1075 LOVU SANGAM SCHOOL

YEAR 7

ENGLISH

WORKSHEET #5

Strand: Writing and Shaping
Sub Strand: Language Features and Rules
CLO: Examine and use structurally sound sentence in a meaningful and functional manner.

TOPIC: PUNCTUATION: **Using the Comma**

Commas are used to separate words, phrases, or clauses that occur within the sentence. These added words may add extra information but they don't change the meaning of the sentence

i. Separating Words

Mr. Smith, our gardener, has moved to Nadi.

Put in commas where they are needed.

1. Discount Flights my mum's company is offering a great holiday to New Zealand.
2. Fiji Airways the Fijian airline will fly you there.
3. Josephine my sister wants to be an airline flight attendant.
4. Suva the capital city is very windy.
5. Dad's company Sidal's Automotive will pay his fare.

ii. Separating Phrases

That boy, at the far end of the beach, is my brother.

Put in commas where they are needed.

1. That holiday shown in the brochure looks exciting.
2. The cost for many good reasons is kept low.
3. That cruise sailing to Australia sounds very interesting.
4. The brochure with the picture of the Fijian warrior on it is very attractive.
5. Mount Victoria in Fiji is Fiji's highest mountain.

iii. Separating Clauses

The trip, which we planned last year, had to be cancelled.

Put in commas where they are needed.

1. Jale Waqa who is our travel agent did a good job.
2. The bus which was always overcrowded never ran on time.

3. Joeli who wants to be an airline pilot is learning Japanese.
4. Taveuni which hardly has a town has a unique flower called Tagimoucia.
5. The brochure which is on the front desk gives information about a trip to Japan.

Grammar: Comparative and Superlative Adjectives.

The **comparative form** of an adjective compares two things or people. The **superlative form** of an adjective compares more than two things or people.

For most adjectives of one syllable and some of two syllables, *-er* and *-est* are added to make the comparative and superlative forms.
Example: The diamond is **harder** than the emerald.
The diamond is the **hardest** gem of all.

To make the comparative and superlative forms of adjectives with two or more syllables, add *more* or *most* before the adjective.
Example: Dogs are **more intelligent** than pigs.

To make the negative comparative and superlative forms, add *less* or *least* before the adjective.
Example: The **least complicated** step is last.

Identifying and Using Comparative and Superlative Adjectives
For each sentence, underline the adjective form that completes the sentence correctly. Then write whether it is *comparative* or *superlative*. The first one is done for you.

1. My new blanket is (softer, softest) than my old one. *comparative*

2. Kim is the (older, oldest) of my three sisters. _____

3. Sirius is the (brighter, brightest) star in the southern sky. _____

4. Miriama's memory is (worse, worst) than mine, but Ben's is the (worse, worst) one of all. _____

5. The (most unusual, unusualest) costume was awarded the prize. _____

6. David's interest in conservation is (more strong, stronger) than most people's. _____

7. The (more beautiful, most beautiful) time of day at the lake is the morning. _____

8. Kings Road is (longer, more long) than Queens Road. _____

1075 LOVU SANGAM SCHOOL
LESSON NOTES:5/2021

SUBJECT: MATHS **NAME:_____** **YEAR: 7**

STRAND	ALGEBRA
SUB STRAND	EQUATIONS
CONTENT LEARNING OUT COME	Investigate and demonstrate statements of mathematical equivalence to write equations regarding unknowns and express scientific notations using powers. (substitute any pro numeral and solve for unknown)

NOTES

Go through the examples to learn how to solve pronumerals in an equation.

Examples

Find the value of x in the equation X – 4 = 7

X – 4 = 7	Original problem
X – 4 = 7	We want to remove the minus 4
X – 4 + 4 = 7 + 4	The opposite of minus 4 is plus 4, so plus 4 on both sides.
X = 11	-4 + 4 = 0, so x remains on the left and 7 + 4 =11 and therefore x = 11
X – 4 = 7 11 – 4 = 7	Recheck by putting the x value in the equation and if the equation (11 – 4) and if it gives the correct value on the right that is 7 than our value is of x is correct.

