

School: Lovu Sangam School

Year: 8

Subject: English Worksheet 6-SOLUTION

STRAND	Reading and Viewing
SUB STRAND	Socio-cultural contexts and situations
CONTENT LEARNING OUTCOM	Arrange ideas, information and events in texts that are related to different social situation, purposes and audiences.

Answer the following questions

1. What attacked the boys?
A swarm of bees attacked the boys.
2. Where did the family make the staircase?
The family made the staircase inside the hollow trunk of the tree.
3. Why did they need to make the staircase inside the tree-trunk?
They need to make the staircase inside the tree- trunk because it proved very useful during the rainy season.
4. What were the two uses of the stable?
The two uses of the stable were to keep and protect their animals and to store their food supplies during the rainy weather.
5. Who was **Storm**?
Storm was the young buffalo.
6. What do we learn from this Chapter?
 - Be prepared for bad times.
 - Animals are of great use to mankind.

Answer the following questions with complete sentences.

1. Choose a character that you **disliked** from the above story and give a **reason** for your choice. *Answers will differ for this question*
2. What is the **setting** of the story “The Gods Who Exchange Trees”?
This story took place in Cikobia and Munnia Islands in Fiji.
3. Write a **lesson** that you learnt from this short story.
 - Be honest
 - A friend in need is friend indeed.
 - Life is not bed of roses as it comes with challengers.
 - Think twice before making decisions.
4. Why do you think Rasikilau killed his sons?
He killed his sons because he thought that one day they might overpower him and send him off the island.
5. Why was Rasikilau feeling guilty?
He was feeling guilty because he told his wife that the boys killed each other by throwing large rocks to each other.
6. In this story who benefitted from the tree?

Draw and Colour any part of the story that you liked the most.

1075 LOVU SANGAM SCHOOL
HOMESTUDY PACKAGE WEEK 6
YEAR 8 MATHS WORKSHEET 06/2021 - SOLUTION

TIME

STUDENT ACTIVITY

Use the map of the world shown above to answer these questions.

(a) What does this map of the world show?

The map shows the different Times Zones of the world

(b) What does G.M.T mean?

Greenwich Mean Time

(c) What do you call the line that separates the two time zones?

The International Dateline

(d) What happens to your time as you move west of Greenwich?

The Time Zone decreases consecutively by one hour as you go west

(e) Will you gain or lose time as you move west of Greenwich?

When you move west, you will lose time.

STUDENT ACTIVITY 2

1. 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?

5pm

2. What will the time be in Fiji when the 6pm B.B.C news from London is on the radio?

Note, Fiji is 12 Hours Ahead of London.

6am, the next day

3. 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 schedule to begin at 5pm?

Note, India is 4 ½ Hours Ahead of England.

12.30 pm (same day)

4. What time and day will it be in the Society Island if it is 1 am on Tuesday in Fiji?

Note, Society Island is 22 Hours behind Fiji.

3am Monday Morning

5. T.V New Zealand will screen live coverage of the netball match from the Multiple Court in Suva between Fiji and Cook Islands at 6pm Fiji Time on Saturday. At what time should the Cook Islands switch on their television sets to watch the match?

Note, Cook Island is 22 Hours behind Fiji.

8pm Friday

1075 LOVU SANGAM SCHOOL
HEALTHY LIVING YEAR 8
SOLUTIONS WEEK 6

Assisting Accident Victims

Student Activity Sheet

A.

pastime	reactions	brain	traumatic	powerless
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1. Recovering from a **traumatic** event such as an accident or disaster can be difficult.
2. Trauma leaves you feeling **powerless**.
3. Schedule time for activities that bring you joy- a favourite hobby or **pastime**.
4. Sadness, grief, anger and fear are normal **reactions** to the loss of safety.
5. Making time for rest and relaxation will help you bring your **brain** and body back into balance.

B. Define these words:

- a. trauma- **A deeply distressing or disturbing experience.**
- b. proactive- **Creating or controlling a situation rather than just responding to it after it has happened.**
- c. powerless- **Without ability, influence, or power.**

2. Some scenarios are stated below. For each, list down **three** ways you can give support to the victim in each situation. (**Note a variety of answers will be accepted**)

- a. Your friend's mother has just passed away.
 - **Comfort your friend.**
 - **Talk to your friend.**
 - **Ask the friend to share the feelings with you.**
 - b. Your brother has broken his leg in a soccer match. He will never be able to play soccer again in his life.
 - **Be with your brother and support him.**
 - **Comfort him and help him to bounce back from this trauma.**
 - **Advise him that there are many other sports or activities that he can take part in after getting better.**
 - c. Mom suffered a stroke and is partially paralysed.
 - **Provide support and encourage her that she will get better soon.**
 - **Help out in the cooking.**
 - **Help out in cleaning the house.**
 - **Help out in washing clothes.**
3. Here are **two different scenarios**. You are the victim! What will you do to help yourself?
- a. You woke up in a hospital bed only to see that you have only one leg.
 - **I will relax my mind and talk to my friend.**
 - **I will try to bounce back from this adversity and live a normal life.**
 - b. The doctor tells you that your right eye is getting blind and very soon you won't be able to see with it.
 - **I will comfort myself and find ways how I can live a normal life despite being blind.**
 - **Talk to my parents and friends.**

1.

क.	तुलसी
ख.	हिन्दू
ग.	आयुर्वेदिक
घ.	कीटाणु

2.

क.	दवाई	दवा
ख.	मधु	
ग.	गन्ध	
घ.	अवश्य	

क.

