

Subject: English

Year Level: 7

Strand	Listening and Speaking (2)
Sub-strand	Language features and rules (7.1.2)
Content learning outcome	Examine and discuss how text structure and language features of texts differ (7.1.2.1)

Homophones

Homophones (homonyms) are of two or more words having the same pronunciation but different meanings, origins, or spelling, for example *new* and *knew*.

Activity

Part One: Choose the correct word. (Use a dictionary

1. My brother and I went stargazing last (knight / night).
2. We went out alone to a field by the (creak / creek).
3. All of a sudden I saw a bright light (soar / sore) over our heads.
4. Then we (heard / herd) a crashing sound.
5. We started walking toward the noise and we saw a big (hole / whole) in the ground.
6. As we got closer, a cloud of smoke (flew / flu) from the crater.
7. "Oh (dear / deer)!" my brother said.
8. A little green and purple alien with 20 (feat / feet) crawled out of the wreckage.
9. The alien had a glowing (vain / vein) on his forehead.
10. "Take me to your (leader / litter)." said the alien.
11. My brother said, "Ok, right over (their / there / they're)," and he pointed at me.
12. My face turned (pale / pail) and I looked at my brother and said, "Really?"
13. The alien started glowing blue and said, "Don't worry. I come in (peace / piece)."
14. "That's (grate / great) because we didn't want to hurt you," said my brother.



15. He can be so (dense / dents) some times.
16. "It looks like you crashed your (plain / plane) or whatever. Can we help you?" I said.
17. The alien said, "I need to refill the fuel (cell / sell) on my ship."
18. I was trying to (rap / wrap) my head around his request, when the alien saw my brother's grape soda.
19. The alien said to my brother, "May I (sea / see) your beverage?"
20. My brother sat there and didn't say anything like his tongue was (tide / tied).

Part Two: Correctly use each word in a sentence.

1.

a. weather - _____

b. whether - _____

2.

a. affect - _____

b. effect - _____

3.

a. accept - _____

b. except - _____

Subject: English

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Strand	Listening and Speaking (2)
Sub-strand	Text types; media, everyday communication literary texts (7.1.1)
Content learning outcome	Listen carefully, speak and respond confidently to a variety of literary text (7.1.1.2)

GENRE: NOVEL (MAKING GOOD)Chapter 12 & 13 - The Fight on the Shore & the Reef

*Read Chapters 12 and 13 to answer the following.

Summary

The next morning Mr. Glover offered to fight Scrope and the second mate to George. At first Mr., Glover was _____ but he let Scrope go. Scrope started to choke him and the second mate was happy.

Mr. Glover managed to get free and he _____ Scrope into the sea. The second mate was too _____ to fight. Scrope and his crew left. They had a lot of _____ getting through reef passage and George hoped that the _____ prophecy "Death to the man with Emerald Ring" would come _____. The boat made it however, and the Trade Wind left _____ without her cabin ____.

Activity Questions

1. Why did Mr. Glover challenge Scrope to fight?

2. Mr. Glover beat Scrope easily. True or False (Give a reason for your answer.)

3. Why did everyone laugh? (Page 63)

4. Why was George disappointed? (Page 65)

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Sub-strand	Text types; media, everyday communication literary texts (7.1.1)
Content learning outcome	Listen carefully, speak and respond confidently to a variety of literary text (7.1.1.2)

GENRE: POETRY (LEAVES)**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, that copycat
 He has my teeth, my ears, my eyes
 And everything is just my size
 Who is that copycat I see?

Anonymous**Summary / Explanation**

This poem brings back the memories and innocence of childhood which is full of life and imagination. Watching your reflection and thinking that another person is in the mirror just reminds us how awesome childhood can 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 as once it's gone, it will never return.
- Just like mirror reflects true image of people, at times, we also need to self -reflect to find true meaning of life.

