

1075 LOVU SANGAM SCHOOL

YEAR 7

ENGLISH

WHSP #12

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.

NOVEL: Making Good by Ian Seraillier

Chapter 16 – Capsized

One day during another fishing trip, their sailing boat capsized in the rough sea. Bobo made a bag from a canvass and George and Tebu got inside it, then Bobo began to swim ashore to get help but there were sharks in the water around the boat. While Bobo was swimming the Sharks began circling him but he was not afraid.

ACTIVITY

Fill in the Blanks.

storm	Gilbert	miles	capsized	lagoon
Islands	Tebu	north	land	Bobo

1. One day, George was out in the _____ in a sailing boat.
2. _____ the helmsman and George's friend Tebu was with him.
3. They were on their way home from fishing when a sudden _____ arose
4. In the _____ the trade winds can blow steadily for months on end.
5. But nobody can tell when the wind will change suddenly to the _____
6. Before anyone realized what had happen, the boat _____
7. George and _____ were thrown into the lagoon.
8. They were five _____ from _____

Chapter 17 – Bobo's Great Daring

Bobo swam safely to the shore but he had to kill a big tiger shark along the way. He also swam straight into group of sharks and they did not attack him because of this.

He asked a French missionary for help, but the priest did not want to go out and rescue George and Tebu in the storm. Bobo managed to walk all the way to Mr. Glover's house.

They were able to rescue George and Tebu just before dawn the next morning. George and Tebu stayed safely in their Canvass bag for 12 hours.

ACTIVITY

Answer the questions given.

1. How did Bobo get through the ring of sharks?

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

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

Chapter 18 – The Octopus

George did well in the store and sometimes Mr. Glover left him in charge of it. He planned to start another store in Tarawa Island and appoint George as the manager. George was popular with other children, but they knew he was not brave.

One day George, Bobo and Ari went octopus hunting. Bobo dived first as bait for the octopus. Ari followed but he hit his head on the reef when octopus grabbed Bobo. George rescues Ari and Bobo and he also brought Bobo and the octopus to the surface. George also killed the octopus by striking it in between the eyes. George had become a brave young man.

Chapter 19 – An Old Friends Again

Scrope set another trap for George. He sent a man to break into the store and then run away to a place near the beach where Scrope was waiting with two crew members to capture George and take him to the Trade Wind.

On the way back to the ship the boat capsized. George managed to swim back to shore in spite of the sharks but Scrope and some of his men drowned.

The prophecy had come true “Death to the man with Emerald Ring”

ACTIVITY

1. What showed that Mr. Glover really trusted George? _____

2. Why did the children laugh at George? _____

3. Who rescued Bobo and Ari during the octopus hunting trip? _____

4. How did the Kiribati man break into the shop? _____

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NOVEL: Making Good by Ian Serailier

Chapters 20 & 21 – Sharks Will Smell Your Fear and Making Good

George turned 18 and could read the whole bible aloud. Mr. Glover put him in charge of the store in Tarawa. When he turned 20, George married Tebu. They had eight children during the next 10 years.

When he was 25, he went to Abemama Island and he worked for a High Chief there. George also helped when Gilbert Island was ceded to Great Britain.

George then became a colonial officer working as district agent and tax collector. Finally, he became the Deputy Commissioner for the Western Pacific. He was very proud of his success especially since he was not even able to read and write when he first came to Kiribati.

We can say that George was “Making Good”. We should not lose hope, even if we face big problems in life.

Characters

Main Characters

- George (Protagonist)
- Scrope (Antagonist)

Other important Characters

- Captain Hill
- Mr. Glover

Other Supporting Characters

- > Mrs. McBryde
- > Mrs. Glover
- Bobo
- > Tebu
- > Katutu

Theme

Never lose hope

Despite coming from poor family back ground and facing lots of obstacles and difficulties in life, George McBride never lost hope and proved that with hard work, determination and commitment nothing is possible to achieve and this is clearly evident when George is finally appointed as the Deputy Commissioner of the Western Pacific. Despite threat from Scrope, George continued to excel in life as he became fluent reader and then was appointed as store manager in Tarawa by Mr Glover.

Win for Good over Evil

Scrope is an evil person. At first he got away with his evil deeds of kidnapping George and treating his crew cruelly in the end, but in the end all gets well for George thanks to some kind hearted people like Mr Glover who protected George from clutches of Scrope and his men. In the end we see that Scrope finally pays for all his evil deeds with his life as we say “As you Sow So Shall you Reap”

Importance of Religion

Mr. Glover was a very Spiritual man. This helped him to decide to look after George and it surely helped him to lead a successful life.

Some of the words we can use to describe a person's character or personality are

Kind, Selfish, Unselfish, Hardworking, Spiritual / religious, Unkind, Friendly, Unfriendly and Cruel

ACTIVITY

Answer the questions given.

1. How did Scrope trick George? _____

2. Why did the boat overturn? _____

3. What filled George with courage? _____

4. How did the man with the emerald ring die? _____

5. When did George marry Tebu and how many children did they have? _____

6. Why did George go to Abemama atoll? _____

7. What was the final achievement for George on his “success list”? _____

1075 LOVU SANGAM SCHOOL
YEAR 7
HEALTHY LIVING
WORKSHEET #12

Strand: Personal and Community Health

Sub Strand: Civic Pride

CLO: Appreciate the values of public amenities and influence others to do the same.

Identify different sources of water supply in rural areas.

Topic: Care of Public Amenities/ Water Supply in Rural Areas

What are Public Amenities?

- Public amenities are resources or facilities provided by the local government or town/city councils for public use.
- Public amenities are services provided to the public by their town or city councils.

Examples of Public Amenities

Services provided to the public includes:

- Public toilets
- Playgrounds
- Children's Park
- Swimming Pools
- Parks
- Gardens
- Zoos

1. We need to take good care of public amenities as they are used by everybody.
2. The act of deliberately damaging public or private property is known as vandalism. This includes spray painting on walls, writing on park benches, drawing on walls of public toilets, etc.
3. We must appreciate the values of public amenities by keeping the parks, pools, public toilets and gardens clean. Avoid vandalism and report acts of vandalism to authorities.

Different Sources of water

Springs, Well, Rain water, River Water and Tap

1. Springs

- Most of the spring water is free from germs
- In passing through the different layers of earth, the germs either die or gets filtered out
- To prevent spring water contamination – fence springs to prevent animals from entering, stick a small bamboo or piping into the ground. This prevents the water from passing over the surface soil.

2. Well

- Water from well is safe for consumption provided it is covered properly to avoid contamination.
- Water from well needs to be tested for at least 2 times a year
- Well should be well maintained and taken care of.

