

UCIWAI SANGAM SCHOOL

LEARNING WORKSHEET 2

NAME: _____

SUBJECT : ENGLISH**YEAR / LEVEL: 7****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. Helpless	6. Talent
2. Invention	7. Amazed
3. Liquid	8. Fumble
4. Personality	9. Chant
5. Potion	10. Genius

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

1. Helpless –	6. Talent -
2. Invention –	7. Amazed -
3. Liquid –	8. Fumble -
4. Personality –	9. Chant -
5. Potion -	10.Genius -

Part B : The Writing Process

Note : In all writing, the steps that we are going to look at next are important. Study them carefully because you will use them every time you write.

The Five Easy Steps

1. Plan

First think what you would like to say, then write down all the ideas you want to use

2. Draft

This is your first try – also called your rough work

3. Revise

Carefully read through own writing to see if it says what you had in mind – is it interesting

4. Edit

Improve where you can

- Look at your spelling
- Punctuations
- Sentence construction
- Paragraphing
- Maybe even your ideas again

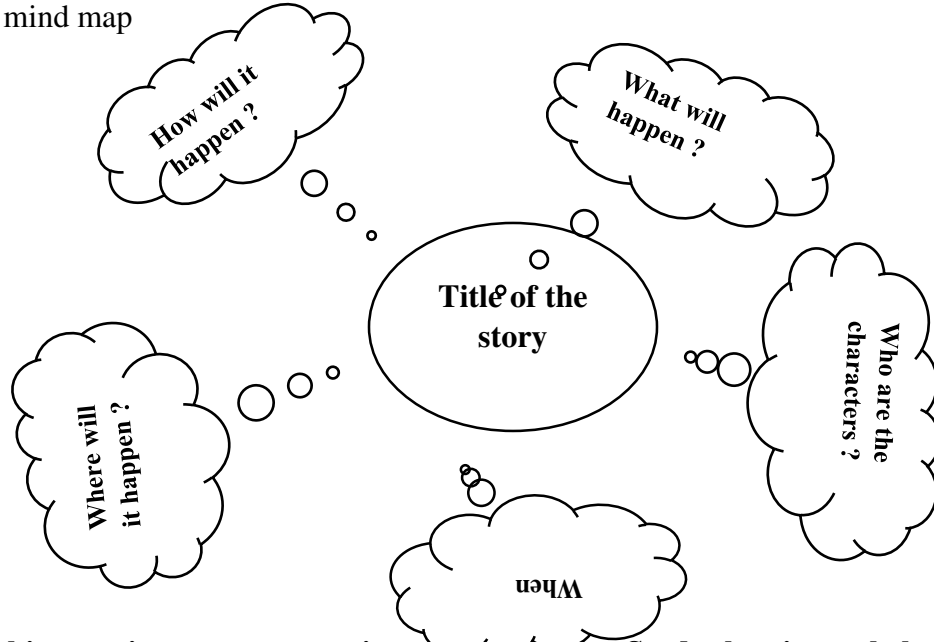
5. Proof read and Present

Rewrite in a neat format for your teacher to access – make sure you are proud of your final writing

Map your ideas

A good way to plan your writing is to draw a mind map. It starts with a central theme or the main idea in the middle and supporting ideas on the sides. Look at the example along side to help you draw your own mind map.

Example of a mind map



Exercise: In this exercise, you are to write your own story. Study the picture below and let your imagination take over.



Hint: It's a good idea to write in the simple past tense when writing a story. You must write your story in one paragraph and it should be 100-110 words.

1078 UCIWAI SANGAM SCHOOL

LEARNING WORKSHEET 2

NAME: _____

SUBJECT : MATHEMATICS**YEAR / LEVEL: 7****STRAND: 1. Number & Numeration****SUB STRAND: 1.1 Whole Numbers & Operations****TOPIC: Factors**

C.L.O: At the end of this lesson, students will be able to use mathematical operations on number facts up to six digits numbers, identify and list the highest common factor & the least common factor

Notes:

A. HIGHEST COMMON FACTORS [H C F]

- HCF = Is the Highest possible number we can get from the listed factors.

In our last lesson, we learnt about factors and how we can find factors of different numbers like prime factors, composite, even, square and triangular numbers.

