**1628 LABASA SANGAM PRIMARY SCHOOL**

**YEAR: 6**

**ENGLISH**

**WORKSHEET: 2**

| | |
|---|---|
| STRAND | Reading and Writing |
| SUB STRAND | Socio cultural contexts and situations |
| CONTENT LEARNING OUTCOME | Explore and explain that formal writing has appropriate purpose. |

**READ THE PASSAGE AND ANSWER THE QUESTIONS**

What Causes Accidents?

In many countries of the world, road accidents are a serious problem. Several thousand people are fatally injured in road accidents every year.

The number of deaths in road accidents worries all thoughtful people. Many governments use the newspapers and the radio to make people think about the dangers of the roads.
In the Pacific Islands road accidents are also becoming a huge problem. **Motor vehicles** are not the problem but those behind the wheel are. It is their speed that makes them so dangerous. Perhaps people who live on islands where there are no cars are luckier although things move more slowly.

Where there are cars, speed and **drunken** drivers are the main problems but carelessness and selfishness can cause accidents, too.

Old cars are also a problem. Worn-out tyres are **dangerous** on slippery roads, the engine may stop at dangerous cross-roads, or the brakes may fail. Even a bad battery can cause an accident. If the power in the battery is low, the lights will not work well at night. It will be difficult to see other vehicles or **pedestrians**, and the signal lights may not flash.

A lot of selfish drivers seem to think that they own road. Truck drivers and bus drivers often behave in a selfish way on dusty country roads. They drive in the middle and refuse to move to the side of the road.

Pedestrians can be selfish, too. It is against the law to drive over a crossing while a pedestrian is on it.

**Motorists** who disobey the road laws or who drive when they are drunk have to pay heavy fines, but even so the number of accidents is rising. Some governments have trieto prevent people from getting seriously **injured** in accidents. They tell car **manufactures** to make their vehicles safer. They also make people wear seatbelts when they are in cars. These belts help to prevent serious injury and they save many lives. People who ride motor cycles must wear safety helmets to protect their heads.

Although the Police and ambulance rush to accidents as quickly as possible, “Prevention is better than cure”. The best answer to the problem is more careful and sensible driving.

**Comprehension Skill: ANSWER Questions to better understand the text.**

1. What are the main causes of accidents in your area?
   _____
   _____

2. What is the difference between „prevention" and „cure"?
   _____
   _____

3. How do you feel about road signs? Do you think they are important for safe driving?
   _____
   _____

4. Can you name some road safety rules?
   _____
   _____

5.
5. How do you think seat belts save lives?
   _____
   _____

6. Why are the governments of many countries concerned about road accidents?
   _____
   _____

7. Why are road accidents not a problem on some of the smaller islands in the Pacific?

   _____
   _____

8. How does the government try to prevent accidents?

_____
_____

**1628 LABASA SANGAM PRIMARY SCHOOL**

**YEAR: 6**

**ELEMENTARY SCIENCE**

**WORKSHEET: 2**

| | |
|---|---|
| STRAND 1 | LIVING THINGS AND THE ENVIRONMENT |
| SUB STRAND | BIODIVERSITY, RELATIONSHIPS AND SUSTAINABILITY |
| CONTENT LEARNING OUTCOME | Identify benefits of trees.<br>Identify ways to conserve our natural resources. |

**Use plants respectfully and conserve plant life**

- ✓ Plants are needed by man, animals and the environment for survival.

**Benefits of Plants**

- ✓ Plants provide us with shelter, food, and oxygen.
- ✓ Trees absorb pollution from the air.
- ✓ Stops soil erosion and prevents flood.
- ✓ Reduces noise pollution.
- ✓ Provide shade to keep our houses, schools and cities cooler.
- ✓ Provides protection from the wind.

**Trees are Tremendous Renewable Resources**

- ✓ Trees are our breathing partners.
- ✓ People and animals depend on trees and plants for oxygen.
- ✓ Trees help cool the Earth. Trees give off moisture.
- ✓ Trees act like huge pumps to cycle water up from the soil back into the air.
- ✓ Trees are a natural resource that can be renewed - by planting of trees.
- ✓ Trees and forests help us by cleaning our air, soil, and water.