Rain water / Tanks

- Many people use water stored in the tanks
- The water may be a rain water or water from, wells, rivers and streams
- Rain drops are usually free from germs but once they fall on the roof they get contaminated
- Put a gauze wire over the opening of the tank to prevent dirt and insects falling in
- Clean out the inside of the tank regularly
- Chlorine powder can be sprinkled in the tank to purify the water (Consult MOH for purification)

Taps

- Many rural areas now have tap water. However in many cases the water is not treated
- .When the water is not treated, boil all the drinking water.
- Boiling water for about ten minutes will kill any harmful germs in it.
- Drinking water should be stored in clean, rust free containers, and protected from dust and insects
- Use clean jug or cup to take the water out from the container

ACTIVITY

Answer the questions given.

1. What are public amenities? _____

2. List 3 examples of Public amenities.

3. Why should we take care of our public amenities

4. List 3 water sources in rural areas

5. Which water source is the safest for drinking?

6. Water borne diseases are diseases caused by drinking dirty water. What should you do before drinking any water source to prevent water borne diseases?

1075 LOVU SANGAM SCHOOL
YEAR 7
HEALTHY LIVING
WORKSHEET #13

Strand: Personal and Community Health

Sub Strand: Civic Pride

CLO: Determine the current environmental issues in the communities and mobilize ways to address them to promote health

Topic: Environmental Issues

- Environmental issues like pollution, global warming, climate change, sea level rise, carbon emission and deforestation have become a major environmental issue throughout the world having catastrophic impact on the environment and on the people.

Types of Pollution

Air pollution – Major contributing to carbon emission and green house effect – source – fossil fuel burning, large industrial factories, vehicles

Water pollution - is becoming a major threat for marine life as it significantly affects their habitat. Sources – dumping of garbage, toxic waste disposal from industrial factories, oil spill

Land pollution - is also becoming a major threat for the environment – sources. littering, dumping of waste and garbage carelessly

Noise pollution - Excessive noise level annoying to ears and disturbing to peace. Sources – loud music played on the radio, planes, vehicles, shouting unnecessarily

Climate Change (Global warming)

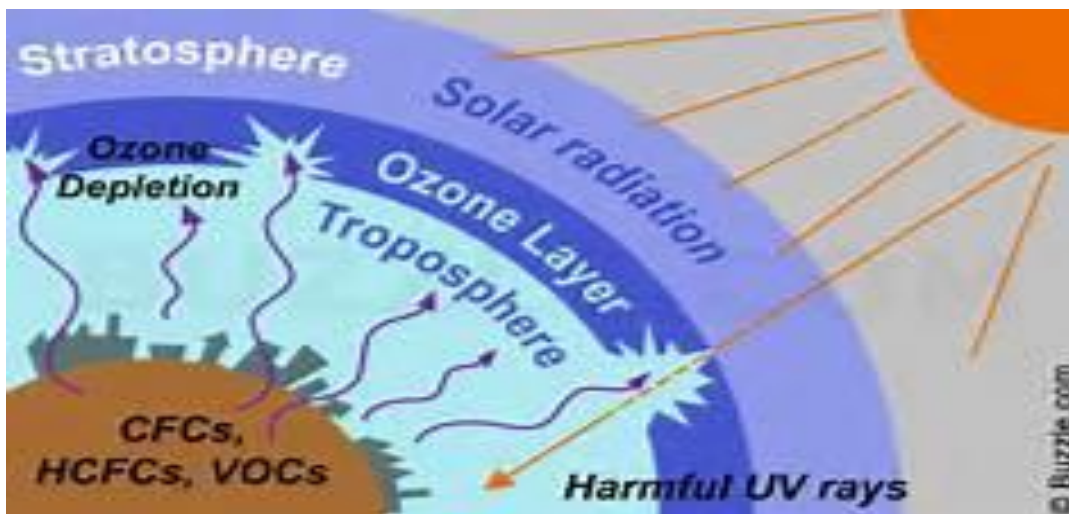
- Climate Change is any significant change in the climate of the Earth
- These changes can be temperature, precipitation, wind, humidity, etc.
- The heat from the sun and a change in the Earth's orbit may affect the climate on Earth
- Human activities also contribute significantly towards climate change – example fossil fuel burning – can affect the climate on earth.
- Release of carbon emission and greenhouse gases are having a huge impact on the climate as it heats the earth's surface temperature which leads to melting of glaciers in North and South pole thus the sea level rises

Global Warming process

- Pollution/ Carbon Emission
- Greenhouse Gas effect
- Rise in Temperature
- Melting of Glaciers
- Rise in sea level

Ozone layer

- The ozone layer or ozone shield is a region of Earth's stratosphere that absorbs most of the Sun's ultraviolet (UV) radiation



ACTIVITY

Answer the questions given.

1. List 4 environmental issues that have been a threat around the world today?

2. What is climate change?

3. List the 4 types of pollution discussed.

4. What is Global warming? (Research and write your answer)

5. Write down the global warming process?

6. What does the ozone layer do?

LOVU SANGAM SCHOOL

Year / Level: 7

Subject: HINDI

Worksheet – Home package 12

NAME: _____

Strand	सुनना एवं बोलना (Listening and Speaking) पढ़ना एवं सर्वेक्षण करना (Reading & Viewing)
Sub Strand	- सामाजिक व सांस्कृतिक संदर्भ और परिस्थितियाँ - सामाजिक व सांस्कृतिक संदर्भ और परिस्थितियाँ
Content Learning Outcome	- दर्शक व संदर्भ की पहचानना तथा विषय के उद्देश्य को प्राप्त करने हेतु प्रस्तुतिकरण को समायोजित करना - मूल-पाठ के प्रकार-मीडिया, साधारण संप्रेषण, साहित्यिक विषय वर्णन करना कि विशिष्ट उद्देश्य व दर्शकों के लिए विषय कैसे निर्मित होते हैं तथा पहचानना कि पाठ में सांस्कृतिक व धार्मिक मूल्य, मनोभाव व विश्वासकैसे प्रस्तुत होते हैं

६. सुदामा की वापसी

सुदामा ने सोचा कि कृष्ण शायद जाते समय उसके परिवार के बारे में पूछ-ताछ करेंगे। लेकिन कृष्ण ने कुछ भी नहीं पूछा। उल्टे उन्होंने एक रथ मंगवाकर सुदामा को गाँव पहुँचाने का बन्दोबस्त कर दिया।

सुदामा ने कृष्ण और रुक्मणी से विदा ली। घर जाते समय उसे जरा भी खुशी नहीं थी। वह उदास मन से रथ में बैठा और गाँव के पास पहुँचकर वह रथ से उतर गया और पैदल ही घर की ओर खाना हो गया। बेचारा यह नहीं चाहता था कि उसका दुखी-दरिद्र परिवार उसे ऐसे शानदार रथ में बैठा हुआ देखे।

भारी कदमों से घर की ओर चलते हुए सुदामा को यह सोच-सोच कर दुःख हो रहा था कि सुशीला की एक भी इच्छा पूरी न हो सकी। अब वह घर के नजदीक पहुँच गया था। मगर यह क्या? उसका मकान कहाँ गया? एकाएक उसे भय और शंका ने घेर लिया।

“मैं किसी दूसरे गाँव में तो नहीं आ गया?” उसने सोचा। पर बाकी सब कुछ पहले जैसा ही था। वही सड़कें, वही मकान, वही खेती। गड़बड़ थी तो केवल इतनी कि उसका अपना मकान गायब था।

जिस जगह उसका मकान होना चाहिए था वहाँ अब एक सुन्दर महल खड़ा था। “इतना बड़ा महल यहाँ कहाँ से आया?” उसने सोचा, “कहीं किसी बदमाश ने मेरे बीबी-बच्चों को बेदखल करके अपना मकान तो नहीं बना लिया?” उसने मन ही मन द्वारका में बिताए हुए दिन गिनने की कोशिश की। पर कुछ भी याद नहीं आया। “हे भगवान”, सुदामा ने सोचा, “क्या मैं द्वारका में इतने दिन रहा कि दिनों का हिसाब ही भूल गया!”

