

## LESSON NOTE

**School:** Lovu Sangam School

**Year:** 8

**Subject:** English Worksheet Week 14

<b>STRAND</b>	Reading and Viewing & Writing and Shaping
<b>SUB STRAND</b>	<ul style="list-style-type: none"> <li>- Language learning processes and strategies.</li> <li>- Language features and rules.</li> </ul>
<b>CONTENT LEARNING OUTCOM</b>	<ul style="list-style-type: none"> <li>- Discover appropriate strategies in reading and visuals viewed from a repertoire of strategies.</li> <li>- Compose different text types using a variety of sentence structures, linkages and appropriate vocabulary and punctuations.</li> </ul>

### Treasure Island

#### ACT II

#### SCENE I

*Some weeks later. The deck of the Hispaniola approaching Treasure Island. The bow of the ship is off stage right. The stern is off stage left. There is a large barrel somewhere or other. LONG JOHN SILVER is seated on a stool mixing something in a basin. Enter JIM with a packet of salt.*

**JIM:** Here's the salt, Mr. Silver.

**SILVER:** Thank you, Jim me boy. It was kind of you to save my old legs, I mean leg.

**JIM:** It's a pleasure, Mr. Silver. I enjoy helping about the ship. There's so much to learn, isn't there?

**SILVER:** That there is, lad, that there is. I well remember when I was a lad making some terrible mistakes.

**JIM:** Mr. Silver.

**SILVER:** Yes, Jim.

**JIM:** Are there many pirates in these waters?

**SILVER:** Hundreds probably, why?

**JIM:** Because I'd like us to be *attacked*.

**SILVER:** Now why on earth should you be wanting that?

**JIM:** So that I can see how much I've learnt about cutlass fighting.

**SILVER:** You don't want to be bothered about warlike things like that, Jim. We peaceable men have got to think of other things.

27

28

#### TREASURE ISLAND

**JIM** (*with a sigh*): Yes, I suppose so.

**SILVER:** Now; how's your hornpipe getting on?

**JIM** (*brightening*): Jolly good. I've been practising quite hard.

**SILVER:** Right, lad, we'll get you some music. Tom! Bosun Smith! Dead Bones! Up on deck! Now we'll see how much of a sailor you are.

*Enter TOM MORGAN, BOSUN SMITH, and DEAD BONES JONES, during following speech. 'BOSUN SMITH' is BLACK DOG with a beard.*

Every sailor knows how to hornpipe. Why, before I lost my pin I was the best hornpiper in all the King's Fleet. Now then . . . (*he names whichever PIRATE plays the recorder*) out with your clarionet, and pipe up.

*The PIRATE pipes and JIM hornpipes. The PIRATES have been rather bored with all this and are now quite surly. As JIM finishes BLACK DOG turns to SILVER.*

**BLACK DOG:** Was there anything else, Mr. Silver?

**SILVER:** Now you comes to mention it, 'Bosun Smith', there was. I've just been telling Jim here that every good sailor can do a hornpipe, so hows about you lot giving us all a demingstration?

**JONES** (*unutterably amazed*): *Wot!*

**SILVER:** You 'eard me, Dead Bones.

**BLACK DOG:** You'll not get me to . . .

**SILVER:** You'll 'ornpipe, and you, Tom, and you, Dead Bones. And what's more, you'll like it. (*SILVER takes the recorder. The PIRATES give him appropriate looks. SILVER puts the recorder to his mouth, and then, as an idea strikes him.*

takes it away.) And you'll sing. (*The PIRATES start to protest.*) Because if you don't you'll get no supper tonight, and it's pork pie—(*the PIRATES soften a little*) with gravy—(*the PIRATES soften even more*) and treacle tart—(*the PIRATES lick their lips*) and—(*the PIRATES hang on his next words*) custard. (*The PIRATES breathe sighs of relief. Obviously it is their dream of heaven.*) Now then, are you ready?

MORGAN: What shall we sing?

SILVER: Ecn hodi krai palekomos nautees.

BLACK DOG: What's that?

SILVER: That's Greek for, 'What shall we do with the drunken sailor'.

BLACK DOG: Oh.

SILVER *plays the recorder and the PIRATES sing and dance to the 'Drunken Sailor' grudgingly. At the finish SILVER and JIM laugh.*

SILVER: Thank you, lads. That was very nice.

*Exit PIRATES.*

Help me up, Jim lad, and I'll set about making that tart.

JIM *helps SILVER off. Enter left SQUIRE TRELAWNEY, DR. LIVESEY and CAPTAIN SMOLLETT. SMOLLETT is a stern well-dressed sailor of about forty.*

SQUIRE: Well, the men are certainly in good spirits today, eh, Captain Smollett?

SMOLLETT (*noncommittally*): Aye, sir, they are.

SQUIRE: And rightly so. It's a good thing.

SMOLLETT: That depends, sir, on whether you like a crew in good spirits.

SQUIRE: Why not? I like to see men happy, and they should be happy. Fair winds, fair weather, and a double ration of rum. What more can a crew ask?

SMOLLETT: If you ask me, Squire, we pander to them too much. It doesn't do to be too easy on a crew. Double rum, short watches, and a barrel of apples on deck for every man-jack to help himself to whenever he feels like it. Still, they've done their work well, I'll say that for them. From the look of them I didn't think they would.

DR. LIVESEY: Yes, they've been as good as gold.

SMOLLETT (*to himself*): Perhaps a little too good.

DR. LIVESEY: What's that, Smollett?

SMOLLETT: Nothing.

*They have been walking slowly across the deck. They are now down stage right. Enter JIM, carrying polished frying pan.*

DR. LIVESEY: Ah! Jim. Looking forward to seeing your fabulous island?

JIM: Yes, sir. (*In a whisper, glancing over his shoulder.*) Are we nearly there?

DR. LIVESEY: Captain Smollett seems to think we will sight land today or perhaps tomorrow.

JIM (*excitedly*): Oh, good!

SQUIRE: He's quite a sailor now, isn't he, Livesey? I didn't think he would be—he was that sick the first day out, eh? (*Starts to laugh.*)

DR. LIVESEY (*joining in the laughter*): No, I didn't think he

would be either. Do you remember that time he spat into the wind?

SQUIRE (*laughing more*): Yes.

DR. LIVESY (*laughing even more*): And you were standing next to him?

SQUIRE (*suddenly stops laughing*): Most uncalled for, Livesey, most uncalled for.

SMOLLETT: Tell me, Jim—you live with the crew and you know them pretty well. Have they any inkling of why we have sailed? Has any news about Treasure Island leaked out?

JIM: I don't think so, sir. I've not heard any of the hands mention it.

SQUIRE: Oh, I don't think it matters now. They're all good lads. We should get no trouble from any of them.

DR. LIVESY: Besides, Smollett, we will have to tell them sooner or later since we will need their help to dig for the treasure and to get it aboard the ship.

SMOLLETT (*doubtfully*): Yes, I suppose so.

DR. LIVESY: Well, we can tell them after we sight land.

SQUIRE: Yes, yes, of course. Let's go and have another look at the map. (*As they go out.*) Oh, Jim, if there are any apples left in the barrel, you might bring some along to the cabin, will you? I am feeling a little peckish.

*Exit left, SQUIRE, DR. LIVESY and CAPTAIN SMOLLETT. JIM goes to the barrel, bends over it but cannot reach the apples which are at the bottom. He steps on a box which is lying alongside of the barrel and gets in. As his head disappears, enter right, LONG JOHN SILVER, TOM MORGAN and BLACK DOG.*

BLACK DOG: I say do it now, while they ain't expecting it.

SILVER: No point at all, Black Dog. If they ain't expecting it now, they'll never be expecting it, will they? You listen to Long John Silver. He'll not steer you wrong.

BLACK DOG: I've been listening to you long enough, and look where it landed me!—with a beard! I can't sleep o' nights for scratching, I can't.

MORGAN: Well, you wants to wash yourself, Dog. I bet there's more fleas in your beard than in Long John's breeches.

TOM MORGAN *laughs*. LONG JOHN *silences him with a look*.

SILVER: Well, I've not steered you wrong yet. Just have a little patience.

MORGAN: Still, I'm tired, Long John, of living in the fo'c'sle and having me rum doled out to me like a babe in arms. I wants to get into that cabin, I do. I wants their pickles and wines.

SILVER: Tom, your head ain't of much account, nor never was, but you're able to hear I reckon—leastways your ears is big enough. Now, here's what I say. You'll berth for'ard and you'll live hard and you'll speak soft and you'll keep sober until I give the word.

MORGAN: What I want to know is—when? When are you going to give the word?

SILVER: When, by the Powers! Well, now, if you want to know I'll tell you when. The last moment I can manage; and that's when. Here's a first-rate seaman, Captain Smollett, sails the blessed ship for us. Here's the Squire and the Doctor with the map—I don't know where it is, do I? No more do you. Well, then, I mean this

Squire and Doctor to find the stuff and help us to get it aboard. Then we'll see. If I was sure of you and the rest of the crew I'd have Captain Smollett navigate us half-way back again before I struck.

BLACK DOG: Why? We're all seamen aboard.

SILVER: We're all fo'c'sle hands you mean. We can steer a course but who's going to set one? That's what all you gentlemen split on first and last. If I'd my way, I'd have Captain Smollett work us back into the Trades at least. Then we'd have no blessed miscalculations and a spoonful of water a day. But I know the sort you lot are—hurryguts all of you.

MORGAN: Easy, John! You've no reason to be calling us names.

SILVER: How many tall ships d'you think I've seen laid aboard, and how many brisk lads hanging in chains and drying in the sun on Execution Dock?—and all for the same reason—hurry, hurry, hurry.

BLACK DOG: Aye, but we've all been gentlemen of fortune long enough and stayed alive too. You're no better than the rest of us, Long John, quartermaster or no quartermaster. We all sailed with Flint, same as you.

SILVER: Oho! And where are Flint's crew now? Pew—he was your sort and he died a beggarman. Flint died of rum at Savannah, and Bones of the same disease too. And the rest of Flint's merry men—aboard here and glad to get the duff—most of 'em were begging and starving ashore. No, lads, we'll wait.

BLACK DOG: 'Taint good enough, Long John. We all talked it over last night and we came to a decision—a majority decision. We're going to get that map as soon

as the land is sighted, and take our chance on navigating back. Why, they might even get the treasure aboard and maroon us on the island.

SILVER: Never, never, while I'm captain.

MORGAN: Well, the men are down below. You'd best talk to them yourself. They're in an ugly mood.

SILVER (*draws cutlass*): Talk to them! I'll talk to the yellow-bellied, white-livered, weevil-legged, scabby sons of landlubbers!

*Exit LONG JOHN followed by BLACK DOG and TOM MORGAN right. JIM's head appears above the rim of the barrel. He looks about him and clambers out. As he does so, the SQUIRE, DR. LIVESEY and CAPTAIN SMOLLETT enter.*

JIM: Squire! Squire!

SQUIRE: What is it, Jim? You look scared to death.

JIM: They're pirates—all of them!

SQUIRE: What!!

JIM: The crew! Long John Silver! Tom Morgan and Bosun Smith, but his name's not really Bosun Smith, it's Black Dog and he's grown a beard. And all the rest of the crew—they're all Captain Flint's old crew and they plan to murder us all as soon as the island is sighted—and they know about the map!

SMOLLETT: How do you know all this, lad? Quick, speak up.

JIM: I had to get inside the apple barrel to get the apples out because they were all at the bottom and Long John walked by with Morgan and Bosun Smith—er—Black Dog, and I heard them talking. I heard the whole thing.

SQUIRE: What an ass I am for trusting them so.

SMOLLETT: No more of an ass than I, sir. I never heard of a crew that meant to mutiny and showed no signs before. But this crew beats me.

DR. LIVESEY: That's Silver's doing, Captain. A very remarkable man.

SMOLLETT: He would look remarkably well hanging from a yardarm, sir. But this is just talk. It doesn't lead anywhere. We have to make a plan. They will probably demand the map and then leave us aboard with guards while they go ashore to find the treasure. As soon as they find it they will cut our throats. Now, as I see it, we must make plans to escape whilst they are on the island looking for the treasure.

DR. LIVESEY: But how can we do that? They will disarm us, surely?

JIM: I have an idea, Captain!

SMOLLETT: What's that?

JIM: Well, all the pistols and powder and shot are in the Powder Room. You remember you gave orders at the beginning of the voyage. Well, if I can sneak into the Powder Room and get some pistols, powder and shot and hide them under the floorboards in your cabin, we can escape later.

SQUIRE: Do you think you could do it, Jim? It's right by the crew's quarters.

JIM: I'll try, Squire.

SQUIRE: Good lad! Off you go!

*Exit JIM right.*

SMOLLETT: That's a brave lad, Squire.

DR. LIVESEY: He'll have to be more than brave for this job. He'll have to be clever too, for there's no denying, Captain, that at the present moment it is on Jim Hawkins that our lives depend.

*Voice off:* Land ho! Land on the starboard beam!

SMOLLETT (*gazing through telescope*): He made his discovery not a moment too soon.

DR. LIVESEY: Is it the island?

SMOLLETT: Definitely.

SQUIRE: Are you sure?

SMOLLETT: Positive. I recognise it from the chart. I can see Spyglass Mountain, and there's the harbour. It looks quite deserted.