Example: What is the HCF of **24** and **32** ?

Method: List the common factors

Step 1: Write down all the factors of both numbers

$$F\{24\} = 1 \times 24, 2 \times 12, 3 \times 8, 4 \times 6 \rightarrow \{1, 2, 3, 4, 6, 8, 12, 24\}$$

$$F\{32\} = 1 \times 32, 2 \times 16, 4 \times 8 \rightarrow \{1, 2, 4, 8, 16, 32\}$$

Step 2: Write down the common factors for both numbers

$$\text{Common Factors } F\{24\} \cap F\{32\} = \{1, 2, 4, 8\}$$

The highest common factor for 24 and 32 is 8 from the list above.

$$\underline{\underline{H C F = 8}}$$

Activities: Work out all the questions

1. HCF of 2 and 4

2. HCF of 4 and 6

3. HCF of 12 and 18

4. HCF of 20 and 30

5. HCF of 65 and 17

6. HCF of 135 and 225

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

LEARNING WORKSHEETS WEEK 2

NAME: _____

SUBJECT: BASIC SCIENCE

YEAR / LEVEL: 7

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 describe and identify the biological and the physical factors of an ecosystem. Also, be able to define ecosystem in their own words.

Notes:

What is an Ecosystem?

- It is a community or group of organisms that live together and interact with each other.
- For example:
 1. **Forest Ecosystem**
 2. **Mountains Ecosystem**
 3. **River Ecosystem**
 4. **Desert Ecosystem**
- An ecosystem is made up of animals, plants and bacteria.
- It is also the interrelationships between living organisms and the physical environment.
- A healthy ecosystem clean our water, purify our air, maintain our soil, regulate the climate, recycle nutrients and provide us with food.
- An ecosystem must contain
 1. producers → plants that make their own food,
 2. consumers → animals that consume other organisms
 3. Decomposers → bacteria or fungi that consume dead inorganic matter.
- There are two main factors that lives in an ecosystem
 1. Biological factors
 2. Physical factors

1. Biological Factors

- Also known as **Biotic Factors**
- These are all the living things that survive in an ecosystem
- Includes all humans, plants, wild animals, birds, fungi and bacteria

2. Physical Factors

- Also known as **Abiotic Factors**
- These are all the non-living things that survive in an ecosystem
- Includes water, soil, air/ wind, temperature, rainfall, rocks/sand and minerals.

- For example
 1. In a Forest Ecosystem
 - Biotic Factors → all living things that are found in the forest; plants- trees, wild animals, different kinds of birds, ants, bugs, insects, fungi and mushrooms
 - Abiotic Factors → all non-living that are found in the same forest; sunlight, soil, temperature, rainfall, stones, dead material matter- dead leaves, dead animals.

Activities: Complete the exercise below and read the notes carefully to answer all the questions given.

What is the definition of an abiotic factor?

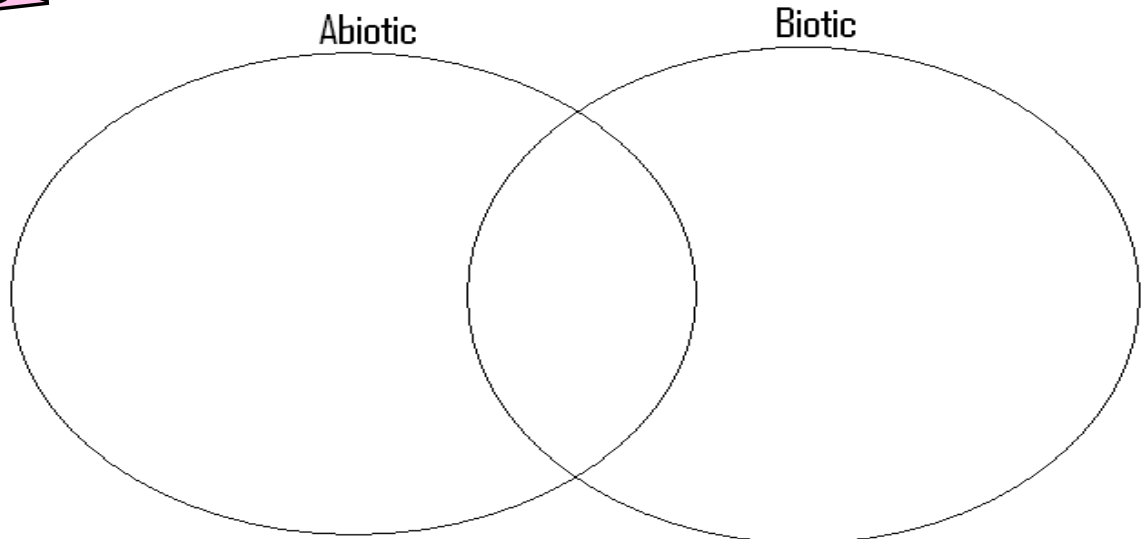
What is the definition of a biotic factor?