सुदामा को उस बड़ी इमारत के करीब जाने में डर लगने लगा । तभी सामने से एक आदमी आता हुआ दिखाई दिया । सुदामा लपक कर उसके पास पहुँचा और बोला, “भाई, यहाँ सुदामा नाम का एक गरीब आदमी रहता था । बता सकते हो कि उसका और उसके बीबी-बच्चों का क्या हुआ ?”

सुदामा की बात सुनकर वह आदमी हैरान-सा होकर बोला, “यही तो है सुदामा का मकान । वह और उसके बीबी-बच्चे सब यहीं रहते हैं ।”

“गरीब का मजाक न बनाओ भाई,” सुदामा ने रोनी आवाज में कहा, “मेहरबानी कर के सिर्फ इतना बता दो कि सुदामा के बीबी-बच्चे कहाँ रहते हैं ?”

“तुम्हें विश्वास नहीं होता तो अन्दर जाकर पूछ क्यों नहीं लेते ।” इतना कहकर वह आदमी चलता बना ।

अभ्यास कार्य

नीचे दिए गए वाक्यों की रिक्त स्थानों की पूर्ति करिए ।

श्री कृष्ण ने एक रथ मँगाकर सुदामा को ---१--- पहुँचाने का बन्दोबस्त कर दिया । ---२--- जाते समय सुदामा को जरा भी खुशी नहीं थी । सुदामा ने मन ही मन द्वारका में बिताए हुए दिन गिनने की ---३--- की । जिस जगह उसका ---४--- होना चाहिए था वहाँ अब एक सुन्दर महल खड़ा था । सुदामा को उस बड़ी इमारत के ---५--- जाने में डर लगने लगा ।

नीचे लिखे शब्दों के पर्यायवाची शब्द लिखिए ।

१. बन्दोबस्त	-----	२. इच्छा	-----
३. नजदीक	-----	४. मकान	-----
५. गायब	-----	६. गरीब	-----
७. हैरान	-----	८. सिर्फ	-----
९. भगवान	-----	१०. सुन्दर	-----

सही जवाब वाले अक्षर को गोल करो ।

१. चिड़िया डाल _____ बैठी है ।
 क. में ख. से ग. पर घ. द्वारा
२. कल घर पर कुछ मेहमान आए _____ थे ।
 क. हुए ख. हुई ग. हुई घ. हुआ

LOVU SANGAM SCHOOL

Year / Level: 7

Subject: HINDI

Worksheet – Home package 13

NAME: _____

Strand	सुनना एवं बोलना (Listening and Speaking) पढ़ना एवं सर्वेक्षण करना (Reading & Viewing)
Sub Strand	- सामाजिक व सांस्कृतिक संदर्भ और परिस्थितियाँ - सामाजिक व सांस्कृतिक संदर्भ और परिस्थितियाँ
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१०. दोस्ती का फल

सुदामा डरता-डरता महल के फाटक की ओर बढ़ा। फाटक पर एक आदमी खड़ा था। सुदामा ने उससे पूछा, “भले आदमी, यह मकान किसका है? कुछ दिन पहले यहाँ मेरा मकान था। मगर लगता है किसी ने उसकी जगह यह महल खड़ा कर दिया है। मैं सुदामा हूँ और यह जानना चाहता हूँ कि मेरे बीबी-बच्चे कहाँ हैं?”

उस आदमी ने सुदामा की बात का जवाब तो नहीं दिया पर उससे कुछ देर रुकने को कहकर महल की ओर भागा। उसकी हरकत देख सुदामा को लगा जैसे सारी दुनिया उसी को बेवकूफ बनाने में लगी हो। वह असहाय खड़ा अगली घटना का इन्तजार करने लगा।

थोड़ी ही देर में एक महिला महल से बाहर निकली। उसने कीमती कपड़े और सुन्दर गहने पहन रखे थे। उसके एक हाथ में पुष्पहारों से लदा चाँदी का थाल था और दूसरे में गुलाब-जल से भरा कलश। वह स्त्री सुदामा के पास आई और एक शब्द बोले बिना उसके चरण धोने लगी। फिर सुदामा को फूलों का हार पहना कर बोली, “पधारिए स्वामी, अपने नए घर में प्रवेश कीजिए।”

वह स्त्री सुशीला थी। लेकिन इतनी बदल गई थी कि सुदामा उसे पहचान ही न सका। वह भारी उलझन में पड़ गया और मरी सी आवाज में बोला, “मैं तो-मैं तो अपने बीबी और बच्चों को खोजने आया था।”

“स्वामी !” उसकी पत्नी ने हैरान से कहा, “मैं ही तो सुशीला हूँ, आपकी धर्मपत्नी । बच्चे घर के अन्दर हैं और यह घर आपका ही है ।”

“लगती तो तुम सुशीला जैसी ही हो पर कितनी बदली हुई । समझ में नहीं आता, यह सब क्या हो रहा है ?”

“स्वामी,” सुशीला ने कहा, “सब ठीक ही हुआ है । जिस दिन आप यहाँ से गए थे उसके दूसरे ही दिन ढेरों लोग यहाँ आए और आते ही यह विशाल महल बनाना शुरू कर दिया । महल बनने तक हम लोग पड़ोस के मकान में रहे और बनते ही यहाँ आकर रहने लगे । ऐसा लगा जैसे सब कुछ जादू से हो गया हो । यह सब कृष्ण की कृपा है । उनकी कृपा से हमें सब कुछ मिल गया है । अब हम भी अमीर हैं और सुख से जीवन बिता सकते हैं । मैंने तो पहले ही कहा था कि सिर्फ श्रीकृष्ण ही हमारी सहायता कर सकते हैं और उनकी सहायता हमारी उम्मीदों से भी बढ़कर निकली ।”

सुशीला सुदामा को महल के अन्दर ले गई और बड़े ही आदर और लगन से उसकी सेवा करती रही ।

“कृष्ण ने कई बार, कई लोगों को कई तरह से चकमा दिया है । मगर इसका कोई जवाब नहीं,” सुदामा ने कहा, “खुशी है तो इस बात की कि तुम्हारी इच्छा पूरी हो गई है । पर जहाँ तक मेरा सवाल है मैं इस महल के एक कोने में पड़ा रहूँगा और ठीक वैसे ही रहूँगा जैसे कि हमेशा से रहता आया हूँ ।”

अभ्यास कार्य

१. अपनी बीबी-बच्चे के बारे में कौन जानना चाहता था ?

