	MADHUVANI SANGAM PRIMARY SCHOOL		
	WEEKLY HOME STUDY PACKAGE 3 COVID- 19 (EXTENDED SCHOOL BREAK)		
SUBJECT	ENGLISH	YEAR	8
NAME		ADDRESS	

Strand	Listening and speaking
Sub strand	Socio cultural context and situations
Content learning outcome	At the end of the lesson, the students should be able to: Examine and demonstrate appropriate oral genres in a range of formal texts.

Read the passage given below and answer the questions at the end of each passage.

Passage I Cards of the future


Fiji has joined 71 other countries in cashless travel. Some of these countries have been using this system for over two decades now to purchase their groceries, to pay for their travel in trains, taxis, ferries and in buses.

- 5 Fiji is not the first country to go cashless in public transport travel and most certainly will not be the last to make this change. This has been a second attempt to introduce cashless travel in Fiji as in the earlier attempt stakeholders were not cooperating. Now is a second chance to make it work.
- 10 The aim of using the e-Transport card is much more than preventing the stealing of a bus operator's money. For example, on Day 1 of its use, a bus Company which services routes within the Suva-Nausori areas, carried close to 10,000 passengers. They and all other bus operators know how many senior citizens have travelled to and from which areas.
- 15 They know how many students travelled in each of these routes and how many social welfare recipients travelled on any given day.

Circle the letter of the best answer.

1. In the first sentence of the passage, Fiji is the
 - A. country using cash for travel.
 - B. 72nd country to use cashless cards.
 - C. last country to use cards for travel.
 - D. 71st country to use travelling cards.

2. The first attempt at using cashless travel did not work out because
- A. there were too many people.
 - B. various groups were not cooperating.
 - C. it was very difficult to gather the cash.
 - D. the cards for distribution had run out.
3. Which of the following statements is true according to the passage?
- A. Cash cards prevent stealing as the only advantage.
 - B. Only one bus Company earns from cash cards in Fiji.
 - C. Buses in Fiji use both cash and cards whenever possible.
 - D. Cash card use allows more than one benefit when passengers use it.
4. Apart from knowing the number of passengers, we can also become aware of
- A. the places the passengers live.
 - B. which route has been travelled.
 - C. the next trip and time of passenger's travel.
 - D. sick drivers who need rest from driving whole day.
5. The travelling passengers mentioned towards the end of the passage are
- A. students.
 - B. senior citizens.
 - C. social welfare recipients.
 - D. students, senior citizens and social welfare recipients.

	MADHUVANI SANGAM PRIMARY SCHOOL		
	WEEKLY HOME STUDY PACKAGE 2 COVID- 19 (EXTENDED SCHOOL BREAK)		
SUBJECT	MATHEMATICS	YEAR	8
NAME		ADDRESS	

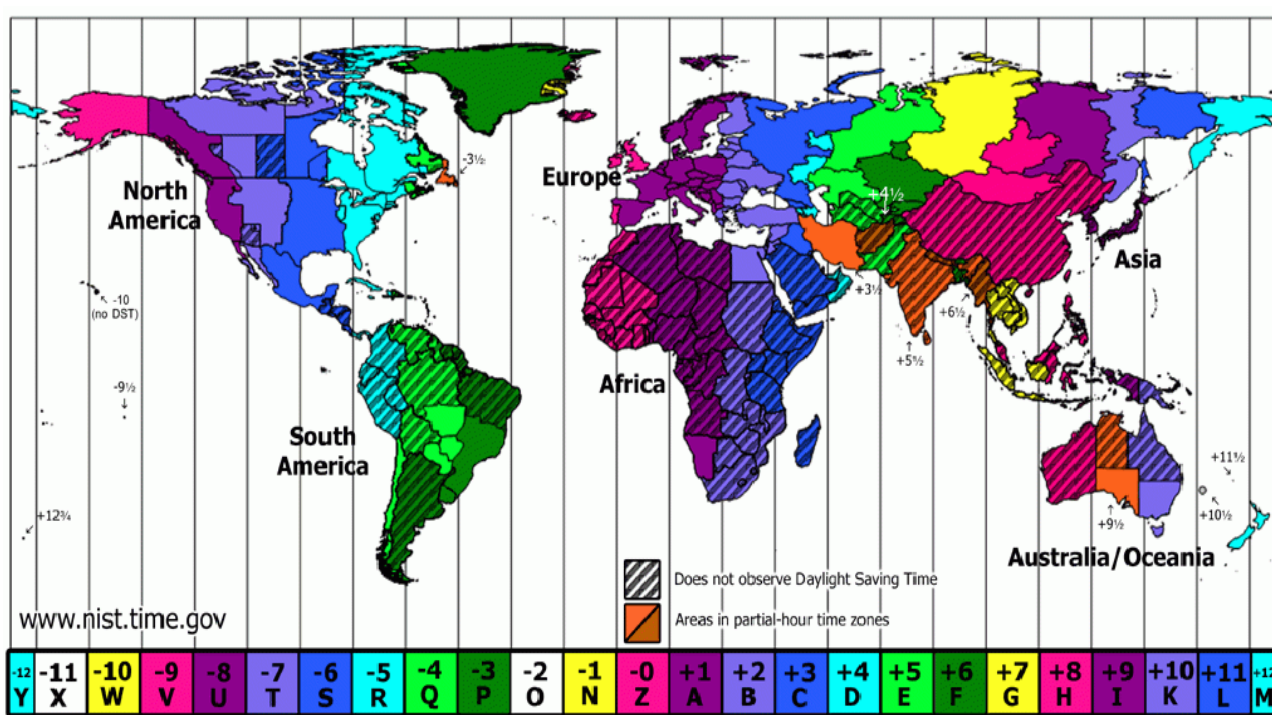
Strand	Measurement
Sub strand	Time
Content learning outcome	At the end of the lesson, the students should be able to: Calculate the time difference between countries

