



3055 BA SANGAM COLLEGE

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LESSON NOTES

School: Ba Sangam College

Year/Level: 9

Name: _____

Subject: English

Week 6

Year: _____

Strand	Listening and Speaking
Sub Strand	Language features and rules
Content Learning Outcome	Analyse and illustrate a variety of sentence structure to communicate effectively

Sentence Type

There are four types of sentences: **Simple sentence, Compound sentence, Complex sentence and Compound- Complex sentence.**

Dear students we will learn two types of sentences in this worksheet and the other two in the next worksheet.

Simple Sentences - A simple sentence contains a subject and a verb. - It expresses a single complete thought that can stand on its own.

Example

The baby cried for food. There is a subject and a verb that expresses a complete thought.

↓ ↓
Subject Verb

A simple sentence is not necessarily short. The subject can be a single word, a double subject or it can be multiple words describing a person or an object.

Example

Megan and Ron ate too much and felt sick. Although there are two subjects and two verbs, it is still a simple sentence because both verbs share the same subjects and express one complete thought.

Compound Sentences - A compound sentence has two independent clauses. An independent clause is a part of a sentence that can stand alone because it contains a subject and a verb and expresses a complete thought.

- Basically, a compound sentence contains two simple sentences. - These independent clauses are joined by a conjunction (for, and, nor, but, or, yet, so) FANBOYS

Examples

1. The shoplifter had stolen clothes, so he ran once he saw the police. Both sides of the conjunction “so” are complete sentences. “The shoplifter had stolen clothes” can stand alone and so can “he ran once he saw the police.” Therefore, this is a compound sentence.

2. They spoke to him in Spanish, but he responded in English. This is also a compound sentence that uses a conjunction to separate two individual clauses.

Activity Questions

(20 marks)

A. From the given sentences, identify whether it is simple or compound sentence. (10 marks)

1. Sera is very happy today. _____
2. His house was destroyed in the fire but the whole family was saved. _____
3. I want to lose weight, yet I eat chocolate daily. _____
4. I looked for Mary and Samantha at the bus station. _____
5. I saw Suman yesterday, but she didn't see me. _____
6. The train was late. _____
7. The course starts next week. _____
8. I spent all my savings, so I can't go to France this winter. _____
9. The wolf ate steak at the zoo. _____
10. The boys sang and the girls danced. _____

B. Write down five simple sentences of your own.

(5 marks)

1. _____
2. _____
3. _____
4. _____
5. _____

C. Write down five compound sentences of your own.

(5 marks)

1. _____

2. _____

3. _____

4. _____

5. _____



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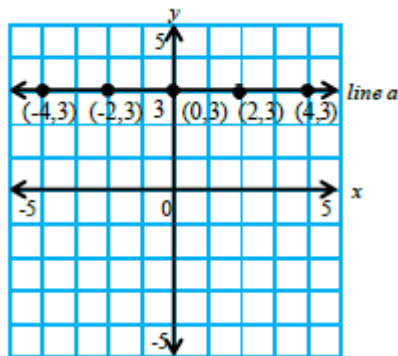
WORKSHEET 6

BA SANGAM COLLEGE
SUBJECT: MATHEMATICS

YEAR 09
NAME OF STUDENT: _____

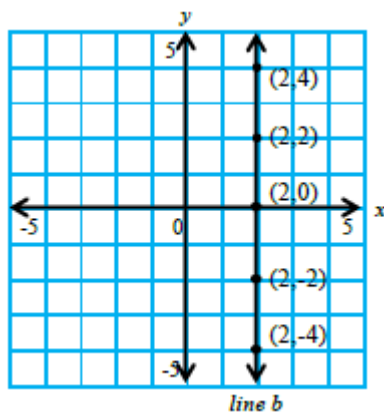
STRAND	<i>FUNCTIONS</i>
SUB-STRAND	<i>Graphing Simple Equations and Inequations on Cartesian Plane</i>
Content Learning Outcome	➤ Represent simple linear equations of the form $x=c$ and $y=c$ on Cartesian plane

HORIZONTAL LINE



For all x , the y coordinates are 3. The equation of **line a** is $y = 3$.
 $y = 3$ is a horizontal line parallel to the x – axis that cuts the y – **axis** at the point (0, 3). The point is called y – **intercept**.