Find the value of n in the equation 4n +3 = 19.

4n +3 = 19	Original problem
4n +3 = 19	We want to remove 3, so the opposite of + 3 is -3 so we minus 3 on both the sides in the next step
4n + 3 -3 = 19 -3 4n = 16	After removing 3 on both side our equation will become simpler
4n = 16 $\frac{4n}{4} = \frac{16}{4}$ n = 4	Now we have to remove 4, so that we are only left with n. 4n is same as 4 x n. So opposite of multiplication is division. Now we will divide 4 on both sides. 4n divide by 4. 4 will cancel we will be left with only n on the left side. On the right side 16 divide by 4 will give you 4. So the value of n is 4.
4n +3 = 19 (4x4)+3 = 19 16 + 3 = 19 19 = 19	Recheck by putting 4 in place of n. If the value on both sides is same thatn your value of n is correct.

ACTIVITY

Find the pro numerals for the following equations.

1	2	3	4
3x = 12	4p + 2 = 14	3n - 2 = 13	6m + 7 = 25

Solving Equation

Solving for Pronumeral

Example 1

$x - 4 = 7$	Original problem
$x - 4 = 7$	We want to remove the minus 4.
$x - 4 + 4 = 7 + 4$	The opposite of minus 4 is plus 4, so I added 4 to BOTH sides of the equation.
$x = 11$	-4+4 = 0, so x remains on the left and 7+4 = 11; therefore x = 11
Check: $x - 4 = 7$ $11 - 4 = 7$	This is a correct statement, so my answer is x = 11 is correct!

Example 2

$2x - 12 = 5$

$2x - 12 + 12 = 5 + 12$ Step 1

$2x = 17$

$\frac{2x}{2} = \frac{17}{2}$ Step 2

$x = 8.5$ Solution

Exercise

Solve the equations. These equations involve one step.

a) $n + 4 = 12$ b) $m - 5 = 6$ c) $7m = 56$

d) $\frac{x}{5} = 2$ e) $\frac{32}{m} = 4$ f) $100 = 5y$

These equations involve two steps.

a) $2x + 1 = 7$ b) $2a + 7 = 11$ c) $2x - 3 = 5$

d) $\frac{4z3}{} = 8$ e) $\frac{y}{4} - 3 = 9$ f) $\frac{p}{5} + 1 = 7$

1075 LOVU SANGAM SCHOOL

YEAR 7

HEALTHY LIVING

WORKSHEET #5

Strand: Safety
Sub Strand: Personal Safety
CLO: Justify the need to take responsibility for their own safety and that of others.
Topic: Being Responsible.

What is Responsibility?

- Responsibility is taking care of your duties.
- Responsibility is answering for your actions
- Responsibility is accountability.
- Responsibility is trustworthiness.

Types of responsibilities

Family Responsibilities

- mean treating your parents, siblings, and other relatives with love and respect
- Following your parents' rules, and doing chores and duties at home is also your responsibility
- When at home, your responsibility is to see that your family is safe from thieves and intruders.

Community responsibility

- Responsibility of treating others with respect and dignity
- Participating in community based projects such as clean- up campaign or community projects
- Participating in community activities such as crime prevention program and neighborhood watch zone

Community Wellness

- Community wellness is about the ability and willingness of people to act together – in good times, and in bad – in ways which benefit everyone
- Healthy communities are built on the relationships that we nurture and the efforts that we make to work through the problems we encounter along the way
- It is also about celebrating our successes as a community

