

**UCIWAI SANGAM SCHOOL****YEAR 7 - ENGLISH****WEEKLY HOME LEARNING PACKAGE NO. 4****STRAND : 1. Listening & Speaking****SUB STRAND : 1.1 Writing Process****C.L.O** : At the end of this lesson the students will be able to identify and differentiate preposition in its usage.**Part A : Spelling List - New words to learn this week**

1. Disbelief	6. Feverish
2. Ordeal	7. Rescuers
3. Despair	8. Overhead
4. Tropical	9. Crushed
5. Startled	10. Feeble

Use the dictionary to find the meaning of the words listed below

1. Disbelief –	6. Feverish -
2. Ordeal –	7. Rescuers -
3. Despair –	8. Overhead -
4. Tropical –	9. Crushed -
5. Startled -	10. Feeble -

**Part B : Prepositions – Signifying Direction**

Prepositions are words that describe the position or direction of movement of a thing or a person, or the time at which something takes place.

Common prepositions that signify direction are:

to

into

onto

**How to use “PREPOSITIONS” to signify directions**

1. To express the idea that someone or something is **moving** to a specific direction , we use

**to**

For example, Maria went **to** the library or What time do you go **to** bed?

2. To express the idea that someone is moving **towards the interior** of something else.

**into**

For example,

- i. John fell **into** the swimming pool.
- ii. Pour some water **into** the jug.

3. To express the idea that someone is moving **towards the surface** of something else.

**onto**

For example,

- i. Marica fell **onto** the roof of the building from the helicopter.
- ii. The acrobat fell **onto** the floor of the circus.

**ACTIVITY:** Fill in the blanks with “**at, to , into or onto**”. Do not write anything where there is no need for any preposition.

1. I am not going out this afternoon. I am staying \_\_\_\_\_ home.
2. What time did you get \_\_\_\_\_ Suva?
3. We walked from my house \_\_\_\_\_ the city centre.
4. Jone stayed \_\_\_\_\_ his brother’s house.

5. We jumped \_\_\_\_\_ the water.
6. Don't throw any hard objects \_\_\_\_\_ the glass table.
7. Silvia threw her book \_\_\_\_\_ her bag
8. My sister lives \_\_\_\_\_ Australia.
9. There are two stamps \_\_\_\_\_ the envelope.
10. Sam fell \_\_\_\_\_ her desk while working out.

**A COMPREHENSION PASSAGE; Read and answer the questions that follows.**

Dane's Adventures

*This passage tells what happened when someone got lost in the jungle.*

Dane had not eaten or drunk anything for two days and he felt weak. Once again, he thought of his friends, Maika and Harry. Were they safe? Perhaps, they were still looking for him. The three of them had come to the jungle for a hunting trip but had become separated while running from the wild elephant. Dane had lost his equipment and his food supply, but he knew that he should not give up. He prayed for strength to find a way out of the thick tropical jungle. Dane was completely lost and was going round in circles. Wherever he went, he was plagued by mosquitos and other insects.

As if that was not enough, the leeches were draining his blood little by little. He was too scared to eat leaves or berries for fear of upsetting his stomach. He came across some animals' footprints which led him to a watering hole. There, he drank greedily until he was full. Then, to keep off the biting insects, he rolled himself in the mud. He decided to stay near the watering-hole to wait for a search party.

Early in the morning of the day, Dane was awakened by something exploring his body. Shaking his fear, he realized that it was an elephants' trunk him, but as soon as he shouted, the frightened elephant crashed away through the jungle. Dane was thankful that he was safe, for the elephant might have stood on him and crushed him. Another time, Dane woke up from a short sleep to find a wild boar noisily licking him. Frightened, he leapt up and screamed. Fortunately, the startled animal disappeared off into the trees.

By the sixth day, Dane was feeling very thirsty and feverish. He heard a plane flying overhead but he was too weak to shout. He began to despair. Then, later in the day, Dane thought he heard voices calling him, with the little strength he had remaining, he let out a feeble cry. The rescuers stared in disbelief to see Dane covered in mud from head to foot. He was quickly carried out of the jungle. A few hours later, Dane was in the hospital, remembering his experience and wondering how he had survived the terrible ordeal.

**Answer the following questions based on the passage above.**

1. Where was Dane when the story begins?

---

2. Why do you think Dane had lost his food and equipment?

---

3. How do you think the mud would keep off the biting of insects?

---

4. From the last paragraph find the word that means '*a painful or difficult experiences*'

---



This week , we will be learning some riddles and have fun with English home learning.

**RIDDLE TIME**; have fun with your family and friends. Do not show them the answers.

Keep it to yourselves and find out how fun this will be.

1. I am the biggest alphabet as I contain the most water in the world. WHO AM I?
2. I have 28 days in a month. WHICH MONTH AM I?
3. I am the building with many stories. WHAT AM I?
4. What is the word that is spelt incorrectly in all dictionaries? WHICH WORD AM I?
5. A boy and an engineer were fishing. The boy is the son of the engineer but engineer is not the father of the boy. Then WHO IS THE ENGINEER?
6. Four children and their pet dog were walking under a small umbrella. But none of them became wet. HOW?
7. Name one fish that can never swim : \_\_\_\_\_

Here, you can write some of your own riddles to ask your teacher:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

*The End . STAY SAFE AND GOD BLESS*

*Anthony D'Angelo ~ Develop a passion for learning, if you do, you will never cease to grow ~*

**UCIWAI SANGAM SCHOOL**

**YEAR 7 - MATHEMATICS**

**WEEKLY HOME LEARNING PACKAGE NO. 4**

**STRAND : 1. Numbers & Numeration**

**SUB STRAND : 1.1 Sets**

**C.L.O** : At the end of this lesson the students will be able to list & count collections and elements of any given sets. Also, find the cardinality of a collection and describe its properties.

**Lesson Notes** :

**A. What is a set?**

- A set is a collection of well-defined and distinct objects
- It is a collection
- The members of a set are called **elements**
- For example;
  - Set  $A = \{ 1, 3, 5, \}$  3 is an element of set A - in symbols  **$3 \in A$** , 6 is not an element of set A – in symbols  **$6 \notin A$**

**B. Cardinal Number**

- The number of elements of a set is called the cardinality.
- For example ; the cardinality of set A is denoted by  $| A |$   
 Set  $A = \{ 2, 4, 6, 8, 10 \}$   
 $| A | = 5$

**C. Equal Sets**

- This is where two sets are equal
- They have the same members
- For example;
 

Are Set A and B equal?

Set  $A = \{ 1, 3, 5, 7, 9 \}$

Set  $B = \{ 5, 7, 3, 1, 9 \}$

**Yes, they are equal**

**D. Finite & Infinite Sets**

- Finite set are sets that has limited elements, also has an end
- Infinite set are sets that has no limited elements, also has the three dots included “...” these dots are called ellipsis

For example;

- the first set = {socks, shoes, watches, shirts, ...} **we call it an infinite set**
- The second set = {thumb, index, middle, ring, pinky} **we call it Finite set**

- But sometimes the “...” can be used in the middle .  
For example ; the set of letters = {a, b, c ... , x, y, z}. It is a finite set (only 26 letters)

#### E. Universal ( U )

This is the set containing all elements.

#### F. Null ( $\emptyset$ ) or { }

Also known as empty set is a set that **does not** contain any element.

#### G. Intersection ( $\cap$ )

This is the containing elements in **both sets**

#### H. Union ( U )

This is the sets combining all elements in all set

For example; listed below are the names of the children that play soccer and tennis.

