

1075 LOVU SANGAM SCHOOL

YEAR 7

ENGLISH

WORKSHEET #7

**Strand:** Reading and Viewing

**Sub Strand:** Text types, Media everyday communication on Literary texts.

**CLO:** Explore and asses features of wide range of literary and media texts in print and multi modal text.

**TOPIC: COMPREHENSION.**

Read the passage below and answer the questions that follows.

**BLUE WHALES**

Blue whales are the largest **creatures** that have ever lived- bigger even than the largest **dinosaur**. Blue whales can grow to more than 100 feet in length and can weigh up to 190 tons. They are as long as six medium cars and about as heavy as 2000 men.

The top part of the blue whale's body is blue-grey with light **spots** while the lower part is pale grey to white.

Blue whales live in most oceans of the world and feed on krill which are small shrimp-like animals. They can eat up to 8 tons of **krill** a day.

Blue whales are not fish -they are **mammals**. They breathe air through their lungs just like other mammals. However, they can hold their breath for long periods of time, breathing out air through a **blowhole** when they surface. They give birth in the same way as dogs and cats and feed their 23-foot-long newborn calves on mother's milk.

The blue whale's most common enemies are killer whales and humans. They are sometimes hunted illegally or get caught up in fishing nets. These large animals can do little to protect themselves and are easy **prey**.

**Unfortunately**, blue whales are now an **endangered** species, which means they are in danger of disappearing forever. Many countries have now passed laws to **protect** the remaining whales.

**ACTIVITY**

Answer the following questions in **complete** sentences.

1. The top part of the blue whale is \_\_\_\_\_

2. How many medium cars could fit along a blue whale?  
\_\_\_\_\_

3. What kind of animal is a blue whale? \_\_\_\_\_
4. What do blue whales eat? \_\_\_\_\_
5. How do blue whales have their young? \_\_\_\_\_  
\_\_\_\_\_
6. Why are blue whales endangered? \_\_\_\_\_  
\_\_\_\_\_

**Extra Activity: Fill in the blanks**

The blue, humpback, sperm and killer are all types of \_\_\_\_\_. Whales, dolphins and seals are mammals that live in the \_\_\_\_\_. Whales are huge animals that breathe in oxygen like humans. They can hold their \_\_\_\_\_ for a long time but they must come to the \_\_\_\_\_ to get air. They don't have gills like fish. Some whales are known to sing to \_\_\_\_\_ in their pod.

|        |        |        |         |     |
|--------|--------|--------|---------|-----|
| breath | others | whales | surface | sea |
|--------|--------|--------|---------|-----|

SUBJECT: MATHS

NAME: \_\_\_\_\_

YEAR: 7

|                          |  |
|--------------------------|--|
| STRAND                   | Algebra  |
| SUB- STRAND              | 2.1Patterns  |
| CONTENT LEARNING OUTCOME | Investigate and describe mathematical patterns and sequences |

**Notes**

1. **Square numbers** – you get a square number by multiplying a number by itself.

Example – find the first five square numbers.

Step 1 – identify the numbers. The first five numbers are 1, 2, 3, 4 and 5. Notes say that we need to multiply the number by itself.

Step 2 - So we need to multiply the first five numbers that is 1, 2, 3, 4 and 5 by itself. That will be:

$$1 \times 1 = 1 \quad 2 \times 2 = 4 \quad 3 \times 3 = 9 \quad 4 \times 4 = 16 \quad 5 \times 5 = 25$$

Therefore the first five square numbers will be 1, 4, 9, 16 and 25.

We can also use a formula to find any square number and the formula is  $n^2$ . **Example, find the 10<sup>th</sup> square number.**

**Formula =  $n^2$  that is same as  $n \times n$  and our  $n = 10$**

$$n^2 = n \times n$$

$$10^2 = 10 \times 10$$

$$10^2 = 100 \text{ therefore the } 10^{\text{th}} \text{ square number is } 100.$$

2. **Triangular numbers** - are used to describe the pattern of dots that form larger and larger triangles.

Example – find the first four triangular numbers.

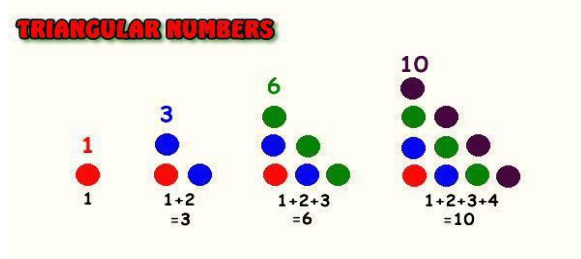
Step one – we need to start with 1 dot that will be our first triangular number.