TIME

12hours ahead of Greenwich. Below is the map of the world showing the time zones.

The time zones of the world. Clocks in countries west of Greenwich are behind GMT those farther east are ahead.

The world has different time zones as shown above. The Greenwich Meridian is the line which cuts through Greenwich in London. The International Dateline is the line shows where the Time begins.



Discussion

Use the map of the world showing the zones to the answer these questions.

- (a) What does this map of the world show?
- (b) What does G.M.T mean?
- (c) What do you call the line that separates the two time zones?
- (d) What happens to your time as you move west of Greenwich?
- (e) Will you gain or lose time as you move west of Greenwich?


ACTIVITY

- (i) If Fiji is 2hrs ahead of Sydney in Australia, then when should we listen to the rugby match commentary on the radio if the match is to begin at 3pm in Sydney?

- (ii) Calcutta in India is having a cricket match where India is playing against England. When should the fans in England listen to the match commentary if the match is scheduled to begin at 5pm?

- (iii) Taina is studying in Calcutta in India and her friend Meliana is studying in London.
If Meliana calls Taina from London at 12pm on Saturday, at what time will Taina be receiving the call at Calcutta in India?

- (iv) What time and day will it be in the Society Island if it is 1 am on Tuesday in Fiji?

	MADHUVANI SANGAM PRIMARY SCHOOL		
	WEEKLY HOME STUDY PACKAGE 3 COVID- 19 (EXTENDED SCHOOL BREAK)		
SUBJECT	Healthy Living	YEAR	8
NAME		ADDRESS	

Strand	Safety
Sub strand	Mental Health
Content learning outcome	At the end of the lesson, the students should be able to: Recognize sound mental health.

Mental or emotional health refers to our positive characteristics and overall psychological well-being.

Mentally healthy people are known to deal with stress effectively by being able to bounce back from adversity. They are people whose activities and relationships are meaningful.

Characteristics of good mental health Some characteristics of mentally and emotionally healthy people are as follows:

1. Mentally and emotionally healthy people are focused, flexible, and creative during good and bad times because they are resilient people who can recognize and appropriately express their emotions.
2. People who are mentally healthy avoid negative mood states created by depression and anxiety by keeping a strong support network of loved ones whom they can depend on for encouragement.
3. During problems, they have the ability to step forward and take action as well as step back and reenergize themselves.
4. Emotional and mental wellbeing is directly related to physical health because the mind and body is one unit. A well maintained body can be obtained by: Sleeping seven to eight hours each night. Learning about good nutrition, its effect on energy and mood and practicing it. Exercising for 30 minutes or more each day. Getting 10 to 15 minutes of exposure to sunlight every day. Avoiding cigarettes, alcohol and drugs.
5. Spend time with positive thinking people.

Activity:

Given below are some behaviour.

Put a tick on good characteristics of mental health and a cross on the ones that are not.

1. Having enough sleep	
2. Thinking positively when in difficult situations	
3. Losing hope during trouble times	
4. Balances work, play and family time	
5. Complaints about hard situations faced	
6. Withdraw herself from the rest of people around faced her	
7. Eat any kind of food at any time of the day	
8. See a difficult situation as a challenge	
9. Support other people who need help	
10. Sleep most of the time	

Answer these questions

1. Can you say that this person has good mental health?

Discuss. 2. What can happen to this person if this continues?