२. सुशीला ने कैसे कपड़े और गहने पहन रखे थे ?

३. सुदामा क्यों सुशीला को पहचान नहीं पाया ?

४. महल में रहते हुए भी सुदामा क्यों गरीबों जैसी जिन्दगी बिताना चाहता था ?

५. इस कहानी से हमें क्या सीख मिलती है ?

आपका नाम जतीन/जीया है और आप हेप्पी रोड, ताबुआ में रहते/रहती हैं ।

लहरें समाचार पत्र में हिन्दी निबन्ध लेखन प्रतियोगिता में भाग लेकर आप प्रथम आए थे/आई थी ।

एक महीना बीत चुका है और आप को अभी तक इनाम नहीं मिला है ।

लहरें समाचार पत्र, सूवा के सम्पादक श्रीमान देव को पत्र लिखकर इसकी सूचना दीजिए । साथ में यह भी पूछिए कि कब तक और कैसे आप इनाम को पा सकते हैं ?

हेप्पी रोड

ताबुआ

१५ अक्टूबर २०२१

सेवा में

सम्पादक

लहरें समाचार पत्र

सूवा

आदरणीय श्री देवजी

सादर नमस्ते

विषय : हिन्दी निबन्ध लेखन प्रतियोगिता में जीता गया इनाम

पत्र लिखने का मुख्य कारण यह है कि ऊपर दिए गए विषय पर सूचना देना/देनी है ।

पिछले महीने ४ तारीख सितम्बर को ऊपर बताए गए प्रतियोगिता में भाग लेकर मैंने दो सौ डोलर का नगद और साथ में एक ट्रॉफी जीता था/जीती थी । चिन्ता की बात है कि इनाम एक सप्ताह में मिल जाना था परन्तु अभी तक नहीं मिला है ।

कृपा यह बताएँ कि कब तक और कैसे इनाम मुझ तक पहुँचेगा/पहुँचेगी ?

आशा है कि जल्द ही आप इस विषय पर मुझे संपर्क करेंगे ।

भवदीय/भवदीया

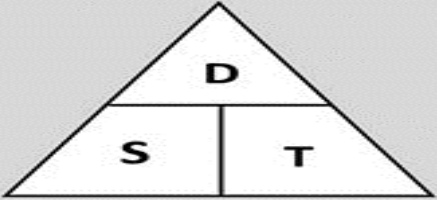
जतीन/जीया

1075 LOVU SANGAM SCHOOL**LESSON NOTES-WHSP-12****SUBJECT: MATHS****NAME: _____****YEAR: 7****MATHEMATICS****YEAR 7****NAME: _____**

Strand (3)	Measurement
Sub Strand	Time
Content Learning Outcome	Use standard units of time to solve problems.

Speed, Time and Distance

Distance Speed Time



$$\text{Speed} = \frac{\text{Distance}}{\text{Time}}$$

$$\text{Distance} = \text{Speed} \times \text{Time}$$

$$\text{Time} = \frac{\text{Distance}}{\text{Speed}}$$

Example

The distance from Suva to Sigatoka is 120km. It took a car 2 hours to travel the distance from Suva to Sigatoka. What is the average speed of the car?

Distance = 120km**Time = 2 hours**

Speed = $\frac{\text{Distance}}{\text{Time}} = \frac{120 \text{ km}}{2 \text{ hours}} = 60\text{km/hour}$

Exercise

1. The distance from Suva to Lautoka through Kings Road is 280km. A Sunbeam bus takes 4 hours to cover the distance. Find the speed at which the bus is travelling?

Speed: _____

2. An express bus travels at 80km/h. How long will it take to travel 480 km?

Time: _____

3. A Fiji Airways plane leaves Nadi at 7.00am and reaches Brisbane at 10.00am. It travels at a speed of 300 km per hour. What is total distance travelled by the plane?

Distance: _____

4. In the recent Chow Athletics meet, Martin ran 100m in 8 seconds. At this speed, how long will it take him to run:

a.) 50m Time _____

b.) 200m Time _____

c.) 1km Time _____

Strand (3)	Measurement
Sub Strand	Money
Content Learning Outcome	Calculate interest, profit and loss, hire purchase, trading and other financial transactions.

Fractions and Decimals of Money

Example 1: What is $\frac{1}{4}$ of \$100?

Note: 'of' implies to multiply.

$$\frac{1}{4} \times \$100 = \frac{\$100}{4} = \$25$$

Example 2: What is 0.2 of \$80?

$$0.2 \times \$80 = \$16$$

$$\begin{array}{r} \$80 \\ \times 0.2 \\ \hline 160 \\ 000 \\ \hline \$16.0 \end{array}$$

Exercise

1. Calculate the following.

(a) $\frac{1}{2}$ of \$12

2
\$ _____

b) $\frac{3}{5}$ of \$1200

5
\$ _____

2. Calculate the following.

a) 0.75 of \$5.00

\$ _____

b) 0.6 of \$60

\$ _____

3. Mrs. Chand had \$3000 in her savings account. She decided to use two-fifths of the money to pay for her air fare to New Zealand. How much money would be used to pay for her air fare to New Zealand?

\$ _____

Using Percentage - Converting fraction to a percentage

Rule: Fraction multiply by $\frac{100}{1}$

Determining fraction: $\frac{\text{Amount in discussion}}{\text{Total Amount}}$

Note: (i) Remember to simplify the fraction before multiplying.

(ii) Multiply numerator with the numerator.

(iii) Multiply denominator with the denominator.

Example: Suresh has \$20 in his pocket. His wallet contains \$80. What percentage of the money is in his pocket?

$$\begin{aligned}\text{Percentage} &= \text{Fraction} \times \frac{100}{1} = \frac{\$20}{\$80} \times \frac{100}{1} && \frac{\$20}{\$80} \div \frac{20}{20} = \frac{1}{4} \\ &= \frac{1}{4} \times \frac{100}{1} = \frac{100}{4} = \underline{25\%}\end{aligned}$$

Therefore **25%** of the money is in his pocket.

Note: Fraction = is of

Exercise 1

1. a) What percentage is \$400 of \$1000?

b) What percentage of \$500 is \$250?

2. Rahul has \$400 in his BSP savings account. His total savings is \$2000. What percentage of his savings is in the BSP savings account?

3. Mrs. Roko contributed \$2400 in a bazaar. The total money collected after the bazaar was \$6000. Calculate the percentage of the money Mrs. Roko contributed in the bazaar. (**Note: A bazaar is a fundraising drive for charity**)

Exercise 2 - Using Percentage- Word Problems.