Step 2 - Then add 2 more dots to the first dot that will add up to give 3 dots which will be our 2<sup>nd</sup> triangular number.

Step 3 - then add 3 dots to the 3 dots that we have drawn and this will add up to give you 6, which is the 3<sup>rd</sup> triangular number.

Step 4 - then we have to add 4 dots to the 6 dots that we have drawn and this will add up to give us 10, which is our 4<sup>th</sup> triangular number.

So the first four triangular numbers will be ( 1, 3, 6, 10)



Note : We can also use a formula to find the any triangular number.

$$\text{Formula } n = \frac{n(n+1)}{2}$$

Example: find the 12<sup>th</sup> triangular number.

$$\text{Formula} = \frac{n(n+1)}{2}$$

$$= \frac{12(12+1)}{2}$$

$$= \frac{12(13)}{2}$$

$$= 78$$

$$\text{therefore the } 12^{\text{th}} \text{ triangular number is } 78$$

3. Rectangular numbers - are numbers that is used to form rectangular shapes. The length is always one number bigger than the width of the rectangle.

Example: find the first 5 rectangular numbers.

| Width | Length | Working | Rectangular number |
|-------|--------|---------|--------------------|
| 1     | 2      | 1 x 2   | 2                  |
| 2     | 3      | 2 x 3   | 6                  |
| 3     | 4      | 3 x 4   | 12                 |
| 4     | 5      | 4 x 5   | 20                 |
| 5     | 6      | 5 x 6   | 30                 |

In the above table you must notice that the width is increasing by 1 and the length is also increasing by 1 when going from top to bottom. You should also note that every time the length is one number bigger than the width and this way it forms a pattern and therefore the first 5 rectangular numbers are 2, 6 12, 20 and 30.

Activity.

- Write the following set of numbers
  - First 6 square numbers. (\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_)
  - First 7 triangular numbers (\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_)
  - First 6 rectangular numbers (\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_)
- Complete the following pattern.
  - ( 1, 4, \_\_\_\_\_, 16, \_\_\_\_\_, 36, \_\_\_\_\_, 64, \_\_\_\_\_, 100)
  - ( 1, 3, \_\_\_\_\_, \_\_\_\_\_, 15, 21, \_\_\_\_\_)
  - ( 2, 4, 6, \_\_\_\_\_, 10, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_)
  - ( 1, 3, 5, 7, \_\_\_\_\_, 11, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_)
  - ( 2, 6, 12, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_)

3. Use the formula to solve the following problems. Do the working in the space provided

|   |  |
|---|--|
| a. Find the 14 <sup>th</sup> square number.     |  |
| b. Find the 20 <sup>th</sup> triangular number. |  |
| c. Find the 15 <sup>th</sup> triangular number. |  |
| d. Find the 18 <sup>th</sup> square number.     |  |

# 1075 LOVU SANGAM SCHOOL

## YEAR 7

### HEALTHY LIVING

#### WORKSHEET #7

**Strand:** Safety

**Sub Strand:** Personal Safety

**CLO:** Explains the need for applying rules in familiar settings.

**Topic:** Rules

1. **Rules** are an accepted principle or instruction that states the way things are or should be done, and tells you what you are allowed or are not allowed to do. Eg. Do not play in the classroom, do not swear, etc.
2. Examples are classroom rules, rules at home, rules of the game, library rules, etc. Parents usually monitors the rules at home while the teacher monitors rules in the class. Village headmen and elders in the community monitors the rules in our villages/communities. Police enforces the rules of a country.
3. Rules keep us **safe** whether at home, school, class or in the library. Without rules, there would be chaos everywhere as people will do whatever they want and whenever they want.

#### **ACTIVITY**

1. In the table below, write down some rules applicable in these settings.

| Rules at home   | Rules in<br>Community/Village | Rules in School |
|-----------------|-------------------------------|-----------------|
| e.g No swearing |                               |                 |

2. Why do you have rules at home? \_\_\_\_\_  
\_\_\_\_\_
3. Who monitors these rules at home? \_\_\_\_\_
4. Why do school need rules? \_\_\_\_\_  
\_\_\_\_\_
5. If there were no rules in school, what do you think will happen? \_\_\_\_\_  
\_\_\_\_\_
6. Who monitors rules in your community/village? \_\_\_\_\_

**LOVU SANGAM SCHOOL****Year / Level: 7****Subject: HINDI****Worksheet – Home package 7****NAME: \_\_\_\_\_**

|                                 |  |
|---------------------------------|--|
| STRAND                          | संस्कृति   |
| SUB STRAND                      | सांस्कृतिक मूल्यों व व्यवहारों की समझ के द्वारा अपनी पहचान बनाए रखना । |
| CONTENT<br>LEARNING OUT<br>COME | विभिन्न पारंपरिक - मिष्ठान/भोजन के पाक- विधि लिखना                     |