Activity questions

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

2. Answer the question in the last line of the poem.

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

4. List the words in the poem which rhymes.

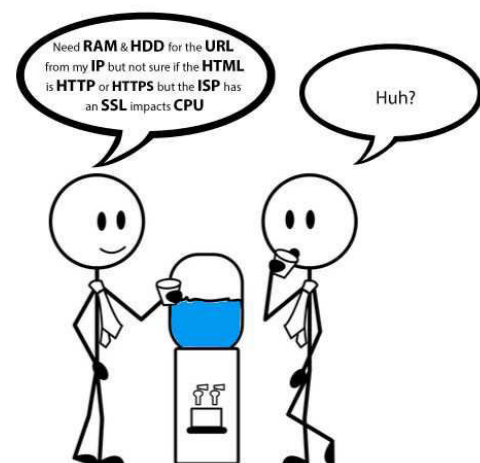
4. Briefly explain who or what is a 'copy cat' according to you? (give example)

Strand	Writing and Shaping (3)
Sub-strand	Language features and rules (7.3.2)
Content learning outcome	Examine and use structurally sound sentences in a meaningful and functional manner (7.3.2.1)

Jargons

- ❖ Jargons are special words or expressions used by a profession or group that are difficult for others to understand.
- ❖ Most words in the English language are a part of common, everyday speech, understood by almost anyone who speaks the language.
- ❖ However, jargon is like a type of shorthand between members of a particular group of people, often involving words that are meaningless outside of a certain context.

- For example: the phrase “**drill down**” in the business field means to look at a problem in detail.



Activity

Find out the meaning of these jargons from different fields of work.

Medical Jargons

1. Iatrogenic - _____

2. Tachycardia - _____

Business Jargons

3. Bang for the buck - _____

4. Low-hanging fruit - _____

5. The 9 to 5 - business _____

6. Chief cook and bottle washer - _____

Police Jargons

7. Berries and cherries - _____

8. Mirandize - _____

9. Wolf pack - _____

Military Jargons

10. Bravo Zulu- _____

11. Bubblehead- _____

Computer Jargons

12. RAM- _____

13. Wi-Fi- _____

14. WWW- _____

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MATHEMATICS

YEAR 7

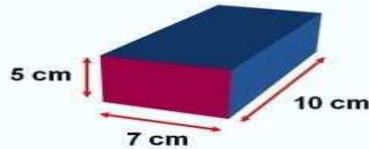
Strand	Measurement
Sub Strand	Volume/Capacity
Topic	Volume of Rectangular Prism
Content Learning Outcome	<ul style="list-style-type: none"> Express volumes and capacities using appropriate units and language of comparison Estimate, measure and compare capacities using standard unit Solve word problem in volume

Lesson Notes

Volume of Rectangular Prism

$V = \text{Area} \times \text{Height}$

$V = L \times W \times H$



$$V = L \times W \times H$$

$$V = 10 \times 7 \times 5$$

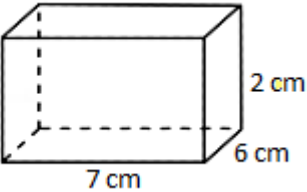
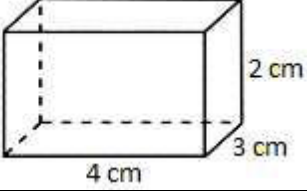
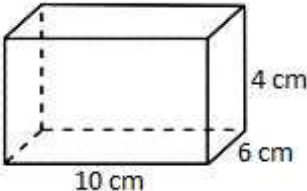
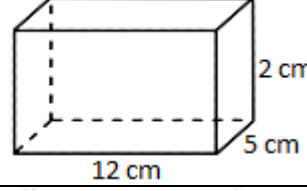
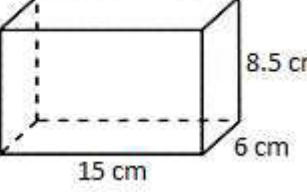
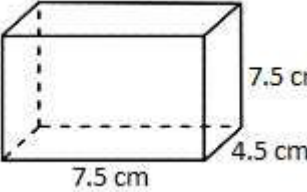
$$V = 350 \text{ cm}^3 \quad \checkmark$$

Exercise

1. Calculate the volume of each rectangular prism.

Problem	Working	Solution
<p>a.</p>		
<p>b.</p>		
<p>c.</p>		

2. Find the volume

Problem	Working	Solution
(i) 		
(ii) 		
(iii) 		
(iv) 		
(v) 		
(vi) 		

3. A cargo container is 5 m wide, 34 m long and 6 m tall. What is the volume of the cargo container?

4. A carton of juice is 16 cm long, 5 cm wide and 20 cm tall. What is the volume of the carton?

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MATHEMATICS

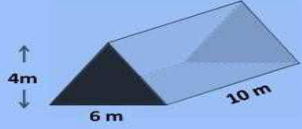
YEAR 7

Strand	Measurement
Sub Strand	Volume/Capacity
Topic	Volume of Triangular Prism
Content Learning Outcome	<ul style="list-style-type: none"> • Express volumes and capacities using appropriate units and language of comparison • Estimate, measure and compare capacities using standard unit • Solve word problem in volume

