

UCIWAI SANGAM SCHOOL

YEAR 8

ENGLISH WEEKLY HOME STUDY PACKAGE 3

Strand 2	READING AND VIEWING
Sub Strand	Socio-cultural Contexts and Situations
Content Learning Outcome	Arrange ideas, information and events in texts that are related to different social situation, purposes and audiences.

Read the passage below carefully and answer the questions that follows.

Wealth from the Sea

In the past, people did not use to buy the things they wanted. Instead they would get them by giving something else they had in return. This system is called barter. Later, man learned the usefulness of money and now he can buy the things he needs. But money has to come from somewhere. So it is not surprising that the islanders of the South Pacific use the sea to provide them with money.

In the Solomon Islands the first money ever used came from the sea. It is called shell money, and it is made from small pieces of the Spondylus shell. These small pieces are carefully smoothed and rounded, and then threaded on to long strings. Strings of shell money are still necessary in some places, especially when a price has to be paid for a bride. A young man must pay the girl's father with shell money. The Solomon Islanders get money from the sea in different ways also. Certain things can be collected and sold to traders. For example, sea-cucumbers, or beche-de-mer, are collected and dried and then sold to Chinese exporters. These exporters also buy sharks fins which are used for making a kind of soup. Turtle shells and trochus shells, which are used for making buttons and jewellery, can also be sold. By selling these things from the sea, islanders can earn money. But the Solomon Islanders do not earn money from the sale of these things. So when some Japanese businessmen came to the islands and asked if they could build a factory for canning fish, they were welcomed. Since the opening of the factory in October 1973 more money has been coming into the country.

The place the businessmen chose for the factory was a small town called Tulagi in the central Solomons. Although it is a small place, Tulagi has a fine, safe harbour which large fishing ships need. The waters of the Pacific around the islands are full of skipjack tuna. These are the fish which the factory needs. The fishing ships, which come from Japan, Korea, and Formosa are allowed to catch 30,000 tonnes of skipjack for the factory each year.

The fish are caught by the large fleets of fishing ships which go far out into the waters around the islands. Sometimes the ship stay at sea for several weeks. They do not return until they have caught a big load of fish. There are two types of ships in a fishing **fleet**. The biggest ship, which is called the mother ship, has huge refrigerators on board for freezing and storing the fish. The other ships in the fleet are all called catcher ships. These carry the fishermen who catch the tuna.

Two different methods can be used for catching the tuna. One way is to use long lines with baited hooks hanging from them. These lines are **lowered** into the water from the back of the ship and sometimes several hundred meters long. The position of the lines in the sea is shown by glass balls or floats which have flags fixed to them.

The other way of catching the fish is by using long poles with lines **attached** to them. The lure on the end of the line is a small bunch of feathers, with the hook hidden inside. The fishermen do not have to put new bait on the line after they have caught a fish. They can simply throw the line back into the sea, ready for the next fish. This method of fishing is very hard work for the fishermen employed on the catcher boats. A skipjack tuna can weigh as much as 200 kilos and even a small one weighs about ten kilos. When a catcher boat finds a school of tuna, the fishermen have to catch as many as they can as quickly as possible.

When the fish are caught, they are packed in ice on the catcher ships. This is to prevent them from going bad. Later they are **transferred** to the mother ship where they are refrigerated and frozen. When the refrigerators are full, the mother ship sails back to the factory at Tulagi.

When the fish have been unloaded from the ship, they are washed and cleaned and scales are removed. They are gutted by cutting off the heads and removing the insides. After the fish have been cleaned in this way, they are frozen and put into the cold store. The temperature in this very large room is -19°C. It is so cold inside that the workers who stack the fish must wear special warm clothings to keep them from freezing. They only stay inside for half an hour at a time. Then they must go outside into the warm sunshine, while a different group of men go inside to work.

Before the fish are canned, they have to be cooked and **graded**. They are sorted into two grades. The high grade, or best pieces of fish, is put into cans with one kind of paper label and rest are put into other cans. The cans of high grade fish will be sold at a higher price than the others. The colourful label describes what is in the tin: "Taiyo Skipjack Tuna."

The factory of Tulagi is not the only one in the South Pacific. Others have been built in American Samoa, Fiji, Papua New Guinea and New Caledonia. The countries which have helped to build them are America and Japan. The factories are very important to the economy of the South Pacific countries because they earn money from the export of the canned fish, which is sold to Japan, America, Australia and many other countries.

