

YEAR: 7

ENGLISH

WHSP: 6

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 17 – BOBO’S GREAT DARING**

*Read Chapter 17 to answer the following.

(1A) Summary

Bobo swam back to the (1) _____. He had to kill a big (2) _____ shark along the way. He also swam straight into ring of (3) _____ and they did not attack him because of this. He asked a (4) _____ missionary for help, but the priest did not want to go out and rescue (5) _____ and (6) _____ in the wild night. Bobo managed to (7) _____ all the way to Mr. (8) _____ house. They were able to rescue George and Tebu just before dawn the next morning. George and Tebu stayed safely in their (9) _____ bag for (10) _____ hours.

(1B) Questions

1. Why did Bobo swim straight into the ring of the sharks?

2. How did Bobo kill the big tiger shark that charged him?

3. Why didn't the French Missionary want to go and look for George and Tebu?

4. Why was it very difficult for Bobo to walk to Mr Glover's house?

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 2**GRAMMAR**

Circle the letter of the **best** answer to each question.

1. John did not _____ tired but he still went to bed.
 - A. feel
 - B. felt
 - C. feels
 - D. feeling

2. Mere was pleased when _____ found her lost shoes.
 - A. he
 - B. she
 - C. her
 - D. him

3. Many people do not know how old _____.
 - A. they are.
 - B. are they.
 - C. were they.
 - D. they were.

4. Which word is wrongly spelt?
 - A. letter
 - B. status
 - C. reason
 - D. surprice

5. Sione reads _____ Tonga Chronicle every week.
 - A. a
 - B. an
 - C. the
 - D. are

6. A dog _____ a lot at people it doesn't know.

- A. bark
- B. barks
- C. barked
- D. barking

7. Geeta did not _____ to win the lottery.

- A. accept
- B. expect
- C. suspect
- D. suspend

8. "Can I borrow your pen, Tomu?" asked Ana. In reported speech, this would be:

Ana asked Tomu _____

- A. could she lend his pen.
- B. can she borrow his pen.
- C. if she could borrow his pen.
- D. if he could borrow your pen.

9. Put the following words in the order that you would find them in a dictionary.

1. check	3. cheque
2. charge	4. change

- A. 4, 2, 1, 3
- B. 4, 2, 3, 1
- C. 3, 1, 4, 2
- D. 2, 4, 3, 1

10. The correct order of these words so that it forms a correct sentence is

1	2	3	4
flooded last week /	Mr. Prasad's /	was /	vegetable farm

- A. 4, 1, 3, 2.
- B. 2, 3, 1, 2.
- C. 1, 4, 2, 3.
- D. 2, 4, 3, 1.

1098 SABETO SANGAM SCHOOL

YEAR 7

MATHEMATICS

WHSP 6

Strand	Measurement
Sub Strand	Time
Topic	12 AND 24 HOUR TIME
Content Learning Outcome	<ul style="list-style-type: none">Read and write analogue, digital time and 24 hour clock times

Lesson Notes

Normally the time is shown as **Hours: Minutes**. There are 24 Hours in a Day and 60 Minutes in each Hour.

Example: **10:25** means 10 Hours and 25 Minutes

Showing the Time

There are two main ways to show the time: "24 Hour Clock" or "AM/PM":

- **24 Hour Clock:** the time is shown as how many hours and minutes since midnight.
- **AM/PM** (or "12 Hour Clock"): the day is split into: the 12 Hours running from Midnight to Noon (the **AM** hours), and the other 12 Hours running from Noon to Midnight (the **PM** hours).

AM - Ante Meridiem* Latin for "before midday" (Midnight to Noon)
0:00 to 11:59

PM Post Meridiem* Latin for "after midday" (Noon to Midnight)
12:00 to 23:59

Exercise

- The following are written in 24-hour time. Rewrite these times in standard 24 hour time, indicating whether they are am or pm.

a. 0420 = _____

b. 1030 = _____

c. 1310 = _____

d. 2240 = _____

e. 0959 = _____

f. 2324 = _____

g. 00:20 = _____

h. 14:43 = _____

i. 11:01 = _____

2. Write these times as they would appear on a 24-hour clock.

a. 5:20am = _____

b. 10:50am = _____

c. 3:19pm = _____

d. 9:20pm = _____

e. half past 2 in the morning = _____

f. 10 past 5 in the afternoon = _____

g. a quarter to 3 in the morning = _____

h. 12 noon = _____

3. Change the following time to 12 or 24 hour time

Program	Time Settings
10:30pm to 11:30pm	2230 to _____
9:15am to 10:45am	_____ to _____
7:45pm to 9:10 pm	_____ to _____
_____ to _____	0530 to 0640
_____ to _____	1200 to 1430
_____ to _____	1755 to 2313

