

1628 LABASA SANGAM PRIMARY SCHOOL

YEAR: 8

ENGLISH

WORKSHEET: 7

Strand	Reading and Viewing/Writing and Shaping
Sub strand	Unit 14 Communication – English Year 8
Content Learning Outcome	- Read, comprehend, summarize and answer the questions that follow.

**A. Intensive Reading - Unit 14 The Development of Radio** Page 199

Read through the passage and answer questions on page 201 & 202.

**a. Multiple Choice** – Write only A, B, C or D in the space provided.

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**b. Long Answer Questions.** Write your answers in complete sentences. (Do numbers 1 – 6)

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6. 

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**c. Vocabulary Exercise:** Write the answers only ( Do Numbers 1 - 6)

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**B. Literature – Novel– Swiss Family Robinson**

**Chapter 14:** We Celebrate The Second Anniversary of our Landing.

Read chapter 14 of Swiss Family Robinson and answer the following questions.

1. Tick the four true sentences
  - ☐ They worked hard to make Rock Castle into a real home.
  - ☐ There were lots of comics to read.
  - ☐ Time on island went slowly.
  - ☐ They celebrated the end of their second year on the island.
  - ☐ They had competitions and races
  - ☐ Jack won the swimming competition.
  - ☐ The day finished with prizes, songs and supper.

3. Write two heading, 'Competition' and ' Prize', then put these words under the correct heading  
Boots, paints, running, gun swimming, climbing, riding, watch, knife, shooting

Idle  
Praise  
forget

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- This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**1628 LABASA SANGAM PRIMARY SCHOOL**

**YEAR: 8**

**MATHEMATICS**

**WORKSHEET: 7**

SUB STRAND	Weight
Content learning outcome	Measure, read and state the weight of objects using standard unit

**Weight**

Weight is measured in grams (g) or kilograms (kg).

**1kg = 1000g or 1000g = 1kg**

**Example**

3kg changed into grams =  $3 \times 1000 = 3000\text{g}$

250 grams changed into kg =  $250/1000 = 0.25\text{kg}$

**ACTIVITIES**

1. Convert each of the following to the unit given in brackets.

- a. 3.5kg - \_\_\_\_\_ (g)
- b. 650g - \_\_\_\_\_ (kg)
- c. 1348g - \_\_\_\_\_ (kg)
- d.  $1\frac{1}{2}$  kg - \_\_\_\_\_ (g)

2. Calculate the following weights.

- a.  $\frac{1}{4}$  of 1.6kg = \_\_\_\_\_
- b.  $\frac{2}{3}$  of 2kg = \_\_\_\_\_
- c.  $\frac{2}{5}$  of 1.5kg = \_\_\_\_\_
- d.  $\frac{1}{2}$  kg of 2kg = \_\_\_\_\_

3. 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?



4. 5 oranges weighs 1.5kg. 8 apples weighs 2kg. What would be the total weight of 3 apples and 4 mangoes?
5. Mrs. Prasad bought a 25 kg bag of flour for \$35.00 from a supermarket.
- (a) Mrs. Prasad wanted to pack flour into small plastic bags of 500 g. How many small bags of flour will she pack from the 25 kg bag?
- (b) How much money will she earn if she sold all the small bags of flour for \$2.00?

## HEALTHY LIVING

## WORKSHEET: 7

Strand	SAFETY
Sub strand	ASSISTING ACCIDENT VICTIMS
Content Learning Outcome	To learn the ways of assisting accident victims

1. **Seek comfort and support**

Being proactive about your situation and well-being (rather than passively waiting for someone else to help you)

- **Re-establish routine-** Do things that keep your mind occupied (read, watch a movie, and play with your friends), so you're not dedicating all your energy and attention to the traumatic event.
- **Connect with others-** You may be tempted to withdraw from social activities and avoid others after experiencing a traumatic event. Support from other people is vital to recovery from traumatic stress, so lean on your close friends and family members during this tough time.
- **Challenge your sense of helplessness-** Trauma leaves you feeling powerless. One of the best ways to reclaim your sense of power is by helping others (comfort someone else, volunteer your time, give blood etc)

2. **Acknowledge and accept your feelings**

- Sadness, grief, anger and fear are normal reactions to the loss of safety and that comes in the wake of a disaster. Accepting these feelings as part of the grieving process, and allowing yourself to feel what you feel, is necessary for healing.
- **Dealing with traumatic grief and other painful emotions-** Don't try to force the healing process. Be patient with the pace of recovery. Talk to someone you trust about what you're feeling. Give yourself time to heal and to mourn the losses you've experienced.

