

**1075 LOVU SANGAM SCHOOL**

**SUBJECTS: ENGLISH SOLUTION**

**YEAR: 6**

**WORKSHEET#10**

**Activity- Join the following sentences using the words given below**

who, whom, whose, which, that

E.g The car was sold yesterday. I liked it very much.

**Answer:** The car that I liked very much was sold yesterday.

1. The lady is feeling very weak. Her cat died last night.

**The lady whose cat died last night is feeling very weak.**

2. The thief was caught this morning. He stole a mobile phone.

**The thief who stole a mobile phone was caught this morning.**

3. The teacher has already left. I wanted to speak to her.

**The teacher with whom I wanted to speak to has already left.**

4. The painting was sold last night. I admired it very much.

**The painting, which I admired very much was sold last night.**

5. The young boy was punished yesterday. He stole a pig.

**The young boy who stole a pig was punished yesterday.**

**Dictionary Skills: Classification**

<b><u>Vegetables</u></b>	<b><u>Fruits</u></b>	<b><u>Animals</u></b>	<b><u>Planet</u></b>
Lettuce	Mango	Leopard	Uranus
Cabbage	Peach	Panthers	Neptune
Carrot	Apples	Donkey	Mars
Bele	Sour sop	Lion	Saturn

## **Compound Sentences**

These are 2 sentences joined together using a joining word. Our joining words will be “**and**” “**but**” and “**while**”

Join the following sentences to make them compound sentences.

1. I caught a taxi. I was late.

**I caught a taxi but I was late.**

2. Peter ate the pie. Tom ate the pie.

**Peter and Tom ate the pie.**

3. Sera washed the dishes. Bob swept the floor

**Sera washed the dishes while Bob swept the floor.**

4. We tried our best. We did not succeed.

**We tried our best but did not succeed.**

5. Sheena went to town. She met Rahil.

**Sheena went to town and met Rahil.**

6. Nisha helped Neha. Peni played with the baby

**Nisha helped Neha while Peni played with the baby.**

**Write True or False**

1.	<b>True</b>
2.	<b>True</b>
3.	<b>False</b>
4.	<b>True</b>
5.	<b>True</b>

**Label the parts of the heart.**

1.	<b>Aorta</b>
2.	<b>Left Atrium</b>
3.	<b>Left Ventricle</b>
4.	<b>Right Ventricle</b>
5.	<b>Right Atrium</b>
6.	<b>Vena Cava</b>

**Short answer questions.**

1. Where is the heart located in the human body?

**Heart is located in front of the chest and between the lungs.**

2. What are the functions of the circulatory system?

**The circulatory system moves nutrients , gasses and waste to and from the parts of our body.**

3. What is Vena cava?

**Vena cava is a largest vein in the body.**

4. What is the function of Vena Cava?

**Vena Cava- carries deoxygenated blood from all parts of the body to the heart.**

5. What is the function of arteries?

**Arteries carries blood away from the heart.**

6. What do capillaries do?

**Capillaries connects arteries and veins.**

**Fill in the blanks.**

1. **Hormones** are chemical substance made by special glands.
2. Growth and **change** are part of a person's development.
3. Adolescent is the **third** stage of development of a child.
4. Seek **help** from your parents and teachers if you need to discuss an issue.
5. You must not be **afraid** of changes occurring in your body.

List down changes that boys and girls go through during adolescent stage.

<b>Changes in Boys</b>	<b>Changes in Girls</b>
Growth of facial and pubic hair	Menstruation begins
Voice deepens	Breasts develop or becomes bigger
Increase in hormones	Growth of hair in pubic areas

**Short answer questions**

1. Feelings are caused by hormones. List down feelings or emotions caused by hormones. **Sad, angry, happy, rejected, accepted, jealous, fear, love, joy, pride, surprise.**
2. Why should you control your feelings and emotions?