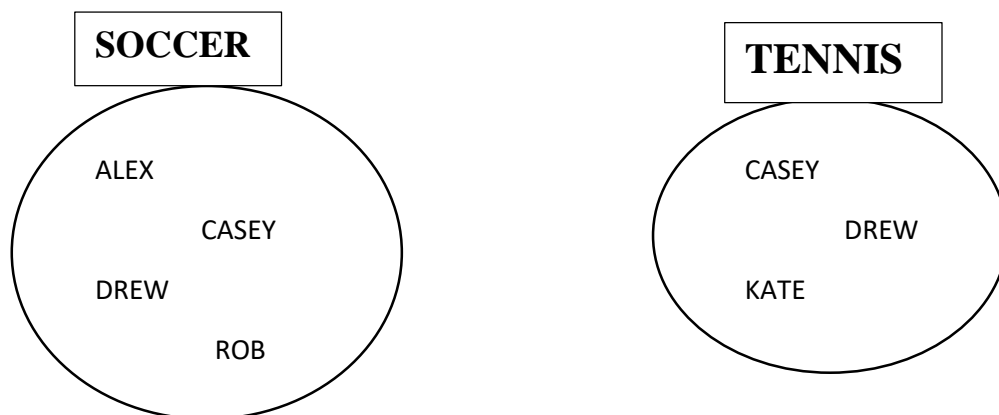
Set Soccer = {Alex, Casey, Drew, Rob}

Set Tennis = {Casey, Drew, Kate}

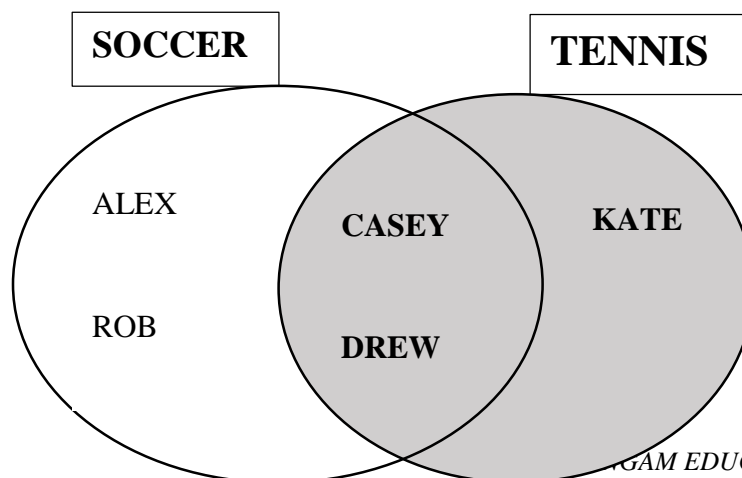
Soccer U Tennis = {Alex, Casey, Drew, Rob, Kate}

Soccer  $\cap$  Tennis = {Casey, Drew}

#### Venn Diagram



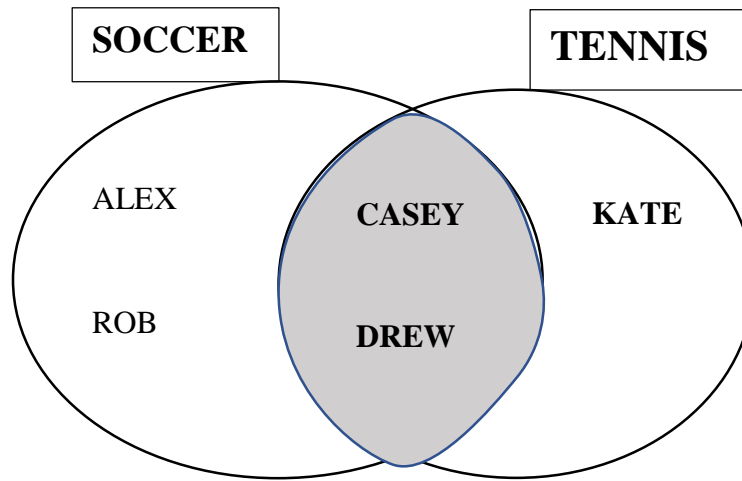
#### Union of two sets





$$S \cup T = \{\text{Alex, Casey, Drew, Rob, Kate}\}$$

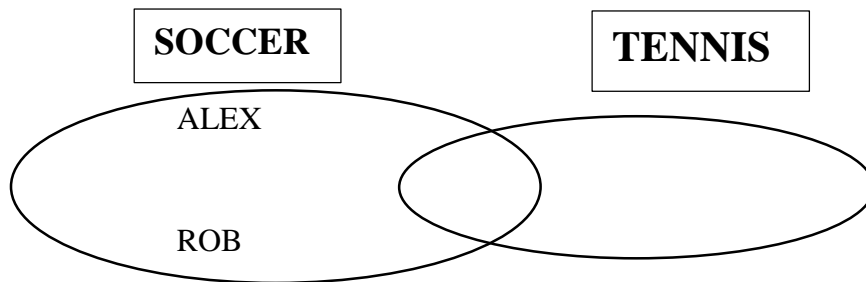
**Intersection of two sets**



$$S \cap T = \{\text{Casey, Drew}\}$$

**Difference of two sets**

You can also subtract one set from another set ;  $(S \cap T) - T = \{\text{Alex, Rob}\}$



**Three sets**

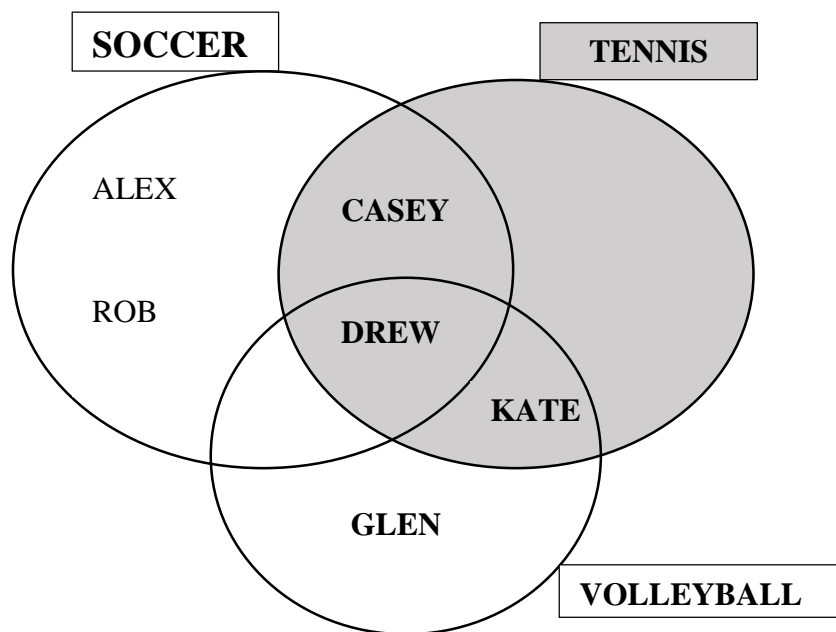
We can also use Venn Diagram for **3 sets**.

