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|  | MADHUVANI SANGAM PRIMARY SCHOOL | | |
| | WEEKLY HOME STUDY PACKAGE 10 COVID- 19 (EXTENDED SCHOOL BREAK) | | |
| SUBJECT | HINDI | YEAR | 7 |
| NAME | | ADDRESS | |

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|--------------------------|--|
| Strand | Reading and Viewing |
| Sub strand | Language features and rules |
| Content learning outcome | At the end of the lesson, the students should be able to: Explore and use grammatical rules and spoken texts chosen to communicate ideas. |

WEEK 16

क्रिया के सही रूप से रिक्त स्थान को पूरा कीजिए ।

जैसे : जोनी आँगन में ----- है । (दौड़ना)

जवाब : जोनी आँगन में **दौड़ता** है ।

१. गोपी किशन के साथ ----- है । (नाचना)

२. सुबह प्रार्थना के बाद ही भोजन----- चाहिए । (करता)

३. रोहिणी लड़कों से नहीं ----- । (डरना)

४. बगीचे में रंग बिरंगे फूल ----- हैं । (खिलना)

५. पुलिस को आज ही चोर को ----- पड़ेगा । (पकड़ा)

ई. कोष्ठक में दिए गए शब्दों में से सही शब्द चुनकर वाक्यों को पूरा कीजिए ।

१. लड़की मैदान में ----- है । (खेलती, खेलता, खेलते)

२. बच्चा रो ----- है । (रही, रहे, रहा)


३. यहाँ कई लोग ----- हैं । (रहता, रहती, रहते)

WEEK 17

उ.

नीचे लिखे वाक्यों को 'का, को, की, के, से, में , ने ' से पूरा कीजिए ।

१. कुसुम ----- भूख लगी है ।
२. कल ----- सभा में बहुत लोग थे ।
३. मैं बस ---- यात्रा नहीं करता ।
४. प्रेम ----- भाई आया है ।
५. कल ----- रात बहुत सर्दी पड़ी ।
६. किसी ----- कुछ मत कहना ।
७. नारियल ----- पानी मीठा होता है ।
८. घर ----- कमरे ----- आग लगी थी ।
९. पिन्की ----- लिखावट अच्छी है ।
१०. आरती ----- आरूष को पढ़ाया था ।

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|  | MADHUVANI SANGAM PRIMARY SCHOOL | | |
| | WEEKLY HOME STUDY PACKAGE 10 COVID- 19 (EXTENDED SCHOOL BREAK) | | |
| SUBJECT | MATHEMATICS | YEAR | 7 |
| NAME | | ADDRESS | |

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|---------------------------------|---|
| Strand | Number and Numeration |
| Sub strand | Fractions and Decimals |
| Content learning outcome | At the end of the lesson, the students should be able to: Demonstrate and represent fractions as parts of a whole, quantity, mass, volume, and length of a dollar. |

What is a Fraction?

A fraction is a way of representing division of a 'whole' into 'part', OR when an object is divided into a number of equal parts then each part is called a fraction.

It has the forms:

Numerator Numerator is the number of parts chosen

Denominator Denominator is the total number of parts

Note: the denominator can NEVER be 0. Why? Because you cannot divide by 0.

| FRACTION TYPES | | |
|---|--|---|
| There are 3 different types of fractions: | | |
| Proper Fraction | Improper Fraction | Mixed Fraction |
| Numerator < Denominator | Numerator > Denominator Numerator = Denominator | |
| Proper fractions have the nominator part smaller than the denominator part. Eg: $\frac{2}{5}$ $\frac{1}{5}$ $\frac{4}{7}$ or $\frac{19}{20}$ | Improper fractions have the nominator part greater or equal to the denominator part. Eg: $\frac{6}{6}$ or $\frac{7}{2}$ | Mixed fractions have a whole number plus a fraction. Eg : $2\frac{1}{5}$ or $125\frac{18}{20}$ |

WEEK 16 SHORT ANSWER QUESTIONS

- Pearl runs 1 kilometer on Saturday and kilometer on Sunday. How many more kilometers did she run on Saturday than on Sunday?

