

**1040 TAGI TAGI SANGAM SCHOOL**  
**WORKSHEET FOR WEEK 9 (26<sup>TH</sup> – 30<sup>TH</sup> JULY, 2021)**  
**ENGLISH YEAR 8**

**Strand:** Reading and Viewing

Name:

**Sub-Strand:** Socio-cultural contexts and situations

**Learning Outcome:** Examine & explain socio cultural & other values, attitudes and beliefs and their relationship with the text used, audience, purpose and conventions

**POETRY**

**Town Life - Nelson Puirah**

Town life,  
You are driving me mad  
I live, and toil  
To earn my living  
But what I earn comes and goes  
Town life  
There is so much to enjoy  
Many new friends to meet  
Lots of entertainment  
Yet what I earn is not enough  
To keep up with the high cost of living  
Town life  
There are many places of interest  
to visit, relaxed  
At wharfs big ships come and go  
At the airport big jets come and go  
There is so much to enjoy  
Easy to forget your original home

**Summary / Explanation :**

In this poem, the poet is trying to highlight the advantages and disadvantages of town life.

One of the disadvantages mentioned in this poem is high cost of living. People are struggling to meet their needs as things are getting expensive and more people are driven towards poverty. The poet is trying to depict the actual truth of life. People migrate from villages and rural areas to town in search of better life but what they earn is gone in flash due to high cost of living.

On the other hand the poet also reflects on the advantages of town life. The entertainment, socialization and better facilities brings some enjoyment in their life enabling them to have quality family time.

In general this poem is all about ups and down of town life where people continue to survive and strive despite facing challenges.

**Theme / message**

- Never give up
- Accept what life throws at you and face challenges confidently
- Work hard to achieve success
- Be positive under all circumstance

**Figure of Speech:**

- **Alliteration** – repetition of consonant sound e.g. Talk Tom teaches ten times table to ten teenagers
- **Onomatopoeia** - words that express sounds e.g. boom, bang, crash etc.

**ACTIVITY:**

1. What disadvantage of town life does the poet mention twice in the poem?

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2. List the advantages of town life also mentioned in the poem by the poet.

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3. Write an explanation of the last line of the poem.

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4. Which life do you think is better town or village life? Give reasons for your answer.

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5. What are three good things about village life and three bad things about Town life?

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***ALL THE BEST***

**1040 TAGI TAGI SANGAM SCHOOL**  
**WORKSHEET FOR WEEK 9 (26<sup>TH</sup> - 30<sup>TH</sup> JULY, 2021)**  
**MATHEMATICS YEAR 8**

Name:

**STRAND – MEASUREMENT**

**SUB – STRAND: AREA**

**ACHIEVEMENT INDICATOR:** Calculating any length and area using basic mathematical formulas.

**REFERENCE:** Year 8 Mathematics text book page 36 - 38.

**LESSON NOTES**

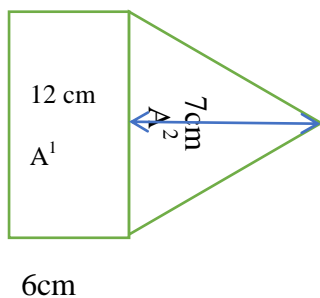
**COMPOSITE AREA**

1. Composite areas are calculated for complicated shapes.
2. The areas of complicated shapes can be found by splitting the shape up into simpler shapes (shapes which are easy to find its area).

**STEPS**

1. Split up the composite shape into 2 or more simpler shapes.
2. Find the area of the simpler shape.
3. Add up the areas to give the area of the composite shape.

**Example**



**Step 1 split into simpler shape-  $A^1$ ,  $A^2$**

**Step 2 Area of  $A^1$**

$$\begin{aligned} &L \times W \\ &= 6 \times 12 \\ &= 72 \text{ cm}^2 \end{aligned}$$

**Area of  $A^2$**

$$\begin{aligned} &\frac{1}{2} bh \\ &= \frac{1}{2} \times 12 \times 7 \\ &= 42 \text{ cm}^2 \end{aligned}$$

