

1075 LOVU SANGAM SCHOOL

YEAR 7

ENGLISH

WHPS 6

Strand: Reading and Viewing

Sub Strand: Text Types, Media Everyday Communication On Literary Texts

CLO: Explore and asses features of wide range of literary. Everyday and media texts in print and multi modal text.

Novel: Making Good.

Chapter 8 – The Escape.

Benjamin Glover the manager of the shop in Maiana Island came out to Trade Winds in a small boat. He handed over pearl shell and shark liver oil to Scrope and collected goods for his store.

While goods were being loaded and unloaded, George escaped through deckhouse window and jumped into the sea. He could not swim but Mr. Glover saved him and his crew dragged them into their boat. Just before they reached the lagoon. It was too late to try to return to Trade Wind.

Activity

1. At Maiana Island, how were goods taken from the Trade Winds to the land?

2. How did Katutu helped George to escape?

3. Why did Mr. Glover have to save George?

4. Why could Mr Glover not take back George back to Trade Wind?

Fill in the blanks

1. There is a coral reef around the island of _____
2. Between the reef and island is calm _____
3. Trade Winds had to _____ outside and wait for small trading _____ from the island to row out to her.
4. _____ was the manager of the trade on Maiana
5. Benjamin Glover with four native oarsmen rowed out to the _____
6. The window had been _____ for years.
7. Quietly George _____ through the window onto the deck

8. George landed with a _____ in the sea.
9. The _____ were roaring on the reef not far away.
10. Benjamin Glover saw a boy _____ helplessly in the wave.

True or False

1. Benjamin Glover caught George round the waist and tried to strike out of the schooner.

2. The current was not strong _____
3. The oarsmen headed the trading boat towards the shore _____
4. George felling a heap in the bottom of the boat _____ -
5. The steersman could pull against the tide. _____

Who said these to whom

1. Scrope has gone below to see the cargo showed. _____
2. Grab that boy! _____
3. Back to the schooner, the boy belongs there _____
4. You've spilt my best suit. _____

Chapter 9 – The Passage through The Reef.

Thanks to the skills of Bobo, the steersman, they reached the lagoon safely. They were carried over the reef by huge waves. Mr. Glover decided to let George stay with him so that he could teach him to read. He was very religious man and he knew that he should give George back to Scrope but he was very disappointed with the way Scrope had treated George.

Activity

1. What made Mr. Glover decide that George should stay with him?

Multiple Choice

1. What did the racing waves sweep along?
A. trading boat B. Schooner, C. Prince Albert D. Trading Wind
2. The passage in the reef was _____
A. narrow B. wide C. Shallow D. Deep
3. What was steersman waiting for?
A. schooner B. Benjamin Glover
C. To choose a wave to sweep them through boiling channel D. Tide
4. The huge wave was as high as
A. building B. Ship C. schooner D. house

1075 LOVU SANGAM SCHOOL

YEAR 7

HEALTHY LIVING

WHPS 6

Strand: Safety

Sub Strand: Community Safety

CLO: Outline the roles and assistance of relief and voluntary organizations during natural disaster.

Topic: Community Safety and Voluntary Organisations

Community Safety

- Community safety is very important for the community that we are part of or that we live in
- Everyone should contribute to the safety of our communities by looking after everyone caring for one another
- Community safety is not just an issue for police and fire and rescue authorities. Town Councils contribute in a variety of way

Contribution of town council towards community safety

- **Emergency planning** – ensuring that emergency plans are in place in case of emergency situations such as natural disasters, civil unrest or terrorist attacks.
- **Regulation, licensing and trading standards** - such as alcohol and entertainment license to maintain public order and food hygiene certification for business to prevent food poisoning.
- **Contribute to anti social behavior strategies** - through range of council services including lighting, street cleaning, planning and leisure.
- **New governance arrangement** - for policing and crime plans including the introduction of community police post, police and crime stoppers and police and crime community panels.

Voluntary Organizations

- Enable the individuals to learn the basics of groups and political action through participation in the governing of their private organizations.
- Voluntary organizations are non governmental organizations
- They depend on general public and private companies for funding of the organization
- These organizations are made up of members who are willingly and voluntarily offer their services to the organization with out any financial gain. These group of people are called **Volunteers**
- Voluntary organizations also help the government during disasters as they provide relief assistance and manpower to affected areas

Some Voluntary organizations in Fiji

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 human beings
- It promotes mutual understanding, friendship, cooperation and lasting peace amongst all people
- Red Cross: **provides wheelchairs, collect blood for blood bank, help people during natural disasters.**

St Johns

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

ACTIVITY

1. What is community safety?

2. How does the town council contribute towards community safety?

3. List 3 voluntary organisations.

1075 LOVU SANGAM SCHOOL

YEAR 7

VOSA VAKA VITI

WHSP 6

Matana: Wilivola kei na Vakadidigo

Matana Lailai: Na veivanua e vakayagataki kina na vosa- vosa e vakayagataki e na vakacacali.

CLO: Vakadikeva ka digitaka na veitukutuku tabaki me talaucaki na kedra i naki.

TALANOA BALAVU: Ko Aleni Kotameni

Mo wilika na i wase 5 kei na 6 ni Aleni Kotameni ka vola na veika e a yaco.

Wase 5: Na Tau Ni Uca

Yavu: Uciwai na Tana

Tuvaki ni Vanua: Batabata ka tau na uca

Gauna: Kida na mataka me yacova na bogi levu i siga ka tarava. (*rua na bogi, dua veimama na siga; rauta ni dua na kaloko, ratou qai tadu yani e matasawa.*)

Ira e ra Vakaitavi:

- Aleni Kotameni, Kavetani Jone Qutu, Sa Anare Ketesi, Asilopokasi
- rua na Wakawafi

Veika e a Yaco:

- Mate o koya na Wakawafi e a labati
- Tau bi na uca; sega ni vakayagataki na laca ka ratou mani voce voli ga.
- Malumu na tau ni uca; e ratou vakawaqa buka me ratou vakasaqa ika.
- Wawale na yagodratou
- Raica e dua na yanuyanu Lailai ni tiko e loma ni uciwai; ratou kelea na nodratou takia ka sobu yani.