**Activity**

1. List down 3 things plants provides us with.

_____

_____

2. Define the term:
   Sustainable-

_____

_____

3. Explain how trees cool the environment.

_____

_____

_____

**1628 LABASA SANGAM PRIMARY SCHOOL**

**YEAR: 6**

**HEALTHY LIVING**

**WORKSHEET: 2**

| | |
|---|---|
| STRAND | Safety |
| SUB STRAND | Diseases that arise from disasters |
| CONTENT LEARNING OUTCOME | Identify and discuss diseases that arise after natural disasters. |

**Unit 15: Diseases that arise from disasters.**

1. These are some of the disease that occur after the natural disasters:
   - ✓ Water borne disease-Leptospirosis and diarrhoea.
   - ✓ Chickungunya
   - ✓ Zika
   - ✓ Air borne disease and Food borne disease.

2**. Ways to prevent sickness in our family or community.**
   - ✓ Immunization and vector control programmes.
   - ✓ Medical supply should be provided.

3. Educating on hygiene and hand washing.
   - ✓ Provision of an adequate quantity of safe water, sanitation facilities and appropriate shelter are very important for prevention of infectious diseases.
   - ✓ Clean up campaign (destroying mosquitoes breeding places)
   - ✓ Boil drinking water.

**Activity**

1. Identify the diseases that spread after a natural disease.

_____

_____

2. How can we protect our family and community from contracting diseases after a natural disaster?

_____

_____

**1628 LABASA SANGAM PRIMARY SCHOOL**

**YEAR: 6**

**SOCIAL STUDIES**

**WORKSHEET: 2**

| | |
|---|---|
| STRAND 3 | **PLACE AND ENVIRONMENT** |
| SUB STRAND | **FEATURES OF PLACES** |
| CONTENT LEARNING OUTCOME | **- Identify locations using mapping conventions.**<br>**- know the five essentials of a map.**<br>**- identify physical features on the map.** |

**What is a map?**

1. A map is a sketch drawing of a place as seen from above.
2. Types of maps that we use are:

- **Mental maps** are maps that we make up in our minds.
- **Sketch maps** are drawn to help someone locate a place like a school, village or a home.

**Drawing and Reading Maps**

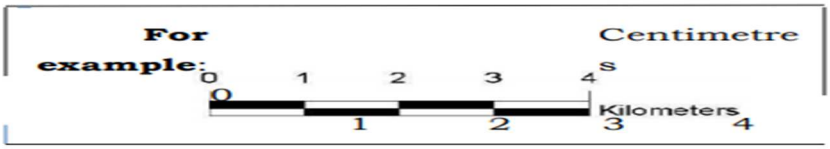
- ✓ Maps have special features (**conventions**) that help us to create and read a map.
- ✓ Every map has **5** main conventions which make it easier for us to read and understand. These include:

i) **Title**- gives us a clue about the map.

ii) **Direction**- direction on a map is shown using an arrow head pointing north. A compass is the instrument that gives us the gives direction of where we want to go.

iii) **Scale and distance**- shows the relationship between distances on a map and real distances on the ground. Three ways to represent a scale are:

1. A **word statement** uses words to describe the scale. For example "One centimetre on the map represents one kilometre on the actual ground"
2. A **representative fraction/ratio scale** uses numbers and the units are the same. For example: 1:1000 or 1/1000 meaning one centimetre on the map represents one centimetre on the actual ground.
3. **Line or Linear Scale** -it is shown using a number line which says how much one centimetre is represented by a given distance on a map. For example:

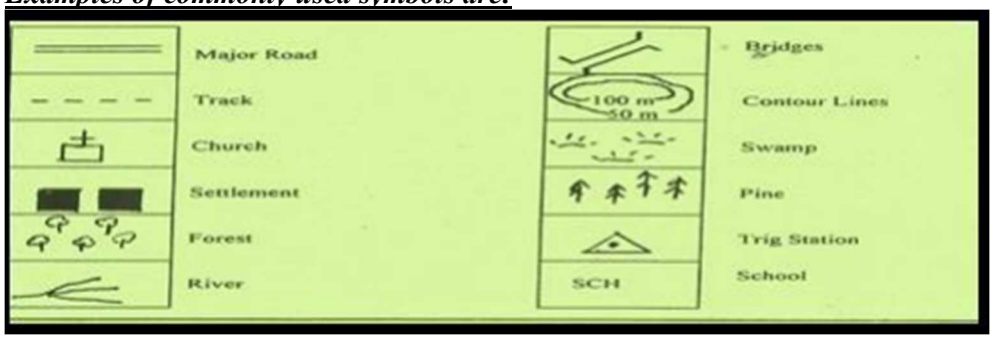



*The scale is one centimetre on the map represents one kilometre on the actual ground.*

iv) **Contour Lines**- These are lines drawn on the map to show heights above sea level. Each contour line gives a different height in metres.

v**) Key/Legend**- explains the different symbols used to draw the map. Symbols and colours are used to show different features.