**We should control our feelings so that we don't do wrong things and won't end up in trouble.**

3. At what age does adolescent stage begin?

**Adolescent stage begins when you turn 13 years old.**

4. How do hormones travel through the body?

**Hormones pass travel in the body through the blood streams.**

5. Who is a teenager?

**A person between the age of 13 to 19.**

**1075 LOVU SANGAM SCHOOL**  
**LESSON NOTES AND ACTIVITIES**

SUBJECT: HINDI SOLUTIONS

YEAR 6

WORKSHEET #11

STRAND	पढ़ना एवं सर्वेक्षण करना, लिखना और निर्माण करना, संस्कृति
SUB STRAND	भाषा अधिगम प्रक्रियाएँ और युक्तिय । मूल पाठ के प्रकार- मीडिया, साधारण संप्रेषण, साहित्यिक विषय ।
CONTENT LEARNING OUTCOME	विभिन्न लिखित तथा दृश्य संबंधी विषयों की चर्चा व व्याख्या करना । अर्थ लगाने हेतु पाठ में प्रस्तुत आलेखपर विचार व राय व्यक्त करना ।

**अभ्यास क**

१. क                      २. ख                      ३. ख                      ४. क  
५. क                      ६. ख                      ७.ख

**अभ्यास ख: इन्हें पूरा करो ।**

- जैसे:    हमारा भाई -                      हमारी बहन  
          हमारे पिताजी -                      हमारी माताजी
१. हमारे मामा जी -                      हमारी मामी जी ।  
२. हमारे मौसा जी -                      हमारी मौसी जी ।  
३. हमारे काका जी -                      हमारी काकी जी ।  
४. हमारे आजा जी -                      हमारी आजी जी ।  
५. हमारे नाना जी -                      हमारी नानी जी ।  
६. हमारे फूफा जी -                      हमारी फुआ जी ।

**अभ्यास ग: नीचे दिए गए शब्दों से रिक्त स्थानों की पूर्ति करो ।**

१. कहीं ऐसा न हो कि मोटर छूट जाये ।  
२. शीला को मालूम था की पिता जी आज घर आयेंगे ।  
३. वहाँ घोड़े और बैल चर रहे हैं ।  
४. मैं अस्पताल गया था इसलिए पाठशाला नहीं आ सका ।  
५. यदि आप आज्ञा दें तो मैं बाहर जाऊँ ।

६. मैं नहीं खेल सकता क्योंकि मेरे पैर में चोट लगी है ।

७. मेरे दो गाये हैं पर वे दूध नहीं देती ।

८. बाढ़ चढ़ा था इसलिए मैं नहीं आ सका ।

इसलिए , पर , क्योंकि , तो , इसलिए , और ,  
कि , कि

**1075 LOVU SANGAM SCHOOL**  
**LESSON NOTES AND ACTIVITIES**

SUBJECT: HINDI SOLUTIONS

YEAR 6

WORKSHEET #10

STRAND	पढ़ना एवं सर्वेक्षण करना, लिखना और निर्माण करना, संस्कृति
SUB STRAND	भाषा अधिगम प्रक्रियाएँ और युक्तिय । शिष्टाचार, रिवाज, परम्पराओं, जातीय - गणित, जातीय विज्ञान, पौद्योगिकी की तथा पर्यावरण-मुदत् । कला व शिल्प ।
CONTENT LEARNING OUTCOME	अर्थ लगाने हेतु पाठ में प्रस्तुत आलेखपर विचार व राय व्यक्त करना । सार्व- भौमिक मूल्यों को प्रदर्शित करना । संस्कृतिक सुविधाओं और कला के चित्रण के द्वारा शिल्प तैयार करना