The fishing industry is important in other ways, too. The people of those countries where factories have been built can now buy tinned fish very cheaply. It saves the countries money too, because less tinned fish is now imported. Also, many islanders have found jobs in this industry. For example, the factory at Tulagi **employs** one hundred and fifty people. Many men work on the catcher boats and they earn very high wages.

Already the factory at Tulagi needs to **expand**. And as the search for protein food goes on, the sea and its gifts of fish will become more important to us all, and to the economy other countries we live in.

QUESTIONS

A. *Put a circle around the letter of the correct answer.*

1. The first money used in the Solomon came from
 - A. the trochus shell.
 - B. Chinese exporters.
 - C. the Spondylus shell.
 - D. selling sea-cucumbers.
2. The Japanese businessmen were welcomed to the Solomons because they were going to
 - A. buy turtle and trochus shells.
 - B. make a new harbor at Tulagi.
 - C. help the people to earn money.
 - D. sell pearl button and jewellery.
3. Why was Tulagi chosen as the place for the factory?
 - A. It is a small place.
 - B. It has a good harbour.
 - C. There is a lot of fish in the harbor.
 - D. The Japanese were made welcome there.
4. Why is the mother ship the biggest in a fishing fleet?
 - A. It has to carry all the fishermen.
 - B. It has to store all the fish caught.
 - C. It has to carry 30,000 tonnes of fish.
 - D. It has to stay at sea for several weeks.
5. Why is the work hard for the fishermen in the catcher boats?
 - A. It is very cold on board.
 - B. The work is very dangerous.
 - C. They do not earn much money.
 - D. The fish must be caught quickly.
6. When the fish are caught, what is the first thing that happens to them?
 - A. They are packed in ice.
 - B. They are cleaned and gutted.
 - C. They are cooked and graded.
 - D. They are frozen on the mother ship.
7. Why do the cold store workers stay inside for half an hour only?
 - A. It is too cold to stay inside longer.
 - B. They can finish their work quickly.
 - C. So some men can do some work.
 - D. They have to do other jobs in the factory.

8. The canning factories are important to the countries in which they have been built because
- A. they increase tourism in the sea.
 - B. they help to catch all the tuna fish.
 - C. they help the countries economically.
 - D. they provide tinned fish at a high price.

B. Answer the following questions in complete sentence.

1. When do people still use shell money in some places in the Solomons?

2. What are some of the things Chinese exporters in the Solomon Islands like to buy?

3. Has the Tulagi factory been a success in the Solomons? Give your reasons.

Yes / No. Reason _____

4. How is a mother ship different from a catcher ship?

5. Describe what the floats with flags are used for.

6. What is meant by 'gutting' fish?

7. What is meant by 'grading' fish?

8. List three ways in which the factories have helped South Pacific countries.

C. Vocabulary Exercise

The following words are in bold face in the passage. Try to work out the meaning for yourself and then fit them into the spaces in the sentences.

fleet transferred expand employs
lowered graded attached

1. On the way to Tavua, our bus broke down but the company sent another bus very quickly. As soon as we had _____ our luggage to the new bus we set off again.
2. So many children want to attend the new school that the committee has decided to _____ it next year by adding two more classrooms.
3. The new soap factory _____ only twenty people this year but there will be jobs for another fifteen years.
4. Our ship anchored in deep water about 300 metres from the shore. The sailors _____ a small boat into the water and rowed us to the island.
5. Mr. Cama _____ two workmen to help him on his farm.
6. The Marine Department has a large _____ of ships.
7. We won't know how much money we'll get for copra until it has been _____. If it is the best quality, we'll get a good price.
8. The cook on the ship _____ a bucket into the sea to get some water to cook the rice.
9. Eroni fished for an hour without catching anything but when he _____ a smaller hook to the end of his line he caught two fish in ten minutes.

D. Fill in the blanks

Write one word for each blank space in the story.

Clever Spongy

One day John decided to plant some dalo in his garden. He _____ two holes and put two tops inside. While he _____ doing this, his dog, Spongy, was also _____ a hole.

John did not _____ Spongy carrying the rest of the tops to _____ hole which he had dug.

John finally turned and _____ what Spongy _____ doing.

“Don’t bury all the tops _____ one hole, Spongy,” he said. “I’ll help you,” he added.

