



MADHUVANI SANGAM PRIMARY SCHOOL

WEEKLY HOME STUDY PACKAGE 8 COVID- 19 (EXTENDED SCHOOL BREAK)

| | | | |
|----------------|----------------|----------------|----------|
| SUBJECT | ENGLISH | YEAR | 8 |
| NAME | | ADDRESS | |

| | |
|--------------------------|---|
| Strand | Listening and Speaking |
| Sub strand | Text types – media, every day, communication and literary text. |
| Content learning outcome | At the end of the lesson, the students should be able to: Explore and demonstrate interest in oral language learning processes and strategies. |

WEEK 12

The different types of mass media in Fiji: Radio, Newspaper, Television, Magazines.

Importance of Mass Media

1. Gives information of what's happening around us.
2. Updates us on the daily news.

ACTIVITY

Write down advantages and disadvantages of the following mass media.

| MASS MEDIA | ADVANTAGES | DISADVANTAGES |
|------------|------------|---------------|
| RADIO | | |
| TELEVISION | | |
| NEWSPAPER | | |

WEEK 13

Different RADIO companies in Fiji

1. Communications Fiji Limited

Radio Stations are: Legend FM, Viti FM, Radio Sargam, Navatrang, FM 96

2. Fiji Broadcasting Cooperation

Radio Stations are: Bula FM, Radio Fiji 1, Radio Fiji 2, 2dy FM, Radio Mirchi

3. Bula Namaste FM

Radio Programs in Fiji: Local and overseas news, Sports news, Death news, Weather news, Old and latest songs, Children's program, Religious program, Birthday news, Interviews.

ACTIVITY

- ❖ The person who hosts the program is called the _____.
- ❖ The person who reads the news is called the _____.
- ❖ The person who directs program is called the _____.
- The person who writes story is called the _____.
- The person who edits the story is called the _____.
- The person who publishes the paper is called the _____.
- The person who takes pictures is called the _____.
- ✓ The person who reads the news is called the _____.
- ✓ The person who directs the news is called the _____.
- ✓ The person who takes the pictures is called the _____.

1. Name the television channel you like watching the most?

2. Name some programs shown on TV?

3. Name the newspaper that you like reading the most?



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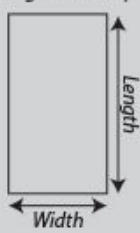
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|----------------|--------------------|----------------|----------|
| SUBJECT | MATHEMATICS | YEAR | 8 |
| NAME | | ADDRESS | |

| | |
|---------------------------------|---|
| Strand | GEOMETRY |
| Sub strand | SHAPES |
| Content learning outcome | At the end of the lesson, the students should be able to: A. Work out any area/ volume and capacity using basic mathematical formulas. B. measure and compare area/ capacities using standard unit[s] |

WEEK 12 & 13 Area & Volume

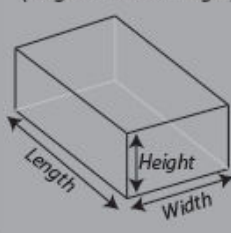
Area

Two-dimensions
(length x width)




Volume

Three-dimensions
(length x width x height)



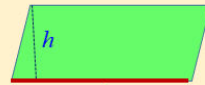
Area

rectangle



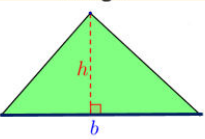
$A = bh$

parallelogram



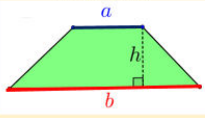
$A = bh$

triangle



$A = \frac{1}{2}bh$

trapezoid



$A = \frac{1}{2}(a+b)h$

The **volume** of a solid shape or a 3Dimensional (3D) figure is the amount of space it occupies. To measure volume we use **cubic units**

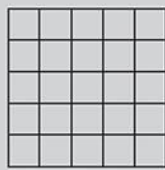


Consider a cube from the Dienes block. It is 1 cm long, 1cm wide, and 1 cm in height. The volume of a cube is **1cm^3** . The space it takes up is 1cm^3

Area

Area is measured in units squared ²

How many squares will fit into a flat space?