VERTICAL LINE

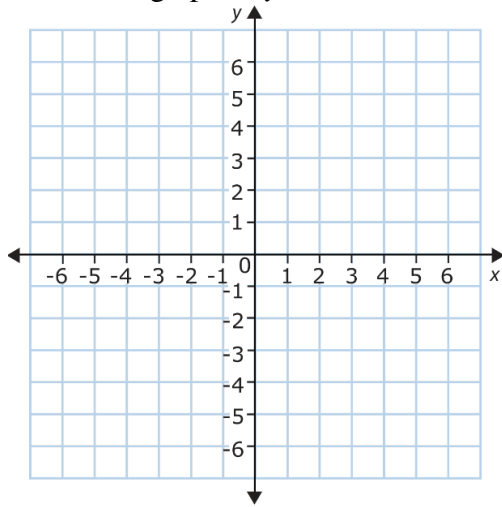


For all y , the x coordinates are 2. The equation of **line b** is $x = 2$.
 $x = 2$ is a vertical line parallel to the y – axis that cuts the x – **axis** at the point (2, 0). The point is called x – **intercept**.

ACTIVITY

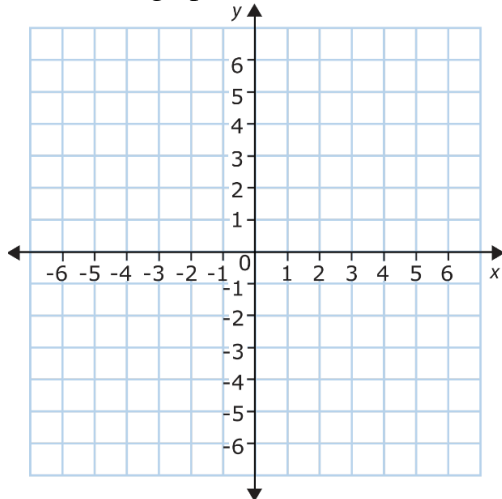
1. Sketch the graph of $y = 2$

(2 marks)



2. Sketch the graph of $x = -2$

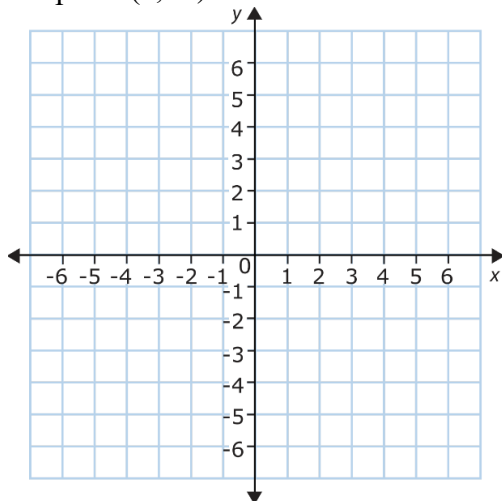
(2 marks)



- 3.

Draw the graph of a line parallel to the x – axis and passing through the point $(0, -1)$.

(2 marks)





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WORKSHEET NO: 6

Meeting needs:

Designing is about meeting needs. These needs might include:

- Something you need.
- Something your brother or mother needs.
- The needs in the school.
- Needs of pets.
- The needs in the religious worship area.
- Etc.

EXAMPLE OF NEEDS AT HOME



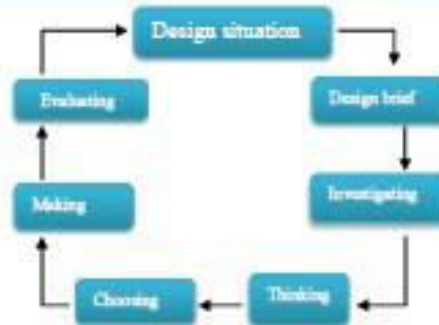
Fish scale remover and dust pan.

The Process of Design

The whole point of learning to 'design' is to learn how to work your way through a project to get the best possible solution. The first idea might not be the best idea.

Throughout the course you will be given projects /tasks and shown how to work through each using the process called design process.

Steps in a design process:



Problem Statement

Problem Statement gives the reason for designing. The problem (situation) will only occur when there is a need or opportunity to design.



Design Brief

A brief statement of what to design.



QUESTION 1**DESIGN****(10 marks)****Problem :**

In some homes, it is a common sight to see that tooth brushes are not properly stored.