ACTIVITY

1. List 3 types of responsibilities.

   _____
   _____
   _____

2. What is responsibility?

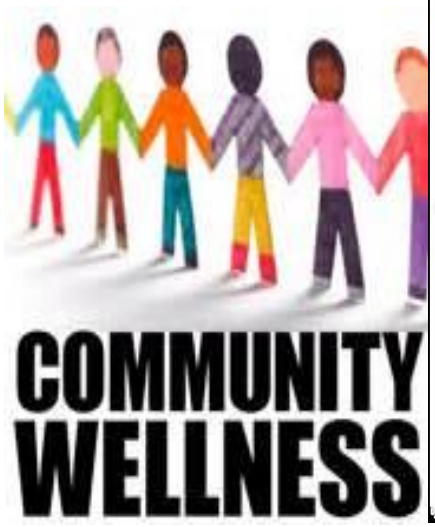
   _____
   _____
   _____
   _____

3. What should you do to show responsibility in your family?

   _____
   _____
   _____

4. What is community wellness?

   _____
   _____



LOVU SANGAM SCHOOL
Year / Level: 7
Subject: HINDI
Worksheet – Home Package 5 **NAME:_____**

STRAND	संस्कृति
SUB STRAND	सांस्कृतिक मूल्यों व व्यवहारों की समझ के द्वारा अपनी पहचान बनाए रखना
CONTENT LEARNING OUT COME	कला व शिल्प प्रथाओं और परंपराओं के माध्यम से प्राप्त किए गए सरल शिल्प ढेकी/ मूसल आदि का प्रतिमान तैयार करना

Notes

हमारे पुरवजों के पास कई तरह के कला/ शिल्प थे, जैसे कि माला और रंगोली बनाना ।

इन कलओं/ शिल्पो के बारे में आप को अपने माता पिता के साथ चर्चा करनी है । ये हैं हमारे

कुछ पुरवजों के कलाएँ/ / शिल्पो जिन के बारे में आप को चर्चा करनी है।

- ढेकी
- मूसल
- रंगोली
- कलश
- मालामाला (विभिन्न प्रकार के फूल)
- सूप
- चक्की
- ढोलक

अभ्यास कार्य

दिए गए कलाओं/ / शिल्पो का चित्र बनाईए ।

ढोलक	चक्की	सूप	माला
कलश	रंगोली	मूसल	ढेकी

1075 LOVU SANGAM SCHOOL
YEAR 7
SOCIAL SCIENCE

WORKSHEET – Home Package 5 **NAME:_____**

STRAND: Place and Environment
SUBSTRAND: Hazard, Disaster and its socio economic and environment impact
CLO: Investigate how disasters affect Pacific Island Countries and discuss means and ways to preseason preparedness.

TOPIC: Natural Disasters/ Hazards in the Pacific

- All year round warm tropical climate is one of the main aspects of the Pacific that attracts visitors from all over the world.
- However, the hot weather, humidity and its South Pacific location can also lead to dangerous and life-threatening natural disasters, including cyclones, floods, droughts, earthquakes and tsunamis.

Cyclones

- A cyclone/ hurricane is the main and most wide-spread natural disaster in the Pacific region.
- Severe tropical storms bring about massive rainfall and high winds, plus the low pressure may cause the sea to rise as much as 2 meters.
- Destruction to houses, other infrastructure and gardens, loss of vegetation, flooding, land erosion, coastal inundation, destruction of coral reefs and sea grass beds, and pollution of water supplies are all effects of cyclones.

Floods

- Flooding in the Pacific can be the result of cyclones, though it can also occur during the country's rainy season between November and April.
- The Pacific also has wet and dry zones, so naturally the wet zones, which are mostly located in the southeast region of the islands, are more prone to experience heavy rains and flooding.

Droughts

- The areas that are driest (also called the dry zones) are the lower islands and leeward areas of the Pacific Islands.
- These areas are also most vulnerable to droughts and water supplies are affected as well. Droughts can also have a negative impact on our economy.

Earthquakes and Tsunamis

- The Pacific Islands are seismically active, which means that they are easily faced by earthquakes.
- The greatest danger of earthquakes, especially severe ones, is the damage and destruction of houses and other infrastructure, as well as to natural environment.
- Sometimes earthquakes can also cause tsunamis. A tsunami is a chain of large waves that can be caused by a sudden movement of the ocean floor.
- Besides an earthquake, the sudden motion or movement can also be the result of an underwater landslide or a powerful volcanic eruption.

