

**1628 LABASA SANGAM PRIMARY SCHOOL**

**YEAR: 7**

**ENGLISH**

**WORKSHEET: 5**

STRAND	Reading and Viewing
SUB STRAND	Making Good – Chapters 14 and 15, Pages: 66-77.
CONTENT LEARNING OUTCOME	Read and view with understanding Making Good – Chapters 14 and 15, Pages: 66-77 and answer the questions.

Read Making Good – Chapters 14 and 15, Pages: 66-77 and answer the questions.

**Chapter: 14**

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

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2. Who was Tebutinnang ?

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3. How did Mr. Glover start teaching George to read ?

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4. How did Mr. Glover teach arithmetic to George ?

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## **Chapter: 15**

1. Why did Mrs. McBride advise George to stay in Kiribati ?

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

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3. What did George not know when he tried to wash his hands in the water to wash off the blood ?

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4. How did Bobo kill the shark ?

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STRAND	Strand 3 – Measurement.
SUB STRAND	CONVERTING UNITS OF LENGTH
CONTENT LEARNING OUTCOME	<ul style="list-style-type: none"> <li>❖ Round of length measure to any appropriate unit.</li> <li>❖ Calculate and convert any length and distances to common and uncommon unit using basic mathematical formula.</li> </ul>

## CONVERTING UNITS OF LENGTH

**To convert one metric unit of length into another**

Metric system are : (i) centimetre(cm);  
(ii) metre(m); (iii) kilometre(km)

**Converting One Metric Unit into Another**

Larger to smaller unit → multiply

$\times 1000$   
 $\times 100$   
 $\times 10$

$\div 1000$   
 $\div 100$   
 $\div 10$

divide ← smaller to larger unit

**Example 1: Convert**

(a) 32 cm into mm    (b) 1.35 km into m    (c) 3.48 m into mm

Solution:

(a) 32 cm

=  $32 \times 10$  mm

= 320 mm

(c) 3.48 m

=  $3.48 \times 100$  cm

= 348  $\times 10$  mm

= 3 480 mm

(b) 1.35 km

=  $1.35 \times 1000$  m

= 1 350 m

**Example 2: Convert**

(a) 54 cm to m    (b) 367 mm to m

Solution:

(a) 54 cm

=  $54 \div 100$  m

= 0.54 m

(b) 367 mm

=  $367 \div 10$  cm

=  $36.7 \div 100$  m = 0.367m

## Exercise 3.1H

1. Convert from larger to smaller unit indicated.

- a) 8cm=\_\_\_\_\_mm                      b) 634m=\_\_\_\_\_cm                      c) 1237km=\_\_\_\_\_m
- d) 158m=\_\_\_\_\_mm                      e) 7540km=\_\_\_\_\_cm                      f) 84km=\_\_\_\_\_mm

2. Convert from smaller to larger unit indicated.

a) 10mm=\_\_\_\_\_cm

b) 24cm=\_\_\_\_\_ m

c) 302m=\_\_\_\_\_km

d) 532cm=\_\_\_\_\_km

e) 201mm=\_\_\_\_\_m

f) 245mm=\_\_\_\_\_km

3. Complete the table.

mm	cm	m	km
5			
	56		
		78	
			9
	203		
		601	

4. How many:

a) cm in  $1\frac{1}{2}$  m?

b) cm in  $4\frac{1}{4}$  m

c) m in  $2\frac{1}{4}$  km

d) mm in  $\frac{3}{4}$  m

e) mm in  $3\frac{4}{10}$  m

f) cm in  $6\frac{1}{2}$  km

5. Arrange these measurements in order from shortest to longest.

a) 65m

6.5m

650mm

0.65km

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b) 0.31km

3.1cm

3100mm

31m

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c) 8500cm

8.50m

0.85km

850mm

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d) 0.01km

10cm

0.100m

1000mm

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**1628 LABASA SANGAM PRIMARY SCHOOL**

**YEAR: 7**

**BASIC SCIENCE**

**WORKSHEET: 5**

STRAND	Strand 3 – Energy
SUB STRAND	Sound, Matter and Vacuum
CONTENT LEARNING OUTCOME	Demonstrate concepts of energy; explain its importance and wise utilization.

