2034 NANUKU SANGAM SCHOOL
NEW TERM RE-ALIGNED
WORKSHEET 16 -2021

Subject: English **Year: 7** **Name: _____**

Strand: Writing and Shaping
Sub-Strand: Language features and rules
CLO: Examine & explain socio cultural & other values, attitudes and beliefs and their relationships with the text used, audience, purpose and conventions.

LESSON NOTES: **MAKING GOOD - CHAPTER 14 – Hard Work**

For the first time in his life George was really happy. Mr. and Mrs. Glover treated him as one of the family. Mr. Glover was strict with all his children. He made them obey him and he would not let them answer back. They respected his authority and loved him. But they were just fond of his native wife. She was gentle and easy-going, like most of the islanders. She looked after George's health. Twice a day, she made him take a huge dose of shark-liver oil. It did not taste good, but made his cough better. She tempted his appetite with all kinds of delicious dishes. In three months he was spitting no more blood. In six months his cough was gone and his ribs no longer pressed through his flesh. he was quite plump.

Up till now he had been allowed to do no work. He would spend most of the day lying down by the lagoon. Sometimes he would play with the Glover family, but he was not allowed to go fishing with them. Fishing could be a dangerous sport, and that must wait till he was stronger. He became very friendly with the eldest girl. It was she who always brought him his food. Her name was Tebutinnang, which means "Movement of Clouds." He called her Tebu for short. Eight months passed.

One evening Mr. Glover said to George, "It's high time we started to make a Christian of you. We'll start with the alphabet and teach you how to read. Tebu, fetch me a quill pen from the store – and some paper." Each evening after the day's work Mr. Glover taught George his letters. By the end of a week George knew them all and was able to write the simplest words. Mr. Glover had beautiful handwriting and expected a high standard from his pupil.

"Tebu, fetch me down my Bible from the shelf," said Mr. Glover, one evening. "The boy's good enough for Genesis now." For the next month it was nothing but Genesis. Sometimes George got rather tired of Genesis, but he did not like to say so. He was

keen to please his master. Soon he knew the chapters by heart. None of Mr. Glover's children knew them better.

From now on he worked every morning in the store, handling money. Mr. Glover began paying him ten shillings a week. Two years passed. "George," said Mr. Glover. "You are the best scholar of the lot. I'll bet there's not a seventeen year old in the island who could lick you. "But what about your mother? Do you ever think of her?" "I often think of her," said George. "It's nearly a year since I sent that money home to her and I've hear nothing."

"Next time the schooner calls – perhaps there'll be a letter then," said Mr. Glover. (**Source:** "Making Good" – Pages 66-71)

ACTIVITY

CHAPTER 14 – Hard Work

1. What made George very happy? Mr. Glover was strict with all his children.

2. How did Mr. Glover stay with the children?

_____

3. Complete the sentences given below:

a. They respected his _____

_____

b. She tempted his appetite _____

_____

c. Sometimes he would play _____

_____

d. Fishing could be a dangerous sport, _____

_____

e. From now on he worked every _____

_____

f. Mr. Glover began _____

_____

2034 NANUKU SANGAM SCHOOL
NEW TERM RE-ALIGNED
WORKSHEET 16 -2021

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

STRAND:	M5 – Chance & Data
SUB STRAND:	M5.1 - Data representation and interpretation.
CONTENT LEARNING OUTCOME:	M7.5.1.1 - Demonstrate and use a set of data to calculate range, averages and plot simple graphs and frequency tables to determine and interpret information presented.

LESSON NOTES:

Range

The range is the difference between the highest and the lowest scores.

Formula: **RANGE = HIGHEST SCORE – LOWEST SCORE**

Average (Mean)

The average value in a set of numbers is the middle value, calculated by dividing the total of all the values by the number of values. When we need to find the average of a set of data, we add up all the values and then divide this total by the number of values.