Vakavuvuli:

- Me da dau yalo qaqa e na gauna ni dredre.
- Yalo dau vosota
- Yalo dei
- Cakacaka vata
- Na bula ni vakavakarau (Improvise). E rawa ni vulici ni vakarawarawataka na voce na vakayagataki ni laca.

Wase 6: Na i Selewau Koula

Yavu: Matasawa, baravi, drano

Tuvaki ni Vanua: Katakata, tu donu na siga.

Gauna: Siga levu.

Ira e ra Vakaitavi:

- Aleni Kotameni, Kavetani Jone Qutu, Sa Anare Ketesi, Asilopokasi
- Dua na Wakawafi, Misi Makenisi kei iratou na nona lewe ni vuvale, Alivonisi

Veika e a Yaco:

- Soko cake tiko e na uciwai na Tana.
- Yaco ki na vanua e vakaitikotiko kina o Misi Makenisi; veikidavaki, veimaraudaki ka veikau sara e vale.
- Ratou vakasigalevu; vakasaqa na kuka ni Varanise (Alivonisi)
- Veitarotarogi baleti ira na tamata yago vulavula ka dewa sara ki na i talanoa ni i selewau koula.
- Sega ni matata na i vakamacala; toso tale na i lakolako ni oti tale e dua na macawa.
- Ratou lesu tale o Misi Makenisi i Igiladi; rere o Alivonisi na lesu vata kei iratou ka sa muri iratou o A.K e na i lakolako ni kena vakadinadinataki ni ra tiko dina e so na tamata yago vulavula e na vanua ko ya.

Vakavuvuli:

- Sega na veikauwaitaki. (*Laurai e na nona mate e dua na turaga yago vulavula ka biu me moce tu ga e tuba; tini me laukana sara mai vua e dua na laione*)

Vakatakilakila:

- Seleiwau Koula- E rairai vinaka; sau levu ia na i sele; e i vakatakilakilataka na i valu kei na mate. (*were ubiubi*)

Cakacaka Lavaki

Wilika na veivosaki ka soli koto ka sauma na kena taro.

E dua na turaga, dua na marama kei na dua na goneyalewa lailai e ratou lakova tiko mai ogo e dua na loga ni senikau rairai totoka dina.....

1. Ko cei e vakamacala tiko oqori? _____
2. E ratou laurai rawa vakacava ko iratou ogo ni ratou se yawa sara? _____
3. Na vanua cava e ratou sa mai vakaitikotiko kina na veitamani ogo? _____
4. Na cava na yaca ni uciwai e ratou muria tiko mai na veitokani e na i Talanoa? _____

Īsa! Isa! Sa qai cudru ko koya! Au cata na kena i rairai. Au sa dro mada.”

1. Ko cei e vosa tiko oqori? _____
2. E vakaibalebaletaki tiko vei cei na ka e tukuna? _____
3. E turaga ni vei o koya e vakamacala tiko oqori? _____
4. Na vakadinadina cava e a vakaraitaka ko Misi Makenisi me baleti ira na tamata yago vulavula? _____

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CLO: Explore and asses features of wide range of literary. Everyday and media texts in print and multi modal text.

Novel: Making Good.

Chapter 10 – The Search Party

Late in the afternoon Scrope came to the island to get George but Mr. Glover said that George was not there. Scrope and his men looked for George even though it was night.

They were rude to Mrs. Glover a Kiribati woman. She had hidden George. At last they saw him under the hut. They guessed George was hiding there because the huts had four posts to support them, but one had five posts and the fifth one was moving.

Activity

1. Where was George hiding?

2. Where did Scrope and the second mate find George?

signaled	verandah	lantern	anger	hidden
afraid	schooner	tropics	underneath	rudely

Fill in the blanks with the words from the words list

1. The search party let the beam of lantern sweep _____ the huts
2. Mrs. Glover was standing on the _____
3. Scrope _____ for a boat to bring him ashore.
4. The sun sets very quickly in the _____
5. Mrs. Glover had _____ George herself.
6. Scrope went red with _____
7. The second mate from the _____ was with Scrope.
8. Scrope lit the _____ which he had brought with him.
9. The natives are _____ to walk at night.
10. Scrope brushed _____ past Glover.

Chapter 11 – Ghosts

Scrope and his second mate chased George who climbed on the top of the village manaeaba (meeting house) and started throwing coconuts at Scrope and his mate.

They became scared, thinking that ghosts were throwing coconut at them. They returned to Mr. Glover’s house and lay down to wait for dawn.

Matching

Matching – Match Column A with Column B

- | | | | | |
|----|-----------------------------|-------|---|--|
| 1 | Speak house | _____ | A | Mrs. Glover’s sister |
| 2 | Scrope | _____ | B | Had hidden George |
| 3 | Coconut | _____ | C | Returned to the trading store |
| 4 | Mrs. Glover | _____ | D | Good at throwing coconuts |
| 5 | Friends of the native woman | _____ | E | On Gilbert Islands |
| 6 | George | _____ | F | Lay down on the sleeping mats |
| 7 | Scrope with second mate | _____ | G | Bad tempered |
| 8 | Heard talks of ghosts | _____ | H | Made a running leap |
| 9 | Taboana | _____ | I | Big hall where all the
villagers can meet |
| 10 | Scrope and second mate | _____ | J | Hit Scrope on the head |

1075 LOVU SANGAM SCHOOL

YEAR 7

HEALTHY LIVING

WHSP 7

Strand: Personal and Community Health

Sub Strand: Personal Hygiene and Sanitation

CLO: Relate and discuss hygiene practices in homes to prevent diseases

Topic: Diseases – Personal and Community health

Communicable disease

- Also known as contagious disease, which is spread from one person to another through sharing of personal items such as clothes, comb, soap , towel etc
- **Some examples of communicable diseases are**
 - ✓ Scabies
 - ✓ Ring worm
 - ✓ Itch
 - ✓ Whooping cough
 - ✓ Flu
 - ✓ Dhani

What is Scabies?

