

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)Chapter 15            The Shark

\*Read Chapter 15 to answer the following.

## (1A) Summary

Mr. Glover was right. George received a nice (1)\_\_\_\_\_ from his mother, the next time the trading ship called in. Mrs. McBride advised George to stay in (2)\_\_\_\_\_ as life was probably better there.

George went (3)\_\_\_\_\_ shark fishing with (4)\_\_\_\_\_. He almost caused disaster when he put his bleeding (5)\_\_\_\_\_ into the water.

Bobo used a fishing line made of (6)\_\_\_\_\_ - fibre rope and the hook was made of (7)\_\_\_\_\_. He baited the line and threw it into the water. It was not long when a (8)\_\_\_\_\_ took the bait and got caught on the hook. The shark pulled the canoe to the lagoon and eventually got (9)\_\_\_\_\_. Bobo pulled it in and killed it by hitting it on the (10)\_\_\_\_\_ with a club.

## (1B) Questions

1. Why did Mrs. McBride advise George to stay in the South Seas?

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2. Why was there lot of tiger shark in the lagoon?

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3. What was George unaware of when he tried to wash his bleeding finger in the water?

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## 4. How did Bobo kill the shark?

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YEAR: 7

ENGLISH

WHSP: 4

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)Low Tide

The ghost grey crab moves sideways  
As it races through the sand,  
Pushing and pulling its ten legs  
To escape form my sister's hand.

Down the small hole it has vanished.  
"It's gone!" she cries out, but then  
She waits very still and quiet,  
And the crab crawls out slowly again.

By Barbara Beveridge

Summary / Explanation

The poet is at the beach with her sister, watching her trying to get hold of the crab on the sand. As she tries to catch the crab, it escapes and hides in its hole. However, she waits patiently for the crab to reappear. Although the poem is about the crab and the little girl, it has very important hidden message in it. Relating to real life situation, opportunity and success is like a crab, which people chase after. At times, we might miss out on those opportunities. However, one must keep on trying and keep on going until the opportunity comes around again for you to grab. Once you are able to grab these opportunities, success will automatically knock on your doors.

Theme / Message

- Be calm and patient in life.
- Do not give up.
- Give your best in everything you do in life.

Questions

1. What is the little girl waiting for?

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2. What message do you think the poet is trying to give through this poem?

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3. Explain a scenario whereby you demonstrated the virtue 'patience'.

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4. Did you like this poem? Give a reason for your answer.

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YEAR: 7

ENGLISH

WHSP: 4

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)

CAPITALIZATION

ACTIVITY 1- Underline the words that should be capitalized.

1. sam first met pam while camping in tampa, florida.
2. pam invited sam to read a book called *puppy partners* with her.
3. *puppy partners* is about two silly dogs named pookie and pokey.
4. pookie and pokey go to a school called poochenworth academy.
5. pam's favorite part about *puppy partners* was a crazy character called petey the parakeet.
6. sam said, "now i get a turn! let's read my dinosaur book!"
7. the book was called "dino the dinosaur doctor."
8. "dino the dinosaur doctor" was about a dinosaur doctor named dr. dino who healed sick dinosaurs.
9. pam loved the book and wanted to show it to her favorite teacher, mr. morton.
10. her main man sam said, "that's all good, pam, as long as you can get it back to me by wednesday."

ACTIVITY 2- Using Singular, Plural, and Collective Nouns

Complete each of the following tasks.

1. Write a properly capitalized sentence that includes the title of a book or television show.
2. Write a properly capitalized sentence that is about a world leader. Include that leader's title.
3. Write a properly capitalized sentence about a SPECIFIC (proper noun) product.
4. Write a properly capitalized sentence that includes the name of a month and a day of the week.
5. Write a properly capitalized sentence that includes the name of a city, state, or country.

# 1098 SABETO SANGAM SCHOOL

YEAR 7

MATHEMATICS

WHSP 4

Strand	<b>Measurement</b>
Sub Strand	Weight
Topic	ESTIMATING WEIGHT
Content Learning Outcome	<ul style="list-style-type: none"><li>Estimate, Measure, read and state the weight of objects using standard and non-standard units</li><li>Use any operation on weight calculation in any context</li><li>Solve real life problems related to weight[s]</li></ul>