2. Copy the figure and shade the fraction indicated.

a)



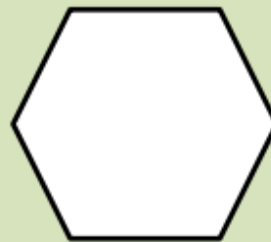
$\frac{3}{4}$

b)



$\frac{2}{5}$

c)



$\frac{1}{6}$

Important Ideas

- ❖ A percentage is a convenient way of writing fractions that have a denominator of 100. 'Percent', written %, means 'per 100' or 'for every 100'.

eg $7\% = \frac{7}{100}$

- ❖ To change fractions to percentages, first change the denominator of the fraction to 100.

eg. $\frac{3}{20} \times \frac{5}{5} = \frac{15}{100} = 15\%$

- ❖ To write a percentage as a fraction or mixed number, first write it as a fraction with denominator 100, then simplify.

eg.... $125\% = \frac{125}{100} \div \frac{25}{25} = \frac{5}{4}$

Change mixed number to fraction

$\frac{5}{4} = 1 \frac{1}{4}$

WEEK 17

1. Change these percentages to fractions

a) 9%

b) 37%

c) 13%

2. Change each to its equivalent basic fractions.

a) 25%

b) 5%

c) 35%

3. Change each percentage to a whole or mixed number.

a) 100%

b) 140%

c) 203%

4. Express each as a percentage

a) $\frac{1}{4}$

b) $\frac{3}{4}$

c) $\frac{1}{2}$

5. Janice had \$10. She spends \$4 at the movie.

a) What fraction of the money was not used?

b) Calculate the percentage of money that was not spent.

6. Mr Smith had \$2400 in his bank account. He withdrew 60% of the money to buy a new TV set.

a) What fraction of the money was left in the bank?

b) Calculate the percentage of money that was withdrawn to buy the TV set.

Sangam Education Board – Online Resources



MADHUVANI SANGAM PRIMARY SCHOOL

WEEKLY HOME STUDY PACKAGE 10

COVID- 19 (EXTENDED SCHOOL BREAK)

| | | | |
|----------------|-----------------------|----------------|----------|
| SUBJECT | VOSA VAKA VITI | YEAR | 7 |
| NAME | | ADDRESS | |

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|---------------------------------|--|
| Strand | Aleni Kotameni (Wase 19) |
| Sub – Strand | Na Bogi Levu |
| Content Learning Outcome | Vakamacalataka na veika e ratou sotava e na bogi levu. |

Yavu: Vale levu.

Tuvaki ni vanua: Butobuto ka vakanomodi.

Gauna: Bogi.

Ira e ra Vakaitavi: Iratou na I lawalawa nei Kotameni

- Nailepica

- sotia vakatawa ni mata ni katuba ni vale levu.

Veika e yaco: Ratou yaqa lo ko Aleni Kotameni, Asilopakasi kei Sa Anare ki loma ni rumu levu.

- Ratou tarovi mai vua e dua na sotia ka yadrava tiko na katuba.

- Cavuti na vosa vuni (Kotameni)

- Vakatarai me ratou curu ki loma.

- Ratou la'ki wawa e na i vakatakarakara nei Ratemasi.

- Yaqa lo mai o Nailepica.

- Laveta na nona i matau ko Asilopakasi e na vakarokoroko.

- Rau veivosaki lo sara ko Nailepica kei Sa Anare.

- Lesu tale ko Nailepica.

- Tukuni na i tukutuku vei Quru.


