends, and work colleagues.
4. Develop your communication skills. Communication occurs when someone understands you, not just when you speak. One of the biggest dangers with communication is that we can work on the assumption that the other person has understood the message we are trying to get across.
5. Manage mobile technology. By now, pretty much everyone has a mobile phone and many people have two or more. While they are a lifesaver in an emergency, and an effective tool for communication, they also can be a complete distraction when people exhibit a lack of mobile phone etiquette.
6. Learn to give and take feedback. Feedback, in my opinion, is the food of progress, and while it may not always taste great, it can be very good for you. The ability to provide constructive feedback to others helps them to tap into their personal potential and can help to forge positive and mutually beneficial relationships.
7. Learn to trust more. Trust is a very important value in any relationship. Without it, relationships fail.
8. Develop empathy. There is a great expression that I learned a long time ago: “People will forget what you said, people will forget what you did, but people will never forget how you made them feel.”

**Some Important Tips**

- ❖ Ensure that the relationship you have with yourself is a positive one.
- ❖ Accept and celebrate the fact that we are all different.
- ❖ Actively listen to hear what other people have to say.
- ❖ Give people time and “be present” when you are with them.
- ❖ Develop and work on your communication skills.
- ❖ Manage mobile technology and be aware of its pitfalls.
- ❖ Learn to give and take constructive feedback.
- ❖ Open your heart and find the courage to trust.
- ❖ Learn to be more understanding and empathetic.
- ❖ Treat people as you would like to be treated yourself.

**ACTIVITIES / EXERCISES**

In your **Answer Booklet**, write a verse of a song which teaches you the importance of good relationship.

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**YEAR: 7**

**SUBJECT: Art and Craft**

<b>STRAND:</b>	<b>Visual Arts</b>
<b>SUB-STRAND:</b>	<b>A7.2.3 – Art Appreciation</b>
<b>CONTENT LEARNING OUTCOME:</b>	A7.2.3.1 Examine and discuss visual art composition, activities and the relationships between them using a range of art terms.
<b>ACHIEVEMENT INDICATORS:</b>	Study and explain aesthetic visual art composition and activities.

**LESSON NOTES**

**Complementary Colours**

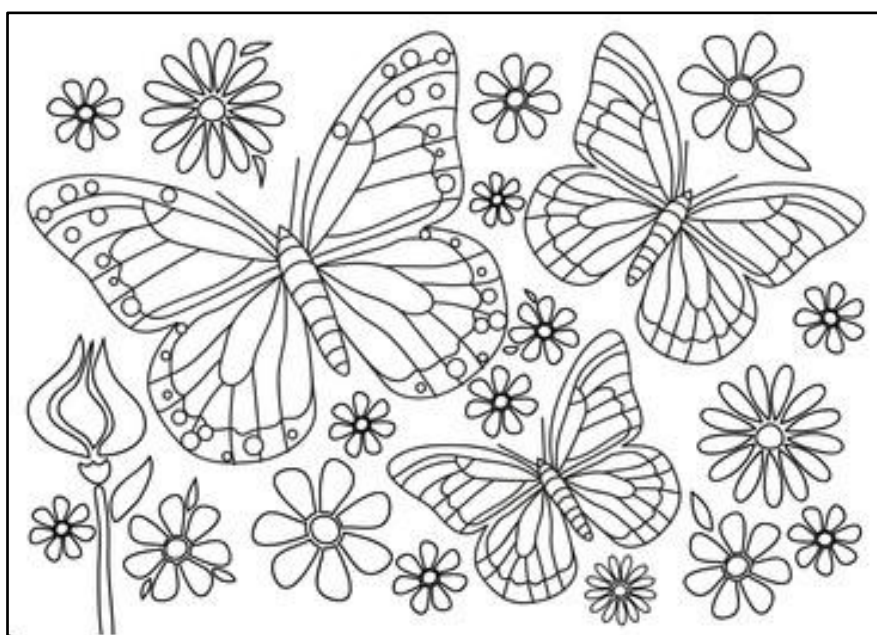
Complementary colours are pairs of colours which, when combined or mixed, cancel each other out by producing a grayscale colour like white or black. When placed next to each other, they create the strongest contrast for those two colours. Complementary colours may also be called "opposite colours".