**Notes**

निचे दिए विभिन्न पारंपरिक मिष्ठान/भोजन के बारे में पढ़ कर अपने माता/ पिता के साथ चर्चा कि जिए ।

- रोठ - हनुमान जी की पूजा जब किया जाता है तब हम उन्हें रोठ चढ़ते हैं ।
- हलवा - विभिन्न अवसरों पर बनाई जाती है ।
- खीर - विभिन्न अवसरों पर बनाई जाती है और हवन यज्ञ में अर्पण किया जाता है ।
- लप्सी पूरी - देवी जी की पूजा जब की जाती है तब हम उन्हें लप्सी-पूरी चढ़ते हैं
- इडली/ढोसा - दक्षिण भारतीय के लोग इसे खाना पसन्द करते हैं ।
- सेवई - इस्लाम धर्म को मानने वाले ईद त्योहार पर सेवईयाँ बनाते हैं ।
- पायसम - ज्यादातर शादियों में बनाई जाती है ।
- सोंठ - ज्यादातर माताएँ बच्चे को जन्म देने के बाद अपने स्वास्थ्य को अच्छा करने के लिए पीती हैं ।
- पंचामृत - दूध, घी, धही, चीनी और मधु से पंचामृत बन्ती है ।
- रसम - ईमली से बनाई जाती है ।

**अभ्यास कार्य**

अ - दिए गए मिष्ठान/भोजन का चित्र बना कर उस में रंग भरिए ।

| रोठ | लप्सी पूरी | इडली/ढोसा | सेवई |
|-----|------------|-----------|------|
|     |            |           |      |

आ - अपने मन पसन्द मिष्ठान के बारे में तीन वाक्य लिखिए ।

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|                                 |   |
|---------------------------------|---|
| STRAND                          | संस्कृति  |
| SUB STRAND                      | सांस्कृतिक मूल्यों व व्यवहारों की समझ के द्वारा अपनी पहचान बनाए रखना                          |
| CONTENT<br>LEARNING OUT<br>COME | शिष्टाचार, रिवाज़ परम्पराओं, जातीय- गणित, जातीय - विज्ञान, प्रौद्योगिकी तथा पर्यावरण -मुद्दें |

## NOTES

हमारे त्योहार हम हर साल खुशयाली से मनाते हैं। हर त्योहार के कई महत्व हैं। इन त्योहारों से जो ज्ञान मीलता है उन को जानना और समझना हमारे लिए बहुत ज़रूरी है। इन त्योहारों के बारे में आप को अपने माता पिता के साथ चर्चा करनी है। ये हैं हमारे कुछ त्योहार जिन के बारे में आप को चर्चा करना है।

- दीपावली
- होली
- रक्षाबन्धन
- राम नवमी
- कृष्ण जन्माष्टमी
- शिव रात्री

## अभ्यास कार्य

| त्योहार          | किस भगवान की पूजा की जाती है। | इस त्योहार से हम क्या सिखते हैं। |
|------------------|-------------------------------|----------------------------------|
| दीपावली          |                               |                                  |
| होली             |                               |                                  |
| रक्षाबन्धन       |                               |                                  |
| राम नवमी         |                               |                                  |
| कृष्ण जन्माष्टमी |                               |                                  |
| शिव रात्री       |                               |                                  |





**1075 LOVU SANGAM SCHOOL**

**YEAR 7**

**SOCIAL SCIENCE**

**WORKSHEET – Home package 7**

NAME: \_\_\_\_\_

|                           |   |
|---------------------------|---|
| STRAND                    | PLACE AND ENVIRONMENT   |
| SUB STRAND                | PEOPLE AND CARE OF PLACES   |
| CONTENT LEARNING OUT COME | <ul style="list-style-type: none"><li>• Identify and collect evidence of some major world climatic issues.</li><li>• Discuss and present about their effects on people's health, and the environment.</li><li>• Discuss policies and regulations to reduce effects of climatic issues on lives.</li></ul> |

( This topic is integrated with Education In Human Values -Love)

