1075 LOVU SANGAM SCHOOL

YEAR 7

ENGLISH

WORKSHEET #4

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

TOPIC: Sentences: Beginning with verbs

- Verbs tell us what the subject is doing in the sentence. These sentences open with verbs to grab the reader's attention.

i. Circle the verb openers in the sentences below.

Example: (Accept) the gift from your friend.

1. Bang the drum loudly at the concert.
2. Calculate the difference between five and seven.
3. Decorate the hall for the holidays, please.
4. Encourage your children to read every day.
5. Fix the hole in the boat so that it will float.
6. Gather up the dishes and we will wash them together.

ii. Underline the verb in the following sentences.

1. Several people are walking around the mall.
2. Hissing, the snakes slither through the tall grass.
3. Mr. Burns agreed that the car would not move.
4. Snow covers the ground like a fluffy, white blanket.
5. Their boots were filling with water.
6. Flocks of swans honk as they fly North in Springs.
7. Behind the door, the coats are hanging.

ii. Match the beginning verb phrase with the sentence ending. The first one has been done for you.

Verb Phrase		**Answer Sentence ending**
1) Don't tell	**D**	A) the newspaper.
2) Mary reads	_____	B) in a restaurant tonight.
3) The construction crew built	_____	C) a trench across her yard.
4) Tom will eat	_____	D) anyone my secret.
5) Were you asleep	_____	E) six inches this year.
6) She is digging	_____	F) when I called you?
7) My daughter has grown	_____	G) the bridge

1075 LOVU SANGAM SCHOOL
LESSON NOTES: 04/2021

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. (expand expressions)

NOTES

Go through the following examples to learn about expanding expressions.

Examples

1. Expand the following equations.
   a. 5a
   b. 2abc
   c. m^3
   d. $6x^2y^3$

a. **5a can be expanded** as (5 x a) or (a + a + a + a + a) so we can write it as
5a = 5 x a = a + a + a + a + a

b. **2abc can be expanded as** (2 x a x b x c) that is can be written as following
2abc = 2 x a x b x c

c. **m^3 is written in base and index form** where m is the base and 3 is the index. So when we expand x^3 it will be written as (m x m x m) that is same as
m^3 =m x m x m

d. **$6a^2b^3$ can be expanded as** (6 x a x a x b x b x b). **Note** 6 is the numeral which is always written first and the pronumerals have to be written in alphabetical order.

ACTIVITY

Expand the following equations.

	Equations	Expand the equations
1.	6a	
2.	4nm	
3.	$3x^2$	
4.	a^3b^3	
5.	12ab	
6.	3d	
7.	stu	
8.	2w	
9.	$4n^2$	

10.	bcd	

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. (shorting of expressions)

NOTES

Algebra provides a short way of writing ideas in mathematics. Since pronumerals take the place of numerals they behave the same way when we perform operations with them. When writing algebraic expressions, we try to shorten or simplify the expression as much as possible.

Examples on shortening equations.

1. $3 \times a = 3a$
2. $a \times b = ab$
3. $x \div 5 = \frac{x}{5}$
4. $a \div b = \frac{a}{b}$
5. $a + a + a + a + a = 5a$
6. $a \times a \times a = a^3$
7. $5 \times (n + 2) = 5(n + 2)$
8. $2x \div 5 = 2x/5$

ACTIVITY

Write these equations without multiplication or division sign.

	Equations	Write equations without multiplication or division sign.
1.	k x 7 =	
2.	a ÷ 3 =	
3.	a x b x c =	
4.	5 x (a + 2) =	
5.	5 x (m – n)=	
6.	3x ÷ 5 =	
7.	(a – b) ÷ 2 =	
8.	2 x c ÷ 4 =	
9.	4 x (a + 8)=	