Brief :

Design a **tooth brush rack** that will store tooth brushes properly and neatly.

Specifications :

The following factors are to be taken into consideration when designing the **tooth brush rack**.

- It must be strong.
- It must be secure and easy to construct.
- It should have provisions for storage of 4 tooth brushes.
- The materials to be used should be readily available and made from a combination of metal and timber.

Requirement

- (i) In the space provided below, sketch a pictorial pencil or colour rendered two possible solution of the **tooth brush rack**.

Possible Solution 1

CQ1			
1	Correct proportion	1	
2	Rendering shown	1	
3	Labels shown	1	

(3 marks)



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WORKSHEET 6

School: **Ba Sangam College**

Subject: **Basic Science**

Year/level: **9**

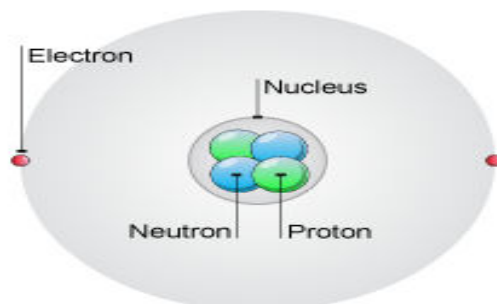
Name:

Strand	Matter
Sub Strand	Investigating Matter
Content Learning Outcome	Describe the structure and properties of matter using particle model of atoms and molecules and account for the behavior of matter when heat is added or removed.

Lesson Notes

- Matter- Matter is anything that takes up space (volume) and has a mass
- Atoms - are smallest particle of matter that cannot be divided any further

Structure of an atom



- ✚ An atom consists of a central nucleus that contains two main particles:
 - **protons** and
 - **neutrons**
- ✚ **Protons** are positively charged (+)
- ✚ **Neutrons** have no electrical charge (0)
- ✚ **Electrons** - have a negative charge, orbit around the nucleus in electron shells. (-)

Note:

Number of protons in an atom is equal to its number of electrons to make the atoms electrically neutral.

No. of protons = No. of electrons

EXERCISE

1. The nucleus of an atom consists of

- | | | |
|----------------------------|-------------------------------------|-----------------|
| A. protons only. | B. protons and neutrons | |
| C. neutrons and electrons. | D. protons, neutrons and electrons. | (1 mark) |

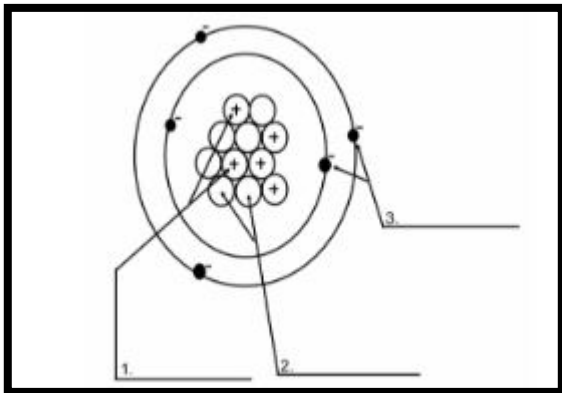
2. The outer shell (orbit) of an atom contains

- | | | |
|-------------------|--------------------------|-----------------|
| A. Protons only. | C. electron only. | |
| B. Neutrons only. | D. protons and neutrons. | (1 mark) |

3. The positive charges in an atom come from the

- | | | |
|---------------|--------------|-----------------|
| C. protons. | C. neutrons. | |
| D. electrons. | D. orbits. | (1 mark) |

4. Label the parts of an atom shown on the diagram below.



(3 marks)

5. If an atom has 10 protons in the nucleus, how many electrons will it have orbiting the nucleus?

(1 mark)

6. The 3 particles of the atom are:

(3 marks)

The End



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LESSON NOTES

School: Ba Sangam College
Subject: Commercial Studies

Year: 9

Name: _____

Strand 2	Business Information 1
Sub Strand 2.2	Financial Accounting
Content Learning Outcome C.9.2.2.1	Investigate and discuss the types of small business and how information is gathered in order to start a business.

Financial Accounting

A **business** is defined as an integrated set of activities and assets that is capable of being conducted and managed for the purpose of providing a return directly to investors or other owners, members or participants.

History of Businesses

Most societies in the olden days were traditional or they had subsistence economic system. Production was for their own use only. Due to geographical locations, climate, skills and other factors, trading developed.