**Notes**

1. One of the major world climatic issues is global warming which in deed is causing climate change.
2. Climate change is a change in global or regional climate pattern.
3. The climate change is caused by human activities that is:
  - a. Cutting down of tree ( deforestation).
  - b. Burning of forest.
  - c. Using CFC gases e.g. using perfumes that contain CFC gases.
  - d. Use of fossil fuels e.g. benzene , kerosene, zoom and diesel
  - e. Not disposing rubbish properly.
  - f. Causing air, water and land pollutions.
  - g. Emission of green house gases.
4. The impacts of global warming and climate change are:
  - a. Accelerating sea level rise.
  - b. Impacts of weather will get worse such as droughts, flooding, stronger cyclones and heat waves.
  - c. Disruption in food production.
  - d. Acidification of ocean.
  - e. Can cause species to extinct.
5. Some of the ways of preventing global warming are:
  - a. Plant more trees (afforestation)
  - b. Use 3Rs that is Reduce, Reuse and Recycle.
  - c. Use less fossil fuel.
  - d. Don't burn forests.
  - e. Don't use perfumes that are made from CFC gases.
  - f. Avoid causing pollutions.
6. In 1988 the Intergovernmental Panel on Climate Change (IPCC) was created by United Nations Environment Programme (UNEP) and the World Metrological Organisation (WMO) to assess the scientific knowledge on global warming.
7. In 1990 the IPCC informed that the climate change is human induced.
8. The United Nations Framework Convention on Climate Change (UNFCCC) was signed by over 150 countries at the Rio Earth Summit in 1992.

### Activity

Answer the following questions.

1. What is climate change?

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2. Give at least give 3 things that are done by human which is causing climate change..

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3. Give two effects of global warming?

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4. What will happen to human kinds and other living things if we do not take actions now?

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|                           |   |
|---------------------------|---|
| STRAND                    | PLACE AND ENVIRONMENT   |
| SUB STRAND                | PEOPLE AND CARE PLACES  |
| CONTENT LEARNING OUT COME | Gather information on major global climatic issues affecting our world today and express advocating strategies to alleviate their impacts on our lives. |



### Notes

#### **Policies that tackles the issues on Climatic Issues**

1. New policies and regulations can had been made to fight against climate change.
2. To fight against climate change people have found renewable source of energy which reduces emissions of carbon into the atmosphere for example, wind mills, solar power and bio-fuels which is use to produce electricity.
3. We need to look at practical adaptations such as appropriate land use regulations and a new structure for insurance rates.
4. The world's countries need to take significant steps to **mitigate** ( to fight against) climate change. For example we must transition from the use of fossil fuels to non-polluting forms of energy such as solar and wind energy, and learn to use energy more wisely.
5. To minimize the adverse impacts of climate change, we need to enact regulatory tools and financial incentives that will encourage both businesses and citizens to reduce emissions of carbon dioxide and other greenhouse gases.

### ACTIVITY

Draw two ways of saving our planet and write a short description that explains your drawings.

|   |  |
|---|--|
| Draw planting of trees  | Draw - Use of renewable source of energy   |
|  |  |



**1075 LOVU SANGAM SCHOOL**

**YEAR 7**

**VOSA VAKA VITI**

**WORKSHEET #7**

**Matana:** Na i Vakarau Vakavanua

**Matana Lailai:** Vanua kei na Veika Bula.

**CLO:** Na veiwekanitaki ni veika bula kei na noda bula vakaitaukei.

**NA I CAVUTI VAKAVANUA**

| VANUA         | I CAVUTI         | TURAGA  |
|---------------|------------------|---|
| Kadavu        | 1. Nacolase      | Na Tui Tavuki                                 |
| 2. Namosi     | Nabukebuke       | Na Tui Namosi                                 |
| Nadroga       | 3. Nakuruvakarua | Na Ka Levu                                    |
| 4. Rewa       | 5. Burebasaga    | Roko Tui Dreketi                              |
| 6. Lau        | Vuanirewa        | Na Tui Nayau, Na Tui Lau, Sau ni Vanua ko Lau |
| 7. Macuata    | Caumatalevu      | Tui Macuata                                   |
| 8. Bua        | Cakaunitabua     | Tui Bua                                       |
| 9. Cakaudrove | Lalagavesi       | Tui Cakau                                     |
| Tailevu       | Kubuna           | Tui Kaba                                      |
| Naitasiri     | Matanikutu       | Qaranivalu                                    |

**BOLE NI MANUMANU**

- Sala kece ga ki na koro- Ra Koli
- Ki Namuka vata ga nikua- Ra Belo
- Dui mate ga e na nona dui ucu ni vatu- Ra Saravalivali
- Veitalia ga na Kacabote- Ra Boto
- Dua ga na siga ni cola qele- Ra Mana

**CAKACAKA LAVAKI**

Wirina na matanivola e dodonu. Na taro e ke e vauci vata kina na cakacaka sa oti.

