

UCIWAI SANGAM SCHOOL**YEAR 7 - ENGLISH****HOME LEARNING WORKSHEET NO. 3****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 draft, formulate, brainstorm and compose short stories.**Part A : Spelling List - New words to learn this week**

1. Belief	6. Refugee
2. Circuit	7. Issue
3. Framework	8. Mitigation
4. Offer	9. Variants
5. Cause	10. Quarantine

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

1. Belief –	6. Refugee -
2. Circuit –	7. Issue -
3. Framework –	8. Mitigation -
4. Offer –	9. Variants -
5. Cause -	10. Quarantine -

Part B : Prepositions – Signifying Time

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 time are:

at**in****on**

How to use “PREPOSITIONS” to signify time

1. To tell us a particular time , we use

at

For example, I start work **at** 8 o'clock.

2. To tell us a day or date , we use

on

For example,

- i. See you **on** Friday
- ii. I don't work or play **on** Sundays

3. To tell us the month , year or season , we use

in

For example,

- i. I am going on holiday **in** October.
- ii. The garden looks lovely **in** Spring.
- iii. **In** 1980, my grandfather passed away.

- In some cases , prepositions are not used even if time is indicated.
- For example,
 - i. Are you going out this evening?
 - ii. It might rain today.
- No preposition is used above.

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

1. I am leaving _____ Friday
2. I am leaving _____ next Friday
3. I always feel tired _____ the evening.
4. Will you be home _____ this evening?
5. We went to France _____ last Summer
6. Laura was born _____ 2010.
7. I am going out, I will be back _____ an hour
8. I don't often go out _____ night.
9. I can't go to the party _____ Sunday.
10. I call Robert _____ every Sunday.

UCIWAI SANGAM SCHOOL
YEAR 7 - MATHEMATICS
HOME LEARNING WORKSHEET NO. 3

STRAND: 1. Numbers & Numeration

SUB STRAND : 1.1 Operations

C.L.O : At the end of this lesson the students will be able to comprehend and solve two step word problems.

Notes : **A. Consecutive Numbers**

- Numbers that follow each other continuously in the order from smallest to largest number.
- For example: **1 , 2 , 3 , 4 , 5 , 6.....and so on are CONSECUTIVE NUMBERS**

Solve the following TWO-STEP Word Problems

Questions	Working / Answers
1. The sum of three consecutive numbers is 78. What is the smallest of the three numbers?	
2. Samu spent half of his allowance going to town. He washed the family car and earned \$20. What is his weekly allowance if he ended with \$40?	
3. Nancy had \$130 to spend on 5 books. After buying them, she had \$70. How much did each book cost?	
4. The sum of the four consecutive even numbers is 36. What is the smallest of the four numbers?	

5. Babu bought 6 new basketball stickers to add to his collection. The next day his brother borrowed 3 of his stickers. There are now only 42 stickers left. How many stickers did Babu start with?	
6. Mike Rental Shop charges a \$20 fixed fee plus \$5 an hour for renting a bike. Mary paid \$45 to rent a bike. How many hours did she pay?	
7. Tevita bought a cotton candy for \$5.75 and four sugar cakes. He spent a total of \$15. 75. How much did each sugar cakes cost?	
8. On Sunday, 416 students went on a trip to the zoo. All 6 buses were filled and eight students had to travel in cars. How many students were in each bus?	
9. The sum of the five consecutive odd numbers is 275. What is the smallest of the five number?	
10. Jone sold half of her chocolates and then bought 15 more. She now has 20. How many did she begin with?	

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 - BASIC SCIENCE

HOME LEARNING WORKSHEET NO. 3

TOPIC: INTERDEPENDENCE OF ORGANISMS IN AN ECOSYSTEM

STRAND: 1. Living Things & the Environment

SUB-STRAND: 1.1 Living Together

C.L.O: At the end of this lesson, students will be able to identify, list and differentiate the interdependence of organisms. Also, identify and classify the examples of different groups of organisms.