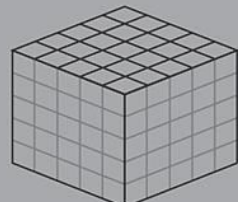


This square has an area of 25units²

Volume

Volume is measured in units cubed ³

How many cubes will fit into a solid object?



This cube has a volume of 125units³

Volume of cuboid

$$= \text{CROSSESSTIONAL AREA X HEIGHT} = (CA \times h)$$

$$= (\text{length} \times \text{width}) \times \text{height}$$

$$V = CA \times h$$

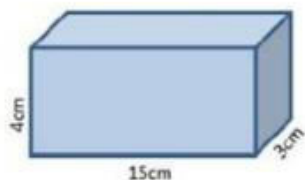
$$V = (l \times w) \times h$$

sources

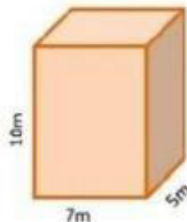
Volume

VOLUME IS CALCULATED BY LENGTH x WIDTH x HEIGHT
Calculate the volumes of the objects below.

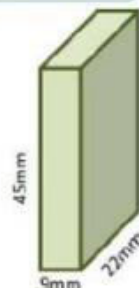
PRACTICE



a.....



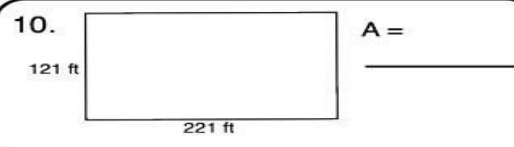
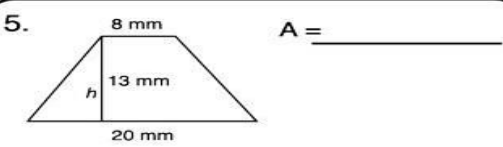
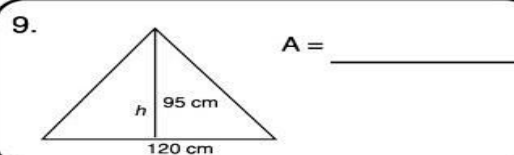
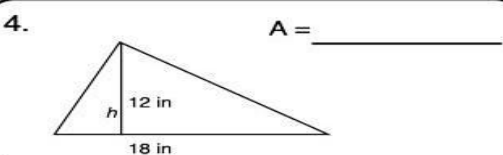
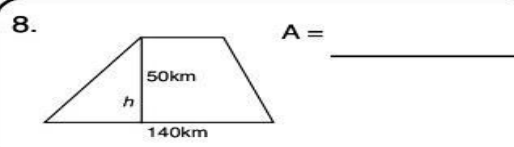
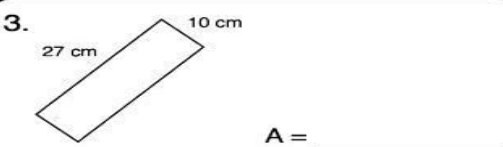
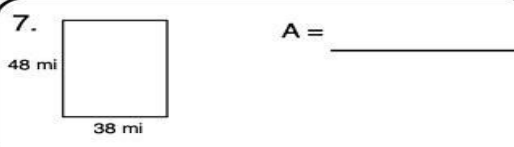
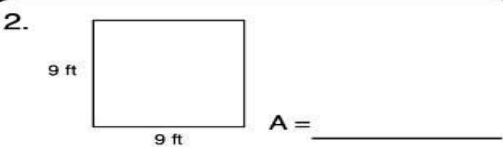
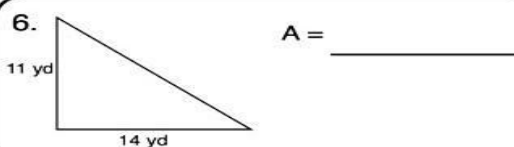
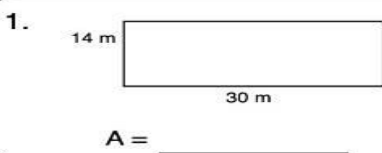
b.....



c.....