Which pairs of colours are considered complementary depends on the colour theory one uses:

- (a) Modern colour theory uses either the RGB additive colour model or the CMY subtractive colour model, and in these, the complementary pairs are red–cyan, green–magenta, and blue–yellow.
- (b) In the traditional RYB colour model, the complementary colour pairs are red–green, yellow–purple, and blue–orange.
- (c) Opponent process theory suggests that the most contrasting colour pairs are red–green, and blue–yellow.
- (d) The black-white colour pair is common to all the above theories.

**ACTIVITIES / EXERCISES**

Using your knowledge of complementary colours, colour this picture provided in the **Answer Booklet**.  
**[Using coloured pencils only.]**



**1077 RAVIRAVI SANGAM SCHOOL**  
**REALIGNED CURRICULUM WEEKLY HOME STUDY PACKAGE**

**YEAR: 7**

**SUBJECT: Hindi (हिन्दी)**

तत्व□	1 सुनना एवं बोलना	2 पढ़ना एवं सर्वेक्षण करना	3 लिखना एवं निर्माण करना
उप - तत्व□ (संकलित दृष्टिकोण)	1 मूल-पाठ के प्रकार- मीडिया□साधारण□संप्रेषण□ साहित्यिक विषय।	2 भाषा की विशेषता एवं नियम।	3 सामाजिक एवं सांस्कृतिक संदर्भ और परिस्थितियाँ□
विषय के अधिगम परिणाम धारणाएँ□कौशल और मनोवृत्तियाँ□	अर्थ लगाने हेतु विविध साहित्यिक□चित्रात्मक व ज्ञान वर्धक विषयों के प्रयोग को पढ़ना व समझ दर्शाना।	विविध पाठ रूपों□पाठ्य विशेषताओं व शैलीगत तत्वों तथा भाषागत व अभाषायी विशेषताओं को पहचानना व समझ दर्शाना कि वे अर्थ को कैसे संप्रेषित करते हैं।	वर्णन करना कि विशिष्ट उद्देश्य व दर्शकों के लिए विषय कैसे निर्मित होते हैं तथा पहचानना कि पाठ में सांस्कृतिक व धार्मिक मूल्य□ मनोभाव व विश्वास कैसे प्रस्तुत होते हैं।

**LESSON NOTES / EXERCISES**

**Listening and Speaking: (सुनना एवं बोलना)**

इस ठंड के मौसम में□ठंड से बचने के लिए आपने क्या-क्या उपाए किए होंगे□अपने भाई व बहन से इसी विषय पर चर्चा करें।



**Reading and Viewing: (पढ़ना व सर्वेक्षण करना) – नीचे दिए गए पाठ को पढ़ो।**

**पूस की रात**

हल्कू एक गरीब किसान है। वह सहना नामक व्यक्ति का कर्जदार है। सहना हल्कू के पास अपना कर्ज वसूलने आया और हल्कू को बुरा-भला कहने लगा। इस पर हल्कू ने अपनी पत्नी से कर्ज चुकाने के लिए घर में रखे पैसे माँगे। उसकी पत्नी ने घर में जमा किए पैसे देने से इनकार कर दिया। तब हल्कू ने पत्नी से कहा कि वह सहना की गालियाँ नहीं सह सकता। इसलिए पैसे दे दे। हल्कू की ज़िद पर पत्नी ने कम्बल खरीदने के लिए बचाकर रखे पैसे दे दिए।

हल्कू के पास जाड़ों में पहनने के लिए कोई गरम कपड़ा नहीं था। वह एक सूती चादर लेकर रात में खेत पर चौकीदारी करने जाता था। अपने साथ में वह अपने कुत्ते जवरा को भी ले जाता था। ठंड बहुत थी। इस कारण ही हल्कू एवं जवरा खेत में सो नहीं पाए। जवरा कूकू करता रहा। हल्कू ने गरमी पाने के लिए कई बार चिलम पी। इससे भी उसकी ठंड दूर नहीं हुई। इसके बाद उसने जवरा को अपने साथ सुलाने का प्रयास किया। इससे भी उसे थोड़ी गरमी महसूस हुई। थोड़ी देर बाद खेत की ओर से किसी की आहट पाकर जवरा भौंकता हुआ खेत की ओर चला गया।