- is a skin disease caused by mite that burrows into your skin
- it affects people of all ages
- Scabies is spread by close contact with someone who has scabies
- It can also be spread by sharing of personal items such a towels, comb clothes, or soap
- Scabies causes severe itching that is usually worse at night and a rash with tiny blisters or sore.
- Special cream or prescribed medicines from doctor is needed to cure scabies

Water borne diseases and preventing water borne diseases

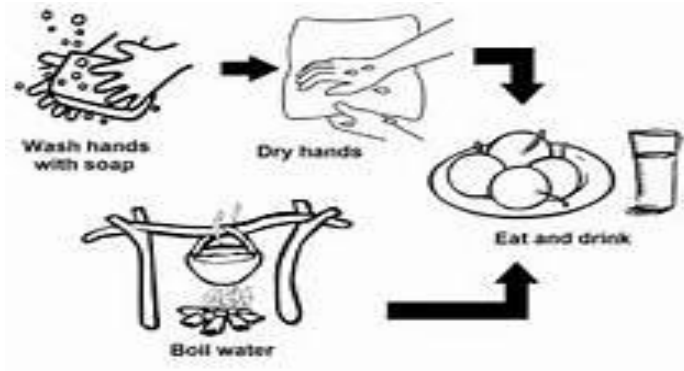
- Water borne diseases are basically spread by drinking dirty or contaminated water
- In Fiji water borne diseases rises rapidly after any natural disaster such as cyclone or flooding

Examples of water borne diseases

- Cholera
- Typhoid
- Dysentery
- Diarrhoea

Prevention of water borne diseases

- Boil all water before drinking
- Avoid using water from contaminated or dirty water source such as creeks and rivers
- Use water filter to clean water before drinking.



ACTIVITY

1. What is a Communicable disease?

2. List 4 examples of communicable disease.

3. What is scabies?

4. List 3 examples of water borne diseases.

5. How can you prevent water borne diseases?

1075 LOVU SANGAM SCHOOL

YEAR 7

VOSA VAKA VITI

WHSP 7

Matana: Wilivola kei na Vakadidigo

Matana Lailai: Na veivanua e vakayagataki kina na vosa- vosa e vakayagataki e na vakacacali.

CLO: Vakadikeva ka digitaka na veitukutuku tabaki me talaucaki na kedra i naki.

TALANOA BALAVU: Ko Aleni Kotameni

Mo wilika na i wase 7 kei na 8 ni Aleni Kotameni ka vola na veika e a yaco.

Wase 7: **Ki na Vanua e Tawa Kilai**

Yavu: Vale nei Misi Makenisi
Lakolako e loma ni veikau ki Lekakisera

Tuvaki ni Vanua: Veikau levu/ vei Delana/ wai cevata

Gauna: Siga na vanua. Vica vata na siga.

Ira e ra Vakaitavi:

- Aleni Kotameni, Kavetani Jone Qutu, Sa Anare Ketesi, Asilopokasi, Alivonisi
- rua na Wakawafi

Veika e a Yaco:

- Veitalatala kei na vuvale nei Misi Makenisi
- Lako vata kei iratou ko Alivonisi.
- Sotava na drano ko Barigo.
- Laukata e dua na Wakawafi mai na lagokata. (se-se) ka mate sara.
- Yaco ki Lekakisera.
- Toso tiko na i lakolako ka yacova sara e dua na drano levu/ levu kina na veikoro lalai.
- Kele ka vakacegu/ laukata kece na nodratou asa mai na Lago-kata (se-se) ka ra mani mate kece.
- Voli e dua na takia me rawa ni ratou takosova kina na drano.

Vakavuvuli:

- Me da dau vosota vakadede.
- Me kua ni da dau datuvu se yalo lailai.
-

Wase 8: **Na Matamata ki Bulu**

Yavu: Loma ni drano levu/ lutu ki loma ni qara

Tuvaki ni Vanua: Karakarawa vinaka na wai/ titobu/ vakaciriloloma.
Vakarerevaki/ wawa mate.

Gauna: Loma ni siga.

Ira e ra Vakaitavi:

- Aleni Kotameni, Kavetani Jone Qutu, Sa Anare Ketesi, Asilopokasi, Alivonisi
- Dua na Wakawafi

Veika e a Yaco:

- Voce voli e na loma ni drano/ raica e so na ga vulavula.
- Vana o AK e rua na ga.
- Qalova na ga o koya na Wakawafi ka mani kuitaki yani ka mate sara.
- Kuitaki na takia ki na loma ni qara ka kuitaki tiko ka rauta e dua na aua.

Vakavuvuli:

- Na dei ni yalo kei na vakasama.

Vosa Vakatautauvata: (SIMILE)

-takia sa qai ciri ga me vaka na nona moto e dua na Ravouvou.
-vaka e kama e dua na veibitu ni yacaraka na yasa ni neitou waqa e na tutu ni gusu ni qara.
-a butobuto ka vaka na i sulu loaloa.

Cakacaka Lavaki

Sauma na taro ka ra soli koto.

1. Na manumanu cava a katia na nodratou asa?

2. Na cava na yaca ni matai ni drano ka ratou donuya?

3. Vola mai na yaca ni veikau loa ka ratou curuma?

Na neitou takia sa qai siri ga me vaka na nona moto e dua na Ravouvou, ka'u laki nanuma sara ni keitou sa na la'ki tei tarawau kece ga e kea...."Dou lolou! dou cuva!" ka'u mai davo sara tu yani e loma ni waqa...

