Subject: English   **Year Level: 7**

Strand	Listening and Speaking (2)
Sub-strand	Text types; media, everyday communication literary texts (7.1.1)
Content learning outcome	Listen carefully, speak and respond confidently to a variety of literary text (7.1.1.2)

ACTIVITY 1:   GENRE: NOVEL (MAKING GOOD)

<u>Chapter 14</u>   <u>Hard Work</u>
*Read Chapter 14 to answer the following.

(1A) Summary

George was very (1)_____ with Glover family even though Mr. Glover was very (2)_____. Mrs. Glover fed him well and gave him (3)_____oil twice a day. After six months he was much better even a bit (4)_____. Tebutinnang (movement of (5)_____), Mr. Glover's eldest (6)_____ became his good friend.

After eight months Mr. Glover started to teach George to read and learn (7) _____. George learnt arithmetic by working in the (8)_____ and he did very well. George was now sixteen years old. Mr. Glover was very pleased with him and asked him to keep living with his family. George was very (9)_____ about this and he was also sad because he had not heard from his mother, even though he had sent (10)_____ to her. Mr. Glover said that the letter might come next time when the Trade Wind visited.

(1B) Questions

1. How did Mrs. Glover help George recover from TB?
_____
_____

2. Who was Tebutinnang?
_____
_____

3. How did Mr. Glover begin to teach George to read?

_____
_____

4. How did he teach Arithmetic to George?

_____
_____

Subject: English   Year Level: 7

Strand	Listening and Speaking (2)
Sub-strand	Text types; media, everyday communication literary texts (7.1.1)
Content learning outcome	Listen carefully, speak and respond confidently to a variety of literary text (7.1.1.2)

ACTIVITY 2:   GENRE: POETRY (LEAVES)

> ### Noise – Jessie Pope
>
> I like noise
> The whoop of the boy, the thud of a hoof,
> The rattle of rain on a galvanized roof,
> The hubbub of traffic, the roar of a train,
> The throb of machinery numbing the brain,
> The switching of wires in an overhead tram,
> The rush of the wind, a door on the slam,
> The boom of the thunder, the crash of the waves,
> The din of a river that races and raves,
> The crack of a rifle, the clank of a pail,
> The strident tattoo of a swift -slapping sail -
> From any old sound that the silence destroys
> Arise a gamut of soul -stirring joys.
> I like noise.

Summary / Explanation

Life is full of amazing things as the poet explains. The different types of sound which are typically regarded as 'noise' by some people can bring joy to others. The poet is simply saying that each individual have different interpretation of life as each of us look at things differently and interpret it according to our own understanding.

Theme / Message

- Each individual sees life from their own perspective and have different interpretation of life.
- We can find happiness and joy even in small things around us.

Activity Questions

1. Do you agree or disagree with the poet (about liking noise)? Give a reason for your answer.
_____

_____

2. Who is the poet of this poem?

_____

_____

3. List down some of the sounds which you like and some which you regard as noise and don't like.

Sounds which I like:	Sounds which I regard as noise:

Subject: English   **Year Level: 7**

Strand	Writing and Shaping (3)
Sub-strand	Language features and rules (7.3.2)
Content learning outcome	Examine and discuss how text structure and language features of texts differ. (7.3.2.1)

ACTIVITY 3:   COMPARATIVE AND SUPERLATIVE

- A **Comparative Adjective** is a word that describes a noun by comparing it to another noun. Comparative adjectives typically end in 'er' and are followed by the word 'than'. E.g. tinier than

- A **Superlative Adjective** is a word that describes a noun by comparing it to two or more nouns to the highest or lowest degree. Superlative adjectives typically end in 'est' and are preceded by the word 'the'. E.g. the best

(3A)   Choose the correct comparative adjectives to complete these sentences.

1. My brother is older than _____.

a. me
b. I
c. my

2. We are better _____.

a. than them
b. than they
c. that them

3. Travelling by bus is _____ travelling by car.

a. comfortabler than
b. more comfortable that
c. more comfortable than

4. The last test was more difficult than this test. This test is _____.

a. less difficult
b. dificultless
c. less difficult than

5. This exam was _____ the last one.

a. more easy than
b. easier than
c. more easier than

(3B)   Write the opposite comparative adjectives.