DR. LIVESEY: There probably hasn't been a soul on it for years. We're miles off any of the normal sea routes.

SQUIRE: Here, let me have a look. Yes, it's a wonderful sight. If we had an honest crew with us this would be the happiest day of my life.

SMOLLETT: I hope Jim is successful, for if he isn't it will be the last day of your life.

SQUIRE: Don't be so damned depressing. We'll win through yet.

*The three men are now facing down stage left. Enter SILVER, TOM MORGAN, BLACK DOG and DEAD BONES JONES, with drawn cutlasses.*

SILVER: Captain!

*They turn.*

SMOLLETT: What is the meaning of this, Silver? Get those men below and put away those cutlasses.

SILVER: Begging your pardon, Captain, no!

SMOLLETT: Mr. Silver—this is mutiny.

SILVER: Begging your pardon, Captain, and what if it is?

SMOLLETT: You'll not get away with this, Silver. You'll be hanged—every man jack of you.

JONES: You'll not live to see the day.

SILVER: Leave this to me, Dead Bones. I'm in charge of this here mutiny. Now, gentlemen, I don't have to tell you what we've come about.

DR. LIVESEY: I don't know what you mean, and I warn you that if you . . .

SILVER: You're in no position to warn anyone, Doctor. I'm the Master here now.

BLACK DOG: We're wasting time, Long John. Let's slit their throats and have done with it.

SILVER: Quiet, fungus-face. Now, Squire, Doctor, Captain—you've got something that belongs to us.

SQUIRE: Not that I am aware of, my good man.

SILVER: Come, come, Squire! Ain't you being a little forgetful? (*His manner suddenly changing.*) It's Flint's fist I'm speaking about and if it's not in my hand this minute you'll all walk the plank.

*JIM enters left, whistling unconcernedly. He stops on seeing the PIRATES and feigns surprise.*

SILVER: You can join your friends, Jim Hawkins, since you're the cause of all their trouble. Now, Squire—the map.

DR. LIVESEY: And if we give you the map, Silver, not that I'm saying we will, but if we do, what then?

SILVER (*all smiles*): Why then, Doctor, we shall be most happy to set you and your friends quite free to roam your Treasure Island at will, looking for any pieces of eight that me and my lads may have missed. (*The PIRATES laugh.*) With, of course, provisions to last you a month or two. And, as a special favour, we'll stop the first ship we sight coming this way and tell them to pick you up. The only other alternative is that we slit your throats here and now and take a chance of finding the map ourselves, or just digging until we find the treasure. And if you're thinking of fighting your way out of this, Captain Smollett, you've another think coming, for two of me boys is sitting outside the Powder Room with loaded pistols.

SMOLLETT: It doesn't seem that we have much choice. What do you say, Squire?

SQUIRE: I agree.

SILVER: Well, now, that's real matey of you. And just to make sure you don't try any funny business while we're ashore, we'll take young Jim 'ere as a sort of 'ostage like. And now how about our little map?

SQUIRE: You know where the map is, Jim. Go and get it.

SILVER: Hurry along there, Jim. Don't keep your old pal waiting.

*Exit JIM left. BLACK DOG beckons LONG JOHN aside.*

BLACK DOG: Why don't we cut their throats now, Long John, and have done with it?

SILVER: Oh, Dog, you're that stupid sometimes, I feel real sorry for you. Supposing they tried some trickery and gave us a faked map. Then where would we be? A ship with no treasure, no captain, nothing. We'll

wait until we've got the treasure and then . . . (*he makes a sign of cutting a throat.*)

*Enter JIM, carrying map. He gives the map to LONG JOHN SILVER.*

SILVER: This is it! Flint's fist! Israel! Israel Hands!

VOICE OFF: Aye, Long John?

SILVER: You and George Merry lower a longboat and then stand by to stay as guards while we go ashore.

VOICE OFF: Aye, aye.

SILVER: Right, lads! Now for the treasure! You'll come with me, Jim Hawkins. And you gentlemen will presently be locked in your cabin. In the meantime, if you try and leave this quarterdeck, me lads'll have to cut you down, which would be a terrible sad thing, would it not? Come, lads.

*Exit PIRATES with JIM.*

SQUIRE: We're in a tricky position, Smollett. We can't fight our guards with young Jim as a hostage. At the first shot the scoundrels would cut his throat.

SMOLLETT: I know! I know something else, too, Squire—that as soon as they have found the treasure they'll be back here, knives in hand to cut *our* throats.

SQUIRE: But Silver gave his word.

SMOLLETT: His word! What do you think his word means to a man like Silver? He daren't leave us alive when he knows that the minute we reach England we could have him hanged. No, sir! We have no option but to escape, and to take a chance on Silver sparing Jim. For, if we don't escape, and quickly too, as sure as God made little apples, we'll end up in Davy Jones's locker.

DR. LIVESEY: I'm afraid he's right, Squire. Smollett, lend me your spyglass. The longboat's approaching the island. Ah, there it is. There's Jim sitting up in the bows. And there's that rascal, Silver, in the stern, waving his crutch like one of those new-fangled cricket bats.

SQUIRE: How long do you think it will take them to find the treasure?

SMOLLETT: Well, it'll be dark in an hour, so there is not much of a start they can get tonight, but if they get an early start in the morning, they may have located it by noon tomorrow.

DR. LIVESEY: They're just pulling into the beach. (*Excitedly.*) Jim's jumped! He's making for the forest. Why, he's running like a hare. There's three of them after him.

SQUIRE: Run! Jim, run!

SMOLLETT: Go it, lad! Go it, lad!

DR. LIVESEY: He's made it. They'll never find him in there. Silver's beckoning them back. They're not following him.

SQUIRE: That means that we can use the pistols.

SMOLLETT: Yes, but not before morning. If we attempted to land on the island at night we might run into an ambush.

DR. LIVESEY: I don't like the idea of that lad being alone all night with those scoundrels roaming around.

SMOLLETT: I shouldn't worry too much about him, Doctor. Silver and his cut-throats will probably be too



full of rum before long to harm anybody, and the lad's got great courage.

SQUIRE: He has that. If I had some wine, gentlemen, I'd toast his health.

DR. LIVESY: Let's do it then—with or without wine, the wish is the same. (*They clink imaginary glasses.*)

ALL: Jim Hawkins!

CURTAIN

## ACT TWO

**Scene One:** (*Weeks later, near Treasure Island, on the deck of the Hispanola*)

Long John Silver tried to show Jim how he could boss the pirates by 1 them dance and sing as well.

Although Squire Trelawney was happy with the crew, Captain Smollett was suspicious about 2. However, Tim said he thought that the crew knew nothing 3 Treasure Island. Soon after, however, Jim climbed inside the apple barrel and heard the pirates planning to 4 them.

**WORD LIST** stage can hostage about on by

planned making them kill excited

Long John Silver and the other pirates left and when Squire Trelawney and the others come back on 5, Jim told them the bad news. He left quickly to carry out his plan to get some pistols and ammunition and hide 6 in Captain Smollett's cabin.

They arrived 7 Treasure Island and Long John Silver and his men mutinied. They took Jim as a 8 and made Dr Livesey give the map of the island to them.

Captain Smollett and his two friends watched Long John Silver arrive on shore. They were very 9 because they saw Jim escape into the bush. They 10 to attack the pirates the next morning. This was thanks to Jim, because now they 11 fight and not risk Jim being killed 12 Long John Silver.

### Describing the following Character

#### 3. Long John Silver

- Likeable: About 50 years of age.
- Has only one leg: uses a crutch: hops about.
- Flint's quartermaster (Flint was afraid of him).
- Good at pretending (Pretended that he was a cook – also that he was a sailor on the King's side.
- Tough and a leader: Controls the other pirates.
- Kind-hearted: likes Jim: lets him escape and this helped Dr Livesey and Captain Smollett).
- Good at fighting (Teaches Jim).
- Evil, but he changes (From being ready to kill Dr Livesey and his group, Long John Silver saves them by letting Jim go in the fight at the end and also by hitting Tom Morgan, who was about to kill Dr Livesey.)
- Conclusion: I like/do not like Long John Silver because .....



**SECTION A COMPREHENSION****(10 marks)**

Read the two passages given below and answer the questions at the end of each passage.

**Cards of the future**

Fiji has joined 71 other countries in cashless travel. Some of these countries have been using this system for over two decades now to purchase their groceries, to pay for their travel in trains, taxis, ferries and in buses.

- 5 Fiji is not the first country to go cashless in public transport travel and most certainly will not be the last to make this change. This has been a second attempt to introduce cashless travel in Fiji as in the earlier attempt stakeholders were not cooperating. Now is a second chance to make it work.
- 10 The aim of using the e-Transport card is much more than preventing the stealing of a bus operator's money. For example, on Day 1 of its use, a bus Company which services routes within the Suva- Nausori areas, carried close to 10,000 passengers. They and all other bus operators know how many senior citizens have travelled to and from which areas. They know how many students travelled in each of these routes and how many social welfare recipients travelled on any given day.

Adapted from: <http://www.fijisun.com>

Circle the letter of the **best** answer in your **Answer Booklet**.

1. In the first sentence of the passage, Fiji is the
  - A. country using cash for travel.
  - B. 72<sup>nd</sup> country to use cashless cards.
  - C. last country to use cards for travel.
  - D. 71<sup>st</sup> country to use travelling cards.
2. The first attempt at using cashless travel did not work out because
  - A. there were too many people.
  - B. various groups were not cooperating.
  - C. it was very difficult to gather the cash.
  - D. the cards for distribution had run out.
3. Which of the following statements is true **according to the passage**?
  - A. Cash cards prevent stealing as the only advantage.
  - B. Only one bus Company earns from cash cards in Fiji.
  - C. Buses in Fiji use both cash and cards whenever possible.
  - D. Cash card use allows more than one benefit when passengers use it.
4. Apart from knowing the number of passengers, we can also become aware of
  - A. the places the passengers live.
  - B. which route has been travelled.
  - C. the next trip and time of passenger's travel.
  - D. sick drivers who need rest from driving whole day.

5. The travelling passengers mentioned towards the end of the passage are
- A. students.
  - B. senior citizens.
  - C. social welfare recipients.
  - D. students, senior citizens and social welfare recipients.

**SECTION B**

**GRAMMAR**

**(10 marks)**

**Circle** the letter of the **best** answer to each question on **Page 2** of the **Answer Booklet**.

1. “Where\_\_\_\_\_you been?” asked the teacher.
- A. is
  - B. has
  - C. have
  - D. were
2. A branch has fallen\_\_\_\_\_the roof.
- A. in
  - B. on
  - C. under
  - D. inside
3. The dog \_\_\_\_\_the man.
- A. bit
  - B. bite
  - C. beat
  - D. bitten
4. Which word is spelt **incorrectly**?
- A. vision
  - B. receive
  - C. argument
  - D. mischievious
5. “The truck hasn’t delivered the supplies,\_\_\_\_\_?” asked the Head Teacher.
- A. is it
  - B. was it
  - C. has it
  - D. didn’t it
6. Everybody\_\_\_\_\_a good book.
- A. like
  - B. have
  - C. enjoy
  - D. enjoy

7. The staff are deciding how \_\_\_\_\_ want to vote.
- are
  - they
  - their
  - there
8. She said, "I bought a house." In Reported Speech, this would be written as:
- She said she bought a house.
  - She said she will buy a house.
  - She said she had bought a house.
  - She said she have bought a house.
9. Put the following words into the correct order as they will appear in a dictionary.
1. **grace**      2. **goat**      3. **gate**      4. **greet**
- 3,2,1,4
  - 3,1,2,4
  - 2,3,4,1
  - 2,4,3,1
10.                      1                      2                      3                      4
- plastic brush / It's a / narrow / long
- The correct order of these words so that it forms a correct sentence is
- 4, 1, 3, 2
  - 2, 3, 1, 4
  - 2, 3, 4, 1
  - 2, 4, 3, 1

**SECTION C                      LITERATURE                      (10 marks)**

Answer all the questions in this section in your **Answer Booklet**.

**A. NOVEL** - *Swiss Family Robinson* by Johann Wyss                      **(4 marks)**

Use the extract below and your knowledge of the story to answer the questions that

The danger was over now and I thanked the good God that we were safe. I also praised Jack for his courage. "If you had run away, my boy, we should both of us be dead by now. You stood firm and I am proud of you. Well done, my brave boy!"

The dogs were still holding fast to the young buffalo. We drove them off and then tied a rope around the animal's leg so that he could not escape. We looked down at him as he lay on the ground, helpless.

follow

Source: *Swiss Family Robinson* by Johann Wyss, 1992.

What danger is referred to in the extract?

(2 marks)

---

---

---

---

From the actions of **one** of the characters in the above extract, explain a theme in the story.

(2 marks)

---

---

---

---

**B. DRAMA TREASURE ISLAND (6marks)**

A play adapted from R.L. Stevenson's novel by Malcolm Morgan. (4mks)

Match the characters in **List A** with their roles in **List B**.

List A	List B
1. Blind Pew	A. Totally what we imagine a pirate should be: cunning, sly
2. Billy Bones	B. The singing pirate who first appears at the Admiral Benbow Inn.
3. Black Dog	C. The main character in the play.
4. Long John Silver	D. Pale pirate, missing two fingers.
	E. Blind pirate who delivers the black spot.
	F. The main character's best friend.