1. Ko cei e vakamacala tiko oqori? _____
2. Na vanua cava e ratou tiko kina oqo? _____

3. Na cava na i balebale ni mala ni vosa oqo;... **ka'u laki nanuma sara ni keitou sa na la'ki tei tarawau kece ga e kea...."**? _____

1075 LOVU SANGAM SCHOOL

YEAR 7

BASIC SCIENCE

WORKSHEET – Home package 6

NAME: _____

STRAND: Energy

SUBSTRAND: Energy Transformation, Use and Conservation

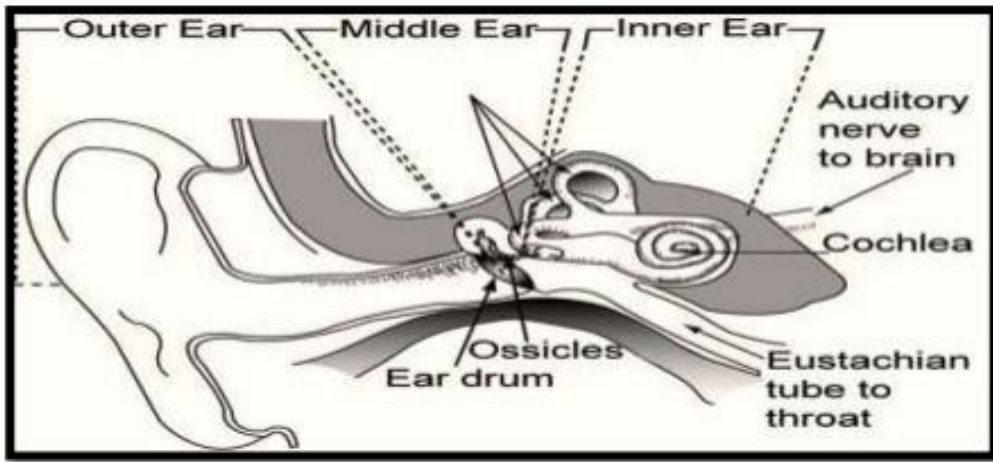
CLO: Explore the different forms of energy and their uses and discuss conservation of Renewable energy sources.

The Voice Box and The Ear

- Sound makes air vibrate. The vibrating air travels from place to place. When the vibrations reach your ears, you hear the sound. We also produce sound in a similar way.
- 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 Auditory System

- 1.) Our ear is one of the most delicate and important sense organs in our body. The human ear or the auditory system is divided into three parts, outer ear, middle ear, inner ear.
- 2.) 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.
- 3.) 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.
- 4.) 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.

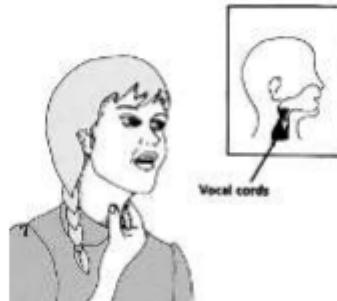


Activity 1: The Voice Box

Materials: a chart of intonations

Method:

1. Place your hand below your chin.
(Look at the diagram)
2. Make a high pitch and a low pitch sound.
3. Practice the musical intonations together with the help of your teacher.
4. Make different animal sounds e.g. pig, dog etc.



ACTIVITY

1. We make sound with our voice box or _____.
2. The vocal cords are _____.
3. Vocal cords make sounds by _____.
4. The outer ear collects the sound and directs it to the _____ which passes it to the _____. The ear drum vibrates which makes the _____ vibrates.
5. What do the ossicles do?

1075 LOVU SANGAM SCHOOL

YEAR 7

BASIC SCIENCE

WORKSHEET – Home package 7

NAME: _____

STRAND: Energy

SUBSTRAND: Energy Transformation, Use and Conservation

CLO: Explore the importance of good Energy Management

TOPIC: Energy Saving

- a. Energy is very important for life, for cooking, heating, security and for doing work.
- b. Without energy, life and movement will not exist. This tells us that it is important that we use the present energy sources wisely for a better and healthier future.
- c. The law of conservation of energy says that it cannot be created or destroyed. Energy takes on many forms and energy within a system is constant.
- d. Coal, natural gas and crude oil production is likely to increase much beyond today's level.
- e. Even though large coal resources remain, pollution problems restrict its use. It is estimated that world coal reserves will last for another 300 years while gas and oil resources will be depleted within the next 60 to 100 years.

ACTIVITY

1. Turn off the _____ when you leave a room.
2. Turn off the _____ when no one is watching.
3. Decide what you want, then _____ the refrigerator door.
4. Hang _____ to dry, in the sun.
5. Wear warm clothes on _____ days.
6. During hot weather open _____ and _____ to keep the cold out.
7. During cold weather close the _____ and _____ to keep the cold out.
8. Turn off dripping _____ to save water.
9. Walk or ride your _____ instead of using your car.
10. Open curtains and blinds during the _____ to use light from the window.

STRAND: Energy SUBSTRAND: Energy Transformation Use and Conservation
CLO: Explore the importance of good Energy Management

The Greenhouse effect

A non-renewable energy source, such as coal, contributes to Global Warming by releasing a greenhouse gas into the atmosphere, which traps the Sun's heat, like a Greenhouse. The Sun's heat can get in, but it has a harder time getting out when there are too many Greenhouse gases in the atmosphere.

Energy Saving Hints

- Energy can be saved if it's only being used wisely.
- Wood energy can be plentiful if we keep on planting trees.
- To save energy at home we should turn off electricity when appliances are not in use
- Environment can be pollution free if usage of fossil fuels is minimized and other forms of energy which are pollution free are harnessed, like solar energy, wind energy and water power.
- Being energy wise now will take us to a good and healthy future.

Activity

- Energy obtained from the sun is _____ and is known as _____ energy.
- Solar energy _____ forever and is _____ free. It can be used to generate heat that makes electricity for lighting and heating.
- Wind energy powers a _____ which in turn powers a _____ that draws water from the ground.
- Water power makes a hydro machine work that generates _____ for lighting and makes work easier.