John took out all the tops one _____ one and buried it nicely.

“Good dog, Spongy,” John said. “This _____ be your plant. I think it will grow well, _____ it?”

Spongy wagged _____ tail happily. He agreed _____ John and they both looked forward _____ the harvesting day _____ nine months’ time!


UCIWAI SANGAM SCHOOL**YEAR 8****MATHEMATICS WORKSHEET NO. 3**

Strand 3	MEASUREMENT
Sub Strand	WEIGHT
Content Learning Outcome	Select and estimate weight / mass to compare and explain different measures of objects and solve problems

LESSON NOTES**WEIGHT**

Definition : **1Kg = 1000g 1000Kg = 1 tonne**

- The mass of an object is a measure of the amount of matter it contains.
- The weight of an object is a measure of the force by gravity on the object.
- The weight of an object will vary according to its distance from the center of the earth.
- The basic unit for mass in metric system is kilogram(kg)

Unit	Symbol	Examples
milligrams	mg	A feather weighs 25 mg
grams	g	A kitten has a weight of 240 g
kilograms	kg	My weight is 85 kg
tonnes	t	A car weighs 1.1 tonnes. 

We use a scale to measure weight.

Below are examples of different types of scale.



Exercise

1. Convert each of the following to the units given beside the blank space.

- | | |
|-------------------|-----------------------|
| a. 3Kg = _____g | d. 2500g = _____Kg |
| b. 750g = _____Kg | e. 5.8Kg = _____g |
| c. 25Kg = _____g | f. 4 tonnes = _____Kg |

2. Which is heavier between the two objects listed below?

(a)



Car

or



Bus

(b)



Hammer or a man

(c)



Puppy or



a mother dog

(d)



a cruise ship or an outboard motor



4. Calculate the following weights.

a. $\frac{1}{2}$ of 4kg

b. $\frac{1}{4}$ of 2.4 kg

c. $\frac{2}{3}$ of 6kg

d. $\frac{3}{10}$ of 20kg

e. $\frac{2}{5}$ of 2.5 kg

f. $\frac{3}{4}$ of 10 kg

5. The weight of a ship is 980,450 kg. If 300 containers weighing 350kg each was loaded into the ship, then what would be the net weight of the ship?



6. 5 oranges weighs 1.5kg . 8 apples weighs 2kg. What would be the total weight of 3 apples and 4 oranges?



UCIWAI SANGAM SCHOOL
YEAR 8 - BASIC SCIENCE
HOME LEARNING WORKSHEET NO. 3

Strand 3	ENERGY
Sub Strand	ENERGY SOURCE AND TRANSFER
Content Learning Outcome	Investigate the transfer of some forms of energy and describe the effects of energy transfer on certain materials

LESSON NOTES (Read the notes carefully)

Sound Energy

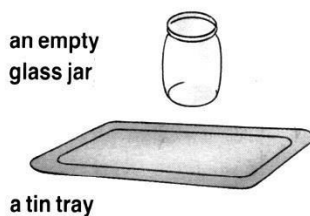
1. Sound is a type of energy.
2. Sounds are produced when an object vibrates.
3. When this happens, the air around the object also vibrates.
4. These vibrations in the air travel as **sound waves**.
5. The sound waves move sound energy from one place to another. *Example: A jet engine sounds loud when it is close, but when you can sometimes hear the noise when you are several kilometers away.*



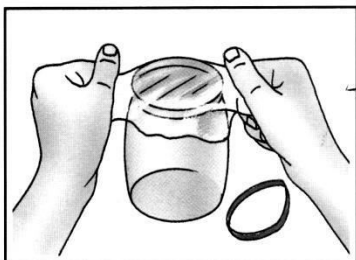
Activity: Do this activity at home and write a brief report based on your investigation. You parent may assist you.

Materials

A piece of clear plastic
 A rubber band
 A spoon
 Some rice
 An empty jar or bottle
 A thin tray



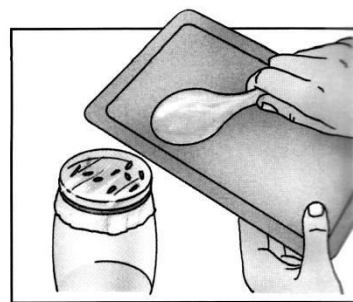
Method:



1. Stretch the plastic tightly over the open end of the jar. Use the rubber band to keep the plastic in position.



2. Sprinkle a few rice grains over the plastic.



3. Hold the tin tray close to the jar and bang it with the spoon. You will see the rice grains dance about on the plastic. This shows that the sound energy from the tray has travelled through the air, making the rice grains move.

