

UCIWAI SANGAM SCHOOL**YEAR 8 – ENGLISH****WEEKLY HOME LEARNING PACKAGE NO. 5**

Strand 3	READING AND VIEWING
Sub Strand	Socio-cultural Contexts and Situations
Content Learning Outcome	Arrange ideas, information and events in texts that are related to different social situation, purposes and audiences.

LITERATURE: POETRY

Read the poem and notes from the text ***Leaves*** and answer the questions that follows:

Bush Medicine – Konai Helu Thaman

When I was a little girl many
women used to come
to my grandmother to be cured
she chewed some leaves
wrapped in more leaves
then used the juice to dry out
the bothersome sores
the women were always quiet
and somewhat apprehensive

now the wise men say
that there might be something
in my grandmother's cure
and the leaves that flavoured it
I only hope that one day
they too would be sure

Summary / Explanation

In this poem, the poet is recalling as how her grandmother used the plants and leaves and made herbal medicine out of it and treat people with painful sores. This poem also portrays mother nature's power of healing as it provides variety of plants and herbs which can be utilized to cure certain illness. The poet narrates as what she saw in her childhood as her grandmother used herb leaves to cure sores which had become incurable. The poem also relates that despite the availability of modern era medicines and health care system, some people still believe in natural healing process through the wonderful gift of nature.

Theme /Message

1. Nature is source of great herbal treasure, which needs to be preserved.
2. Appreciate natural resources as it is the greatest gift given to mankind.

Activity

1. Explain in your own words the cure used by the grandmother.

2. Why do you think, the women were bit quiet and worried?

3. Who do you think the wise men are?

4. What are the wise men saying now?

5. What is the reason of writers hope?

6. Explain why the poem is called “ Bush Medicine?”

Strand 1	LISTENING & SPEAKING
Sub Strand	Language Features and rules
Content Learning Outcome	Produce compound, complex sentences and expressions with a variety of sentence beginners and appropriate linking devices to express ideas and information.

Dictionary Exercise

1. What does **pm** usually mean? What abbreviation means morning time?
2. Look up the meanings of the following
 - a) Take the medicine **twice hourly**.
 - b) He arrived in **good time**.
 - c) This clock is **fast**.
 - d) This is a **minute** flower. (also check the pronunciation)
 - e) Please inform me of the **duration** and cost of the telephone call.
 - f) Come at ten o'clock **sharp**.
 - g) There is a **frequent** air service to Nadi.

Oral Work I – Stress in Compound words

Examples: *She makes dresses. She's a dressmaker.*

He drives a bus. He's a bus-driver.

They own some land. They're landowners

It opens tins. It's a tin-opener.

He keeps a shop. He's a shopkeeper.

Make up similar compounds after each of the following sentences:

- | | |
|------------------------|---|
| 1. He farms cane. | 11. They lend people money. |
| 2. They pay taxes. | 12. He makes it rain. |
| 3. He mines gold. | 13. They pay rates. |
| 4. He drives a taxi. | 14. He plays the trumpet. |
| 5. It plays CDs. | 15. He cuts cane. |
| 6. She writes songs. | 16. He collects stamps. |
| 7. She plays netball. | 17. He drives a truck. |
| 8. It mows the lawn. | 18. He keeps the goal. |
| 9. It opens bottles. | 19. She tells stories. |
| 10. He leads the band. | 20. They sell vegetables at the market. |

Oral Work II – Expressions using “with”**Table**

Mere	is / was	angry	with	him/ her.	
Fred	are / were	annoyed		us / them/	
He	am	delighted		her	new clothes.
She	will be	pleased		my	sister.
They	feel(s) / felt	satisfied		his	brother.
We	seem(s) /			our	new boat.
I	seemed			their	friend.
				the	dog.
					present.
					work.
					speech.

Using the Table above make up sentences that are appropriate responses to the statements given. The first two are done for you.

- Mere's brother has broken her favourite bottle or perfume.
RESPONSE: Mere will be annoyed with her brother.
- Fred's dog caught the thief.
RESPONSE: Fred was pleased with his dog.
- We gave Mere a present that she liked.
- Priya felt very happy at the way I spoke.
- Our small brother won a prize in his class.

6. Our father bought new clothes for all of us when he got his back pay.
7. Fred's uncle has just presented him with a new boat.
8. My friend has mowed the lawn for the old people in that house.
9. Fred had to wait for his friend for almost an hour.
10. My sister made an excellent speech. My mother was there to hear her.

Strand 3	WRITING & SHAPING
Sub Strand	Text Types, Media, everyday communication, literary texts.
Content Learning Outcome	Construct a variety of text types for variety of purposes and audiences.