1. Jessie spent \$35 and had \$15 left. What percentage of the money did she spend?

2. In a bag of 300 potatoes, 75 potatoes are rotten. What percentage of the potatoes are good?

1075 LOVU SANGAM SCHOOL
LESSON NOTES-WHSP-13

SUBJECT: MATHS

NAME: _____

YEAR: 7

Strand (3)	Measurement
Sub Strand	Money
Content Learning Outcome	Calculate interest, profit and loss, hire purchase, trading and other financial transactions.

INTERESTS

FORMULA **Simple Interest = $\frac{\text{Principal}}{1} \times \frac{\text{Rate}}{100} \times \frac{\text{Time}}{1} = \frac{P \times R \times T}{100}$**

I = the Interest Money created in dollars.

P = the “Principal” starting amount of money.

R = the Interest Rate per year.

T = the Time the money is invested or borrowed. (Years, months)

Time given in Years – Years divide by 1. Time given in months– months divide by 12.

Example: Janice deposited \$200 at the rate of 10% for 2 years. Calculate the simple interest she would get for two years?

P = \$200

R = 10%

T = 2 years

$$I = \frac{P}{1} \times \frac{R}{100} \times \frac{T}{1} = \frac{\$200}{1} \times \frac{10}{100} \times \frac{2}{1} = \frac{\$4000}{100} = \$40 \text{ (Interest)}$$

Exercise

1. Calculate simple interest.

a) 10% for 1 year on \$600.

b) 5% for 2 years on \$50.

2. Jasmita deposited \$240 in her savings account for 4years. The bank pays an interest of 2.5 % per annum. How much interest would she get?

3. Rosemary took a loan of \$10,000 from the bank to buy a new car. She has been given 5 years to pay back the loan at the rate of 15% per annum. How much interest will she pay to the bank?

Calculating the Amount

- The amount is the total sum of money you receive or pay back to the bank after a period of time so the interest is added to the principal to give us the amount.
- **Amount = Principal + Interest = P + I**

Example: Find the interest and the amount you have to pay back on a loan of \$300 for 1 year at a rate of 3% per annum?

$$I = \frac{P}{1} \times \frac{R}{100} \times \frac{T}{1} = \frac{\$300}{1} \times \frac{3}{100} \times \frac{1}{1} = \frac{\$900}{100} = \$9 \text{ (Interest)}$$

So the Amount = P + I = \$300 + \$9 = \$309 (Amount). per annum means 1 year

Exercise

1. Find the Interest and Amount for:

a) \$200 for 1 year at 5% per annum.

b) \$700 for 3 years at 9% per annum.

Interest: _____ Amount: _____

Interest: _____ Amount: _____

c) \$850 for 24 months at 7.5% per annum. d) \$900 for 6 months at 6% per annum.

Interest: _____ Amount: _____

Interest: _____ Amount: _____

2. Antonio borrowed \$1500 from a bank for 18 months at a rate of 12% per annum. a) How much interest did he pay back to the bank after 18 months?

Interest: _____

b) How much did he pay back to the bank at the end of the loan period?

Amount: _____

Exercise Money - Word Problems

1. Find the cost of 7 bags of rice, if 10 bags of rice cost \$50.50.

2. Rahul's salary of \$600 per fortnight is increased by 15%. What is his new salary?

Strand (3)	Measurement
Sub Strand	Money
Content Learning Outcome	Calculate interest, profit and loss, hire purchase, trading and other financial transactions.

Calculating the profit and loss.

• Profit is gained or made when **selling price** is greater than **cost price**.

• Loss is incurred when **cost price** is greater than **selling price**.

• Formula: Profit = Selling Price – Cost Price **Derivative Formulas**

$$P = S.P - C.P \longrightarrow (i) S.P = C.P + P \longrightarrow (ii) C.P = S.P - P$$

• Formula: Loss = Cost Price – Selling Price **Derivative Formulas**

$$L = C.P - S.P \longrightarrow (i) C.P = S.P + L \longrightarrow (ii) S.P = C.P - L$$

Example1: Paulo **bought** a bike for **\$150**. Later, he **sold** it to Tuli for **\$200**. Calculate the profit gained or loss incurred.

Bought indicates cost price (**\$150**). Sold indicates selling price (**\$200**).

Selling price (**\$200**) is greater than cost price (**\$150**), so **profit gained or made**.

$$P = S.P - C.P = \$200 - \$150 = \$50 \text{ profit gained or made.}$$

Example 2: Arnold **bought** a coffee table for **\$400**. After using for 2 years, he **sold** it to his friend for **\$250**. Calculate the profit gained or loss incurred.

Bought indicates cost price (**\$400**). Sold indicates selling price (**\$250**).

Cost price (**\$400**) is greater than selling price (**\$250**), so **loss incurred**.

$$L = C.P - S.P = \$400 - \$250 = \textbf{\$150 loss incurred}.$$

Exercise

1. Calculate the profit gained or loss incurred.

a) Cost price - \$152.00.

Selling price - \$162.00

b) Cost price - \$1240.00

Selling price - \$1180.00

2. Sanaila bought a goat for \$275. He sold the goat with a profit of \$75. Calculate the price at which he sold the goat.

3. Peter bought a D.V.D player for \$459. Later, he sold the D.V.D player at a loss of \$80. Calculate the price at which he sold the D.V.D player.

Calculating the profit and loss percentage.

$$\textbf{Formula: Profit Percentage (\%P) = } \frac{\text{Profit}}{\text{Cost Price}} \times \frac{100}{1} = \frac{P}{C.P} \times \frac{100}{1}$$

$$\textbf{Formula: Loss Percentage (\%L) = } \frac{\text{Loss}}{\text{Cost Price}} \times \frac{100}{1} = \frac{L}{C.P} \times \frac{100}{1}$$

Example1: Ralulu bought a car for \$5000. After using for 3 months, he sold it for \$5500.

Calculate the profit or loss percentage after selling the car.

Step 1: Determine whether profit gained or loss incurred. **Selling price** is **greater** than cost price, so **profit gained**.

Step 2: Find the profit gained.

$$P = S.P - C.P$$

$$P = \$5500 - \$5000 = \textbf{\$500}$$

Step 3: Calculate profit percentage:

$$\%P = \frac{P}{C.P} \times \frac{100}{1} = \frac{\$500}{\$5000} \times \frac{100}{1} = \frac{\$50\,000}{\$5\,000} = \textbf{10\% profit gained}.$$

Example 2: James bought a racing horse for \$1200. Later, he sold the horse for \$900.

Calculate the profit or loss percentage after selling the horse.

Step 1: Determine whether profit gained or loss incurred. **Cost price** is **greater** than selling price, so **loss incurred**.