Finding Area

Directions: Find the area of each shape using the formulas: $A = l$ (length) x w (width) for rectangles and squares, $A = (a+b) / 2)h$ for trapezoids, or $A = (h b) / 2$ for triangles, and $A = (a b) / 2$ for right triangles.



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| | | | |
|---------------------------------|--|----------------|----------|
| SUBJECT | HEALTHY LIVING | YEAR | 8 |
| NAME | | ADDRESS | |
| Strand | PERSONAL AND COMMUNITY HEALTH | | |
| Sub strand | CIVIC PRIDE | | |
| Content learning outcome | At the end of the lesson, the students should be able to: Know about deforestation, global warming/ effects of global warming | | |

Deforestation

1. Deforestation is the cutting, removing and clearing of forest on a very large scale.
2. The forests are cut down for certain reasons- to make the land available for other uses, housing and urbanization, timber and large-scale cash crops.
3. Common methods of deforestation are burning and clear cutting of trees. Removing these forests pose great threats to our health and environment. Soil erosion, loss of species (plants and animal) and carbon emission are some negative impacts of deforestation.

ACTIVITY WEEK 12

Study the picture shown below and answer the questions that follow.



1. What is the process in this picture called? _____
2. What can be some reasons for this process to be occurring in this area?

3. List down the negative impact this process will have on the community near it.

-
-
4. If you were living in this area, what can you do to prevent these destructive processes to happen again?
-
-

WEEK 13: GLOBAL WARMING

1. Global Warming is an average temperature increase in the atmosphere of the Earth's surface and troposphere.
2. Global Warming can be caused by natural and human events. Too much carbon dioxide (CO₂) introduced into the air can produce Global Warming.
3. Global Warming often refers to a warming that can occur as a result of increased CO₂ emissions by man. This can create a greenhouse effect. The greenhouse effect traps heat within the atmosphere causing the average temperature of the Earth to increase.

EFFECTS OF GLOBAL WARMING

1. Weather- There may be many floods and drought. It can become hotter in Fiji.
2. Sea Levels- Higher temperatures will make the water of the seas and oceans expand. Ice melting in the Antarctic and Greenland will flow into the sea. All over the world, sea levels may rise, perhaps by as much as 20 to 40 cm, by the beginning of the next century. Higher sea levels will threaten the low-lying coastal areas of the world, such as the islands in Fiji.
3. Farming-The changes in the weather will affect the types of crops grown in different parts of the world. Some crops, such as wheat and rice grow better in higher temperatures, but other plants, such as sugarcane do not. Changes in the amount of rainfall will also affect how many plants grow.
4. Water-Everywhere in the world, there is a big demand for water and in many regions, such as the Sahara in Africa, there is not enough water for the people. Changes in the weather will bring more rain in some countries, but others will have less rain.
5. Plants and Animals-Many animals and plants may not be able to cope with these changes and could die. This could cause the loss of some animal and plant species in certain areas of the world or everywhere on Earth.