Vakayatuyatu: "Na rogo ni domonasa tautauvata kei na memela ni dua na lali siliva"

SAUMI TARO

1. O cei a cavuta na vosa vuni?

2. O cei a rau veivosaki lo kei Nailepica?

3. Na cava na i vakavuvuli ko vulica rawa?

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|  | MADHUVANI SANGAM PRIMARY SCHOOL | | |
| | WEEKLY HOME STUDY PACKAGE 10 COVID- 19 (EXTENDED SCHOOL BREAK) | | |
| SUBJECT | SOCIAL SCIENCE | YEAR | 7 |
| NAME | | ADDRESS | |

| | |
|--------------------------|---|
| Strand | Resources and Economic Activities |
| Sub strand | People and Work |
| Content learning outcome | At the end of the lesson, the students should be able to: Gather information on Pacific people's migration overseas; discuss their assimilations and maintaining links to homelands. |

- Pacific people tend to move overseas at a fast rate. The total population of Pacific Islanders living outside their country of origin is about 800.000.
- InPolynesia the total number ofpeople or ethnic groups living overseas is 93 % for Niue, 82 % for Cook Islands, 62 % for Samoa and 52 % for Tonga.
- The population of Fijians migrating overseas is also growing. Marshall Islanders are migrating mainly in the USA .

WEEK 16 – FILL IN THE BLANKS

WORDLIST

| | | | | |
|--------|---------|---------|---------|--------|
| adjust | changes | climate | clothes | living |
|--------|---------|---------|---------|--------|

When Pacific Islanders migrate to new places like Australia, New Zealand, Canada, Japan, America to live there, they will have to _____ and make _____ to the new life style. For example, adapting themselves to the _____; the type of _____ they choose to wear in the cold season, food type, education and the kind of paid work which they will do, the language, and cost of _____ which would be much higher than in Fiji.

Advantages of Migration

1. Money receives from their salaries assists those back at home in weddings, funerals, school fees, purchasing land and build new houses, so level of living is maintained.
2. Money receives from their incomes helps provides security in economic crisis and natural disasters, which result in lower poverty rate.
3. Pacific Island countries have received a lot of money from remittances. For example, the contribution of remittance income to foreign exchange in Fiji is more than tourism or the sugar industry.

Disadvantages of Migration

1. Pacific Islanders that are born overseas keep increasing.
2. Loss of human capital due to emigration of skilled workers.
3. Low population growth for Pacific Islands.
4. Consumption or eating level and social welfare increase on the migrating country
5. As people with knowledge and skills are moving overseas therefore bringing in new people with little experience to be absorbed in the labour force becomes a problem and as a result economic growth becomes poor.


WEEK 17 – Answer all questions in the spaces provided.

1. Define the term Migration.

2. Define the term Remittance.

3. Write down two advantages of Migration?

4. Write down four disadvantages of Migration?

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| SUBJECT | BASIC SCIENCE | YEAR | 7 |
| NAME | | ADDRESS | |

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|--------------------------|--|
| Strand | Matter |
| Sub strand | Investigating Matter, Materials, Reactions |
| Content learning outcome | At the end of the lesson, the students should be able to: Describe and explain the interrelationships between the properties and structure of materials, their uses and how these can be changed. |

- **Matter** is regarded as anything that occupies space and has mass.
- **Mass** is the amount of material in a substance.
- **That** means that matter is everything that we can think of.

| STATES | PARTICLE MODEL | CHARACTERISTIC |
|---------------|---|--|
| SOLID | Tightly packed in a fixed pattern. Particles cannot move out of position. | Have definite shape and volume. Cannot be compressed as particles are closely packed. |
| LIQUID | Particles can move about and slide past each other. They are closed together but not in a fixed pattern. | Have definite volume but no fixed shape. Liquids take the shape of the container. |
| GAS | Particles can move freely. | It has no fixed shape and can be easily compressed. |

SOLUBILITY

- Salt is soluble in water meaning that salt can dissolve in water.
- However if you put several heaped teaspoonful of salt in a test tube half full of water, will all the salt dissolve.
- The answer is that some salt will dissolve in water, but there is a limit to the amount you can dissolve.
- This limit is called the solubility of the substance.

SOLUBLE AND INSOLUBLE SUBSTANCES

- A **soluble** substance is one that can dissolve in another substance.
- Substances which do not dissolve in water are called water **insoluble substances**.

Comparing Densities

- Even though they are the same size, the rock is heavier than the wood and would sink in water.
- **Density** is the concentration of matter in a substance.

