

UCIWAI SANGAM SCHOOL**YEAR 8 – ENGLISH****WEEKLY HOME LEARNING PACKAGE NO. 4**

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

DICTIONARY EXERCISES

1. What is the word **zoo** a shortened form of? _____
2. Besides animals, what else can be **extinct**? _____
3. What is a **chimpanzee**? _____

4. Which has a longer neck, an **ostrich** or a **heron**? _____
5. Is the **whale** a mammal or a fish? _____

ORAL WORK I COMPOUND SENTENCES

Revision of some uses of the simple present tense.

Read these examples:

- a) I used to play soccer but now I play cricket
- b) This bottles used to contain lemonade but now it contains kerosene.
- c) Jone used to live in Savusavu but now he lives in Lautoka

Here are more examples, we will try to complete each sentences, using the appropriate form of the verb so that the sentences makes sense.

1. His younger brother used to believe that the world was flat but now he believes that it is round or oval.
2. This cardboard box used to contain bottles of juice but now it contains vegetables.
3. We used to prefer writing with a pencil but now we write with a pen.
4. My sisters used to love playing “hop-sotch” but now they play netball.
5. These dogs used to belong to Mr. Hiten but now it belongs to us.
6. The banks used to open at 9.30 am but now they open at 10.30am.
7. Devi used to be very talkative but now she has become quite.
8. The dairy farmer used to own a few cows but now he has plenty.
9. Jone and Kaushik used to play a lot of rugby but now they like playing volleyball.

WRITTEN EXERCISE

Complete the sentences using the pattern you have learnt above.

1. Mr. Kevin used to work in his shop every day but now _____

2. I used to enjoy films about Karate but now _____

3. Sekaia used to be the noisiest boy in the class but now _____

4. I used to think that there were little men inside the radio but now _____

5. The girls used to have netball practice on Thursday afternoons but now _____

6. We used to grow a lot of cassava in our garden but now _____

7. Eta used to eat very little and she was very thin but now _____

8. Silio used to suffer from asthma but now _____

9. The “Ashika” used to call to our island once a month but now _____

10. We used to go to our grandparents every Sunday but now _____

ORAL WORK II CONDITIONAL SENTENCES – IF CLAUSES

A. Look at the following sentence:

- a) If you **had played** for us, we **would have won**. In this sentence the first part (**if you had played for us**) means that **you didn't play for us**, and the second part (**we would have won**) means that **we didn't win**, in other words **we lost**.

The sentence could also be written as follows:

- b) If you **had played** for us, we **wouldn't have lost**. In this sentence the first part means **you didn't play for us** and the second part means **we did lose** or **we didn't win**.

Now let us look at the following sentences and see how we make similar comments on them:

1. If I had gone to town, I would have met my uncle.
If I hadn't gone to town, I wouldn't have met my uncle.
2. If Panapasa had known how to swim, he would have been saved.
If Panapasa had known how to swim, he wouldn't have drowned.
3. Koresi would have come if you had called him.
Koresi wouldn't have come if you hadn't called him.
4. If it hadn't rained, our plants would have died.
If it had rained, our plant wouldn't have died.
5. If my father had bought the house a year ago, it would have cost him much less than now. **If my father had bought the house a year ago, it wouldn't have cost him much more than now.**

Read the following passage carefully and then complete the sentences that follow it:

One day Tom felt hungry. He saw a mango tree and began to climb it. A branch snapped and Tom fell to the ground and broke his leg. Tom could not play football on Saturday because he had a broken leg. His team lost and everyone said that they would have won if Tom had been playing.

1. (a) If Tom had not been hungry, he _____

- (b) Did Tom climb the tree? _____
2. (a) If the branch had not snapped, Tom _____

- (b) Did Tom fall to the ground? _____

3. (a) If Tom had not fallen, he _____

(b) Did Tom break his leg? _____

4. (a) Tom would have played football on Saturday if _____

(b) Did Tom play football on Saturday? _____

5. (a) Tom's team would not have lost if _____

(b) Did Tom's team lose? _____

STRAND 3	WRITING & SHAPING
SUB STRAND	Text Types Media, everyday communication, literacy texts
Content Learning Outcome	Construct a variety of text types for a variety of purposes and audiences

LETTER WRITING

Write a letter of 60 – 80 words and include a plan in the space provided.