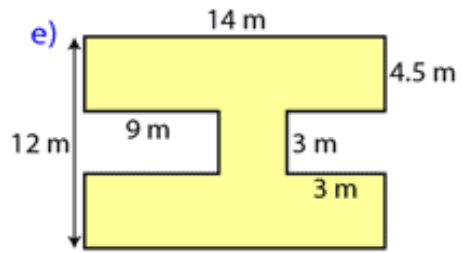
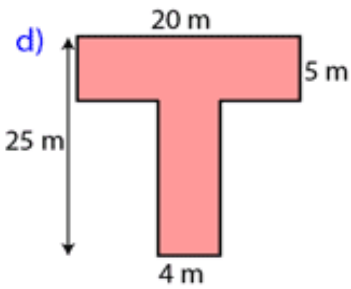
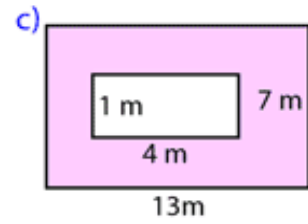
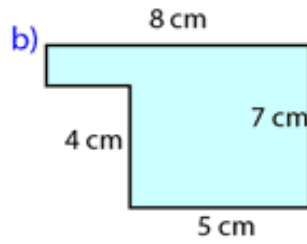
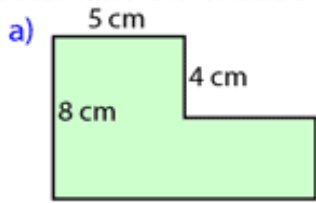
**step 3 Total Area =  $72\text{cm}^2 + 42\text{cm}^2$**

**$= 114\text{cm}^2$**

### Area of Compound Shapes

**Learning Objective:** Calculate the area and perimeter of compound shapes made with rectangles.

**Determine the shaded areas:**



**Answers:**

<b>a</b>	<b>b</b>
<b>c</b>	<b>d</b>
<b>e</b>	

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**WORKSHEET FOR WEEK 9 (26<sup>TH</sup> – 30<sup>TH</sup> JULY, 2021)**

**HEALTHY LIVING YEAR 8**

**STRAND:** Personal and Community Health

Name:
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**SUB-STRAND:** Safety

**Reference:** Healthy Living Text book page: 42 - 43.

**LESSON NOTES**

**ARTIFICIAL RESPIRATION**

1. Breathing stops when a person has been electrocuted, poisoned, has injuries to his chest, has drowned or when an object has caused choking.
2. When a person has stopped breathing, first-aid needs to begin immediately in order to prevent brain damage and death.
3. Artificial respiration is the first-aid procedure for getting air into and out of the victims' lungs. This method is also known as rescue breathing.
4. Mouth to nose method is sometimes necessary especially if a person has serious mouth injuries.

**How to give Artificial Respiration**

**Step 1**

Stretch out victim on his back and kneel close to his side. Loosen any tight clothing around his neck or chest.

**Step 2**

Remove foreign objects if present from victim's mouth and throat by finger sweeping.

**Step 3**

Lift up chin and tilt head back as far as possible. If the head is not tilted, the tongue may block **Artificial Respiration** the throat.

**Step 4**

Begin the resuscitation immediately. Pinch the nostrils together with the thumb and index finger of the hand that is pressing on the victim's forehead. Take a deep breath. Cover the victims mouth tightly with you own mouth. Give four individual, quick forceful breaths.

**Step 5**

Watch the victim's chest. When you see it rise, stop blowing, raise your mouth, turn your head to the side and listen for exhalation. If the victim is still not breathing, start a cycle of regular breaths.

**Questions**

1. When do we need to carry out artificial respiration?

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2. What is another name for artificial respiration?

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3. Briefly explain step 3 of the artificial respiration.

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4. When is mouth to nose respiration required?

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**1040 TAGI TAGI SANGAM SCHOOL**  
**WORKSHEET FOR WEEK 9 (26<sup>TH</sup> - 30<sup>TH</sup> JULY, 2021)**  
**SOCIAL SCIENCE YEAR 8**

**Strand: Place and Environment**

**Sub- Strand: Features of Places**

**CLO:** Investigate the main climatic regions of the world and express their effects on people's lives and work.

Reference: Social science Textbook Year 8 Page: 40 & 44.

**Part 1 – THE ANTARCTIC CIRCLE**

**NOTES**

1. The area south of the Antarctic Circle is known as the **Antarctic**
2. The zone immediately to the north is called the Southern Temperate Zone. The equivalent line of latitude in the **northern hemisphere is the Arctic Circle.**
3. There is **no permanent human population south of the Antarctic**

**Questions**

1. Name some countries that fall in the Antarctic region.

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2. Describe the weather in the Antarctic region.