10.	2a x b =	

1075 LOVU SANGAM SCHOOL

YEAR 7

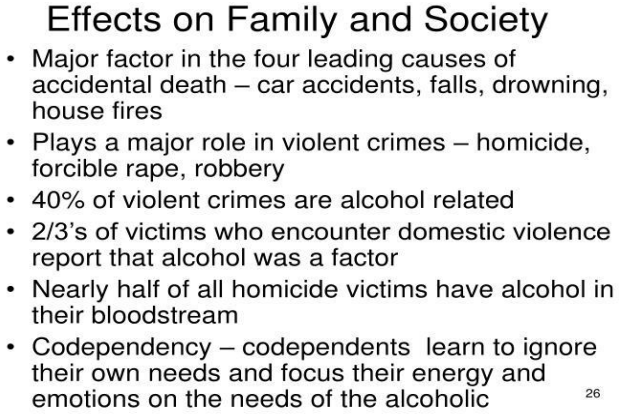
HEALTHY LIVING

WORKSHEET #4

Strand: Safety
Sub Strand: Personal Safety
CLO: Promote the prevention of tobacco and alcohol abuse on society.
Topic: Effects of Alcohol and Tobacco in the community.

Effects of alcohol on the family and the community

- Less money spent on the food for the family
- Getting into trouble with law and other members of the public
- Health complications- Alcohol affects the brain, kidney, liver and heart.
- Domestic violence
- Annoying members of the public and community
- Neglect family needs
- Disrespect others rights and create trouble in the neighborhood.
- Less time spent with family members
- Can cause deaths such as fights, road accidents and drowning.



Smoking and its effect on the family, individual and the community

Smoking

- Neglect of family needs and wants
- Health risks for the individual- Smoking affects the brain, lungs, liver and other parts of the body.
- Very costly. Smoking costs a lot of money.
- Children and family are at health risk due to second hand or passive smoking
- The whole family is affected financially by the cost of the tobacco and the related products.

ACTIVITY

1. List 4 effects of alcohol in the community.

_____
_____
_____
_____

2. List 4 effects of smoking in the family and community.

_____
_____
_____
_____

Draw, Colour and Label how to promote the prevention of tobacco and alcohol abuse in our society

LOVU SANGAM SCHOOL
Year / Level: 7
Subject: HINDI
Worksheet – Home package 9 **NAME:_____**

STRAND	संस्कृति
SUB STRAND	सांस्कृतिक मूल्यों व व्यवहारों की समझ के द्वारा अपनी पहचान बनाए रखना
CONTENT LEARNING OUT COME	गीत, कविताएँ, नृत्य संस्कृति से संबंधित मौलिक कविता/ गीत/ नृत्य खुद तैय तथा प्रस्तुत करना)

कवीता

देश की मिट्टी

इस मिट्टी से बैर करो मत ये मिट्टी ही सोना है
इसी में हंसना इसी में गाना, इसी में यारों रोना है
इस मिट्टी में जन्म लिया है, इसी मिट्टी में रहना है
इसी में खा के इसी में जाके, इसी में वापस आना है

इससे प्रेम करोगे प्यारे, नाम अमर हो जाना है
इसी में सपना, इसी में अपना इसी में ये जग सारा है
इसी में कंकर, इसी में पत्थर, इसी में अन्न भी होना है
इस मिट्टी से बैर करो मत ये मिट्टी ही सोना है

इसी में आना जाना, इसी में जाना, इसी में खोना पाना है
इसी में राम जी इसी में किशन जी, इसी में प्रभु को आना है
जितने पापी है दुनिया में उनको मिटाके जाना है
इसी में पाप भी इसी में पुन्य भी, यहीं से दोनों को जाना है

अच्छे कामों का फल अच्छा, बुरा करके पछताना है
इस मिट्टी से प्यार करोगे, हँसते हँसते जाना है
इस मिट्टी से बैर करो मत ये मिट्टी ही सोना है

शम्भु नाथ

दिए गए प्रश्नों का जवाब पूरे वाक्यों में लिखिए ।

१. कविता में आए 'इसी' शब्द का प्रयोग किसके लिए किया गया है ?

. मिट्टी का पर्यायवाची शब्द लिखिए ।

. अच्छे काम करने से कैसा फल मिलेगा ?

. हमें क्यों इस मिट्टी से बैर नहीं करना चाहिए ?

. इस कविता से हमें क्या सीख मिली है ?

1075 LOVU SANGAM SCHOOL
YEAR 7
SOCIAL SCIENCE

WORKSHEET – Home Package 4 **NAME:**_____

STRAND: Place and Environment
SUBSTRAND: Features of places
CLO: Examine strategic positions of the Pacific Islands in the world and discuss their attributes as part of the global world.

