

NAVOLI SANGAM SCHOOL

YEAR 7

ENGLISH

Poetry

STRAND: READING VIEWING

SUB STRAND: Read and view with understanding a variety of texts and visuals to identify and interpret useful information available.

Content Learning Outcomes: Explore and assess features of a wide range of literary, every day and media texts in print and multi modal text.

Achievement Indicators: Identify and discuss main ideas and lessons learnt from text read.

The Me That I Can See

In the mirror I can see
A copycat who plays with me
I wrinkle my nose and he does too
His mouth gets round when I say, "Boo! "
I wiggle my tongue like this and that
And so does he, that copycat
He has my teeth, my ears, my eyes
And everything is just my size
Who is that copycat that I see?

Anonymous

Summary / Explanation

This poem brings back the memories of childhood and the innocence of childhood. Watching yourself reflection in the mirror and thinking that another person is in the mirror is just reminds us how awesome childhood can be with full of life and Imagination. Looking yourself in the mirror and then thinking as who could the other person be, who just looks like you just make u wonder as who it could be. Beauty of childhood is being reflected through this poem just as our image is reflected in the mirror

Theme / Message

- Enjoy your childhood to the fullest while it lasts. Once it's gone will never return.
- Just like mirror reflects the true image of people, at times we also need to do self-reflection to find true meaning of life

Activity questions

1. Who do you think is the copycat in the poem?

2. Is this a sad or happy poem? Give a reason for your answer.

3. List the words in the poem which rhymes.

4. Have you ever seen your copycat? If yes, where?


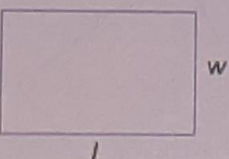
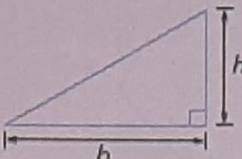
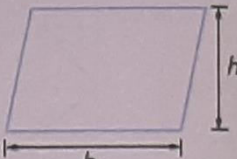
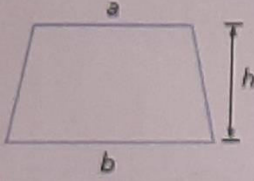
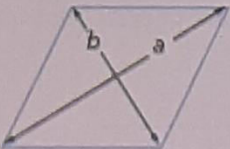
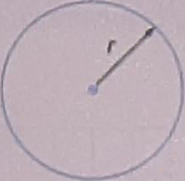
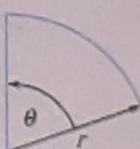
5. How do you think this poem is related to childhood?

NAVOLI SANGAM SCHOOL**YEAR 7****MATHEMATICS****STRAND 3 -MEASUREMENT****SUB-STRAND: LENGTH/AREA**

ACHIEVEMENT INDICATOR: Derive formula for area of rectangle from tabulated information and makes nets for rectangular solid.

CONTENT LEARNING OUTCOME: Measuring lengths, perimeters, and distances

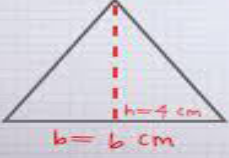
The area of a shape is a measure of the size of its surface.

Square $\text{Area} = l^2$	Rectangle $\text{Area} = l \times w$	Triangle $\text{Area} = \frac{1}{2} b \times h$	Parallelogram $\text{Area} = b \times h$
			
Trapezium $\text{Area} = \frac{1}{2} (a + b)h$	Rhombus $\text{Area} = \frac{1}{2} a \times b$	Circle $\text{Area} = \pi r^2$	Sector $\text{Area} = \frac{\theta}{360} \pi r^2$
			

- The above picture is showing area of all different shapes drawn. All shapes have different formulas to calculate their areas.
- In this activity we will be focusing mainly on finding the **area of triangles**.
- To find the area of triangle = $\frac{1}{2}$ base \times height which can be written as $(\frac{1}{2}bh)$
- Below are given two examples to give you some ideas in finding the area of triangles.
- By looking at the examples do the two activities given below.
- Note : area will be always written as (cm^2, m^2, km^2)