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3. List some animals found in the region and state what is their source of food.

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4. Why isn't there people living in the Antarctic circle except for few research scientist?

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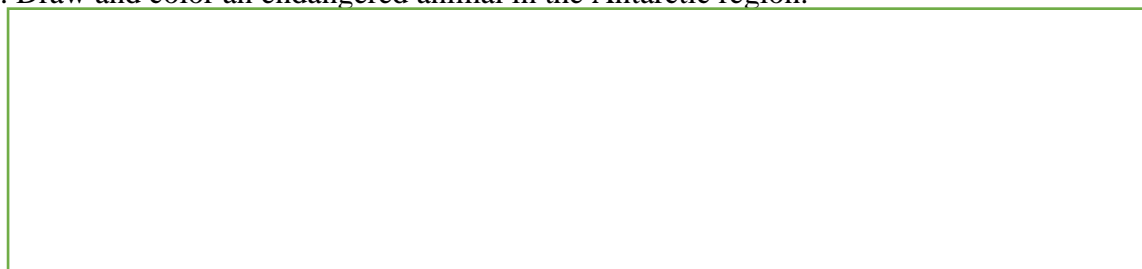
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5. Why is the weather in the region very cold?

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6. Draw and color an endangered animal in the Antarctic region.



## Part 2 - TROPICAL RAINFOREST

### NOTES

1. A **tropical rainforest** is an ecosystem type that occurs roughly within the latitudes 28 degrees north or south of the equator (in the equatorial zone between the Tropic of Cancer and Tropic of Capricorn).
2. This ecosystem experiences high average temperatures and a significant amount of rainfall.
3. Rainforests can be found in Asia, Australia, Africa, South America, Central America, Mexico and on many of the Pacific, Caribbean, and Indian Ocean islands.

### Questions

1. Between which two latitudes will you find the tropical climate/forest?

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2. Does Fiji come under the tropical region?

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3. . What is another name for tropical region?

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4. What else can you find in a tropical rain forest?

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5. Draw and label 4 human activities that have negative impact on tropical rainforest?

1.	2.
3.	4.

**ALL THE BEST**



A. Word Formation ( Two Letter Words)

Example

रब	सब	टब	कब	भज	सज
जग	मग	खग	पग	ठग	नग
नल	चल	फल	दल	पल	बल
कल	छल	जल	थल	टल	तल
डर	कर	पर	मर	नर	सर
रथ	नथ	पथ	बस	कस	रस
गज	जज	रज	तज	दस	नस
आप	आज	आठ	आग	आर	आस
तन	थन	मन	धन	फन	टन
वन	ईश	ईख	ऊख	पत्र	यज्ञ

Activity;

Make a list of 15 more words. (Use two letters only)

1. _____	6. _____	11. _____
2. _____	7. _____	12. _____
3. _____	8. _____	13. _____
4. _____	9. _____	14. _____
5. _____	10. _____	15. _____



**1040 TAGITAGI SANGAM SCHOOL**  
**WEEK 9 YEAR 8 NA VOSA VAKA VITI (26<sup>TH</sup> JULY- 1<sup>ST</sup> AUGUST 2021)**

<b>Yaca Ni Matana</b>	Na I Vakarau Vakavanua
<b>Nanamaki Ni Matana</b>	Na Nona Vakavulici Na Gone Me Ciqoma, Vakamareqeta Ka Maroroya Na Nona I Tovo, I Vakarau Kei Na Nona Vanua
<b>Matana Lalai</b>	I Tovo Vakavanua

**Student's notes**

**Na qoli**

Yavirau	qoli ka vakayagataki kina na drau ni kau
lawasua	dai ni qari
tuva moka	tuva na vatu me vaka na matanuvola [u]
uwea	dai ni ika

**NA YACA NI MAGITI**

Na burua	kakana ni somate
Vakabogi/4/10/100	mate
Colacola /drekedreke	kakana ni veisiko -tina ni gone vou[roqoroqo]
Na qesa ni lovo	kakana digitaki mai na lovo me kau ki vua na turaga[ vale levu]
Na Vuso ni lolo	matai ni kovu vakalolo kau ki vua na turaga
Na I vaqa	kana ni lakolako balavu
Na oco	kakana vakarautaki me baleti ira na cakacaka/tara vale/teitei/were gaunisala
Na I vakasoso ni waqa	kakana ni lesu mai dua na vanua