**Volleyball = {Drew, Glen, Kate}**

$S = \{\text{Soccer Players}\}$

$T = \{\text{Tennis Players}\}$

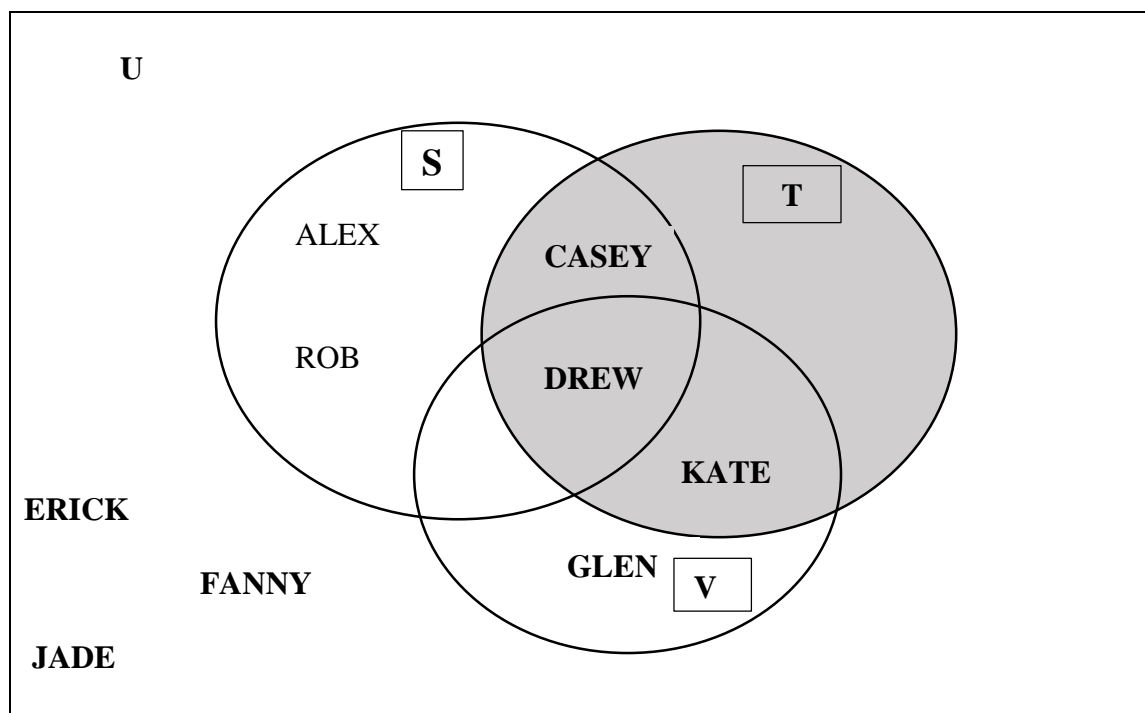
$V = \{\text{Volleyball Players}\}$



**Study The Venn Diagram Above And Fill In The Answers Below:**

1.  $S \cup T \cup V = \{ \underline{\hspace{15cm}} \}$
2.  $S = \{ \underline{\hspace{10cm}} \}$
3.  $T = \{ \underline{\hspace{10cm}} \}$
4.  $V = \{ \underline{\hspace{10cm}} \}$
5.  $T \cap V = \{ \underline{\hspace{10cm}} \}$
6.  $S \cap V = \{ \underline{\hspace{10cm}} \}$
7.  $(S \cap V) - T = \{ \underline{\hspace{10cm}} \}$
8.                      plays soccer, tennis and volleyball.
9. Kate plays                      and                     .
10.                      and                      plays soccer but don't play tennis or volleyball
11.                      plays only tennis.

## UNIVERSAL SET



$U = \{ \underline{\hspace{15cm}} \}$

$U - S = \{ \underline{\hspace{15cm}} \}$

## COMPLEMENT SETS

- Everything that is **not included** inside the set
- Symbol : a set with a small letter “ c ”

For example; set  $A = \{a, b, n, p, o\}$ , Set  $B = \{1, 2, a, b\}$

**COMPLEMENT:**  $A^1 = \{1, 2\}$

## ACTIVITY

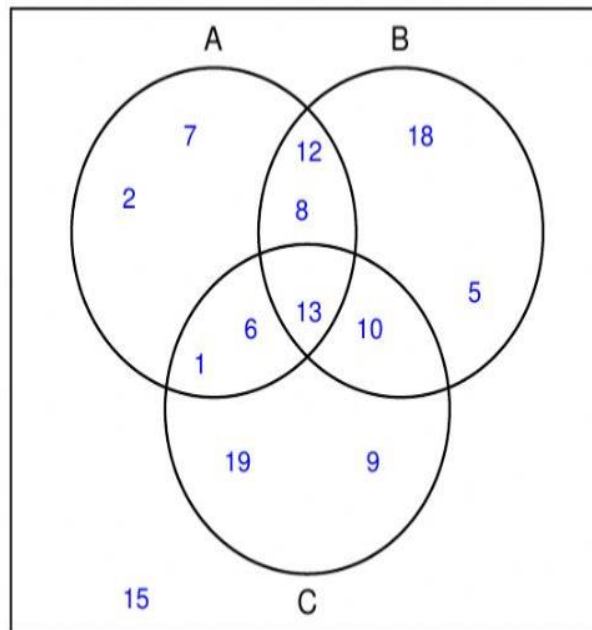
1. Is  $\{1, 2, 3, 4, 1, 5, 9, 10\}$  a valid set?
2. Is  $6 \in \{\text{the set of all even numbers}\}$ ?
3. Is the set  $\{a, b, c, f\}$  equal in the set  $\{a, b, c, f\}$ ?
4. If  $U = \{1, 2, 3, 4, 5, 6, 7\}$   $B = \{5, 3, 4, 1, 2\}$   $A = \{5\}$ . Draw a Venn Diagram to illustrate the UNIVERSAL SET



5. Find  $A \cup B = \{ \text{_____} \}$ . Draw a Venn Diagram

6. Find  $A^1 = \{$   
7. Find  $B^1 = \{$





- 1)  $C - (A \cap B)$  = \_\_\_\_\_
- 2)  $(A \cap C) - B$  = \_\_\_\_\_
- 3)  $B - (A \cup C)$  = \_\_\_\_\_
- 4)  $(A \cup B) - C$  = \_\_\_\_\_
- 5)  $B \cup (C - A)$  = \_\_\_\_\_
- 6)  $B - (A \cap C)$  = \_\_\_\_\_
- 7)  $(B \cap C) - A$  = \_\_\_\_\_
- 8)  $(A \cap B) - C$  = \_\_\_\_\_
- 9)  $A - (B \cup C)$  = \_\_\_\_\_
- 10)  $(B \cup C) \cap A$  = \_\_\_\_\_

*The End . STAY SAFE AND GOD BLESS*

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**UCIWAI SANGAM SCHOOL**  
**WEEKLY HOME STUDY PACKAGE 4**

NAME: \_\_\_\_\_

**SUBJECT: HEALTHY LIVING**

**YEAR / LEVEL: 7**

**STRAND: 1. Human Growth & Development**

**SUB STRAND: 1.1 Growth & Changes**

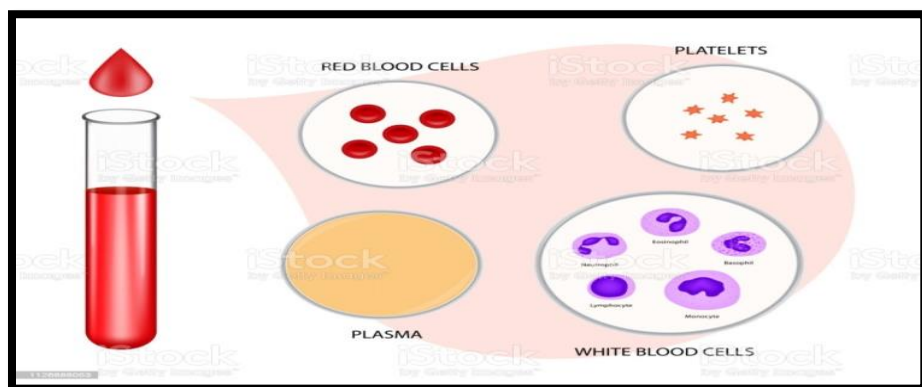
**TOPIC: THE HUMAN BLOOD**

**C.L.O:** At the end of this lesson, students will be able to relate and differentiate, identify the different terms for the human blood and its functions

**LESSON NOTES: (Please read the notes carefully)**

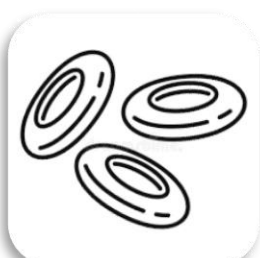
**The Human Blood**

- It is the fluid that transport **oxygen** and **nutrients** to the parts of the body
- It is both a **tissue** and **fluid**
- It is a transport liquid pumped by the heart to all parts of the body



- **PLASMA**
  - It is the liquid part of the blood
- **RED BLOOD CELLS**
  - Carries oxygen from the lungs and deliver to all parts of the body
- **WHITE BLOOD CELLS**
  - Known as the soldiers of the body. They get rid of dead cells and they kill and destroy sickness
- **PLATELETS**
  - They help the body form clots to stop bleeding
  - Responsible for blood clotting. Example, when we cut ourselves.

**Study the diagram below and learn its functions.**



**RED BLOOD  
CELLS**



**PLATELETS**




**WHITE  
BLOOD CELLS**



**PLASMA**

**Activity 1:** Complete the table below. **The first one is done !**

BLOOD CELLS	FUNCTION	DIAGRAM
1. PLASMA	It is the liquid part of the blood	
2.		
3.		
4.		