Reporting on the Activity

Title: Sound Energy

Materials: _____

Aim: To find out _____

Method: (Write what you did in reported speech form).

Observation (Write what you saw and felt using your own words)

Conclusion (What did you learn about sound energy?)

IV. Solar Energy

Solar” is the Latin word for “sun” – and it’s a powerful source of energy. In fact, the sunlight that shines on the Earth in just one hour could meet world energy demand for an entire year!

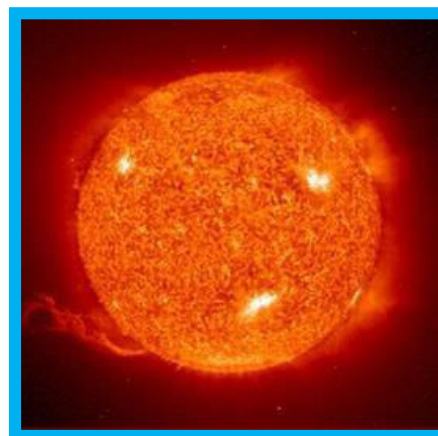
We can use solar power in two different ways: as a heat source, and as an energy source. People have used the sun as a heat source for thousands of years. Families in ancient Greece built their homes to get the most sunlight during the cold winter months.

www.kids.esdb.bg/solar.html

Where does solar come from?

In the 1830s, the British astronomer John Herschel famously used a solar thermal collector box

(A device that absorbs sunlight to collect heat) to cook food during an expedition to Africa. Today, people use the sun's energy for lots of things.



(Source: NA SA)

Solar Energy Can Be Used for Heat

And Electricity

When converted to **thermal (or heat)Energy**, solar energy can be used to:

Radiant energy from the sun has powered Life on Earth for many millions of years.

Heat water — for use in homes, buildings or swimming pools

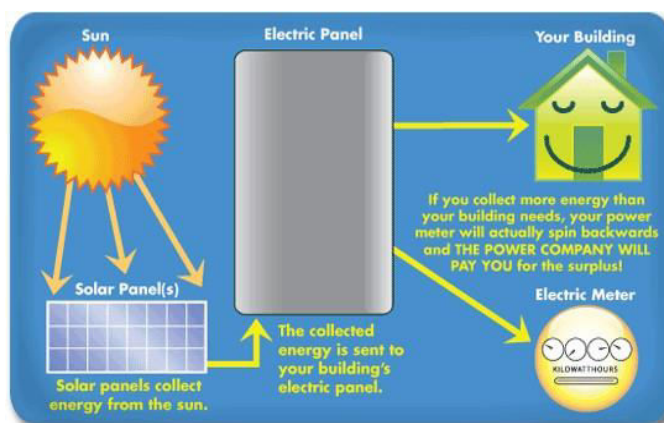
Heat spaces — inside homes, greenhouses, and other buildings

Solar cells

Solar cells are devices that convert **light** energy directly into electrical energy. You may have seen small solar cells on calculators. Larger arrays of solar cells are used to power road signs, and even larger arrays are used to power satellites in orbit around Earth.

Solar panels

Solar panels are different to solar cells. Solar panels **do not** generate electricity. Instead they heat up water directly. A pump pushes cold water from a storage tank through pipes in the solar panel. The water is heated by heat energy from the Sun and returns to the tank. They are often located on the roofs of buildings where they can receive the most sunlight.



UCIWAI SANGAM SCHOOL
YEAR 8 – HEALTHY LIVING
HOME LEARNING WORKSHEET NO. 3

Strand 3	SAFETY
Sub Strand	COMMUNITY SAFETY
Content Learning Outcome	Judge safe and unsafe environment for personal safety.

LESSON NOTES (Read the notes carefully)

SAFETY IN MOTOR VEHICLES, BOATS AND RAFTS

Safety measures must be taken while travelling to and from school. How we travel to school differ depending on the locations we are in. While some of us travel by bus and cars, others travel by boat or rafts and some walk to school. In whatever way we travel to school, all care and safety must be taken so that we reach school and home safely.