Information Report

Purpose

To organize and record information about a whole class of things.

Structure

Opening Statement – Often a definition or general statement on the topic.

Facts – Sequenced facts that build a description of the topic.

Summary (Optional)

Grammar

- Uses nouns to describe a whole class of things.
- Uses some action verbs when describing behavior.
- Uses linking verbs (is, are, have).
- Uses timeless present tense.
- Uses factual descriptive language.
- Uses technical terms.
- Uses paragraph with topic information.
- Uses pronouns.

Your Challenge

Use the structure and the features above to write an information text on the topic: **Internet**

You will need to research some of the history of the internet and how it works.

UCIWAI SANGAM SCHOOL

YEAR 8 – MATHEMATICS

WEEKLY HOME LEARNING PACKAGE NO. 5

Strand 3	MEASUREMENT
Sub Strand	MONEY
Content Learning Outcome	Calculate and explain the concept of cost price, selling price and compound interest and other related financial transactions

MONEY

Cost Price (CP): The amount of money paid to purchase an article

Selling Price (SP): The amount at which an article is sold

Formulas:

$$CP \text{ (Cost Price)} = SP - P \text{ (Selling Price – Profit)}$$

$$SP \text{ (Selling Price)} = CP + \text{Profit}$$

$$CP = SP + \text{Loss}$$

$$SP = CP - \text{Loss}$$

$$CP = \left(\frac{100}{100 + \text{Gain \%}} \right) \times SP$$

$$SP = \left(\frac{100 + \text{Gain \%}}{100} \right) \times CP$$

$$CP = \left(\frac{100}{100 - \text{Loss \%}} \right) \times SP$$

$$SP = \left(\frac{100 - \text{Loss \%}}{100} \right) \times CP$$

$$\text{Profit \%} = \frac{\text{Net Profit} \times 100}{CP}$$

$$\text{Loss \%} = \frac{\text{Net Loss} \times 100}{CP}$$

$$\text{Profit (P)} = SP - CP$$

$$\text{Loss (L)} = CP - SP$$

Discount

Discount is the amount or percentage at which an item is sold at a lower price than the marked price (MP).

Example:

A shirt costs \$20. If 10% discount is allowed, then what would be the actual cost of the shirt?

Instructions	Working
The Marked Price or SP of the shirt is \$20 Discount allowed is 10% First of all we calculate the amount of discount allowed using the formula	$P = MP \times \frac{\% \text{ Discount}}{100}$ $= \$20 \times \frac{10}{100}$ $= 200 \div 100$ $= \$2 \quad \quad \text{(Continued)}$

Now calculate the actual cost of the shirt by subtracting the discount amount from the marked price.	$\begin{aligned}\text{Actual Price} &= \text{MP} - \text{D} \\ &= \$20 - \$2 \\ &= \underline{\underline{\$18}}\end{aligned}$
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Find the selling Price

A man buys car for \$26,000.00. The Cost Price for the car was \$30,000.00

a. Calculate Profit percent.

$$\begin{aligned}\text{Profit \%} &= \text{Profit \%} = \frac{\text{Profit} \times 100}{\text{CP}} \\ &= \frac{4000 \times 100}{26\ 000} \\ &= 400\ 000 \div 26\ 000 \\ &= 15.38\%\end{aligned}$$

EXERCISES

1. If a chair is bought for \$40 and later sold with \$50, Find the percentage profit.



2. 5 oranges are bought for \$4.00 and later sold at \$0.10 each . Find the Loss percent.



3. By selling 45m of cloth, a merchant gains \$15.00. Find the Gain percent.



4. A shopkeeper bought 300 apples at 80c each. 30 apples got rotten and the remaining were sold at the market for 20c each. a. Find the buying price.
b. Find the selling price.
c. Find the gain or loss percent.



5. The following items are displayed in a shop. For each item, calculate

- (i) the discount
(ii) the actual price

a.



b.



c



d.



6. The following items are sold on Sale during the Suva On Sale week. Find the percentage discount.

a



b.



UCIWAI SANGAM SCHOOL

YEAR 8 – HEALTHY LIVING

WEEKLY HOME LEARNING PACKAGE NO. 5

Strand 3	SAFETY
Sub Strand	COMMUNITY SAFETY
Content Learning Outcome	Evaluate consequences of disasters in the community.

DISASTERS AND ITS CONSEQUENCES

THEME: Safety

KEY WORDS: traumatize, social, physical, emotional

At times some of us encounter things that happen unexpectedly. Some come across good situations while others are so unfortunate to stumble into disasters that cause physical, social and emotional impacts to the person and those around him.