Your name is John Bhai if you are a boy or Mary Rani if you are a girl. You attend Uciwai Sangam School, Nadi.

Your class is planning a visit to the Lautoka Sugar Mill in Lautoka as part of your Social Science field trip. As the class prefect, you are required to write to the Manager, Lautoka Sugar Mill, Private Mail Bag, Lautoka informing her of the planned field trip visit.

In your letter, include the following details:

- (i) the reason for your visit;
- (ii) the date and time of your visit;
- (iii) the number of students and teachers visiting;
- (iv) any other information your class will need to know before the trip.

PLAN (1 mark)

START WRITING

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. There is no handwriting or other markings on the paper.

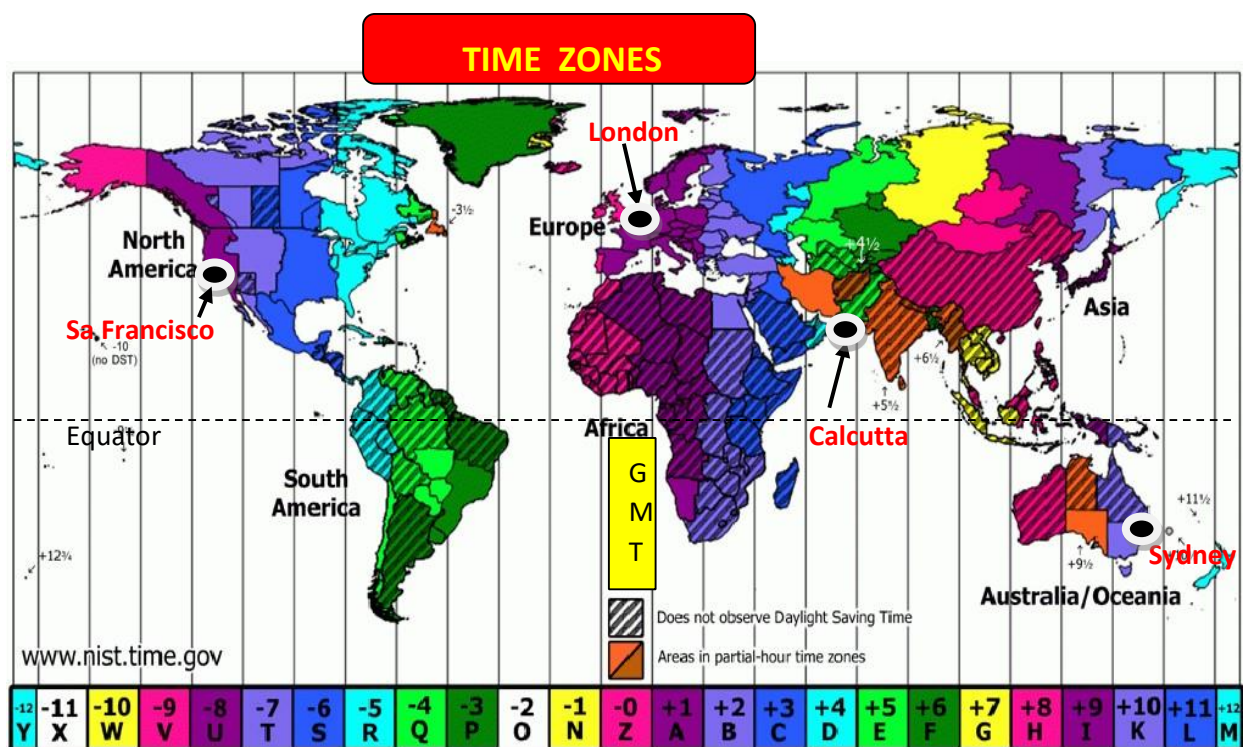
PLAN	INTRO.	CONTENT	CONCLUSION	MECHANICS	STYLE	TOTAL
1	1	3	1	2	2	10

UCIWAI SANGAM SCHOOL**YEAR 8 - MATHEMATICS****WEEKLY HOME LEARNING PACKAGE NO. 4**

Strand 3	MEASUREMENT
Sub Strand	TIME
Content Learning Outcome	Interpret and use 12 and 24 hours schedules, time zones by means of digital or analogue clocks calculating time intervals and speed, distance and time.