Formula: AVERAGE = **TOTAL SCORE ÷ TOTAL NUMBER OF SCORES**

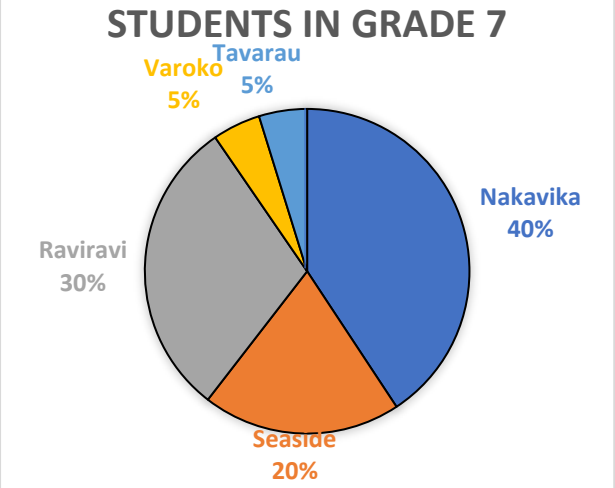
For Example: The table below shows the marks attained by Rukhmani in Assessment 1.

Subjects	English	Maths	Basic Science	Social Science	Healthy Living
Marks Gained	92	99	93	89	97

(a) Find the range.	(b) Calculate the average.
Range = Highest Score – Lowest Score = 99 – 89 = 10	Average = Total Scores ÷ Total No. of Scores = 470 ÷ 5 = 94

Reading Graphs

For example: Study the graphs given below and answer the questions that follow.

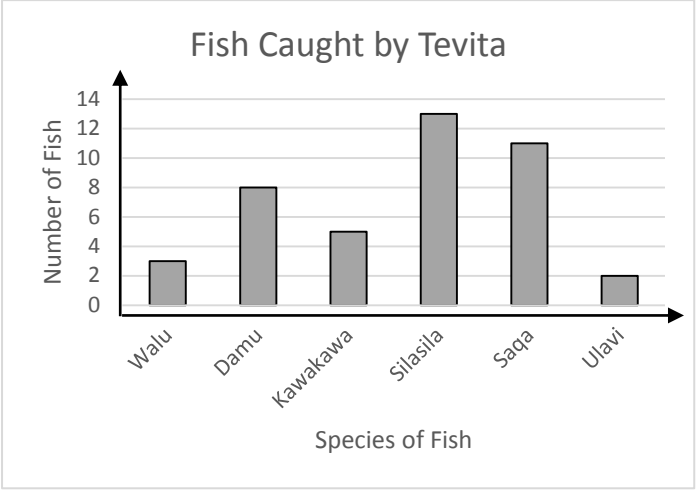


(a) What type of graph is this? **Pie Graph**

(b) What information does it show? **It shows the students in Grade 7 by locality.**

(c) From which locality do majority of the students come from? **Nakavika**

(d) If there are 20 students in this class, how many of them come from Raviravi? **6 students**



(a) What type of graph is this? **Bar Graph**

(b) What information does it show? **It shows the species of fish caught by Tevita.**