Write at least 2 lessons that you learnt from this drama. (2mks)

---

---

---

---

---



**1075 LOVU SANGAM SCHOOL**  
**HEALTHY LIVING YEAR 8**  
**FORMATIVE ASSESSMENT 2**

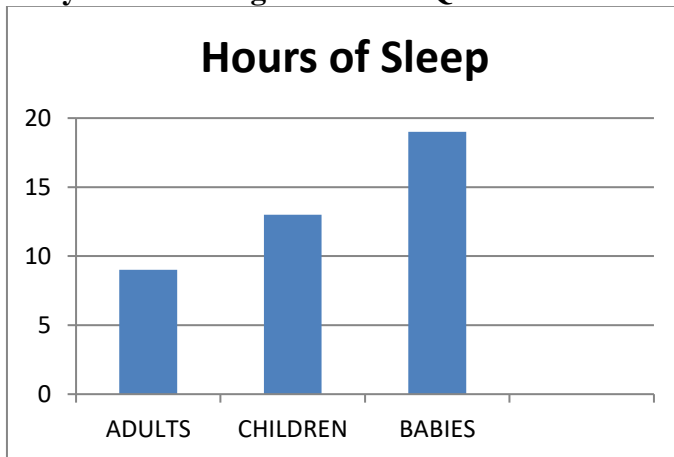
NAME: \_\_\_\_\_

**MARKS: 30**

### SECTION A: MULTIPLE CHOICE QUESTIONS (10 marks)

**Circle the letter of the best answer. Each question is worth 1 mark.**

- Artificial respiration will \_\_\_\_\_.  
A. kills germs  
B. kill people  
C. be enjoyed by people  
D. save lives
- One of the changes that the girls witness during puberty is \_\_\_\_\_.  
A. hair grows on face  
B. begin wearing a bra  
C. start producing sperm  
D. voice deepens
- The body parts involved in breathing belongs to the \_\_\_\_\_.  
A. nervous system  
B. excretory system  
C. respiratory system  
D. circulatory system
- Thomas had just heard a hurricane warning on the radio. The **best** thing Thomas should do is to \_\_\_\_\_.  
A. stay indoors  
B. take a swim in the river  
C. visit her friend next door  
D. open all doors and windows.
- Which of the following is an emotional change amongst the boys?  
A. Mixed feelings and sensitivity  
B. Urge to take the risk  
C. Voice deepens  
D. Growth spurt
- Use the bar graph below and your knowledge to answer Question 6.



For healthy growth, children need \_\_\_\_\_.

- A. about 7-9 hours of sleep per day  
B. about 7-14 hours of sleep per day  
C. about 16-20 hours of sleep per day  
D. about 12-14 hours of sleep per day
7. Toilets should be kept clean at all times to \_\_\_\_\_.
- A. attracts flies and other insects.  
B. prevent the spread of diseases  
C. assist waste being taken away  
D. prevent them from filling up quickly
8. Wastes from food are stored in the \_\_\_\_\_ until they leave your body.
- A. liver  
B. stomach  
C. small intestine  
D. large intestine
9. The small mosquito with black and white stripes spreads \_\_\_\_\_.
- A. typhoid  
B. dengue

C. filariasis

D. Ross River

10. While recovering from a traumatic event, a person should not \_\_\_\_\_.

A. Re-establish routine

B. Connect with others

C. Seek comfort

D. Keep feeling sorry for self

## **SECTION B (20 marks)**

### **(a) Matching (5 marks)**

Match the terms in Column I with the statements in Column II. Write the letter of the correct statement (A, B, C, etc.) in the space provided.

#### **Column I**

1. Growth Spurt \_\_\_\_\_
2. Gender Image \_\_\_\_\_
3. Mood swings \_\_\_\_\_
4. Scapegoating \_\_\_\_\_
5. NCD \_\_\_\_\_

#### **Column II**

- A. Emotional ups and downs
- B. blaming others
- C. cancer and diabetes
- D. Quick growth
- E. Perception of individuals

### **(b) True or False (7 marks)**

Read the following statements carefully. Beside numerals 1 – 5 in the space provided, write T if the statement is true or F if it is False.

1.) Plaque build-up in the arteries can cause a heart attack. \_\_\_\_\_

2.) Soil erosion, loss of species (plants and animal) and carbon emission are some negative impacts of deforestation. \_\_\_\_\_

3.) Planting trees will not reduce global warming. \_\_\_\_\_

4.) Finding out your Body Mass Index (BMI) can also help to make you aware of the risk of having high BMI. \_\_\_\_\_

5.) Non- communicable diseases (also known as chronic disease) are passed from one person to another. \_\_\_\_\_

6.) Resilience means that whatever bad times (adversity) you go through you can always bounce back again and be yourself or even better. \_\_\_\_\_

7.) A healthy relationship is damaging physically, emotionally or mentally. \_\_\_\_\_

### **(c) Fill in the Blanks (8 marks)**

**hormones, Independence, choking, relationships, participate, overloading, interact, respiratory**

1. During puberty boys will want \_\_\_\_\_ from friends and family and will seek more responsibility in all areas of their lives.

2. The \_\_\_\_\_ system is involved in the intake and exchange of oxygen and carbon dioxide between man and the environment.

3. Chemical messages called \_\_\_\_\_ are sent around the body via the bloodstream and tell the body it's time to change.

4. For a group to stay intact and be successful will depend greatly on how members work together as a united whole within the group - how well the group members \_\_\_\_\_ and get along with each other.

5. Everyone has the right *not* to \_\_\_\_\_ within the group, although it is usually preferable for all members to contribute.

6. \_\_\_\_\_ are influenced by the way people use their power within that relationship.

7. \_\_\_\_\_ vehicles, over speeding and in certain instances, disturbing drivers result in road accidents.

8. Breathing stops when a person has been electrocuted, poisoned, has injuries to his chest, has drowned or when an object has caused \_\_\_\_\_.

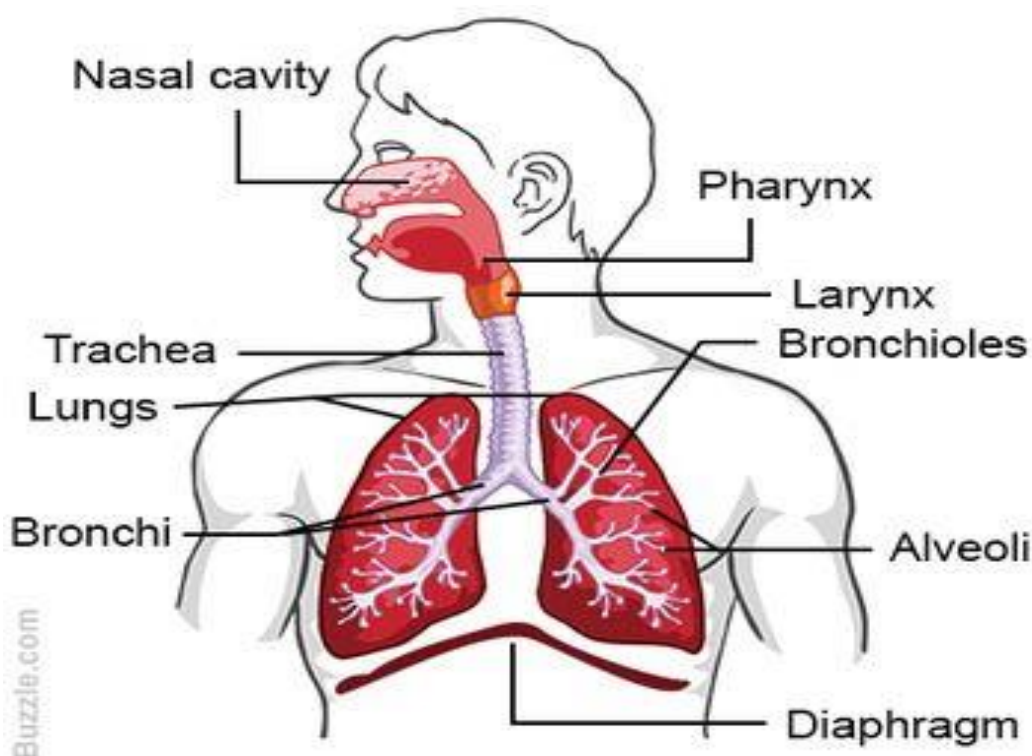


**1075 LOVU SANGAM SCHOOL**  
**HEALTHY LIVING YEAR 8**  
**REVISIONAL NOTES WEEK 14**

<b>Strand</b>	H1 – Human Growth And Development
<b>Sub Strand</b>	H8.1.1 – Growth And Changes
<b>Content Learning Outcome</b>	H8.1.1.3 – Determine the functions and care of respiratory system. - Discuss the importance of puberty.

### **THE RESPIRATORY SYSTEM**

- 1.) The respiratory system is a **biological system consisting of specific organs and structures used for the process of respiration in human beings**. The respiratory system is involved in the intake and exchange of oxygen and carbon dioxide between man and the environment.
- 2.) In human beings, **respiration takes place in the respiratory organs called lungs**. The passage of air into the lungs to supply the body with oxygen is known **as inhalation**, and the passage of air out of the lungs to expel carbon dioxide is known **as exhalation**; this process is collectively called **breathing**.
- 3.) Most of the respiratory system is lined with mucous which produces white blood cells that protect the body from infections. We need oxygen to combine with nutrients in food to release energy that enable us to move. Harmful substance that we breathe in damages our lungs and body.
- 4.) The **trachea or windpipe filters the air we breathe in before it reaches the lungs**. The lung is where **exchange of gases occurs, the oxygen is taken to the heart to be sent to the rest of the body while the carbon dioxide is exhaled or breathed out through the nose**.



### **CARE OF THE RESPIRATORY SYSTEM**

1. Increase Your Walking Speed
2. Maintain a Healthy Weight
3. Stay Hydrated
4. Avoid Smoking cigarettes and inhaling drugs
5. Wash your hands frequently
6. Reduce Smoking and Alcohol Intake

## **GAS EXCHANGE IN THE LUNGS**

**Gas exchange** is the delivery of oxygen from the **lungs** to the bloodstream, and the elimination of carbon dioxide from the bloodstream to the **lungs**. It occurs in the **lungs** between the alveoli and a network of tiny blood vessels called capillaries, which are located in the walls of the alveoli.

## **IMPORTANCE OF FRESH AIR**

Fresh air is good for digestion.

Improves your blood pressure and heart rate.

It makes you happier.

Strengthens your immune system.

Fresh air cleans your lungs.

You will have more energy and sharper mind

## **What is puberty?**

Puberty is **the process of growth and development in which males and females become capable of producing children**. Chemical messages called **hormones** are sent around the body via the bloodstream and tell the body it's time to change.

For some people puberty can start **as young as 8**, others may be 16 or 17 before they start to develop.

## **STUDENT ACTIVITY**

### **A: FILL IN THE BLANKS**

lungs	mucous	capable	inhalation	respiration
-------	--------	---------	------------	-------------

1. The respiratory system is a biological system consisting of specific organs and structures used for the process of \_\_\_\_\_ in human beings.
2. Puberty is the process of growth and development in which males and females become \_\_\_\_\_ of producing children.
3. Gas exchange is the delivery of oxygen from the \_\_\_\_\_ to the bloodstream, and the elimination of carbon dioxide from the bloodstream to the lungs.
4. The passage of air into the lungs to supply the body with oxygen is known as \_\_\_\_\_.
5. Most of the respiratory system is lined with \_\_\_\_\_ which produces white blood cells that protect the body from infections.