Safety in motor vehicles

When travelling in a car or bus, the following rules must always be followed:

1. Be seated at all times. Never put your hands, arms or head out of the window.
2. Never try to distract the driver as this may cause an accident.
3. Do not play with door handles. It is good to lock the car doors.
4. Wear a seat belt if there is one.
5. Do not make any attempts to move from one seat to another when the bus or car is moving.
6. If you are travelling in an open van or truck, sit more towards the cab away from the tail end.
7. Never lean over the sides.
8. Get off the vehicle only when it has stopped completely. Always get off the vehicle on the footpath side of the vehicle.

Overloading, over-speeding and disturbing drivers

- Overloading vehicles, over speeding and in certain instances, disturbing drivers result in road accidents.
- Overloading vehicles can lead to damages to the vehicle and as a result accidents may occur.
- Over-speeding by drivers is one of the major causes of road accidents in Fiji.

Drivers over speed to get to their destination in time, or they may simply do this for fun. This can end in accidents and cause serious injuries and even death.

Some people have a habit of disturbing drivers, either from the road side or when inside vehicles. When a driver is distracted, he may lose concentration while driving. This can lead to an accident. Seat Belts in cars have been made compulsory. People travelling in cars are required to

wear seat belts by law. Wearing seat belts is not to satisfy the policemen but it is for our own safety. Make a point of wearing seat belts when in cars and leave them on throughout the journey.

Activity

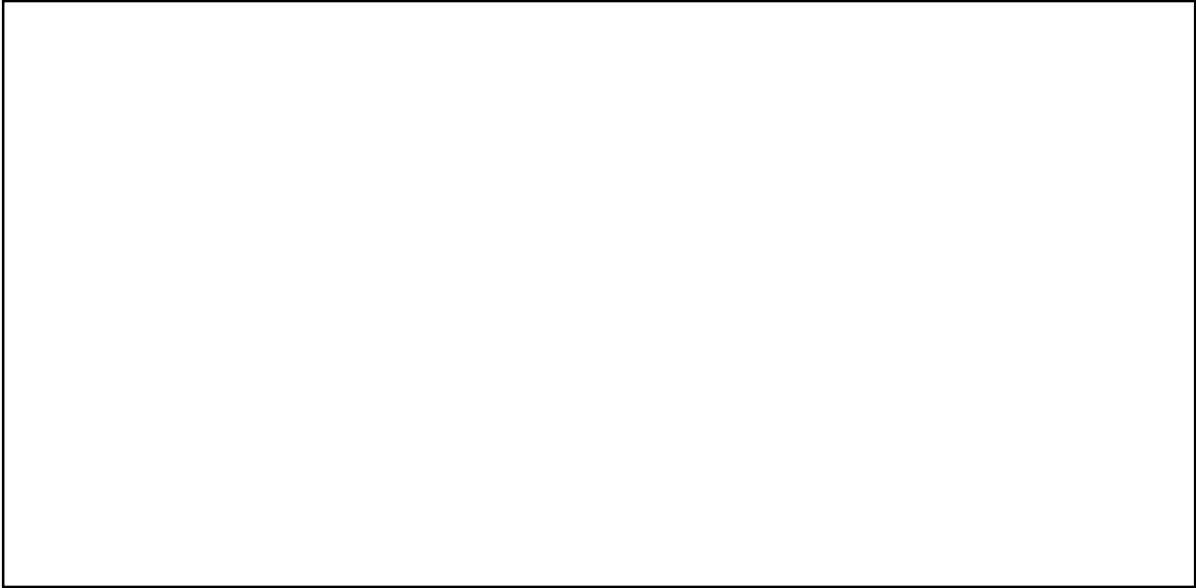
In the table below, there are some undesirable behaviours that is common in our school/ community of the people travelling in buses, cars, vans etc.

State how those behaviours can lead to accidents or injuries and suggest ways to improve on these undesirable behaviours.

Undesirable behaviour	Behaviour can lead to:	How to improve on this behaviour
Eg. Shouting and waving to pedestrians	Driver is distracted – car has an accident	Never shout while in a vehicle, make silent wave to pedestrians
Driving under the influence of liquor or grog dope.		
Using mobile phone while driving.		
Not wearing seat belt as a passenger in a car.		
Walking on the wrong side of the road (i.e. left-hand side)		
Wearing dark clothes when walking along the road at night.		
Not using the pedestrian crossing to cross the road.		
Moving from seat to seat in a bus which is moving		
Driving at a very high speed i.e. 100km/h		

Answer the following questions.