Disasters and its physical impacts

Accidents can happen to anybody at any given time. There are many different forms of accidents like road accidents, sports accidents, workplace accidents etc. Accidents can impair a person physically. For instance Tony, a lucky survivor of a car accident will spend the rest of his life on a wheelchair. When this happens, it affects not only Tony but the people around him. His family will now need to support him differently than they used to do in the past. The community he lives in will also need to support Tony in the many ways they can. It is important that those around Tony continue to support him so that he can recover emotionally.



Disasters and its emotional impacts

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. For instance Raj, the brother of Tony who was also involved in the accident, did not even get a tiny scratch on his body. However, Raj 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. What Raj is experiencing will impact his family, friends and the community he is in.

Disasters and its social impacts

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. Causes of their withdrawal can either be a direct result of emotional effect or they are being pitied and looked down on by others. Raj doesn't have any more friends because he feels threatened when around people and Tony do not want to hang around again with his friends as they are always teasing him in his wheelchair. Likewise, some families will want to keep a distance from these boys' families which will make them isolated socially. Apparently, Tony's family has gone through a lot and it will only help if the communities they are in give them all the support they need.

Activity

1. List down three types of accidents (apart from the one mentioned above)

2. State the physical, emotional and social impact of accidents on an individual and to the community. Give examples. Use the table below.

Accident Affect	Impact on Individual	Impact on Community
Physical health		
Emotional health		
Social health		

Activity Case Study

Molly 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. Molly 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.

Activity

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

2. Imagine if you were Molly. How would you feel when:
People bully you

Your friends no longer want to be friends with you

People judge you because you can't see

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

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

What is Bullying?

It is an action that is repeated that is meant to hurt or harm someone.


Emotional: Hurting someone's feelings, leaving someone out.

Physical: Punching, kicking, spitting, hitting, pushing.

Verbal: Being teased, name calling.

Cyber: Sending unkind messages by text, email or online.

Racist: calling names because of the skin colour, or culture .






What should I do if I see someone else being bullied?


- Don't walk away and ignore the bullying.
- Let the bully know what he/she is doing wrong.
- Tell the bully to stop if it is safe to do so. Don't stay silent or the bullying will keep happening.
- Don't lose your temper.
- Talk to an adult, parents or talk to your friends.

Who Can I Tell?

1. Teachers
2. Parents
3. Carers
4. Friends/family
5. Police

The Head Teacher, Governors, the staff, school council and the children will work together to:-

-  Make our school a place where everyone feels safe and happy.
-  That means no bullying is allowed.
-  **What will happen to a bully?** Teachers will get involved and help you solve the problem.





UCIWAI SANGAM SCHOOL

YEAR 8 – हिन्दी HINDI

WEEKLY HOME LEARNING PACKAGE NO. 5

तत्त्व २	पढ़ना एवं सर्वेक्षण करना
उप-तत्त्व	सामाजिक व सांस्कृतिक संदर्भ और परिस्थितियाँ
विषय के अधिगम परिणाम	विभिन्न सामाजिक परिस्थितियों, उद्देश्यों व दर्शकों से संबद्ध पाठ में आए विचारों, जानकारी व घटनाओं की व्याख्य व चर्चा करना

इस कविता को ध्यान से पढ़िए :

विभिन्नता में एकता

हैं भिन्नता अनेक, पर हम सब एक हैं ।

हम सब एक.....

रंग भी हैं अनेक, रूप भी हैं अनेक ।

पर प्राणी-मात्र की, आत्मा तो एक है ।

हम सब एक.....

जातियाँ भी हैं अनेक, रीतियाँ भी हैं अनेक ।

पर प्राणी-आत्मा का, आवा-गमन एक है ।

हम सब एक.....

भाषाएँ हैं अनेक, बोलियाँ भी हैं अनेक ।

पर बोलने का, स्वर-यन्त्र एक हैं ।

हम सब एक.....

आकार भी हैं अनेक, भाव भी हैं अनेक ।

पर रंग खून का, हम सब का एक है ।

हम सब एक.....

खान-पान हैं अनेक, स्वाद भी हैं अनेक ।

पर पाचन क्रिया का, रंग-ढंग एक है ।

हम सब एक.....

धर्म-कर्म हैं अनेक, प्रभु गुण हैं अनेक ।

सूर्य चाँद एक है, देते सब संदेश हैं ।

हम सब एक.....

डाल-पात, फल-फूल, चाहे भिन्न- भिन्न हैं ।

पर एकता प्रकृति की, देती यह संदेश है ।

हम सब एक.....