Step 2: Find the loss incurred.

$$L = C.P - S.P$$

$$L = \$1200 - \$900 = \textbf{\$300}$$

Step 3: Calculate loss percentage:

$$\%L = \frac{L}{C.P} \times \frac{100}{1} = \frac{\$300}{\$1200} \times \frac{100}{1} = \frac{\$30\,000}{\$1\,200} = \underline{\underline{25\% \text{ loss incurred.}}}$$

Exercise

1. Find the percentage profit or loss for the following:

a) Cost Price = \$160.00
Selling Price = \$200.00

b) Cost Price = \$450.00
Selling Price = \$405.00

2. Krishan bought a travelling bag for \$24 and sold it to Tema for \$36.

(i) Did he gain or lose? _____

(ii) Calculate the percentage profit or loss. _____

3. Kavita bought her wedding dress for \$130 and sold it after the wedding for \$104.00. What was her percentage profit or loss?

1075 LOVU SANGAM SCHOOL

YEAR 7

SOCIAL SCIENCE

WORKSHEET – Home package 12

NAME:

Strand	Resources and Economic Activities
Sub Strand	Use and Management of Resources
Content Learning Outcome	Investigate the resources of the Pacific and discuss how these resources have helped in the development of the countries

Resources in Tonga

Traditional Farming

- Traditional farming system, food crops, and mostly coconuts, are cultivated under the canopy of trees.
- The traditional agroforestry system however, has undergone some changes and is moving toward commercial farming systems, thus reducing the number of standing trees.
- All land is community property.



Coconut plantation in Tonga

Forests

- Tonga's forest resources consist of natural hardwood forests, exotic plantation forests, and coconut plantations.
- Coconut plantations are its largest timber resource.
- Natural hardwood forests can only supply a small part of the domestic timber demand because of over-exploitation and depletion by clearing for shifting cultivation.
- It is estimated that only 4,000 hectares remain of natural hardwood forests.
- It has been proposed that the remaining forest is to be protected for a national park because of its biological diversity.
- Fuelwood is their main source of energy: Most of the households use wood for cooking.

Other Resources

- Tonga produces handicrafts which require significant amounts of wood. These handicrafts are culturally important and provide domestic and export earnings.
- Sandalwood has declined, leaving only a short-term supply for local consumption.
- Non-wood products, such as dye from the bark of 'koka' trees and mangroves for making tapa cloth, are also important.



Piles of firewood

Tourist Industry

- Tourism plays an important role in the country's economy.
- Tourism is the major source of foreign exchange earnings.



source: [google.com.search=tourism in Tonga](https://www.google.com/search=tourism+in+Tonga)

ACTIVITY

1. What traditional farming?

.....

.....

2. 1. What are other resources discussed in the notes?

.....

.....

1075 LOVU SANGAM SCHOOL

YEAR 7

SOCIAL SCIENCE

WORKSHEET – Home package 13

NAME:

Strand	Resources and Economic Activities
Sub Strand	Use and Management of Resources
Content Learning Outcome	Investigate the resources of the Pacific and discuss how these resources have helped in the development of the countries

The Risks of Not Managing Resources Well

- Pacific Islanders need to manage and monitor their resources well. They need to put in place laws that will protect their resources so that outsiders will not overuse it or destroy it completely.
- If we do not manage them well our resources will be reduced in quality and quantity.
- As a result of international trade it may lead to more borrowing and our country getting into debt.



source: <https://www.google.com>

Questions

1.) Find out the resources that you have in your community.

2.) How is it managed by your community?

3.) What will happen if it is not managed properly?

4.) How is Fiji managing its resources?

5.) Identify some resources in Fiji which are near extinction?

1075 LOVU SANGAM SCHOOL

YEAR 7

VOSA VAKA VITI

WHSP 13

Matana: Wilivola kei na Vakadidigo

Matana Lailai: Na veivanua e vakayagataki kina na vosa- vosa e vakayagataki e na vakacacali.

CLO: Vakadikeva ka digitaka na veitukutuku tabaki me talaucaki na kedra i naki.

TALANOA BALAVU: Ko Aleni Kotameni

Mo wilika na i wase 13 kei na 14 ni Aleni Kotameni ka vola na veika e a yaco.

Wase 13: **Na Koro Lili e Macawa**

Yavu: E na loma ni toba e na vanua ko Milosisi.

Tuvaki ni Vanua: Draki vinaka/ sega ni veikilai vosavosa.

Gauna: Siga na vanua.

Ira e ra Vakaitavi:

- Aleni Kotameni, Kavetani Jone Qutu, Sa Anare Ketesi, Asilopokasi, Alivonisi

Veika e a Yaco:

- Voce lesu main a matai ni waqa kei na so tale na waqa lalai.
- Lewe levu na lewenivanua e ra lako vata mai.
- Waqa levu e vodo tiko mai kina na nodra i liuliu ka duatani na nona i sulusulu.
- Ni bera na veitalanoa, basika e dua na manumanu levu e wai (hippopotamus) ka qai vana ko JQ/ laugasau ka sega ni mate.
- Vuki yani e na levu ni cudru na manumanu levu ko ya ka katia basuka na nodrau waqa na lewe rua ka rau a liu mai/ rau lutu ruarua ki wai ka mani qalo voli yani.
- Vuki tale main a manumanu oqo me katia na marama qai vana tale yani ko AK ka mate sara.
- Veidroyaki e so na waqa e na levu ni nodra rere/ ra sota vata na kena vo ka ra bosea n aka me caka.
- Toso mai na waqa levu ka tui iratou yani ki vanua.
- E ratou marau ni ratou sa raica na koro lili e macawa ko Milosisi e na matanitu ko Suvenitisi

Vakavuvuli:

- E ka vinaka na dau vosota na dredre ni da na qai yacova kina na noda gagadre.

Wase 14: **O i Rau na Ranadi Veitacini**

Yavu: Vale Levu- Nodrau i tikotiko na Ranadi Veitacini. (Soraisi kei Nailepica)

Tuvaki ni Vanua: Tikotiko vakaturaga ka vanua rairai vinaka.

Gauna: Siga na vanua.

Ira e ra Vakaitavi:

- Aleni Kotameni, Kavetani Jone Qutu, Sa Anare Ketesi, Asilopokasi, Alivonisi
- Lewenivanua, ira na lewe ni mataivalu, rau na Ranadi, Akoni na Bete levu, ira na bête.

Veika e a Yaco:

- E ratou sa sobu yani ki vanua na i lawalawa nei Kotameni
- Reguca na ligai Aleni Kotameni na marama ka ratou vueta bula mai wai.
- Ratou sa kau ki valenikana me ratou la'ki kana.
- Cabeti na i kabakaba ki vale levu. (65 na fiti na kena raraba ka 200 na fiti na kena cecere)
- Ratou curuma yani na loma ni bai ni vale levu.
- Ratou muri iratou e lewe ono na bête.
- Vakadaberi e na mata ni nodrau dabedabe na Ranadi. (veilewai)
- Cabolo na domo ni vakatagi (matau/mawi).
- Vakalutumi na nodra moto na sotia.
- Rogo tale e dua na vakatagi me rau sa curu yani na Ranadi kei Suvenitisi.
- Rau ya ono na nodrau vada.