अभ्यास क: पाठ के अनुसार सही शब्द लिखकर रिक्त स्थान भरिए ।

क. शेर ने अपना पंजा दास की तरफ बढ़ा दिया ।

ख. किया गया उपकार .कभी बेकार नहीं जाता ।

ग. शेर चुप- चाप अपनी राह चला गया ।

घ. यह देख कर सबको बड़ा आश्चर्य हुआ ।

ङ. उपकार करना एक बड़ा पवित्र कार्य है ।

अभ्यास ख: समान अर्थ वाला शब्द लिखिए ।

१. उपकार -	<u>भलाई</u>	परेशान
२. दास -	<u>नौकर</u>	भलाई
३. तंग -	<u>परेशान</u>	नौकर
४. राह-	<u>रास्ते</u>	आजाद
५. विचित्र -	<u>अजीब</u>	रास्ते
६. स्वतन्त्र -	<u>आजाद</u>	अजीब
७. प्रश्न -	<u>सवाल</u>	जवाब
८. उत्तर -	<u>जवाब</u>	सवाल

अभ्यास ग: इन चित्रों में रंग भरो और उन का नाम लिखिए ।

१. रंगोली                      २. ढोलक                      ३. मथनी                      ४. हसुआ



**1075 LOVU SANGAM SCHOOL**

**YEAR 6**

**I-TAUKEI ANSWER SHEET WK 10/11**

**Strand:** Volavola kei na bulibuli

**Sub-strand:** Wilivola, buli yatuvosa kei na vola itukutuku

**Content learning outcome:**

Vulica ka karonā na vei ka vaka- Viti e vulici. Vola vakadodonu na yatuvosa e lavaki ka vaka kina na itukutuku.

**Cakacaka Lavaki**

**Vakaotia mai na yatuvosa toqai toka e ra**

1. Au dau taleitaka na la'ki **goli ena vei bogi kei ta.**
2. Sa duatani na marau nei **Jone ni sa raica tamana kei tinana.**
3. E ra sa tadu mai na vulagi ka **ra sa wawa tu na lewe ni koro.**
4. Keitou a koda e tolu **na yate ni saqa e na bogi ni Moniti.**
5. Meda dau taqomaka na **noda i yau bula ni ka yaga ka uasivi.**

**Vakayagataki ni veivosavosa**

1. mati
2. matasawa
3. vulagi
4. vutu ni ba
5. dua bulu na qavu
6. duri na vutiqu
7. bulubulu
8. yavayavadrau
9. siri na saku
10. vuka na yaloqu

**1075 LOVU SANGAM SCHOOL**  
**LESSON NOTES AND ACTIVITIES**

SUBJECT: MATHEMATICS SOLUTIONS

YEAR: 6

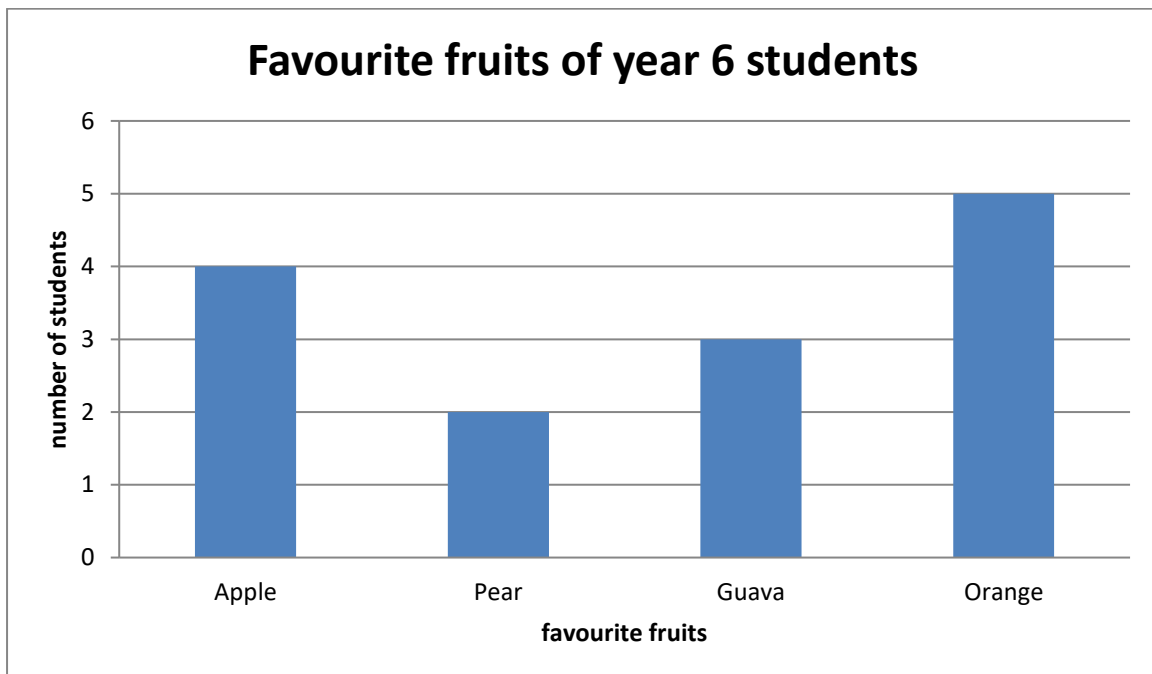
WORKSHEET # 11 (supplementary)