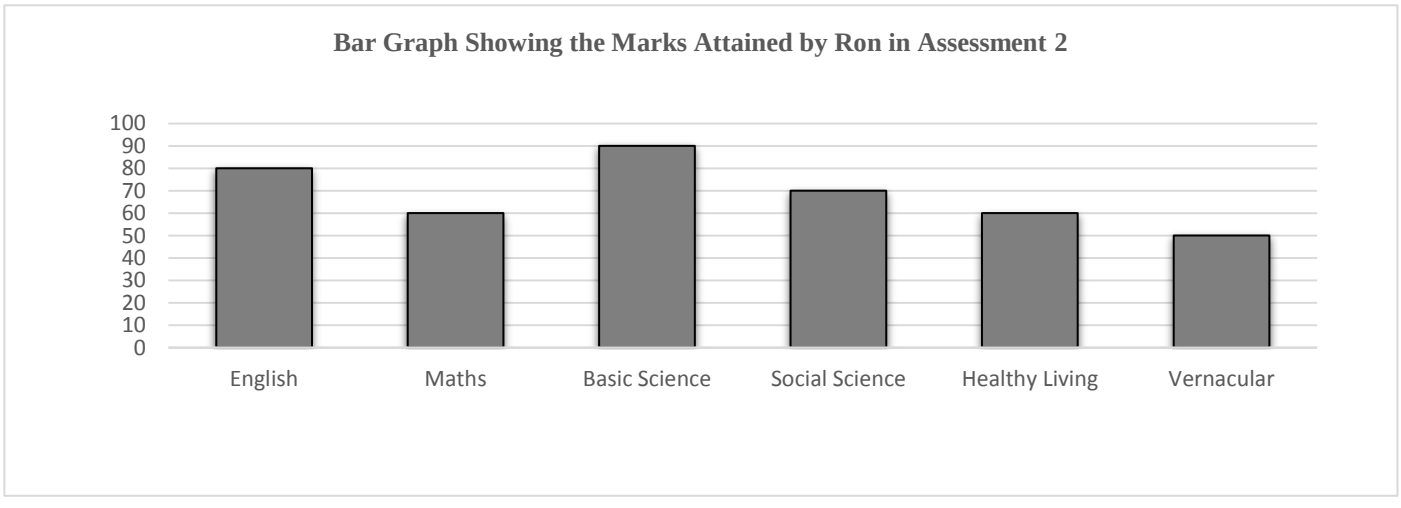
(c) Which species of fish was his highest catch? **Silasila**

(d) How many Saqa did he catch? **11**

(e) Calculate the total number of fish caught by Tevita? **42**

(f) Tevita caught 3 **walu** fish.

ACTIVITY:



1. Name the type of graph shown above. _____

2. What does the graph show? _____

3. What information does the x-axis represent? _____

4. What information does the y-axis represent? _____

5. In which subject did Ron score the highest mark? _____

6. Which **two** subjects have the same marks?

_____ _____

7. In which subject did Ron score the lowest mark?

_____

8. Find the range for marks for Ron in Assessment 2.

_____

9. Calculate the average mark for Ron in Assessment 2.

_____

2034 NANUKU SANGAM SCHOOL
NEW TERM RE-ALIGNED
WORKSHEET 16 -2021

Subject: Healthy Living Year: 7 Name: _____

STRAND:	Strand 4 – Personal And Community Health
SUB STRAND:	H7.4.4 Civic Pride
CONTENT LEARNING OUTCOME:	H7.4.4.1 - Appreciate the values of public amenities and influence others to do the same.

LESSON NOTES:

Public Amenities

Public amenities are parks, benches, buildings, sports facilities, swimming pools, public toilets, public phone booths and so forth which are provided by city or town councils for the general public to use.

Public Parks & Benches

A public park is an open space within a city or town area. People use public parks for recreation and having family or work gatherings. Public benches allow people to sit down, rest or even pass time while waiting for something else. These are provided by city/town council free-of-charge.

Public Toilets

A public toilet is a room or small building with toilets (or urinals) and sinks for use by the general public.

Public Phone Booths

Phone Booths are not so common nowadays since many individuals have their personal mobile phones and smartphones. Town/City Council used to provide public phone booths for people to use in need or in emergencies.

Taking Care of Public Amenities

Keep the parks clean. Use the benches properly. Wipe them clean afterwards.	Do not damage public amenities. Keep public toilets clean.	Do not litter the toilets. Do not damage the phones.

Vandalism is the willful or malicious destruction or defacement of public or private property. People who damage these properties are known as **vandals**.