Sound, Matter and Vacuum

Sound travels through matter. Sound travel at different speed through solids, liquids and gases. However, sound cannot travel through a vacuum. A vacuum is an empty space without air.

When sound meets a solid object, some of the sound is reflected and the rest is absorbed. Materials that absorb the sound “soak it up” and stop it being reflected. Reflected sound is called an ‘echo’.

How fast does sound travel?

Sound travel much faster through solids and liquids than through air.

Underwater sounds

Sonar - sound pulses reflected back to the ships when they hit something. Sound travels four times as fast in water as in air.

Thunder and Lightning

Thunder and lightning occur together since light travels faster than sound, that’s why we see lightning first and then hear the sound of thunder.

Supersonic - means faster than sound. Concorde is a supersonic aeroplane.

Questions:

1. Sound travels through \_\_\_\_\_ , \_\_\_\_\_ and \_\_\_\_\_ .

2. Sound cannot travel through a \_\_\_\_\_ .

3. What is a vacuum ?

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4. What is a reflected sound called ?

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5. What is a sonar ?

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6. Why do we see lightning first before we hear thunder ?

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7. What is the term used to describe something that is faster than sound ?

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8. An example of supersonic is \_\_\_\_\_ .

# 1628 LABASA SANGAM PRIMARY SCHOOL

YEAR: 7

## HEALTHY LIVING

### WORKSHEET: 5

STRAND	Safety
SUB STRAND	Personal safety
CONTENT LEARNING OUTCOME	Explain the need for applying rules in familiar settings.

#### UNIT 25: BEING RESPONSIBLE.

##### What is responsibility?

- Responsibility is taking care of your duties.
- Responsibility is answering for your actions.
- Responsibility is accountability.
- Responsibility is trustworthiness.

There are other types of responsibilities- family responsibilities and community responsibilities

**Family responsibilities** mean treating your parents, siblings, and other relatives with love and respect.

Following your parents' rules, and doing chores and duties at home is also your responsibility. When at home, your responsibility is to see that your family is safe from thieves and intruders.

**Community responsibility**- As a part of the community, you're responsible for treating others as you want to be treated, for participating in community activities and decisions, and for being an active, contributing citizen. Pick up trash to keep the community clean.

##### **Stranger Danger**

Some places can be thought of as a Safe Place even though we don't know them very well or have never been to them before. Schools and stores can be examples of Safe Places.

Try to think of some Safe Places in your home, community and town and write it in the table below.

Safe Places		
Home	Community / Village	Town
e.g. In the cupboard		

##### Answer these questions

1. What is the phone number to your nearest police station?

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2. What is the emergency number of the police?

3. What will you do if you feel threatened in your house by a visitor or by a family member?

4. Who can be the **Safe People** you can turn to for safety- at home, in the community and in towns?

## UNIT 26: COMMUNITY WELLNESS

### What is community wellness?

Wellness is not just about what each of us does as individuals. It is also about how we affect each other and the impact that we can have together on the health of our community.

A healthy community is more than a group of healthy individuals. We know that tragedy can strike at any time and in communities as small as ours, everyone can be affected.

Community wellness is about the ability and willingness of people to act together – in good times, and in bad – in ways which benefit everyone.

Healthy communities are built on the relationships that we nurture and the efforts that we make to work through the problems we encounter along the way. It is also about celebrating our successes as a community.

### ACTIVITY 1

Everyone has a role in community wellness. Everyone needs to support your community in whatever way they can. Everyone needs to work hand in hand.

The activity below will require you to think of and identify the people that you can count on to help you in times when you most need it in your community.

Use your books to fill out their names, phone contacts, address and in what way they can help out.

e.g. Dr. Anjay S. Phone no. 3245162. In case of sickness.	Community name:	