1. Think of a road accident you have seen, read about or were involved in. write down how the accident could have been prevented. Draw a picture of road accidents you have witnessed.



2. List down the problems that resulted from the accident you mentioned above.

3. When you grow up, you will perhaps own a vehicle. List down ways in which you can be a good driver.

UCIWAI SANGAM SCHOOL**YEAR 8 - HINDI****HOME LEARNING WORKSHEET NO. 3**

तत्व 2	पढ़ना एवं सर्वेक्षण करना
उप-तत्व	मूल-पाठ के प्रकार - साधारण विषय
विषय के अधिगम परिणाम	परिचित व अपरिचित, लिखित व दृश्यात्मक पाठों को पहचानना व चुनना

इस अंश को ध्यान से पढ़िए ।

अनोखा प्यार

हमारी बेटी अश्विनी को कुत्ते पालने का बड़ा शौक है । उसकी छोटी बहन और दोनों भाई भी कुत्ते को पसन्द करते हैं । उसकी बहन भी कुत्तों को बर्दाश्त कर लेती है मगर मैं ! - न जाने क्यों कुत्तों के नाम से ही मुझे चिढ़ है ।

रात को कभी बारिश होती तो अश्विनी की नींद खुल जाती । वह अपने कुत्ते के बारे में सोचने लगती । कभी-कभी तो वह चुपके से कुत्ते को 'लाउन्ड्री' में सुला देती । हर सुबह मेरे जागने से पहले ही वह जाग जाती और कुत्ते को 'लाउन्ड्री' में सुला कर खुद पढ़ने बैठ जाती । सुबह मेरे उठने से पूर्व वह कुत्ते को भगा देती ।

मेरे इतने नफरत के बावजूद जाने क्यों 'माचो' को मुझसे इतना प्रेम कैसे था ? सुबह अखबार वाला अखबार रख कर जैसे जाता 'माचो' मेरे कमरे के बाहर खड़ा हो कर भौंकने लगता । वह तब तक भौंकता रहता जब तक कि मैं अखबार न उठा लूँ । सच मानिए, इसके बावजूद मेरे कठोर दिल में 'माचो' के लिए कभी प्रेम नहीं उपजा ।

जाने कैसे उसे जूते उठाने की बुरी लत पड़ गई । पहले तो वह हमारे घर के लोगों के ही जूते उठाया करता था, परन्तु बाद में उसने पड़ोसियों के जूते भी उठाना शुरू किया । एक बार तो मेरे एक पड़ोसी ने इस बात की शिकायत भी की ।

एक दिन सुबह मैंने क्या देखा कि माचो हमारे पड़ोसी की बीबी का एक कीमती सेण्डल का कचूमर बना रहा है । बस मैंने उसी वक्त ठान लिया कि अब इस घर में माचो नहीं रह सकता । मैंने उसी समय माचो को कार में बिठाया और नौसोरी शहर से कुछ आगे छोड़ आया ।

इस बीच अश्विनी रोज की तरह सुबह जाग कर माचो को घर के अन्दर बुलाने लगी । मगर माचो का कहीं नामो निशान भी नहीं था । बाहर मेरी गाड़ी भी नहीं थी तथा मैदान में पड़ोसन के जूते पड़े हुए थे । अश्विनी को समझते देर न हीं लगी कि माचो का क्या हो गया है । उसने अपने भाइयों को जल्दी जगा कर माचो की खोज शुरू कर दी । बाग-बगीचे, पड़ोसी का आँगन, सड़क तथा पास के खेल के मैदान आदि सब देख लिया गया- मगर माचो का कहीं पता ही नहीं था । हमारे चारों बच्चे रोने लगे । अश्विनी का तो रोते रोते बुरा हाल हो गया । मैं जब घर लौटा तो वहाँ का हाल ही कुछ अजीब था । ऐसा लग रहा था जैसे किसी की मृत्यु हो गई हो । बच्चे आँसू बहा रहे थे और अश्विनी का तो बुरा हाल हो रहा था । वह मुझे देखते ही चीख कर रो पड़ी । मैं भी यह सोच कर घबरा गया कि न जाने क्या हो गया है । लेकिन जब मुझे बताया गया कि यह रोना-धोना माचो के गुम हो जाने के कारण है तो मैं सकपका गया ।