Name: \_\_\_\_\_

STRAND	Chance and data
SUB- STRAND	Data interpretation
CONTENT LEARNING OUTCOME	Interpret and represent data provided into graphs.




Data can be represented in many ways. Some of the examples are bar graphs, tables, pie chart and picture graph.



Study the bar graph below and answer the questions.



1. How many students like oranges? **5 STUDENTS**
2. Which fruit is least liked by the year six students? **PEAR**
3. How many more students like apple than pear? **4 - 2 = 2 STUDENTS**
4. Which fruit is most liked by the students? **ORANGE**
5. How many students are there in year six?  $4 + 2 + 3 + 5 =$  **14 STUDENTS**

Study the picture graph below and answer the questions. Study the key before answering.

Varities of Apples in a food store	
Red Delicious	
Golden Delicious	
Red Rome	
McIntosh	
Jonathan	

Key:  = 10 apples     = 5 apples

- How many red delicious apples are there in the store?  
**3 x 10 = 30 red delicious apples**
- How many Jonathan apples are there in the store?  
**3 x 10 = 30    30 + 5 = 35    35 Jonathan apples**
- How many more red rome apples are there than golden delicious apples ?  
Red Rome :  $4 \times 10 = 40$   
Golden delicious :  $2 \times 10 = 20$      $20 + 5 = 25$   
 $40 - 25 = 15$                     **15 more**
- Which variety is the least?    **McIntosh**
- How many apples are there altogether?  
**30 + 25 + 40 + 20 + 35 = 150 apples**

**1075 LOVU SANGAM SCHOOL**  
**LESSON NOTES AND ACTIVITIES**

SUBJECT: MATHEMATICS SOLUTIONS

YEAR: 6

WORKSHEET # 10

Name: \_\_\_\_\_

STRAND	Chance and data
SUB- STRAND	Probability
CONTENT LEARNING OUTCOME	Identify and predict possible outcomes from events occurring in terms of impossible, unlikely, likely and certain.

**Activity A**

Sam placed 10 red buttons, 7 yellow buttons and 4 orange buttons in a bag. If he draws the button out of the bag at random:

- Which button will be certainly drawn out first? **Red**
- Which button is likely to be drawn out first? **Yellow**
- Which button is unlikely to be drawn out first? **Orange**
- Which button is impossible to be drawn out first? Why?

**Any colour apart from red, yellow and orange because it is not in the bag.**

Activity 2: On the table record all possible outcomes when rolling two dice. Use the data to answer the questions.

Dice one →	1	2	3	4	5	6
Dice two ↓	1, 1 (2)	1, 2 (3)	<b>1, 3</b> (4)	<b>1, 4</b> (5)	<b>1, 5</b> (6)	<b>1, 6</b> (7)
2	2, 1 (3)	2, 2 (4)	<b>2, 3</b> (5)	<b>2, 4</b> (6)	2, 5 (7)	<b>2, 6</b> (8)
3	<b>3, 1</b> (4)	<b>3, 2</b> (5)	<b>3, 3</b> (6)	<b>3, 4</b> (7)	<b>3, 5</b> (8)	3, 6 (9)
4	<b>4, 1</b> (5)	<b>4, 2</b> (6)	4, 3 (7)	<b>4, 4</b> (8)	<b>4, 5</b> (9)	<b>4, 6</b> (10)
5	<b>5, 1</b> (6)	<b>5, 2</b> (7)	<b>5, 3</b> (8)	<b>5, 4</b> (9)	5, 5 (10)	<b>5, 6</b> (11)
6	<b>6, 1</b> (7)	<b>6, 2</b> (8)	<b>6, 3</b> (9)	6, 4 (10)	<b>6, 5</b> (11)	<b>6, 6</b> (12)