3. If this person comes to you for help, what advice would you give?

4. What advice would you give to
the people around this person? (friends, teachers, neighbours, etc)



MADHUVANI SANGAM PRIMARY SCHOOL

WEEKLY HOME STUDY PACKAGE 3

COVID- 19 (EXTENDED SCHOOL BREAK)

SUBJECT	HINDI	YEAR	8
NAME		ADDRESS	

Strand	Listening and speaking
Sub strand	Socio cultural context and situations
Content learning outcome	At the end of the lesson, the students should be able to: Examine and demonstrate appropriate oral genres in a range of informal texts.

नीचे दिए गए बोधन खण्ड को ध्यान से पढ़कर प्रश्नों को हल कीजिए ।

काशी में एक गुरुजी अपने शिष्यों के साथ रहता था । हमेशा की तरह वे अपने काम में लगे थे कि तभी एक आदमी आया और गुरुजी से पूछा, “गुरुजी इस गाँव में कैसे लोग रहते हैं ? मैं इस गाँव में रहना चाहता हूँ ।”

गुरुजी बोले- “जिस गाँव से तुम आए हो वहाँ किस तरह के लोग रहते हैं ?” आदमी ने बताया कि वहाँ तो एक से एक कपटी और बुरे लोग बसे हुए हैं । गुरुजी बोले, “इस गाँव में भी ऐसे ही लोग रहते हैं ।” इतना सुनकर आदमी वहाँ से चला गया ।

पाँच घण्टे बाद एक दूसरा आदमी गाँव में पहुँचा । उसने भी गुरुजी से वही प्रश्न किया । गुरुजी ने पूछा, “तुम जहाँ से आए हो, वहाँ कैसे लोग रहते हैं ?” “जी वहाँ तो बड़े सभ्य और अच्छे लोग रहते हैं ।” दूसरा आदमी ने कहा ।

तुम्हें बिल्कुल उसी प्रकार के लोग यहाँ भी मिलेंगे । इतना कहकर गुरुजी अपने काम में लीन हो गए । ये सब बातें शिष्य खड़े सुन रहे थे । उस आदमी के जाते ही शिष्यों ने गुरुजी से पूछा कि वे एक ही गाँव के बारे में उन आदमियों को अलग-अलग बातें क्यों बताई ?

गुरुजी गम्भीरता से बोले, “हम चीजों को वैसे नहीं देखते जैसे वे हैं, बल्कि उन्हें ऐसे देखते हैं जैसे कि हम खुद हैं । हर जगह हर प्रकार के लोग होते हैं । यह हम पर निर्भर करता है कि हम किस तरह के लोगों को देखना चाहते हैं ।”

प्रत्येक प्रश्न के चार उत्तर दिए गए हैं। बोधन खण्ड के अनुसार उत्तर-पुस्तिका में दिए गए सही जवाब के बगल वाले अक्षर पर गोलाकार निशान बनाइए।

१. गुरुजी के गाँव का क्या नाम था ?

- क. कोरो
- ख. केशरी
- ग. काशी
- घ. कश्मीर

२. आदमी गुरुजी से क्या जानना चाहता था ?


- क. गाँव के लोग कैसे हैं ?
- ख. गाँव में कितने लोग हैं ?
- ग. गाँव के लोग कहाँ गए हैं ?
- घ. गाँव के लोग क्या करते हैं ?

३. पंक्ति नं. ७ में आए ऐसे शब्द कैसे लोगों के लिए आया है ?

- क. सभ्य और बुरे
- ख. कपटी और बुरे
- ग. सभ्य और अच्छे
- घ. कपटी और अच्छे

४. दूसरा आदमी गाँव में कितने घण्टे बाद पहुँचा था ?

- क. २
- ख. ३
- ग. ४
- घ. ५

	MADHUVANI SANGAM PRIMARY SCHOOL		
	WEEKLY HOME STUDY PACKAGE 3 COVID- 19 (EXTENDED SCHOOL BREAK)		
SUBJECT	SOCIAL SCIENCE	YEAR	8
NAME		ADDRESS	

Strand	Place and environment
Sub strand	Features of places
Content learning outcome	At the end of the lesson, the students should be able to: Investigate the main climatic regions of the world and express their effects on people live and work.

Some Major World Climatic Issues

1. With global warming on the increase and species and their habitats on the decrease, chances for ecosystems to adapt naturally are diminishing.
2. The world mostly agrees that something needs to be done about global warming and climate change

The Impacts of Global Warming

1. Greenhouse gas emissions are rising more rapidly than predicted and consequently the world is warming more quickly.
2. Global warming will have catastrophic effects such as accelerating sea level rise, droughts, floods, storms and heat waves.
3. These will impact some of the world's poorest and most vulnerable people, disrupting food production, and threatening vitally important species, habitats and ecosystems.
4. As we work to reduce emissions, we must simultaneously begin to adapt to the increasing impacts of climate change.
5. Environmental issues are also a major global issue. Humans depend on a sustainable and healthy environment, and yet we have damaged the environment in numerous ways.