Vakavuvuli:

- Ko na rawata na ka ko vinakata kevaka e tiko vei iko na kena yalo.
- Mo dau vakavinavinakataki ira e ra vukeyi iko.

Cakacaka Lavaki

Wilika na veivosaki ka soli koto e ra ka sauma na taro

“ Isa si! a cava beka e ra sa na cakava oqo. E datou sa na vala beka se cava?”

1. Ko cei e cavuta na vosa oqo? _____
2. Na manumanu cava e a vude cake mai e dela ni wai e na i wase ni talanoa oqo?

3. Na cava e a cakava ko Qutu ni sa raica na manumanu levu oqo?

4. Tukuna mada mai e dua na dredre e ratou sotava na veitokani nei AK ni ratou sa veitalanoa kei ira na lewenivanua mai Milosisi? _____

5. Na yacadrau na Ranadi kei Suvenitisi ko _____ kei _____
6. Na cauravou ka tara na kabakaba levu e Milosisi ko _____
7. Na yaca ni nodra bête levu ko _____
8. Na yaca ni nodra valenisoro na _____

Akoni	Nailepica	Ratemasi	Soraisi	Valenisoro Senikau
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1075 LOVU SANGAM SCHOOL

YEAR 7

VOSA VAKA VITI

WHSP 13

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Mo wilika na i wase 13 kei na 14 ni Aleni Kotameni ka vola na veika e a yaco.

Wase 13: **Na Koro Lili e Macawa**

Yavu: E na loma ni toba e na vanua ko Milosisi.

Tuvaki ni Vanua: Draki vinaka/ sega ni veikilai vosavosa.

Gauna: Siga na vanua.

Ira e ra Vakaitavi:

- Aleni Kotameni, Kavetani Jone Qutu, Sa Anare Ketesi, Asilopokasi, Alivonisi

Veika e a Yaco:

- Voce lesu main a matai ni waqa kei na so tale na waqa lalai.
- Lewe levu na lewenivanua e ra lako vata mai.
- Waqa levu e vodo tiko mai kina na nodra i liuliu ka duatani na nona i sulusulu.
- Ni bera na veitalanoa, basika e dua na manumanu levu e wai (hippopotamus) ka qai vana ko JQ/ laugasau ka sega ni mate.
- Vuki yani e na levu ni cudru na manumanu levu ko ya ka katia basuka na nodrau waqa na lewe rua ka rau a liu mai/ rau lutu ruarua ki wai ka mani qalo voli yani.
- Vuki tale main a manumanu oqo me katia na marama qai vana tale yani ko AK ka mate sara.
- Veidroyaki e so na waqa e na levu ni nodra rere/ ra sota vata na kena vo ka ra bosea n aka me caka.
- Toso mai na waqa levu ka tui iratou yani ki vanua.
- E ratou marau ni ratou sa raica na koro lili e macawa ko Milosisi e na matanitu ko Suvenitisi

Vakavuvuli:

- E ka vinaka na dau vosota na dredre ni da na qai yacova kina na noda gagadre.

Wase 14: **O i Rau na Ranadi Veitacini**

Yavu: Vale Levu- Nodrau i tikotiko na Ranadi Veitacini. (Soraisi kei Nailepica)

Tuvaki ni Vanua: Tikotiko vakaturaga ka vanua rairai vinaka.

Gauna: Siga na vanua.

Ira e ra Vakaitavi:

- Aleni Kotameni, Kavetani Jone Qutu, Sa Anare Ketesi, Asilopokasi, Alivonisi
- Lewenivanua, ira na lewe ni mataivalu, rau na Ranadi, Akoni na Bete levu, ira na bête.

Veika e a Yaco:

- E ratou sa sobu yani ki vanua na i lawalawa nei Kotameni
- Reguca na ligai Aleni Kotameni na marama ka ratou vueta bula mai wai.
- Ratou sa kau ki valenikana me ratou la'ki kana.
- Cabeti na i kabakaba ki vale levu. (65 na fiti na kena raraba ka 200 na fiti na kena cecere)
- Ratou curuma yani na loma ni bai ni vale levu.
- Ratou muri iratou e lewe ono na bête.
- Vakadaberi e na mata ni nodrau dabedabe na Ranadi. (veilewai)
- Cabolo na domo ni vakatagi (matau/mawi).
- Vakalutumi na nodra moto na sotia.
- Rogo tale e dua na vakatagi me rau sa curu yani na Ranadi kei Suvenitisi.
- Rau ya ono na nodrau vada.

Vakavuvuli:

- Ko na rawata na ka ko vinakata kevaka e tiko vei iko na kena yalo.
- Mo dau vakavinavinakataki ira e ra vukeyi iko.

Cakacaka Lavaki

Wilika na veivosaki ka soli koto e ra ka sauma na taro

“Isa si! a cava beka e ra sa na cakava oqo. E datou sa na vala beka se cava?”

1. Ko cei e cavuta na vosa oqo? _____
2. Na manumanu cava e a vude cake mai e dela ni wai e na i wase ni talanoa oqo?

3. Na cava e a cakava ko Qutu ni sa raica na manumanu levu oqo?

4. Tukuna mada mai e dua na dredre e ratou sotava na veitokani nei AK ni ratou sa veitalanoa kei ira na lewenivanua mai Milosisi? _____

5. Na yacadrau na Ranadi kei Suvenitisi ko _____ kei _____
6. Na cauravou ka tara na kabakaba levu e Milosisi ko _____
7. Na yaca ni nodra bête levu ko _____
8. Na yaca ni nodra valenisoro na _____

Akoni	Nailepica	Ratemasi	Soraisi	Valenisoro Senikau
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1075 LOVU SANGAM SCHOOL

YEAR 7

BASIC SCIENCE

WORKSHEET – Home package 13 **NAME:** _____

STRAND	Earth And Beyond
SUB STRAND	The Earth And Our Solar System
CLO	Investigate and gather information on the planets in our solar system and describe why earth is able to support life

The Characteristics of the Planets

Each of the planets has very unique and incredible features that distinguish them from all other planets. There are so many features that explain every planet and the following are some:



Mercury is the smallest planet. Its surface temperature is about 427°C. It is a dry, barren planet.



Venus is the brightest planet in the sky. Its surface temperature is 462°C. The atmosphere in Venus is mostly of carbon dioxide. There are also liquid, water and oxygen.



Earth is the only planet that has living things. It is mostly made up of Oxygen and Nitrogen. The Earth is a rocky planet. Temperature range as high as 7000°C to 870°C.



Mars is similar to Earth. Its atmosphere is made up of clouds and ice caps. It contains only a small amount of oxygen.