ACTIVITY WEEK 13

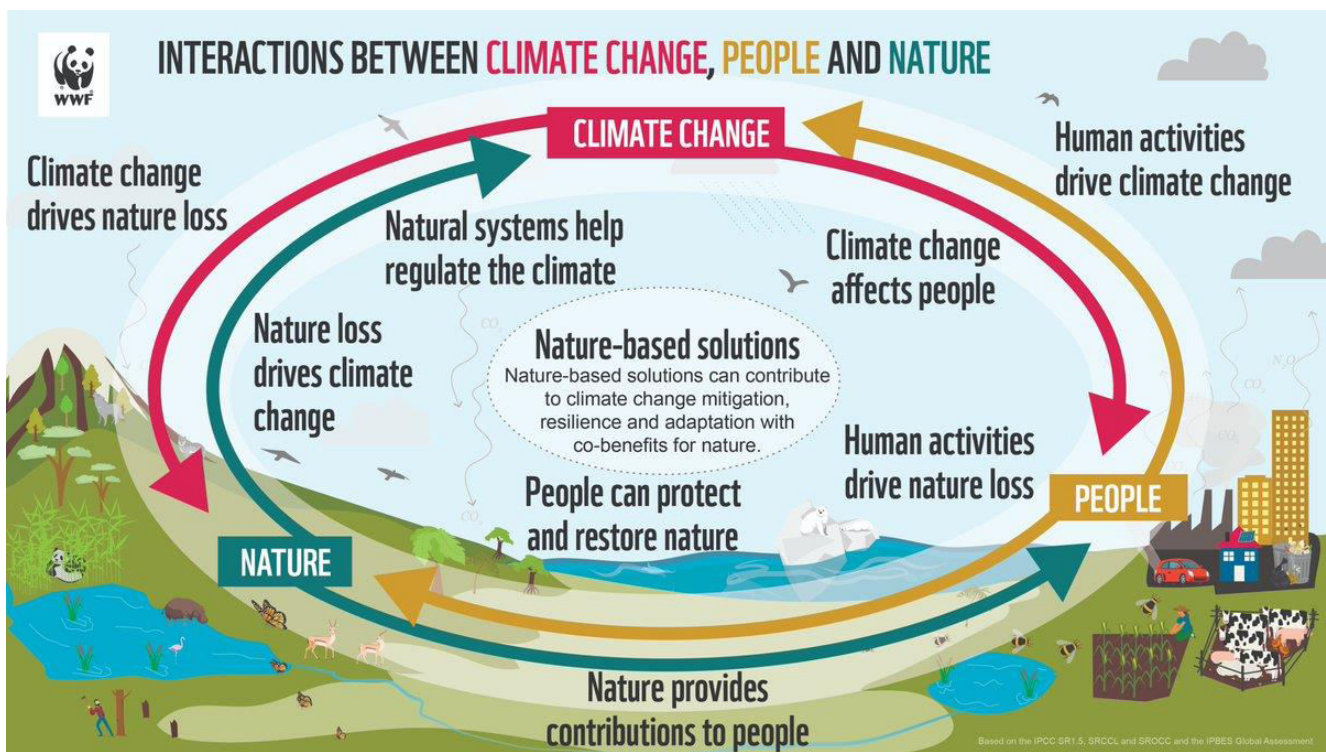
1. What is global warming?
-

2. What causes global warming?

3. Name three things that can happen in Fiji if global warming is not reduced.

4. What are some of the things you can do to reduce carbon dioxide in your homes?

5. Explain how riding in cars are bad for our planet.





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| | | | |
|----------------|--------------|----------------|----------|
| SUBJECT | HINDI | YEAR | 7 |
| NAME | | ADDRESS | |

| | |
|--------------------------|--|
| Strand | Reading and Viewing |
| Sub strand | Language features and rules |
| Content learning outcome | At the end of the lesson, the students should be able to: Explore and use grammatical rules and spoken texts chosen to communicate ideas. |

WEEK 12

वचन

शब्द के जिस रूप से एक अथवा अनेक का बोध हो, उसे **वचन** कहते हैं। हिन्दी में दो वचन हैं। **एक वचन** : एक के लिए, जैसे : आँख, पुस्तक, लड़का आदि और **बहु वचन** एक से ज्यादा के लिए। जैसे : आँखें, पुस्तकें, लड़कें आदि।