MATERIALS

1. **Pure substances** are elements or compounds that cannot be physically separated.

Examples: water, carbon monoxide, oxygen

2. **Mixtures** are made up of two or more substances that are together in the same place but are not chemically combined.

- This means they can be separated physically. Examples: soil, sugar and water.

3. A **solution has two parts**: the solid which is dissolved is called the solute and the liquid that does the dissolving is called the solvent.

Example

Solute + solvent = solution

Salt + water = salt solution

A solution that has become so full of solute that no more can dissolve is called a **saturated solution**.

A **dilute solution** contains only a small amount of solute.

REACTIONS

- **Changes of State** Substances can change from solids to liquids to gases as they get more energy.
- For example, ice (solid) can change to water (liquid), then to steam or vapor (gas).
- Similarly, we can change gases into liquids and then into solids by taking energy away, that is by cooling them down.
- For example water vapour (gas) on cooling changes into water (liquid) which on further cooling changes into ice (solid).

PHYSICAL CHANGE VS CHEMICAL CHANGE

PHYSICAL CHANGE -The substance changes state but the particles are not changed in any way – they are simply arranged differently.

- Can be reversed
- the change is temporary

Example; when a substance is melted it can be cooled again to form a solid.

Melting: Note that heat is taken in to make this happen.

CHEMICAL CHANGE - A new substance called is formed.

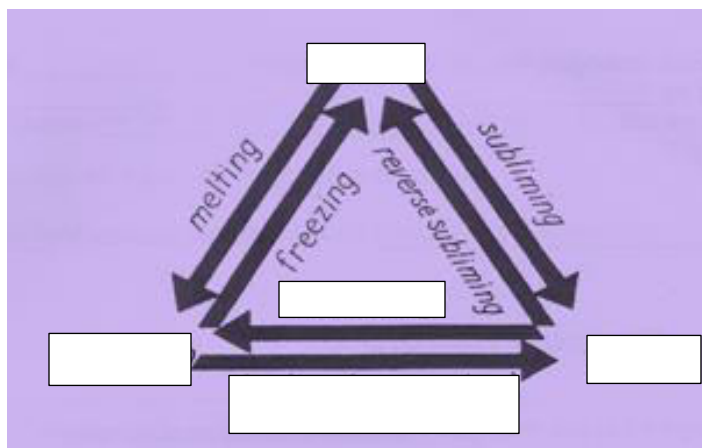
- Change is stable
- It is not reversible
- The change is permanent

Example; when burning paper, ash is formed and the paper cannot be brought back. When substances are set on fire; it is a chemical reaction since the substance burning is reacting with oxygen.

WEEK 16 – LABELLING

WORDLIST

| | | | | | |
|--------|-----|-------------|------------|-----------|-------|
| Liquid | Gas | Evaporating | Condensing | Subliming | Solid |
|--------|-----|-------------|------------|-----------|-------|



WEEK 17 – MULTIPLE CHOICE

Circle the letter of the best answer.

1. Stone is insoluble because it

- A. is hard. B. is heavy. C. dissolves. D. does not dissolve.

2. A solution consists of a solute and a

- A. gas. B. solid. C. solvent. D. chemical.


3. Which of the following is an irreversible reaction?

- A. melting B. freezing C. burning D. subliming

4. Density is the

- A. empty space in a matter. B. matter that occupies space.
C. size of matter in a substance. D. concentration of matter in a substance.

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| SUBJECT | ENGLISH | YEAR | 7 |
| NAME | | ADDRESS | |

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|--------------------------|--|
| Strand | Writing and Shaping |
| Sub strand | Language Features and rules |
| Content learning outcome | At the end of the lesson, the students should be able to: Examine and use structurally sound sentences in a meaningful and functional manner. |

ADJECTIVES AND VERBS

An adjective is a word that modifies, or describes, a noun or a pronoun. They tell what kind, which ones, how many, what position or what colour.

Example: Ripe apples fell from the tree. Ripe is the adjective in the sentence.

A predicate adjective follows a linking verb and modifies the subject of the sentence.