देश यह हमारा है, हम सब हैं देश के ।

यही भाव विभिन्नता में, एकता का एक है ।

हम सब एक.....

मनीषा रामरक्खा

शब्दार्थ

विभिन्नता

अलग-अलग

आवा-गमन

जन्म-मरण

रीतियाँ

रीति-रिवाज

स्वर-यन्त्र

बोलने, बात-चीत करने के अंग

पाचन

खाना पचाने की क्रिया

सृष्टि

संसार, दुनिया

सृष्टि कर्त्ता

भगवान, ईश्वर

रंग-ढंग

तरीका

क. कविता से सही शब्द चुनकर नीचे लिखे वाक्यों में जितने रिक्त स्थान हैं, उतने शब्दों से वाक्य को पूरा कीजिए ।

१. समस्त प्राणियों की आत्मा ----- -।

२. भाषाएँ, बोलियाँ अनेक हैं, -----
-----।

३. ----- प्रकृति की एकता का संदेश देते हैं ।

४. जातियाँ अनेक हैं, पर आत्मा का -----।

५. देश यह हमारा है, -----
-----।

ख . सही शब्दों का मेल करो ।

१. स्वर	कर्म
२. आवा	गुण
३. रंग	यन्त्र
४. धर्म	गमन
५. प्रभु	ढंग

भाषा अभ्यास

क. कोष्ठक में दिए गए शब्दों में से सही शब्द को चुनकर नीचे दिए गए वाक्यों को पूरा कीजिए ।

१. ----- हमेशा पाठशाला आती है । (लड़के/ बच्चे/लड़की)
२. ----- मीठे स्वर में गा रही हैं । (चिड़ियाँ/लड़का/कोयल)
३. इस समय ----- कक्षा आठ में पढ़ रहा है । (रानी/सुधीर/गुन्जन)
४. खेल खत्म होने पर ----- मैदान से चले गए । (लड़का/स्त्रियाँ/लोग)
५. कल शाम को ----- भी सिनेमा देखने चलेंगे । (पिताजी/छोटा भाई/ माँ)

ख . निम्नलिखित वाक्यों के रिक्त स्थानों में कोष्ठक में दी गई क्रिया के सामान्य वर्तमान काल रूप भरिए ।

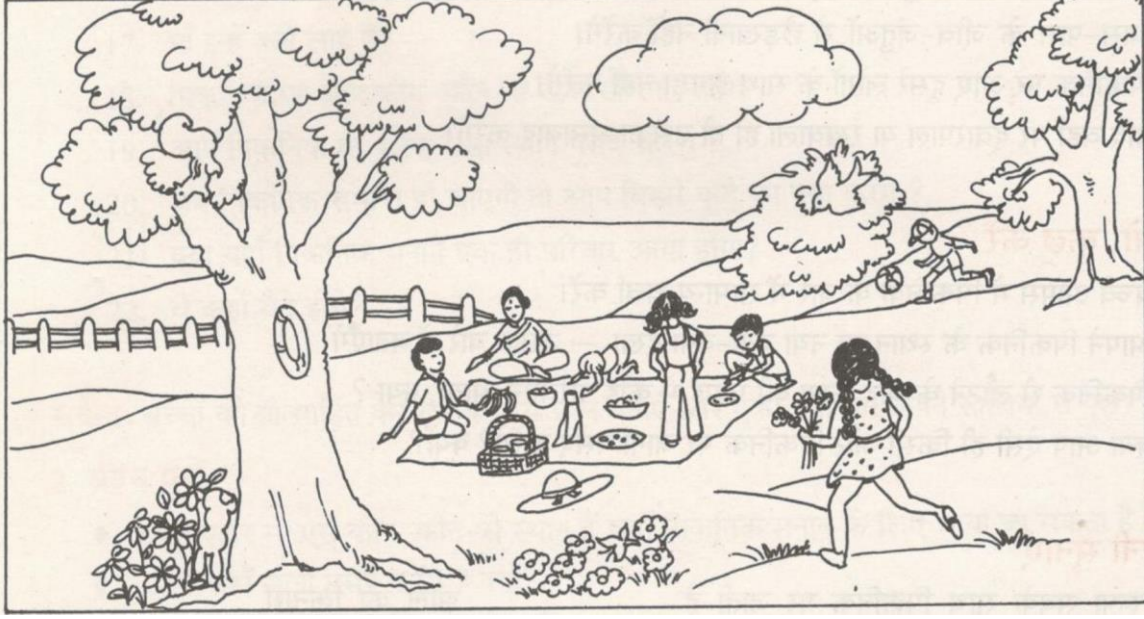
उदाहरण: दिपिका खूब अच्छी हिन्दी ----- है । (बोलना)