**Food to eat for healthy blood**

- Red meat
- Organ meat
- Dark, leafy green vegetables
- Dried fruits
- Beans
- Legumes
- Egg yolks

**Food you must avoid – causes High Blood Pressure**

- Salt
- Sugar
- Packaged food
- Canned foods
- Frozen pizza

**Write down the meaning of the given words: Use dictionary to find meaning**

a. Vascular Health -
b. Anemia -
c. Hemophilia -

**Artery**

- also known as red pipe
- Blood vessels that carry blood away from the heart

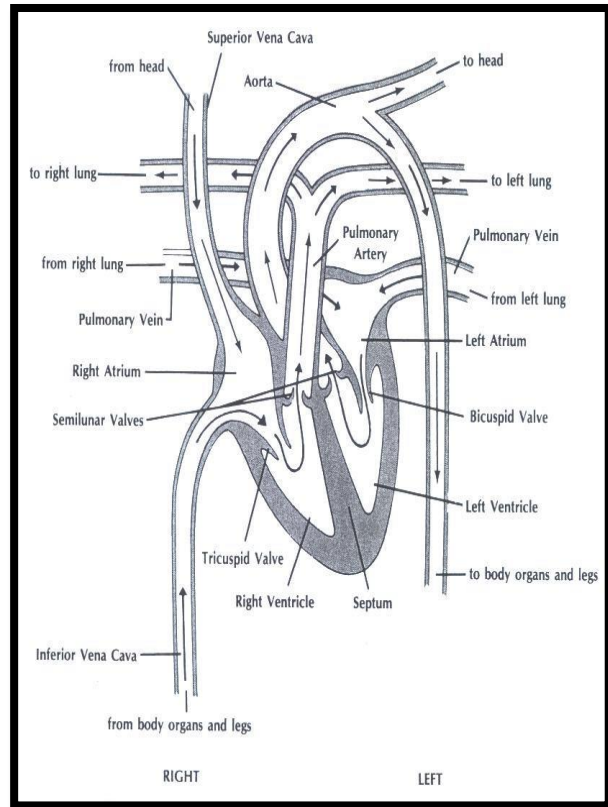
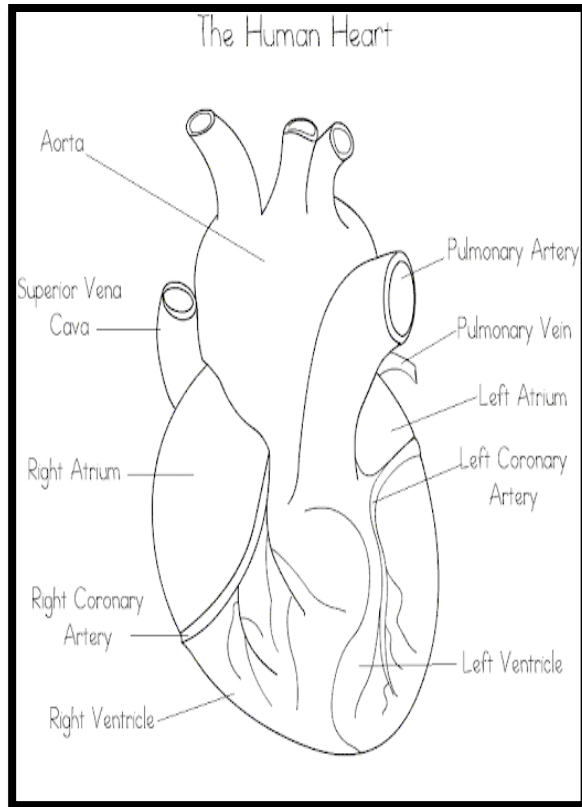
**Capillary**

- Smallest blood vessels
- Carries oxygenated blood from arteries to the tissue

**Veins**

- Blood vessels that carry blood from all parts of the body back to the heart





This activity will review some of the concepts covered in class in regards to the human heart. You will need to use your **notes, the heart diagram we labelled above.**

*Answer the following:*

- The two receiving chambers for blood are the \_\_\_\_\_
- The two discharging chambers for blood are the \_\_\_\_\_
- The \_\_\_\_\_ separates the heart chambers.
- Using the diagram above, answer the following:*
- The **LEFT** side of the heart **RECEIVES** blood **FROM** the \_\_\_\_\_
- The **RIGHT** side of the heart **RECEIVES** blood **FROM** the \_\_\_\_\_
- The **LEFT** side of the heart **PUMPS** blood **TO** the \_\_\_\_\_
- The **RIGHT** side of the heart **PUMPS** blood **TO** the \_\_\_\_\_

In the table below, fill in whether the heart chamber/blood vessel listed contains oxygenated/deoxygenated blood

Heart Chamber/Blood Vessel	Oxygenated / Deoxygenated
Right Ventricle	
Left Ventricle	
Right Atrium	
Left Atrium	
Pulmonary Artery	
Pulmonary Vein	
Superior Vena Cava	
Inferior Vena Cava	
Aorta	

Use the table above along with *Figure 1* to answer the following:

1. The blood in the **LEFT** side of the heart is **oxygenated/deoxygenated**. Why ?

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2. The blood in the **RIGHT** side of the heart is **oxygenated/deoxygenated**. Why ?

---



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3. Where does blood go **AFTER** it leaves the.....

- a. Right atrium \_\_\_\_\_
- b. Left atrium \_\_\_\_\_
- c. Right ventricle \_\_\_\_\_
- d. Left ventricle \_\_\_\_\_
- e. Pulmonary veins \_\_\_\_\_
- f. Pulmonary arteries \_\_\_\_\_
- g. Aorta \_\_\_\_\_
- h. Superior vena cava \_\_\_\_\_
- i. Inferior vena cava \_\_\_\_\_
- j. Lungs \_\_\_\_\_
- k. Organs & legs \_\_\_\_\_
- l. Head \_\_\_\_\_

5. Where did the blood come from **BEFORE** it entered the.....

- a. Right atrium \_\_\_\_\_
- b. Left atrium \_\_\_\_\_
- c. Right ventricle \_\_\_\_\_
- d. Left ventricle \_\_\_\_\_
- e. Pulmonary veins \_\_\_\_\_
- f. Pulmonary arteries \_\_\_\_\_
- g. Aorta \_\_\_\_\_
- h. Superior vena cava \_\_\_\_\_
- i. Inferior vena cava \_\_\_\_\_
- j. Lungs \_\_\_\_\_
- k. Organs & legs \_\_\_\_\_
- l. Head \_\_\_\_\_

6. What could happen if a heart valve did not work properly?

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7. Write down five ways to keep a healthy heart:

a.
b.
c.
d.
e.

**UCIWAI SANGAM SCHOOL****YEAR 7 – HINDI हिन्दी****WEEKLY HOME LEARNING PACKAGE NO. 4**

तत्त्व २	पढ़ना एवं सर्वेक्षण करना
उप-तत्त्व	सामाजिक व सांस्कृतिक संदर्भ और परिस्थितियाँ
विषय के अधिगम परिणाम	विभिन्न सामाजिक परिस्थितियों, उद्देश्यों व दर्शकों से संबद्ध पाठ में आए विचारों, जानकारी व घटनाओं की व्याख्य व चर्चा करना

उपन्यास ‘कृष्ण सुदामा की दोस्ती’ की छठी भाग को ध्यान से पढ़िए :

**मित्र की सेवा**

उधर फाटक के पास खड़े सुदामा को इतनी थकावट महसूस होने लगी थी कि उस से खड़ा ही न रहा गया। वह वहीं जमीन पर लेट गया था। अचानक उसने देखा कि भगवान कृष्ण आए हैं और उसे उठा रहे हैं। पास ही रानी रुक्मणी खड़ी हैं और अगल-बगल कई आदमी भी खड़े हैं। श्री कृष्ण ने उसे सहारा देकर उठाया और कहा, “बन्धु सुदामा, आखिर तुम आ ही गए।” सुदामा के मन में एक साथ इतने भाव उठे कि उससे बोला ही न गया।

कृष्ण उसे लेकर महल की ओर चलने लगे। वे अभी भी उसे अपने हाथों में उठाकर ले जा रहे थे। पास खड़े लोगों ने उनकी सहायता करनी चाही। पर कृष्ण ने रुक्मणी के सिवा और किसी को सुदामा के समीप भी न आने दिया। इस तरह राजा कृष्ण और रानी रुक्मणी उनके हारे सुदामा को लेकर महल में आए और लाकर एक विशाल पलंग पर बैठाया। फिर श्री कृष्ण ने सुदामा के पैर धोएँ। उसके छालों से भरे, सूजे पैर देख कर उनका हृदय भर आया।