जवरा के जाने के बाद हल्कू को फिर से ठंड लगने लगी। उसकी पतली सूती चादर से ठंड नहीं रही थी। रात में समय का अनुमान लगाने के लिए हल्कू ने आकाश की ओर देखा। फिर जवरा को लेकर वह निकट के आम के बाग में पहुँचा।



आम की सूखी पत्तियों को एकत्रित कर उसने आग सुलगाई और वहीं बैठकर आग तापने लगा। पास में ही जवरा भी बैठ गया। थोड़ी देर में जवरा को खेत में जानवरों के आने की आहट सुनई दी तो वह भौंकता हुआ खेत की ओर दौड़ पड़ा। गरमी पाकर हल्कू का आलस्य बढ़ गया। उसने वहीं पर बैठकर सोचा कि जब तक जवरा खेत पर है उसके खेतों में कोई जानवर नहीं घुस सकता। किंतु खेत में जानवरों के चरने की आवाज़ वह स्पष्ट रूप से सुन रहा था। ठंड के कारण वह वहाँ से हट गया।

सुबह उसकी पत्नी ने उसे जगाया। उसने बताया कि उसके रहते हुए भी सारे खेत को जानवरों ने चर लिया है। पत्नी की डाँट से बचने के लिए हल्कू ने पेट-दर्द का बहाना बना दिया। इस पर पत्नी ने उससे कहा अब उसे खेती छोड़कर मज़दूरी करनी पड़ेगी। हल्कू निराश नहीं हुआ। वह सोचने लगा कि अब उसे जाड़ों की रात में खेत पर नहीं सोना पड़ेगा।

(स्रोत - “प्रेमचंद की सुगम कहानियाँ - अभ्यास पुस्तिका” — पृष्ठ 12 & 13 )

### **Writing and Shaping: (लिखना एवं निर्माण करना)**

(क) नीचे दिए गए प्रश्नों का सही जवाब अपनी उत्तर पुस्तिका में लिखिए।

- 1 हल्कू ने पैसे किस लिए बचाकर रखे थे ☐
- 2 हल्कू कैसा व्यक्ति था ☐
- 3 ठंड से बचने के लिए हल्कू ने क्या उपाय किया ☐
- 4 सुबह जब उसकी पत्नी ने उसे डाँटा तो हल्कू क्यों निराश नहीं हुआ ☐

(ख) नीचे दिए गए शब्दों के पर्यायवाची शब्द (synonyms) पाठ में से चुनकर अपनी उत्तर पुस्तिका में लिखिए।

- |                  |                |
|------------------|----------------|
| 1 दरिद्र - _____ | 2 शीतल - _____ |
| 3 पास - _____    | 4 आहट - _____  |
| 5 उदास - _____   |                |

(ग) अपनी उत्तर पुस्तिका में निर्धारित स्थान पर एक चित्र बनाइए जिसमें जानवर खेत में फसल खा रहे हैं।

**1077 RAVIRAVI SANGAM SCHOOL**

## *Realigned Curriculum Weekly Home Study Package*

## ANSWER BOOKLET: SET 7

NAME OF CHILD: \_\_\_\_\_

GRADE TEACHER: Mr. Dinesh Kumar

YEAR/LEVEL: 7

DATE RECEIVED: \_\_\_\_\_

**SUBJECT: Mathematics (SHOW ALL NECESSARY WORKING)**

1.

### (i) Simple Interest

= \$\_\_\_\_\_

(ii) Amount

= \$ \_\_\_\_\_

2.

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(i) Simple Interest

= \$\_\_\_\_\_

(ii) Amount

= \$ \_\_\_\_\_

**SUBJECT:** English

**(i) Comprehension Check**

3. \_\_\_\_\_

**(ii) Paragraph**

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**SUBJECT:** Basic Science

1. (i) \_\_\_\_\_ (ii) \_\_\_\_\_  
(iii) \_\_\_\_\_ (iv) \_\_\_\_\_

2. (i) \_\_\_\_\_ (ii) \_\_\_\_\_  
(iii) \_\_\_\_\_ (iv) \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

**SUBJECT:** Social Science

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

**SUBJECT:** Healthy Living

1. \_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

**SUBJECT:** Physical Education

1. (i) \_\_\_\_\_ (ii) \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**SUBJECT:** Music