BEING AN ISLAND COUNTRY

Fiji is an island country that is unique. As Pacific Islanders we are different from other parts of the world.

These are some features that make us special:

- Small size islands
- The islands are physically isolated and far from each other,
- Its people are strengthened by boundaries of dangerous waters that increases a sense of place or identity,
- Its people maintain island communities regardless of economic pressures that is faced,
- Friendly people that care for each other
- Almost everyone on the island knows each other.

When we talk about our ***islandness***, we are referring to things that make us unique as Pacific Islanders and different from others in the world.

Some of these special characteristics are:

· White sandy beaches
· Smiling faces
· Friendliness
· Surrounding and ecosystem
· culture

ACTIVITY

1. When we talk about our islandness, we are referring to things that make us unique as _____.

2. Write down a disadvantage of living in smaller islands?

_____

3. Why do you think Fiji is important/special for you?

Draw, Colour and Label a Feature that makes Fiji Special for you.

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

Hazard, Disaster and its Socio- Economic Environmental Impact

Hazard – is a danger or a risk.
Disaster - a sudden event, such as an accident or a natural catastrophe, that causes great damage or loss of life.
Hazards are occurrences that pose a threat or danger on the lives of people and livestock's, and damages to their environment. They can be caused naturally or intensified by human actions. The Pacific is affected with natural hazards but not all the natural hazards occur in the region.

The Natural Hazards that affect the region are**: Tropical cyclones /hurricanes, Flood, Earthquakes, Landslides, Tsunamis, Drought and Storm Surge.**

The man-made disasters that affect the region are**: Fire, Deforestation, Pollution and Road Accidents.**

BEING AWARE OF THE APPROACHING OCCURANCE OF NATURAL HAZARDS

Fiji is affected by all the hazards listed above and have understood the signs of an approaching hazard over time by using traditional knowledge and modern machines.

Traditional Knowledge

The people of the past without the use of instruments and modern machines could detect an approaching hazard by looking at the signs and odd behaviour of animals and birds.

 for approaching tropical cyclones- bee hives are found on the ground instead of being suspended or hanging from a tree.
 for tsunamis- the low tide, extends further out to sea, beyond the normal shoreline of low tides.
 for approaching hurricanes and tsunamis- the nocturnal birds are found flying in the day and rats are visible, dogs howl abnormally.

Modern Machines

Machines are being used nowadays to detect the possible occurrence of natural hazards. These are some machines used:

 Seismograph– detects the shake of the ground (earthquakes)
 Anemometer – measures wind speed (tropical cyclone / hurricane)
 Barometer – measures air pressure (depression / tropical cyclone)
 Rain Gauge – measures rainfall (flood / drought)

ACTIVITY
1) Find the meaning of these terms:
a) Tropical Cyclone _____
_____
c) Earthquake_____
_____
d) Landslide_____
_____
g) Storm Surge_____
_____

1075 LOVU SANGAM SCHOOL

YEAR 7

VOSA VAKA VITI

WORKSHEET # 4

Matana: Volavola kei na Bulibuli
Matana Lailai: Lawa ni Vosa.
CLO: Bulia e dua na iokaoka ni tukutuku veikauyaki kei na kena e volai me vakadewataki ka vakamacalataki kina na nanuma ena i rairai duidui eso

NA VOSA E CAVUTI

- Ni da vola na vosa e cavuti, e dua na ka bibi na kena vakadigotaki vakadodonu na veika e cavuti. Oqo e vakayagataki kina na cegu leka, cegu levu, cegu taro kei na koma lili. **(, . “ ”)**
- Vakadewataka mada na i tukutuku ka soli koto.
  - E taroga ko Sitiveni se sa yaco mai vei na waqa.
    “Sa yaco mai vei na waqa?” a taroga ko Sitiveni.

  - A kaya ko Salesi ni na qai lako e na siga ka tarava.
    “Au na qai lako ni mataka,” a kaya ko Salesi.

NAUNI

- Na nauni e okati kina na yaca ni tamata, vanua se dua na ka me vaka na Suva, Sekove, koli, teveli, dabedabe, Savusavu.

VU

- Na Vu e okati kina na vosa cakacaka. Oqo na vosa e vakayagataki ni dua e cakava tiko e dua na ka me vaka na cici, kaba, lako, vodo, qalo, taubale, talitali.