उन्होंने तरह-तरह दवाइयों के साथ तैयार किए गए तेलों से सुदामा के पैरों की मालिश की और रानी रुक्मणी ने भी श्री कृष्ण को मदद की। थोड़ी देर बाद भोजन परोसा गया।

सुदामा के भोजन कर चुकने के बाद श्री कृष्ण ने कहा, “हमें एक दूसरे से अलग हुए कई वर्ष बीत गए हैं, फिर भी तुम आज पहली बार मुझ से मिलने आए हो।

खाना खाने और आराम करने से सुदामा स्वस्थ हो गया था। वह बोला, “मेरी पत्नी सुशीला हमेशा कहती रहती थी कि तुमसे जाकर मिल लूँ। मैं खुद भी तुमसे मिलने के लिए बेचैन रहता था। मगर न जाने क्यों कोशिश करने पर भी यहाँ आने का समय नहीं मिलता था।”

“ओहो,” कृष्ण ने कहा, “तो तुम खुद अपनी इच्छा से नहीं अपनी पत्नी के कहने पर आए हो।” तभी सुदामा को सुशीला की दी हुई पोटली याद आई। मगर वह उसे कृष्ण को देने की बजाय अपने बगल में छुपाने लगा। लेकिन कृष्ण ने उसकी पोटली छुपाते देख लिया। उन्होंने तुरन्त हाथ बढ़ाकर पोटली खींच ली।

कृष्ण ने चटपट पोटली खोली और खोलते ही खुशी से उछल कर बोले, “अहा ! चावल की खीलें ! भाभी ने मेरे लिए कितनी बढ़िया चीज भिजवाई है। क्यों न हो, वे जानती हैं कि मुझे खीलें कितनी अच्छी लगती हैं।”

ऐसा कहते- कहते कृष्ण ने दो मुट्ठी-भर खीलें खा डाली।

तभी रानी रुक्मणी ने कहा, “अब बस भी कीजिए। सारी अच्छी-अच्छी चीजें बस आप ही खाते रहेंगे क्या ? कुछ मेरे लिए भी तो रहने दीजिए।” ऐसा कहकर बाकी बची खीलें रानी रुक्मणी ने स्वयं खा लीं।

कठिन शब्द		अर्थ
१.	फाटक	द्वार
२.	विशाल	बहुत बड़ा
३.	पलंग	खाट
४.	बन्धु	सखा
५.	मालिश	मलने की क्रिया या भाव
६.	पोटली	छोटी गठरी
७.	खील	भुना हुआ धान
८.	परोसा	खाने के लिए आप की थाली में पकाया हुआ भोजन किसी और के द्वारा निकाला गया

### अभ्यास कार्य

क. पाठ में से सही शब्द को ढूँढ़ कर वाक्यों को पूरा करो।

१. फाटक के पास खड़े सुदामा को ----- महसूस होने लगी थी।

२. श्री कृष्ण ----- को लेकर महल की ओर चलने लगे।

३. श्री कृष्ण ने सुदामा के पैरों की ----- की थी ।

४. खाना खाने और आराम करने से सुदामा ----- हो गया था ।

५. बाकी बची -----रानी रुक्मणी ने स्वयं खा लीं ।

ख. रिक्त स्था नों की पूर्ति कीजिए ।

सुदामा के मन में एक साथ इतने भाव उठे कि ----- बोला ही न गया । कृष्ण ----- को लेकर महल की ओर चलने लगे । ----- अभी भी उसे अपने हाथों में उठा कर ले जा रहे थे । पास खड़े लोगों ने ----- की सहायता करनी चाही, पर कृष्ण ने ----- के सिवा और किसी को सुदामा के ----- भी न आने दिया । इस तरह राजा कृष्ण व रानी रुक्मणी थके हारे सुदामा को लेकर ----- में आए और लाकर एक विशाल पलंग पर बैठाया । फिर श्री कृष्ण ने ----- के पैर धोए । ----- के छालों से भरे, सूजे पैर देख कर ----- का हृदय भर आया ।

ग. इन वाक्यों का अर्थ अपनी अभ्यास पुस्तिका में स्पष्ट लिखिए ।

१. उसके छालों से भरे, सूजे पैर देख कर उनका हृदय भर आया ।

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२. सुदामा के मन में एक साथ इतने भाव उठे कि उससे बोला ही न गया ।

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३. हमें एक दूसरे से अलग हुए कई वर्ष बीत गए हैं, फिर भी तुम आज पहली बार मुझसे मिलने आए हो ।

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घ. नीचे दिए गए वाक्यों को सही शब्द के साथ मेल करो ।

अ	जवाब	आ
१. श्री कृष्ण की पत्नी		क. गरीब दोस्त
२. चावल की खीलें		ख. पोटली
३. सुदामा		ग. सुशीला
४. श्री कृष्ण		घ. भगवान
५. सुदामा की पत्नी		ङ. रुक्मणी

ड नीचेदिए गए चित्र के बारे में लगभग ३०-४० शब्दों का एक अनुच्छेद लिखिए ।

[illegible]

च. नीचे दिए गए प्रश्नों के उत्तर पूरे वाक्य में लिखिए ।

१. सुदामा कृष्ण के लिए क्या भेंट लाया था ?

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२. सुदामा क्यों कृष्ण को सुशीला की दी हुई पोटली नहीं देना चाहते थे ?

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३. “तो तुम खुद अपनी इच्छा से नहीं अपनी पत्नी के कहने पर आए हो ।”  
कृष्ण ने ऐसा क्यों कहा ?

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४. सुदामा क्यों फाटक के पास लेट गया था ?

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५. कृष्ण ने सुदामा की सेवा किस तरह की ?

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**UCIWAI SANGAM SCHOOL**  
**YEAR 7 SOCIAL STUDIES**  
**WEEKLY HOME STUDY PACKAGE 4**

**STRAND: 1. Time, Continuity & Change**

**SUB STRAND: 1.1 Understanding The Past**

**C.L.O:** At the end of this lesson, students will be able to identify their own culture. Also, differentiate the terms used for other traditional customs, beliefs and understand the meaning of ethnic groups.

**LESSON NOTES:**

**Maintaining Our Cultures**

- ETHNIC – a group of people sharing an identity which arises from a collective sense of distinctive history.
- Are the people of the same race or nationality who share a unique culture
- Example of ethnic: Hindu, iTaukei, Rotuman, European

**What is Culture?**

- It is the way of life of an entire society which includes codes of manners, dress, languages, rituals, norms of behaviour and our beliefs.
- It is the way of doing things that we share with others beyond our families and our group.
- The way of life of group of people.
- The characteristics and knowledge of a particular group of people.
- We need to maintain parts of our culture which are important
- Example: **norms** – the unwritten rules, languages, festivals, rituals and ceremony, holidays and types of food.
- The reason of maintaining our culture:
  - They provide a sense of belonging and meaning to our lives
  - Gives us connection and comfort
  - Provide us fast-paced life

**Activity 1:** Draw, colour and label parts of your culture which you think **should be maintained.**

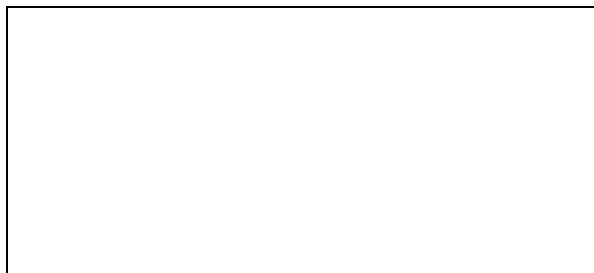


**Activity 2:** Fill in the Blanks. You need to conduct research and collect information you need to answer the questions below.