ACTIVITY

1. Identify the natural disaster shown in the pictures.

_____ _____

_____ _____

2. How do hazards or natural disasters affect the lives of people and the environment in your country?

_____

_____

1075 LOVU SANGAM SCHOOL

YEAR 7

VOSA VAKA VITI

WORKSHEET #5

Matana: Wilivola kei na Vakadidigo
Matana Lailai: Na Lawa ni Vosa
CLO: Vakayagataka vakadodonu na vakavakadigo e na wilivola. Vakadewataka na ka e wilika.

NA WILIVOLA KEI NA SAUMI TARO

Wilika na i tukutuku ka koto oqori e ra ka qai sauma na kena taro.

Na Vakatabui ni Qoliqoli

Na i qoliqoli se yalava e okati kina na baravi, veitiri se veidogo, dela ni mati, lomaloma ,cakau, waitui, waidranu se wasawasa ka da dau qolliva se rawata mai kina na i coi ni keda kei na veimataqali sasalu tale e so. E taukeni vakayavusa se vakavanua.

Sa tubu na i wiliwili ni tamata, dauqoli kei na bisinisi ni sasalu eso. Na vakatabui ni dua na tiki ni qoliqoli e vakasama **yalomatua** ka ra dau vakatulewa kina na Turaga ni dua na koro, tikina se vanua. E duidui tu kina na kena i valavala vakavanua se na kena i vakarau vou sa tu nikua.

E rawa ni vakatautauvatataki ki na so na ka e da dau vakayacori. Ni da vakarau vakacuru i lavo e na baqe,e da na kana tiko ga mai e na kena tubu ka maroroi tiko ga mai na tina ni lavo me **vakasucu i lavo** tiko ga ki na noda i tobu ni lavo. E rawa ni vakatale ga e dua na tani ni wai se na **i vakaso ni wai** ni sa sinai ka se drodro tiko ga yani kina na wai. E na vuabale ka drodrova tale yani na veivanua e so ka i vurevure ni bula kei na vakacegu vei ira na lewe ni vanua e ra vakaitikotiko kina.

E vaka oqori na vakatabui ni yalava ni i qoliqoli. E na laurai ni tubu na yalava ni qoliqoli. E na laurai ni tubu na i wiliwili ni ika, vivili, qari, mana, ura kei na veimataqali sasalu kecega. Ni sa sinai, e ra na qai goleva yani na sasalu na veivanua e da kana tiko kina ka na sega ni dua na gauna e na drava kina na i qoliqoli. E na sautu tu ga e na veigauna.

Ni sa **sautu** na i qoliqoli, e na sega ni mudu na nodra kana i coi bulabula tiko na lewe ni koro, tikina se vanua. E ra na tubu bulabula na gone, ka vinaka na i tuvaki ni yagodra. E na vukei na nodra rawa ka vakavinaka na gonevuli kei na nodra susugi na lewenivanua me ra **gugumatua** ka dau cakacaka. E na vukea cake na bula sautu, tiko vinaka na vanua kei na qaravi vakavinaka ni i tavi me ra tiko marau.

1. Na baravi, veitiri, cakau, waitui, waidranu kei na wasawasa e ra tiki ni
   A. yalava
   B. yavusa
   C. sasalu
   D. veiwere

2. E ra taukeni vakacava na i qoliqoli me vaka e tukuni e na i talanoa?
   A. vakayavusa se vakavanua
   B. vakamataqali se vakayavusa
   C. vakaitokatoka se veimataqali
   D. vakamatavuvale se i vakaitokatoka

3. Na **vakasucu i lavo** e na baqe e dusia na
   A. butako i lavo
   B. vakatubu i lavo
   C. vakasabusabutaki i lavo
   D. vakayagataki na tina ni lavo