VOLUME OF TRIANGULAR PRISM

Lesson Notes

Triangular Prism - FORMULA



$$V = \frac{1}{2} \times b \times h \times H$$

$$\text{or}$$

$$V = \frac{1}{2}bhH$$

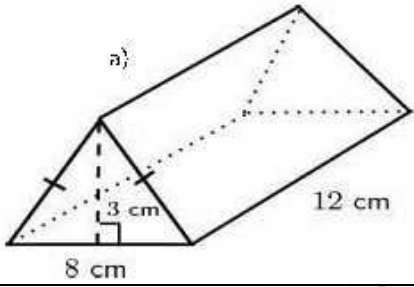
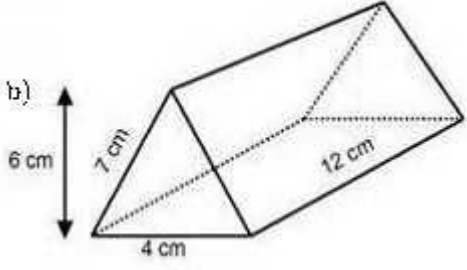
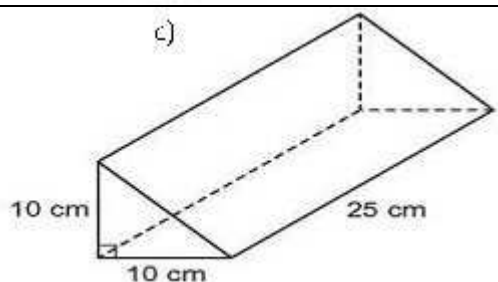
$$V = \frac{1}{2} \times b \times h \times H$$

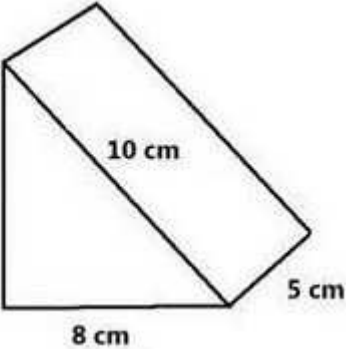
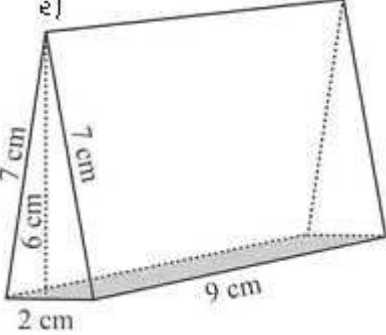
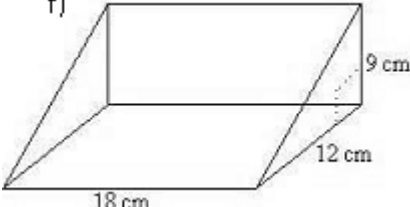
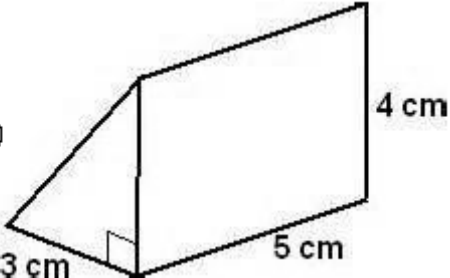
$$V = \frac{1}{2} \times 6 \times 4 \times 10$$

$$V = 120 \text{ m}^3 \checkmark$$

Exercise

1. Calculate the volume

Problem	Working	Solution
<p>a)</p> 		
<p>b)</p> 		
<p>c)</p> 		

<p>d)</p> 		
<p>e)</p> 		
<p>f)</p> 		
<p>g)</p> 		

2. Calculate the missing heights area of bases and volumes:

	Area of base (A)	Height (h)	Volume of triangular prism (V)
a	18cm^2	4cm	
b	24cm^2		96cm^3
c		0.1m	120cm^3
d	0.5m^2	30cm	

3. The base area of a triangular prism is 55 square feet. Find the volume if its length is 20 feet.

Volume _____

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BASIC SCIENCE

YEAR 7

Strand	Energy
Sub Strand	ENERGY SOURCE AND TRANSFER
Topic	Renewable and Non-Renewable energy sources
Content Learning Outcome	Investigate and illustrate the different energy source and their uses and classify them into renewable and non-renewable.