Notes:

- Interdependence means all organisms, plants and animals in an ecosystem depend upon each other.
- This is where the people, animals and plants depending on each other for survival.
- It is also the relationship between living and non living things.
- For examples ; How organisms are dependent on each other
 1. Living things that cannot make their own food must eat other organisms
 2. To survive , the living things helps out the other living organism

Organisms are grouped like this:

- **Producers** : are organisms that makes their own food from inorganic matter
- **Consumers**: are organisms that cannot make own food.
- **Herbivores**: are organisms that mostly feeds on plants. Plant Eaters Only – they are animals that eat plants.
- **Carnivores**: are organisms that mostly eats meat. **PREDATOR** – are animals that hunt other animals. **PREY** – are the other animals being hunted for food, gets eaten by a predator.
- **Omnivores**: are organisms which feed on both plants and animals.
- **Decomposers**: are organisms that can breakdown dead things. Includes: bacteria, fungi , some insects and snails.

Activity: List the examples for each group. Write down the (plant / animal) name!

Write at least two of each:

Producers- _____

Carnivores- _____

Herbivores- _____

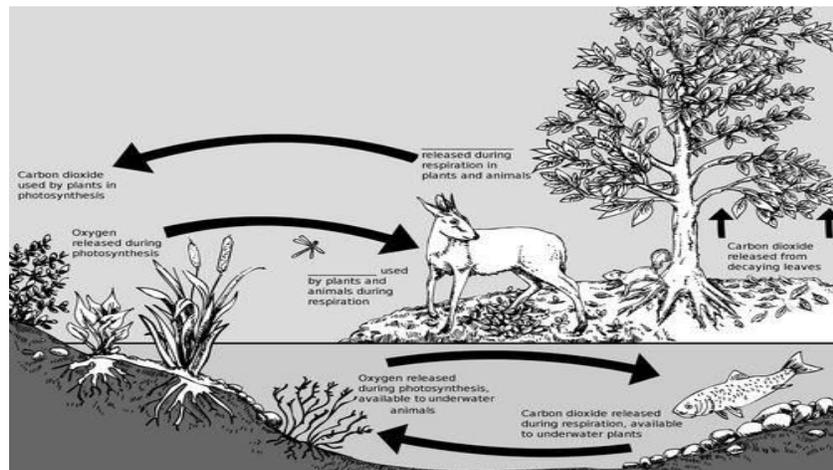
Omnivores - _____

Decomposers - _____

What is a food chain

- It is chain that shows how an organism eats another and transfers its energy.
- Also known as Energy Flow Chain.
- A food chain will always start with a producer. Sun (source of energy) → producer → herbivores → carnivores → other carnivores.
- **For example :**
 1. Cow eats grass, and then cow is eaten by a man.
 2. Flowers (nectar) eaten by butterfly → frog → snake → Eagle

Activity : Study the picture below and possible food chain could exist in picture.