### **B: SHORT ANSWERS**

1. How can you take care of your respiratory system?

---

---

2. Describe the term “**Respiratory System**”.

---

---

3. What is puberty?

---

---

4. How does the body know that it is time to change?

---

---

**पहला भाग - SECTION A**

**बोधन - COMPREHENSION**

इस अंश को पढ़कर प्रश्नों के उत्तर दीजिए ।

- किसी देश में बच्चू नाम का एक आदमी रहता था । वह बहुत स्वार्थी था । लोगों को तकलीफ पहुँचाने में ही वह अपनी बड़ाई समझता था ।
- एक दिन वह अपने एक मित्र से मिलने के लिए एक दूसरे गाँव की ओर चल पड़ा । उसके पास कुछ दिनों का भोजन था और एक बत्ती । चलते-चलते जब अंधेरा हो गया तब बत्ती जलाई और चलता गया । इतने में दो आदमी जो उसी गाँव जा रहे थे, उस के पीछे चलने लगे । जब बच्चू ने देखा कि दो आदमी उसकी बत्ती से फायदा उठा रहे हैं तो वह जल उठा और तेजी के साथ चलना शुरू कर दिया। दोनों आदमियों ने भी अपनी चलने की रफ्तार कुछ तेज कर दी ।
- 5 बच्चू ने उनसे कहा, “बत्ती मेरी है, आप लोग इस से फायदा क्यों उठा रहे हैं ?”
- 10 दोनों में से एक ने कहा, “भाई अगर हम ने तुम्हारी बत्ती से लाभ उठा लिया तो क्या हुआ ? बत्ती तो वैसे ही जलती रहेगी चाहे हम रहे या न रहे। हमारी वजह से बत्ती के लिए तेल तो अधिक खर्च हो नहीं रहा, फिर तुम क्यों दुखित हो रहे हो ?”
- बच्चू बार-बार यही सोचता रहा - “हूँ, बत्ती मेरी और फायदा उठाएँ ये ” ऐसा सोचते-सोचते उस ने जल्दी से बत्ती बुझा दी और अंधेरे में चलने लगा ।
- 15 रात काफी अंधेरी थी और रास्ता दिखाई न देता था । थोड़ी ही देर बाद उन दोनों आदमियों ने पास ही किसी के चिल्लाने की आवाज़ सुनी । नज़दीक जाने पर उन्हें मालूम हुआ कि बच्चू एक गड्ढे में पड़ा चिल्ला रहा है । बड़ी कोशिश करके उन दोनों ने उसे गड्ढे से बाहर निकाला । वह ज़ख्मी हो गया था और बत्ती टूट गई थी। उन दोनों ने उसे अपने पास से पानी पिलाया और एक डाक्टर के पास ले गए।
- 20 जब बच्चू को कुछ आराम हुआ तब दोनों में से एक ने कहा, “भाई बच्चू अब हम आगे बढ़ना चाहते हैं ।”
- बच्चू ने कहा, “भाई मैं बड़ा नीच आदमी हूँ । मैं अपने किए का फल पा गया हूँ । मैंने कितना बुरा बर्ताव किया था परन्तु आप ने मेरे साथ ऐसी भलाई की है जिसे मैं कभी नहीं भूलूँगा ।”
- 25 दोनों में से एक ने कहा, “नहीं भाई हम लोगों ने कोई विशेष भलाई नहीं की है - केवल अपना फर्ज निभाया है ।”
- बच्चू बोला, “मेरे मित्र आप की इस भलाई ने मेरी आँखें खोल दी हैं। मैं अपने बुरे बर्ताव के लिए आप दोनों से क्षमा चाहता हूँ ।”

**प्रश्न:**

अ. प्रत्येक सवाल के चार जवाब दिए गए हैं । सही जवाब को चुनकर, उसके बगल वाले अक्षर पर गोलाकार निशान बनाइए ।

1. बच्चू कैसा आदमी था ?  
क. अच्छा                      ख. दयालु                      ग. स्वार्थी                      घ. मिलनसार
2. बच्चू कहाँ जा रहा था जब रास्ते में दो और लोग उस के साथ हो लिए ?

3. बच्चू वहाँ किस से मिलने जा रहा था ?

क. एक दोस्त से      ख. अपने मौसा से      ग. एक डाक्टर से      घ. अपनी बहन से

4. उसने बत्ती क्यों जला रखी थी ?

क. सबेरा हो गया था      ख. वह रास्ता भूल गया था  
ग. वह डर गया था      घ. अंधेरा हो गया था

5. जब बच्चू ने देखा कि दो आदमी उस के पीछे-पीछे चल रहे हैं तो उसने क्या किया ?

क. वह तेजी से चलने लगा      ख. पेड़ के नीचे आराम करने लगा  
ग. धीरे-धीरे चलना शुरूकर दिया      घ. उँची आवाज में गीत गाने लगा

6. “----- बत्ती तो वैसे ही जलती रहेगी चाहे हम रहें -----।”

यह किस ने कहा है ?

क. बच्चू के बड़े भाई ने      ख. बच्चू के दोस्तों ने  
ग. दोनों में से एक आदमी ने      घ. गाँव के मुखिया ने

7. पंक्ति 22 में आए हुए अधिक शब्द का अर्थ है ----

क. कुछ      ख. ज्यादा      ग. कम      घ. थोड़ा

8. किस कारण से बच्चू ने बत्ती बुझा दी ? वह सोचता था कि -----

क. दोनों आदमी उसकी बत्ती तोड़ना चाहते थे  
ख. उसकी बत्ती छीनना चाहते थे  
ग. दोनों आदमी उसकी बत्ती से फायदा उठा रहे थे  
घ. अपनी बत्ती किसी को देना चाहता था

9. अंधेरे में चलने का नतीजा यह हुआ कि बच्चू -----

क. जंगल में खो गया      ख. गड्ढे में गिर गया  
ग. डर से बेहोश हो गया      घ. नदी में गिर गया

10. बच्चू की मदद के लिए कौन आए ?

क. उसके माता और पिता      ख. उस का मित्र  
ग. उस का भाई      घ. वे दोनों आदमी

(अंक 10)

## दूसरा भाग - SECTION B

### भाषा - LANGUAGE

अ. प्रत्येक वाक्य के लिए चार जवाब दिए गए हैं । सही जवाब चुनकर दिए गए वाक्यों को पूरा कीजिए और सही जवाब के बगल वाले अक्षर पर गोलाकार निशान लगाइए ।

1. हमारे सुन्दर देश फीजी में कई ----- हैं ।

क. नदी      ख. नदियाँ      ग. नदिये      घ. नदियों

2. ----- पाठशाला में चार सौ बच्चे हैं ।

क. मेरा      ख. मेरी      ग. मेरे      घ. मैके

3. शनिवार को शहर -----अधिक भीड़ रहती है ।

क. पर ख. से ग. में घ. पे

4. मुझे आशा है ----- तुम जल्द घर लौट आओगे ।

क. कि ख. की ग. के घ. को

5. ----- आदमी बहुत गरीब है ।

क. वे ख. वह ग. उस घ. इस

आ. इन शब्दों के पर्यायवाची (Synonyms) शब्द बताइए ।

6. सूचना

क. प्रेम ख. पता ग. खबर घ. तबीयत

7. तकलीफ

क. खुशी ख. प्रसन्नता ग. हलचल घ. कष्ट

8. सुगन्ध

क. महक ख. फूल ग. फल घ. सुन्दर

इन शब्दों के विलोम (Opposite) शब्द बताइए ।

9. जीवन

क. मरण ख. दान ग. जागना घ. कर्ज

10. पवित्र

क. पवन ख. सफेद ग. अपमान घ. मैला

(अंक 10)

### तीसरा भाग - SECTION C

संस्कृति - **CULTURE** 'संस्कृति और मानव धर्म '

सही जवाब को चुनकर उसके बगल वाले अक्षर पर गोलाकार निशान बनाइए ।

क.

1. प्रार्थना करने से मनुष्य के अन्दर कैसे विचार जागते हैं ?

क. जलन ख. दुःख ग. शुभ घ. अभिमान

2. वेद कितने हैं ?

क. तीन ख. पाँच ग. दस घ. चार

3. बच्चा बड़ा होने पर अपनी मातृभाषा से क्या सीखता है ?

क. लड़ना ख. संस्कृति ग. अपमान घ. अन्याय

4. होलिका किसकी बहन थी ?

क. प्रह्लाद ख. रावण ग. दशरथ घ. हिरण्यकश्यप

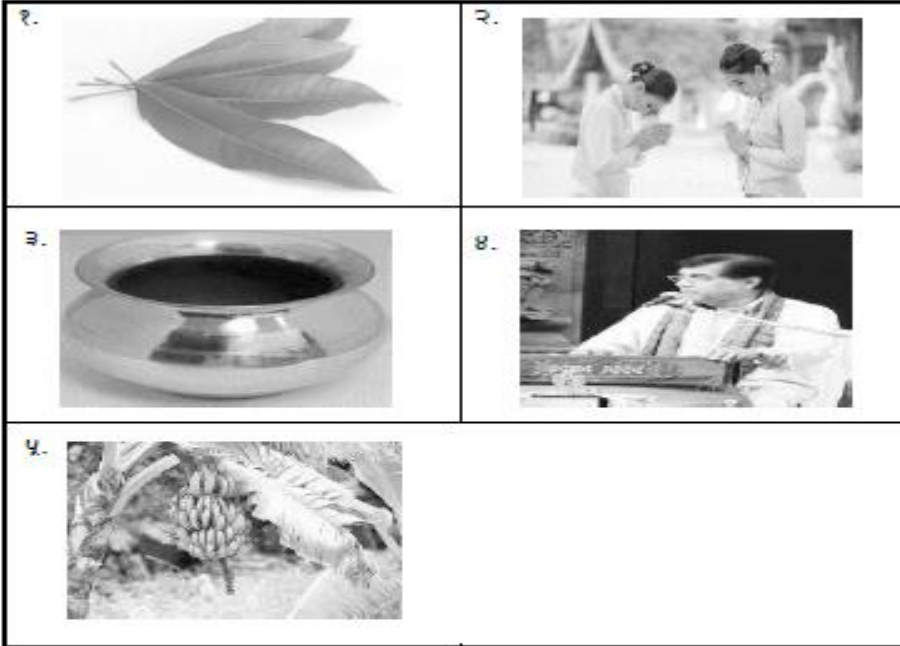
5. जीवन सुखी बनाने के लिए मनुष्य को हमेशा क्या करना चाहिए ?

क. समय बरबाद ख. गलत काम ग. कड़ी मेहनत घ. लूट मारी

(अंक 5)

ख. नीचे दिए गए चित्र का अच्छी तरह से अध्ययन करके दिए गए शब्दों से लेबल कीजिए ।

नमस्ते थाली कंला संगीत लोटा दीया आम के पत्ते



स्रोत : <http://www.bhartiyesanskritimage.com>

(अंक ५)

समाप्त

<b>STRAND</b>	- पढ़ना एवं सर्वेक्षण करना (Reading & Viewing) Strand 2 - लिखना एवं निर्माण करना (Writing & Shaping) Strand 3
<b>SUB STRAND</b>	- सामाजिक एवं सांस्कृतिक संदर्भ और परिस्थितियाँ H 2.3 - भाषा की विशेषताएँ व नियम H 2.2 H3.2 -मूल- पाठ के प्रकार- मीडिया साधारण संप्रेषण साहित्यिक विषय H3.1
<b>CONTENT LEARNING OUTCOME</b>	- विभिन्न सामाजिक परिस्थितियों, उद्देश्यों व दर्शकों से संबद्ध पाठ में आए विचारों, जानकारी व घटनाओं की व्याख्या व चर्चा करना H8.2.3.1 - पाठ के विशेषताओं व नियमों की व्याख्या करना H.8.2.2.1 - विविध वाक्य-संरचनाओं, कड़ियों, तथा उपयुक्त शब्दावली व विरामादि चिह्नों के प्रयोग से विभिन्न विषय-प्रकार का निर्माण करना H8.3.2.1 - काल्पनिक व ज्ञानवर्धक पाठ लिखने हेतु सरल, यौगिक तथा मिश्रित वाक्यों का निर्माण करना H8.3.1.1

### महात्मा और उनके चले

बहुत समय पहले एक महात्मा, गंगा के किनारे अपना आश्रम बना कर रहते थे। उनके साथ उनके शिष्य भी रहा करते थे। महात्मा जी का सारा जीवन तप और त्याग में बीता था। अनेक वर्षों तक वे केवल दूध पीकर रहते थे। सभी भोगों को उन्होंने छोड़ दिया था। धरती पर टाट बिछाकर सोते थे। जाड़ा हो या गर्मी केवल एक ही कपड़ा पहनते थे। दीन और बीमारों की सेवा करना, गरीबों की सहायता करना आदि उनका प्रतिदिन का काम था। वे प्रत्येक मनुष्य में भगवान का दर्शन करते थे। वे जाति, धर्म और रंग-भेद को परे रखकर, हर प्राणी-मात्र को अपना समझते थे। 'वसुधैव कुटुम्बकम्' में विश्वास रखने वाले एक सच्चे महात्मा थे। महात्मा चाहते थे कि उनके शिष्य भी उनके जैसे बनें, पर उनके शिष्य न तो महात्मा जी की भाँति दूसरों की सेवा-सहायता करते थे, न किसी दुखी के दुःख को दूर करते थे और ना ही किसी से प्रेम-पूर्वक बातें करते थे। फिर भी वे सभी यह चाहते थे कि एकदम महात्मा जैसे सिद्ध पुरुष और लोकप्रिय बन जाएँ।

वे सब देखने में महात्मा जैसे कपड़े पहनते थे, वैसी ही उन्होंने दाढ़ी बढ़ा ली थी, गले में रुद्राक्ष की माला पहनते थे। महात्मा की भाँति ही वे योग-प्राणायाम, तप करते और महात्मा की भाँति रहने का प्रयास करते। इस प्रकार बाहरी वेशभूषा और कार्यों का अनुकरण करके सभी शिष्य यह सोचने लगे थे कि वे सब भी गुरु की भाँति महान महात्मा बन गए हैं। उन्हीं की भाँति योगी और तपस्वी बन गए हैं, उन्हीं की भाँति उन सब को भी प्रसिद्धि मिलेगी।

धीरे-धीरे उन शिष्यों का घमण्ड बढ़ता ही गया। वे यह चाहने लगे थे कि सभी व्यक्ति महात्माजी की भाँति उन का सम्मान करें, पर इसके लिए वे महात्मा जी के किसी भी गुण को अपनाने की कोशिश नहीं करते थे। एक दिन महात्मा जी अपने शिष्यों से बोले, “बच्चों! नदी पार, गाँव के मुखिया ने हमें निमंत्रण दिया है। चलो, आज उनके यहाँ यज्ञ कराने चलें। हम सब आज भोजन भी वहीं पर ही करेंगे। अनेक शिष्य तो बढ़िया पकवानों के लालच में ही तैयार हो गए थे क्योंकि महात्मा जी के आश्रम में तो बस दाल के साथ सूखी रोटियाँ ही खाने को मिलती थीं।