4. Na vakatabui ni i qoliqoli e ra dau vakatulewa kina na
   A. turaga
   B. cauravou
   C. marama
   D. goneyalewa

5. Na cava na i balebale ni **i vakaso ni wai**?
   A. vuabale
   B. tobu ni wai
   C. bilo ni wai
   D. vurevure ni bula

6. Na qari kei na mana e rau sasalu ni
   A. veitiri
   B. waidranu
   C. cakau
   D. wasawasa

7. Ni **sautu** na i qoliqoli e tautauvata ni
   A. drava na i qoliqoli
   B. vakacacani na i qoliqoli
   C. lailai na sasalu ni waitui
   D. vuqa na i sasalu ni waitui

8. Ko cei e na vukei ni vakatabui na i qoliqoli?
   A. na baqe
   B. lewe ni vanua
   C. na waitui
   D. veika bula e waitui

9. NI tubu na i wiliwili ni tamata kei na dauqoli e na
   A. vuabale na wai
   C. sega kina na i lavo
   B. levu na qoli kei na kana ika
   D. tubu na veitiri kei na wasawasa

10. Na veibasai ni vosa na **gugugmatua** na
   A. rere
   B. menemene
   C. dausasaga
   D. vakasavu liga

1075 LOVU SANGAM SCHOOL

YEAR 7

BASIC SCIENCE

WORKSHEET – Home Package 5 **NAME:_____**

STRAND	ENERGY
SUB STRAND	ENERGY SOURCE AND TRANSFER
CONTENT LEARNING OUT COME	Investigate the transfer of some forms of energy and describe the effect of energy transfer on certain materials.

Notes

Sound Energy

1. Sound is a type of energy.
2. Sounds are produced when an object vibrates.
3. When an object vibrates the air around the object also vibrates.
4. These vibrations in the air travel as sound waves.
5. The sound waves move sound energy from one place to another.

Solar Energy

1. "Solar" is the Latin word for "sun" – and it's a powerful source of energy.
2. We can use solar power in two different ways: as a heat source, and as an energy source.
3. People have used the sun as a heat source for thousands of years for example heating water — for use in homes, buildings or swimming pools and heat spaces — inside homes, greenhouses, and other buildings.
4. **Solar cells -** Solar cells are devices that convert light energy directly into electrical energy.
5. You may have seen small solar cells on calculators.
6. Larger arrays of solar cells are used to power road signs, and even larger arrays are used to power satellites in orbit around Earth.
7. **Solar panels**- Solar panels are different from solar cells. Solar panels do not generate electricity. Instead they heat up water directly. A pump pushes cold water from a storage tank through pipes in the solar panel. The water is heated by heat energy from the Sun and returns to the tank.

ACTIVITY

1. What is the main source of energy?
   _____
2. What is the Latin word for sun? _____
3. How sound is produced?
   _____
   _____
4. What is the difference between solar cell and solar panel?
   _____
   _____
5. Why is solar energy good for our environment?
   _____

STRAND	ENERGY
SUB STRAND	ENERGY SOURCE AND TRANSFORMATION AND CONSERVATION
CONTENT LEARNING OUT COME	Investigate ways in which energy appliances are used at home and describe safety procedures in using them

Notes

ENERGY FROM ONE FORM TO ANOTHER

a. Machines use one form of energy to convert another form of energy like heat, light, sound and movement.
b. Modern science is now giving us a much wider range of energy options that we can use in machines, with lower environmental impact and more efficiency.
c. Many home appliances that we use today need energy for proper functioning.
d. A lot of this energy can be saved with enormous environmental and financial benefits if we use them wisely.
e. Some of the ways of conserving energy are:
    a. Turn off the light when not in use.
    b. Turn off the fan if it is not in use.
    c. Turn off the water tap to stop the drip and repair leakages.
    d. Take a short shower
    e. Walk to the shops
    f. Pull the curtains across windows to prevent heat from sunlight
    g. Close the fridge door quickly

ACTIVITY

Complete the table below by writing examples of appliances that we use under each heading.

Cooking	Entertainment	Cooling	Transport	Lighting	Cleaning	Heating