एक वचन - लड़की पुस्तक पढ़ती है।

बहु वचन - लड़कियाँ पुस्तकें पढ़ती हैं।

उ. नीचे लिखे वाक्यों के वचन बदल कर अपनी अभ्यास पुस्तिका में लिखिए।

१. अध्यापिका ने किताब खरीदी।

२. बच्चे रोते हैं।

३. युवक को नौकरी मिली।

४. बूढ़े बैठे-बैठे सो गए।

५. इस नदी में मत तैरना।

WEEK 13

उ. सही जवाब से वाक्य पूरा कीजिए ।

१. मेरी तीन बड़ी ----- हैं । (बहनें, भइया, काकी)
२. सच्च ----- दो, नहीं तो मार पड़ेगी । (बोलो, बोलिए, बोल)
३. पता नहीं मंजीत बाजार से ----- लौटा । (कब, कितना, किस)
४. पढ़ना चाहते हो तो पाठशाला जानी ----- । (पड़ेगा, पड़ेगी, पड़ी)
- ५.----- फल रोज खाना चाहिए । (ताजी, ताजा, ताजे)

ई. नीचे दिए गए वाक्यों को ने, में, से, को, पर, का प्रयोग कर के पूरा कीजिए ।

१. यह काम मुझ ----- ही होगा ।
२. मेज़ ----- पुस्तक रखी हुई है ।
३. अनिकेत सूवा ----- रहता है ।
४. रवी ----- सलेश ----- मारा है ।
५. सोनू और मोनू ----- बाजी लगी हुई है ।



MADHUVANI SANGAM PRIMARY SCHOOL

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| | | | |
|----------------|-----------------------|----------------|----------|
| SUBJECT | SOCIAL SCIENCE | YEAR | 8 |
| NAME | | ADDRESS | |

| | |
|--------------------------|---|
| Strand | Resources and Economic Activities |
| Sub strand | Use and Management of Resources |
| Content learning outcome | At the end of the lesson, the students should be able to: 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. |

WEEK 12

People and work – Globalization

The term **globalization** is derived from the word globalize, which refers to the emergence of an international network of economic systems. **Globalization** is the process of international integration arising from the interchange of world views, products, ideas and other aspects of culture. In the late 19th century and early 20th century, the connectedness of the world's economies and cultures grew very quickly. In 2000, the International Monetary Fund (IMF) identified four basic aspects of globalization: trade and transactions, capital and investment movements, migration and movement of people, and the dissemination of knowledge. Further, environmental challenges such as climate change, cross-boundary water and air pollution, and over-fishing of the ocean are linked with globalization. Globalizing processes affect and are affected by business and work organization, economics, socio-cultural resources, and the natural environment. Growth of globalization has never been smooth. One influential event was the late 2000s recession, which was associated with lower growth (such as cross-border phone calls and Skype usage) or even temporarily negative growth (such as trade) of global interconnectedness

Globalized society offers a complex web of forces and factors that bring people, cultures, markets, beliefs and practices into increasingly greater proximity to one another.

ACTIVITY

Answer all questions in the space provided.

1. Define 'Globalization'.

2. Give some examples of globalization in your country or community?

WEEK 13 - The Impact of Globalization in the Pacific

As globalization deepens and intensifies the scope of economies, vulnerable small economies will be affected, whilst at the same time benefiting from its immense benefits. The leaders of the South Pacific countries meet

annually to develop collective responses to regional issues. The forum meetings are mainly informal, and decisions are made by consensus and are outlined in forum communiqués. The communiqués express the forum's position on issues such as nuclear testing, climate change, fisheries, and other security and/or environmental issues, but disagreement by a single country can weaken both the language used in the statement and any action taken. To assist the Pacific Island nations facing social, economic and environmental challenges, some donor countries provide aid to help reduce poverty and achieve sustainable development. Most aid is committed to long-term projects to assist countries in developing their skills and knowledge to manage in the future. Some aid is also provided for relief in emergencies and to address particular issues such as peace building. Donors coordinate their aid to avoid duplication and work with the receiving countries to plan and monitor the use of the aid.