3. **Make stress reduction a priority**

- Traumatic stress takes a heavy toll on your mental and physical health. Making time for rest and relaxation will help you bring your brain and body back into balance. Do relaxing activities such as listening to soothing music, walking/travelling in a beautiful place, or visualizing a favorite spot.
- Use your spare time to relax.
- Have a good meal, read a good book, take a bath, or enjoy a funny movie. Schedule time for activities that bring you joy- a favourite hobby or pastime, a chat with a very good friend

## ACTIVITIES

1. Define the following words:

a. Trauma

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b. Proactive

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c. Powerless

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d. Victim

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2. What is the best thing to do when people say bad things about you?

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3. What are some of the activities you can do to relax your brain or body?

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4. Why is unhealthy relationship not wanted in a society?

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5. Imagine your friend's parent has an accident.

a. What positive thing your friend can do to help in his situation?

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b. What advice can you give to him as a friend?

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**1628 LABASA SANGAM PRIMARY SCHOOL**

**YEAR: 8**

**SOCIAL SCIENCE**

**WORKSHEET: 7**

Strand	<b>4 - Resources and Economic Activities</b>
Sub strand	Use and Management of Resources
Content Learning Outcome	Collect information on the influence of money and time on our daily lives and express good practices that we can adopt to ensure good money and time management.

**What are Resources?**

- A resource is a source or supply from which benefit is produced.
- Resources are materials, energy, services, staff, knowledge, or other assets that are transformed to produce benefit and in the process may be consumed or made unavailable.
- Benefits of resource utilization include: **increased wealth, meeting needs or wants, proper functioning of a system, or enhanced well-being.**
- Natural resource is anything obtained from the environment to satisfy human needs and wants.
- From a broader biological or ecological perspective a resource satisfies the needs of living organisms.
- We need to use our resources wisely so that we do not run out of supply.
- People need to work together in managing our resources otherwise in the near future there will be no more supply for our future generations.
- We need to become independent and take control of our life in order to manage resources wisely.
- Some examples of resources include:
  - Land resources
  - Water resources
  - Underground resources e.g. gold

## ACTIVITIES

1. Name some resources in your community.

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2. How do you manage these resources?

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3. Why do you have to manage your resources?

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4. What will happen if the people in your community do not look after the resources properly?

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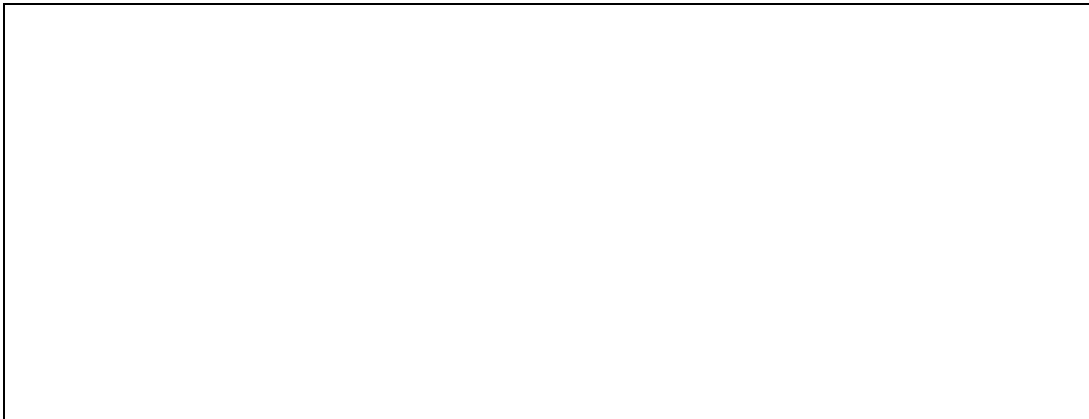
- 5.

### **Creativity**

Draw and label **two** natural resources that are wisely managed in your community. Draw with your pencil and colour your drawings.

**Give a title for each of your drawings.**

Explain how and why the resources you have drawn above are wisely managed in your community.



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Strand	Energy – Renewable Sources of Energy
Sub strand	Energy Transformation, Use and Conservation – Energy Transformation
Content Learning Outcome	- Investigate ways in which energy appliances are used at home and describe safety procedures in using them.

### Renewable Sources

#### 1. Solar Energy

- Ultimately most energy comes from the Sun.
- The food we eat and the wood which is the main fuel for over half the world's population comes from solar energy.
- The sun keeps the earth's temperature warm enough for life to exist.
- Even the fossil fuels that energize industrial society are forms of stored solar energy, concentrated over millions of years.