Enter the items from the following list into a Venn diagram.

In the center place what contains both biotic and abiotic factors.



- Whale
- Mushroom
- Water
- Desert
- Paper
- Glass
- Temperature
- Coral
- Sand
- Clouds
- Snail
- Steak
- Athletes Foot
- Salad
- Mold
- Grass
- Hair
- Ocean
- Tree
- Rocks
- Dirt
- Gold
- Plastic
- Grapes
- Oxygen
- Tundra



Comprehending...

All biotic and abiotic factors are interrelated. In nature you will find that if one factor is changed or removed, it impacts the availability of other resources within the system. Knowing this, give an example of what might happen given the following situations.

In the open space place either an **(A) for abiotic** or **(B) for biotic** to identify the **bolded** object.

1. All of the **rocks**(____) are removed from a desert ecosystem, what would happen to the population of rock dwelling **lizards** (____) and in turn the animals which eat them.

2. A ten mile area of **trees** (____) is removed from the tropical rainforest. How will this affect the amount of **water** (____) and the amount of **oxygen** (____) in the area?

Which ecosystem did you choose?_____

Choose one abiotic factor and one biotic factor from your ecosystem. Imagine that they were suddenly removed. How would your ecosystem change?

INSTRUCTIONS:

1. Choose an ecosystem to draw. In your drawing include the following:
 - 10 different biotic factors
 - 5 different abiotic factors

2. Identify all 15 factors and label whether they are **biotic** or **abiotic** factors.
 - Your picture should make sense.
 - Color your picture for added value!
 - Be creative!



The End . STAY SAFE AND GOD BLESS

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

SANGAM EDUCATION BOARD RESOURCE

UCIWAI SANGAM SCHOOL

LEARNING WORKSHEETS 2

NAME: _____

SUBJECT: HEALTH SCIENCE

YEAR / LEVEL: 7

STRAND: 1. Human Growth & Development

SUB STRAND: 1.1 Growth & Changes

TOPIC : Peer Pressure

C.L.O: At the end of this lesson, students will be able to relate and differentiate between positive & negative peer pressure, relatively express their views on solving / prevention of peer pressure.

Notes:

- What is Peer Pressure
 - I. Peers means people of the same age group, they go to places together and do everything together.
 - II. Peer pressure is the influence of other people in the same social group or same age group.
 - III. This is a common situation that everyone face almost everyday of their lives.
 - IV. Most common in adolescents, it is so powerful because they want to be liked or fit in or because they are curious to try something new that others are doing.
- Positive Pressure
 - I. This is when someone influences their friends to do something positive (good) or help them grow.
For example, peers who are committed to be doing well in school or at sports can help each other to achieve the best and put on best behaviour.
They are kind, loyal and supportive of each other
- Negative Peer Pressure
 - II. Pressure to use alcohol , cigarettes or drugs
 - III. Learn to SAY NO
 - IV. Pressure to use or to be in a situation that is risk taking because people tend to be distracted from school work.
 - V. Can happen directly or indirectly
 - VI. It can lead to death, car accidents or drug overdose.
- Spoken / Direct Pressure
It is when a person asks you **DIRECTLY** to do something or say things for you to do it right away.