1. FOOD CHAIN FROM THE PICTURE ABOVE; Color and draw neatly on the space provider.

UCIWAI SANGAM SCHOOL
YEAR 7 – HEALTHY LIVING
HOME LEARNING WORKSHEET NO. 3

STRAND : 1. Human Growth & Development

SUB STRAND : 1.1 Growth & Changes

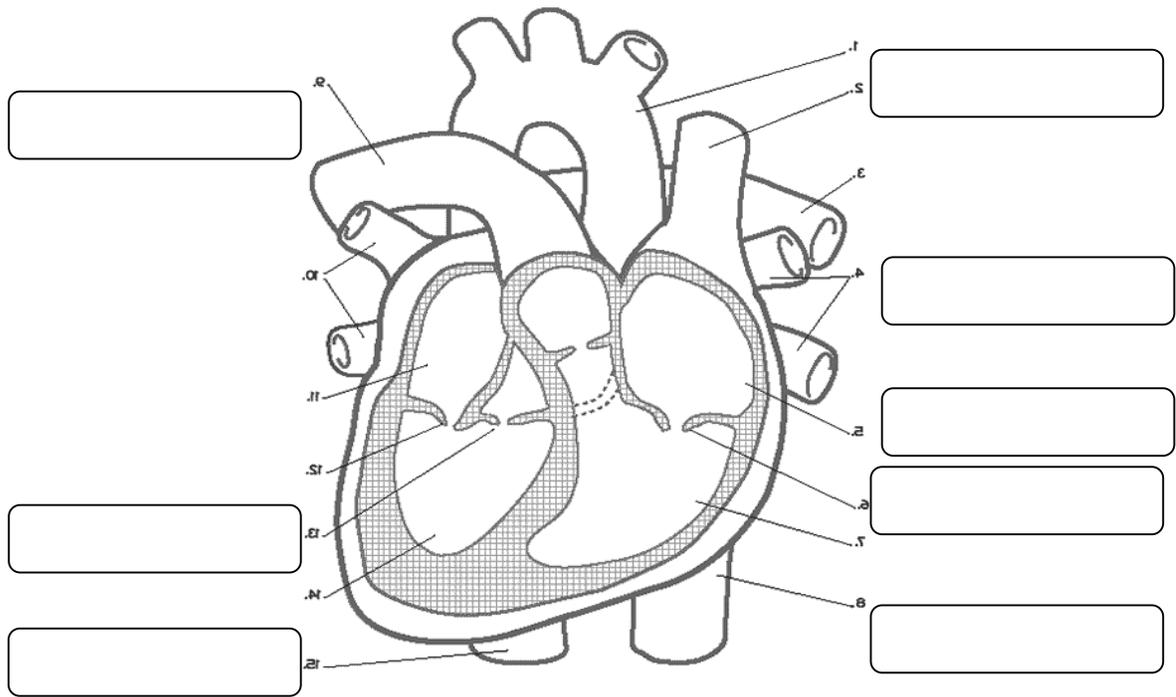
TOPIC : Circulatory System

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

Notes:

- **What is the Circulatory System**
 1. Combined with the cardiovascular system, sometimes known as the **cardiovascular respiratory system**.
 2. The circulatory system helps to fight off disease germs.
 3. Helps the body maintain a normal body temperature.
 4. Provides the right chemical balance to provide the body's temperature.
- **The Heart**
 1. About the size of your fist.
 2. The heart is positioned near the centre of the chest.
 3. It is constant pumping.
 4. The heart keeps the circulatory system working at all times.
- **Arteries** carry oxygen- rich blood away from the heart and to the rest of the body parts.
- **Veins** carry deoxygenated blood to the heart where it is directed to the lungs to receive oxygen.
- **Blood** carry hormones, nutrient, oxygen, antibodies and other important things needed to keep the body's healthy.
- **Right Atrium** - Deoxygenated blood enters to the heart and pumps it into the right ventricle
- **Right Ventricle** - Receives blood from the right atrium pumps it to the pulmonary vein
- **Left Atrium** - Receives oxygenated blood from the lungs and pumps it to the left ventricle.
- **Left Ventricle**
 1. Thickest of all the chambers
 2. Hardest working part of the heart
 3. It pumps blood throughout the body
- **Valve** – prevent the backflow of the blood

Activity: Study the diagram below and label the given parts of the heart.



