Subject: <u>English</u>   **Year: 7**   **Name: _____**

Strand: **Writing and Shaping**
Sub-Strand: **Language features and rules**
CLO: **Explore and Use appropriate conventions of short formal writing**

LESSON NOTES:

SAFETY ON THE ROAD

At one time the only danger on the roads was from wild animals and in some places, bandits. Now the roads are full of cars, trucks and buses. These vehicles are as dangerous as the wildest animal and the fierce bandit. There are also many more of them. Everyday people are killed while crossing the road. Most of these people are old and children. Old people are often killed because they usually cannot see or hear very well. Children are killed because they are careless. They forget to look and listen before they cross the road. A car, truck or bus cannot stop very quickly. If the vehicle is going very fast it will travel many metres before it stops. Pedestrians do not always understand this. They think a car can stop within few metres. The faster a car is travelling the longer it takes to stop. It is very difficult for a pedestrian to know how fast a car is travelling. He may think it is going slowly when it is going very quickly. The only safe way to cross the road is to look both ways, right and right again. If the road is clear, then it is safe to cross. The correct way to cross the road is to walk quickly. It is not safe to run. If people run across the road, they may fall down.

Adapted from: '*Effective Comprehension'*

ACTIVITY: **Answer in complete sentences**

1. What made the roads dangerous in the past?

The roads were dangerous in the past from wild animals and bandits in sme places

2. Why are the roads still unsafe nowadays?

The roads are still unsafe nowadays due to road accidents

3. Why old people are often killed?

Old people are often killed because they usually cannot see or hear very well

4. What do pedestrians often fail to understand?

Pedestrians often fail to understand that if the vehicle is going very fast it will travel many metres before it stops

5. What do pedestrians find hard to do?

The pedestrians find it hard to know how fast a car is travelling

6. The faster a car is travelling, the longer it takes to stop.
7. Children are often killed because they are often careless.

Subject: Mathematics   **Year: 7**   **Name: _____**

STRAND – Number and Numeration
SUB – STRAND: Fractions
CLO: Demonstrate and represent fractions as parts of whole quantity, mass, length or a dollar

LESSON NOTES: **FRACTIONS**

Convert Mix Numbers into Improper Fraction

➤ To convert Mix Numbers into Improper Fraction, we must First Multiply the Whole Number with the Denominator and then add the Numerator. The result is always over the Denominator.

➤ Example: $3\frac{2}{4}$ when converted into an Improper Fraction it would be [4 x 3 = 12 + 2 = $\frac{14}{4}$]

Convert Improper Fraction into Mixed Numbers

➤ To convert Improper Fractions into Mixed Number, we must do long division and get an answer with a remainder. That is; to Divide the Numerator by the Denominator.

➤ Example: $\frac{17}{4}$ when converted into a nixed number would be [17 ÷ 4 = 4 Remainder 1 written over the denominator as $4\frac{1}{4}$

ACTIVITY:

Converting Improper Fractions to Mixed Numbers

1) $\frac{29}{4}$ = $7\frac{1}{4}$ 2) $\frac{13}{6}$ = $2\frac{1}{6}$ 3) $\frac{73}{9}$ = $8\frac{1}{9}$

4) $\frac{65}{8}$ = $8\frac{1}{8}$ 5) $\frac{17}{2}$ = $8\frac{1}{2}$ 6) $\frac{5}{2}$ = $2\frac{1}{4}$

7) $\frac{25}{4}$ = $6\frac{1}{4}$ 8) $\frac{43}{7}$ = $6\frac{1}{7}$ 9) $\frac{29}{4}$ = $7\frac{1}{4}$

Converting Mixed Numbers to Improper Fractions

1) $7\frac{1}{3}$ = 22/3   2) $7\frac{9}{10}$ = 79/10   3) $7\frac{3}{4}$ = 31/4

4) $2\frac{1}{2}$ = 5/2   5) $8\frac{4}{7}$ = 60/7   6) $2\frac{3}{5}$ = 13/5

Subject: Healthy Living   **Year: 7**   **Name: _____**

STRAND: Building Healthy Relationships
SUB-STRAND: Relationships
CLO: Identify, describe and analyze information related to their development, self-management, interpersonal and physical skills that create opportunities to make informed decisions and solve problems for meaningful and healthy life

LESSON NOTES   **Responsible Behaviours**
Contributing to the Classroom and School Community
- Being welcoming, friendly, kind and helpful.
- Participating willingly in classroom activities and working cooperatively.
- Volunteering for extra responsibilities.

Solving Conflicts in Peaceful Ways
- Expressing feelings honestly, managing feelings of anger appropriately and listening respectfully.
- Showing empathy and considering differing points of view.
- Working to solve interpersonal problems calmly and knowing when to get adult help.

