



# MADHUVANI SANGAM PRIMARY SCHOOL

## WEEKLY HOME STUDY PACKAGE 10 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 Pie Chart, determine and interpret information presented

### PIE CHART ( week 16)

A type of graph in which a circle is divided into sectors / sections that each represent a proportion of the whole.

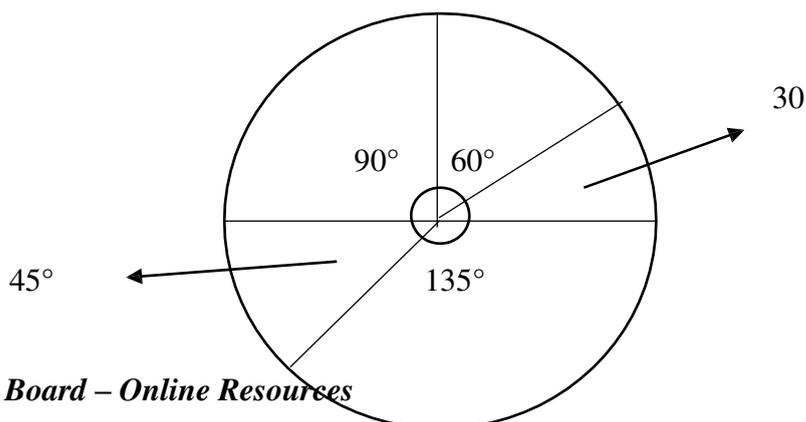
**Example:** The following table shows the numbers of hours spent by a child on different events on a working day.

**Show this information on a pie chart.**

**Solution** Firstly, we work out the measure of angle as shown.

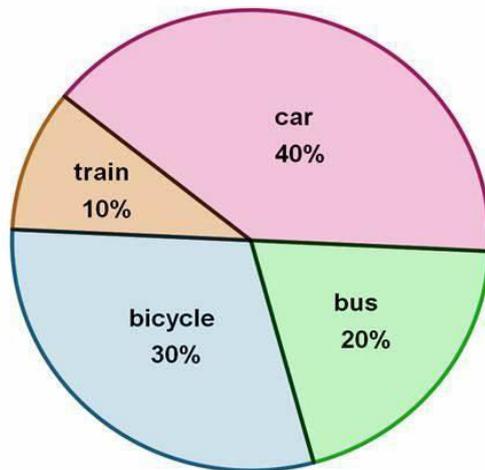
Activity	No. of hours	Measure of angle (Calculation)
School	6	$6 \div 24 \times 360 = 90^\circ$
Sleep	9	$9 \div 24 \times 360 = 135^\circ$
playing	2	$2 \div 24 \times 360 = 30^\circ$
study	4	$4 \div 24 \times 360 = 60^\circ$
Others	3	$3 \div 24 \times 360 = 45^\circ$
<b>Total</b>	<b>24</b>	<b>360°</b>

Now, we shall represent these angles using a protractor within the circle as different sectors to make the pie chart.



**ACTIVIY (Week 17)**

1. The following Pie Chart shows the mode of transport of students to their college in a University in Sydney.



- a) What is the most common mode of transport?  
\_\_\_\_\_
- b) What is the least common mode of transport?  
\_\_\_\_\_
- c) If the University has a total roll of 15,000 students,  
i) how many students travel by car?  
\_\_\_\_\_
- ii) how many students travel by bicycle?  
\_\_\_\_\_

2. There are 30 students in Year 801 in a school in Suva. These are the different places where they lived.

Lami	Vatuwaqa	Nabua	Samabula	Tamavua
4	12	6	5	3

Represent the above data in a Pie Chart.



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<b>SUBJECT</b>	<b>VOSA VAKA VITI</b>	<b>YEAR</b>	<b>8</b>
<b>NAME</b>		<b>ADDRESS</b>	

<b>Strand</b>	Aleni Kotameni (Wase - 29)
<b>Sub – Strand</b>	Ko Asilopakasi Na Qaqa
<b>Content Learning Outcome</b>	Vakamacalataka na veika e yaco e na gauna sa dro mai kina na vanua ni veilewai.

Vanua - Loma ni vale levu

Tuvaki ni vanua – Vakanomodi tu na vanua.

Ira e ra Vakaitavi – Aleni Kotameni, Asilopakasi, Kara, Nailepica kei ira na vada. Gauna – Vakarau me cabe na matanisiga - mataka.