महात्मा जी और उनके शिष्यों ने मिल-जुलकर यज्ञ कराया। इसके बाद महात्माजी ने प्रवचन दिया। उपस्थित व्यक्तियों को अच्छे गुण अपनाने की प्रेरणा दी। महात्मा जी के व्याख्यान से सब भी व्यक्ति बड़े ही प्रभावित हुए। सभी व्यक्तियों ने प्रतिज्ञा की कि वे अपनी उन्नति करेंगे, अपने परिवार को अच्छा बनाएँगे और समाज का निर्माण करेंगे।



वास्तव में बात कुछ ऐसी थी कि महात्मा जी की वाणी बड़ी प्रभावपूर्ण थी। लोग उनकी बातों को सुनकर आनन्द लेते थे और उन्हें आंतरिक प्रेरणा भी प्राप्त होती थी। वास्तव में बात यह है कि जो सच्चे मन, वचन और कर्म से सद्गुणों का पालन करते हैं, उनकी वाणी ऐसी ही प्रभावशाली बन जाया करती है। यज्ञ के बाद शिष्य सोच रहे थे कि अब खाने को खूब पकवान मिलेंगे। पर यजमान ने बस प्रसाद दिया और सब को विदा कर दिया। शिष्य बड़े उदास हुए, उन्हें लगा कि अब किसी तरह जल्दी से आश्रम पहुँच जाए। पकवान न सही सूखी रोटी ही सही, पेट में कुछ तो पहुँचे। पर शायद आज दाल-रोटी भी उनके नसीब में न थी।

महात्मा आसपास के गाँवों में बड़े लोकप्रिय थे। यज्ञ के बाद पास गाँव के अनेक व्यक्ति उनके पास आए, सभी हट कर रहे थे कि महात्मा कुछ देर को उनके घर चलें। किसी के घर में रोगी, किसी के बूढ़े माता-पिता, किसी की बीमार पड़ी हुई पत्नी, सब महात्माजी के दर्शन करना चाहते थे। ये सब आश्रम आने में असमर्थ थे। महात्मा जी ठहरे दयालु। किसी को निराश करना तो उन्होंने सीखा ही न था। वे तुरन्त उन व्यक्तियों के घर चलने को तैयार हो गए। अब तो इनके साथ-साथ शिष्यों को भी महात्मा जी के पीछे-पीछे चलना ही पड़ा।

जिस भी घर में महात्मा जी जाते, लोगों की भीड़ लग जाती क्योंकि महात्मा सभी से स्नेहपूर्ण बातें करते। बीमारों के प्रति सहानुभूति दिखलाते, उनके सिर पर हाथ फेरते और जल्दी ठीक होने का आशीर्वाद देते। उनका अपार प्रेम पाकर रोगी के चेहरे पर भी चमक आने लगती। सब लोग इतने खुश हो गए कि महात्मा के लिए कोई फलों की टोकरी लेकर आया, कोई मेवे लेकर आया तो कोई मिठाई। महात्माजी उन्हें लेते और सभी को बाँट देते। अन्य पण्डितों की भाँति वे अपने घर खाने की कोई भी चीज नहीं ले जाते थे, इसीलिए सभी लोग उनकी इस निस्पृहता से बड़े ही प्रभावित होते थे।

शिष्य सोच रहे थे कि उन्हें भी कोई फल आदि लाकर देगा। पर किसी ने भी उन्हें कुछ न दिया। अब तो उन्हें सब लोगों पर और भी गुस्सा आने लगा। वे सोचने लगे - “आखिर हम में ऐसी क्या कमी है कि हमें कुछ भी नहीं दिया जा रहा है?”

भीड़ से जैसे-तैसे निपटकर महात्मा जी घर चलने को तैयार हुए। शिष्यों ने चैन की साँस ली। वे भी उनके पीछे-पीछे चल पड़े। जैसे-तैसे भूख से कुड़कुड़ाते हुए रास्ता पार किया। घर जाकर खाना बनाया तब कहीं खाने को मिला।

इतना सब होने के बाद एक शिष्य से आखिर रहा न गया। उसने पूछ ही लिया “गुरुजी ! वर्षों से हम आपके पास रह रहे हैं। आपकी भाँति हम योग-साधना करते हैं, तपस्या करते हैं, पर यह क्या बात है कि आपका तो सभी सम्मान करते हैं पर हमारी ओर कोई आँख उठाकर भी नहीं देखता ?”

महात्माजी गंभीर होते हुए कहने लगे - “पुत्रों सुनो ! यह प्रकृति का नियम है, जो देता है, वही पाता है। जब हम बिना किसी बदले की भावना के दूसरों को देते हैं, दूसरों की सहायता करते हैं, तो फिर बहुत कुछ हमें अपने आप ही मिल जाता है। तपस्या का अर्थ केवल योग-आसन और प्राणायाम ही नहीं है, बल्कि दीन-दुखियों की सेवा करना, दूसरों का भला करना, सच्ची तपस्या है।

मेरे प्यारे शिष्यों ! तुम जितना मन ध्यान, जप-तप और साधना में लगाते हो, उससे अधिक मन इस बात को समझने में लगाओ कि हर प्राणी में ईश्वर का निवास होता है और इसके साथ-साथ तुम सभी में भगवान् का रूप देखते हुए उनसे अच्छा व्यवहार करो। फिर देखोगे, सभी तुम्हारा कितना आदर करते हैं। दूसरों के साथ वैसा ही व्यवहार करो जैसा तुम अपने लिए चाहते हो। तुम्हारे जप-तप से बस तुम्हारा ही हित होगा, परन्तु

तुम्हारा व्यवहार ही केवल दूसरों को लाभ पहुँचा सकता है । प्रिय शिष्यों ! याद रखो, हमें देखने वाले सभी लोग केवल हमारी नेकी और हमारे अच्छे व्यवहार को देखते हैं और उसी की सराहना करते हैं । याद रखो, मनुष्य-प्रेम ही ईश्वर-प्राप्ति का मार्ग है ।

शिष्यों की समझ में अब सारी बात आ गई थी । उस दिन से वे महात्मा जी के गुणों का अनुकरण करते हुए समाज की सेवा में जुट गए ।

पाठ के अनुसार सही शब्दों को लिखकर वाक्यों को पूरा कीजिए ।

१. शिष्य चाहते थे कि सभी लोग उनका ----- करें ।
२. महात्मा रंग-भेद को परे रख, प्रत्येक मनुष्य में ----- का दर्शन करते थे ।
३. शिष्य महात्मा जैसे सिद्ध पुरुष और----- बनना चाहते थे ।
४. महात्मा ने यज्ञ कराया और सभी व्यक्तियों को अच्छे गुण अपनाने की ----- दी ।
५. महात्मा सभी से बातें करते और बीमारों के प्रति ----- दिखलाते ।

पाठ के अनुसार सही शब्दों को लिखकर वाक्यों को पूरा कीजिए ।

१. दूसरों के साथ वैसा ही व्यवहार करो, -----।
२. दूसरों की सहायता करने से बहुत -----।
३. महात्मा मिठाई और फल लेते -----।
४. शिष्यों ने जैसे-तैसे भूख से -----।
५. शिष्य महात्मा के गुणों का अनुकरण -----।

सही समानार्थक शब्दों का मेल करके रिक्त स्थान में लिखिए ।

- |            |           |
|------------|-----------|
| १. अभिमान  | काबिल     |
| २. किसमत   | उम्मीद    |
| ३. समर्थ   | घमण्ड     |
| ४. आशा     | सहानुभूति |
| ५. हमदर्दी | नसीब      |

## भाषा अभ्यास

क. नीचे दिए गए शब्दों का विलोम शब्द लिखिए ।

१. पहला              २. गर्मी              ३. शिष्य              ४. महात्मा              ५. अपनाना

ख. नीचे दिए गए शब्दों का पर्यायवाची शब्द लिखिए ।

१. प्रत्येक              २. जीवन              ३. सम्मान              ४. कोशिश              ५. आनन्द

ग.

नीचे दिए गए वाक्यों को उस, वे, इन्हें, इसको, वह, उनको, के प्रयोग से पूरा कीजिए ।

१. ----- आदमी को देखो, ----- कितना अच्छा गाता है ।  
२. ----- रोकिए, वरना पापाजी बुरा नाम जाएँगे ।  
३. ----- मेरे दादाजी हैं । ----- लोग बादशाह के नाम से भी जानते हैं ।  
४. तुम ----- और उसको बैठने को कहो, मैं अभी आया ।  
५. ----- घर तो देखने में बहुत सुन्दर है ।

### शब्दार्थ

टाट	बिछौना, चटाई, मोटा कपड़ा बिछाने के लिए
जाड़ा	ठण्ड, सर्दी का मौसम
परे	दूर रखना
रूढ़ाक्ष	एक प्रसिद्ध वृक्ष का गोल बीज
वेशभूषा	पहनावा
आन्तरिक	भीतरी, अन्तरमन से जुड़ा हुआ
प्रेरणा	उत्साह
यज्ञमान	यज्ञ कराने वाला
लोकप्रिय	जिसे सब कोई जानता या प्यार करता है
निराश	नाउम्मीद, आशा रहित
निस्पृहता	लोभ या लालच न हो, निर्लोभ
निपटकर	समाप्त, खत्म करके
हित	भलाई

**1075 LOVU SANGAM SCHOOL**  
**WEEK 15 WHSP - FORMATIVE ASSESSMENT 2**

**YEAR 8 2021**

**MATHS**

**SECTION A**

**(10 MARKS)**

***Circle the letter of the best answer. Each question is worth 1 mark.***

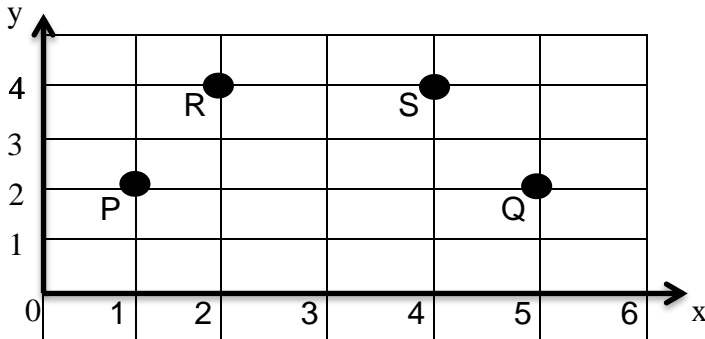
1. What is the probability of getting a 6 when rolling a dice?

- A.  $\frac{1}{6}$                       B.  $\frac{1}{3}$                       C. 1                      D. 6

2. The value of  $\frac{1}{2} \times \frac{3}{5}$  is

- A.  $\frac{3}{10}$                       B.  $\frac{4}{7}$                       C.  $\frac{3}{7}$                       D.  $\frac{6}{5}$

3. Four points are shown on the diagram given below.



Which point is at (5, 2) ?    A. P                      B. Q                      C. R                      D. S

4. The mixed number  $3\frac{4}{7}$  written as an improper fraction is

- A.  $\frac{34}{7}$                       B.  $\frac{14}{3}$                       C.  $\frac{25}{7}$                       D.  $\frac{25}{5}$

5. The value of  $0.1 \times 0.2$  is

- A. 0.02                      B. 0.12                      C. 0.2                      D. 2

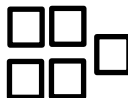
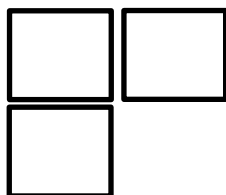
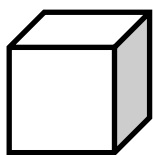
6.  $0.16 \div 0.4$  equals

- A. 0.04                      B. 0.4                      C. 4                      D. 40

7. If the radius of a circle is 14cm, then the diameter of the circle in cm is

- A. 3.5                      B. 7                      C. 14                      D. 28

8. In a set of Dienes blocks, the **stick** is given the **value of 1**. What is the value of the following set of Dienes blocks?



A. 1315

B. 1315

C. 131.5

D. 13.150

9. Amit slept at 2100 hours and woke up at 0700 hours. How long did Amit sleep?

A. 3 hours

B. 10 hours

C. 14 hours

D. 28 hours

10. A book store buys exercise books for 40c each and sells them for 50c each. Which calculation gives the percentage profit?

A.  $\frac{40}{90} \times 100$

B.  $\frac{40}{50} \times 100$

C.  $\frac{10}{50} \times 100$

D.  $\frac{10}{40} \times 100$

### SECTION B

### SHORT ANSWERS

**10 MARKS**

Write the answer to each question in the spaces provided. Show all the necessary working.