UCIwai SANGAM SCHOOL**YEAR 7 - HINDI****HOME LEARNING WORKSHEET NO. 3**

तत्व 2	पढ़ना एवं सर्वेक्षण करना
उप-तत्व	मूल-पाठ के प्रकार - साधारण विषय
विषय के अधिगम परिणाम	परिचित व अपरिचित, लिखित व दृश्यात्मक पाठों को पहचानना व चुनना

इस अंश को ध्यान से पढ़िए ।

अनोखा प्यार

हमारी बेटी अश्विनी को कुत्ते पालने का बड़ा शौक है । उसकी छोटी बहन और दोनों भाई भी कुत्ते को पसन्द करते हैं । उसकी बहन भी कुत्तों को बर्दाश्त कर लेती है मगर मैं ! - न जाने क्यों कुत्तों के नाम से ही मुझे चिढ़ है ।

रात को कभी बारिश होती तो अश्विनी की नींद खुल जाती । वह अपने कुत्ते के बारे में सोचने लगती । कभी-कभी तो वह चुपके से कुत्ते को 'लाउन्ड्री'में सुला देती । हर सुबह मेरे जागने से पहले ही वह जाग जाती और कुत्ते को 'लाउन्ड्री' में सुला कर खुद पढ़ने बैठ जाती । सुबह मेरे उठने से पूर्व वह कुत्ते को भगा देती । मेरे इतने नफरत के बावजूद जाने क्यों 'माचो' को मुझसे इतना प्रेम कैसे था ? सुबह अखबार वाला अखबार रख कर जैसे जाता 'माचो' मेरे कमरे के बाहर खड़ा हो कर भौंकने लगता । वह तब तक भौंकता रहता जब तक कि मैं अखबार न उठा लूँ । सच मानिए, इसके बावजूद मेरे कठोर दिल में 'माचो' के लिए कभी प्रेम नहीं उपजा ।

जाने कैसे उसे जूते उठाने की बुरी लत पड़ गई । पहले तो वह हमारे घर के लोगों के ही जूते उठाया करता था, परन्तु बाद में उसने पड़ोसियों के जूते भी उठाना शुरू किया । एक बार तो मेरे एक पड़ोसी ने इस बात की शिकायत भी की ।

एक दिन सुबह मैंने क्या देखा कि माचो हमारे पड़ोसी की बीबी का एक कीमती सेण्डल का कचूमर बना रहा है । बस मैंने उसी वक्त ठान लिया कि अब इस घर में माचो नहीं रह सकता । मैंने उसी समय माचो को कार में बिठाया और नौसोरी शहर से कुछ आगे छोड़ आया ।

इस बीच अश्विनी रोज की तरह सुबह जाग कर माचो को घर के अन्दर बुलाने लगी । मगर माचो का कहीं नामो निशान भी नहीं था । बाहर मेरी गाड़ी भी नहीं थी तथा मैदान में पड़ोसन के जूते पड़े हुए थे । अश्विनी को समझते देर न हीं लगी कि माचो का क्या हो गया है । उसने अपने भाइयों को जल्दी जगा कर माचो की खोज शुरू कर दी । बाग-बगीचे, पड़ोसी का आँगन, सड़क तथा पास के खेल के मैदान आदि सब देख लिया गया- मगर माचो का कहीं पता ही नहीं था । हमारे चारों बच्चे रोने लगे । अश्विनी का तो रोते रोते बुरा हाल हो गया । मैं जब घर लौटा तो वहाँ का हाल ही कुछ अजीब था । ऐसा लग रहा था जैसे किसी की मृत्यु हो गई हो । बच्चे आँसू बहा रहे थे और अश्विनी का तो बुरा हाल हो रहा था । वह मुझे देखते ही चीख कर रो पड़ी । मैं भी यह सोच कर घबरा गया कि न जाने क्या हो गया है । लेकिन जब मुझे बताया गया कि यह रोना-धोना माचो के गुम हो जाने के कारण है तो मैं सकपका गया ।

मैंने अश्विनी को समझाया कि जो कुत्ता पड़ोसियों में दुश्मनी पैदा कर सकता है उस को घर में रखना अच्छा नहीं है । इसलिए मैं माचो को दूर छोड़ आया हूँ । इतना सुनना था कि अश्विनी चीख कर रोने लगी । मैं उसे समझा-बुझा कर बहलाना चाहता था कि अचानक मेरे बाकी बच्चे आ गए और वे भी कुत्ते के बारे में सुनकर रोने लगे । अजीब मुसीबत थी । एक कुत्ते के लिए बच्चों का रोना देख कर मैं तो हैरान हो गया ।