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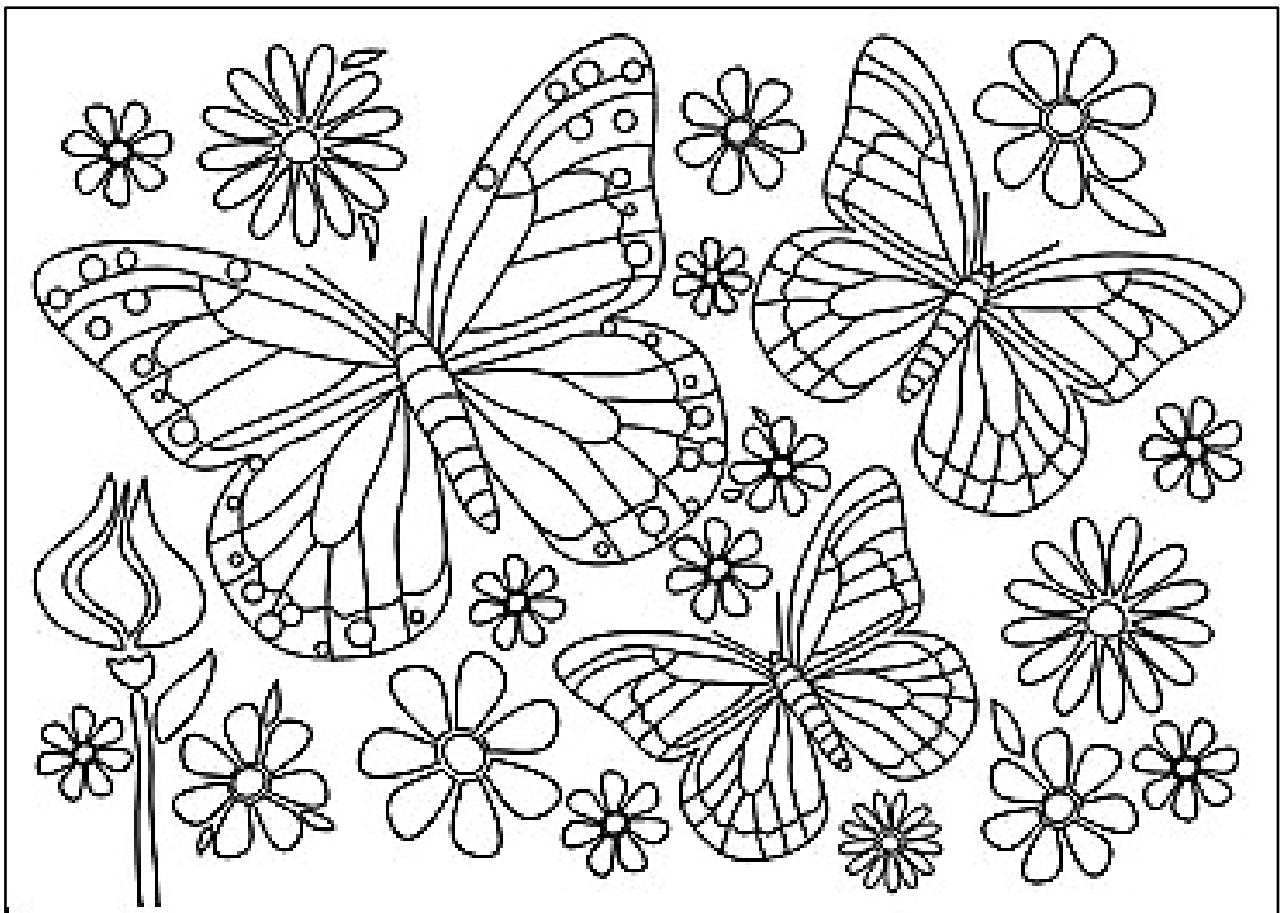
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**SUBJECT:** Art and Craft

Using your knowledge of complementary colours, colour this picture provided below.  
[Using coloured pencils only.]



**SUBJECT:** Hindi (Hindi students ONLY)

- (क) 1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_

- (ख) 1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_  
5. \_\_\_\_\_

(ग) नीचे दिए गए स्थान पर एक चित्र बनाइए जिसमें जानवर खेत में फसल खा रहे हैं।