Graffiti is writing or drawings made on a wall or other surface, usually without permission and within public view.

vandalism	graffiti

ACTIVITY:

1. Define Public Amenities:

_____

_____

2. State few examples of Public Amenities.

_____

3. Define Vandalism.

_____

_____

4. What is graffiti?

_____

_____

5. State some ways you can take care of Public Amenities.

_____

_____

_____

2034 NANUKU SANGAM SCHOOL
NEW TERM RE-ALIGNED
WORKSHEET 16 -2021

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

STRAND:	H2 – पढ़ना एवं सर्वेक्षण करना
SUB STRAND:	H2.3 – सामाजिक व सांस्कृतिक संदर्भ परिस्थितियाँ
CONTENT LEARNING OUTCOME:	H2.3.1 वर्णन करना कि विशिष्ट उद्देश्य व दर्शको के लिए विषय कैसे निर्मित होते हैं तथा पहचानना कि पाठ में सांकृतिक व धार्मिक मूल्य, मनोभाव व विश्वास कैसे प्रस्तुत होते हैं।

४. द्वारका में प्रवेश

LESSON NOTES:

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 छाले पड़ गए थे और बदन थक कर चूर-चूर हो गया था ।

जब 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 अनेक 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 सुनाई 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 कार्य

. कहानी में से उचित शब्दों का प्रयोग करते हुए नीचे दिए गए वाक्यों को पूरा कीजिए । सभी उत्तर को अपनी अभ्यास पुस्तिका में लिखिए ।

१. दूसरे दिन सवेरे, ---------- ।

२. उस नगर में अनेक बड़ी-बड़ी इमारतें थीं, ---------- ।

३. इतने बड़े नगर में, ---------- ।

४. सुदामा धीरे-धीरे फाटक के पास पहुँचा और ----------।

५. कृष्ण मेरा मित्र है और ---------- ।

2034 NANUKU SANGAM SCHOOL
NEW TERM RE-ALIGNED
WORKSHEET 16 -2021

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

STRAND:	SS7.4 – Resources and Economic Activities
SUB STRAND:	SS7.4.2 People and Work
CONTENT LEARNING OUTCOME:	SS7.4.2.1 - Gather information on Pacific peoples' migration overseas; discuss their assimilations and maintaining links to their homelands.

LESSON NOTES:

Migration, Emigration and Immigration

Migration

Human migration involves the movement of people from one place to another with intentions of settling, permanently or temporarily, at a new location (geographic region). The movement often occurs over long distances and from one country to another, but internal migration (within a single country) is also possible; indeed, this is the dominant form of human migration globally. Migration is often associated with better human capital at both individual and household level, and with better access to migration networks. Age is also important for both work and non-work migration. People may migrate as individuals, in family units or in large groups. There are four major forms of migration: invasion, conquest, colonization and emigration/immigration.

Emigration

Emigration is the act of leaving a resident country or place of residence with the intent to settle elsewhere (to permanently leave a country). Conversely, immigration describes the movement of people into one country from another (to permanently move to a country). Hence one might emigrate from one's native country to immigrate to another country. Both are acts of migration across national or other geographical boundaries.

Immigration

Immigration is the international movement of people to a destination country of which they are not natives or where they do not possess citizenship in order to settle as permanent residents or naturalized citizens. Commuters, tourists, and other short-term stays in a destination country do not fall under the definition of immigration or migration; seasonal labour immigration is sometimes included, however.

Push Factors	Pull Factors
• Poor living conditions • Lack of genuine health facilities • Lack of educational opportunities • Lack of political or religious rights • Threat of arrest or punishment • Military draft, warfare or terrorism • Famine or drought	• Better living conditions • Better health and medical facilities • Better opportunities for education and further studies • Better opportunities for self, children and families • More job opportunities / Promise of higher pay • Better welfare programmes • Better resources / Conducive weather conditions

ACTIVITY:

1. What does Human migration involve?

_____

_____

2. Define emigration.

_____

_____

3. Define immigration.

_____

_____

4. List some Push Factors.

_____

_____

_____

5. List some Pull Factors.

_____

_____

_____

6. If you have to Migrate via Emigration or Immigration, which country will to choose and why?

_____

_____

_____

2034 NANUKU SANGAM SCHOOL
NEW TERM RE-ALIGNED
WORKSHEET 16 -2021

Subject: Basic Science Year: 7 Name: _____

STRAND:	S7.4 – Earth and Beyond
SUB STRAND:	S7.4.2 – Our Changing Earth
CONTENT LEARNING OUTCOME:	S7.4.2.2 - Investigate why and how Earth is able to support life and describe natural and human forcing of change. S7.4.2.3 - Assess and report the effect of hazards on the earth.