Essay and Paragraph Writing

Q1) in a form of an essay discuss what is Peer pressure and differentiate between Positive Peer influence and Negative peer influence and what impact does it have on an individual. *Use relevant examples to support your answer* 150 – 180 words

UCIWAI SANGAM SCHOOL

YEAR 7

HINDI WORKSHEET NO. 2

हिन्दी उपन्यास कृष्ण सुदामा की दोस्ती के भाग पाँच को ध्यान से पढ़िए और आभ्यास कार्य को पूरा किजिए ।

मित्रों का मिलन

द्वारपाल को जरा भी यकीन न आया कि इतना गरीब आदमी राजा का दोस्त हो सकता है । सुदामा बड़ा ही दीन और दरिद्र दिखाई दे रहा था । द्वारपाल ने सोचा कि कहीं इस आदमी का दिमाग खराब न हो, फिर भी जब यह कहता है कि राजा इस का दोस्त है तो इसके साथ अच्छा बरताव करना होगा ।

“अच्छा तो आप हमारे राजा के दोस्त हैं,” द्वारपाल ने कहा, “कृपया थोड़ी देर ठहरो, मैं आप के आने की खबर अन्दर भिजवाता हूँ । ”

“मेहरबानी कर के यह भी कहलवा देना कि उसका दोस्त सुदामा उससे मिलने आया है ।” सुदामा ने कहा ।

द्वारपाल ने आवाज देकर दूसरे द्वारपाल को बुलाया और उसे सुदामा के बारे में बतला कर अन्दर भेज दिया । दूसरे द्वारपाल ने अपने बड़े अधिकारी के पास जा कर, फाटक के पास खड़े अजीब आदमी का हाल कह सुनाया ।

सन्तरी की बात सुनकर वह अधिकारी महल के अन्दर भगवान कृष्ण के पास पहुँचा ।

उस समय भगवान कृष्ण रानी रुक्मणी के साथ बैठे चौपड़ खेल रहे थे । अधिकारी कुछ दूरी पर खड़ा होकर प्रतीक्षा करता रहा कि कब भगवान कृष्ण की आँख उन पर पड़े और कब वह अपनी बात कहे । मगर पहले रानी रुक्मणी ने द्वारपाल को देखा । उन्होंने पूछा, “क्या बात है ?”

“एक बहुत ही दरिद्र आदमी बाहर खड़ा है,” अधिकारी ने कहा, “वह महाराज से मिलना चाहता है ।”

“कौन है वह ? कहाँ से आया है ?” कृष्ण ने पूछा ।

“वह कहीं दूर से आया है और अपना नाम सुदामा बतलाता है ।”

“सुदामा!” कृष्ण ने चौंक कर पूछा, “क्या कहा ? सुदामा ?”

“जी हाँ, ” अधिकारी ने उत्तर दिया, “उसने अपना नाम सुदामा ही बतलाया है ।”

“सुदामा!” श्री कृष्ण जैसे चिल्ला पड़े, “कहाँ है सुदामा ? मेरा दोस्त, मेरा प्यारा दोस्त सुदामा ।” वे खेल छोड़कर उठ पड़े और तेजी से बाहर की ओर दौड़ पड़े । कृष्ण की यह हालत देखकर रानी और द्वारपाल पहले तो अचम्बे में पड़ गए, फिर रानी भी कृष्ण के पीछे दौड़ पड़ी ।

राजा- रानी को दौड़ते देखकर वह अधिकारी भी उनके पीछे दौड़ने लगा ।

“क्या मामला है ?” सभासद चिल्लाए और बिना कुछ सोचे समझे वे भी राजा रानी के पीछे भाग चले । उन्हें भागता देख रानी द्वारपाल की दासियाँ बोलीं, “यह क्या मामला है ? राजा-रानी और इतने सारे लोग कहाँ भाग रहे हैं ?” ऐसा कहते-कहते वे सब भी उस भागती भीड़ के पीछे-पीछे चल पड़ीं । उन्हें यँ भागता देखकर महल के सारे नौकर-चाकर और कर्मचारियों में घबराहट फैल गई । उन्होंने आगे देखा न पीछे, वे भी उस अजीब दौड़ में शामिल हो गए ।

कठिन शब्द		अर्थ
१.	चौपड़	चौसर का खेल- चार -चार की चार-चार गोटियों से खेला जाता है
२.	द्वारपाल	पहरेदार
३.	सभासद	किसी सभा का सदस्य
४.	बरताव	व्यवहार/भाव/ढंग
५.	अधिकारी	जिसका किसी चीज पर अधिकार हो
६.	प्रतीक्षा	राह/इन्तजार करना
७.	अचम्बे	चकित

अभ्यास कार्य

क. नीचे दिए गए शब्दों के पर्यायवाची शब्द लिखिए ।

१. भगवान -----

२. यकीन -----

३. दोस्त -----

४. दौड़ता -----

५. खुशी -----

६. अन्दर -----

७. आश्चर्य -----

८. ठहरो -----

९. प्रतीक्षा -----

१०. खबर -----

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

१. द्रारपाल को क्यों यकीन नहीं आया कि सुदामा कृष्ण के दोस्त हैं ?