- How many possible outcomes are there? **36**
- What is the probability, written as a fraction, of getting a 4, 4?  $\frac{1}{36}$

- c. By finding the sum of the two numbers thrown, which total is most likely to appear?  
(add the two numbers thrown in the table and write the total below each outcome first.  
Do it for all the outcomes)      7
- d. Which total is least likely to appear?      2 and 12
- e. What is the probability of throwing a double? (write as a fraction)       $\frac{6}{36}$  or  $\frac{1}{6}$

**1075 LOVU SANGAM SCHOOL**

**RC SUBJECTS: SOCIAL STUDIES**

**YEAR: 6**

**WEEK 11**

**SOLUTION**

STRAND	<b>PLACE AND ENVIRONMENT</b>
SUB – STRAND	People and care of places
CONTENT LEARNING OUTCOME	Explore good environmental practice and conservation methods and analyze the effect of climate change on these practices.

**TRUE/FALSE**

1. TRUE
2. TRUE
3. TRUE
4. TRUE
5. TRUE

**FILLERS**

Even the plastic bags, so much in use these days, are a cause of **pollution** as these are thrown away and do not get destroyed, but are **recycled**. The recycled plastic bags are very dangerous for health any eatable kept in them turn's unhealthy. The slums in big towns are a great source of pollution. People live in the unhealthiest surroundings; commit all sorts of nuisances and all this causes atmospheric pollution.

What is necessary is that not only the administration but people, in general, must understand the gravity of this problem and each one should do his best to keep the atmosphere **clean**. Plant more trees; dispose of the **garbage** in the proper way. Keep the **rivers** clean; do not allow unhealthy ways of life to grow it is each and every man's job to save the country from pollution.

**PICTURE INTERPRETATION**

The picture is portraying about air pollution. More cars on the road lead to massive emission of smoke. Not only is this, but the smoke from the factories are also very dangerous for people and animals. People will get sick; they will suffer from health diseases. This pollutes the environment and the atmosphere.

**1075 LOVU SANGAM SCHOOL**

**RC SUBJECTS: SOCIAL STUDIES**

**YEAR: 6**

**WEEK 10**

**SOLUTION**

STRAND	<b>PLACE AND ENVIRONMENT</b>
SUB – STRAND	People and care of places
CONTENT LEARNING OUTCOME	Explore good environmental practice and conservation methods and analyses the effect of climate change on these practices.

**TRUE/FALSE**

1. TRUE
2. TRUE
3. FALSE
4. TRUE
5. TRUE

**FILLERS**

Today one of the hottest topics around the globe is “Climate Change” which is threatening our life on **Earth**. Climate change refers to the adverse change in the **environment** and its impacts on the living organisms on Earth. The climate of Earth has become **warmer** over the last two million years for which, climate change and global warming is responsible. The absurd increase in the atmospheric temperature leads to various drastic changes in the Earth, for example, season shift. **Deforestation**, the burning of fossil fuels and other human activities are the most important reasons for global warming, which causes a **variation** in the climate. Forest fire, intense rainfall, melting of the glaciers are so the horrific climate changes brought around by global warming. We need to prevent **global warming** to live a peaceful and happy life. Afforestation should be practiced, and the **exploitation** of the existing natural resources must be immediately cut down. Climate change and global warming are some severe issues that demand attention so that Earth can heal.