ACTIVITY

1. What is enhanced greenhouse effect?

2. State two ways in which climate change has affected the food and water supply in Fiji.

3. What is global warming and why it is important?


4. Climate change is a global issue nowadays

(a) What is climate change?

(b) What causes climate change?

5. What is causing global warming?

6. How can we solve global warming?

	MADHUVANI SANGAM PRIMARY SCHOOL		
	WEEKLY HOME STUDY PACKAGE YEAR 3 COVID- 19 (EXTENDED SCHOOL BREAK)		
SUBJECT	Vosa Vaka Viti	YEAR	8
NAME		ADDRESS	

Matana: I Vakarau Vakavanua

Matana Lailai: Nai Tutu Vakavanua

Na Veika Me Rawati

Ni oti na leseni oqo, e ra kila na gone na I tutu vakavanua cava e ra wili kina.

NA VEIKA VAKA-VITI

NA I TUTU VAKAVANUA

	Tutu Vakavanua	Nodra I Tavi
1	Turaga	Eiliuliu ni dua na Yavusa ka Turaga ni Yavusa tale ga. E nona I tavi me liutaka na nona yavusa/tamata.
2	Sau-Turaga	Sa i ratou oqo na i ka rua ni turaga ni Yavusa, ka ratou cola na Sau vua na Turaga.
3	Matanivanua	Oqo na mataqali ka gusu ni Turaga kina vanua ka gusu tale ga ni vanua ki vua na Turaga.
4	Bati	Turaga ni valu ka liga ni wau. O ira oqo era dau vala ena gauna ni valu ni butobuto.
5	Mataisau	Sa i ira oqo e ra dau liutaka na cakacaka me vaka na tara vale, ta waqa, cakacaka ni liga me vaka na takona, tanoa kei na veika tale eso.

6	Gonedau	Oqo o ira na kai wai ka ra kena dau na soko kei na qoli. Era dau qoliva tale ga na kena ika na Turaga.
7	Bete	E ra dau tu ga ena Burekalou o ira na bete ka nodra i tavi na qaravi kalou. E ra dau vakacabora nai soro se i madrali vei ira na veikalou ni Yavusa.

Vola mai na nomu I tutu vakavanua.

A. Vakamacala me baleti au.

1. Yacuqu: _____ 2. Yacai tamaqu: _____
3. Yacai tinaqu: _____ 4. Noqu koro: _____
5. Koro ni vasu: _____ 6. Yasana: _____
7. Yavusa: _____ 8. Mataqali: _____
9. Tokatoka: _____ 10. Noqu ika: _____
11. Noqu kau: _____ 12. Noqu manumanu: _____

Veisataka na Vosa Veibasai


Vola na matanivola dodonu e na vanua lala.

- | | |
|----------------------|-------------------|
| 1. Tabogo _____ | A. Vakatadraicake |
| 2. Vakaraitaki _____ | B. Tabacalacala |
| 3. Vakatoboicu _____ | C. Kune |
| 4. Tabalaulau _____ | D. Vunitaki |

Veisasataka na Vosa Tautauvata

Vola na matanivola dodonu e na vanua lala.

- | | |
|-------------------|-------------|
| 1. Saqa _____ | A. Vocia |
| 2. Lasa _____ | B. Kilikili |
| 3. Civia _____ | C. Riri |
| 4. Rakorako _____ | D. Manoa |

	MADHUVANI SANGAM PRIMARY SCHOOL		
	WEEKLY HOME STUDY PACKAGE 3 COVID- 19 (EXTENDED SCHOOL BREAK)		
SUBJECT	BASIC SCIENCE	YEAR	8
NAME		ADDRESS	

Strand	Energy
Sub strand	Energy Transformation, use and conservation.
Content learning outcome	At the end of the lesson, the students should be able to: Avoid practices that waste energy and harm life.

USING ENERGY WISELY

1. The flow of electrons or electricity through a wire is called electric current. Electrons are very small. Watts are the units in which electric power is measured.
2. It may be possible to reduce your lighting bill by as much as 20% or more by observing some simple housekeeping rules.
3. Fluorescent lights (tube lights) and compact fluorescent lamps are three to five times more efficient than incandescent lights (bulbs or flood lights) and should be used in all areas where the lights are used more than a few hours per day (living areas, kitchen, and security lights).
4. Remove or replace inefficient lamps and fittings with energy-efficient fluorescent lights in high use areas. For night light security lights and other lights that are left on for a long time, investing in energy efficient lights is very cost-effective.

ACTIVITY

1. ILLUSTRATION: Draw these lamp

Compact fluorescent lamp	Incandescent lamp
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2. What are 5 ways to save energy?

3. Why is it important to use less energy?

4. Draw and colour, how can you save energy at home?