दिपिका खूब अच्छी हिन्दी बोलती है ।

१. अतुल बहुत अच्छा गीत----- है । (गाना)
२. लड़कियाँ रोज नदी में स्नान ----- हैं । (करना)
३. ये लड़के रोज क्लास में शोर ----- हैं । (मचाना)
४. गाय मैदान में घास ----- है । (चरना)
५. वह दूकानदार सामान बहुत सस्ता ----- है । (बेचना)

निबन्ध लेखन

नीचे दिए गए चित्र पर एक निबन्ध लगभग १५० शब्दों में लिखिए ।



UCIWAI SANGAM SCHOOL**YEAR 8 – SOCIAL SCIENCE****WEEKLY HOME LEARNING PACKAGE NO. 5**

Strand 3	PLACE AND ENVIRONMENT
Sub Strand	FEATURES OF PLACES
Content Learning Outcome	Investigate the main climatic regions of the world and express their effects on people's lives and work

Lesson Notes**Why there is different climate in different Zones**

There are reasons for experiencing different climate in different regions of the world. These are due to factors such as elevation or altitude, latitude and angles of the sun's rays, topography, distance from the ocean and location on a continent. All these factors affect our climate.

Elevation or Altitude effect climate

Normally, climatic conditions become colder as we move higher up the mountain. Life on a high mountain reflect the changes, plants at the food of the mountain will be the same as those in surrounding area, but no tree at all can grow above the timberline.

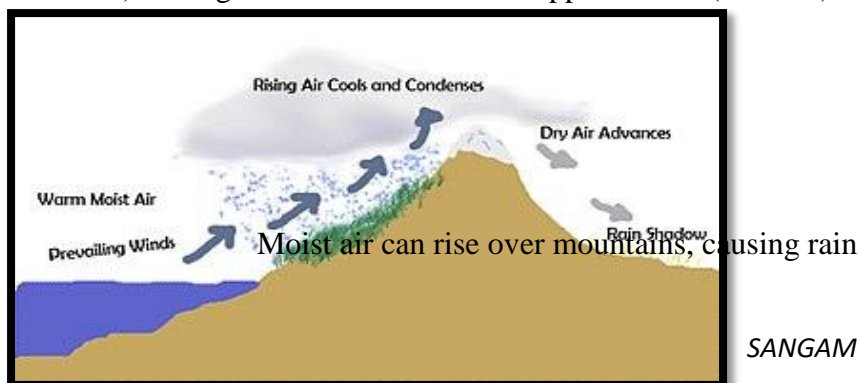
The timberline also known as the **tree line** is the edge of the habitat at which trees are capable of growing. It is found at high elevations and in cold environments. Beyond the tree line, trees cannot tolerate the environmental conditions (usually cold temperatures or lack of moisture). At the tree line, very less trees are grown and trees become short.

Latitude and angles of the sun's rays

As the earth circles the sun, the tilt of its axis causes changes in the angles at which sun's rays contact the earth and hence changes the daylight hours at different latitudes. Polar Regions experience the greatest changes, with long periods of limited or no sunlight in winter and up to 24 hours of daylight in the summer.

Topography

Topography means the shape of an area of land, including its hills, valleys, rivers and mountain ranges. The topography of area can affect climate. Mountain ranges prevent air movement. For example, air is forced over the mountains. Moist air will cool as it rises, and then condenses and fall back as rain. This is why one side of a mountain range – the one nearest to the ocean (windward) often gets more rain while the opposite side (leeward) is often dry.



Distance for the Ocean

The sea or ocean affects the climate of a place. Even hundreds of miles away from the coastal area are still influenced by the ocean. Coastal areas are cooler and wetter than inland area. Clouds form when warm air from inland areas meets cool air from the sea. In the summer, temperatures can be very hot and dry as moisture from the sea evaporates before it reaches the centre of the land.

For You To Do.

1. Write some of the reasons for different climate in different Zones?

2. Define the following terms

a) Tree line

b) Topography

c) Windward

d) Leeward

Effects of Climate on People Living on Different Climatic Zones

People Living in the Antarctic (South Pole)

The Antarctic is a frozen continent surrounded by large ocean. The climate is so extreme meaning very low temperatures, very strong winds, frozen ground and difficult transportation. There is no life at all on land except on the coast where seals, penguins, whales, etc. can be seen. No human beings live permanently in the Antarctic; however people have managed to withstand short and extended stays.

