

LESSON NOTE

School : Lovu Sangam School

Year : 8

Subject : English Worksheet 4

STRAND	Writing and Shaping
SUB STRAND	Text Types Media, everyday communication, literacy text.
CONTENT LEARNING OUTCOME	Construct a variety of text types for a variety of purposes and audiences

A LETTER WRITING

As, the Head Prefect of the school, write a letter to the Director of the Fiji Red Cross Society in Suva on behalf of the teachers and students thanking the organisation for the books, clothes, food and money donated after the cyclone Yasa which badly affected your school.

Your name is **Savaira Vale**, if you are a girl or **Romeo Raj**, if you are a boy and you attend Nauciwai Primary School, Nausori.

In your letter mention the following:

1. Your role in the school and on whose behalf you are writing.
2. The reason for your letter.
3. The items that were donated.
4. How the items had been distributed.

PLAN

PLAN

Nauciwai Primary School
Nausori



My
Address

Date (on which you write the letter)

The Director
Fiji Red Cross Society
Suva



Outside address

Dear Sir/Madam



Salutation

1. Your role in the school and whose behalf you are writing.
2. The reason for your letter.
3. The items that were donated.
4. How the items had been distribute.



Body

Yours faithfully



Complimentary
Close

S. Vale/ R. Raj
Savaira Vale/ Romeo Raj
Head Prefect



Sign
Name
Designation

LETTER

Nauciwai Primary School
Nausori
15th July 2021

The Director
Fiji Red Cross Society
Suva

Dear Sir/Madam

Re: **Thanks and Appreciation to the Organization**

I, as the Head Prefect of the above mentioned school, write this letter on behalf of the teachers and students of the school to thank your organisation for the kind donation made after the cyclone which badly affected our school.

It was a timely donation. The school benefited from the donation and received books, clothes, food and also money. The Head Teacher with the assistance from the other teachers carried out a survey to identify the badly affected students who were given the donated items.

Your timely and generous donation is very much appreciated.

Yours faithfully

S. Vale/ R. Raj

Savaira Vale/ Romeo Raj
(Head Prefect)

SOLUTION

अभ्यास कार्य:

पाठ के अनुसार सही शब्द से रिक्त स्थान-पूर्ति करिए।

- क. माता की सेवा — **भगवान** — की पूजा कहलाती है।
ख. माता-पिता के बाद दूसरा स्थान — **गुरु** — का होता है।
ग. माता-पिता अपने बच्चों का — **भला** — चाहते हैं।
घ. — **भगवान राम** — माता-पिता और गुरु की चरणवन्दना किया करते थे।

पत्र लेखन

आपका नाम यश/ पान्वी है। आप भवानी होस्टल में रह कर पढ़ते/पढ़ती हैं। आपको पैसे की जरूरत है क्योंकि आपको अपनी फीस भरनी है। पत्र लिख कर अपने पिताजी से पैसे की माँग कीजिए। आपके घर का पता है- १६ माता रोड, नांदी।

भवानी होस्टल

सूवा

_____ जुलाई _____

१६ माता रोड

नांदी

आदरणीय पिताजी

आदर सहित आपको और मां को मेरा प्रणाम। पिताजी मैं आशा करता हूँ कि घर पर सब कुशल एवं मंगल से है।

मैं यह पत्र लिख रहा/ रही हूँ क्योंकि मुझे आप से पैसे की माँग है। मुझे पैसे की जरूरत है क्योंकि मुझे अपनी फीस भरनी है। आशा करता/ करती हूँ की आप जल्द से जल्द कुछ पैसे भेजेंगे।

घर पर सब को मेरा प्यार और मैं खूब मन से पढ़ाई करूँगा/ करूँगी।

आपकी पुत्री/ पुत्र

पान्वी / यश

1075 LOVU SANGAM SCHOOL
HEALTHY LIVING YEAR 8
SOLUTIONS WEEK FOUR

Student Activity Sheet: Fill in the blanks

1. Never put your **hands**, arms or head out of the window.
2. Keep matches and lighters up **high** and in a locked cabinet.
3. It is also important to learn **swimming** so that drowning can be avoided.
4. Over-speeding by drivers is one of the major causes of **road** accidents in Fiji.
5. Never try to **distract** the driver as this may cause an accident.
6. Get off the **vehicle** only when it has completely stopped.
7. Keep curtains and other things that can **burn** away from stovetops and fireplaces.