ACTIVITY

SHORT ANSWER QUESTIONS

Answer all questions in the space provided.

1. What is a forum communique?

2. List some advantages and disadvantages of globalization on the Pacific?

3. Identify and name the countries that provide Aid to Fiji?

4. What is Aid?



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| | | | |
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| SUBJECT | VOSA VAKA VITI | YEAR | 8 |
| NAME | | ADDRESS | |

Tarova Na Vakamakama

Na bukawaqa e vaka e dua na manumanu kila, rerevaki ka cudrucudru ka dredre meda torova yani. Na kama sa dua ka vakadomobula ka veivakarusa. E rawa ni vaqeyavutaka na noda iyau, vakarusa na keda kakana ka rawa talega ni vakarusa na bula ni tamata.

E dau kama na veikau, veigasau se veico se noda itiokotiko, ia ke yaco oqori sa na vakadomobula sara ke sa tete yani na buka ka lako vata yani kei na katakata kei na lidi kei na vakuru ni yameyame. Oqori ni sa lewa na buka na veika e yaco oya.

Sa tu ena noda veivale na veika e rawa ni yaco kina na kama. Eda dau vakayagataka e veisiga na karasini, na masese kei na veimataqali waiwai e dau kamakama rawarawa ka dau yameca vakarawarawa na buka. E dodonu mera dau maroroi vakavinaka ka kakua ni biu tuga vakaca se vakadrakacece na veika e rawa ni vakavuna na kama.

E na gauna ni batabata e da dau vinakata sara meda vakayagataka na isulu ni moce vutevute vinaka. Eda taleitaka tale ga na icurucuru nailoni. Eda dau vinakata sara meda volekata na buka meda tatalai kina. E dau vakarerevaki sara nida vakayacora na veika oqori ka ni dai yameca vakarawarawa na buka na veimataqali isulu vaka oqori.

Ena vula I mamaca se vula ilauqa, sa dau mamaca sara na vanua, malai ka maduna co. Ena veigauna vaka oqo, sa dau rerevaki ka ririvabitaki na kena kolotaki na kavuru ni tavako se na masese ena kena yacaraki ka qai kolotaki yani ni sa bera ni boko vakavinaka. Na veika lalai vakaoqori e da dau beca, ia e rawa ni vakavuna e dua na tama ni kama vakaitamera. O koya gona, sa dodonu meda dau qaqarauni ena veika lalai vaka oya.

E ka rerevaki tale ga na qitotaka na buka. Ni dua na gone e kama, e sa na rairai vakaloloma na kena I rairai. Na mavoa ke sega ni qaravi vakavinaka, ena tetela

se nana ka vakavuna na leqa. Sa dodonu tale ga meda dau qarauni ira na tacida mai na veika e dau rawarawa ni kama. Na kama e rawa ni tarovi. Na kena itatarovi ga oya meda kakua ni vakaqitora na kama.

Vurevure: www.firefighters.com

Na Wilivola kei na Saumi Taro

- A. Sauma ena yatuvosa na veitaro kece ka volai koto e ra.
a. Vakamacalataka mada na rerevaki kei na vakadomobula ni kama.

- b. Na cava so e rawa ni vakatekivunataka na kama?

- c. Vola e so na isulu batabata meda dau daramaka e na gauna ni batabata.

- d. Na vula cava e dau yaco kina na vakamakama?

- e. Na cava na vuna e dau rerevaki kina na qitotaka na buka?

Na Vola I Tukutuku

Me ra vola e dua na italanoa e na ulutaga "E rawa ni tarovi vakacava na kama?

Me ra bulia e dua na 'Evacuation plan'ke sa yaco na kama.