For You To Do

1. Why are there no inhabitants in this region?

2. What do scientists do in the research centres set up by their nation?

3. Can people live there for a short period of time?

4. Name some animals that live in this region.

People Living in the Arctic (North Pole)

The Inuit people in Canada and Greenland as well as the Alaskan are the natives of the Arctic. These people depend on hunting, fishing, herding and gathering wild plants for food for living. Some people also practice farming particularly in Greenland. They build warm homes and make warm clothing to protect them from the cold weather. Many of them now live with modern homes and appliances. They also learn how to predict the weather and navigate in boats and on sea ice and will continue to pass on their traditional knowledge and skills, such as herding, fishing, hunting and native languages to the younger generation.



For transportation, people in the arctic often travel by sled pulled by a pack of huskies.

For You To Do

1. Name some countries that are in the Arctic Circle.

2. How are they able to withstand the cold during winter? (-50 degrees Celsius)

3. What type of food do they eat?

People of the Temperate Zones

The temperate zones are areas between the tropic of Cancer and the Arctic Circle in the Northern Hemisphere or between the tropic of Capricorn and the Antarctic Circle in the Southern Hemisphere. The temperate zones are known to have a climate that is warm in the summer, cold in the winter and moderate in the spring and autumn.

Summer is hot and this is when most people will come outside of their homes and do outdoor activities.

Winter is when snow falls and most people will have to stay indoors because it is very cold outside. People wear warm clothes to keep them warm and outside activities will be less.

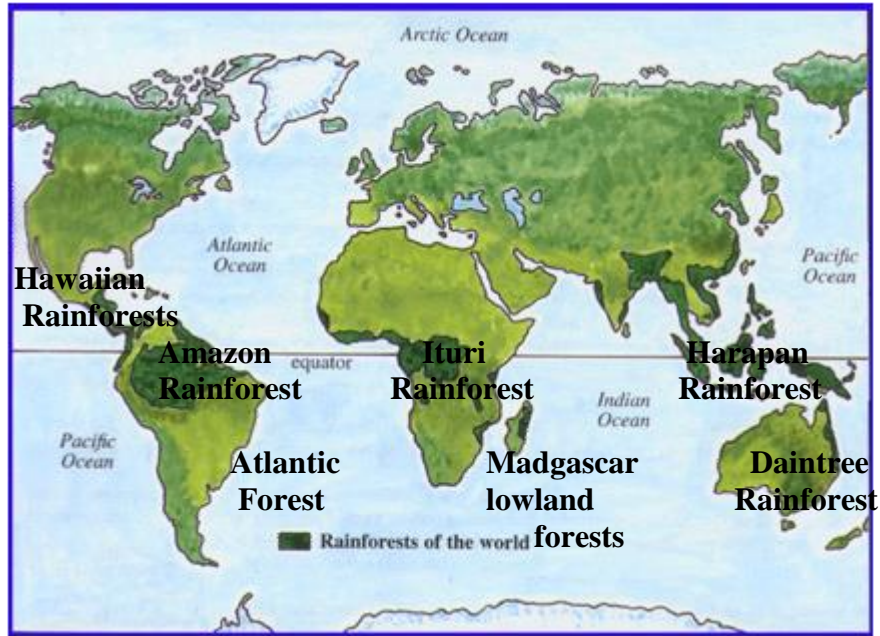
Autumn is the cool season and people will come out again for outside activities.

Spring weather can be changeable. The weather can change from sunny to rainy to showery and then to cloudy. The work people do will depend on the weather at that particular time.

People of the Equatorial/ Tropical Regions

Equatorial regions are areas between the tropic of Cancer and tropic of Capricorn. They are often in lowland areas and have a climate that is hot and wet all year round. Tropical rainforests grow in the equatorial regions such as the:

- Amazon Rainforest is found in Brazil, Peru, Columbia, Venezuela, Equador, Bolivia, Guyana.
- Madagascar lowland forest on the island of Madagascar.
- Ituri rainforest in Congo.
- Hawaiian tropical rainforest in the Hawaiian Islands.
- Daintree Rainforest in Australia.
- Harapan Rainforest in Sumatra.



Different tribes of people live in the tropical rainforests. These are the Pygmies in central Africa, the Lumad people in the southern Philippines and the Amazonia Indians of South America live in the tropical rainforest.



Different tribes of rainforest people live different lifestyles:

- **Some are nomads**, they move from place to place. They chop down trees to make small clearings and then spread the ashes to make the soil fertile for a while before moving on to a new patch, in a way of farming called **slash and burn**.