Lesson Notes (refer to page 84- 87 of the text)

In our last lesson, we learnt about various sources of energy. We get energy from the **sun, wind** and **water**. We also get energy from **oil, coal** and **gas**. The sun, wind and water are natural sources of energy. These sources give life to plants and animals and also cause changes in their patterns of survival. Trees grow, animals live and grow, and both plants and animals die. Other changes took place over a lengthy period and in later stages become sources of energy. Energy from the sun, wind and water is **non-perishable** as they remain active all the time. On the other hand sources of energy like oil, coal, and gas become perishable when over used and cannot be replaced. This shows us that there are two categories in which energy is classified and we can address them as **Renewable** and **Non-Renewable** energy sources.

Wind Energy

Wind power is the transformation of wind energy into a useful form of energy, for instance using wind turbines to make electrical energy, windmills for mechanical power, wind pumps for water pumping or drainage, or sails to propel ships.

Sun Energy

Solar energy is radiant heat and light sourced from the sun. It can be used for heating, Electricity, etc.

Water Energy

Hydropower is the production of electrical power through the use of gravitational force of falling or flowing water. It is commonly used for electricity.

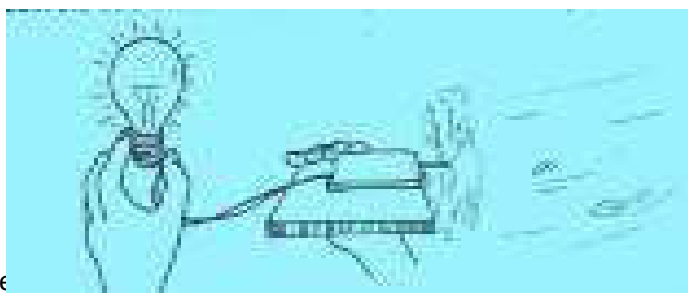
Exercise:

1. **Read the paragraph below and answer the questions that follow.**

Wind Energy

Some students taped an electric motor was to the piece of wood making sure there was room for the propeller. The wires were joined from the motor to the bulb. The invention was taken out in the breeze. When the piece of wood with the motor and propeller was held against the breeze, the propeller start to spin. Another observation the students made is that the bulb began to light up.

Refer to this diagram



Questions

Answer the que

1. What happened to the propeller when it was taken into the breeze?

2. What was another observation made?

3. What was the source of energy in this experiment?

4. How do you know that the energy was generated from wind?

5. Complete using the word list below.

power	spin	Light-up	current
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When the propeller was out in the breeze, it began to _____. When the propeller spun faster and faster it generated _____ to the motor which has a dynamo. The dynamo is heated up and heat energy travels through the wire carrying _____ which made the torch bulb _____. This shows that power from the propeller travels to the motor which then gives electricity to the light bulb.

2. Use the notes to answer the following question

Study the illustrations of the two sources of energy and for each source:



Name: _____

Category: _____

Use: _____

Advantage: _____

Disadvantage: _____



Name: _____

Category: _____

Use: _____

Advantage: _____

Disadvantage: _____

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Year 7

H. Living

Lesson Notes

<u>Strand</u>	Building healthy relationship
<u>Sub-strand</u>	Relationship
<u>Content Learning Outcome</u>	Defend and maintain the importance of healthy relationship.

Threatening Behaviour

- Threatening behaviour is a behaviour that causes physical or emotional harm to others, or threatens to.
- It can be from verbal abuse to damaging of victims property
- Threatening behaviour is intentional , meaning it is done on purpose
- Emotional problems are most common cause of threatening behaviour
- Threatening can be reactive or retaliation
- It can also be proactive to provoke victim
- Threatening behaviour can also be self-directed

What causes threatening behaviour?

- Family structure
- Relationship with others
- Work or school environment
- Socioeconomic factors
- Individual characteristics
- Health conditions
- psychiatric issues
- life experiences

Activity

Describe about a threatening behaviour that you encountered. Discuss how it affected you and state how it was resolved.

Pick one of the causes mentioned above and discuss them in detail. Use the research skills we have learnt to help you.