मैंने अश्विनी को समझाया कि जो कुत्ता पड़ोसियों में दुश्मनी पैदा कर सकता है उस को घर में रखना अच्छा नहीं है । इसलिए मैं माचो को दूर छोड़ आया हूँ ।

इतना सुनना था कि अश्विनी चीख कर रोने लगी । मैं उसे समझा-बुझा कर बहलाना चाहता था कि अचानक मेरे बाकी बच्चे आ गए और वे भी कुत्ते के बारे में सुनकर रोने लगे । अजीब मुसीबत थी । एक कुत्ते के लिए बच्चों का रोना देख कर मैं तो हैरान हो गया ।

रात को बच्चों ने खाना छुआ तक नहीं । बच्चों ने नहीं खाया तो उसकी माँ ने भी कुछ नहीं खाया । भला फिर मैं कैसे खा सकता था ? मैं भी भूखा ही सो गया । बच्चों की आँखों से नींद गायब थी । कभी-कभी रात की खामोशी में बच्चों की सिसकियाँ भी साफ सुनाई दे जाती थीं । बस मैं भी सो नहीं सका । रात कैसे कटी मैं कैसे बताऊँ । रामराम कह कर सुबह हुई । बच्चे भी खाट छोड़ चुके थे । सब बच्चे नीचे चले गए जहाँ अक्सर माचो सोया करता था । तभी एक कुत्ते की भौंकने की आवाज आई तथा बच्चों का हर्षनाद ! एक साथ सभी बच्चे पुचकारने लगे, “माचो ! माचो” !!

मैं भी खाट छोड़ कर बाहर भागा । बच्चे कुत्ते को पुचकार रहे थे, चूम रहे थे, सहला रहे थे । हर कोई अपना प्यार जाहिर कर रहा था । तभी माचो की नजर मुझ पर पड़ी । वह दौड़ कर मेरे पास आया और मेरे पैरों को चाटने लगा । मेरे हाथ स्वतः

कुत्ते की देह सहलाने लगी । बच्चों को ही नहीं, मुझे भी लगा कि सुखे बगीचे में फिर से बहार आ गई है ।
(स्तोत्र: शाशवत ज्ञान ८)

अभ्यास-कार्य

क. सही जवाब के बगल वाले अक्षर पर गोलाकार निशान लगाइए ।

१. कौन कुत्ते पालना सबसे अधिक पसंद करता था/करती थी ?

क. अश्विनी

ख. अश्विनी की माँ

ग. अश्विनी के भाई-बहन

घ. अश्विनी के पिता

२. कुत्ता अपना प्यार मुझसे कैसे जताता था ?

क. जूते उठाकर

ख. लाउन्ड्री में सो कर

ग. मुझे सुबह-सुबह जगा कर

घ. मुझे अखबार आने की खबर देकर

३. माचो को छोड़ आने पर सबसे ज्यादा दुखी कौन था ?

क. अश्विनी की माँ

ख. अश्विनी की बहन

ग. खुद अश्विनी

घ. अश्विनी के भाई

ख . नीचे दिए गए सवालों के जवाब पूरे वाक्यों में दीजिए ।

१. कुत्ते की कौन सी आदत बुरी थी ?

२. बच्चे कुत्ते को पाकर अपना प्यार कैसे जता रहे थे ?

३. पाठ में ऐसा कौन सा वाक्य है जो बतलाता है कि कुत्ते के प्रति मेरी नफरत अब प्यार में बदल गई है ?

ग. घटनाक्रम

सही क्रम में लिखे कि पाठ में पहले क्या हुआ, फिर क्या हुआ तथा अन्त में क्या हुआ । बाक्स में नम्बर लिखिए ।

१. माचो अगली सुबह वापस लौट आया ।
२. सब फिर खुश हो गए ।
३. कुत्ते को जूते उठाने की बुरी आदत पड़ गई थी ।
४. माचो अश्विनी का कुत्ता है ।
५. पड़ोसी के जूते उठाने पर मैं माचो को कहीं छोड़ आया ।
६. बच्चे यह जानकर बहुत दुखी हुए ।
७. अश्विनी माचो को बहुत प्यार करती थी ।

भाषा

नीचे दिए गए शब्दों को एक वचन में बदल कर लिखिए ।

१. यादें -----
२. पड़ोसियों -----
३. बच्चे -----
४. पर्वतों -----
५. शहरों -----

UCIWAI SANGAM SCHOOL**YEAR 8****SOCIAL SCIENCE WORKSHEET NO. 3**

Strand 2	TIME, CONTINUITY AND CHANGE
Sub Strand	CONTINUITY AND CHANGE
Content Learning Outcome	Explore some significant world events and express their impacts on the lives of people and the history of the world.

