	<b>MADHUVANI SANGAM PRIMARY SCHOOL</b>		
	<b>WEEKLY HOME STUDY PACKAGE 9</b> <b>COVID- 19 (EXTENDED SCHOOL BREAK)</b>		
<b>SUBJECT</b>	<b>ENGLISH</b>	<b>YEAR</b>	<b>8</b>
<b>NAME</b>		<b>ADDRESS</b>	

Strand	Reading and Viewing
Sub strand	Socio cultural context and situations
Content learning outcome	At the end of the lesson, the students should be able to: Examine and demonstrate appropriate oral genres in a range of informal texts.

### **TREASURE ISLAND – SUMMARY NOTES**

1. The narrator, Jim Hawkins, begins the first chapter ("The Old Sea Dog at the Admiral Benbow") by saying that he is writing this history at the request of Squire Trelawney, Dr. Livesey, and other gentlemen, leaving out nothing but the location of the island, where some treasure still remains. Jim describes how a large, old sailor arrives one day to his father's inn, the Admiral Benbow, and rents a room
2. The captain is dressed in rough, filthy clothes and spends no money, not even to pay for his room and board, of which fact Jim's father is too intimidated to remind him.
3. One night the captain, drunk and roaring, signals for silence while he sings, but Dr. Livesey, the local physician who has come to treat Jim's ill (indeed, dying) father, goes on with his conversation.
4. Black Dog Appears and Disappears In the second chapter ("Black Dog Appears and Disappears") a stranger arrives one January morning while the captain is on the beach with his telescope and Jim is readying the breakfast table.
5. The stranger asks if "his mate Bill" is there, and Jim tells him he knows no one by that name, that he is preparing the table for "the captain."
6. As the ship passes, one of the men on shore takes a shot at Silver but misses.
7. The ship is seriously shorthanded, so they make for the nearest port and cast anchor.
8. Squire Trelawney, Livesey, and Jim go ashore, and when they return at daybreak, Ben Gunn confesses that he has helped Silver to escape.
9. Silver has managed to take a sack of coins, worth about three or four hundred pounds, with him.
10. Everyone is relieved to have seen the last of him. Returning to Bristol, they share out the treasure.
11. Jim closes his report by telling what happened to three of the five men who — along with himself — returned from the voyage.
12. Captain Smollett retired; Gray pursued his profession of ship's carpenter, went into business, married, and started a family; Ben Gunn went through his thousand pounds in a few weeks and was given a post as lodge keeper in a country district. Jim says that, although other treasure — bar silver and arms — remains on the island, he'll never be part of another voyage to retrieve them, having had all he wants of Treasure Island.

**Main Character- Jim Hawkins** - He is friendly - Very helpful (does his mother's shopping and helps her at home) - Cabin boy of Hispaniola - Brave- He risked his life by running away from the pirates as they landed on the Treasure Island.

## **OTHER CHARACTERS**

1. **Mrs. Hawkins**- Owner of the Admiral Benbow Inn.
2. **Captain Billy Bones**- Gives Jim the Treasure Map. Killed by Blind Pew who placed a black spot on Billy Bones left hand.
3. **Blind Pew**- a blind pirate who killed Captain Billy Bones.
4. **Long John Silver**- A pirate who later saves Jim from other pirates.
5. **Ben Gunn**- was marooned on the Treasure Island. He is the man who digs the treasure. Loved slices of cheese.
6. **Mrs. MacGoo**- was the village gossip.
7. **Mrs. Trefuddle**- very senile and deaf. Sounds like a sheep. All she said was ‘Ah’.
8. **Dr. Livesey**- a friend to Jim, warns Captain Billy Bones not to drink too much rum. A wise man.
9. **Black Dog**- a pirate
10. **Tom Morgan** – a pirate. Cruel, he wants to kill people for treasure.

## **Setting**

**ACT 1 Scene 1, 2, 3**- In the Admiral Benbow Inn, Blackhill Cove, North Devon, and England. Spring 1783.

**ACT 2 Scene 1, 2** – Weeks Later, near Treasure Island- on the deck of Hispaniola.

**ACT 3 Scene 1, 2** - Still cleaning on Treasure Island.

## **THEMES**

1. Honesty pays and Crime does not pay./ Good always wins over Evil. This is shown by the way that the good people (Squire Trelawney, Dr livesey and others) get the treasure , whereas the evil people die and suffer and do not get anything.
2. Forgive People if they change and are sorry for doing wrong things. A good example of this is the way that Squire Trelawney and his group decide to forgive Long John Silver.