1. younger - _____

2. colder   - _____

3. thinner   - _____

4. cheaper - _____

5. nearer   - _____

6. sadder   - _____

7. smaller   - _____

8. easier   - _____

9. taller   - _____

10. prettier   - _____

(3C)   Choose the correct option to complete the letter below.

Hi Suzan

I'm having a wonderful time in Los Angeles. The weather is 1 _____ (hot/ hotter/ hottest) and drier 2 _____ (that/ than/ as) in England and Americans are friendlier than 3 _____ (us/ we/ our). The food is better here; it's not the same 4 _____ (that/ than/ as) the food in England at all! From all the countries I've been to, I think English food is the 5 _____ (less/ least/ more) pleasant. It's awful. Yesterday I had the best hamburger I've 6 _____ (before/ ever/ never) eaten! The hotel is beautiful. I think it's not as 7 _____ (nice as/ nicer as/ nicer than) the hotel we stayed in New York, but it's 8 _____ (much more/ lot more/ most) comfortable. They say that Los Angeles is one of the most expensive cities 9 _____ (of/ in/ from) the world, but actually, I'm not spending 10 _____ (more/ as much/ as many) money as I thought. I'll phone you when I get back.

Love
Megan

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MATHEMATICS   **YEAR 7**

Strand	**Measurement**
Sub Strand	Volume/Capacity
Topic	Capacity
Content Learning Outcome	• Express volumes and capacities using appropriate units and language of comparison • Estimate, measure and compare capacities using standard unit • Solve word problem in volume

Lesson Notes

Capacity is the amount of a liquid a container can hold or it is the volume of liquids

The basic unit in the metric system for capacity is litre (L)

```
1 Litre   = 100 Centilitres ( cl )
          = 1000 millilitres ( ml )
          = 1000 cubic centimetres ( cm³ )

1 Cubic Metre (m³)  = 1000 Litres
1 centilitre ( cl ) = 10 mililitres ( ml )

1 ml = 1 cm³
```

Exercise

1. How many millilitres would there be in:
    a) 2L   _____
    b) 6.7L   _____
    c) 49L   _____
    d) 0.6L   _____
    e) $\frac{1}{2}$ L   _____
    f) $\frac{1}{4}$ L   _____

2. How many litres would there be in:
    a) 5000mL   _____
    b) 10 000mL   _____
    c) 2500mL   _____
    d) 150mL   _____
    e) 490mL   _____
    f) 10mL   _____

3. Which measure of capacity, 50mL, 500mL, or 50L would be mostly likely for:
    a) a bottle of soft drink?   _____
    b) the petrol tank of a car?   _____

    c) a medicine glass?   _____

4.   The capacity of a cup of tea would be closest to 25mL, 250mL or 2500mL?
        _____

5.   How many 200mL cup could be filled completely from a 3 Litre kettle?

                                                                        _____

6.   How many 375mL cans of drink do I have to buy to have a least 1.5Litres of
        drink?

                                                                        _____

7.   A leaking tap loses 1mL of water every 10seconds. How much water would
        be   lost in:
        a)   1minute?   _____
        b)   10 minutes?   _____
        c)   1 hour?   _____
        d)   1 day?   _____
        e)   1 week?   _____
        f)   1 year?   _____

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MATHEMATICS   **YEAR 7**

Strand	**Measurement**
Sub Strand	Volume/Capacity
Topic	**CONVERTING UNITS OF CAPACITY**
Content Learning Outcome	• Express volumes and capacities using appropriate units and language of comparison • Estimate, measure and compare capacities using standard unit • Solve word problem in volume

VOLUME OF TRIANGULAR PRISM

Lesson Notes

Exercise

1.   Which unit would be used to measure the capacity of the following containers?

  a   tablespoon   _____

  b   water tank   _____
  c   soft drink bottle _____
  d   petrol in a car   _____
  e   cup of tea   _____
  f   juice in a jar   _____

2.   Convert each of the following to the unit given

a)   7500mL   _____(L)

b)   5.65L   _____(mL)

c)   15L   _____(cm³)

d) $7\frac{1}{2}$ L   _____(mL)

e)   6721cm³   _____(L)

f)   0.601L   _____(cm³)