Examples

Area of a triangle

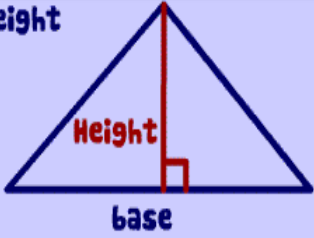


$$A = \frac{1}{2}bh$$

$$= \frac{1}{2}(6 \text{ cm})(4 \text{ cm})$$

$$= 12 \text{ cm}^2$$

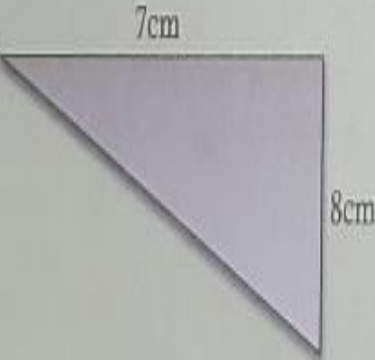
Area = $\frac{1}{2}$ base • height

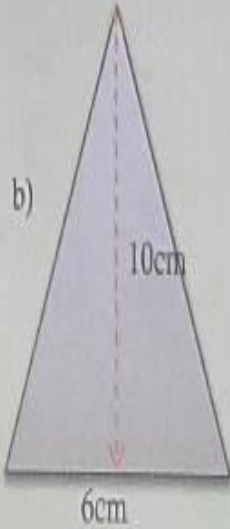


www.mathwarehouse.com

Exercise 3.1D

Calculate the area.

1. a) 

b) 

1.

2.

NAVOLI SANGAM SCHOOL

YEAR 7

BASIC SCIENCE

STRAND: Energy

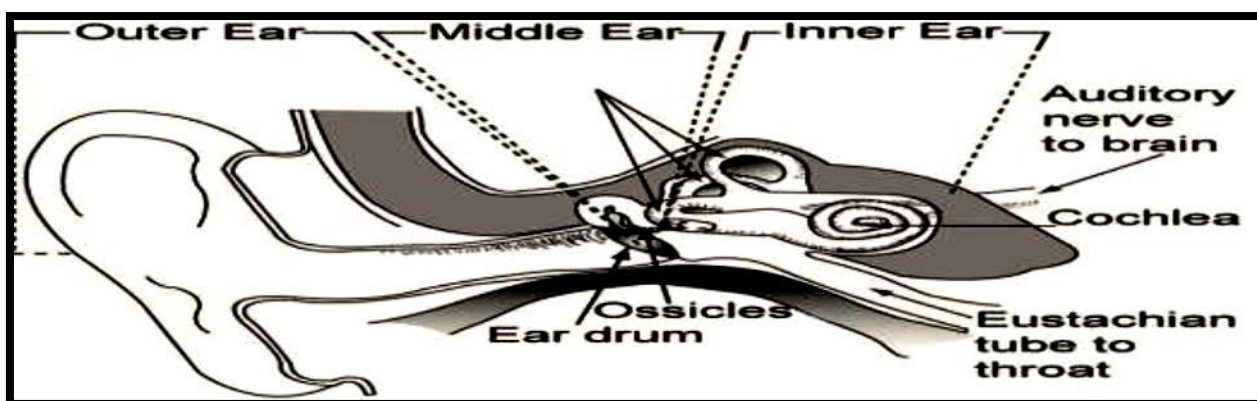
SUB STRAND: Energy sources and transfer.

LEARNING OUTCOME: Investigate, and illustrate the different energy sources and their uses and classify them into renewable and non-renewable.

ACHIEVEMENT INDICATOR: Investigate and demonstrate force, the effect of opposing forces on objects and demonstrate ways of minimizing these forces.