## **WEEK 14**

(a) Match the names of the characters in List B with their work in List A.

List A

1. Ship’s cook
2. Admiral
3. Ship’s doctor
4. Cabin boy

List B

- A. Jim
- B. Billy Bones
- C. Black Dog
- D. Squire
- E. Livsey

LIST A	1.	2.	3.	4.
LIST B				

**WEEK 15**

(a) Write complete sentences to answer each of the questions given below.

(i) Do you think Jim was a good boy? Give a reason.

---

---

(ii) Do you like the ending of the story? Why?

---

---

(iii) Write a lesson learnt from this drama? Explain.

---

---



# MADHUVANI SANGAM PRIMARY SCHOOL

## WEEKLY HOME STUDY PACKAGE 9 COVID- 19 (EXTENDED SCHOOL BREAK)

<b>SUBJECT</b>	<b>MATHEMATICS</b>	<b>YEAR</b>	<b>8</b>
<b>NAME</b>		<b>ADDRESS</b>	

<b>Strand 5</b>	Chance and data
<b>Sub Strand</b>	Data representation and estimation
<b>Content Learning Outcome</b>	Read the bar graph and to determine and interpret information presented

<b>Median</b> (Middle) <i>The number which is in the middle or the middle value.</i> 11 7 11 18 9 7 6 23 7 6 7 7 7 9 11 11 18 23 Median: 9	<b>Mode</b> (Most) <i>The number that appears the most.</i> 11 7 11 18 9 7 6 23 7 6 7 7 7 9 11 11 18 23 Mode: 7
<b>Mean</b> (Average) <i>The total of the numbers divided by how many numbers there are.</i> 11 7 11 18 9 7 6 23 7 $11+7+11+18+9+7+6+23+7=99$ $99 \div 9 = 11$ Mean: 11	<b>Range</b> (Difference) <i>The difference between the largest and the smallest number.</i> 11 7 11 18 9 7 6 23 7 Large : 23 Small : 6 $23 - 6 = 17$ Range: 17