२. सुदामा का नाम द्रारपाल के मुख से सुनते ही कृष्ण ने क्या किया ?

३. भगवान कृष्ण और रानी रुक्मणी क्या खेल रहे थे ?

४. भगवान कृष्ण क्यों खेल छोड़कर दौड़ने लगे ?

५. राज महल में क्यों भाग-दौड़ मच गई ?

ग. ✓ या ✗ के द्वारा बताइए कि नीचे दिए गए वाक्य सही है या गलत ।

१. भगवान कृष्ण रानी राधा के साथ बैठे चौपड़ खेल रहे थे ।

२. द्रारपाल को यकीन आ गया कि सुदामा राजा का दोस्त है ।

३. सन्तरी की बात सुनकर अधिकारी भगवान कृष्ण के पास पहुँचा ।

४. सुदामा का नाम सुनते ही कृष्ण खेल छोड़कर उठ पड़े और तेजी से बाहर की ओर दौड़ पड़े ।

५. सुदामा के आने से भगवान कृष्ण नाराज हुए ।

घ. नीचे दिए गए प्रश्नों का उत्तर पूरे वाक्य में लिखिए ।



१. ऊपर दिखाया गया चित्र किसका है ?

२. किस जगह का चित्र है ?

३. वे क्या कर रहे हैं और ऐसा क्यों कर रहे हैं ?

UCIWAI SANGAM SCHOOL

LEARNING WORKSHEET 2

NAME: _____

SUBJECT: SOCIAL SCIENCE

YEAR / LEVEL: 7

STRAND: 1. Social Organizations & Processes

SUB STRAND: 1.1 Personal Social Group & Process

C.L.O: At the end of this lesson, students will be able to identify rights, roles and responsibilities of being a citizens to a country

Notes:

• **What is citizenship?**

1. Citizenship means the status of freedom in a country. Citizens have rights, duties and responsibilities.
2. A citizen is a person who by place of birth, both or one parent nationality, is granted full rights & responsibilities of a nation.
3. A person born in a place and is given full civil rights of the government.
4. You can become a citizen by:
 - Birth : you are born within the country
 - Marriage
 - Investment
 - Family

• **Every child born in Fiji becomes a Fijian Citizen**

• **Ways of being a good citizen**

1. Obey the laws
2. Respect authority
3. Loves his/ her country
4. Be respectful of others and their property
5. Demonstrate good character
6. Pay taxes
7. Voting in elections
8. Being responsible

• **Our Rights**

1. There are several types of rights
 - Civil rights
 - Children rights
 - Women rights
 - Education rights
 - Human rights

2. Rights means to know the value of every citizen.
3. We need to understand that rights can protect us if someone tries to change our views. **For e.g.** As a child , right to food and water, right to freedom , right to speak your thoughts, right to have education, right to protection, right to choose who your leaders are.
4. Another example, at home, right to be protected, right to privacy, right to have own thoughts, right to education. As you grow older (18+) years – right to work

- **Our Roles**

Roles – is the way in which someone or something is involved in an activity

This is the types of duties that we do.

Different places we have different roles.

At home, all family members have role to help out in the family.

We must have a purpose for example, at home , role of the head of the family is to provide for the family needs. At school, role of the student to be punctual and regular to school, provide proper respect and reverence to the teachers.

- **Our Responsibilities**

This is a thing which one is required to do as part of a job.

Responsibility is important because it provides a sense of purpose.

Responsible behaviour is made up of honest, respect, fairness, accountability and courage.