Write TRUE OR FALSE

- Home electricity bill can be less if you keep all your lights on all night. _____
- Cooking gas is renewable energy. _____
- The more electrical appliances used at home the less energy consumed. _____
- Fuels used by machines cause pollution and health risks. _____
- Energy eaters at school can use less energy if we maintain them sensibly. _____

भारतीय संस्कृति और शिष्टाचार

एक दूसरे के साथ अच्छा व्यवहार करने को शिष्टाचार कहते हैं। भारतीय संस्कृति में शिष्टाचार को विशेष महत्त्व दिया जाता है। सभी बच्चों को बाल्यकाल में ही शिष्टाचार के नियमों को जान लेना और अपने दैनिक जीवन में प्रयोग करना जरूरी है। मनुष्य के चरित्र और उसकी योग्यता का पता अक्सर उसकी बातचीत से ही हो पाता है। आज के युग में बात-चीत भी एक कला है। यदि आपकी बातचीत में सयंम है, पवित्रता है, और गम्भीरता है, तो आप जहाँ जाएंगे, आपका आदर होगा। यदि आपके चरित्र में ये बातें नहीं हैं तो कोई व्यक्ति आपका उचित आदर नहीं करेगा। सभी देशों और जातियों में शिष्टाचार के कुछ न कुछ नियम होते हैं, जिनका पालन करना वे अपना कर्त्तव्य समझते हैं।

भारतीय संस्कृति में शिष्टाचार के जो नियम प्राचीन काल से चले आ रहे हैं वे आज भी हमारे लिए उपयोगी हैं। इनके प्रयोग से हमारे व्यवहार में सुन्दरता आ जाती है और समाज में हमें सम्मान मिलता है। शिष्टाचार के अनेक नियम हैं। यहाँ कुछ नियम दिए जा रहे हैं जिनका पालन करना हर एक का कर्त्तव्य होना चाहिए।

१. अपने से बड़ों के साथ हमेशा 'आप' कह कर बात करनी चाहिए जैसे -
पिताजी, आप कहाँ जा रहे हैं?
माताजी, आप क्या कर रही हैं?
२. यदि कोई आपको बुलाए तो 'क्या', 'ऐ', 'हाँ' या 'ओप' न कह कर, 'जी' या 'जी नहीं' या 'जी हाँ' में उत्तर देना चाहिए।
३. किसी के घर या कमरे में जाने से पहले दरवाजे पर खटखटाना तथा आज्ञा मिलने पर अन्दर जाना चाहिए।
४. दोनों हाथ जोड़ कर, 'नमस्ते', 'प्रणाम', या 'नमस्कार' आदि कह कर दूसरों का अभिवादन करना चाहिए।
५. कोई कुछ लिख रहा है या पढ़ रहा है तो उसे ऊपर से या पीछे से झाँक कर पढ़ने का प्रयास कभी नहीं करना चाहिए।
६. अपने से बड़े या अतिथि के आने पर खड़े हो कर उनका स्वागत करना चाहिए। जब वे जाने लगे तो द्वार तक उनके साथ जाना चाहिए।

७. माँगना अच्छी आदत नहीं है। यदि किसी से कुछ माँगना ही पड़े तो उसे सही-सलामत ठीक समय पर लौटा देना चाहिए।
८. किसी से यदि किसी काम या चीज के लिए वायदा किया है तो उसे अवश्य पूरा करना चाहिए। वायदा करने से पहले यह सोचना जरूरी है कि क्या मैं उसे पूरा कर सकता हूँ या नहीं।
९. किसी के पीछे उसकी निंदा करना बुरी बात है।
१०. यदि दो व्यक्ति आपस में बात कर रहे हैं तो बीच में तब तक न बोलें जब तक उनकी बात न समाप्त हो जाए।

अभ्यास कार्य:

१. इन प्रश्नों के उत्तर लिखिए:

क. शिष्टाचार का अर्थ क्या है?

ख. शिष्टाचार के नियम पालन से क्या फायदा होता है?

ग. अपने से बड़ों को क्या कह कर बुलाना चाहिए?

घ. किसी के द्वारा बुलाने पर क्या कह कर जवाब देना चाहिए?

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

Hindi

YEAR 7

Strand	Culture
Sub Strand	कृष्ण सुदामा की दोस्ती
Content Learning Outcome	सांस्कृतिक मूल्यों व व्यवहारों की समझ के द्वारा अपनी पहचान बनाए रखना

५. 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 आपके आने की खबर अन्दर भिजवाता हूँ।”

“मेहरबानी करके 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 जाकर, 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 !” श्रीकृष्ण 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 यूँ 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।

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 | ----- |

✓ 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. द्वारपाल 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 । -----

STRAND	M 3: MEASUREMENT
SUB STRAND	M 3.1:Length/Area
CONTENT LEARNING OUT COME	Calculate and use appropriate metric units to calculate length, distance, area and perimeter of 3D shapes

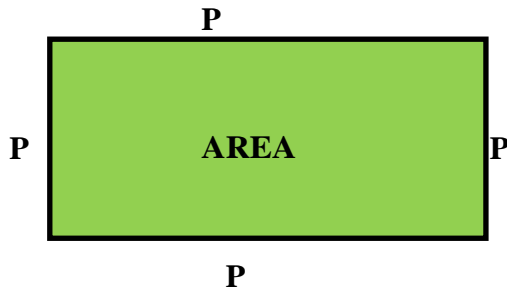
Imperial and Metric units of Length.

Imperial units were used before the metric units.