***Examples of commonly used symbols are:***



**Activity**

1. Name some people who use maps.

   _____

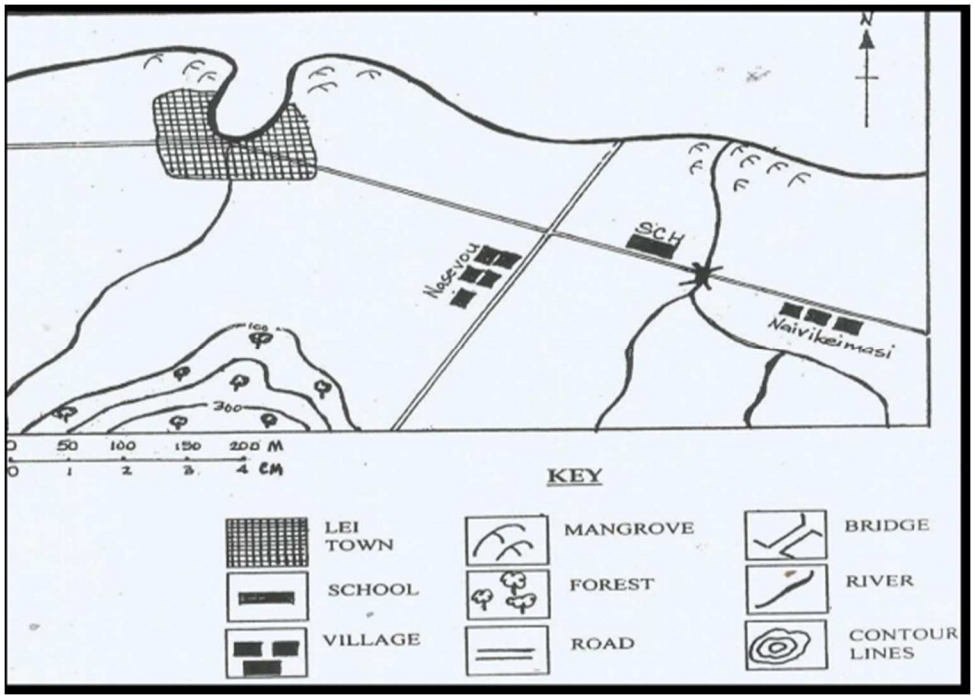
2. Why are maps useful to us?

   _____

   _____

3. Study the map given below and answer the following questions.

**Location of Fragrance Primary School**




**i.** What kind of transportation do the people use?

_____

**ii.** What is the height of the highest mountain?

_____

**iii.** Explain two reasons for the location of the school.

_____

_____

**iv.** In what direction is the school from Lei town?

_____

**v.** How do the people of this area earn their living?

_____

**vi.** Measure the distance from Naivikeimasi to Nasevou village by road.

_____

**1628 LABASA SANGAM PRIMARY SCHOOL**

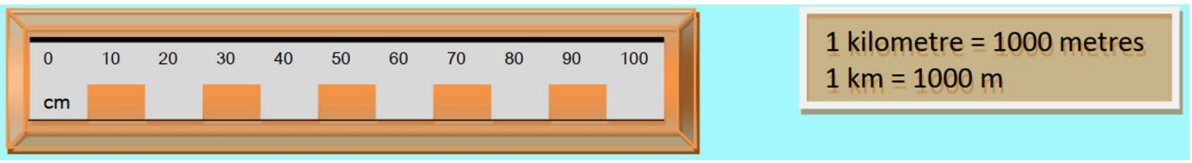
**YEAR: 6**

**MATHEMATICS**

**WORKSHEET: 2**

| | |
|---|---|
| STRAND | Measurements |
| SUB STRAND | Length and Area |
| CONTENT LEARNING OUTCOME | Demonstrate and estimate the relationship of unit in measuring lengths. |

**Below shows a one metre (100cm) blackboard ruler.**




**Complete these metric conversions to kilometres:** *the first one is done for you.*

a. 4276 m = 4 km 276 m = 4.276 km

b. 2845 m = __km ___ m = _____ km

c. 7250 m = __km ___ m = _____km

d. _____ m =10km 25 m = _____km

e. _____ m = __km ____m = 1.5 km

f. 5km 378m = 5000m + 378m = 5378 metres.