Veika e yaco - Vakatalai na yalewa me ra lavelave yani na vatv lelevu ka ra tuva sara tiko ko Kara nei Nailepica me tabonaka na matamata.

-Sa moce ko Asilopakasi ka sa malumalumu talega ko Aleni Kotameni.

-Sa ra yaco mai na meca ka rauta e lewe limasagavulu. Era sa cabeta tiko mai na kabakaba.

- Vakayadrati ko Asilopakasi ka sa tekivu sara na vala. E rau tu veitikivi ka Kara kei Asilopakasi. E na kaukauwa ni vala, e mavoat tale ga vakaca ko Asilopakasi ka laulau ta vakamatailalai ko Kara ka mate yani.

-Vakamatei Akoni ko Asilopakasi ni a cokai Asilopakasi mai e na nona moto ko Akoni. E ra sa vakamatei ko ira na tamata ca mai vei ira na tamata veivuke nei Nailepica ka sa vo ga e dua oya ko Nasita.

- Veivala ko Nasita kei Asilopakasika vakamatei Nasita vakadua ko koya na kai Sulu.

Vakavuvuli: - Bula ni vakavakarau, Yalo qaqa, Yalo dei.

## SAUMI TARO

1. Na cava e ra cakava na yalewa?

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2. O cei a moce?

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3. E ra lewe vica na meca e ra cabeta tiko mai na kabakaba?

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4. Na cava na I Vakavuvuli.

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## WEEKLY HOME STUDY PACKAGE 10 COVID- 19 (EXTENDED SCHOOL BREAK)

<b>SUBJECT</b>	<b>SOCIAL SCIENCE</b>	<b>YEAR</b>	<b>8</b>
<b>NAME</b>		<b>ADDRESS</b>	

<b>Strand</b>	<b>Time, Continuity and Change</b>
<b>Sub strand</b>	Understanding the Past
<b>Content learning outcome</b>	At the end of the lesson, the students should be able to: Collect information about famous people of the world and discuss their influences on the history of the world.

1. It is very important for us to know about the past.
2. People who study about the past are known as **Historians**.
3. They informed us of important events that had happened in the past
4. History is anything that has happened in the past
5. History is like a bridge connecting past to the present and pointing towards future.

### WEEK 16 – Answer all questions in the spaces provided.

1. Define the term history?

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2. Fiji is comprised of more than 300 islands and over 500 islets in the South Pacific Ocean. What is the name of its largest island, which is also the location of the country's capital, Suva?

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3. Fiji was a colony of what country from 1874 to 1970?

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4. Which of the crop is not seen on the Fijian Coat of arms?

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5. Who declared himself interim prime minister of Fiji on 5<sup>th</sup> January 2007?

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6. When did Fiji become independent?

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## Famous People

- A lot of people are very famous because of what they have done or achieved in life.
- People become famous due to their great achievements in life.
- They are significant in many ways. They may be popular because of their leadership, achievements, and inventory

## Famous People

- a. Charles Darwin – scientist who proposed theory of Evolution
- b. Albert Einstein – theory of relativity
- c. Mother Teresa - charity worker
- d. Bill Gates – founder of Microsoft
- e. Mahatma Gandhi - leader of Indian Independence
- f. Thomas Edison – light bulb and electricity
- g. Nelson Mandela – South African President
- h. Pope John Pole II – Polish Pop
- i. Queen Elizabeth II – Queen of Great Britain (England)
- j. Neil Armstrong – first person to set foot on moon
- k. Usain Bolt –fastest man in world for 100m and 200m track event.
- l. Lord Barden Powell – scouts founder

## WEEK 17 – Write down names of these famous people.



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<b>SUBJECT</b>	<b>BASIC SCIENCE</b>	<b>YEAR</b>	<b>8</b>
<b>NAME</b>		<b>ADDRESS</b>	

<b>Strand</b>	<b>Matter</b>
Sub strand	Investigating Matter, Materials, Reactions
Content learning outcome	At the end of the lesson, the students should be able to: Describe and explain the interrelationship between the properties and structure of materials, their uses and how these can be changed.