CAKACAKA LAVAKI

Wirina na matanivola e dodonu. Na taro e ke e vauci vata kina na cakacaka sa oti.

1. Sa daro na qito. Na vosa cava e na i yatu vosa e **nauni**?

   A. Sa B. na C. qito D. daro

2. “Dou dau veilomani,” a tataunaka na turaga.

   Na i yatu vosa cava e vakasavuya vakadodonu na i yatu vosa e cake.

   A. A tataunaka na turaga meda dau veilomani.

   B. A tataunaka na turaga me ratou dau veilomani.

   C. A tataunaka na turaga me datou dau veilomani.

D. “A tataunaka na turaga me ratou dau veilomani.”

3. E kuruseta na loma ni vale na domo ni tagi nei Bulou.Na vosa e balebale vata kei na vosa ka toqai na rukuna na

A. voqa. B. robota. C. rogoci. D. yanaka.

4. A tarogi Seru o Epeli se o cei e qaqa ena qito. Na taro cava nei Epeli e vakadigotaki donu?

A. O cei e qaqa ena qito? a taro ko Epeli.

B. “O cei e qaqa ena qito?” a taro ko Epeli.

C. Seru! o cei e qaqa ena qito? a taro ko Epeli.

D. “Seru, o cei e qaqa ena qito?” a taro ko Epeli.

5. Au na muri rau na noqu i caba i koronivuli.

Na i yatu vosa cava e vukica na i wiliwili ena i yatu vosa e cake, ki na **lewe tolu**?

A. Keirau na muri ira na neirau i caba i koronivuli.

B. Keitou na muri ira na neitou i caba i koronivuli.

C. Keitou na muri iratou na neitou i caba i koronivuli.

D. Keimami na muri ira na neimami i caba i koronivuli.

6. A cici muria na kalavo e dua na vusi loaloa.

Na vosa cava e na yatuvosa oqo e **vu**.

A. cici B. kalavo C. vusi D. A

1075 LOVU SANGAM SCHOOL
YEAR 7
BASIC SCIENCE

WORKSHEET – Home Package 4 **NAME:_____**

STRAND	ENERGY
SUB STRAND	ENERGY SOURCE AND TRANSFER
CONTENT LEARNING OUT COME	Account and report on the different forms of energy can be transferred from one medium to another.

NOTES

Electrical Energy

1. Electricity is one of the basic forms of energy associated with electric charge, a property of atomic particles such as electrons or protons.
2. Electric charges can be stationary as in static charges or moving as in electric current.
3. Electricity can be generated from many different sources.
4. It can be sent almost instantly over long distances and can also be stored.
5. It can be converted efficiently to other forms of energy such as heat energy or wind energy.
6. Electricity is an integral part of our modern lives.
7. Electrical energy is one of the convenient forms of energy because we are using it every day.
8. To use electricity connected to your home, all you have to do is to switch it on or plug an appliance into your electrical socket and use it.
9. Electrical energy cannot be destroyed but it can change to other forms such as heat, light or sound energy.