Jupiter is the largest planet. Its temperature can be as high as 30,000°C. It is made up of gas, liquid, Hydrogen and Helium



Saturn has a hot, solid inner core of iron and rocky material. Its temperature averages about 178C. Seven rings circle around it and they consist of ice particles.



Uranus does not have an internal source of heat. It has 11 rings surrounding it. The rings consist of chunks of unknown material.



Neptune is also the smallest planet. It is a solid planet that is mostly made up of rocky material and ice. Its temperature is 228V

The planets have other special feature that describes its appearances, their positions, the number of moons, distances from the Sun and the year length/day length of orbit around the Sun.

ACTIVITY FOR YOU-. Fill up the table below with the information

Name of planet	Gas/Terrestrial planet	Appearance colour	Position of the planets	Number of moons	Distance from the sun	Year length	Day length
Mercury							
VENUS							
EARTH							
MARS							
JUPITER							
SATURN							
URANUS							

1075 LOVU SANGAM SCHOOL

YEAR 7

BASIC SCIENCE

WORKSHEET – Home package 12 **NAME:** _____

STRAND	Energy
SUB STRAND	Forces
CLO	Explore and display effects of friction

Air Pressure

1. Gases, like solids and liquids can cause pressure. Air from the atmosphere is all around us, and it reaches up many kilometers above us. Living in this atmosphere is like being at the bottom of the ocean but with air all around us instead of water.
2. Just as water pressure increases with depth, so does air pressure. Thus at the bottom of this air ocean we feel the greatest pressure. As we go higher into the atmosphere, the pressure gets less and less. The reason for this is that the higher we go, the less air there is. And less air means less pressure.
3. Aeroplanes which fly very high have cabins which are pressurized. This means that they are kept at the same (ground level) pressure all the time, and this is always a pressure that people find comfortable.
4. Space-crafts fly even higher than aeroplanes, and they go beyond the atmosphere where there is no air pressure at all.
5. Astronauts wear special suits which are pressurized. This means their bodies are protected from the bad effects of having no pressure around them.
6. In our bodies, blood and other liquids push outwards and the air pushes inwards. There is also air inside some parts of the body which can push outwards too. The pushing out is equal to the pushing in of air.

Compressing and Expanding Air

1. Pneumatic drill uses very strong force of compressed air to dig holes in hard surfaces.
2. Some examples of compressed gases used in houses are aerosol cans such as mosquito sprays and compressed air in primus stove and benzene lamps. Aerosol cans carry warnings which say they must be kept in cool places.

Fill in the blanks

As we go higher in the atmosphere, the pressure get _____ since there is _____ air. Because of this, aeroplanes have cabins which are kept at ground level (atmospheric) _____. Astronauts wear special suits which are _____. In this reading we have found out that air pressure changes with height and that the outer space is a vacuum.

STRAND	Earth And Beyond
SUB STRAND	The Earth And Our Solar System
CLO	Investigate and gather information on the planets in our solar system and describe why earth is able to support life

Introduction



When we gaze up at the stars at night we wonder what it is like out there. Where the stars are is a place beyond where we live. The universe is a great empty space which consists of the Solar System, the **galaxies**, the sun the moon and everything that is in it. Earth is where we live in, it is part of the solar system.

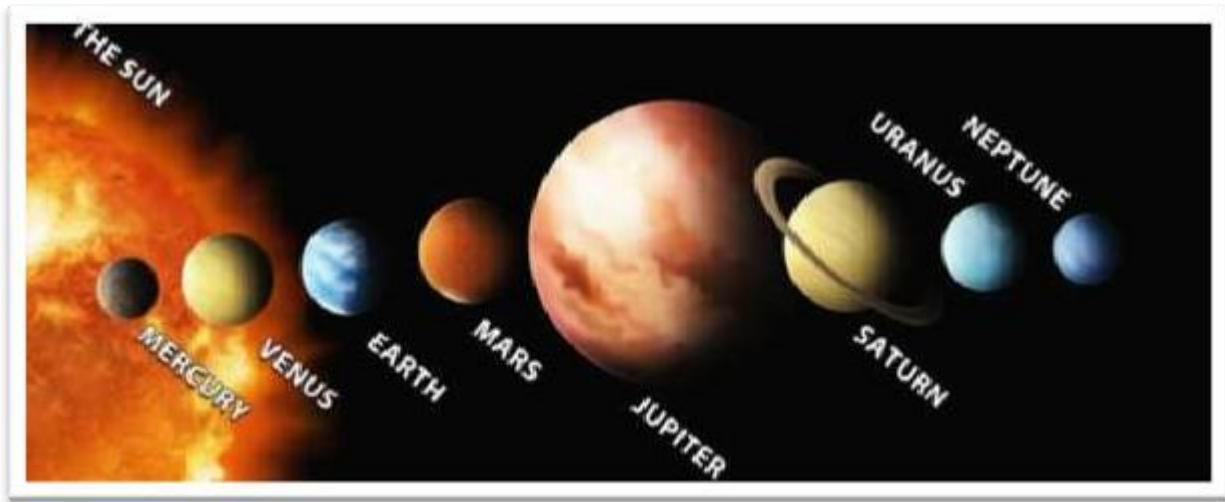
The Solar System consists of the Sun the planets and many other objects around it. Earth is the only planet that is known to **harbour** life.



WHAT IS THE SOLAR SYSTEM?

The Solar System is a very great space that consists of the Sun, planets, the moons, **comets, asteroids**, minor planets, dust and gas. The most significant element of the Solar System is the Sun. Everything in the Solar System **orbits** or revolves around the Sun. The Sun contains 98% of all material in the Solar System. The larger an object the larger its gravity is. The Sun is so large so its gravity is so huge that it attracts all other objects in the solar system towards it. At the same time these objects tries to fly away so they are trapped half way in between. This is the reason why they orbit or revolve around the Sun. They are balanced between flying towards the Sun and escaping into space, they spend eternity orbiting around it. The planets are some of these objects and they are ball like shapes that contains gases, minerals, liquid, ice and rocks.

The Planets



Before, it used to be known that there were nine planets in our Solar System. But according to the latest study or discovery **Astronomers** decided that the smallest planet, Pluto, is too ‘dwarf’ to be called as a planet. There are now 8 large planets in the Solar System. The planets as shown above are in order according to their position from the Sun.

The inner four planets are called **Terrestrial planets**—Mercury, Venus, Earth, Mars because all their surfaces are all rocky.

The outer planets Jupiter, Saturn, Uranus and Neptune are called ‘**Jovian Planets**’ meaning Jupiter like. They are all huge compared to the Terrestrial planets and they are gaseous. They contain mostly Hydrogen and Helium gas. They are also called ‘Gas Giants’ but Uranus and Neptune have more ice than gas.

ACTIVITY FOR YOU

A. In one or two sentences, write your own definition of the Solar System.

B. Initially there were nine planets in the Solar System. Now there are only eight. Explain the reason for this.

C. List down the 8 planets: _____
