

YEAR: 7

ENGLISH

WHSP: 5

| | |
|--------------------------|---|
| 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 16 – Capsized*****Read Chapter 16 to answer the following.****(1A) Summary**

One (1)_____, while George was out in the lagoon in a (2)_____ boat with Bobo and (3)_____, their boat (4)_____ when a sudden storm arose. Bobo made a (5)_____ from the canvas sail for (6)_____ and Tebu. While they were inside it, (7)_____ began to swim ashore to get help but there were (8)_____ in the water. He went ahead with George's (9)_____ and (10)_____.

(1B) Questions

1. Who all were in the sailing boat?

2. How did the canoe capsize?

3. What did Bobo use to make a bag for Tebu and George?

3. Why was it important for Bobo to free the anchor?

4. What was Bobo known for in Maiana?

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|--------------------------|---|
| 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: SHORT STORIES (PACIFIC FOLK TALES)

Title: A Tale from Lau (Page 110)

Setting: Vanuavatu, (Lau)

Main Character: Dravukatakata

Other Characters – Kuro, Tui Tavaina, Adi Leleasiga, Villagers, Servant of Kuro (Leka)

Plot / Summary

This story is from island of Vanuavatu, Lau, where a chief named Tui Tavaina used to live with his wife Adi Leleasiga and son Dravukatakata. One day, Tui heard a cry of a woman and immediately rushed towards the spot just to see a giant called Kuro carrying the woman to his home. Tui Tavaina immediately called a meeting with villagers. They decided to leave their island and seek refuge in the island of Tavu Sici which was just few miles away from Vanuavatu. As they left in the canoe, Tui Tavaina asked his wife to feed their son but she realized that their son was left behind in the village. The Chief was so angry that he pushed her overboard. One of the men felt sorry for her and threw a paddle to her through which she managed to get back to the shore. She went back to the village, held her son and cried. Meanwhile, Kuro after seeing the villagers fleeing, was very happy thinking that he was all alone on the island.

When Dravukatakata turned fourteen, his mother told him how the villagers left the island and warned him about Kuro. At the age of sixteen, Dravukatakata decided to face the giant. Dravukatakata met Kuro and he invited the young man with his mother for a feast, planning to kill them both. Adi Leleasiga was very worried when she heard this and with a heavy heart, she gave him Tui Tavaina's club and sent him off to meet the giant. Meanwhile, Kuro made a cunning scheme of hiding in the tavioka and explained everything to his dwarf servant. The dwarf servant tried to stop Dravukatakata from eating Tavioka thus, making him suspicious. Dravukatakata quickly uncovered the tavioka and found Kuro. He began beating him with the club. The two battled fiercely leading right down to the shore. Finally, Kuro gave up and begged Dravukatakata to spare his life. The brave young man chased the giant into the sea and upon the giant's plea, he threw a large ivi tree into the water through which the giant started drifting towards Viti Levu. Adi Leleasiga was filled with joy and was proud of her son's bravery.

Dravukataka lit the fire on the hill just to let Tui Tavaina and others know that the island was now free from the giant. Tui Tavaina sent two of his servants to ensure if Kuro was really gone. Upon receiving the good news, they happily returned to their island, Vanuavatu and had big feast to honor Dravukatakata's bravery.

Theme

- Nothing is impossible in life.
- Face challenges confidently.
- Be merciful and show compassion to others. (as Dravukatakata showed to Kuro)

Questions

1. Why did Tui Tavaina decide that his people must leave Vanuavatu?

2. Why was Kuro pleased when the people went away?

3. Why did Tui Tavaina push Adi Leleasiga overboard?

4. How did she return to Vanuavatu?

5. How do we know that Dravukatakata was good at fishing?

6. Why did Adi Leleasiga give club to her son?

7. How did Dravukatakata know that the dwarf was fooling him?

8. Who was your favorite character in this story? Why?

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WHSP: 5

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|--------------------------|---|
| 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**Word Knowledge**

Define the following words and use in a sentence.

| | |
|----------------------------|--|
| <u>For example:</u> | |
| 1. <i>Stupefy</i> | |
| a. Define: | Make a person dazed. |
| b. Use in a sentence: | The price of the designer shoes appeared to stupefy my tightfisted friend. |
| 2. <i>Stipend</i> | |
| a. Define: | _____ |
| b. Use in a sentence: | _____ |
| 3. <i>Stooge</i> | |
| a. Define: | _____ |
| b. Use in a sentence: | _____ |
| 4. <i>Stealthy</i> | |
| a. Define: | _____ |
| b. Use in a sentence: | _____ |
| 5. <i>Stench</i> | |
| a. Define: | _____ |
| b. Use in a sentence: | _____ |

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YEAR 7

MATHEMATICS

WHSP 5

| | |
|--------------------------|---|
| Strand | Measurement |
| Sub Strand | Time |
| Topic | ANALOGUE AND DIGITAL CLOCK |
| Content Learning Outcome | <ul style="list-style-type: none">Read and write analogue, digital time and 24 hour clock times . |

Lesson Notes



The clock uses the positions of the hands to describe the time – the clock is an analogue that describes the time of day.