LESSON NOTES**TIME**

12hours ahead of Greenwich. Below is the map of the world showing the time zones.



60 seconds = 1 minute

60 minutes = 1 hour

24 hours = 1 day

Discussion

1. What does this map of the world show?

2. What does G.M.T mean?

3. What do you call the line that separates the two time zones?

4. What happens to your time as you move west of Greenwich?

5. Will you gain or lose time as you move east of Greenwich?

The Table below shows the Standard Time for some countries in the Pacific.

<u>COUNTRY</u>	<u>STANDARD TIME</u>
Fiji	12h 00m ahead of Greenwich
New Zealand	12h 00m ahead of Greenwich
Tuvalu	12h 00m ahead of Greenwich
Tonga	12h 00m ahead of Greenwich
Kiribati Island	12h 00m ahead of Greenwich
Nauru	12h 00m ahead of Greenwich
Vanuatu	11h 00m ahead of Greenwich
Niue Island	11h 00m behind of Greenwich
Society Island	10h 00m behind of Greenwich.
Cook Islands	10 h 00m behind of Greenwich

The time zones of the world. Clocks in countries west of Greenwich are behind GMT those farther east are ahead.

The world has different time zones as shown above. The Greenwich Meridian is the line which cuts through Greenwich in London. The International Dateline is the line shows where the Time begins.

Each line is 1 hour difference.

- (i) If Fiji is 2hrs ahead of Sydney in Australia, then when should we listen to the rugby match commentary on the radio if the match is to begin at 3pm in Sydney?

- (ii) Calcutta in India is having a cricket match where India is playing against England. When should the fans in England listen to the match commentary if the match is scheduled to begin at 5pm?
- (iii) Taina is studying in Calcutta in India and her friend Meliana is studying in London. If Meliana calls Taina from London at 12pm on Saturday, at what time will Taina be receiving the call at Calcutta in India?
- (iv) What time will it be in Fiji when the 6am B.B.C news from London is on the radio?
- (v) What time and day will it be in the Society Island if it is 1 am on Tuesday in Fiji?
- (vi) T.V New Zealand will screen live coverage of the netball match at the Multiple court in Suva between Fiji and Cook Islands at 6pm Fiji Time. At what time should the Cook Islands switch on their television sets to watch the match.

Calculating Distance, Speed and Time

$$\text{Speed} = \frac{\text{Distance}}{\text{Time}} \quad \frac{(D)}{(T)}$$

Example : A car travels a distance of 360 km at a time of 3 hrs. Calculate the car's average speed.

$$\text{Speed} = \frac{D}{T} = \frac{360\text{km}}{3 \text{ hrs}} = 120\text{km/hr}$$

Exercise

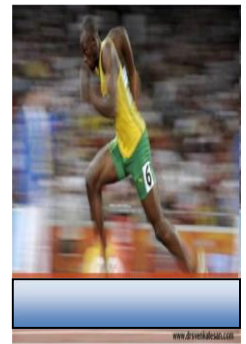
1. This bus took a group of students from Suva to Nadi on an Excursion trip. It covered a distance of 380km. It took 5hrs for the bus to reach Nadi. Calculate the average speed of the bus.



2. This aeroplane left Sydney at 7.30am and arrived at Nadi International Airport at 10.30am on the same day. It covered a distance of 840km. Calculate the speed of the aeroplane.