Example - Imperial units are foot, steps, span, fathom,

Metric units are, kilometer, meter, centimeter, and millimeter

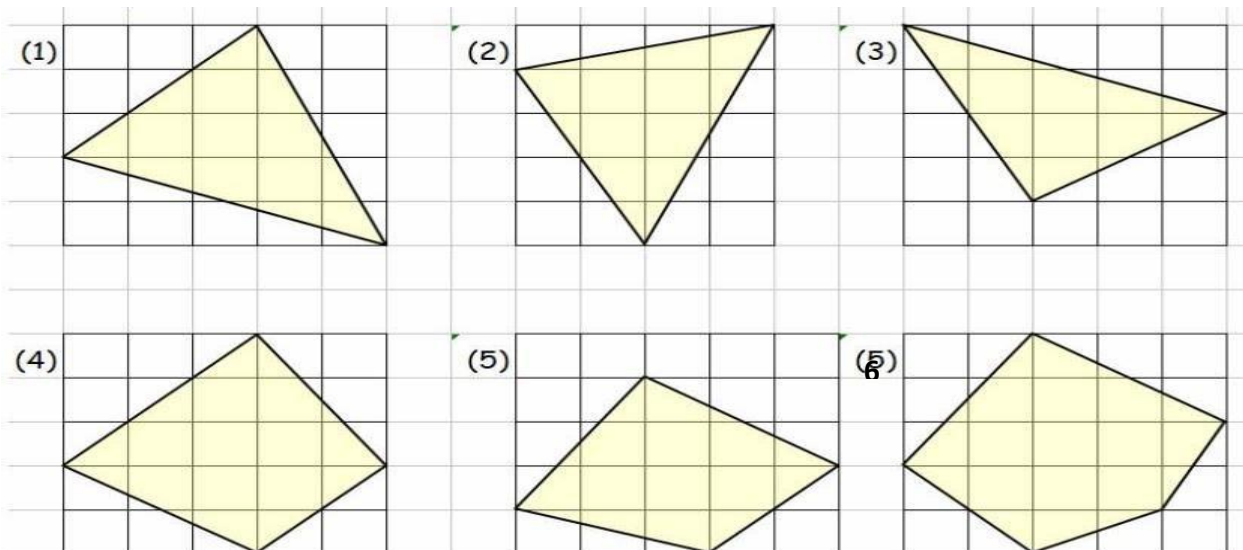
What is the difference between perimeter and area?




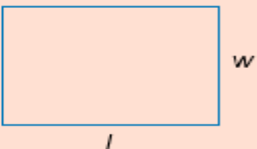
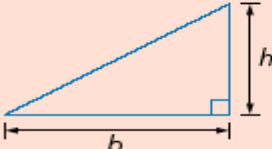
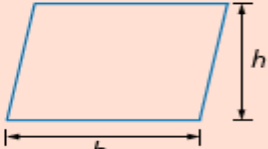
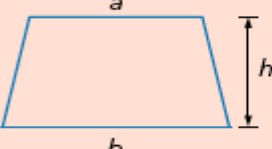
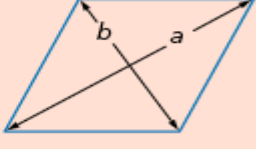
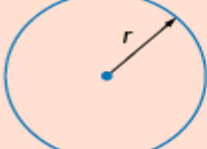
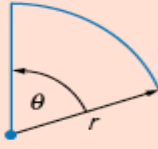
Perimeter is *the sum of distance around an object* while the *area is the amount of space inside the boundary of a flat (2-dimensional) object*.

CALCULATING AREA

1. Calculate the area of the shapes by counting the squares. Each square = 1cm^2

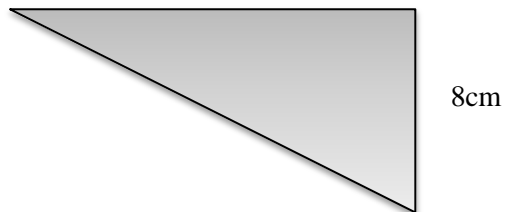


CALCULATING AREA

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 $\text{Area} = \frac{\theta}{360} \pi r^2$
			

Calculate the area.

1. a) 7cm

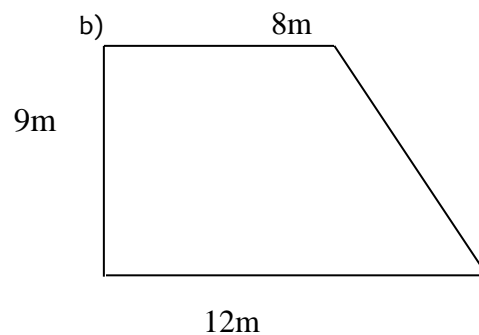
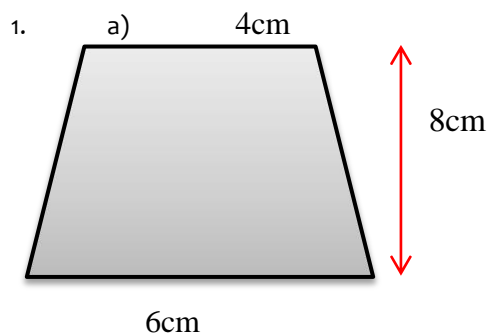


Complete the table.

	Base	Height	Area
a	5.4cm	4.5cm	
b	12m		48m
c		8cm	72cm
d	1.6m		64cm

AREA OF PARALLELOGRAM, TRAPEZIUM AND RHOMBUS

Exercise 3.1E



1075 LOVU SANGAM SCHOOL
LESSON NOTES-WHPS-7

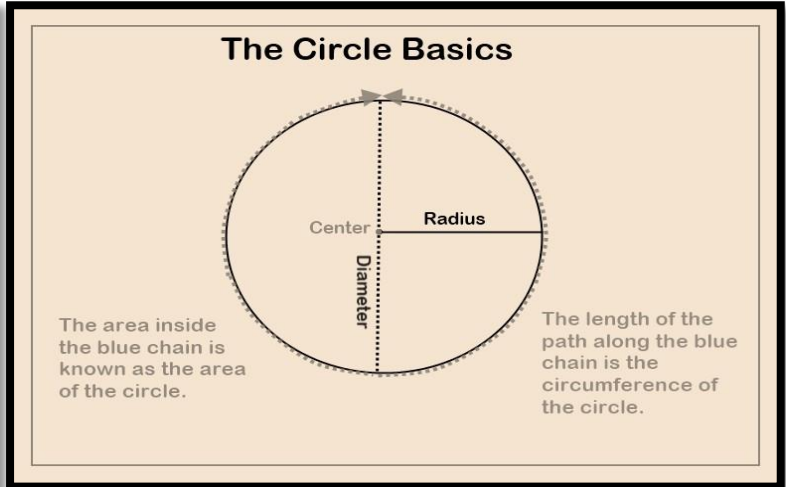
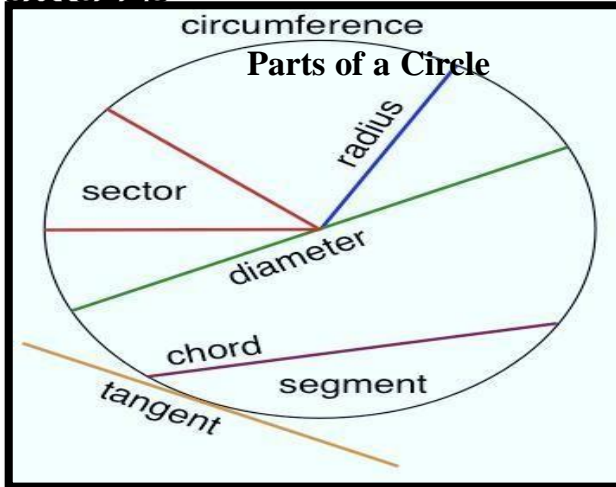
SUBJECT: MATHS