- **Some are hunter-gatherers**, they have a central camp and hunt animals and gather food around them in the forest, such as nuts, fruits and honey.



The Pygmies

This Pygmy woman is cooking food outside her hut, with her baby cradled on her back. They live in the rainforests of Central Africa. Traditionally they live by hunting and gathering food.



The Huli

The Huli are one of the many tribes that live in the faraway highland forests of Papua New Guinea. They live by hunting, gathering plants and growing crops. Men and women live separately, in large group houses. The men decorate their bodies with colored clay and wear wide and decorated hats for ceremonies.

Many people who live in rainforests find that using boats is the easiest way to travel around.

For You To Do

1. Between which two latitudes will you find the tropical climate/forest?

2. Does Fiji come under the tropical region? How?

3. What is another name for tropical region?

4. What else can you find in a tropical region?

5. What can you find in a tropical rainforest?

1078 UCIWAI SANGAM SCHOOL

CAKACAKA LAVAKI NI YABAKI 8-NA VOSA VAKA-VITI

NA VAKACACALI

I. NA SEREKALI -Wilika na serekali e ra ka sauma na taro e rukuna.

1. Veigauna sa dau divi
Na i vakarau ni bula e Viti
Rui lagilagi qai kilikili
E rui totoka qai uasivi
2. Na i tovo ni bula rui lagilagi
Sa kena yavu na veilomani
Duavata kei na veiyagani
Qaravi na cakacaka ena solesolevaki
3. O ira na tukada era sa yali
Ra veirokorokovi, ra veilomani,
Veicakacaka kece e qaravi
Qaravi ga na solesolevaki
4. Veika lelevu kece ra rawata
Da sa qoroya na nodra cakacaka
Isa! ra rawata beka vakacava
Sa rawa ga ena duavata
5. Nodra teitei ra solevaka
Maraudaki na kena i cakacaka
Era veiwali dredre ka lasa
Na kena oco ra kania vata
6. Veivale e vakaitamera
Era sautu ka levu na kedra
Sega na dravudravua ka sega na leqa
Sa dodonu meda liaci keda

Vurevure ni Serekali: Na Vakacacali , (A imatai) Bulicokocoko. S; 2010

Sauma na veitaro e ra ena vanua vakarautaki .

1. Na cava e serekalitaki tiko ena serekali qo?

2. Na i tovo cava era dau kilai tani kina na tukada ra sa yali?

3. Vakamacalataka na i balebale ni vosa na oco.

4. Na cava na vuna meda liaci keda kina ena i otioti ni qaqana?

B NA I TOVO KEI NA I VAKARAU VAKAVANUA [20 na maka]

I. Wirina na i sau ni taro ko sa digitaka.

1. Na i yau cava e vakatokai me ulu ni yau vaka-Viti?

- | | |
|---------|-----------|
| A. ibe | C. tabua |
| B. masi | D. yaqona |

2. Na **moto** e dau vakayagataki ena meke

- | | |
|----------|----------------|
| A. dabe. | C. seasea. |
| B. wesi. | D. vakamalolo. |

3. Na **burua** e dau vakayacori ena gauna ni

- | | |
|--------------|------------------|
| A. somate. | C. vakamau. |
| B. tevutevu. | D. sucu ni gone. |

4. **Veitalia ga na kacabote** e i bole nei ra

- | | |
|----------|------------|
| A. boto. | C. lairo. |
| B. qari. | D. kalavo. |

5. Ena i wiliwili Vaka-Viti, ni **tini** na vai sa dua na

- | | |
|----------|----------------|
| A. bi. | C. tabakau |
| B. dali. | D. kumakumare. |

6. Na kamunaga se yaqona ka vakaraitaki kina ni sa vakarau na lesu tale e

- A. i tatau. C. i qaloqalovi.
B. i sevusevu. D. i vakatoka yaca.

7. Na i coco, vakabati kei na i davodavo e ratou mataqali

- A. ibe. B. masi.
C. i wau. D. kakana.

8. Na derua e ta mai na

- A. kau B. bitu.
C. qa ni niu. D. kaukamea.

9. Vakaturaga ki Nabukebuke vua na

- A. Tui Bua. B. Tui Tavuki.
C. Tui Namosi. D. Tui Mabua.

10. Ni tini na i kau vudi sa dua na

- A. wai. B. rara. C. bewa. D. vakasoso.