Barter system started when people started trading surplus goods but due to the problem of finding a trading partner to an agreeable value, rare objects became medium of exchange.

People slowly started specialising in producing items that they were good and could be exchanged. This gave start for market economy. Small trading posts were set up by traders which gave rise to the need for a convenient medium of exchange.

Reasons for Existence of Businesses

- ❖ To serve others by providing goods and services
- ❖ To make profit
- ❖ To provide goods and services at maximum cost [charitable organizations]
- ❖ To establish a place where goods can be traded [a market].
- ❖ Increase wealth

Reasons for Starting a Business

- ❖ To beat unemployment
- ❖ People wish to be their own boss
- ❖ To earn income by making profits.
- ❖ To meet the demand
- ❖ Enterprising skills to empower disability
- ❖ Some people wish to serve others by providing goods and services

Activity

- i. What does the term Subsistence Economy mean?

(1 mark)

- ii. What is Barter System?

(1 mark)

- iii. State **two** problems of barter system.

(2 marks)

- iv. Name **four** items that were used before the introduction of notes and coins,

1.	_____	2.	_____
3.	_____	4.	_____

(2 marks)

- v. State a **major** reason for starting any business.

(1 mark)

- vi. Name **three** charitable organizations found in Fiji.

1.	_____
2.	_____
3.	_____

(3marks)

- vii. What do you understand by the term enterprising.

(1 mark)

THE END



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LESSON NOTES

School: Ba Sangam College
Subject: Agricultural Science

Year/ Name: 9 _____
week 6

Strand	AS 9.3. Agronomy
Sub Strand	AS 9.3.1 Soils
Content Learning Outcome	Recognize and evaluate soil by identifying and relating the four components of soil-to-soil use, husbandry practices and soil enhancement.

LESSON ONE: SOIL

Lesson outcome: At the end of this lesson the student will describe soil.

Notes:

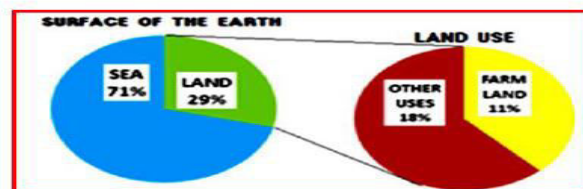
The surface of the earth is covered in soil, which supports all life on the planet Earth. Soil is a mixture of materials including pieces of rock, minerals, organic matter, gases, liquids, and countless organisms that together support life on Earth.

71% of the crust is covered in water. The 29% of land is divided into

- i) Farm land – about 11%
- ii) Land for other uses – about 18%



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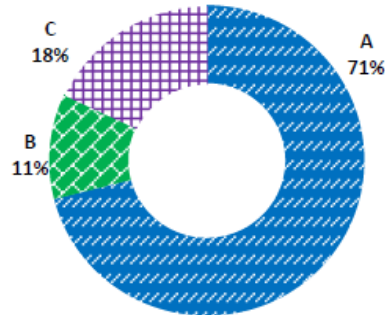
Activity Worksheet 6

1. Which of the following is the name for surface layer of the Earth?

(1 mark)

A. Sea B. Crust C. Mantle D. Dry land

2. The doughnut chart on the right represents the surface of the earth.



Name the parts labeled

A. _____

B. _____

C. _____

(3 marks)

3. Name the **two** main types of soil.

(2 marks)

4. Explain how clay is made.

(2 marks)

5. Describe how silt is formed.

(2 marks)

6. Explain **two** reasons why soil is important.

(2 marks)



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LESSON NOTES

School: Ba Sangam College

Year/Level: 9

Name:

Subject: Social Science

Week 6

Year:

Strand	9.2 Time, Continuity and Change
Sub Strand	9.2.1.1 History of Fiji
Content Learning Outcome	Event took place from pre-contact

Chapter Two: Time, Continuity and Change

Unit One : History of Fiji

Pre- Contact Period - Period before the arrival of Europeans to Fiji.

-Before the Europeans arrived in Fiji, Pacific Islanders have already settled in the Pacific at least for 40 000 years.

-They created a social structure and organization.

2.1 EARLY SETTLERS

- There were three periods of early voyaging:

a.1st Period: 50,000 – 60, 000 years ago.