**Na Kakana**

Bua	dalo		Viwa	melamela
Macuata	kawai		Navolau	Moli
Lau	maoli/weleti		Kabara	kekewa
Gau	lumi		Moce	Yaka
Noco-Rewa	Via		Vuda	Kulu/uto
Verata	kaikoso		Ono	soloi
Namara	qarivatu		Vatulele	Vudi
Beqa	ivi		Nairai	Ve
batiki	logologo		Namuka	beka
Lovoni	tivoli		Matailobau	vo
Ovalau	Sara			
Namata	Soro			

STUDENT'S ACTIVITY: Wirina na matanivola dodonu.

1. Na *uwea* e dua na mataqali dai ni \_\_\_\_\_.

- A. moko            B. ika            C. vuaka            D. manipusi



2. Na \_\_\_\_\_ e dau vakayagataki e veiuciwai, veidogo se veitiri me ra qoli qari kina.

- A. moka            B. lawa            C. i moto            D. lawasua



3. E ra lewe levu era dau vakaitavi ena \_\_\_\_\_. Oqo na mataqali qoli e dau vakayagataka kina na draunikau.

- A. yavirau            B. tuva moka            C. lawasua            D. uwea



4. E dau tuva na *moka* e na veibaravi vei \_\_\_\_\_.

- A. nuku            B. dogo            C. vatu            D. co.



**B. Vakaisataka mai vakadodonu na yaca ni magiti e dau vakarautaki e na vei soqo se oga e ra:**

1. Na I vaqa		A. kakana ni somate
2. Na qesa ni lovo		B. mate
3. Vakabogi/4/10/100		C. kakana ni veisiko -tina ni gone vou[roqoroqo]
4. Na oco		D. kakana digitaki mai na lovo me kau ki vua na turaga[ vale levu]
5. Na I vakasoso ni waqa		E. matai ni kovu vakalolo kau ki vua na turaga
6. Na burua		F. kana ni lakolako balavu
7. Colacola /drekedreke		G. kakana vakarautaki me baleti ira na cakacaka/tara vale/teitei/were gaunisala
8. Na Vuso ni lolo		H. kakana ni lesu mai dua na vanua

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**BASIC SCIENCE YEAR 8**

**STRAND: Energy**

**SUB-STRAND: Forces**

**CLO:** Investigate and identify how different mediums such as oil/water/air affect the weight and mass of objects.

Name:

Reference: Year 8 Basic Science Text book page: 108 - 113

## LESSON NOTES

### The Up-thrust Force in Liquids

1. There are different types of forces liquids exert on solids.
2. One such force is the upward push of the liquid (up thrust).
3. Brine, being a strong solution of salt water, has more up-thrust than fresh water.

### Hydrometers

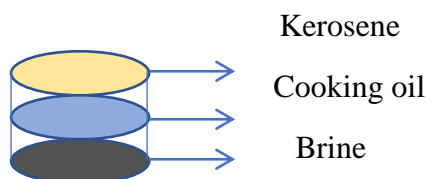
1. Hydrometers are used to measure the ‘pushing up’ power or up-thrust of liquids.
2. Hydrometers are usually made of glass rods with numbers written on it.
3. They are made heavier at the bottom to keep them floating upright in liquids.

### Where is hydrometer used?

1. Milk inspectors use them to test milk.
  - If a farmer adds water to milk before sending it to the factory, he can be caught out because adding water to milk changes its ‘pushing up’ power.
2. Hydrometers are used to test the acid in car batteries.
  - As the battery gets old, acid changes its pushing up power. This needs the battery needs re- charging.
3. A hydrometer can be used to measure the densities of liquids. The denser the liquid is, the more up-thrust push it will have.

### Liquids have Densities

1. When we mix immiscible liquids together, the liquid which is denser settles at the bottom.
  - When we mix brine, cooking oil and kerosene, the brine settles at the bottom while cooking oil floats on top of it and kerosene is right on top.



## ACTIVITES

1. What does a hydrometer measure?

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2. Why are hydrometer made heavier at the bottom?

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3. What does the battery hydrometer show?

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4. How does a hydrometer show the difference between pure milk and diluted milk?

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5. Write two uses of hydrometer in our daily lives.

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6. Draw a hydrometer as described in the notes on page 110 of your textbook or you can use the internet to assist you.



**ALL THE BEST**