**My Heritage**

*My family and I (relatives) are from \_\_\_\_\_*

*Here is the picture of the flag*



*The climate in this country is \_\_\_\_\_*

*If you come to this country, here are some places you should visit*

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

*A famous meal you can eat in my ethnic is \_\_\_\_\_*

*A special day or celebration is \_\_\_\_\_*

*We celebrate it because \_\_\_\_\_*

*My family and I (relatives) visit other ethnic families and \_\_\_\_\_ their house.*

**Activity 3:** Answer the questions below

1. List down all the things you think that make up the **Fiji Culture**

\_\_\_\_\_  
\_\_\_\_\_

2. List down all the things you think that make up **your culture**.

\_\_\_\_\_  
\_\_\_\_\_

3. Explain why Fiji is called a **multicultural country**.

\_\_\_\_\_  
\_\_\_\_\_

4. **Research work:** Write down the list of cultural things that your family still practice today.

a. Traditional costume - \_\_\_\_\_

b. Traditional food - \_\_\_\_\_

c. Traditional dance - \_\_\_\_\_

d. Ceremony - \_\_\_\_\_

Draw, colour and label all the cultural things that you wrote in the answers above.

<b>TRADITIONAL COSTUME</b>
<b>TRADITIONAL FOOD</b>
<b>TRADITIONAL DANCE</b>
<b>CEREMONY</b>

**Activity 4:** Changing times, Changing Cultures – write TRUE/FALSE on the space provided.

1. Young people always want the latest gadgets. \_\_\_\_\_
2. Young people don't know their family history. \_\_\_\_\_
3. Young people want to earn and spend their own money. \_\_\_\_\_
4. Young people wear unusual clothes. \_\_\_\_\_
5. Young people spend too time watching television. \_\_\_\_\_

**Activity 5:** Explain the term “culture shock”.

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**Activity 6:** Cultures: **Similarities and Differences** found in your culture and others culture.

Here are the lists of examples that similar between the cultures.

▪ How we mourn the dead	▪ The clothes we wear for special occasions
▪ What we think are good manners	▪ Where we go to worship
▪ The games and sports we ply	▪ Where we live
▪ The job we do	▪ The way we use the land
▪ The food we eat	▪ How we celebrate birthdays
▪ Who we marry	▪ The everyday clothes we wear
▪ Who we have for friends	▪ What we do on religious festivals and holidays
▪ The language we speak	▪ The music we listen to
▪ The videos or films we watch	▪ The way discipline our children

From the list given above, **choose carefully** and write down the examples that are only similar (same) as your culture.

1.	2.
3.	4.
5.	6.

**1078UCIWAI SANGAM SCHOOL**

**CAKACAKA LAVAKI NI YABAKI 7-NA VOSA VAKA-VITI**

**VAKACACALI : SEREKALI**

**CAGILABA KO WINISITONI**

Ena toqai e na i tukutuku ni veigauna  
Kena ravuti keda e dua na cagilaba vakadomobula  
Kena i matai me qai sotavi Viti vakadua  
Na siga ni lewa-e levu era sa nanuma

20 ni Vevurueri ena tawa guilecavi  
Tukutuku ni draki me da vakasalataki  
Vakatagedegede e lima rui rerevaki  
Vakavakarau, qaqarauni ka tataqomaki

E vuqa era nanuma ni cagi tataba  
Vakaro ni draki era taura vakamamada  
Nodra vakavakarau sega ni taucoko sara  
Waraka, waraka qai namaka.

Na vakacaca levu me vakamacalataki  
Koronivuli, valenibula, valenilotu kei na olo ni koro era vakacacani  
Neimami veivale era basuraki  
Na cagi kaukauwa, covulaca, uca bi kei na ua loka lobi mai takali

Veivanua eso era ravuti ena cagilaba  
Vanua Balavu kei Koro rau vakacacani vinaka  
Taveuni, Bua, Ovalau, Naigani, na vualiku kei Tailevu raraba  
Na yasana ko Ra, Tavua, Ba, kei na Yatu Yasawa

Na i vakavuvuli kei Winisitoni me da nanuma vinaka  
Tokitaki nodra bula era lewe vasagavulu ka rua na bula yaga  
Vakavakarau vakavinaka , rogoca ka muria na i vakasala  
Vakabauti Jisu Karisito ka lotu sara vakavinaka.

Vola nomu sau ni taro

1. E koto e na \_\_\_\_\_ ni noda vanua na yasana ko Bua.

2. Na tiki ni siga cava e ravuti Viti kina na cagilaba oqo?

---

3. Na vakacaca levu cava e vakayacora ko Winisitoni?

---

4. E rau qali ki n a yasana cava ko Koro kei Naigani?

---

5. Vola e dua na i vakavuvuli ni serekali oqo.

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I TALANOA BALAVU - Aleni Kotameni

Wilika na tiki ni i talanoa ena A kei na B e ra ka sauma na taro.

Au vosa vei rau ka vaka: “E rairai dredre sara na nomudrau lakova mai na wai cevata, ka’u sa vakavinavinaka vakalevu vei kemudrau ena nomudrau mai raici au,”

**Vurevure: Aleni Kotameni, vola ko Ryder Haggard- wase 1 drauniveva 1**

. 1. E vakaibalebaletaki vei cei na vosa nomudrau?

---

2. Na draki vakacava e sotavi tiko oqo?

---

3. E yaco tiko beka e vei na veitalanoa oqo?

---

Veisataka na veivosa mai na Wasewase A kei na kena i vakamacala mai na Wasewase B. Vola na matanivola ena ruku ni naba ko nanuma ni veisa.

Wasewase A	Wsewase B
Yaqona e dau talaci kina e dua	E dau rabbeta na mena yaqona na turaga
Matanivanua	Qito vaka-Viti
Veitiqa	Bili ni mua
Kamunaga	Qase duadua e na dua na mata veitacini
Ulumatua	Dau vakayagataki e ena qaloqalovi
	Tevutevu
	Gone duadua e na dua na mata veitacini

## VAKACURUMA NA VOSA DODONU

Vakacuruma na vosa dodonu ko nanuma ki na yasa ni matanivola. Mo vakayagataka ga vakadua na veivosa vakarautaki.

kawa	cavuisaravi	i ukuuku	Vunivalu	vakasomotaki
Ramalo				
cavuta	kesa	vakatara	derua	tuli
vanua				

Oqo e dua na tiki ni vosa ni vakavinavinaka.

Ni sa tiko saka na \_\_\_\_\_ na Tui Serua, kemuni na turaga, marama kei na lewe ni yabaki 7 ena koronivuli oqo.  
 Au tu me'u \_\_\_\_\_ na vakavinavinaka ena vakasama ni vakaraitaki cakacaka ni liga e dai.  
 Vinaka vakalevu na \_\_\_\_\_ masi kei na \_\_\_\_\_ ibe. Sa totoka dina ni da sarava. E \_\_\_\_\_ na mata ni meke kei na \_\_\_\_\_. Sa bula dina na \_\_\_\_\_ kei na vadugu ni \_\_\_\_\_. Me taqomaki ka karoni tikoga na noda \_\_\_\_\_, na kena i tovo, vosa kei na veika bula me baleti ira na noda \_\_\_\_\_ ni mataka.  
 Sa vinaka saka vakalevu.

## NA VOSA VAKA-VITI

Wirina na matanivola ni i sau ni taro ko sa digitaka.

1. Na vosa e **tautauvata ni** vosa e toqai na rukuna e na i yatuvosa e ra?

**Tovolea** mo sauma kece na taro ni veitarogi.

A. cakava                      C. manata

B. guraka                      D. waraka

2. Ni dua e dau ucumaiduru e kena i balebale ni talanoa

A. lasa.                      C. buli.

B. balavu.                      D. makawa.

3. Ena caka tiko na solevu ni vanua e na macawa mai qo.

A. vakatau                      C. vakavuna

B. vakayacori                      D. vakatauca

4. Na i yatuvosa cava e i vakadewa dodonu ni i yatuvosa e ra?

“Sa suka tu na vuli,” a vakateruya malua yani ko Ruci.

A. A vakateruya malua ni sa suka yani na vuli ko Ruci.

B. Ruci sa suka na vuli a vakateruya malua yani.

C. Malua yani Ruci a vakateruya ni sa suka na vuli.

D. A vakateruya malua yani ko Ruci ni sa suka na vuli.

5. Sa vakadaroi na bose levu ni koronivuli e kena i balebale

ni sa \_\_\_\_\_ na bose.