#### 2. Hydropower

- Hydropower stations have turbines which are connected by pipes below the dam, the higher the altitude difference between the dam and the turbine, the more water pressure in the dam pipes. When the pipes are opened, water rushes past the turbines which start spinning the generators. The more the water pressure the faster the turbines spin and the more electricity is produced.
- As the water runs down pipes it loses potential energy and gains kinetic energy and therefore increases speed. Water rushes past the turbines at a high speed and pressure spins the turbines which spins the generators. – So the energy is converted to rotational mechanical energy. When the generator spin, the energy is converted to electrical energy. The energy conversion taking place is:

**Potential → Kinetic + Heat → Rotational + Heat → Electrical + Heat**

The heat that is generated when going from one form of energy to the next is wasted.

#### 3. Wind Energy

- Wind Energy has been used for centuries as an energy source for sailing ships, pumping water and grinding grain.
- More recently, wind has become an important energy source for generating electricity, especially in remote areas.
- Large wind generators have been developed in many countries.
- These generators with power outputs mainly in the 50kW to 600kW range supplement existing electricity supplies.
- Special equipment is needed to extract the energy from the wind. Therefore although the energy supply may be free, the cost of using wind energy isn't. The amount of energy that can be commercially extracted from the wind depends on the efficiency and setting of wind machines.

#### 4. Biomass

- Biomass is defined as any organic matter e.g. forest residues, agricultural crops and waste, wood and wood waste, animal wastes and aquatic plants are all biomass.

- Biofuels such as ethanol are derived from these biomass feed stocks. Conversion of the chemical energy in biomass to drive a steam turbine can be as simple as cutting or chipping wood for direct combustion as in ethanol production.

### 5. Geothermal

- Geothermal energy is the heat generated by natural processes beneath the earth's surface. These natural processes include radioactive decay, chemical reactions, friction from the movement of crystal plates and heat present from the earth's formation.
- Geothermal energy is recovered as steam and hot water. The steam is harnessed to run generators.

## ACTIVITIES

### Renewable and Non – Renewable Energy Sources

- Complete the following.
  - Energy which is irreplaceable is called \_\_\_\_\_.
  - Energy which is replaceable is called \_\_\_\_\_.
  - The unit of energy is \_\_\_\_\_ and the unit of power is \_\_\_\_\_.
  - \_\_\_\_\_ is a pollution free and renewable source of energy.
- Give some examples of renewable and non-renewable energy sources.

Renewable Energy Sources	Non - Renewable Energy Sources

- Answer the following questions.
  - What will happen to fossil fuel resources if we keep using them?  
\_\_\_\_\_
  - If there is sufficient fossil fuel, how will we cope?  
\_\_\_\_\_

4.

<b>Energy Source</b>	<b>Uses</b>	<b>Advantages</b>	<b>Disadvantages</b>
1. Fossil Fuel (coal, oil, gas)			
2. Wind Power			
3. Water Power			
4. Solar Energy			

Strand	Reading and Comprehending/Writing and Shaping
Sub strand	Text Types Media, everyday communication, literary texts/ Language features and rules/ Language learning processes and strategies
Content Learning Outcome	Read, comprehend, summarize and answer the questions that follow.

शाश्वत ज्ञान - पाठ १६ महात्मा और उनके चले

**भाषा अभ्यास**

क. नीचे दिए गए शब्दों का विलोम शब्द लिखिए ।

१. पहला      २. गर्मी      ३. शिष्य      ४. महात्मा      ५. अपनाना

ख. नीचे दिए गए शब्दों का पर्यायवाची शब्द लिखिए ।

१. प्रत्येक      २. जीवन      ३. सम्मान      ४. कोशिश      ५. आनन्द

ग.

नीचे दिए गए वाक्यों को उस, वे, इन्हें इसको, वह, उनको, के प्रयोग से पूरा कीजिए ।

- आदमी को देखो, ----- कितना अच्छा गाता है ।
- रोकिए, वरना पापाजी बुरा नाम जाएँगे ।
- मेरे दादाजी हैं । ----- लोग बादशाह के नाम से भी जानते हैं ।
- तुम ----- और उसको बैठने को कहो, मैं अभी आया ।
- घर तो देखने में बहुत सुन्दर है ।

ख. पाठ के अनुसार सही शब्दों को लिखकर वाक्यों को पूरा कीजिए ।

१. शिष्य चाहते थे कि सभी लोग उनका ----- करें ।
२. महात्मा रंग-भेद को परे रख, प्रत्येक मनुष्य में ----- का दर्शन करते थे ।
३. शिष्य महात्मा जैसे सिद्ध पुरुष और----- बनना चाहते थे ।
४. महात्मा ने यज्ञ कराया और सभी व्यक्तियों को अच्छे गुण अपनाने की ----- दी ।
५. महात्मा सभी से बातें करते और बीमारों के प्रति ----- दिखलाते ।