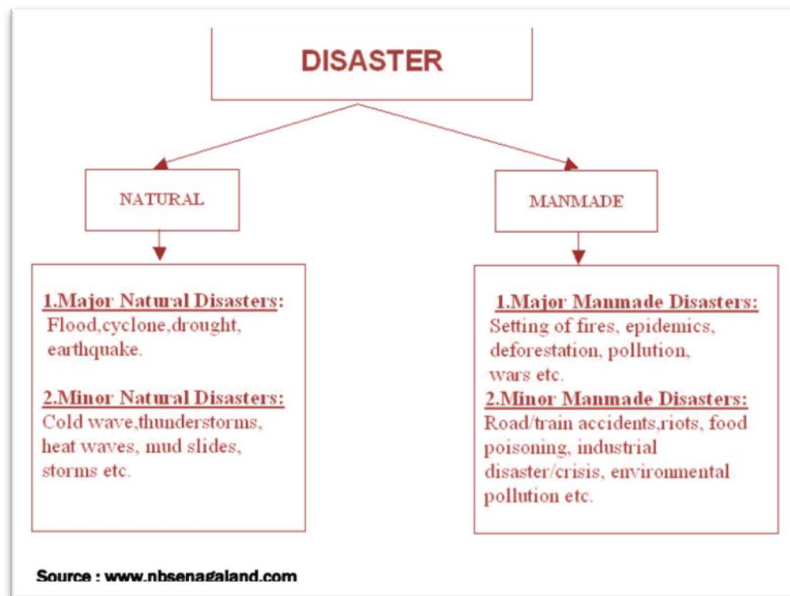


STRAND	Strand 3: PLACE AND ENVIRONMENT - Belonging to special places.
SUB STRAND	3.2 PEOPLE AND CARE OF PLACES
CONTENT LEARNING OUTCOME	Analyze pollution problems in the Pacific; discuss their effects and ways of alleviating the problems.

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
- Storm Surge

The manmade disasters that affect the region are:

- Fire
- Deforestation
- Pollution
- 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 can 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 meanings of these terms:

(a) Tropical Cyclones: \_\_\_\_\_

\_\_\_\_\_

(b) Hurricanes: \_\_\_\_\_

\_\_\_\_\_

(c) Earthquakes: \_\_\_\_\_

\_\_\_\_\_

(d) Landslides: \_\_\_\_\_

\_\_\_\_\_

(e) Tsunamis: \_\_\_\_\_

\_\_\_\_\_

(f) Drought: \_\_\_\_\_

\_\_\_\_\_

(g) Storm Surge: \_\_\_\_\_

\_\_\_\_\_

# 1628 LABASA SANGAM PRIMARY SCHOOL

YEAR: 7

HINDI

## WORKSHEET: 5

STRAND	Reading and Viewing
SUB STRAND	पाठ १५, देश की मिट्टी (Pages 87) - शाश्वत ज्ञान ७
CONTENT LEARNING OUTCOME	Read and view with understanding a passage and answer the questions.

पाठ १५, देश की मिट्टी (Pages 87) - शाश्वत ज्ञान ७, को पढ़ कर नीचे दिए सवालों का सही जवाब लिखिए ।

अ. दिए गए प्रश्नों का जवाब अपनी अभ्यास पुस्तिका में पूरे वाक्य में लिखिए ।

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

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२. मिट्टी का पर्यायवाची शब्द लिखिए ।

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३. अच्छे काम करने से कैसा फल मिलेगा ?

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४. हमें क्यों इस मिट्टी से बैर नहीं करना चाहिए ?

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५. इस कविता से हमें क्या सीख मिली है ?

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आ. मेल कीजिए

- |                                   |                         |
|-----------------------------------|-------------------------|
| १. इसी में हंसना इसी में गाना     | इसी में प्रभु को आना है |
| २. इस मिट्टी से प्यार करोगे       | ये मिट्टी ही सोना है    |
| ३. अच्छे कामों का फल अच्छा        | इसी में यारों रोना है   |
| ४. इसी में राम जी इसी में किशन जी | हसते हंसते जाना है      |
| ५. इस मिट्टी से बैर करो मत        | बुरा करके पछताना है     |

### क्रिया

जिस शब्द अथवा शब्द-समूह के द्वारा किसी कार्य के होने अथवा करने का बोध को, वह क्रिया कहलाता है ।  
जैसे: पढ़ना, खेलना, दौड़ना, तैरना, रोना इत्यदि ।

क्रिया के सही रूप से रिक्त स्थान को पूरा कीजिए ।  
जैसे : जोनी आँगन में ----- है । (दौड़ना)  
जवाब : जोनी आँगन में दौड़ता है ।