The Voice Box and the Ear

- ✓ Sound makes air vibrate.
- ✓ Our voice can make sounds of different pitches. This takes place in the **larynx** or **voice box**.
- ✓ The **voice box** contains **vocal cords** or pieces of muscles which vibrate when air passes over them. The tightness of the vocal cord can be controlled and that is how we produce high and low pitched sound.
- ✓ The human ear or the auditory system is divided into three parts, outer ear, middle ear, inner ear.
- ✓ The outer ear - is like a cone or funnel. That is part of the ear that can be seen. It collects the sound and directs it to a tube called the **ear canal** and then to the **ear drum**. The vibrating air makes the ear drum vibrate.
- ✓ The middle ear - is made up of ear drum and three tiny ear bones called ossicles. Ossicles send the eardrum vibration to the inner ear.



- ✓ **The inner ear** - part of the inner ear is coiled up like a seashell. This is called the cochlea. It contains tiny hairs which pick up the vibrations from the liquid and pass them to the **auditory nerves**. This becomes an electrical signal. The auditory nerves carry the electrical signals to your brain, and you hear the **sound**.

Activity

Exercise: The Auditory System

1. Copy and complete.

2. The outer ear collects the sound and directs it to the **ear canal** which passes it on to the _____. The ear drum vibrates which makes the _____ vibrates.

2. Answer the questions in complete sentences.

- a.) What do the ossicles do?

3. Conclusion:

- a.) Why should we take care of our ear?

- b.) Make a list of how we can take care of our ear.

- Do not poke any sharp object in your ear.

1. _____

2. _____

3. _____

4. _____

NAVOLI SANGAM SCHOOL

YEAR 7

HEALTHY LIVING

STRAND: BUILDING HEALTHY RELATIONSHIPS.

SUB STRAND: Examine the changing roles of relationship during the life cycle and develop interpersonal skills to establish and maintain a range of healthy relationships.

LEARNING OUTCOME: Criticize personal rights and sources of power and coercion within social groups.

ACHIEVEMENT INDICATOR: Formulate strategies for resolving conflicts without violence in relation

UNIT 22: VOLUNTARY ORGANISATIONS

Fiji Red Cross Society

To bring assistance without discrimination to the wounded to prevent and alleviate human suffering wherever it may find. Its purpose is to protect life and health and ensure respect for the human being.

Types of serves offered by them are:

1. Providing wheelchairs
2. Collect blood for blood bank
3. Help people during natural disasters

Saint Johns

They provide first aid and disaster preparedness. They recognize healthcare and humanity.

Exercise

1. What are voluntary organizations?

2. Name five voluntary organizations in Fiji?

a _____

b _____

c _____

d _____

e _____

3. What do they do?

- a _____
- b _____
- c _____
- d _____
- e _____

4. Where do they get their items, money from?

5. When do they give out help?

NAVOLI SANGAM SCHOOL

YEAR 7

HINDI

STRAND: READING AND VIEWING

SUB STRAND: KRISHNA SUDAMA KI DOSTI

Content Learning Outcomes: Explore and assess features of a wide range of literary, every day and media texts in print and multi modal text.

Achievement Indicators: Identify and discuss main ideas and lessons learnt from text read.

७. प्रेम के वास्ते

सुदामा जानता था कि कृष्ण और रुक्मणी जैसे राजा-रानी के लिए खिलों की भेंट बहुत ही मामूली चीज है। उन्होंने सुदामा की इस छोटी सी भेंट स्वीकार की तो सिर्फ इसलिए कि कृष्ण उसे सचमुच ही बहुत चाहते हैं। यह सोचकर सुदामा प्रसन्न हो गया। उसे लगा कि कृष्ण अभी भी नहीं बदले हैं। वे आज भी उसके दोस्त हैं, वैसे ही प्यारे-दुलारे दोस्त जैसे वर्षों पहले गुरुकुल में थे।

“सुदामा,” कृष्ण ने कहा, “अब जब तुम यहाँ आ ही गए हो, तो जितने दिन हो सके मेरे साथ रहो।”