Valuing Diversity and Defending Human Rights
- Treating others fairly and respectfully and trying to be unbiased and ethical.
- Showing interest in correcting injustice and speaking out and taking action to support diversity and defend human rights.

Exercising Democratic Rights and Responsibilities
- Showing a growing sense of responsibility and following school rules.
- Showing a sense of community mindedness and being accountable for personal behaviour.
- Taking action to improve the world.

ACTIVITY:

1. How can you contribute positively in the:

    Family / Home:
- Classroom: Being welcoming, friendly, kind and helpful.
- Participating willingly in classroom activities and working cooperatively.
- Volunteering for extra responsibilities.

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Community:

- By respecting others, being friendly, kind and helpful
- Participating in community based activities
- Volunteering to help

2. What are some best possible ways to solve conflicts?

- Expressing feelings honestly, managing feelings of anger appropriately and listening respectfully.
- Showing empathy and considering differing points of view.
- Working to solve interpersonal problems calmly and knowing when to get adult help

3. What is the benefit of treating everyone with fairness and respect?

- Everybody will like you.
- There will be peace and harmony

4. State ways that you can exercise your democratic rights and responsibilities.

- Showing a growing sense of responsibility and following school rules.
- Showing a sense of community mindedness and being accountable for personal behaviour.
- Taking action to improve the world.

Subject: Hindi   **Year: 7**   **Name: _____**

STRAND:		H2 – पढ़ना एवं सर्वेक्षण करना
SUB-STRAND:		H2.3 – सामाजिक व सांस्कृतिक संदर्भ परिस्थितियाँ
CONTENT LEARNING OUTCOME:	*Concepts, Skills and Attitudes:*	वर्णन करना कि विशिष्ट उद्देश्य व दर्शको के लिए विषय कैसे निर्मित होते हैं तथा पहचानना कि पाठ में सांस्कृतिक व धार्मिक मूल्य, मनोभाव व विश्वास कैसे प्रस्तुत होते हैं।

LESSON NOTES

पाठ 4 – "द्वारका में प्रवेश" (कृष्ण सुदामा की दोस्ती) (Pages 19-21)

दूसरे दिन सवेरे, सुदामा ने सुशीला की दी हुई पोटली बगल में दबाई और द्वारका के लिए रवाना हो गया। वह दिन भर पैदल चलता रहा और शाम के समय द्वारका जा पहुँचा। लगातार पैदल चलने से सुदामा के पैरों में छालें पड़ गए थे और बदन थक कर चूर-चूर हो गया था।

अब उसने आराम करने की इच्छा से इधर–उधर देखा तो पाया कि वह अपने गाँव में नहीं बल्कि एक विशाल नगर के बीचोबीच खड़ा है। उस नगर में बड़ी–बड़ी इमारतें थीं, सुन्दर बगीचे थे और सड़कों पर कई आदमी इधर–उधर आ–जा रहे थे। तब इतने बड़े नगर में, इतने सुखी और अमीर लोगों के बीच सुदामा को ऐसा लगा जैसे वह कोई अजीब बेढंगा आदमी हो।

"भाई," उसने पास से गुजरते हुए आदमी से पूछा, "जरा यह बता दो कि कृष्ण से कहाँ मिला जा सकता है?"
    "कौन कृष्ण?" उस आदमी ने पूछा, "तुम्हारा मतलब हमारे राजा कृष्ण से तो नहीं है?"
"हाँ, उसी कृष्ण से," सुदामा ने कहा, "सुना है अब वह राजा हो गया है।"
    "और यह पता नहीं कि वह रहता कहाँ है?" उस आदमी ने पूछा, "तुम कौन हो और कहाँ से आए हो?"
"बहुत दूर से आया हूँ," सुदामा ने जवाब दिया। "कृष्ण मेरा मित्र है और मैं उससे मिलना चाहता हूँ।"
    "तुम कृष्ण के मित्र हो! हमारे राजा के मित्र!" उस आदमी ने चकित होकर कहा, "वह देखो, उधर एक बड़ा सा फाटक देखते हो? वही कृष्ण के महल का फाटक है।"

सुदामा धीरे–धीरे फाटक के पास पहुँचा और जैसे ही उसके अन्दर घुसने लगा कि द्वारपाल की कड़कती हुई आवाज़ सुनई पड़ी।
    "ठहरो," द्वारपाल ने कहा, क्या चाहिए?"
"क्या कृष्ण यहीं रहता है?" सुदामा ने पूछा।
    "हाँ, रहते हैं, हमारे राजा कृष्ण इसी महल में रहते हैं।" द्वारपाल ने जवाब दिया।
"मुझे उससे मिलना है।" सुदामा ने कहा।
    "कृष्ण से? हमारे राजा कृष्ण से?" द्वारपाल ने पूछा, "तुम कौन हो और यहाँ आए कहाँ से?"
"मैं सुदामा हूँ और बहुत दूर से चलकर आया हूँ।" सुदामा ने जवाब दिया, "मैं कृष्ण का दोस्त हूँ और उससे मिलना चाहता हूँ।"

अभ्यास (Activity)

1. सुदामा को अपने गाँव से द्वारका नगरी पहुँचने में कितने दिन लगे ?