### FORMULAE

Range = Highest Score – Lowest Score

$$R = HS - LS$$

$$\text{Average} = \frac{\text{Sum of all scores}}{\text{No. of scores}}$$

### WEEK 14: Discussion Questions

1. A die is thrown 10 times. These are the results:

3, 5, 1, 2, 6, 4, 2, 5, 6, 1

What is the mean score? \_\_\_\_\_

2. Find the median of each of the following sets of numbers:

a) 2, 4, 7, 1, 9, 3, 11 \_\_\_\_\_

b) 12, 26, 89, 47, 33 \_\_\_\_\_

3. Find the mode of each of the following sets of numbers

a) 3, 7, 1, 3, 4, 8, 3 \_\_\_\_\_

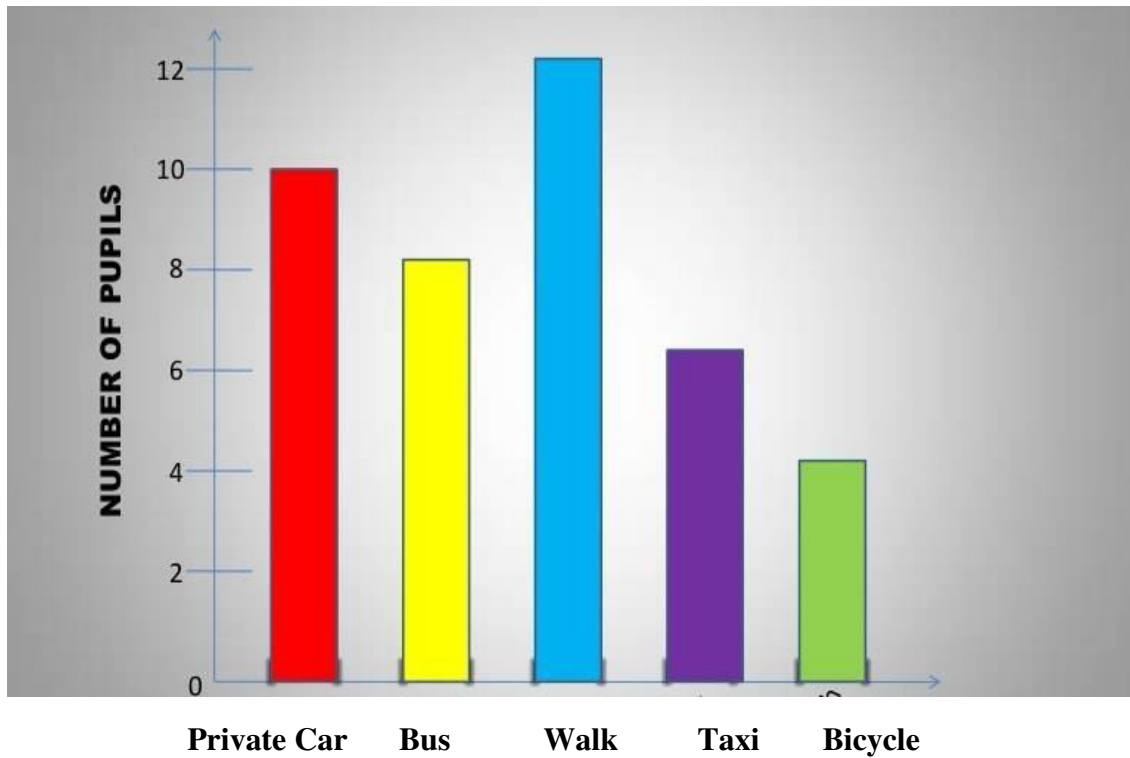
b) 2, 7, 2, 1, 4, 7, 3 \_\_\_\_\_

4. Find the range of the following set of numbers:

23, 27, 49, 18, 25 \_\_\_\_\_

## WEEK 15: Bar graph

The following graph shows the Mode of Transport used by Pupils of Year 5.



1. How many Pupils come by Taxi? \_\_\_\_\_
2. What is the most common method of transport to school? \_\_\_\_\_
3. What is the least common method of transport to school? \_\_\_\_\_
4. Find the range.

---

5. Work out the average.



# MADHUVANI SANGAM PRIMARY SCHOOL

## WEEKLY HOME STUDY PACKAGE 9 COVID- 19 (EXTENDED SCHOOL BREAK)

<b>SUBJECT</b>	<b>HEALTHY LIVING</b>	<b>YEAR</b>	<b>8</b>
<b>NAME</b>		<b>ADDRESS</b>	

<b>Strand 4</b>	Personal and Community Health
<b>Sub-strand</b>	Disease Prevention
<b>Content Learning Outcome</b>	Promote Healthy Lifestyle (Unit 25)

### WEEK 14

### DIABETES

1. Persons with diabetes have too much sugar in their blood.
2. Diabetes is a group of metabolic disease.
3. It is when a person has high blood glucose (blood sugar) because the body does not make enough insulin or the body cells do not respond to insulin or both.
4. Patients with high blood sugar will typically experience frequent urination and at times they will become increasingly thirsty and hungry.

**There are three types of  
diabetes: Type 1 Diabetes**

1. The body does not produce insulin.
2. Patients will need to take insulin injections for the rest of their life.
3. Ensure proper blood-glucose levels by carrying out regular blood tests and follow a special diet.

### **Type 2 Diabetes**

1. Body does not produce enough insulin to function properly or the cells in the body do not react to insulin. This is called insulin resistance.
2. Type 2 diabetes account for around 90% worldwide.
3. It is a progressive disease - it gets worse - and the patient will have to take insulin usually in tablet form.
4. Overweight and obese people have a risk of developing this type of diabetes.
5. Being overweight/obese causes the body to release chemicals that can destabilize the body's cardiovascular and metabolic systems.

## Test

1. A fasting blood sugar level less than (5.6 mmol/L) is normal.
2. A fasting blood sugar level from 5.6 to 6.9 mmol/L is considered pre-diabetes.
3. 7 mmol/L or higher on two separate tests means one has diabetes.

## ACTIVITY

1. Define the following keywords:

- a. Diabetes - \_\_\_\_\_
- b. Insulin - \_\_\_\_\_
- c. Metabolic - \_\_\_\_\_
- d. Glucose - \_\_\_\_\_

2. Differentiate between Type 1 and Type 2 Diabetes.

---

---

---

---

---

---

3. Which type of people have a much higher risk of Type 2 diabetes?

---

### WEEK 15 : Heart Attack

1. A heart attack happens when the flow of oxygen-rich blood to a section of heart muscle suddenly becomes blocked and the heart can't get oxygen. If blood flow isn't restored quickly, the section of heart muscle begins to die.
2. Heart attacks most often occur as a result of coronary heart disease (CHD), also called coronary artery disease. CHD is a condition in which a waxy substance called plaque builds up inside the coronary arteries. These arteries supply oxygen-rich blood to your heart.
3. When plaque builds up in the arteries, the condition is called atherosclerosis. The build up of plaque occurs over many years. Eventually, an area of plaque can rupture (break open) inside of an artery. This causes a blood clot to form on the plaque's surface. If the clot becomes large enough, it can mostly or completely block blood flow through a coronary artery.