LESSON NOTES: Natural Disasters

Natural Disasater	Earthquakes	Tsunamis	Volcanic Eruption
Causes	Vibrations caused by rocks breaking under stress.result in the compression in the Earth's crust causing the break.	Caused by sudden movement of the ocean due to earthquakes,underwater landslides	Magma rises through cracks or weaknesses in the Earth's crust.Pressure makes the plate movement causing magma to explode.
Effect	Earthquakes intensity causes break in the earth's surface,collapse of structures,loss of lives	Marine ecosystem is destroyed.marine species are lost.Human,natural environment also destroyed and also human life loss.Displacement of rocks ,soils and minerals.	Environment in the volcano zone is destroyed.Burning of wildlife and loss of lives. Magma cools and forms rocks

Natural Disaster	Before	During	After
Earthquake	*Learn the earthquake evacuation plan. *Prepare all necessary items,torch,batteries,first aid kit and radio,bottle of water. *push heavy furnitures to the wall or lie them down	*Stay calm..never run around *crawl under furniture-table beds *if outdoor-stay in the open away from powerlines. *If in the car,stop the car and stay in the car.	*check yourself for injuries *Check water pipes,gas,electric lines for damages. *Listen to latest radio broadcast. *be careful of broken items and debris *Move away from coastal lines,tsunamis may happen next.
Tsunami	*Know your disaster evacuation plan *Collect adquate amount of food,water and clothing *Take your radio and all other necessary items and move to higher ground.	*stay at higher ground *Keep on listening to the radio .*If walking try and get closer to a tree to hold on to.Never swim in the running water.	*Wait for water level to decrease. *Listen to advice from authorities to move back to your home. *If injured get medical aid. *Clear all debris and boil drinking water.
Volcanic eruption	*Have your emergency plan ready. *Evaluate risks of volcanic eruption before putting up structures. *Reinforce existing building structures and build protective structure like dikes to prevent lava	*listen and take heed of instructions from the radio. *Stay away from the volcanic area. *Cover nose and eyes with wet piece of cloth.do not inhale the smoke *evacuate from the place as soon as authorities advice.	*Do not go near when there are remains of volcanic eruption. *Stay indoor and wear facemusk to protect your lungs and eyes.Only move out when you are adviced. *If outside cover yourself up.from head to toe. *Remove ash from the roofs and around the house

ACTIVITY:

1. Define Natural Disaster:

_____

_____

2. List the effects of the following:

Flooding:

_____

_____

Cyclones:

_____

_____

Earthquakes:

_____

_____

Tsunami:

_____

_____

3. What should you do before a cyclone?

_____

_____

4. What should you do after flooding?

_____

_____

NANUKU SANGAM SCHOOL

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WORKSHEET 16- 2021

LESSON NOTES [SUBJECT]: NVVT YEAR / LEVEL: 7 NAME: _____

LESONI:	Na vosa vaka itaukei ena i na ika vitu kei na ika walu ni yabaki
YACA NI MATANA:	Vakarorogo kei na cavuti ni vosa
NANAMAKI NI MATANA:	Matanataka na itovo kilikili ni vakarorogo kei na itovo veiganiti ni veivosaki.

AI KATOLU NI MACAWA - NA VOSAVOSA VAKAVITI

Rokovi kei na dokai ni kana.