LESSON NOTES**Economic Development in Fiji**

1. Economic development seeks to improve the economic well-being and quality of life of community by creating or retaining jobs and supporting or growing income.
2. Some examples of economic development in Fiji include:
 - a. the upgrade of the Kings Highway
 - b. construction of the new Hospital in Navua
 - c. construction of bridges



3. Economic problems in Fiji – Emigration, Natural disasters, Homelessness and etc.

For You To Do

1. List some examples of economic development in your village community.

2. Discuss the effects of emigration, natural disasters and homelessness on economic development.

Emigration

Natural disasters

Homelessness

3. List some natural disasters common in Fiji.

4. Why is economic development important?

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CAKACAKA LAVAKI KALASI 8 –NA VOSA VAKA-VITI

i) Wirina na matanivola ni sau ni taro vinaka duadua.

1. E sa keli na uvi ni yabaki.

Na vosa cava ena I yatuvosa e vu se vosa cakacaka?

- A. Sa B. uvi C. keli D. yabaki

2. A taroga ko Iliesa se ratou biuta evei na nona I vola.

Na taro cava nei Iliesa e vakadigotaki donu.

- A. “Iliesa, e vei na I vola?” a taro ko Iliesa.
B. Se ratou biuta evei na nona I vola?
C. “ E vei na noqu I vola? A taroga ko Iliesa.
D. “Dou biuta evei na noqu I vola?” a taroga ko Iliesa.

3. “Au sa na tovolea me’u gone vinaka,” a kaya ko Vueti.

Na I yatuvosa cava e vakasavui kina na vosa e cake?

- A. A kaya ko Vueti ni sa na tovolea me gone vinaka.
B. Tovolea mo gone vinaka a kaya ko Vueti.
C. “Gone vinaka Vueti, a kaya ko koya.”
D. “Io, au sa gone vinaka, Vueti.”

4. Veisautaka na nomu idavodavo ka ni sa rui **wakakau**.

- A. Dakoba B. vakalakala C. sukuksukura D. malumalumu

5. Keimami a talia na neimami ibe.

Vukica na I yatuvosa e cake ki na lewe dua.

- A. Au a talia na noqu ibe.
B. E ra a talia na nodra ibe.
C. Au a talia na neimami ibe.
D. Keirau a talia na nona ibe.

ii.) Vola na vosa I **balebale vata** kei na vosa drua ka **toqai na rukuna, e ra**.

6. E ra kau koli ni yakata na cauravou.

7. Me samaki na I yakata me drodro na wai.

iii.) vola na yavu ni vosa

8. Vakaliuliu- _____

iv.) vola na vosa sucu mai na yavu ni vosa e ra.

9. Duri- _____

NA VAKACACALI -Wilika na serekali ka koto e ra ka qai sauma na kena veitaro.

Veimataqali kakana sa tu e dai

Bolea tu na taga na kena la'ki kau mai

Me bau rawa na mamau me'u Sinai

Qai tomani tale na I tavi ni viri bai.

Iteitei sa warai mai, wainimata sa Sali

Ki na sitoa ga na veivalivali

Kakana buta rawa e na pakete kei na tini

Rua ga na miniti na kedra riri

Na vuata bulabula sa dredre me ceguva

Moli, tarawau, bu, dawa, vutu, wi kei na weleti

Gadreva na yago me kena I tokoni

E seva gona ni sa levu na loli kei na jokeliti

Kakana draudrau vakavudua me tilomi

Na sasalu li sa qai wadrega me canumi

Dalo, kawai, vudi, via kei na Tivoli

Me tei vakalevu me macu o Visi kei Simi.

Vola ko **V. Sukanatabua**

1. E vica na qaqani serekali oqo?

2. Na cava na ibalebale ni '**Bolea tu na taga na kena la'ki kau mai**'.

3. A cava e rua ga kina na miniti na kedra riri?