Read the news report and answer the questions.

Big fire, little water

Ana Madigibuli Wednesday, March 19, 2014

A THREE-BEDROOM corrugated and wooden house in Bureta St in Samabula was completely destroyed by fire, leaving two families with nothing. The two families could not salvage anything but the clothes on their backs as the fire spread quickly throughout their home yesterday. One of the problems that the owners faced while trying to put out the fire when it started was the lack of water supply in their taps. The homeowner said water pressure was low during the time of the fire and that they had tried to put out the fire when it started. "We had hired a gardener to come and clean our yard, he had collected some rubbish and had started to burn some of it at the back yard which was the cause of the fire," he said. "We wanted to stop the fire from spreading but there wasn't any water, the water pressure was very low, so we could not stop the fire then. We watched as the fire spread through the house and we were lucky no one was injured." He said neighbours helped them try to save a few things but the fire had spread through the whole building quickly. National Fire Authority CEO John O'Connor said they had received an emergency call around 11.55am and had responded right away. Mr. O'Connor said they managed to stop the fire from spreading to the other houses. "People need to seek advice first before burning their rubbish close to their homes because fires can always spread quickly if the fires are not controlled," he said. **Courtesy of the Fiji Times**

1. Where did the fire start from?

The fire started from the rubbish that they burnt at their backyard.

2. Why couldn't the owners put out the fires?

- Lack of water supply in their taps.

- Water pressure was low.

3. If there was a fire extinguisher available in that house, what do you think would have happened? Explain.

They would have used the fire extinguisher first to put out the fire.

4. If you were the owner of this house, explain what you could have done to prevent this incident from happening.

- I would not have burnt the rubbish so close to the house.

- I would have taken advice from the National Fire Authority.

5. What is the emergency number of the nearest Fire Authority to your school and home?

910

1075 LOVU SANGAM SCHOOL
SOCIAL SCIENCE YEAR 8
SOLUTIONS WEEK FOUR

Strand	SS3 – Place and Environment
Sub Strand	8.3.1 – Features of Places
Content Learning Outcome	Investigate the main climatic regions of the world and express their effects on people's lives and work.

Climatic Zones of the World

Student Activity Sheet

Fill in the blanks

humid meridians climate weather cold

1. The tropical climate zones experiences hot and **humid** weather.
2. Climate is the long- term pattern of **weather** in a particular area.
3. The air in Polar Regions is so **cold**, it contains very little moisture.
4. Lines running down from north to south down the map are called **meridians** of longitude.
5. The **climate** of a region will determine what plants will grow there.

Short Answers

1. What type of weather is experienced in tropical climate zones?

- **The tropical climate zones experiences hot and humid weather. This zone still receives considerable sunshine, and with more rainfall, gives healthy vegetation.**

2. Why does Polar Zones experience very low temperature?

- **This is because for half the year, the sun does not rise above the horizon. Since the air in Polar Regions is so cold, it contains very little moisture.**

3. What type of food do people living in the Polar Zones eat?

- **People eat fish and meat from seals, whale, caribou and waterfowl.**
- **They also depend on fatty foods.**

1075 LOVU SANGAM SCHOOL
HOMESTUDY PACKAGE

WEEK 4

YEAR 8 MATHS WORKSHEET 04/2021 - SOLUTION

1.

$$\begin{aligned} \text{a) } V &= \text{Base Area} \times \text{Height} \\ &= 23 \text{ cm}^2 \times 8 \text{ cm} \\ &= \underline{\underline{184 \text{ cm}^3}} \end{aligned}$$

$$\begin{aligned} \text{b) } V &= \text{Base Area} \times \text{Height} \\ &= 15 \text{ cm}^2 \times 7 \text{ cm} \\ &= \underline{\underline{105 \text{ cm}^3}} \end{aligned}$$