रात को बच्चों ने खाना छुआ तक नहीं । बच्चों ने नहीं खाया तो उसकी माँ ने भी कुछ नहीं खाया । भला फिर मैं कैसे खा सकता था ? मैं भी भूखा ही सो गया । बच्चों की आँखों से नींद गायब थी । कभी-कभी रात की खामोशी में बच्चों की सिसकियाँ भी साफ सुनाई दे जाती थीं । बस मैं भी सो नहीं सका । रात कैसे कटी मैं कैसे बताऊँ । रामराम कह कर सुबह हुई । बच्चे भी खाट छोड़ चुके थे । सब बच्चे नीचे चले गए जहाँ अक्सर माचो सोया करता था । तभी एक कुत्ते की भौंकने की आवाज आई तथा बच्चों का हर्षनाद ! एक साथ सभी बच्चे पुचकारने लगे, “माचो ! माचो” !!

मैं भी खाट छोड़ कर बाहर भागा । बच्चे कुत्ते को पुचकार रहे थे, चूम रहे थे, सहला रहे थे । हर कोई अपना प्यार जाहिर कर रहा था । तभी माचो की नजर मुझ पर पड़ी । वह दौड़ कर मेरे पास आया और मेरे पैरों को चाटने लगा । मेरे हाथ स्वतः

कुत्ते की देह सहलाने लगी । बच्चों को ही नहीं, मुझे भी लगा कि सुखे बगीचे में फिर से बहार आ गई है ।
(स्तोत्र: शाशवत ज्ञान ८)

अभ्यास-कार्य

क. सही जवाब के बगल वाले अक्षर पर गोलाकार निशान लगाइए ।

१. कौन कुत्ते पालना सबसे अधिक पसंद करता था/करती थी ?

- | | |
|-----------------------|--------------------|
| क. अश्विनी | ख. अश्विनी की माँ |
| ग. अश्विनी के भाई-बहन | घ. अश्विनी के पिता |

२. कुत्ता अपना प्यार मुझसे कैसे जताता था ?

- | | |
|--------------------------|-------------------------------|
| क. जूते उठाकर | ख. लाउन्ड्री में सो कर |
| ग. मुझे सुबह-सुबह जगा कर | घ. मुझे अखबार आने की खबर देकर |

३. माचो को छोड़ आने पर सबसे ज्यादा दुखी कौन था ?

- | | |
|-------------------|-------------------|
| क. अश्विनी की माँ | ख. अश्विनी की बहन |
| ग. खुद अश्विनी | घ. अश्विनी के भाई |

ख . नीचे दिए गए सवालों के जवाब पूरे वाक्यों में दीजिए ।

१. कुत्ते की कौन सी आदत बुरी थी ?

२. बच्चे कुत्ते को पाकर अपना प्यार कैसे जता रहे थे ?

३. पाठ में ऐसा कौन सा वाक्य है जो बतलाता है कि कुत्ते के प्रति मेरी नफरत अब प्यार में बदल गई है ?

ग. घटनाक्रम

सही क्रम में लिखे कि पाठ में पहले क्या हुआ, फिर क्या हुआ तथा अन्त में क्या हुआ । बाक्स में नम्बर लिखिए ।

१. माचो अगली सुबह वापस लौट आया ।
२. सब फिर खुश हो गए ।
३. कुत्ते को जूते उठाने की बुरी आदत पड़ गई थी ।
४. माचो अश्विनी का कुत्ता है ।
५. पड़ोसी के जूते उठाने पर मैं माचो को कहीं छोड़ आया ।
६. बच्चे यह जानकर बहुत दुखी हुए ।
७. अश्विनी माचो को बहुत प्यार करती थी ।