3.   Find the total of the quantities below, giving your answers in the units given in brackets.

a)   4.6L + 7.55L   _____(mL)

b)   74L + 3500mL   _____ (L)

c)   12.7L + 550cm³   _____(cm³)

d)   30L + 21 300mL   _____(mL)

e)   2.4L + 12.765L + 450mL   _____(L)

f)   26 000cm³ + 1320mL   _____(cm³)

4.   How many $\frac{1}{2}$ litre jar would be needed to fill up a

a)   5 litre bucket   _____

b)   2.5 ice cream container   _____

c)   10 000ml container   _____

d)   1 000cm³ kettle   _____

e)   1200ml bottle   _____

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HEATHY LIVING   **YEAR 7**

Strand	Relationships
Sub Strand	Building Healthy Relationships
Topic	RESPONSIBLE BEHAVIOURS
Content Learning Outcome	Showing and describing the influences of responsible behaviours

Lesson Notes (refer to page 27 and 28 of the text)

Respecting the rights of other people

While we have our rights, it is important that we behave in a way that does not conflict with the rights of other people or group. Just like you, other people have rights and we must learn to respect their rights too.

Exercise: 1

Given below are some behaviours. Tick the ones that you must follow and put a cross on the ones you must not follow.

Borrowing your friends shoes to wear	☐
Burgling a house	☐
Writing drawings on someone‟s front door	☐
Breaking a window of a neighbour‟s house when playing with a ball	☐
Helping your younger brother in his studies	☐
Joining a human rights group in your community	☐
Stopping a group bullies from teasing a student in school	☐
Deliberately hurting another person	☐
Making fun of a person with disabilities	☐
Making an awareness on "rights" in your community	☐

Exercise: 2

Read this story carefully the questions below

Alena is a twelve year old girl. She was born blind. She lives in her village in an island. She is not attending school like other children in her village because she could not read anything written in the books and also on the board. When she was six years old, her mother wanted her to receive education and enrolled her to the school in their village. Unfortunately, she could not survive in school for a number of reasons. Not a teacher in that school was prepared to teach her. The children made fun of her disability and the school could not afford to buy special books for her to read. These made her want to stay away from school.

1. Does Alena have a right to education?

   _____

2. Why isn't she in school?

   _____

3. Who is to be blamed for this?

   _____

4. If you were the Head Teacher of the school, state three things you would have done to accommodate Alena in school?

   _____
   _____

5. If you were one of the kids in school, what would you have done to help Alena?

   _____
   _____

6. If you were Alena's mother, how would feel when Alena can't continue studying there?

   _____
   _____

7. If you were Alena, how would you feel when the school could not accommodate your disability?

   _____
   _____

8. If you were the Minister of Education and heard about this, what would you do about it?

   _____
   _____

SUBJECT: **HINDI**   YEAR: 7

STRAND	लिखना एवं निर्माण करना
SUB STRAND	भाषा की विशेषताएं एवं नियम
CONTENT LEARNING OUTCOME	अलंकृत भाषा, मुहावरों और अदृश्य विभिन्न शब्दावली प्रकार वाक्य, संरचना व शुद्ध विराम चिन्ह के प्रयोग से विभिन्न विषय/ ग्रंथ उत्पन्न करना ·

काल

🔸 क्रिया के जिस रूप से कार्य के करने अथवा होने के समय का पता चले, उसे काल कहते हैं |

वर्तमान काल

क्रिया के जिस रूप से यह बोध हो कि कार्य अभी हो रहा है, उसे वर्तमान काल कहते हैं |

<u>जैसे:</u>   →   शोभा सफाई कर रही है |

→   माली पौधों को पानी ठे रहा है |

भूतकाल

क्रिया के जिस रूप से कार्य के पूरा हो चुकने का पता चले, उसे भूतकाल कहते हैं |

जैसे:   → राधा कल स्कूल गई थी |

→ माँ ने कल लड्डू बनाये थे |

भविष्य काल

क्रिया के जिस रूप से यह पता चले कि कार्य का होना अभी बाकी है, उसे भविष्यत काल कहते हैं |

<u>जैसे :</u>

→ किसान खेत में हल चलाएगा |

→ सुबह होने तक मामा जी आ जाएँगे |

_____ (क)

1. काल के कितने भेद होते हैं? _____

वाक्य में कौन सा काल है?