**SHORT ANSWERS**

1. Our earth’s temperature is increasing day by day. This is due to the human activities such as pollution, deforestation, forest fire and so on. The ice in the pole regions is melting and as a result some species are also migrating, extinct and some are in danger of getting extinct. The sea level rises due to melting of ice.
2. The coral reefs act as a barrier for the shore lines. The tidal waves which generated in the sea have strong intensity. Thus once these waves hit the reefs its intensity breaks and it becomes weak.

STRAND	Energy
SUB – STRAND	Energy sources and transfers Energy transformation, use and conservation
CONTENT LEARNING OUTCOME	Investigate simple electrical devices to demonstrate how electrical energy is transferred and transformed such as light circuit, buzzer and electromagnet. Gather information about alternative forms of energy used in Fiji.

**MULTIPLE CHOICE**

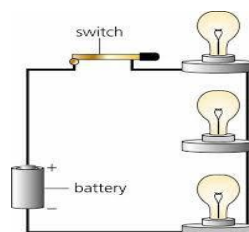
1. D
2. C
3. B
4. A
5. A

**TRUE/FALSE**

1. true
2. true
3. true
4. true
5. false

**FILLERS**

1. An electrical **RESISTOR** object that uses electricity to do work.
2. An open **CIRCUIT** is where the electricity will not flow.
3. An octopus box is used as a **TESTER** to check if the electricity is flowing or not.
4. The vibrator in the electric buzzer is a strip of clean **TIN**.





**1075 LOVU SANGAM SCHOOL**

**REALIGNED CURRICULUM SUBJECT: ELEMENTARY SCIENCE**  
**SOLUTION**

**WEEK: 10**    **YEAR: 6**

STRAND	Matter
SUB – STRAND	Investigating Matter Materials Reactions
CONTENT LEARNING OUTCOME	Measuring temperature, volume and of objects Explore means of changing the 3 states of matter. Investigate changes that occur during reactions between solids and liquids and their effects. Gather information about the properties of natural and synthetic materials that enables them to be recycled or reused.

**TRUE/FALSE**

1. True
2. False
3. False
4. True
5. True
6. True
7. True

**FILLERS**

1. Matter
2. Rayon
3. Substances
4. Irreversible
5. Heated

**SHORT ANSWER**

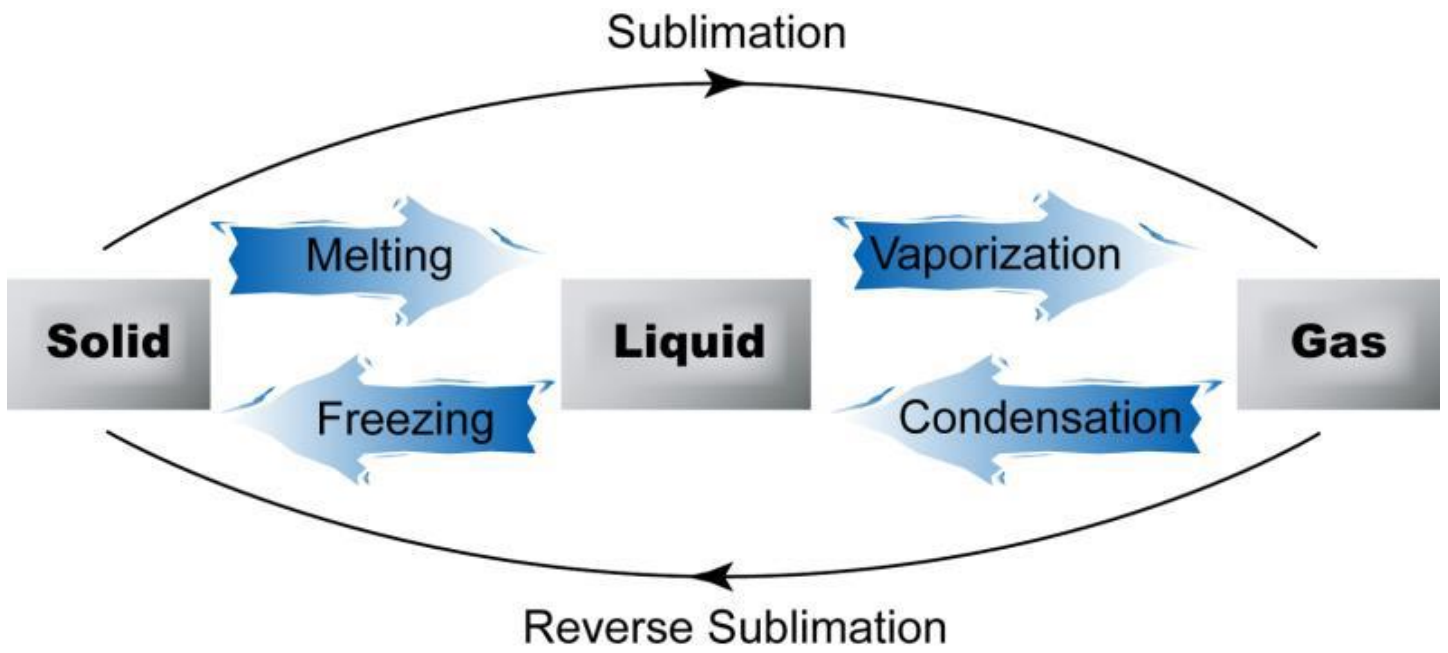
- Do not taste anything in the lab
- Wear safety boots and goggles if instructed
- Follow written and verbal instructions carefully
- Do not use cracked or broken glassware
- Never pour liquid into containers held in your hand