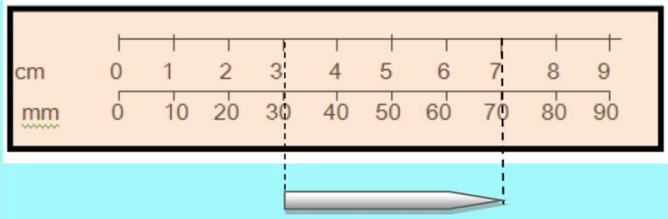
g. 2km 320m =_____+_____ = _____

h. 7km 544m =_____+_____ = _____

i. __km ___m = 4000m +_____= 4527 metres

j. __km ___m = 10000m+276m= _____

**Example:** Without looking at the above ruler, estimate the length of the nail below. Measure and write the answer in millimetres.




**Solution:** Estimate: **2cm** or **20mm**. Use the ruler to measure: It is about **38 mm or 3.8cm**.

1. **Estimate and then use your ruler to measure the lengths of these lines in mm and cm :**

a.

b.

c.

2. **Draw straight lines of the given lengths from the marked points using your ruler.**

a. 55 mm

b. 120mm

**1628 LABASA SANGAM PRIMARY SCHOOL**

**YEAR: 6**

**HINDI**

**WORKSHEET: 2**

| | |
|---|---|
| STRAND | WRITING AND SHAPING |
| SUB STRAND | TEXT TYPES MEDIA, EVERYDAY COMMUNICATION LITERACY TEXTS |
| CONTENT LEARNING OUTCOME | Examine and write accurately, fluently and effectively for information and pleasure. |

**Activity**

## कविता

नीचे दी गई कविता को ध्यान से पढ़ कर प्रश्नों का उत्तर **पूरे वाक्यों** में अपनी **उत्तर पुस्तिका** में लिखिए ।

फूल

छोटी-सी बगीचा में देखो, कितने रंग-बिरंगे फूल ।
तितली आती भँवरे आते, सबको पास बुलाते फूल ।

सर्दी गर्मी और वर्षा में, कभी नहीं घबराते फूल
झूम-झूम कर **मौज** मनाते, सबके मन को भाते फूल ।

**श्रीमती कुमार**

## प्रश्न

१. बगीचे में फूल कैसे होते हैं ?

२. इस कविता में तितली और भँवरे के विषय में क्या कहा गया है ?

३. कविता के अनुसार, किन-किन चीजों से फूल घबराता नहीं है ?

४. इस कविता के अनुसार फूल कैसे सबके मन को भाते हैं ?

५. किन्ही दो फूलों का नाम लिखिए जो आपको पसन्द है ।

ANSWERS

1._____

_____

2._____

_____

3._____

_____

4._____

_____

5._____

_____

**1628 LABASA SANGAM PRIMARY SCHOOL**

**YEAR: 6**

**NA VOSA VAKA VITI**

**WORKSHEET: 2**

| | |
|---|---|
| STRAND | Volavola kei na bulibuli. |
| SUB STRAND | Na bula veimaliwai vakamatatamata kei na vanua e vakaraitaki kina. |
| CONTENT LEARNING OUTCOME | Bulia e dua na iokaoka ni tukutuku veikauyaki kei na kena e volai me vakadewataki ka vakamacalataki kina na nanuma ena rai duidui eso. |

**Lesson Notes**

- Na imatai ni iyatuvosa mo vakamacalataka kina vakaumauma na ulutaga.
- Na ikarua ni iyatuvosa mo vakamatailalaitaka kina na veika ko sa vola ena imatai ni iyatuvosa ka mo tokona talega kina na vakasama ko sa vakaraitaka oti e cake.
- Na ikatolu ni iyatuvosa ko na solia kina e dua na ivakaraitaki, ia, mo vakamacalataka sara vakavinaka.
- Na iotioti ni yatuvosa ene okati kina na ivakavuvuli, nomu vakanananu kei na nomu vakasala.

**Cakacaka Lavaki.**

Mo vola e dua na parakaravu ena ulutaga ka soli koto e ra.

Ulutaga: <u>Na noda vosa.</u>