For example, as a student, being responsible

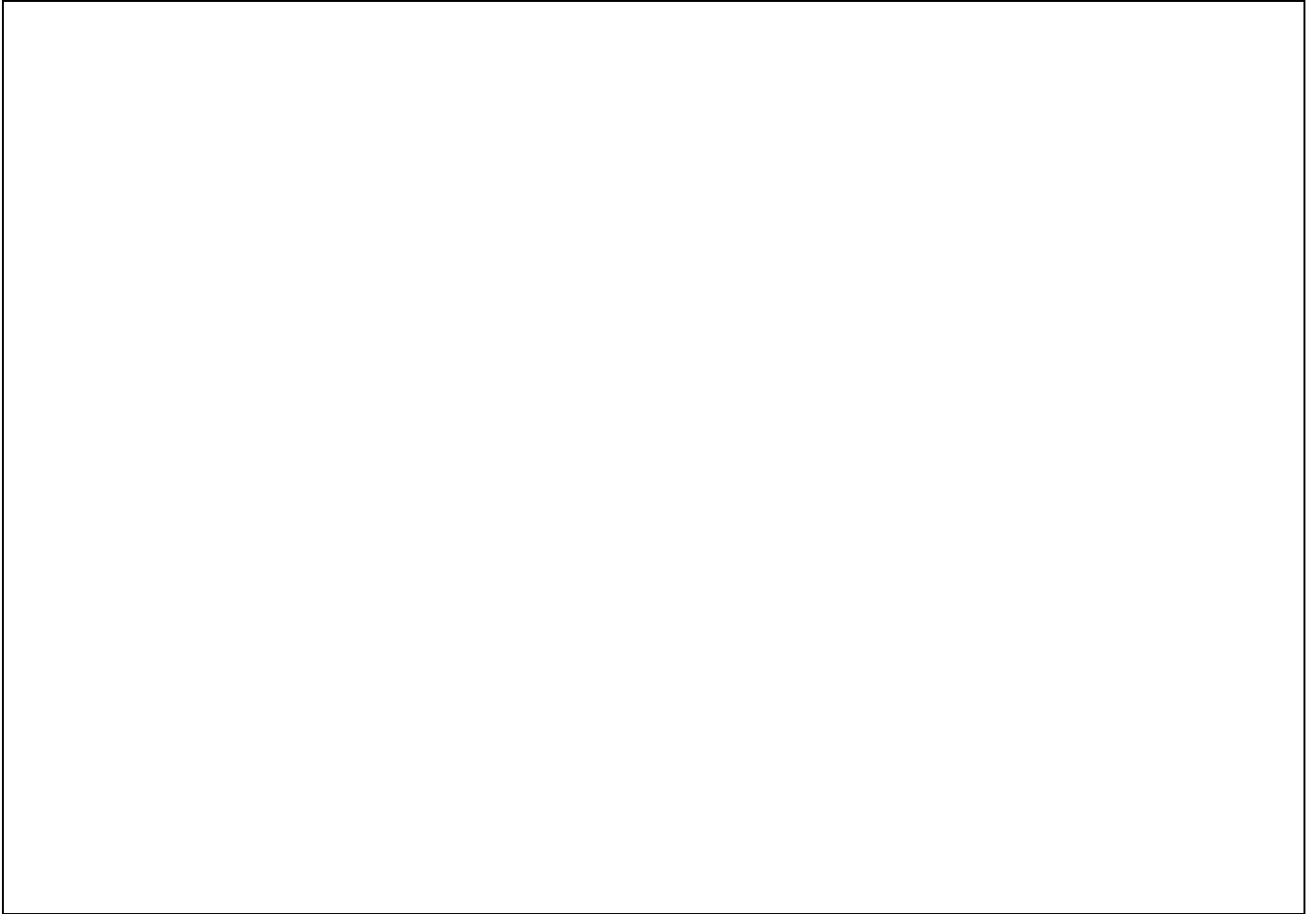
- Is attending classes on time
- Being prepared for classes
- Taking good care of school property
- Completing all homework
- Doing their best

ACTIVITIES: ANSWER THE FOLLOWING QUESTIONS BELOW

Complete the table below. Write down the rules, rights and responsibilities of being a student in a classroom and also at home.

	Classroom	Home
Roles		
Responsibility		
Rights		

2. Draw, colour and label two pictures to show ways in which young people can become good citizens. Describe what you have drawn.



The End . STAY SAFE AND GOD BLESS

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