4. If the blockage isn't treated quickly, the portion of heart muscle fed by the artery begins to die. Healthy heart tissue is replaced with scar tissue. This heart damage may not be seen, or it may cause severe or long-lasting problems.
5. Some of the most common warning symptoms of a heart attack.
  - A. **Chest pain or discomfort.**
  - B. **Upper body discomfort.**
  - C. **Shortness of breath.**

The major risk factors for a heart attack that you can control include:

- a. Smoking
  - b. High blood pressure
  - c. High blood cholesterol
  - d. Overweight and obesity
  - e. An unhealthy diet
  - f. Lack of routine physical activity
  - g. High blood sugar due to insulin resistance or diabetes
6. Some of these risk factors—such as obesity, high blood pressure, and high blood sugar—tend to occur together. When they do, it's called metabolic syndrome.
  7. Finding out your Body Mass Index (BMI) can also help to make you aware of the risk of having high BMI. Find out your weight in kilogram and your height in meters. Then calculate your BMI using the formula below.  
$$\text{BMI} = \frac{\text{Weight (kg)}}{\text{Height (m)}^2}$$
  8. If your BMI is higher than 24.9 than you are obese and the risk of getting heart attack is high.

**BMI Categories:**

Underweight = <18.5

Normal weight = 18.5–24.9

Overweight = 25–29.9

Obesity = BMI of 30 or greater

**ACTIVITY**

1. How does life style contribute to heart diseases and heart attacks?

---

---

---

2. Why should medical help be taken if one has chest pains?

---


---

3. Who are at risk for having heart attacks?

---

---



	<b>MADHUVANI SANGAM PRIMARY SCHOOL</b>		
	<b>WEEKLY HOME STUDY PACKAGE 9</b> <b>COVID- 19 (EXTENDED SCHOOL BREAK)</b>		
<b>SUBJECT</b>	<b>HINDI</b>	<b>YEAR</b>	<b>8</b>
<b>NAME</b>		<b>ADDRESS</b>	

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

## संज्ञा

संज्ञा वह शब्द है जिससे किसी भी व्यक्ति, प्राणी, वस्तु या स्थान का बोध हो ।

उदाहरण : कुत्ता, शहर, सूवा, फीजी, किताब आदि ।

संज्ञा के तीन भेद हैं :

### १. व्यक्तिवाचक संज्ञा (Proper Noun)

जिससे किसी विशेष व्यक्ति, वस्तु अथवा स्थान का बोध हो ।

जैसे : राम, जोने, घन श्याम, नंदावा, रामायण, वेद, कुरान आदि ।

### २. जातिवाचक संज्ञा (Common Noun)

जिस संज्ञा शब्द से किसी सम्पूर्ण जाति का बोध हो ।

जैसे : आदमी, नारी, बन्दर, पुस्तक आदि ।

### ३. भाववाचक संज्ञा (Abstract Noun)

जिस संज्ञा शब्द से पदार्थों के गुण-दोष, धर्म, अवस्था और व्यापार आदि का बोध हो ।

जैसे : सौन्दर्य, मिठास, बुढ़ापा, थकावट, अच्छाई आदि ।

## लघु परीक्षा

नीचे दिए गए वाक्यों से व्यक्तिवाचक, जातिवाचक और भाववाचक संज्ञा शब्दों को ढूँढ़ कर अपनी अभ्यास पुस्तिका में लिखिए ।


WEEK

१. चीकी और मीकी कल शहर गए थे । .....
२. वा में बहुत गर्मी है । .....
३. देखो, वह आदमी कितना बात करता है । .....
४. पुस्तकों से हमें ज्ञान मिलता है । .....
५. एक दिन सबका बुढ़ापा आएगा । .....