E i tovo vakamareqeti me dau bini kece na kakana e na ulu ni ibe ni kana vei ira na turaga se vulagi e tiko. Kevaka sa **vakacagau** tiko na kana qai dua vei ira na dabe tiko e loma se e ra sa kana oti ena sega ni tu ga me sa taura na nona veleti me tucake, **oya** na i vakarau beci e na bula vaka-I taukei.

E na veiwaraki me ratou tucake me ratou kana oti mai cake sa na qai tucake, ni se bera ni tucake e na kaya rawa i liu se vei ira na marama veiqaravi tiko se tina ni matavuvale, ni sa kana oti, e na kaya, 'vinaka vakalevu na kakana, kere vakacegu.'

E tabu na veivosaki e na gauna ni kana, ni da se gone lailai dau kainaki vei keda ni tabu ni da viritaka na kakana, dau kainaki vei keda me da dau dabe qai kana, dau tabu na kana colacola.

Qori e vica na i tovo eda raica tiko mai, e vica e se vakayacori tiko ka vica sa vaka e **luluqa** mai na kena bulataki.

E dua tale ga na i tovo ni kana na veibatiki. Qo era dau veitabui e na kakana vakabibi o ira na bati kei na turaga. Na veibatiki qo e kune e na so na vanua ka sega ni roboti Viti. Me vaka mai Waimaro kei Verata e dredre sara na nodra veibatiki, o iratou mai Verata e kedratou na vuaka, o Waimaro e kena na ika.

Na mataqali i tovo ni veibatiki va qo era tu na kedra i talanoa me baleta na tauyavu ni nodra vakarokorokotaka tiko na i vakarau ni veivakamenemenei.

Vurevure ni Tukutuku: Lavetaki ka Moici mai na Lialiaci, Janueri - Maji, 2015

CAKACAKA LAVAKI

1. Na cava e i tovo vakamareqeti vei keda na iTaukei e na gauna ni kana?

A. Me da tiko kece. B. Taki vakatautauvata kece na kakana.

C. Bini kece na kakana e na ulu ni ibe ni kana. D. Era kana e liu na turaga qai muri o ira na marama.

2. Na vosa tautauvata ni vosa na **vakacagau** na

A. caka. C. tini.

B. tekivu. D. daro.

3. Na vosa na **oya** (laini 3) e vakaibalebaletaki tiko e na cava?

A. Kana oti ka dabe me veitomani tiko.

B. Ni dua e kana oti ga e tara nona veleti ka tucake.

C. Ni dua e kana tiko e na loma donu ni ibe ni kana.

D. Kana oti ka vakarorogo vei ira na qase era se kana tiko.

4. E na bula vakaitaukei eda dau

A. kana oti, tara noda veleti ka tucake.

B. veiwaraki, vakavinavinaka ka tucake.

C. kere vakacegu ni sa vakadonui qai tucake.

D. tucake ka lai vakavinavinaka vei ira na marama.

5. E levu na i vakavuvuli era dau vakavulici keda kina o ira na qase e na gauna ni kana, qo e wiliki kina na

A. me da dabe ka kana. B. me kua na kana colacola.

C. tabu na viritaka na kakana. D. e donu kece na digidigi e cake.

6. Na vosa veibasai ni vosa na **luluqa** na

A. yali. B. bulataka. C. vakamatautaka. D. malumalumu.

7. Na I tovo ni kana na veibatiki, e rau veitabuki ga kina ko cei?

A. bati kei na turaga C. turaga kei na matanivanua

B. bati kei na matanivanua D. bati kei na sauturaga

8. Na vanua vakaturaga ko **Waimaro** e kena na cava?

A. vuaka. B. ika C. bulumakau D. Me

9. Na vanua vakaturaga ko **Verata** e kena na cava?

A. vuaka. B. ika C. bulumakau D. Me

10. Na cava na I naki vuni ni veibatiki vaka e tukuni tiko ena i talanoa?

A. rokovi na kakana

B. rokovi na I tovo ni veivakamenemenei

C. kilai kina o koya e turaga

D. Me kua kina na kana vakasivia