1.

a. Simplify  $\frac{5}{6} - \frac{1}{3} =$

b. Simplify using index law  $(2x^2y^3)^3$

c. Work out  $\frac{5}{7} \div \frac{2}{6} =$

d. Find the Prime Factors of 120.

e. Area of a triangle = \_\_\_\_\_ x height.

f. Solve  $-2x = 6$

g. A regular polygon with five sides is called a \_\_\_\_\_

h. Work out  $5 - - 2 =$

i. 5.678 written to one decimal point would be \_\_\_\_\_.

j. A full turn is how many degrees? \_\_\_\_\_

### SECTION C

### LONG ANSWERS

**10 MARKS**

**Show all necessary workings.**

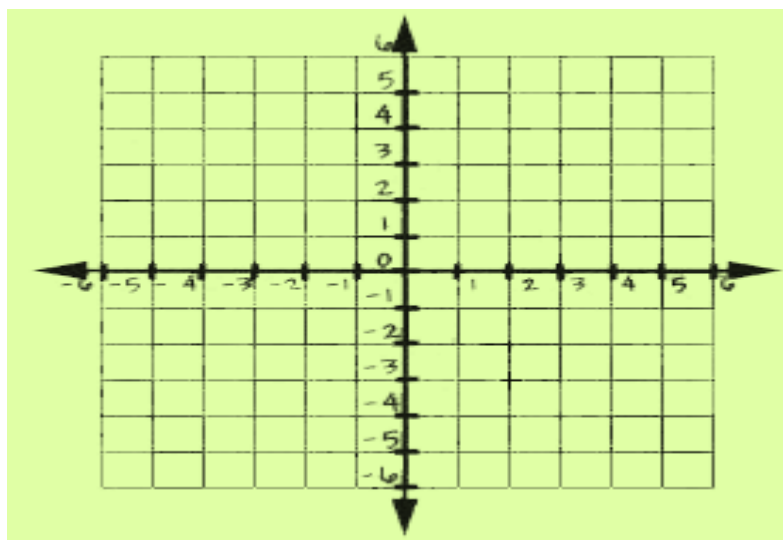
**1.**

a.) Plot the following points on the number plane provided.

A (-2,-2)  $\longrightarrow$  B (-1, 2)  $\longrightarrow$  C (2,-2) (3 marks)

b.) Plot point D so that you can form a parallelogram. Join points to form the parallelogram. (1 mark)

c.) What is the area of the parallelogram? \_\_\_\_\_ (1 mark)



2.

15 students obtained the following marks in a Mathematics test. The full mark for the test was 10

3	8	5	7	4
4	5	5	6	5
2	3	5	4	9

a) Complete the frequency table for the test marks given below.

(3 MARKS)

MARK	TALLY	FREQUENCY
1		<b>0</b>
2	I	1
3	<b>Q=</b> _____	<b>2</b>
4	III	<b>R=</b> _____
5	HHH	5
6	I	<b>S=</b> _____
7	I	1
8	I	1
9	I	1
10		0
<b>TOTAL</b>		<b><u>15</u></b>

b) What is the highest mark? \_\_\_\_\_

(1/2m)

c) What is most common score? \_\_\_\_\_

(1/2m)

d) Find is the average mark of the students. \_\_\_\_\_

(1m)



<b>STRAND</b>	Number and Numeration
<b>SUB- STRAND</b>	Sets
<b>CONTENT LEARNING OUTCOME</b>	Explain and describe the elements and properties of sets

**SETS**

A set is a **collection of objects**. The things that are contained in a set are called *elements* or *members* of the set.

Two common ways of describing a set are by:

- ☐ Listing the elements of a set in braces
- ☐ Describing the elements or a member of the set in words.

**Example:** Set A = {dogs, cats, cows, horses}. Or Set A is a set of animals.

Dogs  $\in$  of set A. Goats is  $\notin$  of set A

The **cardinal number** of any set tells us the **total number** of elements in a set.

The cardinal number of set A is 4

$\in$  = “*is a member or an element of*”

$\notin$  = “*is not a member or an element of*”

**STUDENT ACTIVITY**

1. List the members of each set and write down its cardinal number.

(a) {the first five counting numbers}

---

(b) {**prime numbers from 1 - 10**}

---

(c) {the cities in Fiji}

---

2. Describe each set in words

(a) {Anna, Adam, Andrew, Alisha, Abigail}

---

(b) {English, Math, Science, Vernacular}

---

(c) {a, e, i, o, u}

---

3. Write a symbol  $\{\in, \notin\}$  to make each of the statements true.

(a) 4 {odd numbers} \_\_\_\_\_

(b) Suva {town in Fiji} \_\_\_\_\_

(c) 5 {factors of 20} \_\_\_\_\_

## EQUAL SETS

Two sets are equal if they contain the **same elements**.  
e.g  $\{a, b, c\} = \{b, c, a\} = \{c, a, b\} = \{a, c, b\}$

## FINITE AND INFINITE SETS

A set with a **definite number of elements** is called a **finite set**.  
**Example:**  $A = \{1, 2, 3, 4, 5, \dots, 8\}$   
An **infinite set** has no limit to the number of its elements.  
The number of elements in an infinite set cannot be counted.  
Example:  $Q = \{1, 2, 3, 4, 5, \dots\}$

## STUDENT ACTIVITY

1. Consider the following sets. Which two sets are equal?

$$A = \{1, 2, 3, 4, 5\}$$

$$B = \{4, 2, 3, 1\}$$

$$C = \{1, 3, 4, 2\}$$

$$D = \{5, 3, 1, 4, 2\}$$

---

2. Circle the pair that has equal set?

a)  $\{a, b\}; \{1, 2\}$

d)  $\{\text{June, July}\}; \{\text{May, June}\}$

b)  $\{x, y, z\}; \{w, x, y, z\}$

e)  $\{0\}; \{1\}$

c)  $\{\text{dog, cat, cow}\}; \{\text{dog, cat}\}$

f)  $\{4, 3, 0, 1, 2\}; \{1, 2, 3, 4, 0\}$

3. Say whether it is possible to list all the members of these sets. Write **YES** or **NO**

a)  $\{\text{members of your community}\}$ . \_\_\_\_\_

b)  $\{\text{children in your class}\}$  \_\_\_\_\_

c)  $\{\text{people who have died in Fiji in the last decade}\}$  \_\_\_\_\_

4. Classify the following sets as finite and infinite sets.

a)  $\{\text{all the people in Fiji}\}$  \_\_\_\_\_

b)  $\{\text{stars in the sky}\}$  \_\_\_\_\_

c)  $\{\text{square numbers less than 100}\}$  \_\_\_\_\_

d)  $\{\text{people who have reached the moon}\}$  \_\_\_\_\_

e)  $\{\text{all natural numbers between 10 and 100}\}$  \_\_\_\_\_

**1075 LOVU SANGAM SCHOOL**  
**SOCIAL SCIENCE YEAR 8**  
**FORMATIVE ASSESSMENT 2**

NAME: \_\_\_\_\_

MARKS: 30

**SECTION A: MULTIPLE CHOICE QUESTIONS (10 marks)**

Circle the letter of the best answer. Each question is worth 1 mark.

1.) Which of the following a concern for a developing country?

- |                                  |                        |
|----------------------------------|------------------------|
| A. Diverse economy               | B. unlimited resources |
| C. lower health status of people | C. high literacy level |

2.) Which group of people does the following characteristics belong to?

**“Their skin colour ranges from light in the north to dark in the south.  
They live in the south of Himalayas and to the Indian ocean.”**

- |                     |                |
|---------------------|----------------|
| A. Asians           | B. Australians |
| C. American Indians | D. Indians     |

3.) In which of the following World Event athletes from more than 200 nations participate?

- |                       |                  |
|-----------------------|------------------|
| A. Pacific Games      | B. Olympic Games |
| C. Commonwealth Games | D. Arafura Games |

4.) The Aborigines are natives of

- |                  |                 |
|------------------|-----------------|
| A. China.        | B. Australia.   |
| C. South Africa. | D. New Zealand. |

5.) What do you call the lines running from north to south down the map?

- |                           |                  |
|---------------------------|------------------|
| A. Meridians of longitude | B. Equator       |
| C. Parallels of latitudes | D. Arctic Circle |

6.) What do you call people who study the past (history)?

- |                   |              |
|-------------------|--------------|
| A. Archaeologists | B. Botanist  |
| C. Historians     | D. Advocates |

7.) Sam is not able to keep up with demands of things around him. He is always late in doing most of the things. What can he do to overcome all these problems?

- |                       |                        |
|-----------------------|------------------------|
| A. Time management    | B. Resource Management |
| C. Finance Management | D. Climatize           |

8.) Which of the following will ensure you will spend money wisely?

- |                         |                            |
|-------------------------|----------------------------|
| A. Shopping with friend | B. Avoiding impulse buying |
| C. Buying on credit     | D. Eating at restaurants   |

9.) The Second World War lasted from

- |                  |                  |
|------------------|------------------|
| A. 1835 to 1875. | B. 1939 to 1945. |
| C. 1939 to 1995. | D. 1995 to 2002  |

10.) Which of the following is a bad impact of globalisation?

- |                         |                               |
|-------------------------|-------------------------------|
| A. Better Communication | B. Over –fishing              |
| C. More trading         | D. Dissemination of knowledge |

## **PART II - Matching (10 marks)**

Fill in the blanks using words from the Word List provided below. Write the words in the space provided. Each word should be used only once.

### **List A**

1. WHO
2. Polynesians
3. Pope Francis
4. Pacific Games
5. Medical Epidemic
6. Tropic of Cancer
7. Global Warming
8. Water Pollution
9. Resource
10. Creating budget

### **List B**

- \_\_\_\_ A. Smaller version of Olympics
- \_\_\_\_ B. 23.5 degrees North
- \_\_\_\_ C. Dumping waste in sea
- \_\_\_\_ D. World War II
- \_\_\_\_ E. Saves money
- \_\_\_\_ F. Produces benefit
- \_\_\_\_ G. First American Pope
- \_\_\_\_ H. coordinates international health work
- \_\_\_\_ I. Leptospirosis
- \_\_\_\_ J. Accelerates sea level rise
- \_\_\_\_ K. Cook Islands, Tahiti, Tonga

## **Part III True / False (10 Marks)**

Write T for True or F for False in the space provided.

1. The goal of FAO is to defeat hunger. \_\_\_\_\_
2. American Indians live in the west of India. \_\_\_\_\_
3. Usage of fossil fuel reduces global warming. \_\_\_\_\_
4. World organisations make the world a better place to live. \_\_\_\_\_
5. World War II took place from 1935 to 1943. \_\_\_\_\_
6. The climate of a region determines the type of plants that grow there. \_\_\_\_\_
7. Time management will help you do only a few things. \_\_\_\_\_
8. Do not wait for sales and discounts for shopping. \_\_\_\_\_
9. Trade and transaction is a basic aspect of globalisation. \_\_\_\_\_
10. Asia is the highest priority of the Australian Aid program. \_\_\_\_\_

**1075 LOVU SANGAM SCHOOL**  
**SOCIAL SCIENCE YEAR 8**  
**REVISIONAL NOTES WEEK 14**

<b>Strand</b>	SS3- Place and Environment
<b>Sub Strand</b>	8.3.1- Features of Places 8.3.2 – People and Care of Places.
<b>Content Learning Outcome</b>	SS8.3.1.1 – Investigate the main climatic regions of the world and express their effects on people's lives and work.

**PLACE AND ENVIRONMENT**

**World Climate Zones**

**Climate** is the characteristic **condition of the atmosphere near the earth's surface at a certain place on earth**. It is the **long-term weather** of that area (at least 30 years). This includes the region's general pattern of weather conditions, seasons and weather extremes like **hurricanes, droughts, or rainy periods**. Two of the most important factors determining an area's climate are **air temperature** and **precipitation** example: Rainfall.

The **climate of a region** will determine what plants will grow there, and what animals will inhabit it.

**Tropic of Capricorn (23.5 degrees South)**

**Tropic of Cancer (23.5 degrees North)**

**Arctic Circle (66.5 degrees North)**

**Antarctic Circle (66.5 degrees South)**

**Equator (0 degrees latitude)**

Lines running down from north to south down the map are called **meridians of longitude**. [it includes the International Dateline (180degrees East or West)] and the Prime Meridian (Greenwich, 0 degrees longitude). Latitude is always given before longitude. Lines running East-West across the map are called **parallel of latitudes**.

The **Equator** is the longest line of latitude.

**The Arctic Circle**

The **Arctic Circle** is one of the five major circles of latitude that mark maps of the Earth.

The region north of this circle is known as the Arctic, and the zone just to the south is called the Northern Temperate Zone. The equivalent polar circle in the **Southern Hemisphere is called the Antarctic Circle**. Relatively few people live north of the Arctic Circle due to the **severe climate**. Areas have been settled for thousands of years by indigenous peoples. Thousands of years ago, waves of people migrated from Eastern Siberia across the Bering Strait into North America and gradually eastward to settle. Much later, in the historic period, there has been migration into some Arctic areas by Europeans and other immigrants.