A. marautaki

C. vakayacori

B. sega ni caka

D. namaki

7. Ni lutu na niu ka lutu ki vuna e vakaibalebaletaki ki na

A. noda i tovo e sa veisau.

C. ni da dau tomi i tovo.

B. vakarau vinaka.

D. muria na i vakarau ni nona i tubutubu.

8. Na vula i gasau e donuya na vula o \_\_\_\_\_.

A. Maji

C. Veverueri

B. Evereli

D. Me

9. Sa la'ki dre ko Malolo e tukuna tiko ni sa

A. dromu na siga.

C. cabe na vula.

B. dromu na vula.

D. cabe na siga.

10. A kaya ko Peni Raiyani ni vanua totoka ko Viti.

Na i yatuvosa cava a cavuta ko Peni Raiyani?

A. “E vanua totoka ko Viti,” a kaya ko Peni Raiyani.

B. “Sa vanua totoka ko Viti a kaya ko Peni Raiyani.”

C. “Ko Viti!” na vanua totoka, a kaya ko Peni Raiyani.

D. “E vanua totoka ko Viti?” a kaya ko Peni Raiyani



**UCIWAI SANGAM SCHOOL**  
**WEEKLY HOME STUDY PACKAGE 4**

<b>SUBJECT : BASIC SCIENCE</b>	<b>YEAR / LEVEL: 7</b>
<b>TOPIC : THE NUTRIENT CYCLE – NITROGEN, CARBON, MINERAL</b>	
<b>STRAND: 1. Living Things &amp; the Environment</b>	
<b>SUB-STRAND : 1.1 Living Together</b>	
<b>C.L.O:</b> At the end of this lesson , students will be able to identify, list and differentiate between different nutrient cycles.	

**Lesson Notes** (*Please read the notes carefully*)

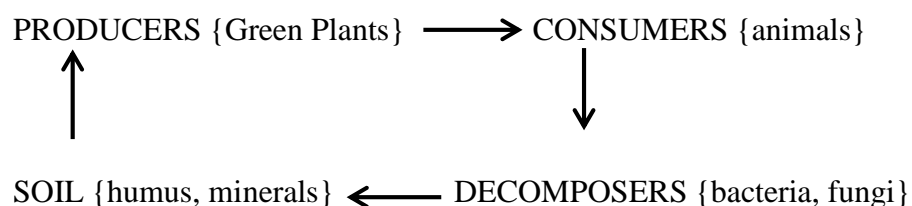
(From our LAST LESSON, we learned about FOOD CHAIN – energy is being recycled and the SUN is the source of all energy)

**A. THE MINERAL CYCLE**

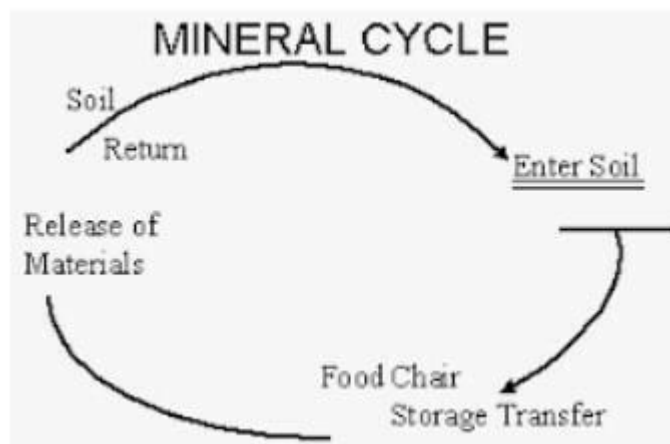
- Mineral cycle is used to recycle the minerals like carbon and nitrogen.
- All the minerals are returned to the soil by decomposers.
- **Source of Energy : SUN** - energy from the sun is passed along the minerals.
- Recycling happens in the ecosystem where **all organisms** depend on each other.

**HOW DOES THE MINERAL CYCLE WORKS**

*STUDY THE DIAGRAM CAREFULLY. In your own words, describe what you understand from the given diagram.*



**STUDY ANOTHER DIAGRAM OF THE MINERAL CYCLE CAREFULLY**



In your own words, describe the two diagrams. Try to study it carefully and answer the questions.

1. What do you think is the source of energy in **diagram one**?

---

2. What do you think is the source of energy in **diagram two**?

---

3. How do you think the **consumers or animals** in diagram one become **decomposers**?

---

4. What are the examples of decomposers? \_\_\_\_\_

5. Why do **producers or plants** need soil with minerals / humus?

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6. Can you explain the cycle in **diagram two** in your own words

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7. Can you tell the difference between the two cycles? \_\_\_\_\_

8. List down at least **two** differences between the two cycles:

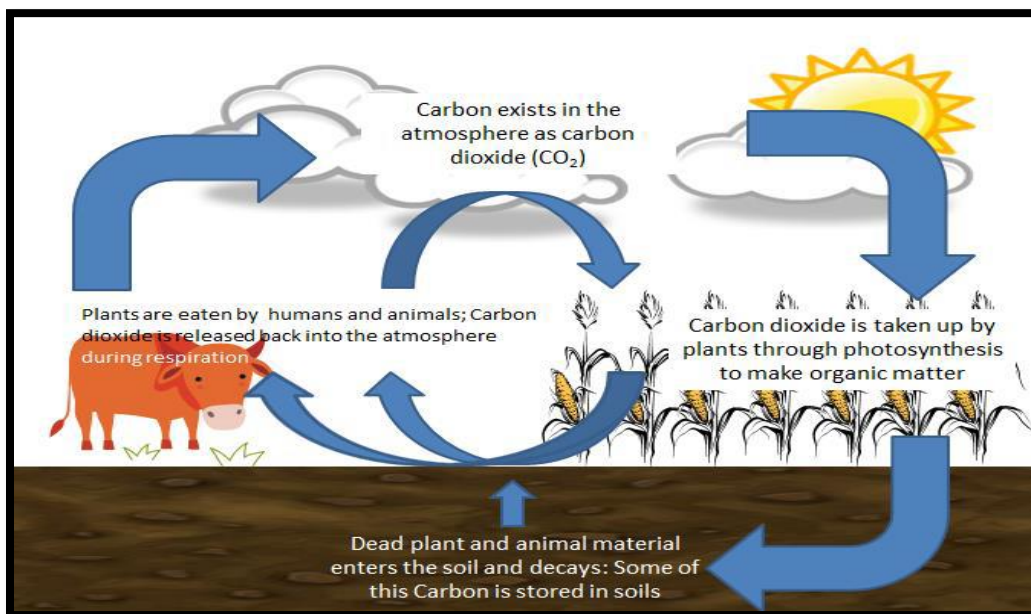
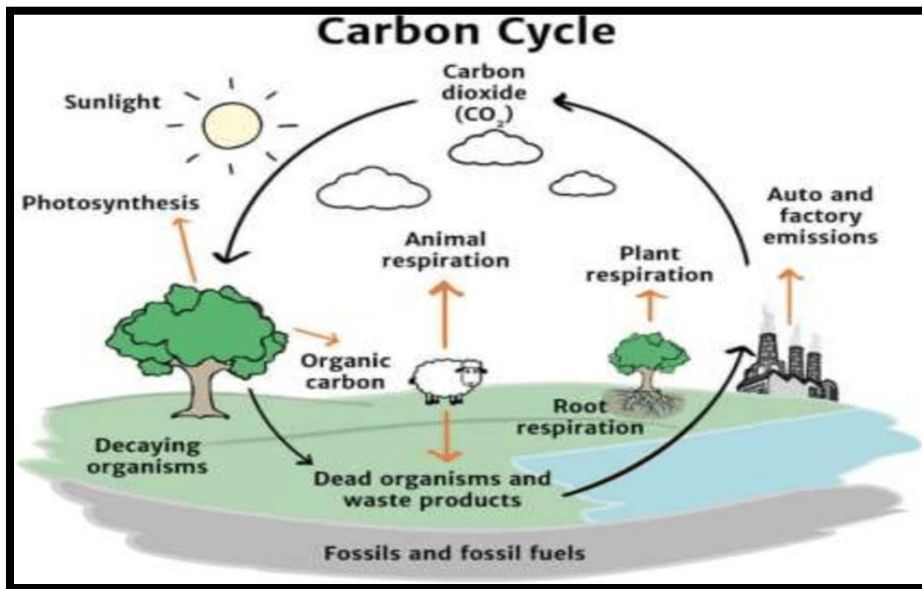
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### **THE CARBON CYCLE**