ACTIVITY

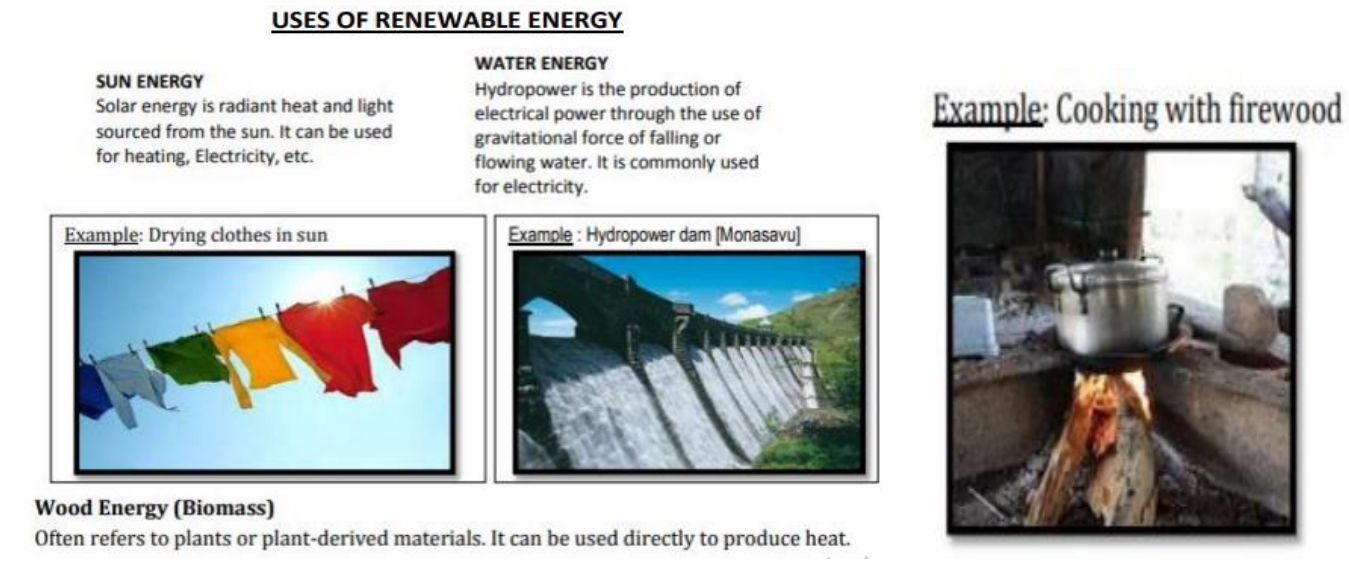
Complete the table given below.

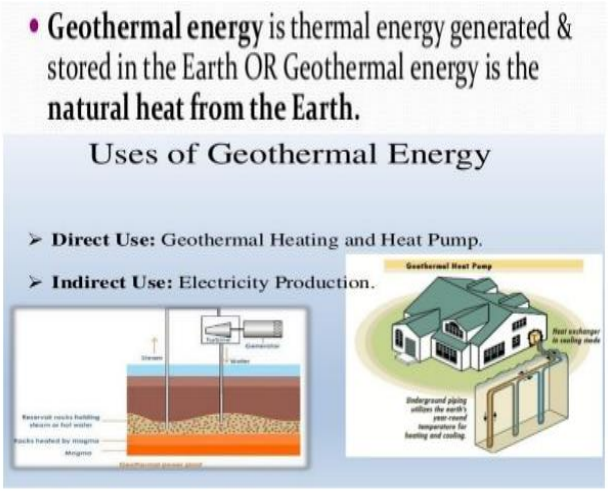
Items	What form of energy is electricity changed into?
Iron	Heat energy
Water heater	
Fan	
Study lamp	
Rice cooker	
Vacuum cleaner	
TV	
Radio	
Phone	
Lap top	

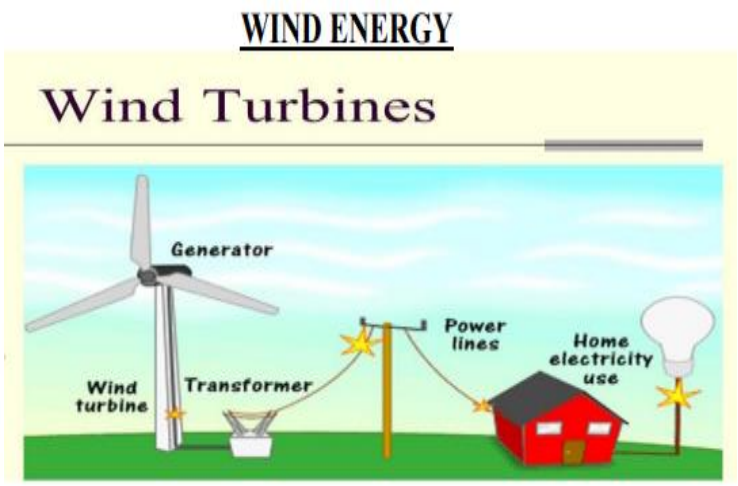
STRAND: Energy

SUBSTRAND: Energy Source and Transfer

CLO: Investigate and illustrate the different energy sources and their uses and classify them into renewable and non-renewable.







Activity

Energy	Uses
Wind	
Solar (sun)	
Water (hydro-powered)	
Geothermal	
Biomass	