**Antarctic Circle**

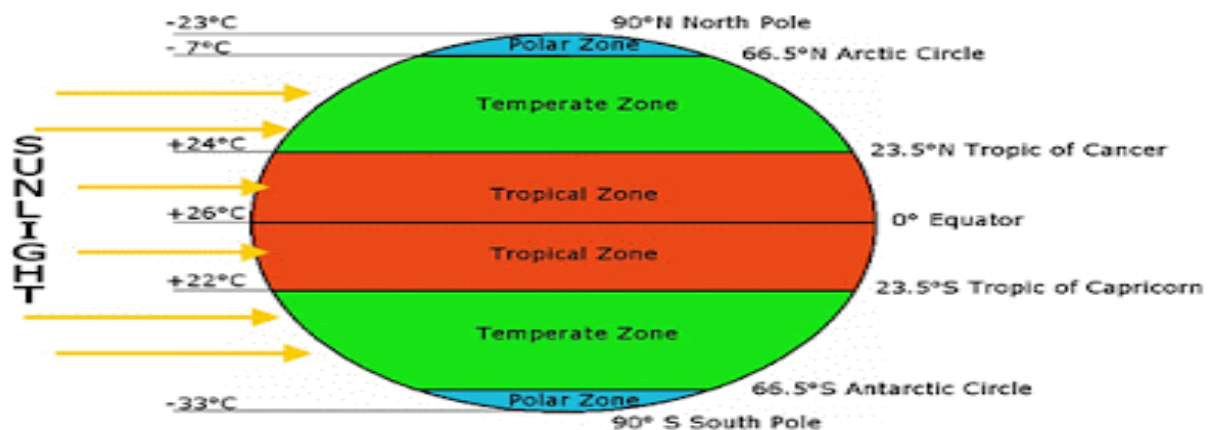
The area south of the Antarctic Circle is known as the **Antarctic**, and the zone immediately to the north is called the Southern Temperate Zone. The equivalent line of latitude in the **northern hemisphere is the Arctic Circle**.

The continent of Antarctica forms a land mass covering much of the area within the Antarctic Circle. There is **no permanent human population south of the Antarctic**.

**The Tropical Region**

The tropics are a region of the Earth surrounding the **Equator**. It is limited in latitude by the Tropic of Cancer in the northern hemisphere and the Tropic of Capricorn in the southern hemisphere.

The tropics are also referred to as the **tropical zone and the Torrid Zone**.



### Student Activity

#### A: Fill in the Blanks

Zone	human	climate	meridians	Equator
------	-------	---------	-----------	---------

1. The tropics are a region of the Earth surrounding the \_\_\_\_\_.
2. The tropics are also referred to as the tropical zone and the Torrid. \_\_\_\_\_.
3. There is no permanent \_\_\_\_\_ population south of the Antarctic.
4. Relatively few people live north of the Arctic Circle due to the severe \_\_\_\_\_.
5. Lines running down from north to south down the map are called \_\_\_\_\_ of longitude.

#### B: Short Answers

1. What type of weather is experienced in tropical climate zones?

---



---

2. Why does Polar Zones experience very low temperature?

---



---

3. What type of food do people living in the Polar Zones eat?

---



---

#### C: Research

Draw, colour and label. “Two animals that are found in the Polar Region”

**1075 LOVU SANGAM SCHOOL**

**YEAR 8**

**VOSA VAKA VITI**

**WHSP 14**

**Matana:** Na i Vakarau Vakavanua

**Matana Lailai:** Vanua kei na Veika Bula.

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

**NA I VOSAVOSA VAKA VITI**

**Sa boko na lovo ni buka-** Sa mai tini na veivakabobulataki; na kana tamata; na i tovo kaukauwa ni sa cabe na lotu.

**Sika vakabeka-** E rairai qase wale tu ga ia e sakasaka.

**Na dodo ni meke-** Na yatuni, ni ra sa dabe tiko ka meke na matameke- vakamalolo.

**Yalo matua ka rai yawa-** sega ni vakasabusabutaka na ka, ka vukutaka na ka me baleta na veigauna e muri.

**Au sa kusimataka dina-** E dua na ka au rui vinakata vakalevu e na gauna sara ga au vosa tiko kina.

**Bera na Liva-** Totolo me baleta na yavala se caka ni dua na ka.

**I kakikaci ni cagi-** Ni dua e la'ki mate ka bulu koto e na dua na vanua tani.

**Sa la'ki tei tarawau-** Sa mate

**Tara na we ni vako-** Vakadinadinataka na ka e vakatitiqa kina ni sa wali ni raica se tara e dua n ka e vakavatukana.

**Vaka e vidi na ura-** na totolo e cawi ka kune e na toso ni dua na ka mai na dua na vanua ki na dua tale.

**NA YASANA E 14 E VITI**

<b>YASANA</b>	<b>MATANITU</b>	<b>VANUA</b>
TAILEVU	Kubuna	Bau, Nakelo, Vugalei, Sawakasa, Verata, Wainibuka
NAITASIRI	✓	Sawani, Matailobau, Vunidawa, Navuso, Lutu, Wainimala
LOMAIVITI	✓	Gau, Ovalau, Batiki, Nairai, Koro
RA	✓	Rakiraki, Drauniviti, Nalawa, Navitilevu, Nakorotubu
CAKAUDROVE	Tovata	Buca, Savusavu, Natewa, Naweni, Vuna, Dreketi, Naselesele
BUA	✓	Lekutu, Navatu, Wainunu, Solevu, Dama, Navave
MACUATA	✓	Malli, Labasa, Namuka, Udu, Dogotuki, Sasa, Seaqaga
LAU	✓	Lakeba, Oneata, Vanua Balavu, Ono i Lau, Moala, Kabara
REWA	Burebasaga	Lomanikoro, vutia, Toga, Noco, Suvavou, Beqa,
NADROGA	✓	Cuvu, Tuva, Nadrau, Naduri, Malomalo, Malolo, Vatulele



BA	Burebasaga	Nailaga, Sorokoba, Bukuya, Tavualevu, Nawaka, Yasawa
SERUA	✓	Serua, Deuba, Nuku, Galoa, Yanuca, Vunaniu
NAMOSI	✓	Namosi, Wainikoroiluva, Naqarawai, Veivatuloa, Mau
KADAVU	✓	Tavuki, Ravitaki, Drue, Nabukelevu, Yawe, Naceva, Ono

### **CAKACAKA LAVAKI**

Wirina na i sau ni taro dodonu.

- Na yanuyanu ko **Ovalau** e wili e na yasana ko \_\_\_\_\_  
 A. Lau B. Tailevu  
 C. Lomaiviti D. Naitasiri
- Ni dua e sa la'ki **tei tarawau** e vakaraitaka ni sa  
 A. sucu B. mate  
 C. mavoia D. ciba
- Ko cei vei iratou na yasana oqo e wili e na matanitu o **Burebasaga**?  
 A. Lau B. Nadroga  
 C. Ra D. Macuata
- Vakaturaga saka ki **Matanikutu, vua na Qaranivalu** e i cavuti vakavanua ni yasana ko \_\_\_\_\_  
 A. Naitasiri B. Cakaudrove  
 C. Kadavu D. Serua
- Ni dua e rairai qase wale tu ga ia e sakasaka e dau cavuti vua na i vosavosa \_\_\_\_\_  
 A. sika vakabeka B. ulu sikoa  
 C. vakasabota D. lako vakabeka
- Ni dua na ka e '**bera na liva**' e vakaraitaka na kena \_\_\_\_\_  
 A. kamikamica B. berabera  
 C. wiwi D. totolo
- Ko '**Nadi**' e wili e na yasana o \_\_\_\_\_  
 A. Bua B. Ba  
 C. Namosi D. Rewa
- Vakaotia mai na veika e soli koto oqo e ra:  
**Yacamu:** \_\_\_\_\_  
**Koro:** \_\_\_\_\_  
**Tikina:** \_\_\_\_\_  
**Yasana:** \_\_\_\_\_



11. Na vula cava e vakatokai me vula i **kelikeli**?  
 A. Maji C. Evereli  
 B. Janueri D. Veverueri
12. Ke'u vakanadaku tiko e na **Ra**, au vakanamata ki na  
 A. Vualiku C. Ceva-i-Cake  
 B. Vua-i-cake D. Tokalau
13. Na nodra i vakamamaca na gonedau e vakatokai me \_\_\_\_\_  
 A. qalowaga B. vakamiraseniwaitui  
 C. cere D. tabisa
14. E ra kena dau na qoli ko ira na \_\_\_\_\_  
 A. mataisau C. gonedau  
 B. bête D. matanivanua
15. E tini na **vuaka** sa dua na  
 A. wai C. rara  
 B. vatu D. matau
16. Ni dua e rairai qase wale tu ga ia e sakasaka e dau cavuti vua na i vosavosa \_\_\_\_\_  
 A. sika vakabeka B. ulu siko  
 C. vakasabota D. lako vakabeka
17. Na taoni o **Lautoka** e wili e na yasana ko \_\_\_\_\_  
 A. Tailevu B. Rewa C. Ba D. Lau
18. **Veitalia ga na kacabote** e i bole nei Ra \_\_\_\_\_  
 A. boto C. vuaka  
 B. mana D. belo
19. Na sivilivi kei na ta waqa e ra kena dau kina na \_\_\_\_\_.  
 A. mataisau C. gonedau  
 B. bête D. matanivanua
20. Na **yanuyan**u ko Ovalau e wili e na yasana ko  
 A. Lau C. Ba  
 B. Lomaiviti D. Tailevu

**WASEWASE B:      ALENI KOTAMENI      (5 na maka)**

**Wirina na matanivola ni sau ni taro vinaka duadua ko sa digitaka**

1. Na bete levu e na matanitu ko Suvenitisi e yacana ko  
 A. Nasita B. Akoni  
 C. Silivenusi D. Asilopokasi

- WASEWASE C: I TOVO KEI NA VAKARAU VAKAVANUA** (5 na maka)  
**Veisataka na vosa mai na A kei na kena i sau mai na B**

- Sangam Education Board – Online Resources***

## LESSON NOTE

**SCHOOL:** Lovu Sangam School

**YEAR:** 8

**SUBJECT:** Basic Science REVISIONAL Worksheet – Term 3 week 14

<b>STRAND</b>	Living Things and the Environment
<b>SUB STRAND</b>	- Living Together - Biodiversity, Relationships and Sustainability.
<b>CONTENT LEARNING OUTCOME</b>	- Investigate food preferences of organisms that enable the survival of the whole ecosystem. - identify human activities that impact the distribution of species. - Identify endemic, endangered and extinct species and explain the need of protecting and to conserve them.

### REVISIONAL WORK

#### Living Together

##### ❖ ENERGY FLOW IN FOOD CHAINS OF THE ECOSYSTEM

- ✓ In the flow of energy and inorganic nutrients through the ecosystem, a few generalizations can be made.
  1. **SUN** is the ultimate source of energy.
  2. The **ultimate fate of energy** in ecosystem is for it to be **lost as heat**.
  - 3 **Energy** and **Nutrients** are passed from organisms to organisms through the food chain as they eat another.
  - 4 **Decomposers** remove the last energy from the remains of organisms.
  5. **Inorganic Nutrients** are **cycled** but **Energy** is **not recycled**.
- ✓ **ENERGY is lost as Heat.**

##### ❖ DECOMPOSITION

- ✓ Decomposition is the breakdown of dead organic materials into smaller particles, which helps release nutrients and carbon for plants.
- ✓ Decomposition converts these dead materials into organic materials, inorganic nutrients and CO<sub>2</sub>.
- ✓ The process involves a series of physical and chemical reactions that are performed by many soil organisms, enzymes, chemicals and physical processes.

### FOOD PREFERENCE IN AN ECOSYSTEM

- ❖ Food preference describes how organisms choose or prefer what type of food to eat for survival.
- ❖ Food preference are based on a factor or combination of factors such as;
  1. **SPEED** to take in food or drink into the body to obtain **energy**.
  2. **ABILITY** to **DIGEST** food eaten.
  3. **NON-LIVING FACTORS** in the ecosystem.
  4. **TIME** of the day [morning/day/night/dusk/dawn]
  5. **ADAPTATIONS** to **CAPTURE** food.
  6. **AVAILABILITY** of **POTENTIAL COMPETITORS** – compete for the same food.
  7. **AVAILABILITY** of **FOOD SOURCE** – where there is an **Abundant** or **Limited** supply.
- ✓ Resources must be limited for competition to occur.
- ✓ When **resources** are **limited or finite** **NOT** every individual in population can survive and this may lead to **INTRA-SPECIFIC** [Within the Species].
- ✓ When there is an increase in Population when the resources are Limited, the quantity of resources available becomes less. Therefore, Intra-Specific competition becomes intense so **ONLY** the **STRONGEST ORGANISMS WILL SURVIVE**.





❖ **Competition** can be reduced using **Behavioural Adaptations**

- ✓ **RESOURCE PARTITIONING** - is defined as eating different parts or at different times of the same food source. For example, the owl and the hawk both eat rats, but the owl eats at night while the hawk eats during the day.

✓ **EATING DIFFERENT PARTS OF THE FOOD SOURCE**

- Organisms can rely on the same food but eat different parts of the food source.  
**Example:** Bulbul [bird] eats the pawpaw seeds, while humans eat the flesh [ovary] of the pawpaw.