WEEK

समूह में हो कर नीचे दिए गए चौकोर में से शब्द बनाइए ।

म	न	स	पा	गी	त	चा	द	ल	ज
ह	का	ल	ठ	भो	ला	र	चा	मा	स
ल	पू	मी	शा	दी	धा	मा	स	र	फ
जा	ठा	ह	ला	सु	म	बी	गाँ	ट	ल
ई	षा	ब	श	न	त	टा	व	मा	ता
भा	त	सु	आ	द	व	लो	च	ट	नी
ज	वा	न	द	र	दा	म	न	अ	र
न	यु	दा	त	नीं	ती	वा	र	प	स
ब	जी	प्र	द	ज	ग	म	ग	ना	म
क	त	र	पु	भ	क	त	ली	या	झ

	<b>MADHUVANI SANGAM PRIMARY SCHOOL</b>		
	<b>WEEKLY HOME STUDY PACKAGE 9</b> <b>COVID- 19 (EXTENDED SCHOOL BREAK)</b>		
<b>SUBJECT</b>	<b>SOCIAL SCIENCE</b>	<b>YEAR</b>	<b>8</b>
<b>NAME</b>		<b>ADDRESS</b>	

<b>Strand</b>	<b>Social Organisation and Processes</b>
Sub strand	Personal, Social Groups and Processes / Cultural Identity, Diversity and Cohesion.
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.

**Main objective of the world organizations** - To put the end to the environmental destructions.

**Developed countries** are rich and wealthy countries which have high income economy while **Developing countries** have middle or low income.

**UNICEF (United Nations Children's Fund)** was created by the United Nations General Assembly on **December 11, 1946**, to provide emergency food and healthcare to children in countries that had been devastated by World War II.

1. **Ludwik Rajchman**, a Polish bacteriologist, is regarded as the **founder** of UNICEF and was its first chairman from 1946 to 1950.
2. In 1953 **UNICEF** relies on contributions from governments and private donors. Most of UNICEF's work is in the field, with staff in over 190 countries and territories.

The **World Health Organization (WHO)** was created in 1948 by member states of the United Nations. WHO is the world's leading health organization.

1. WHO aims at "the attainment by all peoples of the highest possible standard of health.
2. Its mission is to improve people's lives, to reduce burdens of disease and poverty and provide access to health care for all people.
3. The World Health Assembly is the supreme decision-making body and meets annually with participation from ministers of health from its 191 member states.

**UNESCO - United Nations Educational, Scientific and Cultural Organization** is a specialized agency of the United Nations (UN).

1. Its purpose is to contribute to peace and security through: education, science and culture in order to further the universal respect for justice, the rule of law and human rights.
2. **UNESCO** has **195** member states and nine associate members.
3. It pursues its objectives through five major programs: education, natural science, social/ human science, culture and communication / information.
4. **UNESCO's** aim is "to contribute to the building of peace, the eradication of poverty sustainable development and intercultural dialogue through education, the sciences, culture, communication and information

***Sangam Education Board – Online Resources***

The **Food and Agriculture Organization of the United Nations (FAO)** is an agency of the United Nations that leads international efforts to **defeat hunger**.

1. FAO also contributes to **improve agriculture, forestry and fisheries practices, ensuring good nutrition and food security for all**.
2. Its **Latin motto, *fiat panis***, translates as "let there be bread". As of 8 August 2013, FAO has 194 member states, along with the European Union.

The **World Environmental Organization [WEO]** is devoted to the preservation of the natural diversity of plant and animal species, and their habitats, through the prevention of environmental degradation and destruction.

1. It develops strategies for decreasing fossil fuel, preventing climate change and preserving plants and species and their habitats.
2. It educates people on the topic such as: **preservation of natural habitat, organic farming, endangered species preservation, usage of renewable energy and reducing fossil fuel consumption**.

**African** - Are known as Negroids. They have curly or tightly coiled hair. Have thick lips and are black skinned.

**American Indians** - Lived in western hemisphere for thousands of years, they have light to brown skin.

**Asians** (also known as mongloids). They have straight hair and inner eye fold. They are short in height and have light browned skin. They are people from Japan, Indonesia Philippines and Taiwan.

**Australians** (also called Austroloids). They have large teeth, moderate to dark skin color. **Europeans** (also known as Caucasoid). Includes people from Europe and Australia and New Zealand. They are light skinned and have blonde hair.