   सुदामा को अपने गाँव से द्वारका नगरी पहुँचने में एक दिन लगे ।

2. द्वारका नगरी के बीच खड़े होकर सुदामा कैसा महसूस कर रहा था ?
   सुदामा को ऐसा लगा जैसे वह कोई अजीब बेढंगा आदमी है ।

3. सुदामा को कृष्ण के महल का पता कैसे चला ?
   सुदामा ने पास से गुजरते हुए आदमी से पूछा था ।

4. द्वारपाल ने सुदामा को किस लिए रोका था ?
   द्वारपाल ने सुदामा को रोका क्योंकि सुदामा फाटक के अन्दर घुसने लगा था ।

Subject: <u>Social Science</u>   **Year: 7**   **Name: _____**

Strand: TIME, CONTINUITY & CHANGE
<u>Sub- Strand</u>: Understanding the Past
<u>CLO</u>: Investigate "colonization" in the Pacific, and its effects on the different countries in the Pacific

<u>LESSON NOTES:</u>   <u>**Australia**</u>

- Aborigines settled in Australia more than 40000 years ago before the first British settled in the late 1800s.
- Aborigines owned Australia before Captain Cook set foot on their land in 1770.
- In 1787, 11 ships sailed from England and reached Botany Bay in 1788. 1530 people were on board. 736 were convicts.
- They later moved to Port Jackson (now known as Sydney).
- Sydney is the largest city and **Canberra** is the capital of Australia

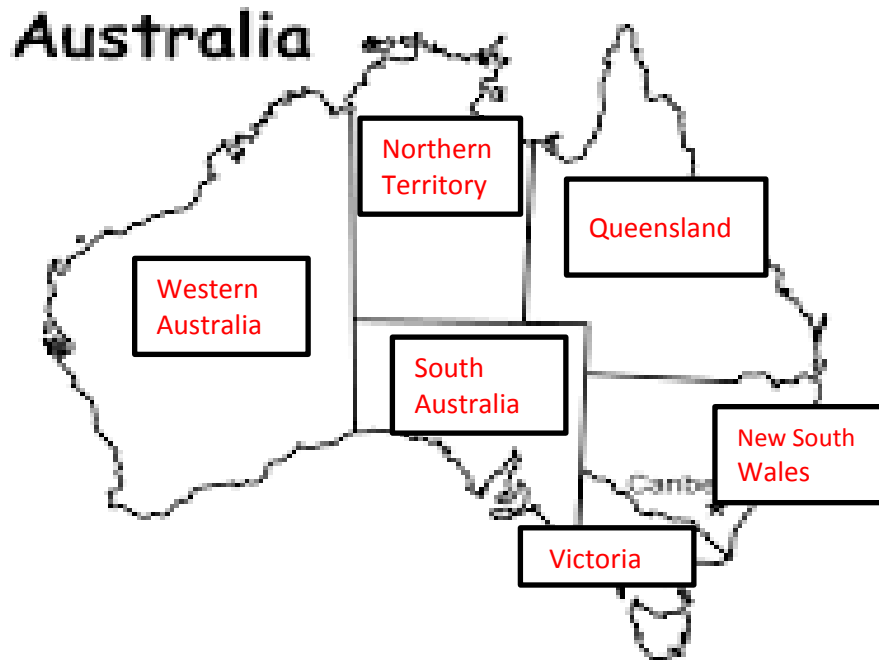<u>**Location and other characteristics**</u>

- Australia is a continent. It is an Oceanian country. Tasmania is part of Australia.
- Australia comprises of six states.
- Australia is the world's 6th largest country.
- It has a climate ranging from the tropic in the north to temperate in the south.
- The total population on Australia is about 23.6 million.
- Most people live in urban areas of the eastern states while some live along the coast.