II. Vola e dua na i toqa (✓) kevaka e donu na i yatuvosa e soli era se korosi (X) kevaka e cala ena vanua vakarautaki .

1. Na i vana e tiki ni vale Vaka-Viti. _____
2. Na derua e dau vakayagataki ena meke. _____
3. E dau tuberi na tabua me i qaloqalovi. _____
4. Na tunudra e dau caka ena gauna ni somate. _____
5. Ko Tunimata e liuliu ni mataqali Matanivanua. _____
6. Na kidroto e rorogo ni voce e wai. _____
7. Na dinu e magiti ni vakarau na i valu. _____
8. Ki Namuka vata ga nikua e i bole nei Ra Belo. _____

9. E ravu na vosa ena i valu vosa._____

10. Na solosoloivi na i tuvaki ni bula ni gone ni sa dolo._____

III. Vola na yacadra na veika era vakaraitaki e na i yaloyalo e koto e ra.

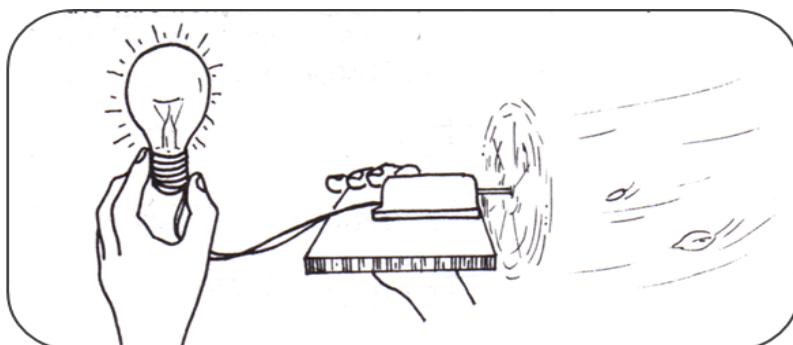


UCIWAI SANGAM SCHOOL**YEAR 8 – BASIC SCIENCE****WEEKLY HOME LEARNING PACKAGE NO. 5**

Strand 3	ENERGY
Sub Strand	ENERGY TRANSFORMATION, USE AND CONSERVATION
Content Learning Outcome	Avoid practices that waste energy and harm life

ENERGY FROM ONE FORM TO ANOTHER

- Machines use one form of energy to convert another form of energy like heat, light, sound and movement.
- Modern science is now giving us a much wider range of energy options that we can use in machines, with lower environmental impact and more efficiency.
- Many home appliances that we use today need energy for proper functioning.
- A lot of this energy can be saved with enormous environmental and financial benefits if we use them wisely.





**Exercise:****1. Copy and Complete**

(a) Energy can _____ into many _____.

(b) The _____ inside coal changes into _____ when it burns.

(c) An electric bulb converts _____ into _____ and _____.

2. Answer questions in complete sentences.

(a) 	<p>(i) Where does the energy that moves a car come from? _____</p> <p>(ii) What form of energy can you observe? _____ _____</p>
(b) 	<p>(iii) Where does the energy that moves a fan come from? _____</p> <p>(iv) What form of energy can you observe? _____ _____</p>
(c) 	<p>(v) Where does the energy in a solar heater come from? _____</p> <p>(vi) What form of energy can you observe? _____ _____</p>
(d) 	<p>(vii) Where does the energy to transmit picture in television come from? _____</p> <p>(viii) What form of energy can you observe? _____ _____</p>

(ix) Conclusion

(a) Chemical energy can be found in _____, _____, _____ and _____.

(b) Electric energy can be found in any machine that is powered by _____.

Activity 2: Being Energy Wise

1. Discuss ways of conserving energy in the home. First two are examples for you.

(1) Turn off light when not in use.

(2) Walk or ride a bike instead of driving a car.

(3) _____

(4) _____

(5) _____

(6) _____

(7) _____

(8) _____

2. Complete the table by putting a tick ✓ for conserving energy and a cross ✗ for wasting energy at home for a week.

	Ways of Conserving Energy	Tues	Wed	Thur	Fri	Sat	Sun	Mon
1	Turn off the light when not in use							
2.	Turn down the fan							
3.	Turn off the water tap to stop the drip							
4.	Take a short shower							
5.	Walk to the shops							
6.	Pull the curtain across the windows to prevent heat from sunlight							
7	Close fridge door quickly							

3. **Questions:** At the end of the week answer the questions below

(a) Did you save energy in your home? Yes / No

(b) Did other members of your family save energy at home? Yes / No

(c) If you answered yes to (b), how would you know they are saving energy?

(d) Will your family be saving money if they use energy wisely?

(e) If you answered yes to (d), name ways in which you would know that money is being saved in your family?

4. **Conclusion:** Explain in 4-5 sentences the importance of saving energy in your home and school.