3. The speed of an athlete in running the 400m event is 12m/sec. Calculate the athlete's time in running the 400m race.



4. A car left Suva at 2.30pm and arrived at Sigatoka at 4.30pm. It travelled at a speed of 120km/hr. Find the distance covered in the travel.



5. A bus left Suva at 7.30am and arrived in Tavua at 11.00am. It covered a distance of 350km. Find the speed of the bus.

School Timetable

TIME	ACTIVITIES
8.00 am	Siren for Prayer/Devotion
8.30 am	Lesson Begins
10.30 am	Recess
10.45am	Lesson Begins
12.00 midday	Lunch
12.30 pm	Section Duties
12.45 pm	Brushing
1.00 pm	Lesson Begins
2.45	School Breaks

Discussion

- (i) How long is the morning lesson?

- (ii) How long is the brushing time?












- (iii) When shall the students get ready to go home?

- (iv) How many hours does a child spend in school in a day?

- (v) How many hours is the lesson time for a day?

Exercise

1. Here is a Timetable for a Class. Use the information to answer the questions that follows.

4L TIMETABLE TERM 3					
	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 9.30	Numeracy Mathematics	Numeracy Mathematics	Numeracy Mathematics	Literacy Reading strategies	Literacy Writing Text types
9.30 10				Numeracy Mathematics	
10 10.30	Literacy Conventions	Language Conventions	Literacy Reading strategies		Numeracy Mathematics
10.30 11	Spelling and Grammar	Literacy Reading strategies	Language Conventions	Language Conventions	Problem Solving
	RECESS				LUNCH
11.20 11.50	Literacy Reading strategies	Theme 	CAPA 	Theme 	Language Conventions
11.50 12.20	Handwriting				Spelling post test
12.20 1.10	Grade FMS 	Community languages Native Speakers	Scripture Aboriginal Studies Dreamtime	Assembly/ House meetings	Literacy literature study
	LUNCH				Lunch
2 3	Library 	ICT 	Community Languages/ Grade meeting	Literacy Writing Text types Mrs Webb	PSSA 
Books home	Handwriting	Math	Reading and literacy	Theme	Writing and spelling

- (a) What is the total time taken for Literacy Convention in a week?

- (b) How many days is Literacy Reading strategies taken?

- (c) How many lessons are taken on Friday before lunch?

UCIWAI SANGAM SCHOOL

YEAR 8 – HEALTHY LIVING

WEEKLY HOME LEARNING PACKAGE NO. 4

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

Fire Safety

Here are some fire safety tips for you and your family. Go through each of them and discuss them in your Parent/ Guardian.

1. Have a home fire escape plan that includes two ways out of each room.
2. Choose an outside meeting place so that everyone knows where to go in case of fire.
3. If possible, have a fire extinguisher in your kitchen.
4. Have a family fire drill twice a year.
5. Keep curtains and other things that can burn away from stovetops and fireplaces.
6. Grown-ups should stay in the kitchen when cooking on the stovetop.
7. Keep matches and lighters up high and in a locked cabinet.
8. Keep small children away from hot stovetops, irons and other things that could burn them.

Activity

1. Discuss and write down all the possible fire hazards in your home.

2. Design **two** fire escape routes for your family on the attached A4 paper.

Case Study

Read the newspaper article below and answer the questions.

House Fire In Nadi Leaves Three Homeless

Upon arrival at the scene at 7.45 pm, the fire team saw a corrugated iron and partially concrete house on fire.

By **National Fire Authority**
21 Jan 2021 13:25

Three people are homeless after they lost their home in a fire at Kerebula Settlement in Nadi last night.

At 7.40 pm, the Nadi Fire Station was alerted of a fire incident and the fire team responded immediately.

Upon arrival at the scene at 7.45 pm, the fire team saw a corrugated iron and partially concrete house on fire.

The team quickly used one delivery of water from the fire truck to extinguish the fire.

It is believed the owner of the house was away with his wife and his son was alone at home when the fire had started.

Information gathered revealed that two years ago, the owner had lost his home in a fire in the same place and had rebuilt the house that was destroyed in the fire last night.