Example: The apples are red and shiny. Red and shiny are the predicate adjectives in the sentence.

The present participle and past participle verb forms are sometimes used as adjectives and as predicate adjectives.

Example: We heard alarming news. **Alarming** is the adjective in the sentence.

The table is painted. **Painted** is the adjective in the sentence.

“**A and an**” are **indefinite articles**, adjectives that refer to one of a general group of people, places, things, or ideas. “**The**” is a **definite article** that identifies specific people, places, things, or ideas.

Proper adjectives are formed from proper nouns. Like proper nouns, they begin with capital letters.

Example: Irish lace French perfume. Irish and French are the proper adjectives in the sentence.

WEEK 16 - Underline the adjectives in each sentence.


1. I’m looking for a small, good-tempered dog to keep as a pet.
2. Isobel’s dedicated, and tireless efforts made all the difference.
3. I love that really big old green antique car that is always parked at the end of the street.
4. You have to be open-minded about things.
5. My sister has a beautiful big white bulldog.

Verbs tell us what the subject is doing in the sentence. These sentences open with verbs to grab the reader's attention.

WEEK 17 - Underline the verb openers in the sentences below.

Example: Accept the gift from your friend.

1. Bang the drum loudly at the concert.
2. Calculate the difference between five and seven.
3. Decorate the hall for the holidays, please.
4. Encourage your children to read every day.
5. Fix the hole in the boat so that it will float.
6. Gather up the dishes and we will wash them together.

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| | WEEKLY HOME STUDY PACKAGE 10 COVID- 19 (EXTENDED SCHOOL BREAK) | | |
| SUBJECT | HEALTHY LIVING | YEAR | 7 |
| NAME | | ADDRESS | |

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| Strand | Safety |
| Sub strand | Personal safety and Community safety |
| Content learning outcome | At the end of the lesson, the students should be able to: Identify, describe and discuss risk and hazards in their environment and develop knowledge and skills to minimize risk and promote safety. |

Physical abuse means deliberately or intentionally hurting someone causing cuts, bruises, broken bones or other forms of injury is regarded as physical abuse.

Children are more physically abused because perpetrators can overpower them too easily.

Examples of physical abuse: Pushing, Grabbing, Violent shaking, Punching, Biting, Kicking

Emotional abuse is anything that intentionally hurts the feeling of another person. When the person tries to control another person's feelings or thoughts in order to gain power over them.

Examples of emotionally abusive behavior: Rolling eyes, Grimaces, Tone of voice, disgusted looks, Cold shoulders, Swearing.

Negative impact of alcohol on the community

Rise in crimes, Arguments and conflicts, financial instability

Negative impact of alcohol on the family

Domestic violence, Divorce, Children are affected, financial problems

Three main reasons due to which young people like to smoke:

- Peer pressure as they want to look like their friends
- They want to experiment it
- They think smoking will make them look more mature and cool

Effect of smoking on people's health - It causes serious and deadly diseases such as cancer, heart disease, stroke, asthma.

Responsibility is taking care of your duties, is answering for your own actions, is accountability, is trustworthiness

Family responsibility means treating your parents, siblings and other relatives with love and respect.

Community responsibility simply means treating others with respect as you want to be treated by others.

Some of the ways through which we can demonstrate our responsibility in our community

- By participating in community activities such as community sports or by being part of cleaning up campaign.
- By being active contributing member of the community.

Community wellness is all about the ability and willingness of people to act together in good and bad times in ways which benefits everyone.

WEEK 16 – Answer all questions in the spaces provided.

1. Differentiate between physical and emotional abuse?

2. Define the term responsibility?

WEEK 17 – Answer all questions in the spaces provided.

1. Explain how can you as an individual contribute to community safety?

2. Explain how town and city council contributes in community safety?

3. Discuss and explain the role and functions of voluntary organizations?

4. What is the role and function of Fiji Red Cross Society?

5. List down some types of services provided by Fiji Red Cross Society?

6. What is the function of St Johns organization?

7. Where do the voluntary organization get their finance (money) from?