2. राधिका पूजा कर रही है | _____

3. राकेश कविता लिखेगा | _____

4. यदि तुम आते, तो मैं चलती | _____

5. बच्चों ने खाना खाया | _____

6. प्रधानाचार्य ने भाषण दिया | _____

7. अर्पित ने मैंच जीत लिया होगा | _____

8. प्रशांत खेल रहा है | _____

9. रेखा नृत्य प्रतियोगिता में भाग लेगी | _____

10. युद्ध होता तो गोलियाँ चलती | _____

11. शालू गाना गा रही थीं | _____

12. वेदांत ने रामायण पढ़ी | _____

13. गीता स्कूल गयी है | _____

14. बलबीर लखनऊ गया था | _____

15. सीमा ने नृत्य किया है | _____

16. अभय ऑफिस में काम करता होगा | _____

17. रमा कहानी लिखती है | _____

18. पक्षी आसमान में उड़ते हैं | _____

19. माता जी फिल्म देख रही हैं | _____

20. संभव है कि अनिल प्रथम श्रेणी में पास हो जाएँ | _____

SUBJECT: **HINDI**   YEAR: 7

STRAND	संस्कृति
SUB STRAND	परमपारीक भोजन पर औषधियां
CONTENT LEARNING OUTCOME	विभिन्न पारंपरिक औषधियों को तैयार करना वह प्रस्तुत करना ·

(ख):
चित्रों को लेबल करें और □सके उपयोग का वर्णन करें।

No.	चित्र	नाम	उपयोग
1.			
2.			
3.			

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SOCIAL SCIENCE   **YEAR 7**

Strand	LEARNING TO LIVE WITH CHANGES
Sub Strand	UNDERSTANDING THE PAST
Topic	Colonisation in the Pacific
Content Learning Outcome	Sort and describe the influences of colonization in their own country and other Pacific Island countries

Lesson Notes (refer to page 39 of the text)

Solomon Islands

The history of the Solomon Islands begins with the first settlement many thousands of years ago from New Guinea. They represented the furthest expansion of humans into the Pacific Ocean until the expansion of Austronesian-language speakers through the area around 4000 BCE, bringing new agricultural and maritime technology. Most of the languages spoken today in the Solomon Islands derive from this era, but some thirty languages of the pre-Austronesian settlers survive (see East Papuan languages). Ships of the Spanish explorer Álvaro de Mendaña de Neira first sighted Santa Isabel Island in 1568. Finding signs of alluvial gold on Guadalcanal, Mendaña believed he had found the source of King Solomon's wealth, and named the islands "The Islands of Solomon". In 1595 and 1605 Spain again sent several expeditions to find the islands and establish a colony, however these were unsuccessful. In 1767 Captain Philip Carteret rediscovered Santa Cruz and Malaita. Later, Dutch, French and British navigators visited the islands; their reception was unfriendly.

Exercise: For You To Do

1. Name the first person to sight the Solomon Islands?

   _____

2. Who named the island and why was that name given to the island?

   _____

3. Name the major islands of the Solomon?

   _____

4. Where were the first settlers to Solomon Islands from?

   _____

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5. When was the expansion of Austronesian-language speakers through the area?

    _____

6. Where was signs of alluvial gold found?

    _____

7. Between which years did Spain again sent several expeditions to find the islands and establish a colony?

    _____

8. In 1767 who rediscovered Santa Cruz and Malaita?

    _____

9. Who believed he had found the source of King Solomon's wealth?

    _____

10. Name the Capital of Solomon Island?

    _____

YEAR 7   VOSA VAKA VITI   WHSP 3

STRAND : NA VEIKA VAKA VITI
SUB STRAND: NA VOSA VAKA VITI
CONTENT LEARNIG OUTCOME:ME RA KILA NA GONE NA VEIKA RARABA ME BALETA NA VEIKA VAKA-I-TAUKEI

Wirina na matanivola ni i sau ni taro ko sa digitaka.