- Vakaturaga saka ki \_\_\_\_\_, vua na Marama Bale na Roko Tui Dreketi
  - Kubuna
  - Lalagavesi
  - Burebasaga
  - Caumatalevu
- Ko cei vei iratou oqo e i tavi nei **Matanivanua**?
  - rabeta na mena yaqona na turaga
  - wasea na i yau kei na magiti
  - vavavi e na gauna ni solevu
  - qoliva na kedra na turaga

3. Ni tini na ika sa tautauvata ni dua na  
 A. vatu C. lawa  
 B. bola D. dali
4. Na manumanu cava ka nona i bole na **“Sala kece ga ki na koro”**  
 A. koli C. saravalivali  
 B. belo D. vuaka
5. Na yasana cava e Viti e kena i cavuti vakaturaga ko **Cakaunitabua?**  
 A. Bua C. Cakaudrove  
 B. Macuata D. Naitasiri
6. Na vula i Senidrala o ya na vula ko  
 A. Seviteba C. Janueri  
 B. Maji D. Okosita
7. Na **dreke ba** e vakayacori ni sa  
 A. tauvimate e dua C. mate e dua na wekada  
 B. sucu e dua na gone D. sikovi na dai
8. **“Veitalia ga na kacabote”** e i bole nei  
 A. boto C. koli  
 B. saravalivali D. belo
9. Na vula cava e vakatokai me vula i **sevu?**  
 A. Maji C. Evereli  
 B. Janueri D. Veverueri
10. Ke’u vakanadaku tiko e na **Tokalau**, au vakanamata ki na  
 A. Vualiku C. Ceva  
 B. Vua-i-cake D. Ra
11. E ra kena dau na sivilivi kei na ta waqa ko ira na  
 A. mataisau C. gonedau  
 B. bête D. matanivanua
12. E tini na **qari** sa dua na  
 A. wai C. rara  
 B. vatu D. mata
13. Na \_\_\_\_\_ e dau vakayacori ni dua na **vakamau**.  
 A. tevutevu C. roqoroqo  
 B. i vakasobu D. reguregu

**1075 LOVU SANGAM SCHOOL**

**YEAR 7**

**BASIC SCIENCE**

**WORKSHEET – Home package 7**

NAME: \_\_\_\_\_

|                           |   |
|---------------------------|---|
| STRAND                    | ENERGY  |
| SUB STRAND                | ENERGY SOURCE AND TRANSFER  |
| CONTENT LEARNING OUT COME | Investigate the transfer of some forms of energy and describe the effect of energy transfer on certain materials. |

**Notes**

1. Energy is the power obtained from physical or chemical resources to provide light and heat or to work machines.
2. Sources of energy are
  - a. Sun gives us solar energy
  - b. Wind gives us wind energy.
  - c. Water gives us hydropower.
  - d. Geothermal – energy that is heat generated by natural processes beneath the earth's surface.
  - e. Biomass – organic matter derived from organisms .
  - f. Fossil fuels.
3. Forms of energy are:
  - a. Heat
  - b. Electrical
  - c. Sound
  - d. Solar
  - e.

**HEAT ENERGY**

1. is a form of energy that is transferred from a region of higher temperature to one of lower temperature e.g. a cold object placed in a warm place will absorb heat from its surroundings, causing its temperature to rise. A warm object will lose heat to its surroundings causing its temperature to fall.
2. There are three different ways of heat transfer and these are:
  - a. **Conduction** - transfers heat within a body or between two bodies that are touching. Energy is transferred directly e.g. putting a metal spoon in a hot tea. After some time the spoon will get hot and this is due to direct contact of spoon into the hot tea.
  - b. **Convection** – energy is transferred by the mass motion of molecules e.g. heating water in a pot. When heating water the water particles at the bottom of the pot will gain energy and the density will decrease therefore it will move up and the colder particles of particles from top will come down and this will continue which will form the particles to transfer energy in the convection form.
  - c. **Radiation** – energy is transferred by electromagnetic radiation e.g. when seated near a open fire you will feel the heat that heat is transferred through heat waves and this is called heat radiation.
3. Insulator – a material that does not conduct heat or electricity e.g. rubber, wood and plastic materials.
4. Conductor – a material that allows heat to travel through e.g. iron, steel, copper and other metals.

### **Activity**

Do the following questions.

1. Write down six sources of energy.

a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_  
e. \_\_\_\_\_  
f. \_\_\_\_\_

2. Write the four forms of energy.

a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_

3. There are 3 ways of heat energy transfer. Write the name and explain how the heat is transferred.

a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
c. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Write at least one place you have used the following heat transfers.

- a. Conduction –

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- b. Convection -

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- c. Radiation -

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_