2. a. 7 L = 7000 mL

d. 18.7 L = 18,700 mL

b. 69,500 mL = 69.5 L

e. 6 ½ L = 6,500 mL

c. 4,587 mL = 4.587 L

f. 7 ¼ L = 7250 mL

3. a. 3.4 L + 7.5L

First Way

$$\begin{array}{r} 3.4 \text{ L} \\ + 7.5 \text{ L} \\ \hline 10.9 \text{ L} = \underline{\underline{10,900 \text{ mL}}} \end{array}$$

Second Way

$$\begin{array}{r} 3400 \text{ mL} \\ + 7500 \text{ mL} \\ \hline \underline{\underline{10,900 \text{ mL}}} \end{array}$$

b. 6.8 L + 550mL

First Way

$$\begin{array}{r} 6.800 \text{ L} \\ + 0.550 \text{ L} \\ \hline \underline{\underline{7.350 \text{ L}}} \end{array}$$

Second Way

$$\begin{array}{r} 6800 \text{ mL} \\ + 550 \text{ mL} \\ \hline 7350 \text{ mL} = \underline{\underline{7.350 \text{ L}}} \end{array}$$

c. 20L + 13.51L

First Way

$$\begin{array}{r} 20.00 \text{ L} \\ + 13.51 \text{ L} \\ \hline 33.51 \text{ L} = \underline{\underline{33,510 \text{ mL}}} \end{array}$$

Second Way

$$\begin{array}{r} 20000 \text{ mL} \\ + 13510 \text{ mL} \\ \hline \underline{\underline{33,510 \text{ mL}}} \end{array}$$

d. 35L + 19 500mL

First Way

$$\begin{array}{r} 35.000 \text{ L} \\ + 19.500 \text{ L} \\ \hline 54.500 \text{ L} = \underline{\underline{54,500 \text{ mL}}} \end{array}$$

Second Way

$$\begin{array}{r} 35000 \text{ mL} \\ + 19500 \text{ mL} \\ \hline \underline{\underline{54,500 \text{ mL}}} \end{array}$$

e. 54.4L + 25 000mL

First Way

$$\begin{array}{r} 54.400 \text{ L} \\ + 25.000 \text{ L} \\ \hline 79.400 \text{ L} = \underline{\underline{79,400 \text{ mL}}} \end{array}$$

Second Way

$$\begin{array}{r} 54400 \text{ mL} \\ + 25000 \text{ mL} \\ \hline \underline{\underline{79,400 \text{ mL}}} \end{array}$$

f. 2.3 L + 3.2 L + 3450 mL

First Way

$$\begin{array}{r} 2.300 \text{ L} \\ 3.200 \text{ L} \\ + 3.450 \text{ L} \\ \hline \underline{\underline{8.950 \text{ L}}} \end{array}$$

Second Way

$$\begin{array}{r} 2300 \text{ mL} \\ 3200 \text{ mL} \\ + 3450 \text{ mL} \\ \hline \underline{\underline{8950 \text{ mL} = 8.950 \text{ L}}} \end{array}$$

1075 LOVU SANGAM SCHOOL

YEAR 8

VOSA VAKA VITI

WORKSHEET #4 SOLUTION

Matana: Na i Vakarau Vakavanua

Matana Lailai: Vanua kei na Veika Bula.

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

I TOVO KEI NA VAKARAU VAKAVANUA

Veisataka na vosa mai na A kei na kena i sau mai na B

- | | <u>A</u> | | <u>B</u> |
|-----|---------------|----------|--------------------------------------------|
| 1. | Tevutevu | <u>C</u> | A. levu na ika e rawati e na qoli |
| 2. | Nakuruvakarua | <u>E</u> | B. magiti ka dau votai ni oti na veibulu |
| 3. | Mataisau | <u>G</u> | C. soqo ni vakamau |
| 4. | Yavoi | <u>J</u> | D. dai ni ika e waitui |
| 5. | Soga | <u>I</u> | E. i cavuti ni yasana ko Nadroga |
| 6. | Burua | <u>B</u> | F. kari kina na niu |
| 7. | Uwea | <u>D</u> | G. kena dau na sivilivi kei na ta waqa |
| 8. | Veitiqa | <u>K</u> | I. 10 na toa |
| 9. | Katoa | <u>A</u> | J. dalo ka dau tei e na maliwa ni buke uvi |
| 10. | Vetaki | <u>F</u> | K. qito vaka Viti. |