### Evaporating and Distilling

1. Rain mixes with rock and dissolves them, earthworm mix the leaves with earth. They contain two or more different substances mixed together.
2. Evaporation was used to separate salt from the salt solution. This process removed solvent from a solution and leaves behind the solute. The solution must be heated to drive away the solvent.
3. Evaporation and condensation will separate the solvent from a solution. This is the process of **distillation**.
4. The apparatus used for distilling water and other solvents is called a **still**. Alcohol can be prepared from treated sugar cane juice by distilling in a still.
5. Distillation is also used in oil refineries to separate petrol, kerosene, motor oil and other products from petroleum, the mixture which comes from the ground.
6. **Mixture** is made up of two or more different substances which are mixed and not combined chemically.
7. **Compound** is a substance made up of two or different elements chemically joined together.

<b>Matter (Anything with mass and volume)</b>			
<b>Substance</b> pure composition		<b>Mixture</b> impure composition	
<b>Element</b>	<b>Compound</b>	<b>Heterogeneous Mixture</b>	<b>Homogeneous Mixtures</b>
Substance made up of only one type of atom	Two or more different elements that are <u>chemically</u> combined	Mixtures that are made up of more than one phase	(Also called <b>solutions</b> ) Mixtures that are made up of only one phase
<b>Examples</b> - carbon, oxygen, gold, aluminum, chlorine	<b>Examples</b> - calcium chloride, carbon monoxide, sodium carbonate	<b>Examples</b> - dirt, pizza, chicken soup, Oreo cookies.	<b>Examples</b> - salt water, pure air, metal alloys, Kool-Aid

### Methods of Separating Mixtures

#### SIEVING

We use a filtering process in our homes when we use a tea strainer or when we sieve the flour to make cakes, puddings and roti.

## DECANTING

1. Decanting is a method you can use to roughly separate the liquid from the solid.
2. To do this allow the solids to settle to the bottom of the pot then gently pour the liquid off the top trying not to shake the pot. This will leave the rice in the bottom of the pot.

## SEPARATING BY SPINNING

1. A **centrifuge separates** a mixture by spinning.
2. Cream is separated from milk by this method and in medicine a centrifuge is used to separate red blood cells from the blood plasma.

## REACTIONS

### Chemical Reactions

1. When a chemical reaction takes place, new substances are produced.
2. When atoms react with other atoms, new materials are formed.

## WEEK 16 – ACTIVITY

List down the examples of this matters.

Element	Compound	Heterogeneous mixture	Homogeneous mixture

## WEEK 17 – ACTIVITY

Define these terms

1. Sieving -

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2. Decanting -

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# MADHUVANI SANGAM PRIMARY SCHOOL

## WEEKLY HOME STUDY PACKAGE 10 COVID- 19 (EXTENDED SCHOOL BREAK)

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

<b>Strand</b>	<b>Writing and Shaping</b>
Sub strand	Language Features and rules
Content learning outcome	At the end of the lesson, the students should be able to: Examine and use structurally sound sentences in a meaningful and functional manner.

### ADJECTIVES AND VERBS

**An adjective** is a word that modifies, or describes, a noun or a pronoun. They tell what kind, which ones, how many, what position or what colour.

**Example:** Ripe apples fell from the tree. Ripe is the adjective in the sentence.

**A predicate adjective** follows a linking verb and modifies the subject of the sentence.

**Example:** The apples are red and shiny. Red and shiny are the predicate adjectives in the sentence.

**The present participle and past participle verb** forms are sometimes used as adjectives and as predicate adjectives.

**Example:** We heard alarming news. **Alarming** is the adjective in the sentence.

The table is painted. **Painted** is the adjective in the sentence.

“**A and an**” are **indefinite articles**, adjectives that refer to one of a general group of people, places, things, or ideas. “**The**” is a **definite article** that identifies specific people, places, things, or ideas.

**Proper adjectives** are formed from proper nouns. Like proper nouns, they begin with capital letters.

**Example:** Irish lace French perfume. Irish and French are the proper adjectives in the sentence.

### WEEK 16 - Underline the adjectives in each sentence.

1. I'm looking for a small, good-tempered dog to keep as a pet.
2. Isobel's dedicated, and tireless efforts made all the difference.
3. I love that really big old green antique car that is always parked at the end of the street.
4. You have to be open-minded about things.
5. My sister has a beautiful big white bulldog.

**Verbs** tell us what the subject is doing in the sentence. These sentences open with verbs to grab the reader's attention.

**WEEK 17 - Underline the verb openers in the sentences below.**

**Example:** Accept the gift from your friend.

1. Bang the drum loudly at the concert.
2. Calculate the difference between five and seven.
3. Decorate the hall for the holidays, please.
4. Encourage your children to read every day.
5. Fix the hole in the boat so that it will float.
6. Gather up the dishes and we will wash them together.