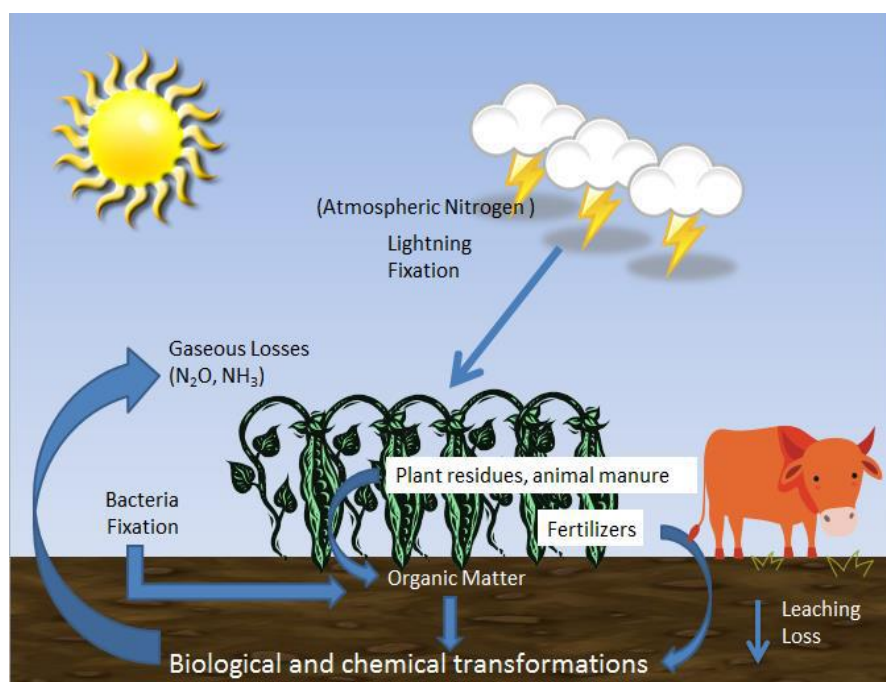
- Do you remember and know these gases; carbon dioxide, oxygen, nitrogen?
- Oxygen: used by all living organisms during respiration
- Carbon dioxide: used by green plants during photosynthesis
- Nitrogen: made available to plants by certain bacteria and through the action of lightning.
- Each of these gases is what makes up **GREENHOUSE GASES! Remember, greenhouse gas is a gas that traps the Earth's radiation inside the atmosphere warming the Earth up. (Other gases can be methane, nitrous oxide)**
- Carbon is a part of all organisms and it affects all life on Earth
- As you should already know, carbon dioxide is a greenhouse gas that is made naturally.
- The **Carbon Cycle** consists of **FOUR COMPONENTS**
  - 1.The atmosphere, 2.The oceans, 3.The terrestrial biosphere - Soil, Plants and animals &
  - 4.Rocks

- The carbon cycle is a big circle, carbon travels in and involves all the carbon dioxide of living things.
- The carbon returns to the atmosphere through the decay of dead organisms (plant material) and respiration the plants and animals.
- Plants that contain carbon are eaten by humans and animals. The plants are digested by the animal and passed out of their system as **manure**.
- The carbon in the manure then goes to the soil, the carbon enters the soil increases the soil organic matter – nutrients and dead materials.



## THE NITROGEN CYCLE

- The nitrogen cycle, similar to the carbon cycle.
- The natural nitrogen cycle consists of nitrogen from the atmosphere, nitrogen forms in the soil – these nitrogen are made useful to living things.
- Most plants get the nitrogen they need from the soil.
- Many farmers use **fertilizers or manure** to add nitrogen to the soil to help plants grow larger and faster.
- All living things require nitrogen to build proteins. For example, humans eat plants or eat plant-eating animals to get nitrogen.



**ACTIVITIES:** Study the three Nutrient Cycles – Mineral, Carbon and Nitrogen Cycles to answer the following questions.

1. What is the importance of nutrients?

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2. What is a Carbon cycle?

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3. Explain the term “nitrogen cycle”

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4. Why is carbon important for life?

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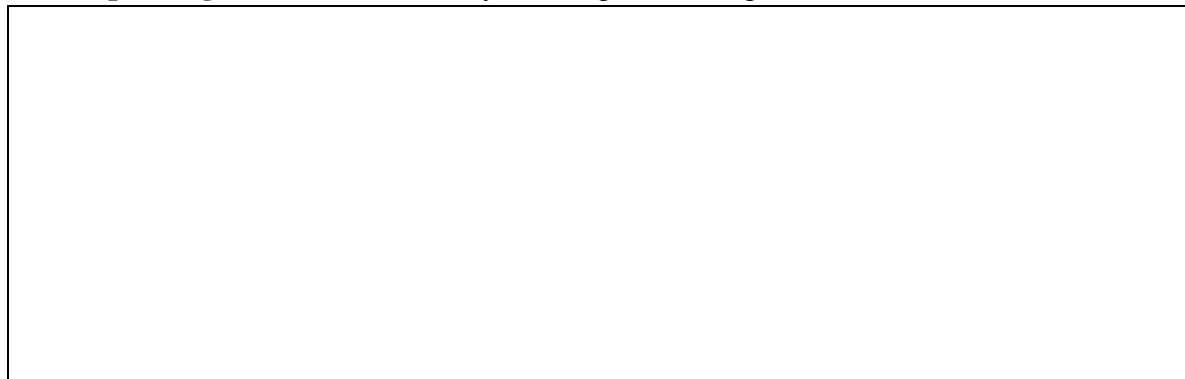
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5. Fill in the blanks: Choose the words correctly to fill in the blanks:

Carbon, cities, agriculture, carbon dioxide, trees, reduced

**Other activities that have affected the \_\_\_\_\_ cycle include clearing land for \_\_\_\_\_ and expansion of \_\_\_\_\_. The amount of \_\_\_\_\_ returning to the \_\_\_\_\_ is reduced because there are fewer \_\_\_\_\_ now.**

6. Draw a **simple diagram** of the mineral cycle using the notes given above.



7. After studying the **nitrogen cycle**:

a. List two ways in which Nitrogen is transferred from the atmosphere to plants;

\_\_\_\_\_

b. List one way in which Nitrogen is transferred from plants to animals: \_\_\_\_\_

8. Define the terms; you can use the dictionary

a. Nitrification -
b. Nitrogen Fixation -
c. De-nitrification -
d. Eutrophication -

## **DECOMPOSERS**

- Organisms that break down dead or decaying organisms.
- Examples of decomposers; bacteria and fungi
- They break down leaf litter, dead organisms and other dead matters.
- They release nutrients trapped in the dead material back into the soil.
- This allows plants and other primary producers to continue the cycle of an ecosystem.
- **Here are the examples of other decomposers: (If the picture is not clear, please see our school Face Book Page 1078 Uciwai Sangam School Teachers & Parents)**



**ACTIVITIES:** Read the notes carefully about decomposers to help you answer these questions.

9. What is a decomposer? \_\_\_\_\_

10. An example of a decomposer is a \_\_\_\_\_

11. Explain the role of a decomposer in an ecosystem:


\_\_\_\_\_

\_\_\_\_\_

12. Circle the correct answer. Which series correctly describes how energy is passed among the four organisms?

- Consumer, consumer, decomposer, producer
- Decomposer, consumer, consumer, producer
- Producer, consumer, consumer, decomposer
- Consumer, decomposer, producer, consumer

13. Complete the table below. The first is done for you!

GROUP OF ORGANISMS	DEFINITION	EXAMPLES	DRAW
Producers	Are organisms that make their own food. Always begin the food chain  Gets energy from the sun.	Green Plants Cabbage, trees, beles, grasses, seaweeds	
Consumers			
Decomposers			