STRAND	लिखना एवं निर्माण करना
SUB STRAND	भाषा की विशेषताएं एवं नियम ।
CONTENT LEARNING OUTCOME	अलंकृत भाषा, मुहावरे व दृश्य, विभिन्न शब्दावली – प्रकार, वाक्य संरचनाओं व विराम चिह्न के प्रयोग से विविध विषय ग्रंथ उत्पन्न करना ।

विराम-चिह्न (Punctuation Marks)

- ❖ 'विराम' का अर्थ है- 'रुकना'।
 - ❖ अपने भावों तथा विचारों को सही रूप तथा सही ढंग से संप्रेषित करने के लिए विराम-चिह्नों का ज्ञान होना जरूरी है।
 - ❖ हिंदी में प्रयोग किए जाने वाले कुछ प्रमुख चिह्न हैं :
1. **पूर्ण विराम (।)** – पूर्ण विराम का अर्थ है-पूरी तरह रुकना। वाक्य पूरा होने पर अंत में पूर्ण विराम लगाया जाता है; जैसे-**क्षी पाना चुग रहे हैं।** नेहा कविता लिख रही है। (full stop)
 2. **अल्प विराम (,)** – अल्प विराम का अर्थ है-थोड़ा विराम। वाक्य बोलते समय जब हम थोड़ा रुकते हैं, तब अल्प विराम का प्रयोग किया जाता है; जैसे-**नंदन वन में शेर, हाथी, हिरन, भेड़िया, बकरी तथा भालू सभी मिलकर रहते हैं।** (comma)
 3. **प्रश्नसूचक चिह्न (?)** – इसका प्रयोग प्रश्नसूचक वाक्य के अंत में होता है; जैसे-**तुम कहाँ जा रहे हो? वह कौन है?** (question mark)
 4. **अर्ध विराम (;)** – वाक्य लिखते या बोलते समय, एक बड़े वाक्य में एक से अधिक छोटे वाक्यों को जोड़ने के लिए अर्ध विराम का प्रयोग किया जाता है; जैसे-**कपास से सूत तैयार किया जाता है; सूत से कपड़ा बनता है।** (semi colon)
 5. **विस्मयादिबोधक चिह्न (!)** – मन के भाव यानी हर्ष (खुशी) शोक, भय, आश्चर्य, घृणा आदि को प्रकट करने वाले वाक्यों में विस्मयादिबोधक चिह्न का प्रयोग किया जाता है; जैसे-(i) **छि! यहाँ कितनी गंदगी है।** (ii) **वाह! कितनी सुंदर जगह है।** (exclamation mark)
 6. **योजक चिह्न (-)** – तुलना करने वाले शब्दों तथा शब्द-युग्मों के साथ योजक चिह्न का प्रयोग किया जाता है; जैसे-**माता पिता, लड़का-लड़की, रात-दिन आदि।** (hyphen)
 7. **उद्धरण चिह्न- (" ")** - महात्मा गाँधी ने कहा, " सत्य ही ईश्वर है।" (quotation mark)

8. **कोष्ठक ()** – किसी कठिन शब्द का अर्थ लिखने के लिए, किसी बात को स्पष्ट करने के लिए कोष्ठक का प्रयोग किया जाता है। इसके अतिरिक्त अंक लिखने के लिए भी कोष्ठक प्रयुक्त होते हैं। (bracket)
9. **अपूर्ण विराम-चिह्न (:)** – जहाँ वाक्य पूरा नहीं होता, बल्कि किसी वस्तु अथवा विषय के बारे में बताया जाता है, वहाँ अपूर्ण विराम-चिह्न का प्रयोग किया जाता है; जैसे कृष्ण के अनेक नाम हैं- मोहन, गोपाल, गिरिधर आदि। (colon)

बहुविकल्पी प्रश्न

(क) जिन शब्दों से हर्ष, घृणा, शोक, स्वीकृति, प्रशंसा आदि भाव प्रकट होते हैं, वे कहलाते हैं ?

- (i) क्रियाविशेषण
- (ii) संबंधबोधक
- (iii) विस्मयादिबोधक
- (iv) समुच्चयबोधक

(ख) वाक्य की समाप्ति पर कौन-सा चिह्न लगता है?

- (i) योजक चिह्न
- (ii) अर्ध विराम
- (iii) अल्प विराम
- (iv) पूर्ण विराम।

(ग) शब्द को संक्षिप्त रूप में लिखने के लिए किस चिह्न का प्रयोग किया जाता है?

- (i) कोष्ठक-चिह्न
- (ii) लाघव-चिह्न
- (iii) हंस-चिह्न
- (iv) प्रश्नवाचक चिह्न।

(घ) किसी शब्द या वाक्यांश के छूट जाने पर किस चिह्न का प्रयोग किया जाता है?