NFA CEO, Mr. Puamau Sowane said it is shocking to see that despite many reminders and awareness by NFA, we still see so many homes destroyed in fire.

“Despite many awareness, NFA still sees so many homes being destroyed in fire. We urge the public to adhere to the messages that are given out by NFA and to take precautionary measures in and around their homes to prevent any fire from happening.

“People should not have a careless attitude towards fire safety in homes. They should be observant of all electrical wiring in their homes, use of electrical appliances, and mindful of any cooking in the kitchen.”

“Adhering to simple fire safety measures can save people their years of hard work and memories lost in the fire,” he added.

No injuries were reported in the fire incident.

Fire investigation is underway to determine the cause of the above fire incident.

QUESTIONS

1. How do you think the fire might have started?

2. Why couldn't the owner put out the fire?

3. If there was a fire extinguisher available in the house or nearby houses, what would you think would have happened? Explain.

4. If you were the owner of this house, explain what you could have done to prevent this incident from happening?

5. What is the emergency number of the nearest Fire Authority to your school or your home?



HOME FIRE SAFETY

Test and charge detector
batteries every 6 months



Install smoke and
carbon monoxide detectors



Place at least 1
detector and fire
extinguisher on
each floor



Have an emergency
fire escape plan for
your family



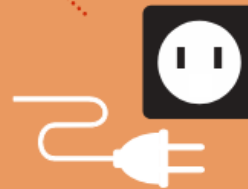
Inspect fire
extinguishers monthly
for pressurization and
replace if needed



Check dryer vents
and clean out lint filter
after each use



Double check all appliances
are switched off after use



Maintain electrical cords
and unplug devices when
they are not in use

MyCalCas.com

 **California Casualty**
Auto and Home Insurance

UCIWAI SANGAM SCHOOL**YEAR 8 – HINDI हिन्दी****WEEKLY HOME LEARNING PACKAGE NO. 4**

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

उपन्यास ‘कृष्ण सुदामा की दोस्ती’ की छठी भाग को ध्यान से पढ़िए :

मित्र की सेवा

उधर फाटक के पास खड़े सुदामा को इतनी थकावट महसूस होने लगी थी कि उस से खड़ा ही न रहा गया। वह वहीं जमीन पर लेट गया था। अचानक उसने देखा कि भगवान कृष्ण आए हैं और उसे उठा रहे हैं। पास ही रानी रुक्मणी खड़ी हैं और अगल-बगल कई आदमी भी खड़े हैं। श्री कृष्ण ने उसे सहारा देकर उठाया और कहा, “बन्धु सुदामा, आखिर तुम आ ही गए।” सुदामा के मन में एक साथ इतने भाव उठे कि उससे बोला ही न गया।

कृष्ण उसे लेकर महल की ओर चलने लगे। वे अभी भी उसे अपने हाथों में उठाकर ले जा रहे थे। पास खड़े लोगों ने उनकी सहायता करनी चाही। पर कृष्ण ने रुक्मणी के सिवा और किसी को सुदामा के समीप भी न आने दिया। इस तरह राजा कृष्ण और रानी रुक्मणी थके हारे सुदामा को लेकर महल में आए और लाकर एक विशाल पलंग पर बैठाया। फिर श्री कृष्ण ने सुदामा के पैर धोएँ। उसके छालों से भरे, सूजे पैर देख कर उनका हृदय भर आया।

उन्होंने तरह-तरह दवाइयों के साथ तैयार किए गए तेलों से सुदामा के पैरों की मालिश की और रानी रुक्मणी ने भी श्री कृष्ण को मदद की। थोड़ी देर बाद भोजन परोसा गया।

सुदामा के भोजन कर चुकने के बाद श्री कृष्ण ने कहा, “हमें एक दूसरे से अलग हुए कई वर्ष बीत गए हैं, फिर भी तुम आज पहली बार मुझ से मिलने आए हो।