## Lesson Notes

- Units of Weight –Kilogram(kg) and grams(g)
- $1000\text{g} = 1\text{kg}$

## Exercise

1. Convert the following weights to kilograms?

a. 1 001g \_\_\_\_\_

b. 83 021g \_\_\_\_\_

c. 6 015g \_\_\_\_\_

d. 40 000g \_\_\_\_\_

e. 21 200g \_\_\_\_\_

f. 83 176g \_\_\_\_\_

g. 30g \_\_\_\_\_

h. 765g \_\_\_\_\_

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

a.  $3.4\text{kg} + 651\text{g}$  \_\_\_\_\_ (g)

b.  $31\text{g} + 2\,318\text{g}$  \_\_\_\_\_ (kg)

c.  $1.9\text{kg} + 5.50\text{kg}$  \_\_\_\_\_ (g)

d.  $60\text{kg} + 6\,3910\text{g}$  \_\_\_\_\_ (kg)

e.  $9.8\text{kg} + 12.765\text{kg} + 450\text{g}$  \_\_\_\_\_ (kg)

f.  $4702\text{g} + 1.904\text{kg}$  \_\_\_\_\_ (g)

3. Mr. Josefa weighs 86kg and his eldest daughter weighs 43.75kg. What is the difference in their weight?

\_\_\_\_\_

4. Mrs. Roko bought 10kg of sugar. She used kg to make cake, kg to make juice.

a. Calculate the amount of sugar used to make cake.

\_\_\_\_\_

b. What amount of sugar was used to make juice?

\_\_\_\_\_

c. How much sugar was left?

\_\_\_\_\_

5. Jope picked 720 kg of tomatoes from his farm. He sold two thirds of it to the market and packed the remainder in 24 boxes to be sold in the supermarket. Find out the weight of each box?

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# 1098 SABETO SANGAM SCHOOL

## HEALTHY LIVING

YEAR 7

Strand	Relationships
Sub Strand	Building Healthy Relationships
Topic	WHAT IS THREATENING BEHAVIOUR?
Content Learning Outcome	Showing and describing the influences of threatening behaviours

### **Lesson Notes** (refer to page 29 to 31 of the text)

Threatening behaviour is a behaviour that causes physical or emotional harm to others, or threatens to. It can range from verbal abuse to the destruction of a victim's personal property. People with threatening behaviour tend to be irritable, impulsive and restless.

#### What Causes Threatening Behaviour?

A variety of factors can influence threatening behaviour, including: family structure, relationships with others, work or school environment, societal or socioeconomic factors, individual characteristics, health conditions, psychiatric issues, life experiences. Threatening behaviour can be reactive, or in retaliation

Threatening in children is often a by-product of poor parenting, biological factors, or a lack of relationship skills. In many cases, the child is exposed to aggression or violence and imitates that behaviour. A child might receive attention for it from parents, teachers or peers. When parents ignore the behaviour or unknowingly reward it, they can further encourage it.

In adults, threatening can develop from negative life experiences or mental illness. In some cases, people who suffer from depression, anxiety, or post-traumatic stress disorder (PTSD) unintentionally exhibit aggressive behaviours as a result of their condition. For those without an underlying medical or emotional disorder, threatening behaviour is usually a response to frustration. It can also occur when someone stops caring about others or the consequences of their behaviour.

#### Asserting yourself

When people have difficulty asserting themselves, others tend to take advantage. If a person is to get their needs met, they will have to speak up from time to time when others are violating their rights. Assertiveness may be necessary because others are hurting their feelings or attempting to pressure them into doing something they don't want to do. Being assertive entails both letting people know what their needs are and being determined that other people will treat them appropriately. Lack of assertiveness is a problem for many. It can cause a variety of interpersonal difficulties. It is also often found in certain types of disorders, such as depression. Assertiveness is a valuable coping tool in dealing with anger. The aim of assertiveness is to set limits and boundaries on the actions of people and/or to ask for our needs to be met. If a person is assertive, they are simply setting appropriate boundaries and limits.

**Exercise:**

**Answer the following questions**

1. What is threatening behaviour?

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2. Threatening behaviour can be \_\_\_\_\_, or in \_\_\_\_\_.

3. State all the factors that can influence threatening behaviour?

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4. State the causes of threatening behaviour in children.

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5. In adults, threatening can develop from?

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6. Lack of assertiveness is a problem for many. Assertiveness is a valuable coping tool in dealing with \_\_\_\_\_.

7. The aim of assertiveness is to -

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8. Give **one** reason why people don't assert themselves?