2. Tripod stand- it is placed on top of the Bunsen burner, so that beakers can be placed on top for the experiment.

- Beaker – it is used to mix solutions, to do experiment.

3. Sublimation Process (includes – melting and vaporization) - from solid to gas.

- Similarly we can change gases into liquid then to solid by taking away the energy – by cooling them down – Reverse Sublimation process (condensation and freezing). It is a process from gas to solid.



**1075 LOVU SANGAM SCHOOL**

**SUBJECTS: ENGLISH SOLUTION**

**YEAR: 6**

**WORKSHEET#11**

**Pairs – Circle the correct answer.**

**Activity- Fill in the blanks**

1.	B
2.	B
3.	A
4.	A
5.	B
6.	B

1.	Decided
2.	from
3.	thought
4.	But
5.	alot
6.	On
7.	been
8.	get/ reach
9.	felt
10.	told

**Rubrics For Assessing Composition**

	<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>
<b>INTRODUCTION</b>	Well-developed introduction engages the reader and creates interest.	Introduction creates interest.  Explains the background in detail.	Introduction adequately explains the background, but may lack detail.	Background details are a random collection of information, unclear, or not related to the topic.
<b>MAIN POINTS (CONTENT)</b>  Body Paragraphs	Well- developed main points directly related to the topic or pictures.	Two or more main points are related to the topic or pictures	One main point is present in the story is related to the topic/ pictures.	Poor development of ideas. The story is undeveloped, and unclear.
<b>CONCLUSION</b>	Conclusion effectively wraps up and summarizes the main points in the essay.	Conclusion is recognizable and ties up almost all loose ends.	Conclusion is vague or unclear and does not summarize main points.	Conclusion does not summarize main points

<p><b>STYLE</b> Sentence flow, variety Diction</p>	<p>Writing is smooth, skilful and coherent. Sentences are strong and expressive with varied structure.</p>	<p>Writing is clear and sentences have varied structure. Diction is consistent.</p>	<p>Writing is clear, but sentences may lack variety. Diction is appropriate.</p>	<p>Writing is confusing, hard to follow. Inappropriate diction.</p>
<p><b>MECHANICS</b> Spelling, punctuation, capitalization</p>	<p>Punctuation, spelling, capitalization are correct. No errors.</p>	<p>Punctuation, spelling, capitalization are generally correct, with few errors (1-2)</p>	<p>A few errors in punctuation, spelling, capitalization. (3-4)</p>	<p>Distracting errors in punctuation, spelling, capitalization.</p>