**Indian** - includes people from South Asia. Their skin color ranges from light in North to Dark in South.

**Melanesians** - are the dark skinned people of the Pacific. They have frizzy hair. Resemble Africans in skin color.

**Micronesians** - includes people from group of islands in the Pacific. They have dark skin, have wavy to wooly hair. Includes people from: Marianas, Kiribati, Marshall Islands and Gilbert Islands.

**Polynesians** - includes people from: Ellice Island, Cook Island, Tahiti, Samoa, Tonga and Easter Island. They have light to moderate skin color.

**Indigenous group** - Ethnic group originating and remaining in an area subject to colonization.

**Famous people** who have done something great or achieved something in life which benefited people as whole.

**WEEK 14 – ANSWER ALL QUESTIONS IN THE SPACES PROVIDED.**

1. What is the main objective of the world organizations?

---




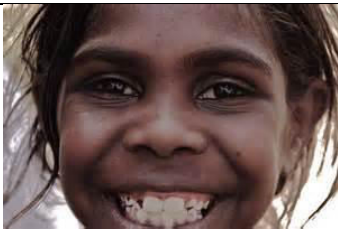


2. What is another term for underdeveloped countries?

---

3. Explain the difference between developed and developing countries?

### **WEEK 15 – MATCHING**

Match the characteristics of various groups of people in the world.

	Various groups of people in the world		Characteristics
1.			A. Their skin colour ranges from light in the north and dark in the south.
2.			B. They have straight hair and light brown skinned.
3.			C. They have large teeth, dark skin colour and a hairy body.
4.			D. They have light to brown skin and straight dark hair.
5.			E. They have tightly coiled hair, thick lips and black skinned.
6.			F. They are light skinned and blonde haired.





# MADHUVANI SANGAM PRIMARY SCHOOL

## WEEKLY HOME STUDY PACKAGE 9 COVID- 19 (EXTENDED SCHOOL BREAK)

**SUBJECT**

**VOSA VAKA VITI**

**YEAR**

**8**

**NAME**

**ADDRESS**

<b>Strand</b>	Aleni Kotameni
<b>Sub – strand</b>	Na Vala
<b>Content Learning Outcome</b>	Na veika rerevaki e yaco e na veiraravui e na ivalu.

Vanua - E na butu rara ni valu.

Gauna - Ni mataka cake na vanua.

I ra E ra Vakaitavi - Aleni Kotameni, Jone Qutu, Sa Anare, Asilopokasi, Soraisi, Turaganivalu (Rafa), Nasita.

Veika e Yaco - tabili sobu mai vakasauri e rua na mataivalu ose nei Soraisi.

- sota kei na mataivalu nei Sa Anare ka vaka na I bulibuli ni moto na kedra I tuvatuva.

- kosova mai na drake ni wai na mataivalu nei Nasita. Sota kei na mataivalu vodo ose nei Aleni Kotameni.

- dadavo na meca.

- saga lo o ira na meca me ra viribaiti iratou ia e mani sega ni rawa.

- malumu vakalasulasu na mataivalu nei Soraisi , ni oti e ra kaba tale mai vakasauri.

- lati I ra na meca o Rafa kei ira na nona mataivalu.

- kaukauwa na kaba ni meca / leqa e veimama na mataivalu nei Qutu.

- lewe levu na meca e ra mate.

- vakamalumalumutaki o Qutu. Vakarau me tai koya e dua na meca / vakabulai koya ko Aleni Kotameni.

- vodo ose mai ko Alivonisi ( vakaisulu vaka turaga ni valu) ka mai tukuna vei Aleni Kotameni ni na labati ko Nailepica e na mataka ka tarava.

- vodo ko Asilopokasi vei Rarama ni siga ka dua tale na ose nei Aleni Kotameni me rau la'ki taqomaki Nailepica.

Vakavuvuli - me da dau veivuke.

- me da dau navuca vinaka na noda I tosotoso.

## SAUMI TARO

1. O cei na yaca I Turaganivalu?

\_\_\_\_\_.

2. E vakacava na kedra I tuvatuva na mataivalu nei Sa Anare?

\_\_\_\_\_.

3. E ra lewe levu se lewe lailai na meca e ra mate?

\_\_\_\_\_.


4. Na cava e a vakarau yaco vei Qutu?

\_\_\_\_\_.

5. O cei a qai vakabulai koya?

\_\_\_\_\_.