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Year 7

H. Living

WHSP 6

Lesson Notes

<u>Strand</u>	Building healthy relationship
<u>Sub-strand</u>	Resilience and Proactive Behaviour
<u>Content Learning Outcome</u>	Explore and state skills needed to prevent harmful situations.

Proactive Behaviour

- Proactive behaviour is acting in advance in a future situation rather than just reacting
- Instead waiting something to happen you take control and make it happen
- A proactive behaviour can change what is about to happen or to the people around you

Preventing Harmful situations form occurring

- Always be aware of behaviour and situations that signals danger
- Isolate yourself from dangerous situations
- Stay away from bullies
- Always talk things over
- Avoid stirring trouble with those who like trouble



Effects of Suicide (Scenario one)

- The impact of suicide attempt or completed suicide is catastrophic and disturbing
- The loved one of the victims are emotionally depressed and disturbed by the act.

Reasons of committing suicide in students

They think that they do not have alternative because no one:

- Listened to them
- Wants to listen to them
- Was there to share their problem
- Because of peer pressure
- Because of depression and anxiety

Effect of Suicide on the family

- Family members experience great range of conflicting emotions about the deceased
- Experience complicated grief in reaction to that loss
- Low self-esteem among the family members
- Extreme feeling of isolation and emptiness
- Having no interest in activities that sufferer used to enjoy
- Feeling intense pain and emotional sadness about the loss
- Longing for the person they lost

Effect on the nation

- Loss of life of a young leader who would have contributed to the economy
- Setting bad examples to peers and groups in the society
- Exerting pressure on current legislation
- Pressure on nation in pumping for finance to create awareness
- Loss of labour force
- It's a crime

Ways to get away from thinking about suicide

1. **Talk to school counsellor/ friend or parents** – with counsellor/ friends / parents begin working through the reason behind your suicidal thoughts
2. **Refocus** – refocus your thoughts to your strengths, your abilities and what you have to offer to the world. Refocus your attention on things that you like to do.
3. **Get involved in the physical activity or sports** – physical activity is the great way to let off steam. Being physically involved will make you realize your potential to excel and be part of a team. – thus, taking away loneliness
4. **Talk to spiritual leader** – talk to spiritual or religious leader as they can help you by ease the pain by offering new perspective and giving you something to think about.
5. **Find a support group** – find support group in your community or online where you can find comfort talking to other people who once had suicidal thoughts and set up social network of understanding people for helping you out
6. **Realize that you can make fresh choice for change every day** – be bold and change the situation that makes you unhappy every day.

Activities

1. What is Suicide?

2. What are some likely reasons for people to commit suicide?

3. What are some effects of suicide on the family?

4. What are some effects of suicide on the nation?

5. What are some ways to stop thinking of suicide?

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

वचन

अभ्यास कार्य

1. इन वाक्यों को बहुवचन में लिखो ।

एक वचन	बहुवचन
a. लड़का रोता है ।	लड़के रोते हैं ।
b. लड़का गाना गा रहा है ।	
c. कन्या पाठशाला जाती है ।	
e. घोड़ा घास खा रहा है ।	
f. उस विद्यार्थी को देखो ।	

2. इन शब्दों को एक वचन में लिखो ।

बहुवचन	एक वचन
a. केले	केला
b. कहानियां	
c. मक्खियां	
d. गन्ने	
e. पंखे	
f. नदियां	
g. माताएं	
h. स्त्रियां	

Strand	संस्कृति
Sub Strand	शिष्टाचार रिवाज परंपराओं जातियां गणित जातीय विज्ञान प्रौद्योगिकी तथा पर्यावरण मुद्दे
Content Learning Outcome	धार्मिक वातावरण तथा प्राकृतिक संसाधनों की रक्षा व संरक्षण करना

अनुसंधान कार्य (Research Work)