- people moved from South China and the first Aboriginal people moved to Continent Australia and New Guinea.

b. 2nd Period: 30,000 – 40,000 years ago.

-People continued to move into South East Asia, Australia and mainland New Guinea islands and nearly Solomon Island.

c. 3rd Period : 3500 – 3000 years

- People moved fast through voyaging from Melanesia out into the South Pacific, and into the North Pacific from Philippines/Taiwan into the atolls of Micronesia.

THE SOCIETY OF THE EARLY I-TAUKEI (FIJIAN) SETTLEMENTS

- First settlements in Fiji- started by voyaging traders and settlers from Melanesia about 3500 years ago.
- Early travelers were using Fiji as a transit so it has a history of settlement and mobility.
- Lapita potteries have been found in Lakeba, Beqa, Natunuka, Naigani and other parts of Fiji which proved that first Fijians shared common cultural aspects with the people of the Western Pacific or Melanesia.
- Stone adzes found in Samoa and Fiji suggested that I-Taukei culture has a link to Samoans culture.
- Huge canoes made from Fiji trees were found in Tonga and some of the words used by the people of Lau were similar which suggested that there was also a link between Fiji and Tonga. Marriage linked many I-taukei's and Tongan families.
- Pots made in Fiji have been found in the Marquesas Islands.
- All these contacts could have been the result of people of other places coming to, through and from Fiji. This could also explain the number of languages or dialects used within the Fiji Group.

Follow-up Questions

A. Carry out an interview with an old member of your family. Discuss the following:

- i) How life was during their childhood days. (4 marks)

- ii) How their work was organised. (4 marks)

- iii) How has lifestyle changed from then to now. (4 marks)

(discuss atleast four things for each question)



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WORKSHEET 6

School: Ba Sangam College

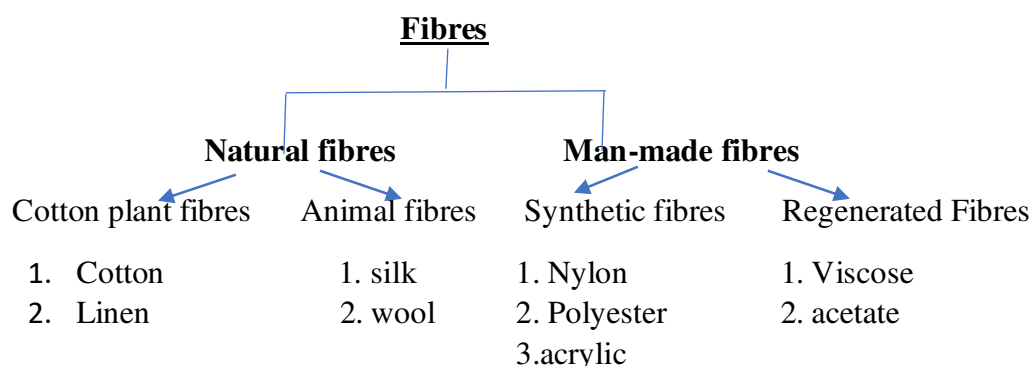
Year:9





Subject: Home Economics

Strand	HEC 9.3: CLOTHING AND TEXTILES
Sub strand	HEC 9.3.1 Study of Fibres and Fabrics, Blends and Finishes; Decorations
Content Learning Outcome	Distinguish natural fibres according to their sources, properties, uses and care.

Lesson 1 Study of Textile Fibres

Concept Map of Fibre Classification



Natural cellulose fibres	Natural protein fibres
<p>1. Cotton-is the oldest and commonly used cellulose fibre. It is soft, fluffy and staple. It grows in boll around the seeds of the cotton plant. Fibre is suitable for summer wear.</p> 	<p>3. Wool- obtained from fleece of the sheep. It makes the fibre thick, crease resistant. The scaly crimp fibres provide comfort and warmth.</p> 
<p>2. Linen-obtained from flax plant. It has long filaments. Other example includes jute (potato sack) and coconut fibre.</p> 	<p>4. Silk-classified as “true beauties”. It is smooth, lustrous and expensive. It is produced by intelligent silkworms.</p> 