१. गोपी किशन के साथ ----- है । (नाचना)  
२. सुबह प्रार्थना के बाद ही भोजन----- चाहिए । (करता)  
३. रोहिनी लड़कों से नहीं ----- । (डरना)  
४. बगीचे में रंग बिरंगे फूल ----- हैं । (खिलना)  
५. पुलिस को आज ही चोर को ----- पड़ेगा । (पकड़ा)

ई. कोष्ठक में दिए गए शब्दों में से सही शब्द चुनकर वाक्यों को पूरा कीजिए ।

१. लड़की मैदान में ----- है । (खेलती, खेलता, खेलते)  
२. बच्चा रो ----- है । (रही, रहे, रहा)  
३. यहाँ कई लोग ----- हैं । (रहता, रहती, रहते)  
४. दाल तैयार हो ----- है । (गया, गई, गए)  
५. कार्तिका ने सुन्दर माला ----- है । (बनाया, बनाए, बनाई )  
६. आसमान में तारे टिमटिमाने ----- । (लगा, लगे, लगे)  
७. मेरी माँ मुझे बहुत प्यार ----- है । (करती, करता, करते)  
८. गीता ने कहा कि साम्बे तो सड़क ----- है । (चौड़ा, चौड़े, चौड़ी)  
९. कमरे में एक खाट ----- है । (पड़ी, पड़ा, पड़े)  
१०. संध्या एक ----- डाक्टर है । (अच्छा, अच्छे, अच्छी)

उ.

नीचे लिखे वाक्यों को 'का, को, की, के, सँ, में, ने' से पूरा कीजिए ।

१. कुसुम ----- भूख लगी है ।  
२. कल ----- सभा में बहुत लोग थे ।  
३. मैं बस ----- यात्रा नहीं करता ।  
४. प्रेम ----- भाई आया है ।  
५. कल ----- रात बहुत सर्दी पड़ी ।  
६. किसी ----- कुछ मत कहना ।  
७. नारियल ----- पानी मीठा होता है ।  
८. घर ----- कमरे ----- आग लगी थी ।  
९. पिन्की ----- लिखावट अच्छी है ।  
१०. आरती ----- आरूष को पढ़ाया था ।

# 1628 LABASA SANGAM PRIMARY SCHOOL

YEAR: 7

## NA VOSA VAKA VITI

### WORKSHEET: 5

STRAND	Na ivakarau vakavanua
SUB STRAND	Vanua kei na veika bula
CONTENT LEARNING OUTCOME	Kila ka cavuta na icavuti ni veivanua e Viti kei na nodra iliuliu vakavanua

#### Lesson Notes

VANUA	ICAVUTI	LIULIU VAKAVANUA
Ba	Nawaiviluri	Na Tui Ba
Bua	Cakaunitabua	Na Tui Bua
Cakaudrove	Lalagavesi	Na Tui Cakau
Kadavu	Nacolase	Na Tui Tavuki
Lau	Vuanirewa	Na Tui Nayau
Lomaiviti	Nabukebuke	Na Tui Levuka
Macuata	Caumatalevu	Na Tui Macuata
Nadroga/Navosa	Nakuruvakarua	Na Ka Levu
Naitasiri	Matanikutu	Na Turaga na Qaranivalu
Namosi	Nabukebuke	Na Tui Namosi
Ra	Nakorotubu	Turaga Na Gonesau
Rewa	Burebasaga	Na Roko Tui Dreketi
Serua	Korolevu	Na Vunivalu
Tailevu	Kubuna	Na Tui Kaba

#### Cakacaka Lavaki. Sauma mai na veitaro oqo.

1. E vica taucoko na yasa na ena noda vanua lomani oqo ko Viti?

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2. Ko cei vei ira na yasana oqori e wili kina ko Labasa?

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3. Na yasana cava e wili kina ko Gau kei Koro?

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4. Na yanuyanu ko Cicia kei Moala e rau wili ena yasana cava?

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5. Ko Nabouwalu e tiko ena yasana cava e Vanua Levu?

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6. E vica na yasana e tiko e Vanua Levu?

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7. Na Matanitu vanua cava e ra wili kina na yasana ko Cakaudrove, Bua, Macuata, kei Lau.

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