श्री कृष्ण

a.	जन्म देने वाली माँ	
b.	पालने वाली मां	
c.	बड़े भाई	
d.	मामा	
e.	नाना	
f.	प्रिय मित्र	
g.	प्रेमिका	
h.	जन्म भूमि	
i.	जनम दिन	



J. भगवान श्री कृष्ण को किसका अवतार माना जाता है?

K. भगवान श्री कृष्ण कहा के राजा थे?

L. श्री कृष्ण और सुदामा के गुरु कौन थे?

M. श्री कृष्ण का जन्म किस युग में हुआ था?

N. कृष्ण जन्माष्टमी कब मनाया जाता है?

1098 Sabeto Sangam School

Year 7

S. Science

WHSP 6

Lesson Notes

<u>Strand</u>	Place and Environment
<u>Sub-strand</u>	Features of Places.
<u>Content Learning Outcome</u>	Examine strategic positions of Pacific Islands in the world and discuss their attributes as part of the Global village.

Where are we Located?

When we talk about **Islandness**, we are referring to things that makes us unique as Pacific Islanders and different from others in the world. Some of these special characteristics are:

- White sandy beaches
- Deep blue sea
- Smiling faces
- Friendliness
- Surrounding ecosystem
- Culture

The environment in the Pacific is unique and has influenced our way of life as Pacific islanders.

Our location in the world map is also an advantage because it allows us to interact with the outside world. Almost all island countries are made up of other smaller islands which really affect how people live.

Activities

1. List down two disadvantages of living in smaller islands.

2. Describe two important services that people need while living in the island.

3. Pacific island countries are also far from each other. Describe one disadvantage and one disadvantage of their geographical locations.

1098 Sabeto Sangam School

Yabaki 7

Vosavaka-Viti

WHSP 6

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 vakadre ki vua e dua na nomu I tokani ni kalasi ko sa digitaki me mata taka na timi ni Nadi e na sotasota ni veitacuci ni gonevuli ka na vakayacori e Suva. E nomu i tavi tiko na vosa ni vakadre vei koya ni o Headboy ni koronivuli. Na yacana o Jone ka gone ni Sabeto koro ka vuli tiko e na nomu koronivuli e Sabeto Sangam School.

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 vakadre ka qai tinia tale.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

1098 SABETO SANGAM SCHOOL

YEAR 7

BASIC SCIENCE

WHSP 6

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.

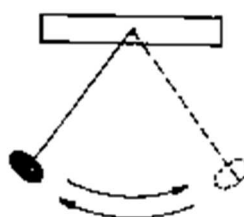
Lesson Notes (refer to page 97- 98 of the text)

A pendulum is a heavy object tied to a string which swings forward and backward. The frequency of the pendulum depends on the length of the string.

Activity: Swinging Pendulums

Materials:

Each student should have
2 pieces of string (20cm and 10cm)
2 stones/ heavy objects
2 drawing pins
1 clock/stopwatch



Method:

1. Tie the 20 cm piece of string to a small heavy object such as a stone. Use a pin to hang the stone down from the side of the table. Make it swing 10 times. *Note: One complete swing is when the object (stone) moves forward then backwards. (Forward then backwards..... count 1)*
2. Make another which is shorter than the first one (10cm). Hang it far enough from the first one so that they do not touch each other when they are swinging. Swing the long pendulum and find the time for 10 complete swings. Swing the short pendulum and find the time for 10 complete swings. *Which takes more time to complete 10 swings?(long pendulum or short pendulum)*
3. Now count how many swings the two different pendulums make in 1 minute. (Repeat this three times) Record your results in the table provided.

	Length in cm	Frequency, complete swings per minute			Total	Average = $\frac{total}{3}$
		1 st time	2 nd time	3 rd time		
Long pendulum	20 cm					
Short pendulum	10 cm					

Exercise: Swinging Pendulums

1. Complete:

- a.) A pendulum is a heavy _____ tied to a piece of _____ which can _____ forwards and backwards.
- b.) One complete swing is when the _____
_____.
- c.) The long pendulum makes 10 swings to in _____ second.
- d.) The short pendulum makes 10 swings to in _____ second.

2. Answer the questions in complete sentences.

- a. What is the average swing per minute for the long pendulum?

- b. What is the average swing per minute for the short pendulum?

3. Conclusion: (Put a line across the wrong word)

In this activity we discovered that the longer the pendulum the faster/slower it swings. Short pendulums have high/low frequencies. Long pendulums have high /low frequencies.