भाषा

नीचे दिए गए शब्दों को एक वचन में बदल कर लिखिए ।

१. यादें -----
२. पड़ोसियों -----
३. बच्चे -----
४. पर्वतों -----
५. शहरों -----

UCIWAI SANGAM SCHOOL

YEAR 7 - SOCIAL SCIENCE

HOME LEARNING WORKSHEET NO. 3

TOPIC : Preparedness & Response to Climate Variability

STRAND : 1. Social Organizations & Processes

SUB STRAND : 1.2 Cultural Identity, Diversity & Cohesion

C.L.O : At the end of this lesson, students will be able to identify and differentiate the terms used in this lesson such as global warming, climate change, greenhouse effect and natural disasters.

Notes:

• **What is Global Warming**

- Is the long-term heating of Earth’s climate system due to human activities
- Changes weather patterns in such a way that *wet areas become wetter* and *dry areas becomes drier*.
- **Causes:** greenhouse gases, deforestation and burning of fossil fuels.
- **Impacts:** rise in sea level, natural disasters, change in weather patterns
- **Evidence:** burn fossil fuels such as oil, gas, & coal.

• **Climate Change**

- Is the long term change in the average weather patterns over a long period of time.
- **How to help stop climate change;** power your house with renewable energy, replace light bulbs with energy efficient light bulbs, recycle.

• **Greenhouse Effect**

- It traps heat within the atmosphere to help keep earth warm.
- Is a good thing because it helps to save the earth from the sun’s dangerous rays.

• **Ozone Layer**

- Is also known as earth’s ozone shield
- Is a natural layer of gas that protects humans from harmful UV rays from the sun

• **Climate Variability**

- Temperature
- Precipitation (rain , snow, hail)
- Droughts
- Floods
- Change in air and ocean
- Volcanic eruptions
- *El Nino*
- *La Nina*

PREPARATION FOR A DISASTER

BEFORE

- **Prepare your home**
- **Memorize emergency and evacuation drills**
- **Prepare for travel**
- **Prepare first aid kit**

DURING

- **STAY CALM!**
- **Turn on the radio**
- **Be careful of damages around you**
- **Stay away from damaged areas**

• **Organisations in Fiji that help Reduce Climate Change.**

- Red Cross
- UNFCCC
- Pacific Environment
- COP23
- Wildlife Conservation

AFTER

- **Check yourself and others for injuries**
- **Check water , gas, electric lines for damage**
- **Apply for disaster assistance**

ACTIVITY 1 : Define the words given in your own words.

1. Global Warming -
2. Climate Change -
3. Ozone Layer -
4. Greenhouse effect -

ACTIVITY 2 : FILL IN THE BLANKS

gases	burn	natural	warms
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Pollution – the burning of _____ resources such as coal and oil. When we _____ enough of them, the _____ they release _____ the Earth.

will rise	continues	melts	will change
	will melt	rise	

If the temperature _____ to rise, the polar ice _____. If the ice _____, the sea level _____. If the sea level _____ the climate _____.

floods	agriculture	rain	changes
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If the climate _____, there will be _____ in some areas and not enough _____ will fall on other areas. This will have a serious effect on _____.

ACTIVITY 3 : UNDERLINE THE CORRECT WORDS

The Government **were / are** going to reduce the **number/numbers** of **cars/car** and introduce cleaner fuels, **before/because** cars are **huge/big** polluters. They're also going to **close/open** all the dirty factories and produce **electricity/electricity's** in a cleaner way.

The End . STAY SAFE AND GOD BLESS

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

1078 UCIWAI SANGAM SCHOOL**CAKACAKA LAVAKI KALASI 7-NA VOSA VAKA- VITI****WILIVOLA KEI NA SAUMI TARO**

Sa tubu cake tiko ga na I wiliwili ni vulagi saravanua ka ra tadu tiko mai kina noda vanua. E dua gona na vulagi saravanua, ko Menoa, a sala waqavuka mai Amerika, tau mai ki Nadi ka vodo yani ena **Sayadra** me la'ki sarasara kina Yatu Yasawa.