ग. पाठ के अनुसार सही शब्दों को लिखकर वाक्यों को पूरा कीजिए ।

१. दूसरों के साथ वैसा ही व्यवहार करो, -----।
२. दूसरों की सहायता करने से बहुत -----।
३. महात्मा मिठाई और फल लेते -----।
४. शिष्यों ने जैसे-तैसे भूख से -----।
५. शिष्य महात्मा के गुणों का अनुकरण -----।

घ. सही समानार्थक शब्दों का मेल करके रिक्त स्थान में लिखिए ।

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| १. अभिमान  | काबिल     |
| २. किसमत   | उम्मीद    |
| ३. समर्थ   | घमण्ड     |
| ४. आशा     | सहानुभूति |
| ५. हमदर्दी | नसीब      |

**1628 LABASA SANGAM PRIMARY SCHOOL**

**YEAR: 8**

**NA VOSA VAKA VITI**

**WORKSHEET: 7**

STRAND	Na ivakarau vakavanua
SUB STRAND	Itovo vakavanua
CONTENT LEARNING OUTCOME	Matanataki na cabori kei na ciqomi ni sevusevu

**Lesson Notes**

**Na vakacabori ni yaqona (sevusevu)**

Sa kerei me keitou sa bau cakacaka toka yani.

Dou cobo.(x3)

Vakaturaga saka ki vua na Kalou Bula, na noda inuinui tawamudu na tamata tabu saka yani. Vakaturaga saka ki na Vanua, Caumatalevu, ki vua saka na Gone Turaga na Tui Macuata. Vakaturaga saka ki na kena Lotu, ka sai vurevure ni veivakararamataki kei na veidusimaki e na gauna dredre eda sa donumaka saka tu ni kua. Vakaturaga saka ki na veidela ni yavu tabu kei na mataveiwekani eda sa dabe ena mataka lagilagi e daidai. E dua saka na vuniyaqona lailai au laveta e matamuni na turaga e na siga ni kua. Na yaqona sa nodra isevusevu saka tiko na gonevuli kalasi 7 kei na kalasi 8 e na koronivuli, Labasa Sangam Primary School e Labasa ka ra na mai sarasara tiko e na nomuni vanua vakaturaga. Na yaqona saka sa sere vakaturaga tiko mai na Wasavulu vua na Gone Turaga Na Tui Labasa, Vunivola Tudei ni Tabacakacaka ni Vuli e na noda vanua. Lailai sara toka na yaqona, ka sa kerei me keitou na lomani ka maroroi e na mataka saka ni kua. Balabalavu saka na vosa ni yaqona, na isevusevu, qara donu ki na vanua vakaturaga, Caumatalevu ki vua na Tui Macuata kei na kena isasavu. Soso Ratu.

**Cakacaka Lavaki.**

**Na vakacabori ni yaqona (sevusevu)**

Sa kerei me keitou sa bau cakacaka toka yani.

Dou cobo.(x3)

Vakaturaga saka ki vua na Kalou \_\_\_\_\_, na noda inuinui tawamudu na tamata tabu saka yani. Vakaturaga saka ki na Vanua, \_\_\_\_\_, ki vua saka na Gone Turaga na Tui Macuata. Vakaturaga \_\_\_\_\_ ki na kena Lotu, ka sai vurevure ni \_\_\_\_\_ kei na veidusimaki e na gauna dredre eda sa donumaka saka tu ni kua. Vakaturaga saka ki na \_\_\_\_\_ kei na mataveiwekani eda sa dabe ena mataka lagilagi e daidai. E dua saka na \_\_\_\_\_ lailai au laveta e matamuni na \_\_\_\_\_ e na siga ni kua. Na \_\_\_\_\_ sa nodra \_\_\_\_\_ saka tiko na gonevuli kalasi 7 kei na kalasi 8 e na koronivuli, Labasa Sangam Primary School e Labasa ka ra na mai sarasara tiko e na nomuni vanua \_\_\_\_\_. Na yaqona saka sa sere vakaturaga tiko mai na \_\_\_\_\_ vua na Gone Turaga Na Tui Labasa, Vunivola Tudei ni Tabacakacaka ni \_\_\_\_\_ e na noda vanua. Lailai sara toka na yaqona, ka sa kerei me keitou na \_\_\_\_\_ ka maroroi e na mataka saka ni kua. \_\_\_\_\_ saka na vosa ni yaqona, na isevusevu, qara donu ki na vanua vakaturaga, Caumatalevu ki vua na \_\_\_\_\_ kei na kena isasavu. Soso Ratu.