A digital clock uses numbers, not hands, to describe the time.

60 min = 1 hour 60s = 1 min 24hours in a day

Exercise

1. Show time shown below in analogue form.

a.



b.



c.

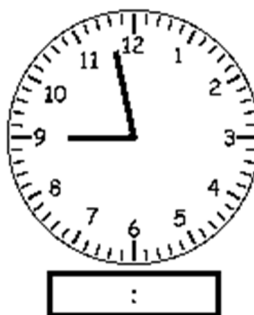


2. Write the following time in digital form.

a.



b.



c.



3. Complete the following.

- a) 2h = _____ min
- b) 3 min = _____ s
- c) 180min = _____ h
- d) $\frac{1}{4}$ h = _____ min
- e) 15 s = _____ min
- f) 48 h = _____ days

4. How many:

- i) Seconds in an hour? _____ s
- ii) Minutes in a day? _____ min
- iii) Hours in a week? _____ h

5. If Joep works 42 hours in a week, calculate

- a) The number of hours of work for each day.

_____ h

- b) The number of hours in a week he is not at work.

_____ h

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Year 7

H. Living

Lesson Notes

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|--|---|
| <u>Strand</u> | Building healthy relationship |
| <u>Sub-strand</u> | Resilience and Proactive Behaviour |
| <u>Content Learning Outcome</u> | Recognises the evils of threatening behaviour and identify ways of asserting oneself in such scenarios. |

Types of power within social groups

1. **Reward power**
 - The view that you will be rewarded by the group for certain behaviour
 - The more valuable the reward the greater the power
 - Rewards can include – praise, honours, money, services and goods
2. **Coercive Power**
 - This power influence behaviour with fear or withholding the rewards
 - This is seldom physical punishment, but refined emotional disadvantage or loss of reward
3. **Legitimate Power**
 - Group members' perception that the group has the real right to influence them.
 - Expressions such as "should", "ought to", "must", give legitimacy to expected behaviour from a group such as family/parents, teachers, or religious organizations
4. **Expert Power**
 - People accept the influence of individual who are known experts, recognized for their expertise. Example: teachers are subject experts and students accept their instructions.
5. **Referent Power**
 - An individual's identification with a group grows as s/he associates more with that group
 - The stronger the relationship the greater the influence of the group and certain members of the group on the individual. Example: movie stars are used on advertisements to encourage us to buy the product.

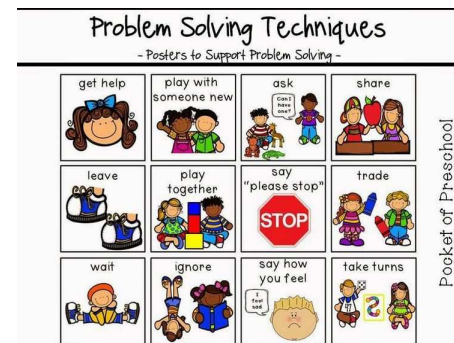
Ways of resolving Conflicts

- Separate yourself from the situation and take time to cool out.
- Focus on the issue, not your position on the issue
- Do not make situation as a competition where one wins and other loses
- Work towards a solutions where both parties needs are met
- Focus on the area of common interest and agreement instead of disagreement and opposition
- Never jump to conclusions and make assumptions about others feeling and thoughts
- Listen without interrupting
- Forget past and stay in present

- Build Power With others NOT build power over others.

Non Violent ways of resolving conflicts

- Non resistant
- Recognize impulse behavior
- Dialogue and communication
- Don't try to change others personality
- Compromising
- Collaboration
- Ask for other view points to be explained



Activity

Discuss what is Reward power?

Give an example of a group you belong to where legitimate power exists.

What kind of power as discussed in the notes do teachers have on you as students?

Discuss two ways in which conflicts can be resolved.

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Year 7

S. Science

Lesson Notes

| | |
|--|---|
| <u>Strand</u> | Time, Continuity and Change |
| <u>Sub-strand</u> | Continuity and Change |
| <u>Content Learning Outcome</u> | Identify and sort the various forms of leaders that exist in the Pacific. |

Traditional Leaders and Western Type of Leadership

There are two types of leadership that exists in the Pacific.

The first one is traditional Leadership. These include Chiefs, Kings as in Tonga, Queens, Prince, Princess, Heads of clans and tribes. These leaders inherit their leadership roles. They are born into it. Their behaviour is defined by a set of traditional rules and beliefs.

The second one is Western Leadership. These include roles such as Presidents, Prime Ministers, Ministers, Head Teachers, Principals, Pastors and Managers. They are either elected or selected. Their behaviours are also governed by a set of instructions set by the Government or people who elect them into power.

Activity

How many types of leadership exist in the Pacific?

Differentiate between traditional and Western type of leadership?