Activity

1. Identify the plants and animals and from where the fibres are obtained? (2 marks)

2. State **four** examples of natural fibres. (2 marks)

3. List two commonly used local fibres. (1 mark)

4. What type of fibre is suitable for winter wear and give a reason? (2 marks)

5. What type of fibre is suitable for summer wear and give a reason? (2 marks)

6. What is also known as ‘true beauties’ and why? (2 marks)

7. Which fibre is suitable for Fiji’s climate? (1 mark)

8. List **two** examples of linen fibres. (2 marks)

9. Silk is produced from _____ (1 mark)
10. Collect some samples of fibres from old garments that you can find at home and paste the samples in the box given below. (5 marks)



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YEAR 9 NA VOSA VAKAVITI

WORKSHEET 6

Yaca:

Tagede

20 na maka

Strand	Na wilivola kei na vakadidigo
Sub Strand	Na lawa ni Vosa - Na Tuvavosa vakaViti – duru, ikuri
Content Learning Outcome	Vakamacalataka ka vakayagataka vakadodonu na vosa veiganiti ena vosa volai se kaburaki

Idusidusi:

Vola na itukutuku me baleta na ulutaga ni vuli se vakabira ena nomu ivola ni Tovo vakavanua . Na ivola o dau vola kina na cakacaka ni Nanuma Lesu 3. Wilika vakavinaka na ivakamacala me baleta na ulutaga qai sauma na kena taro.

I. NA VEIMATAQALI DURU

Na duru e lailai na kedra iwiliwili ka ra vosa leleka ga. E so e tagoidua walega ka sega ni rawani tu vakataki koya me vakaibalebale . E rawa ni vakatauvatataki kei na *articles* e na vosa vaka Valagi. Na duru e na yalana se vakuria na ibalebale ni yavu

Kena ivakaraitaki:

- Na **duru** e wase rua ena loma ni yatuvosa, e rawa ni liu ena yavu se muria na yavu mv
- i. **Duruli** (dl) – Na vosa ka dau liu ni bera na yavu, mv ‘**Au sa** lako yani.’ Na yavu na ‘**lako**’, na duruli na ‘**au**’ kei na ‘**sa**’
- ii. **Durumuri** (dm) – Na vosa ka dau muri ni bera na yavu mv ‘**Au sa lako yani**. Na yavu na ‘**lako**’ na durumuri na ‘**yani**’

CAKACA LAVA

(4 na maka)

Toqa na **duruli** ena veiyatuvosa oqo : sa soli rawa toka na kena ivakaraitaki

- Keirau sa lako tale -
- Au sa teivaka na vanua oya
- Ratou sa vakasaqara oti na ivakayakavi

Toqa na **durumuri** ena veiyatuvosa oqo: Sa soli rawa toka na kena ivakaraitaki

- i. Keirau sa lesu tale
- ii. Au sa teivaka na vanua oya
- iii. Ratou sa vakasaqara oti na ivakayakavi

II. IKURI

E dua na tago ni vosa ka basika ga vakalevu na vu ka vakalailai ena nauni. Qo na vosa tagoidua se tagoirua ka dau semati kina yavu ni vosa me veisautaka na kena ibalebale.

- **Rua** tiko na mataqali ikuri
- i. ikuriliu (prefix)
- ii. ikurimuri (suffix)

A. IKURILIU

Koto qori e ra na mataqali kuriliu e dau basika vakalevu ena matavu.

- Vei – veiqitori, veivosaki, veidredrevaki, veisilimi
- Vaka- vakalevutaka, vakasinaita, vakadodonutaka
- Lau-lauta, lauvako.

CAKACA LAVAKI (8 na maka)

Bulia e yadua na iyatuvosa me curu tiko kina na ikuriliu ka koto e na loma ni kato e ra (**1 nai yatuvosa e rua na maka**)

veivosaki, veidredrevaki, vakasinaita, lauvaki
--

- i. _____
- ii. _____
- iii. _____
- iv. _____

B. IKURIMURI

Qo na kuri e cavuti ni oti na yavu mv

- i. vakamacala/yaga/vakasama - taka [vakamacalataka, vakayagataka, vakasamataka &s]
- ii. viri– taki [viritaki, kureitaki, veisautaki &s]

CAKACA LAVAKI (8 na maka)

Vola mai e **walu** na vosa ka tiko na kena ikurimuri. Sa soli toka qori na kena ivakaraitaki

- i. Masu- masulaki/masulaka
- ii. _____
- iii. _____
- iv. _____
- v. _____
- vi. _____
- vii. _____
- viii. _____
- x. _____