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WEEKLY HOME STUDY PACKAGE 8

COVID- 19 (EXTENDED SCHOOL BREAK)

| | | | |
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| SUBJECT | BASIC SCIENCE | YEAR | 8 |
| NAME | | ADDRESS | |

| | |
|--------------------------|--|
| Strand | Earth and Beyond |
| Sub strand | Our Changing Earth |
| Content learning outcome | At the end of the lesson, the students should be able to: Gather information about the uses of different layers of the atmosphere and describe the effect of human action on these. |

WEEK 12

5 The Different Layers of The Atmosphere

The first layer from the earth's crust is **troposphere**. It is the atmosphere we interact in with all other species. This layer of the atmosphere is the atmosphere around us. It is our home layer. It is a disturbed layer because all the weather changes occurs here. The second layer is the **stratosphere** where aeroplanes fly in. It contains the ozone layer and contains relatively high concentration of that gas. Almost free of clouds and other forms of weather. The third layer is the **mesosphere** where only hot air balloon can fly to detect weather. At this atmosphere, the air is thin and cold. The temperature drops as the altitude increases. This layer can only be accessed by rocket powered jets or aircrafts and powered satellites and orbital space crafts. The fourth is the **thermosphere** where satellites fly for research and meteorology study. Solar Ultra violet radiation is high. Temperature is highly dependent on solar activity and can rise to very high temperature. Radiation causes this atmosphere to be electrically charged, enabling radio waves to bounce off and be received beyond the horizon. The last is **exosphere, outer** space the last atmosphere in the entire Solar system. This layer is mainly composed of extremely low densities of hydrogen helium and other molecules of nitrogen, oxygen and carbon dioxide. The atoms and molecules are so far apart that they can travel hundreds of kilometres without colliding with one another. Thus the exosphere no longer behaves like a gas, and the particles constantly escape into space. It is far beyond Earth and Meteorological.

Man's Activities in the Layers of the Atmosphere and Its Impact

The **troposphere** is the atmosphere that is greatly disturbed. Huge amounts of toxic gases had been released into the atmosphere through human activities which results in atmospheric conditions. Because of industrialization, technologies invention, burning of fossil fuel, coal, oil the gaseous component of the atmosphere here is getting so compact and toxic. The **stratosphere** gets infected from what happens at the troposphere. Ozone layer gets depleted because of the increased heat. When the ozone layer is depleted, it allows for more Ultra violet radiation of the Sun to penetrate through to Earth. The rest of the layers the **Mesosphere, the Thermosphere and the Exosphere** gets disturbed as well. The natural occurrences happening at these layers begins to change as emissions from the troposphere is getting huge and forcefully affect them.

ACTIVITY

Draw and colour 5 layers of the atmosphere and write down what is happening in each of the layers.

WEEK 13

Appreciating how weather influences our daily activities

Some components of weather or parts of weather are **temperature**, **precipitation**, **humidity** **atmospheric pressure** and **wind**. These elements work together to make weather happen.

Temperature-it is the amount of heat in the atmosphere. The temperature is dependent on the uneven heating of the Earth by the Sun. The sunlight warms the earth, ocean and lakes and reflects warmth back into the air.

Humidity is the amount of water vapour in the air. When the sun heats the Earth, the water particles from the rivers and lakes rises up or changes into water vapour. This process is *evaporation*. The water vapour floats in the atmosphere and move and meet other sheets of water vapour to form clouds. When clouds meets a very cold environment or cold surface, it falls as precipitation in the form of rain, snow, hail or sleet. This is how our mysterious rain is formed. **Wind** is moving air. Air that moves from high pressure areas to very low pressure areas. The distance between the low pressure areas and the high pressure areas determines how strong the wind will blow. When clouds are forms after evaporation, the wind is responsible for moving the clouds to cool areas for condensation. Air near the equator is hot and it rises up through the atmosphere as a convection current.

ACTIVITY – LABEL THE PARTS OF THE WATER CYCLE

WORD LIST: Precipitation, transpiration, evaporation