1	लापरवाह
2	परमात्मा
3	स्वीकार
4	प्रार्थना
5	ठिकाना

6	मन्दिर/ मंदिर
7	आश्चर्य
8	धन्यवाद
9	अनुसार
10	प्रथम

ख.

1	याद
2	पड़ोसी
3	बच्चा
4	पर्वत
5	शहर

ग.

1	सपनों
2	बधाइयाँ
3	मकानों
4	दोस्तों
5	स्कूलों

1075 LOVU SANGAM SCHOOL
SOCIAL SCIENCE YEAR 8
SOLUTIONS WEEK 6

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.

People of the Temperate Zone

Fill in the blanks:

summer	Autumn	Arctic	Winter	warm	sunny
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1. The temperate zones are area between the tropics of Cancer and the **Arctic** Circle.
2. The temperate zones are known to have a climate that is warm in the **summer**.
3. **Winter** is when snow falls and most people will have to stay indoors because it is very cold outside.
4. People wear **warm** clothes to keep them warm and outside activities will be less.
5. **Autumn** is the cool season and people will come out again for outside activities.
6. Spring weather can be changeable. The weather can change from **sunny** to rainy to showery.

The Tropical Region

Short Answers:

1. Between which two latitudes will you find the tropical climate/forest?
- In the equatorial zone between the Tropic of Cancer and Tropic of Capricorn.
2. Does Fiji come under the tropical region? How?
- Yes, because we experience high average temperatures and a significant amount of rainfall.
3. What is another name for tropical region?
Torrid Zone
4. What else can you find in a tropical region?
- have a climate that is hot.
- Significant amount of rainfall.
- Lot of trees.
5. What can you find in a tropical rainforest?
- This ecosystem experiences high average temperatures and a significant amount of rainfall. Lot of trees. Rainforests can be found in Asia, Australia, Africa, South America, Central America and the Pacific.

1075 LOVU SANGAM SCHOOL

YEAR 8

VOSA VAKA VITI

WORKSHEET #6 SOLUTION

Matana: Na i Vakarau Vakavanua

Matana Lailai: Vanua kei na Veika Bula.

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

CAKACAKA LAVAKI

Vakacuruma na veivosa e dodonu e na vanua e lala koto.

1. E dau vakayagataki na **tabua** me vosaki kina na yalewa.
2. Na kena la'ki vosaki na yalewa e vakatokai me i **duguci**
3. Na kau mata ni gone e dau vakayacori ni sa kau na gone ki na koro nei **tinana**
4. Ni rua e rau **vakamau** e rau na vauci vaka-Lotu vua na i talatala.
5. Ke'u vakanamata ki na ceva, au na vakanadakuya na **vualiku**
6. Na magiti e kau me kena na tina ni gone e vakatokai me i **dreke ba**

duguci	dreke ba	vakamau	tinana	vualiku	tabua
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Veisataka na vosa kei na kena i sau. Vola na matanivola dodonu e na vanua e lala koto.

1. **Bika Vanua** **C** A. Na magiti e vakarautaka ko tama ni gone me baleti ira na weka i watina
2. **Vunikalou** **D** B. Na tevu ni nodrau ibe na veiwatini vou.
3. **Vakabi i Vola** **F** C. Nona vakawati e dua na marama ki na dua tale na vanua.
4. **Roqoroqo** **E** D. Na kena marama ka qarava na vakasucu.
5. **Tunudra** **A** E. Na kena la'ki laurai se roqoti na gone sucu vou.
6. **Tevutevu** **B** F. Na vakabi ni nodrau i vola ni veimusumusuki.

LESSON NOTE

SCHOOL: Lovu Sangam School

YEAR: 8

SUBJECT: Basic Science Worksheet 6 SOLUTION

STRAND	Matter
SUB STRAND	Materials – Methods of Separating Mixtures
CONTENT LEARNING OUTCOME	Account for the different properties of mixture and compound and discuss the different methods of separating their components. Appreciate the use of separation processing everyday life.

Exercise – Making A Separating Funnel

1. We held a **funnel** over a **beaker**. We put a glass **rod** in the funnel. We poured in the mixtures and separated the mixture.
2. What type of liquids can be separated by using separating funnel?
The separating funnel is used to separate immiscible liquids (liquids that do not mix). When two immiscible liquids are placed in a separating funnel, two layers of liquids would be seen. The denser (heavier) of the two, would be at the bottom.
3. **Why is a filter of no use if you want to separate two liquids?**
The liquids will pass through without being separated.

Exercise - Separating With A Magnet

Answer the following questions

- a. Why is the magnet wrapped in paper?
So that it is easy to take out iron filings from the magnet – if we don't wrap the magnet in paper then the iron filings will stick directly to the magnet hence making it hard to separate
- b. What property of a magnet separates iron from other substances?
Attractive property – magnet has the ability to attract ferromagnetic materials
- c. Where else are magnets used to separate iron?
 - **Recycling centres use magnets to separate metals from recycling.**
 - **Removing iron from salt.**

Experiment – Separating colours with paper.

Exercise

1. How did the sand help you get the green colour from the leaves?
It helped in grinding to get the green colour out of the leaves.
2. Why did you use spirit to take the green colour out of the leaves?
We used spirit because it breaks down the chlorophyll, taking the green colour out of the leaves.
3. We put a drop of green solution onto **filter** paper. We saw **rings/circles**. Then we added two drops of pure **spirit**. A wide circle was formed. We could see rings of **orange, yellow, blue greenish and greenish yellow colours** (which colours) in the circle. This shows that green leaves contain a **variety** of colours.