कृष्ण की बात सुनकर सुदामा को अपनी पत्नी और भूख से बिलखते बच्चों की याद आ गई। सुदामा कहना चाहता था कि अधिक दिन वह नहीं रुक सकता, परन्तु उस के मन में कृष्ण के साथ रहने की लालसा इतनी गहरी थी कि उसके मुँह से कुछ और ही बात निकली। उसने कहा, “हाँ, हाँ क्यों नहीं? हम कुछ दिन साथ ही रहेंगे, खूब बातें करेंगे और गुरुकुल छोड़ने से लेकर आज तक की यादें ताजा करेंगे।”

कृष्ण ने सुदामा के रहने के लिए बहुत अच्छा प्रबन्ध करवाया और अपनी पत्नी रुक्मणी से कहा कि वह दोस्त सुदामा का विशेष ध्यान रखें।

कठिन शब्द		अर्थ
१.	गुरुकुल	भारत का एक आश्रम जहाँ विद्यार्थी रह कर शिक्षा प्राप्त करते हैं।
२.	भेंट	मिलना/उपहार/मुलाकात
३.	स्वीकार	मंजूरी/ हाँ करना/मानना
४.	लालसा	इच्छा
५.	प्रबन्ध	तैयारी
६.	विशेष	खास/महत्वपूर्ण

अभ्यास कार्य

क. पाठ में से किन्हीं पाँच संज्ञा शब्दों को अपनी अभ्यास पुस्तिका में लिखिए।

लिखे गए उन पाँच संज्ञाओं से वाक्य बना कर कक्षा में प्रस्तुत करें।

ख. नीचे दिए गए शब्द अलट-पलट गए हैं। इन्हें सही करके लिखिए।

१. लीमुमा २. यातैरी ३. लासाल ४. षविशे ५. चसचमु
६. तनेजि ७. लेहप ८. तहुब ९. फीसि १०. दासुमा

ग. नीचे दिए गए वाक्यों को किसने और किससे कहा ?

१. “हाँ, हाँ क्यों नहीं ? हम कुछ दिन साथ ही रहेंगे, खूब बातें करेंगे और गुरुकुल छोड़ने से लेकर आज तक की यादें ताजा करेंगे।”
२. “अब जब तुम यहाँ आ ही गए हो, तो जितने दिन हो सके मेरे साथ रहो।

**NAVOLI SANGAM SCHOOL
NA VEIKA VAKAVITI
KALASI 7
CAKACAKA LAVAKI**

YACAMU: _____

YACA NI MATANA	WILIVOLA KEI NA VAKADIDIGO
NANAMAKI NI MATANA	Wilika, vakadigova, kila vakavinaka na veimataqali vosa kei na kedra ibulibuli me rawa ni vakadewataki kina na itukutuku.
E ra sa na rawata na gonevuli na lewenivuli oqo ni ra	-Wilika vakadodonu na itukutuku se italanoa. - Vakabasikataka na I naki keina ibalebale ni vosa e vakayagataki e na ituktuku

WASE 6 : NA DRAKI VAKAVITI

NA VEIVOSA ME NANUMI

1. **botaicake:** ni damudamu na icabecabe ni siga e na mataka lailai.
2. **botaira:** ni damudamu na ra ni vanua e na yakavi.
3. **bewabewa:** na o se cagi curumi uca.
4. **vula vou:** na imatai ni gauna e raici kina ni tava e dua na vula.
5. **ya:** na gauna e ra dau kune vakalevu kina na lairo.
6. **mago:** ni sa malai ka mate na tubu ni uvi, tivoli se kawai me vakaraitaka ni sa kena gauna me keli kina.
7. **volo:** na lako veigoleyaki e veikau e na vaqara rauva se tivoli.
8. **dralabika:** nisa merata e dua na ka na kena gauna, sa na biu sara tu ga ka sega ni tarai.
9. **I vakada:** na kau se gasau e dolo cake kina na uvi.
10. **balolo:** e vaka na baca ni qele ka dau vure mai cakau e na Okotova se Noveba. E kakana namaki vakayabaki.
11. **yaumoce:** ni da biuta na noda itikotiko ka la'ki moce e na dua na vanua me rawa ni yadravi vakamataka na cakacaka me qaravi.
12. **taya:** na cakacaka ni yau mai ni balolo ki waqa.
13. **suitalatala:** na uca bi e na mataka caca ni sa ta oti na balolo.
14. **talacokacoka:** veitenei na kena veitataravi mai.
15. **drudrugu:** boi sigasiga me vaka na iboi e boici e na ika.