1.   Na vosa e tautauvata ni vosa e toqai na rukuna e na i yatuvosa   e ra?

         Tovolea mo **sauma** kece na taro ni veitarogi.

   A.   cakava   C.   manata

   B.   guraka   D.   waraka

2.   Ni dua e dau **ucumaiduru** e kena i balebale ni talanoa
   A.   lasa.   C. buli.

   B.   balavu.   D.   makawa.

3.   Ena **caka** tiko na solevu ni vanua e na macawa mai qo.

   A.   vakatau   C.   vakavuna

   B.   vakayacori   D.   vakatauca

4.   Na i yatuvosa cava e i vakadewa dodonu ni i yatuvosa e ra?
       "Sa suka tu na vuli," a vakateruya malua yani ko Ruci.

   A.   A vakateruya malua ni sa suka yani na vuli ko Ruci.

   B.   Ruci sa suka na vuli a vakateruya malua yani.

   C.   Malua yani Ruci a vakateruya ni sa suka na vuli.

   D.   A vakateruya malua yani ko Ruci ni sa suka na vuli.

5. Sa **vakadaroi** na bose levu ni koronivuli e kena i balebale
       ni sa _____ na bose.

    A.   marautaki   C.   vakayacori

    B.   sega ni caka   D.   namaki

6. Ni **lutu na niu ka lutu ki vuna** e vakaibalebaletaki ki na

    A.   noda i tovo e sa veisau.   C.   ni da dau tomi i tovo.

    B.   vakarau vinaka.   D.   muria na i vakarau ni nona
                                             i tubutubu.

7. Na vula i gasau e donuya na vula o _____.

    A.   Maji   C.   Veverueri

    B.   Evereli   D.   Me

8. **Sa la'ki dre ko Malolo** e tukuna tiko ni sa

A.   dromu na siga.   C.   cabe na vula.

B.   dromu na vula.   D. cabe na siga.

9. A kaya ko Peni Raiyani ni vanua totoka ko Viti.

    Na i yatuvosa cava a cavuta ko Peni Raiyani?

A.   "E vanua totoka ko Viti," a kaya ko Peni Raiyani.

B.   "Sa vanua totoka ko Viti a kaya ko Peni Raiyani."

C.   "Ko Viti!" na vanua totoka, a kaya ko Peni Raiyani.

D.   "E vanua totoka ko Viti?" a kaya ko Peni Raiyani

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BASIC SCIENCE YEAR 7

Strand	**Energy**
Sub Strand	Exploring Energy Concepts
Topic	Changes when Substances Burn
Content Learning Outcome	Investigate and illustrate the different energy source and their uses and classify them into renewable and non-renewable.

Lesson Notes (refer to page 89- 90 of the text)

When substances are burned some changes will take place. Burning uses some form of energy to change the substance burnt. We live in a world of changes. Fashion change, weather change, you change!

In this lesson we are going to find out what causes them. We look particularly at changes which occur when substances burn, when machines work and when people do some work.

Exercise: Revision:

Multiple Choice Choose the best answer for each of the questions given below.

1. Which of the following power stations changes the Potential Energy of water into Electrical Energy?

A. Geothermal
B. Coal
C. Hydroelectric
D. Fuel-oil fired.

2. Which Fossil fuel formed from the remains of plants buried millions of years ago?
A. Natural gas
B. Wood
C. Coal
D. oil

3. Which of the following power sources can produce electricity directly, with no moving parts needed?
A. Coal fired power station
B. tidal movements
C. solar cells
D. windmill

4. Imagine you are a Manager for the Wrapped Packaging Company. You want your company to use the material that will breakdown most easily in the environment. Which of the following wrapping materials would be best to use?
A. recycled paper
B. aluminium
C. plastic
D. glass

1

5. The biggest problem linked to nuclear power production is:

A. what to do with radioactive wastes

B. obtaining Uranium fuel

C. greenhouse gas production

D. the production of heat.

Activity:

For each of the pictures below, complete the table:

Machine	Changes to make it work	Result
1. Sewing machine	Spinning by human	Movement
2. Bicycle		
3. Torch		
4. Sailboat		
5. Cart horse		