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STRAND	लिखना एवं लनर्ाण करना
SUB STRAND	भाषा की लवशेषताएं एवं लनयर्
CONTENT LEARNING OUTCOME	अिकृ त भाषा, रुहावर ं और अदृश्य लवलभन्न शब्दावी प्रकार वाक्य, संरचना व शुद्ध लवरार् लचन्ह के प्रय ग से लवलभन्न लवषय/ ग्रंथ उत्पन्न करना ।

## विपरीतार्थक शब्द (RESEARCH WORK)

लिए गए शब्द ं के लवपरीताथाक शब्द ढ ंढ कर लिखखए ।

NO.	ENGLISH	शब्द	विपरीतार्थक शब्द
1.	extra-ordinary	अतरंग	
2.	darkness	अंधकार	
3.	famine	अकाि	
4.	next	अगिा	
5.	friendly	अनुक ि	
6.	set	अस्त	
7.	crime	अपराध	
8.	sky	आकाश	
9.	hope	आशा	
10.	blessing	आशीष	
11.	honest	ईर्ानिर	
12.	one	एक	
13.	woman	औरत	
14.	period	काि	
15.	please	कृ पा	

16.	coward	कायर	
17.	income	आर्िनी	

YEAR 7

HINDI

WEEK 4

Page 1 of 2

18.	appear	प्रकट	
19.	thick	गाढा	
20.	reduce	घटना	
21.	rise	चढाव	
22.	ease	चैन	
23.	fear	डर	
24.	compassionate	ियािु	
25.	poor	िररद्र	
26.	debtors	िनार	
27.	slave	िस	
28.	bias	पक्षपाती	
29.	appreciation	प्रशंसा	
30.	holy	पलवत्र	
31.	advantage	फायिा	
32.	strong	बिवान	
33.	heavy	भारी	
34.	fate	भाग्य	
35.	glory	यश	

36.	protector	रक्षक	
37.	region	िक	
38.	capable	सक्षर्	
39.	likely	ह नी	
40.	curse	शॉप	

# 1098 SABETO SANGAM SCHOOL

## 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 40 of the text)

### Tonga



The history of Tonga goes back 3000 years when the Polynesians began to arrive in the Pacific. Tonga became known as the Tongan Empire through huge trading. The Europeans arrived in the 17th century which was followed after a couple hundred years by a single unified Tongan kingdom. Archaeological evidence shows that the first settlers in Tonga sailed from the Santa Cruz Islands, as part of the original Austronesian-speakers' (Lapita) migration which originated out of S.E. Asia some 6000 years before present. Archaeological dating places Tonga as the oldest known site in Polynesia for the distinctive Lapita ceramic ware, at 2800–2750 years before present.

**Exercise: For You to Do**

1. What name is always given to Tonga?

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2. Why is Tonga so special from other Pacific island countries

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3. In what century did the Europeans arrived in Tonga?

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4. Where were the first settlers to Tonga from?

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5. Name the Capital of Tonga?

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# 1098 SABETO SANGAM SCHOOL

**YEAR 7**

**BASIC SCIENCE**

**WHSP 4**

Strand	<b>Energy</b>
Sub Strand	Exploring Energy Concepts
Topic	Identify the different sources of energy,
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)

In our previous lessons we learnt that there are many types of energy. These different types of energy came from different sources. These energies are used in one way or another.

In this lesson we will;

- Identify the different sources of energy,
- Name the appliances which use these sources of energy,
- Identify measures that can be taken to conserve energy at school and at home.

The various forms of energy include electrical, chemical, light (radiant), heat (thermal), mechanical and nuclear energy

Form of energy	Description	Diagram/Example
Chemical Energy	Energy caused by chemical reactions. A good example of chemical energy is food when eaten, fuel for cars, etc.	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Food</p>  </div> <div style="text-align: center;"> <p>Fuel</p>  </div> </div>
Electrical Energy	When motion, light or heat is produced by an electrical current like the electric coils on your stove.	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Battery</p> </div> <div style="text-align: center;">  <p>Gas</p> </div> <div style="text-align: center;">  <p>electricity</p> </div> </div>
Heat(thermal) Energy	Thermal energy is what we call energy that comes from heat. For example, a cup of hot tea, hot iron, etc.	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>iron</p> </div> <div style="text-align: center;">  <p>hot cup of tea</p> </div> <div style="text-align: center;">  <p>roasting</p> </div> </div>

Solar Energy	Solar energy is energy from the sun that is collected and used to produce other forms of energy like electricity or heat	solar water heater[hot water] 
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**Activity Home Survey**

1. Complete the table below by naming the appliances and the form of energy used at home

NAME OF APPLIANCE	TYPE OF ENERGY USED
E.g. Iron	electricity
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

2. Complete the sentences below:

- a) The most common appliance used at home is \_\_\_\_\_. It uses \_\_\_\_\_ energy.
- b) The least common appliance used at home is \_\_\_\_\_. It uses \_\_\_\_\_ energy.

3. **Complete**

Energy is all around us and it exists in different forms. The energy which comes from the sun is known as \_\_\_\_\_ and is useful to men, plants and animals in many ways.

Energy is also generated from water and \_\_\_\_\_. This makes our work easier and quicker.

Man has invented different types of \_\_\_\_\_ that use either \_\_\_\_\_ or \_\_\_\_\_ energy to suit his needs.