CAKACA 1: NA BULI VOSA ME CURU KINA NA ROROGO SOLI

(a) ----odra----- nodra vodre _____

(b)iu/a..... vakabiuta _____

(c) ----ua----- luava _____

(d) ---- ai----- raica _____

(e) ----ei----- beitaki _____

CAKACA 2: vulica na veivosa me nanumi ka veisataka mai .Biuta na matanivola donu.

- | | | |
|-----------------|-------|---|
| 1. mago | _____ | A. mataka laiali, damu na icabecabe ni siga |
| 2. botaira | _____ | B. yakavi, damu na ra ni vanua |
| 3. botaicake | _____ | C. drudrug |
| 4. volo | _____ | D. cagi curumi uca |
| 5. taya | _____ | E. sa mate na tubu ni uvi |
| 6. boi sigasiga | _____ | F. vaqara tivoli e veikau |
| 7. suitalatala | _____ | G. kau na balolo ki waqa |
| 8. bewabewa | _____ | I. uca bi ni ta oti na balolo. |

NAVOLI SANGAM SCHOOL
SOCIAL SCIENCE
YEAR 7

STRAND: PLACE AND ENVIRONMENT SUB STRAND: Features of places

LEARNING OUTCOME: Examine strategic positions of Pacific Islands in the world, and discuss their attributes as part of the Global village.

ACHIEVEMENT INDICATOR: Identify their locations or concept of "islandness" and their vulnerability as part of the global village.

Samoa



- ✓ In 1722, a Dutchman by the name of **Jacob Roggeveen** was the first European to sight the islands.
- ✓ Missionaries and traders arrived in the 1830s. Halfway through the 19th century, the United Kingdom, Germany and the United States all claimed parts of the kingdom of Samoa, and started trade posts.
- ✓ After World War I, Britain and New Zealand took over the western islands which became 'Western Samoa' and USA claimed the eastern half of the country which became American Samoa.
- ✓ In 1962, Western Samoa became the first Pacific Island nation to gain political independence. In 1997, Samoa officially dropped the 'Western' from its name as it was an appendage from its colonial era.
- ✓ The capital Of Samoa is **Apia**.

Activity

1. Who was the 1st person to sight the island? _____
2. In what year Samoa gained independence? _____
3. What is special about Samoa? _____

Solomon Islands



- ✓ The history of the Solomon Islands begins with the first settlement many thousands of years ago from New Guinea.
- ✓ Most of the languages spoken today in the Solomon Islands derive from this era, but some thirty languages of the pre-Austronesian settlers survive (see East Papuan languages).
- ✓ Ships of the Spanish explorer **Álvaro de Mendaña de Neira** first sighted Santa Isabel Island in 1568. Finding signs of alluvial gold on Guadalcanal, Mendaña believed he had found the source of King Solomon's wealth, and named the islands "The Islands of Solomon".
- ✓ In 1595 and 1605 Spain again sent several expeditions to find the islands and establish a colony, however these were unsuccessful.
- ✓ In 1767 **Captain Philip Carteret** rediscovered Santa Cruz and Malaita.

Activity

1. Name the first person to sight the Solomon Islands?

2. Who named the island and why was that name given to the island?

3. Name the major islands of the Solomon?