VEIKA VAKA VITI

Wirina na matanivola dodonu. (A,B,C se D)

1. E 10 na ika _____
- | | | | |
|----|------------------|-----------|------------------|
| A. | sa dua na bewa | <u>C.</u> | sa dua na bola |
| B. | sa dua na tuatua | D. | sa dua na uduudu |

2. Na nodra i cavuti na Turaga na Tui **Nadroga** na _____
- | | |
|---------------|---------------------------------------------------|
| A. Navatulevu | C. Naduruvesi |
| B. Matanikutu | <input checked="" type="radio"/> D. Nakuruvakarua |
3. Ni dua e dau **“kana vakai wai”** e kena i balebale ni dua e
- | |
|----------------------------------------------------------------------------------|
| A. kana kakana dina ka levu na i coi |
| B. kana kakana dina ka sega na i coi |
| C. kana kakana dina ka lailai na i coi |
| <input checked="" type="radio"/> D. kana i coi vakalevu ka lailai na kakana dina |
4. E ra dau **“ucuucukilalaga”** na _____
- | | |
|-----------------------------------------------|---------------|
| A. qase | C. gonetagane |
| <input checked="" type="radio"/> B. gonelalai | D. goneyalewa |
5. Na **kitu** e dau vakayagataki me _____
- | | |
|--------------------------------------------------------|--------------------------|
| <input checked="" type="radio"/> A. takitaki ni waitui | C. lili kina na bulago |
| B. kari kina na niu | D. tuki kina na vakalolo |
6. Na **lumu kilikili** e dau caka e na gauna ni
- | | |
|------------|--------------------------------------------|
| A. qoli | C. tara vale |
| B. vakamau | <input checked="" type="radio"/> D. somate |
7. Na manumau cava e dau **gau** ni tagi?
- | | |
|---------|------------------------------------------|
| A. koli | <input checked="" type="radio"/> C. vusi |
| B. namu | D. ga |
8. Ni dau keli oti na uvi e qai dau maroroi tu e na _____
- | | |
|------------------|-------------------------------------------------|
| A. loma ni qara | C. dela ni draya |
| B. ruku ni veico | <input checked="" type="radio"/> D. kena lololo |
9. **“Matanikutu, Vua na turaga na Qaranivalu”** e nodra I cavuti na I liuliu vakavanua ko
- | | |
|---------------|-----------------------------------------------|
| A. Rewa | <input checked="" type="radio"/> C. Naitasiri |
| B. Cakaudrove | D. Tailevu |
10. E dau **rabeta** na mena yaqona na turaga ko _____
- | | |
|-------------------------------------------------|-------------|
| <input checked="" type="radio"/> A. matanivanua | C. mataisau |
| B. gonedau | D. bati |

☺SA YALA E KE. VAKANUINUI VINA.☺

LESSON NOTE

SCHOOL: Lovu Sangam School

YEAR: 8

SUBJECT: Basic Science Worksheet 4 - **SOLUTION**

STRAND	Matter
SUB STRAND	Materials
CONTENT LEARNING OUTCOME	Account for the different properties of mixture and compound and discuss the different methods of separating their components.

Mixtures and Compounds

EXPERIMENT – Making a Compound

Exercise – Making A compound

- Answer the questions in no.1 of the method.
 - Has a chemical reaction occurred?
NO
 - How can you tell?
Iron filings can be separated using magnets. The mixture is reversible.
 - Could the mixture be separated?
Yes
 - If so, how?
We can separate iron filings using a magnet as iron is attracted to a magnet.
- Complete the equation for the compound formed after heating Sulphur and Iron filing.



- Write a paragraph to explain what **has happened** at the end of the experiment. Use the following words to help you – *element, iron, sulphur mixed, heated, chemical reaction, change, compound, properties, new.*

In this experiment, we mixed iron filings and sulphur together. At this stage, we could separate these two elements from each other using a magnet as they were not chemically mixed together. This was possible because one of the properties of iron is that it can get attracted to a magnet. However, when this mixture was heated, a chemical reaction took place and a new compound was formed which could not be reversed.