- (i) अल्प विराम
- (ii) प्रश्नवाचक
- (iii) हंस-चिह्न
- (iv) ये सभी।

(ङ) विस्मयवाचक चिह्न है?

- (i) !
- (ii) ?
- (iii) ,
- (iv) ^

**1098 SABETO SANGAM SCHOOL
LESSON NOTES**

SUBJECT: HINDI

YEAR: 7

STRAND	लिखना एवं निर्माण करना
SUB STRAND	सांस्कृतिक संदर्भ और परिस्थितियां ।
CONTENT LEARNING OUTCOME	परिस्थितियों व संदर्भों के लिए उपयुक्त पाठ विषय के विवरण व मूल्यांकन पर तक लिखना जो व्यक्तिगत दृश्य कोण , विचार को निर्देशित करें तथा औचित्य साबित करना ।

चित्र को लेबल करें और समझाएं कि इसका क्या उपयोग है।

1098 Sabeto Sangam School

Year 7

S. Science

Lesson Notes

<u>Strand</u>	Time, Continuity and Change
<u>Sub-strand</u>	Understanding the past
<u>Content Learning Outcome</u>	Defend and maintain the importance of healthy relationship.

Notes

What is History?

- Everything that has happened in the past.
- Record of our past prepared by historians.
- Understanding ones identity, customs and tradition

Why study history?

- to understand ones identity, customs and traditions
- history helps us to understand who we are and where we come from
- gives us our identity

Who are historians?

- people who study history

When a country is taken over and ruled by another country, it is called **colonization**

Activities

Based on your understanding of the above, briefly explain in a paragraph who you re are and your family history which has made you who you are today and what you want for your future. Ask yourself these questions: Who am I, where did I come from and where am I going?

Fiji was colonised by the British government. How has this affected you and your family as you look into your family history and what is happening today? Discuss in a paragraph.

1098 Sabeto Sangam School

Yabaki 7

Vosa vaka-Viti

Lesson Notes

<u>Matana.</u>	Na vakarorogo kei na cavuti ni vosa.
<u>Matana lalai.</u>	Na veivanua e vakayagataki kina na vosa.
<u>Nanamaki nil ewe ni vuli.</u>	Vakarorogo ka soli vakasama e na veimataqali vakadewa taki tukutuku, bulia e so na taro, I vakamacala kei na vosa vosataki.

Vosa ni Vei-Kidavaki

Na vosa e duidui na kena I vakavakayagataki ka sala vata na vanua e da tiko kina. E na duatani ni o vosa vua na nomui tokani ka duatani ni o vosa vei qasenivuli. E duatani ni o vosa e vale ka duatani ni o vosa e valenisoqo e na gauna ni bose vakoro. E dua[formal] e muria e so na lawa se vaka I tuvatuva beka ka dua[informal] e sega soti ni vakai tuvatuva.

Na vosa vaka I tuvatuva [formal] e dodonu me cavuti rawa na I cavuti nei koya o vosa tiko vua ka qai o cavuta tale ga na I cavuti nei koya o vosa tiko e na vukuna. Eg. *Ni sa tiko saka na turaga na Qase ni Koro e na nodatou valenilotu e Waimalika. Au tu cake saka e na vukudra na Qasenivuliliu, qasenivuli kei kemami na gonevuli ni Sabeto Sangam School meu tauca na neimami vosa ni veikidavaki.*

Nai karua ni tuvatuva mo sa qai vakalewena na nomu I tukutuku se vakadewa taka na I tukutuku o via vakadewa taka. Se o veikidavaki, vakavinavinaka, veitalaci se tukutuku cava ga o via vakadewa taka.

Na I katolu ni tuvatuva mo cavuta tale na I cavuti o cavuta I liu ka tinia na nomu tukutuku. Eg. Ni mani tiko na Qase ni koro e Waimalika, au tucake tiko e na vukudra na Qasenivuli liu, qasenivuli kei keimami na gone e na Sabeto Sangam School meu kidavaki kemuni vakalekaleka sa vatiko o ya na kena levu.

Cakacaka Lavaki

Mo vakarau taka mada e dua na vosa ni veikidavaki. E kerei iko na Qasenivuli liu ni nomu koronivuli e Sabeto Sangam School mo kidavaka na vulagi dokai ni nomuni lotu ni Siga ni Mate e koronivuli. E nomuni vulagi na turaga na I Talatala ni Tabacakacaka o Sabeto. E cavutu mai na yanuyanu ko Taveuni e na koro turaga ko Somosomo na turaga I talatala.