Na I matai ni ka e lauti koya na kena malua na I vakarau ni bula e na kena vakayagataki na gauna. A totoka tu na draki ni biu ko Lautoka ka sorokidikidi na wasawasa ka vaktokayaca na vei Bligh na dausoko ni Peritania ka a sokova voraki mai ena **1879**.

A bala na ikelekele ni **sa dre ko Malolo**. E ratou a sota kei na dua na cauravou qarikau e matasawa ka kauti ratou sara ki na koro. A vutu na I sevusevu, lose ka mani carubi yani na gunu yaqona.

Na I karua ni ka e lauti koya na I boi sareguregu ni kakakna –na veimataqali sasalu ni waitui, na uto, uvi kei na bu me I vakalomavinaka.

A curu mai e dua na ilala yalewa ka dodo sara e dua na mata vakamalolo. E ra a curu tarava mai na cauravou ena dua na matawesi lailai me rauta ga na loma ni vale. A veivakadrukai dina na kedra bulabula kei na **waribariba** ni matana. A veitalanoa voli ko Menoa kei Kavetani Liga ka kaya, “Na cava mada ko ni nanuma me baleta na magiti kei na meke ka caka tiko vei ira na saravanua? E sega li ni vakamamadataka ka vakayalia na kena ibalebale dina vakaitaukei?”

A sauma ko Kavetani Liga ka kaya, “ Au sega ni vakabauta ni ra vinakata na itaukei me vaka kina. Ni dodo tiko e dua na meke, ko na raica ni taucoko tu na ivakarau vakavanua.

Keimami dau cibitaka na neimami I vakarau vakavanua.”

A cavu I kelekele e na mataka caca na Sayadra me lesu ki Lautoka.

1. A cavutu mai _____ ko Menoa.
 - A. Nadi
 - B. Malolo
 - C. Amerika
 - D. Peritania
2. Na Sayadra e yaca ni _____.

A. Waqa	C. Dausoko
B. Koro	D. Amerika
3. A dewa vakacava mai ki Viti na vulagi saravanua?

A. Waqa	C. vodo lori
B. Taubale	D. waqa vuka
4. Na vosa na _____ e tukuna na I tuvaki ni biau ni wasawasa.

A. Qarikau	C. sorokidikidi
B. Saravanua	D. vakatokayaca

5. A bala na ikelekele ni **sa dre ko Malolo**, e kena l balebale ni
- A. Soko na waqa ki Malolo.
 - B. Kele ya ni na waqa ki Malolo.
 - C. Kele yani na waqa ni sa yakavi.
 - D. Kele yani na waqa ena mataka lailai.
6. E ra a meke _____ na gone yalewa.
- A. Galu
 - B. Dabedabe
 - C. tucake
 - D. davodavo
7. Sa rauta ni yabaki vica na dede ni nona a sokova voraki na wasawasa na Bligh na turaga ni Peritania oqo?
- A. 141
 - B. 1879
 - C. 100
 - D. 2020
8. Na vosa, na **waribariba**, e vakaraitaka na
- A. Cameme ni gusu
 - B. Veilitoyaki ni mata
 - C. Totolo ni vakasama
 - D. Veimoiyaki ni veitiki ni yago
9. Vola e rua na ka e lauta na saravanua oqo. (2 na maka)

Biuta na tiki kevaka e dina (✓) se korosi (X) kevaka e cala ena veiyatu vosa e ra.

- 1. E loba na niu me miti. _____
- 2. Na buco e dua na mataqali uto. _____
- 3. Na loru ni vale na balabala. _____
- 4. Sa totoka dina na nodra wesi na marama. _____
- 5. Vakaturaga saka ki Cakaunitabua vua Na Ka Levu. _____