<u>**Government**</u>

- Australia is an independent western democracy.
- It is a multicultural, developed country and one of the wealthiest in the world.
- Australia has the highest life, health and education services in comparison with the rest of the world.
- Australia is also a member country in some organizations as United Nations, G20, Commonwealth of Nations, ANZUS, Organization for Economic Cooperation and Development (OEDC), World Trade

Organization, Asia – Pacific Economic Cooperation and the Pacifica Islands Forum.

ACTIVITY: **(Research Work) Color and label the different states of Australia using different colors.**

B: Write down three things you have learnt about Australia.
- Australia is a continent.
- Sydney is the largest city and **Canberra** is the capital of Australia
- It is an Oceanian country.
- Australia comprises of six states.
- Australia is the world's 6th largest country.
- The total population on Australia is about 23.6 million.
- The natives of Australia is Aborigines
- Australia is an independent western democracy.
- It is a multicultural, developed country and one of the wealthiest in the world.
-

Subject: Basic Science　　　**Year: 7**　　　　**Name: _____**

STRAND: Matter
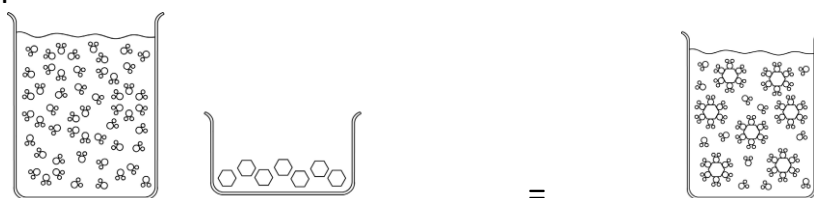**SUB-STRAND**: 7.2.1.2 Soluble and Insoluble Substances
CLO: Organize and show the solubility and density of solids and liquids in different liquids

LESSON NOTES:

Soluble Substances & Insoluble Substances

➢ When a substance mixes with water and it forms a solution, the substance is **soluble**. This means that it is able to join with the water particles.
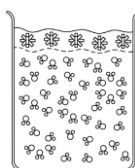　Example:

water particles　　+　sugar particles　　=　　sugar and water solution

➢ When a substance mixes with water and does not form a **solution** and only forms a mixture, the substance is **insoluble.** This means that the particles of the substance are not able to join with the water particles.
　Example:

oil and water mixture

➢ A substance may be insoluble in water, but soluble in another solvent.

ACTIVITY:

Complete the table below by placing a **tick (√)** in the appropriate column.

	Mixture	Soluble	Insoluble
1	Salt with water	√	
2	Butter (fats) with water		√
3	Paint and kerosene	√	
4	Sand with water		√
5	Dishwashing detergent with water	√	

Subject: Veika Vaka-viti   Year: **7**   Name: _____

STRAND	VOLAVOLA KEI NA BULIBULI
Sub- Strand	Na vulici ni vosa kei na gaunisala ni kena vakatavulici
Content Learning outcome	Vakarautaka eso na itukutuku buli, vakasama ena itukutuku buli kei na walewale ni volavola e vulici.

LESSON NOTES

Na Vola i vola.

1. Na i vola e volai me vakadewataki kina e dua na itukutuku.

2. Na i vola e dua na gaunisala ni vakau itukutuku.

3. E volai na i vola vei ira na lewe ni matavuvale, i tokani se ki vua e dua e vaka itutu cecere.

Vola e dua na i vola vua na Qase ni Vuli Liu e Nokonoko District School, Werelevu. Mo kerea vua me vosota ni ko sa na sega mada ni rawa ni lako yani ki vuli ni kua.   Mo vakamacalataka ni mosi na batimu ka me kauti iko ko tinamu ki valenibula mo la'ki qaravi kina. Tukuna tale ga ni ko sa na qai lesu tale ki vuli e na siga ka tarava. Ko tiko ga e nomu koro ko Nakosaya, Waibeta, Navosa. Me yacamu buli ko Didamu Leano kevaka ko goneyalewa se ko Baleitimoa Saranuku kevaka ko gone tagane.

Nakosaya
Waibeta
Navosa.
21 ni Jiulai 2021.

Na Qasenivuli Liu
Nokonoko District School
Werelevu.

I'a Saka
Au kerea saka na nomuni veivosoti e na noqu na sega ni yaco rawa saka yani e koronivuli nikua. E tauvi au e dua na mosi ni bati ka na kauti au saka tiko ko tinaqu e valenibula. Au na gole saka tale yani ki vuli ni mataka ni sa na qaravi oti saka na batiqu mai vei koya na vuniwai ni veicavu bati,

Au sa nuitaka saka ni na ciqomi na noqu sega ni rawa yani e koronivuli ena siga nikua.

Vinaka saka.

Nomuni gonevuli saka,

Didamu Leano/ Baleitimoa Saranuku