[illegible]

[illegible]

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| STRAND | लिखना एवं निर्माण करना |
| SUB-STRAND | भाषा की विशेषताएं एवं नियम |
| CONTENT LEARNING OUTCOME | विविध वाक्य संरचनाओं कड़ियों तथा उपयुक्त शब्दावली व विराम आदि चिन्ह के प्रयोग से विभिन्न विषय प्रकार का निर्माण करना |

वाक्या रचना

दिए गए शब्दों से एक वाक्य बनाओ।

| | | |
|-----|---------|--|
| 1. | अस्तपाल | |
| 2. | दोस्ती | |
| 3. | बसौ | |
| 4. | परशानी | |
| 5. | समाज | |
| 6. | फगन | |
| 7. | शर्म | |
| 8. | घायल | |
| 9. | बीमार | |
| 10. | आदर | |

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Year 7

S. Science

Lesson Notes

| | |
|--|---|
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| <u>Sub-strand</u> | Continuity and Change |
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Activity

How many types of leadership exist in the Pacific?

Differentiate between traditional and Western type of leadership?

What type of leadership does the Kingdom of Tonga belong to?

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Vosavaka-Viti

Lesson Notes

| | |
|--|---|
| <u>Matana.</u> | Na vakarorogo kei na cavuti ni vosa. |
| <u>Matanalalai.</u> | Na veivanua e vakayagataki kina na vosa. |
| <u>Nanamaki nil ewe nivuli.</u> | Vakarorogoka soli vakasama e na veimataqalivakadewatakitukutuku, bulia e so na taro, I vakamacalakei na vosavosataki. |

Vakadadamuria na i tuvatuva ni tukutuku sa soli oti e na i karua ni wasewase ni cakacaka ka vola e dua na vosa ni veitalaci ki vua na nomu gasenivuli ni kalasi. E nomu i tavi tiko na vosa ni veitalaci vei koya ni sa cava na yabaki ni sa vakarau me sa lesi kina dua tale na koronivuli. Mo nanuma mo cavuta rawa e liu na veika baleti koya o vosa tiko vua, sa qai cavuti koya ko vosa tiko e na vukuna, vakalewena na nomu i tukutuku ni vakavinavinaka ka qai tinia tale.

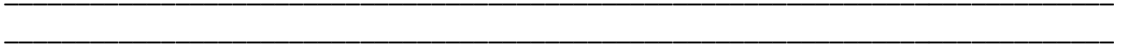
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Vosavaka-Viti

| | |
|--|---|
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[illegible]



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YEAR 7

BASIC SCIENCE

WHSP 5

| | |
|--------------------------|---|
| Strand | Energy |
| Sub Strand | Uses of Sounds We Hear |
| Topic | Vibration and Sound |
| Content Learning Outcome | What sound is, how it is produced and how it travels. |

Lesson Notes (refer to page 95- 96 of the text)

In this unit we will find out about what sound is, how it is produced and how it travels. We will also be looking at how we hear sounds and taking care of our ears. Scientists use an oscilloscope, which looks like a small television to see the patterns that sound makes. Sound vibrations are changed to electrical vibrations inside a microphone and these are used to make wave shapes appear on the screen. The crests show where the big group of molecules is hitting the microphones. There are different kinds of energy in Sound called electromagnetic energy.

The more waves on the screen, the higher the frequency, and the higher the pitch of the sound. Things that vibrate fast have a higher pitch. The taller the waves, the louder the sounds. (Note: frequency means the number of waves passing per second).

What is it that causes sound?

In this lesson we will see that sound is made when an object vibrates or when moves backwards and forwards very quickly. The vibrations pass through the air until they reach our ears.

Activity: The Vibrating Ruler

Materials: ruler for each student

Method:

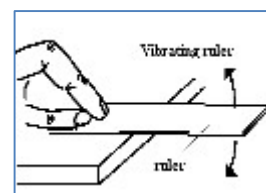
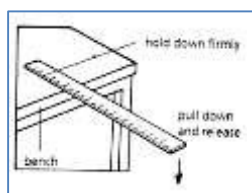
1. Hold the ruler firmly on the edge of the desk

with the palm of your hand. Let part of the ruler stick out over the edge of the desk.

2. Pluck the overhanging part of the ruler. Watch and listen. *What is vibrating? What do you hear? What causes the sound?*

3. Change the overhanging part to 25cm. pluck the ruler. Do the same when the overhanging is 20cm. watch and listen in each case.

Which vibrates faster(20cm or 25cm) overhanging?



Exercise: The Vibrating Ruler

1. Complete:

a. When we plucked the ruler it moved _____.

We say it vibrated.

b. We changed the _____ of the overhanging part to 25cm. We plucked the ruler.

c. We did the same when the _____ was _____ cm.

2. Answer the questions in complete sentences.

a. What is vibration?

b. What causes the sound from the ruler?

3. Conclusion:

A short part vibrates _____ than a long part. Vibrating things produce _____