	<b>MADHUVANI SANGAM PRIMARY SCHOOL</b>		
	<b>WEEKLY HOME STUDY PACKAGE 9</b> <b>COVID- 19 (EXTENDED SCHOOL BREAK)</b>		
<b>SUBJECT</b>	<b>BASIC SCIENCE</b>	<b>YEAR</b>	<b>8</b>
<b>NAME</b>		<b>ADDRESS</b>	

<b>Strand</b>	<b>Living things and the Environment</b>
Sub strand	Structure and Life Processes, Living Together, Biodiversity, Relationships and Sustainability.
Content learning outcome	At the end of the lesson, the students should be able to: Investigate why certain organisms live in certain places and account for the structures that enable to live and function in particular habitats.

**Adaptive features** - anything that allows and help organism to successfully survive and reproduce in an ecosystem. **Adaptation** is the characteristic of organism that allows an organism to adjust in certain environment or a particular way of life.

**Physical adaptations** is an adaptation when some type of structural modification is made to the part of the body of an organism. Examples: webbed feet, sharp claws and large beak.

**Behavioral adaptation** is when an animal or organism reacts to some type of external stimuli. Examples: what animal is able to eat? How it protect itself etc.

**Physiological or functional adaptation** adaptation which relates to the general functioning of the body and chemical process of the organism. Examples: The ways an animal digest food, producing defensive mechanism such as producing venom

**Defense mechanism** is an example of behavioral adaptation which an organism utilizes to protect itself from its natural predators.

**Digestive organs** simply help in digestion of food.

**Herbivores** are organisms that directly feed on plants also known as primary consumers. **Carnivores** are organisms that feeds on other organisms (animals) also known as secondary consumer. The carnivore at the end of the food chain is known as top carnivore or tertiary consumer. The process of eating and being eaten is known as food chain.

**Photosynthesis** - plants ability to trap energy from the sun and use it to convert carbon dioxide and water into food.

**Decomposers** - breaking down dead material and returning the minerals back to soil. Examples of decomposers: Maggots and cockroaches

When resources are limited and food are limited in the habitat thus competition for food becomes intense for members of same species.

**Mutualism** - relationship between two different of species working together, each benefiting from the relationship - example bees – flowers.

**Commensalisms** is a relationship between two organisms, where one organisms benefit from the other without affecting it. Example: Remora fish and shark.

**Predation** - where one organism hunts and eats the other organism. Example: cat and a rat. **Parasitism** is a non-mutual relationship between two species where one (parasite) benefits at the expense of other.

**Human induced activities that are posing a threat to environment:** Land reclamation, deforestation, burning of fossil fuel, illegal fishing methods, and misuse and over harvesting of resources in the environment.

**Land reclamation** - gaining of land from the sea, wetlands and other water bodies.

**Deforestation** is cutting down of trees in large quantities without replanting. Soil erosion, release of carbon dioxide in the atmosphere, coastal erosion, land slide, loss of habitat for living organism.

**Endemic species** - are species that is only found in given location or region and nowhere else in the world. Extinct species refers to those plant and animals that no longer exists or has completely died out.

**Endangered species** refers to those plants and animal species that are seriously at the risk of extinction.

**Endemic species of Fiji:** Orange dove, Golden fruit dove, Tagimoucia , Balaka Palm species, Fiji petrol or Kacau.

**Importance to protect and safeguard coral reefs** - Because it harbors life as it provides shelter and protection to many marine organisms in the ocean.

**Importance of conserving natural resources** - to protect habitats and sustain it for future generations. It also protects animal and plant species from becoming endangered or extinct.

**Preservation** is a process which involves attempts to maintain and preserve areas in their natural conditions without any human interaction or activities.

Some **natural reserves** that has been established for conservation and preservation of natural resources in Fiji: Bouma Nationa Heritage Park, Colo I Suva Forest Park, The Namena Marine Reserve.

#### **WEEK 14 – ANSWER ALL QUESTIONS IN THE SPACES PROVIDED.**

Define the term adaptive features?

---

---

Define the term adaptation?

---

---

What is physiological or functional adaptation?

---

---

Name some internal organs that is regarded as digestive organs?

---

---

Differentiate between herbivore and carnivore?

---

---

Define the term photosynthesis?

---

---

#### **WEEK 15 – ANSWER ALL QUESTIONS IN THE SPACES PROVIDED**

Define the term Parasitism?

---

---

What are some human induced activities that are posing a threat to environment?

---

---

Define the term land reclamation?

---

---

What is deforestation and what are some negative impacts of deforestation on the environment?

---

---