NAME: _____

YEAR: 7

STRAND	M 3: MEASUREMENT
SUB STRAND	M 3.1:Length/Area
CONTENT LEARNING OUTCOME	Construct and calculate radius, diameter and circumference of a circle using standard units

CIRCLES



center $\pi = 3.14$

Diameter (the distance of any line segment that passes through the center of the circle and whose endpoints are on the circle.)

Radius (the distance from the center of the circle to any point on the line.)

The radius multiplied by 2 is the same distance as the diameter.

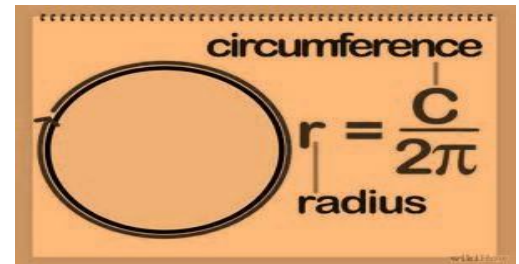
The diameter divided by 2 is the same distance as the radius.

Circumference = $2 \pi r$ OR
 Circumference = πd

Example:

Circumference = $2 \pi r$
 Circumference = $2 (3.14) (5 \text{ cm})$
 Circumference = 31.4 cm

Calculate the radius and diameter



Example

The circumference is 154cm and the value of π is $\frac{22}{7}$

Calculate the radius of the circle

$$r = \frac{c}{2\pi}$$

$$= 154 \div \frac{22}{7}$$

$$= 154 \times \frac{7}{22}$$

$$= 49\text{cm}$$

If the radius is 49cm, the diameter will be $2r$

$$= 2 \times 49$$

$$= 98\text{cm}$$

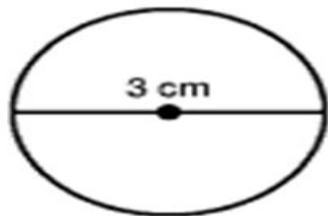
CALCULATING THE CIRCUMFERENCE OF A CIRCLE

1. Calculate the circumference of the following circles which have the following dimensions.

a) radius = 7cm

b) radius = 28cm

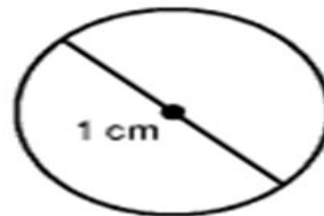
Calculate the circumference of each circle.



C = _____



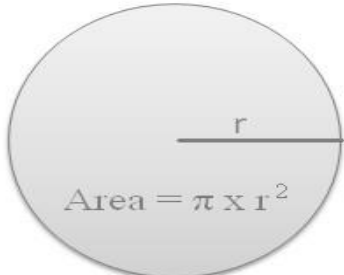
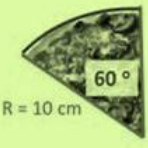
C = _____



C = _____

AREA OF CIRCLES

To calculate the area of a circle we use the formula given

Area of Circle	Area of Sector
 <p>Area = $\pi \times r^2$</p>	<p>A = Area of one piece of Pizza</p>  <p>R = 10 cm</p> <p>60°</p> <p>We only have 60° out of the full 360° of the circle.</p> <p>This fraction is 60 / 360</p> <p>This small piece of pizza part of the circle is called a "Minor Sector".</p>
$A = \pi r^2$ $= (3.14)(5)^2$ $= (3.14)(25)$ $= 78.5 \text{ cm}^2$	<p>The full AREA inside a Circle is given by the formula: $A = \pi \times R^2$ where $\pi = 3.1416$</p> <p>$A = 60 / 360$ of a full circle</p> <p>$A = 60/360 \times (\pi \times R \times R)$</p> <p>$A = 0.1667 \times (3.1416 \times 10 \times 10)$</p> <p>$A = 52.3 \text{ cm}^2$ ✓</p>

Exercise 3.1G

Use $\pi = 3.14$ or $\frac{22}{7}$ for the problems in this Exercise.

1. Find the area of the circles which have the following radii. Use $\pi = \frac{22}{7}$

a) 7cm

b) 14cm

c) 42mm

d) 28m

CONVERTING UNITS OF LENGTH

To convert one metric unit of length into another

Metric system are : (i) centimetre(cm);
(ii) metre(m) ; (iii) kilometre(km)

Converting One Metric Unit into Another

Larger to smaller unit → multiply

Rememberok!

km m cm mm

÷ 1000 ÷ 100 ÷ 10

divide ← smaller to larger unit

Example 1: Convert

(a) 32 cm into mm (b) 1.35 km into m (c) 3.48 m into mm

Solution:

(a) 32 cm	(c) 3.48 m
= 32×10 mm	= 3.48×100 cm
= 320 mm	= 348×10 mm
	= 3 480 mm
(b) 1.35 km	
= 1.35×1000 m	
= 1 350 m	

Example 2: Convert

(a) 54 cm to m (b) 367 mm to m

Solution:

(a) 54 cm	(b) 367 mm
= $54 \div 100$ m	= $367 \div 10$ cm
= 0.54 m	= $36.7 \div 100$ m = 0.367m

Exercise

Convert from larger to smaller unit indicated.

a) $8\text{cm} = \underline{\hspace{2cm}}\text{mm}$ b) $634\text{m} = \underline{\hspace{2cm}}\text{cm}$ c) $1237\text{km} = \underline{\hspace{2cm}}$

d) $158\text{m} = \underline{\hspace{2cm}}\text{mm}$ e) $7540\text{km} = \underline{\hspace{2cm}}\text{cm}$ f) $84\text{km} = \underline{\hspace{2cm}}\text{mm}$

1075 LOVU SANGAM SCHOOL

YEAR 7

SOCIAL SCIENCE

WORKSHEET – Home package 6

NAME: _____

STRAND: Resources and Economic Activities

SUBSTRAND: Use and Management of Resources

CLO: Investigate the resources of the Pacific and discuss how these resources have helped in development of the countries.

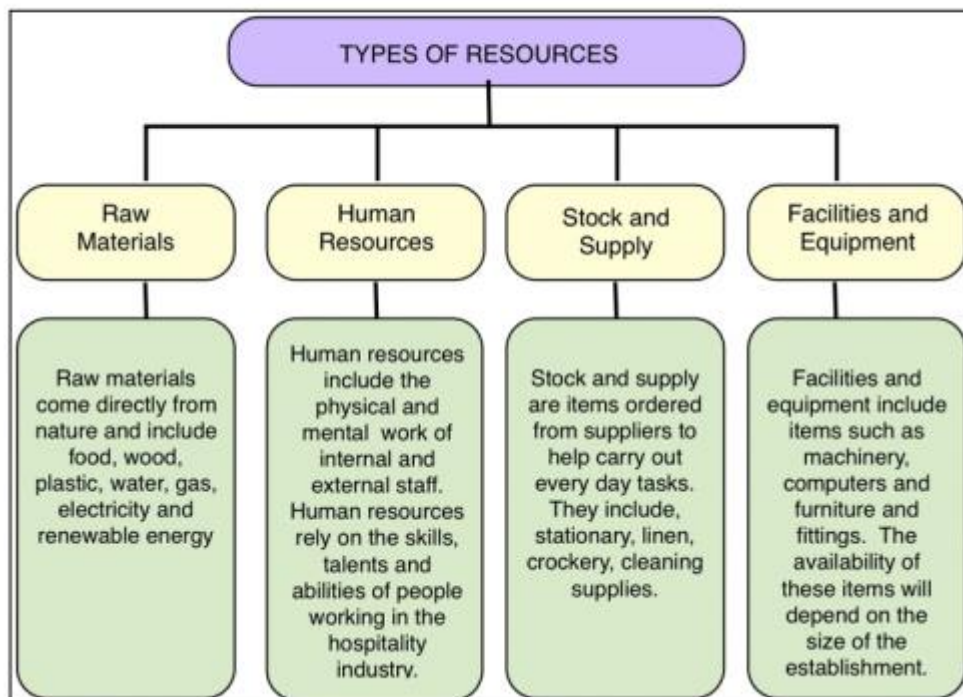
TOPIC: Resources

1. A resource is something that provides the means to satisfy the needs and wants of an individual, family, community or society.
2. We have different ideas about our resources and that will depend on our cultures and where we live.
3. In the Pacific Islands, we have traditional resources which contribute to our identity, wealth and community wellbeing.
4. Some resources are owned individually while majority of these resources are owned by tribes and clans.

Managing Our Resources

1. With the many resources we have, it is also important that we look after them and manage them well.
2. With the growing population, increasing migration, climate change and increasing development, if we do not manage them well, our resources will be destroyed and reduced in quality and quantity.
3. With the growing development and trade, many countries are looking into the Pacific to provide them with natural resources.
4. These resources will help them to develop economically, that is to earn more money for their country.
3. On the other hand, our Pacific Island Countries are losing most of these resources and as a result involve more on international trade which may lead to more borrowing and country getting into debt.

Different Types of Resources in the Pacific



QUESTIONS

1. In your country, identify ways of owning resources and what are the advantages and disadvantages of these ownership styles?

2. List down at least some resources that are common to all Pacific Island Countries?

3. Write down what is the impact of climate change or change in climate has on family, village/community or country's resources?

4. Identify a resource that your country has and is very much demanded by outsiders or other countries?

5. What do they give to your country in return?

1075 LOVU SANGAM SCHOOL

YEAR 7

SOCIAL SCIENCE

WORKSHEET – Home package 7

NAME: _____

STRAND: Resources and Economic Activities

SUBSTRAND: Use and Management of Resources

CLO: Investigate the resources of the Pacific and discuss how these resources have helped in development of the countries.

Some major resources in Australia

- Australia is a provider and exporter of energy sources.
- It is one of the largest exporters of coal, and manufactured goods.
- It also produces and export of wheat.

Some major resources in New Zealand

- There are different types of resources that are available in New Zealand.
- People use resources differently through time because their ideas and knowledge of technology are always changing. The land itself is a major resource. It a resource for the tourism industry which provides earnings.
- It also provides for agriculture. Agriculture is important as it supplies many products like dairy milk, meat, wool and fruit orchards. It also produces and exports wheat.
- The land is also a source of wealth where it provides minerals like coal, ore, gold and silver.
- It also provides forests where it supplies timber. The pictures on page 63 show different types of resources available in New Zealand.

Pastoral Farming



Sheep Farming





Vegetable Farming



Forest Plantation



Gold



Iron ore



Silver ore

source: <https://www.google.com>

ACTIVITY

1. Write down few things that Australia is well known for.

2. List down some of the goods that Australia manufactures?

3. Write down some of the energy sources that Australia provides and export overseas?

4. Name some of the main resources in New Zealand?

5. Write down the main exports of New Zealand?

6. Explain the reasons why exporting goods are important for a country?