- ❖ Apart from Competition for food, organisms can have other feeding/sheltering relationships while living together. **Some of the examples are listed below:**

TYPE OF RELATIONSHIP	DESCRIPTION	EXAMPLE
MUTUALISM	A mutualistic relationship is when two organisms of different species <b>work together</b> each benefiting from the relationship.	<p><b>MUTUALISM</b></p>  <p>Bees gets nectar and the flower gets pollinated</p>
COMMENSALISM	Commensalism is a class of relationships between two organisms where one organism benefits from the other without affecting it.	<p><b>COMMENSALISM</b></p>  <p>Remora Fish (Bakewa) sticks on to shark and gets a free ride.</p>
PREDATION	A predator is an organism that eats another organism. The prey is the organism which the predator eats.	<p><b>PREDATION</b></p>  <p>Cat (Predator) eating a rat (prey)</p>
PARASITISM	<p>Parasitism is a non-mutual symbiotic relationship between species.</p> <p>One species, the Parasite benefits at the expense of the other, the host.</p> <p>Parasites referred to organisms visible to the naked eye.</p>	<p><b>PARASITISM</b></p>  <p>Mosquito sucking blood of a Human</p>

## **BIODIVERSITY, CHANGE AND SUSTAINABILITY**

### **HUMAN ACTIVITY AND ITS IMPACT ON SPECIES**

- ❖ Humans have done the activities below without realising its impact on other organisms which we share the same planet.
  1. Reclaimed land – **is the gain of land from the sea, wet lands or other water bodies.**
  2. Cut down forest – **clearing of trees or transforming a forest into cleared land.**
  3. Dumped wastes in the sea or forests.
    - ✓ The negative effects of human activity have drastically affected the survival and existence of species.

#### ❖ **IMPACTS OF HUMAN ACTIVITIES**

- ✓ Negative Human Impacts on the environment are mainly on **WATER** and **LAND POLLUTION**.

#### ❖ **CAUSES OF LAND POLLUTIONS**

##### **1. URBAN SPRAWL**

- ✓ Urban sprawl is the removing of natural habitats to make room for communities, usually with irresponsible planning.
- ✓ E.g. Waste of land area for unused developments. Building excessive roads, Decorative and Unused Areas etc.

##### **2. POOR AGRICULTURAL PRACTICES**

- ✓ Animal manure runoff.
- ✓ Use of chemical fertilizers.
- ✓ Herbicides and Pesticides.
- ✓ Practice of growing Monocultures (**Only one crop Season after Season**)
- ✓ Deforestation requires expanding farm land.
- **All these Agriculture Practices contribute to Land Degradation and Pollution.**

#### ❖ **CLIMATE CHANGE**

- ✓ It is the change in regional or global climate patterns.
- ✓ This change was noticed in the 20<sup>th</sup> Century onwards whereby the level of atmospheric carbon dioxide had increased greatly due to the use of fossil fuels.

#### ❖ **IMPACTS OF CLIMATE CHANGE ON THE PACIFIC ISLAND COUNTRIES**

- ✓ The Pacific Island Countries are especially vulnerable to the adverse effects of climate change.
- ✓ Today extreme weather conditions are being experienced by the inhabitants of these Pacific Island Countries.
  1. Hurricanes.
  2. Droughts.
  3. Heavy Rainfall or Flooding.
  4. Coastal Erosion.
  5. Water Shortage in Atoll Countries.
  6. Sea Level Rise
- ✓ Pacific Island people depends on the natural resources from;
  1. Farming.
  2. Forestry.
  3. Fisheries.

Unfortunately, these resources are harmed by the effects of **CLIMATE CHANGE**.

### **IMPORTANCE AND PROTECTION OF SPECIES**

- ❖ Due to **Human Activities** Species of organisms have become **ENDANGERED**.
- ✓ **Endangered Species** – organisms or species that is at the risk of Extinction.
- ✓ **Endemic Species** – organisms or species that is only found at a particular

region and nowhere else in the world.

- ✓ **Extinct Species** – organisms or species that are no longer existing [died].

#### Some examples of endemic species in Fiji

- **Orange Dove** – found only in Kadavu and Tavueni.
- **Golden Fruit Dove** – found only in Tavueni.
- **Fiji Petrel or Kadau** – found only in Gau.
- **Red Shining Parrot** – found in Tavueni and parts of Vanua Levu.
- **Tagimoucia** – a liana found only in Tavueni.
- **Bi Coloured Rabbitfish (Nuqa Roro)** – in the pristine reef of Fiji.
- **Balaka Palm Species** – found in Fiji forests.
- **Lazy Rabbit Foot Fern** – species that grows in Lakeba.
- **Masiratu** – found in Viti Levu, Vanua Levu and Tavueni.

#### ❖ CORAL REEFS

- ✓ Fiji is blessed and known to have the 3<sup>rd</sup> Largest Coral Reef System in the World.
- ✓ The Itaukei or Indigenous people of Fiji have **GONEDAU** (fishermen) who are;
  3. Knowledgeable of the fishing grounds areas.
  4. Aware of the availability of resources.
  5. Concerned with sustaining resources.

With the advent (arrival) of;

1. Commercial Fishing.
2. Tourism.
3. Overfishing or overharvesting.

Some of these resources have been **exploited** and **destroyed**.

- ✓ Fiji is still coming to **grips** with the invasion of Human Activities and their Impacts on these Natural Resources and Coral Reefs.

#### ❖ SOME MAJOR CORAL REEFS SYSTEM IN FIJI

1. The **Barrier** and **Great Sea Reef** near Vanua Levu and Viti Levu.
2. The **Vuna** and **Rainbow Reef** in Taveuni and Vanua Levu.
3. The **Great Astrolabe Reef** in Kadavu.

#### ❖ HUMAN IMPACT ON THE CORAL REEFS IN FIJI

- Coral Reefs have become **Bleached** and **Smothered** (suffocate) by;
  1. Rapid Development on land.
  2. Extraction of resources.
  3. Mining of Bauxite lately in Nawailevu – Bua.
  4. Felling (cutting) of trees.
- Some of these run off and soil erosion from the activities above may smother (**suffocate**) and asphyxiate (**not supplying air**) to the coral reefs which house organisms living in the sea.
- Climate Change has also affected these Coral Reefs due to the changing temperature;
  - Corals will die if the temperature is greater than 37 ° C and so do the other life forms in the sea.
- Constant **Cutting down of trees** and **Burning** will release Carbon Dioxide to the atmosphere which will continue to increase the heat in the atmosphere affecting all the life forms in the oceans, especially Coral Reefs.



## ❖ HUMAN IMPACTS ON THE FORESTS IN FIJI

- ✓ Forests are lungs of the nations such as Colo I Suva in Fiji, and likewise the Amazon Forests were once the Lungs of the world.
- ✓ The cutting down of trees to make way for developments has weakened the needs to cater for the World's volume of Greenhouse Gases.
- ✓ Fiji is also experiencing Climate Change. As an example, the felling of trees in Bua for Bauxite Mining. A 22 year lease has been granted with a \$1 billion dollars bond for the rehabilitation will not change the livelihood of the people and creation of employment.
- ✓ However, extraction of the Bauxite will cost them heavily and likewise the impacts are going to be felt for a long period of time.
- ✓ The mining of resources and the removal of top soil needs to be carefully monitored, because this can build up to a billion dollar trade with environmental repercussions (**unintended consequences**) for the people to find ways in solving the issues of;
  1. Land Degradation.
  2. Loss of fishing grounds.
  3. Income for the families.
  4. Resource Depletion.
  5. As well as poisoning of water ways.

## CONSERVATION OF THE SPECIES AND SUSTAINABILITY

### ❖ Why Is Conservation Important?

- ✓ Conservation is not just important for animals but to all Living Things.
- ✓ Conservation is also very important in the protection and prevention of:
  1. Floods, fires, new deserts and drought.
  2. Habitats and natural areas like rainforests, marine and desert ecosystems.
  3. Global Warming.
  4. Melting of Arctic and Antarctic Ice Caps.
  5. Sea Levels Rising
  6. Flooding of Low Lands.

### ❖ CONSERVATION and PRESERVATION

- ✓ **Conservation** and **Preservation** are often confused and are used to mean the same thing, although differences exist.

#### CONSERVATION

- To prevent the wasteful overuse of resources.
- Conservationists have warned us that if we continue to be wasteful and pollute the environment, then it won't just be our generation that suffers, but our future generation too.

#### PRESERVATION

- To maintain resources in its original or existing state. (**Untouched by Human**)
- Preservationist are concerned that mankind is encroaching (**intrude – getting in**) onto the environment very fast that many untamed landscapes are being given over to;
  1. Farming.
  2. Industries.
  3. Housing.
  4. Tourism.
  5. Other Developments.

- ✓ The Government of Fiji has established some projects listed below for the benefits

*Sangam Education Board – Online Resources*

of our future generations.

1. Nature Reserves. (Parks)
2. Forest
3. Marine Reserves

Names of Reserves	Establishment
1. Bouma National Heritage Park	<ul style="list-style-type: none"><li>✓ The park was established in 1990 to protect the Rainforest.</li><li>✓ It is also a means of generating income for the 4 villages whose land is bound by the park</li></ul>
2. Colo I Suva Forest Park	<ul style="list-style-type: none"><li>✓ Established in 1872, renowned for Tropical Flora and Birds.</li><li>✓ Government owned Forest Reserve.</li></ul>
3. Namena Marine Reserve	<ul style="list-style-type: none"><li>✓ Established in 1997, to protect their Fisheries and Natural Marine Resources from over exploitation.</li><li>✓ Located between Viti Levu and Vanua Levu.</li><li>✓ Part of the fishing grounds (Qoliqoli) of Kubulau Community.</li></ul>

### RECENT ORGANISATION PROMOTING CONSERVATION & PRESERVATION OF SPECIES IN FIJI

1. Nature Fiji – Mareqeti Viti
2. World Wide Fund for Nature (WWF)
3. The University of the South Pacific.
4. Fiji Marine Conservation and Diving.

#### **Activity.**

#### **Short Answers**

1. Explain why decomposers are very important organisms?

---

---

---

2. List at least two carnivores that you know of?

3. Many different organisms live on a banana tree. List at least two different food there would be for the organisms!

4. State two examples of functional or physiological adaptation?

---

---

5. Name at least two non-living environmental factors needed by organisms to survive.

---

---

#### ***Complete the food chain below***

1. Grass → \_\_\_\_\_ → toad
2. Sea weed → \_\_\_\_\_ → \_\_\_\_\_
3. Nectar → bee → \_\_\_\_\_
4. \_\_\_\_\_ → caterpillar → \_\_\_\_\_
5. \_\_\_\_\_ → \_\_\_\_\_ → lizard

**PART A**      **Multiple Choice** Choose the letter of the best answer and circle it. (14mks)

1. Study of organisms in their natural habitat is known as
  - A. Group study
  - B. Field study
  - C. class study
  - D. ground study
2. \_\_\_\_\_ is the exact place where an organism lives.
  - A. Environment
  - B. Adaptations
  - C. habitat
  - D. organism
3. An example of behavioural adaptation is?
  - A. Camouflage
  - B. Feathers
  - C. secreting slime
  - D. long legs
4. Which of the following factor is **not** needed by an organism to survive?
  - A. Air
  - B. Water
  - C. shelter
  - D. fertiliser
5. Mangrove prop roots are an example of which type of adaptation?
  - A. Structural
  - B. Functional
  - C. physiological
  - D. hibernation
6. Organisms which lack appropriate adaptation may at a certain time become
  - A. Numerous
  - B. Reproduce
  - C. extinct
  - D. regenerate
7. To detect sound echoes an organism must have
  - A. Deep roots
  - B. Large feet
  - C. large ears
  - D. thick eyelashes
8. Which of the following is **true** while on a field study?
  - A. Approach the area quietly
  - B. Kill organisms after observation
  - C. Make as much noise as possible
  - D. Do not return organisms to their habitat.
9. Which of the following is a defence mechanism of a millipede?
  - A. Camouflage
  - B. Play dead
  - C. sting
  - D. protective shell
10. A producer will always
  - A. Feed on the other producers
  - B. Feed on other animals

- C.   Make its own food
- D.     Feed on carnivores
11. Each organism has characters which enable it to survive in its own particular habitat.  
These characters are called
- A.      habit.
- B.      ability.
- C.      patterns.
- D.      adaptations.
12. Plant leaves which are spiny
- A.       obtain water.
- B.       float in water.
- C.       prevent water loss.
- D.       prevent heat loss.
13. An example of an omnivore is a
- A.      cat.
- B.      cow.
- C.      human.
- D.      cabbage.
14. Some species have become endangered in our ecosystem because of
- A.       conservation.
- B.       protected areas.
- C.       over harvesting.
- D.       sustainable harvesting.

## PART B

## MATCHING

**(8 marks)**

Match the **Terms in list A** to their **Definition in List B**. Write the correct letter to the matching numerals.

<b>LIST A</b>	<b>LIST B</b>
(i) Camouflage	(a) Taking more from the sea than it can replace.
(ii) Endemic	(b) Protection and wise use of natural resources.
(iii) Conservation	(c) Organisms have the same colour as habitat.
(iv) Over - fishing	(d) Found only in that region.

<b>LIST A</b>	(i)	(ii)	(iii)	(iv)
<b>LIST B</b>				

**(3 marks)**

Word List		
decomposer	energy	carnivore
prey	web	

1. Plant uses \_\_\_\_\_ from the sun to make food.
2. A fungus is a \_\_\_\_\_.
3. The hawk is a \_\_\_\_\_. It is also called a secondary consumer.

**(5 marks)**

- (i) Identify **one** human activity that has resulted in endangered species. (1 mark)
- (ii) Describe **one** way how that human activity endangers species. (1 mark)
- (iii) State **two** ways in which this can be solved. (3 marks)

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, typical of notebook paper. There are no margins, text, or other markings on the page.