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

<b>Strand 5</b>	SAFETY
<b>Sub Strand</b>	DISASTERS AND ITS CONSEQUENCES
<b>Content Learning Outcome</b>	Recognize disasters that cause physical, social and emotional impacts to the person

### WEEK 16

#### Disasters and its physical impacts

1. Accidents can happen to anybody at any given time. There are many different forms of accidents like road accidents, sports accidents, workplace accidents etc.
2. Accidents can impair a person physically. For instance, Ratu, a lucky survivor of a car accident will spend the rest of his life on a wheelchair.

#### Disasters and its emotional impacts

1. There is no doubt that when an accident happens, the person involved will suffer emotionally even if the event did not cause any physical damage.
2. For instance, Samu the brother of Tony who was also involved in the accident, did not even get a tiny scratch on his body. However, Samu has been having difficulty in sleeping as well as having fears of riding in cars. He has been **traumatized** by the events of the accident.

#### Disasters and its social impacts

1. Many of those that were involved in accidents suffer socially. This means that they become withdrawn or they become neglected by their family and friends.
2. Causes of their withdrawal can either be a direct result of emotional effect or they are being pitied and looked down on by others.
3. For instance Samu doesn't have any more friends because he feels threatened when around people and Ratu do not want to hang around again with his friends as they are always teasing him in his wheelchair.
4. Likewise, some families will want to keep a distance from these boys' families which will make them isolated socially.

#### Activity

1. List down three types of accidents.

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2. State the physical, emotional and social impact of after a cyclone'

i. Physical

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ii. emotional

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iii. social

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## WEEK 17 ACTIVITY

### CASE STUDY

Mere had an accident when she was eight years old. She became blind. She was told by doctors that she will never see again. Devastated, she went back to school only to find out that all her friends did not want her to be beside them. Boys bullied her and girls laughed at her. Her own friends took her outside, across the playing ground, into the bush and left her there to find her way back. She left that primary school that day. She wanted to commit suicide. Her parents had to hide sharp items such as knives and scissors away from her. They gave her all the support she needed and did everything they could to make her happy. She attended a blind school only to be bullied again by other students. Mere started to think positively about her situation and soon went back to a normal school at Year 12. She completed her high school and has travelled all over the world to speak at rallies that inspire people.

1. From the story identify how Mere was hurt physically, emotionally and socially.

i. Physical

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ii. emotional

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---

iii. social

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2. Imagine if you were Mere. How would you feel when people bully you?

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3. If you were Mere's teacher, what would you have done to help other students socialize with her?

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4. How was Mere able to break out of her miserable life to travel all over the world?

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<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>
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 16

क्रिया के सही रूप से रिक्त स्थान को पूरा कीजिए ।

जैसे : जोनी आँगन में ----- है । (दौड़ना)

जवाब : जोनी आँगन में **दौड़ता** है ।

१. गोपी किशन के साथ ----- है । (नाचना)

२. सुबह प्रार्थना के बाद ही भोजन----- चाहिए । (करता)

३. रोहिनी लड़कों से नहीं ----- । (डरना)

४. बगीचे में रंग बिरंगे फूल ----- हैं । (खिलना)

५. पुलिस को आज ही चोर को ----- पड़ेगा । (पकड़ा)

**ई. कोष्ठक में दिए गए शब्दों में से सही शब्द चुनकर वाक्यों को पूरा कीजिए ।**

१. लड़की मैदान में ----- है । (खेलती, खेलता, खेलते)

२. बच्चा रो ----- है । (रही, रहे, रहा)

३. यहाँ कई लोग ----- हैं । (रहता, रहती, रहते)

WEEK 17

उ.

नीचे लिखे वाक्यों को 'का, को, की, के, से, में, ने' से पूरा कीजिए।

१. कुसुम ----- भूख लगी है।
२. कल ----- सभा में बहुत लोग थे।
३. मैं बस ---- यात्रा नहीं करता।
४. प्रेम ----- भाई आया है।
५. कल ----- रात बहुत सर्दी पड़ी।
६. किसी ----- कुछ मत कहना।
७. नारियल ----- पानी मीठा होता है।
८. घर ----- कमरे ----- आग लगी थी।
९. पिन्की ----- लिखावट अच्छी है।
१०. आरती ----- आरूष को पढ़ाया था।