खाना खाने और आराम करने से सुदामा स्वस्थ हो गया था। वह बोला, “मेरी पत्नी सुशीला हमेशा कहती रहती थी कि तुमसे जाकर मिल लूँ। मैं खुद भी तुमसे मिलने के लिए बेचैन रहता था। मगर न जाने क्यों कोशिश करने पर भी यहाँ आने का समय नहीं मिलता था।”

“ओहो,” कृष्ण ने कहा, “तो तुम खुद अपनी इच्छा से नहीं अपनी पत्नी के कहने पर आए हो।” तभी सुदामा को सुशीला की दी हुई पोटली याद आई। मगर वह उसे कृष्ण को देने की बजाय अपने बगल में छुपाने लगा। लेकिन कृष्ण ने उसकी पोटली छुपाते देख लिया। उन्होंने तुरन्त हाथ बढ़ाकर पोटली खींच ली।

कृष्ण ने चटपट पोटली खोली और खोलते ही खुशी से उछल कर बोले, “अहा ! चावल की खीलें ! भाभी ने मेरे लिए कितनी बढ़िया चीज भिजवाई है। क्यों न हो, वे जानती हैं कि मुझे खीलें कितनी अच्छी लगती हैं।”

ऐसा कहते- कहते कृष्ण ने दो मुट्ठी-भर खीलें खा डाली।

तभी रानी रुक्मणी ने कहा, “अब बस भी कीजिए। सारी अच्छी-अच्छी चीजें बस आप ही खाते रहेंगे क्या ? कुछ मेरे लिए भी तो रहने दीजिए।” ऐसा कहकर बाकी बची खीलें रानी रुक्मणी ने स्वयं खा लीं।

कठिन शब्द		अर्थ
१.	फाटक	द्वार
२.	विशाल	बहुत बड़ा
३.	पलंग	खाट
४.	बन्धु	सखा
५.	मालिश	मलने की क्रिया या भाव
६.	पोटली	छोटी गठरी
७.	खील	भुना हुआ धान
८.	परोसा	खाने के लिए आप की थाली में पकाया हुआ भोजन किसी और के द्वारा निकाला गया

अभ्यास कार्य

क. पाठ में से सही शब्द को ढूँढ़ कर वाक्यों को पूरा करो।

१. फाटक के पास खड़े सुदामा को ----- ---- महसूस होने लगी थी।

२. श्री कृष्ण ----- को लेकर महल की ओर चल ने लगे ।

३. श्री कृष्ण ने सुदामा के पैरों की ----- की थी ।

४. खाना खाने और आराम करने से सुदामा ----- हो गया था ।

५. बाकी बची -----रानी रुक्मणी ने स्वयं खा लीं ।

ख. रिक्त स्था नों की पूर्ति कीजिए ।

सुदामा के मन में एक साथ इतने भाव उठे कि ----- बोला ही न गया । कृष्ण ----- को लेकर महल की ओर चलने लगे । ----- अभी भी उसे अपने हाथों में उठा कर ले जा रहे थे । पास खड़े लोगों ने ----- की सहायता करनी चाही, पर कृष्ण ने ----- के सिवा और किसी को सुदामा के ----- भी न आने दिया । इस तरह राजा कृष्ण व रानी रुक्मणी उनके हारे सुदामा को लेकर ----- में आए और लाकर एक विशाल पलंग पर बैठाया । फिर श्री कृष्ण ने ----- के पैर धोए । ----- के छालों से भरे, सूजे पैर देख कर ----- का हृदय भर आया ।

ग. इन वाक्यों का अर्थ अपनी अभ्यास पुस्तिका में स्पष्ट लिखिए ।

१. उसके छालों से भरे, सूजे पैर देख कर उनका हृदय भर आया ।

२. सुदामा के मन में एक साथ इतने भाव उठे कि उससे बोला ही न गया ।

३. हमें एक दूसरे से अलग हुए कई वर्ष बीत गए हैं, फिर भी तुम आज पहली बार मुझसे मिलने आए हो ।

घ. नीचे दिए गए वाक्यों को सही शब्द के साथ मेल करो ।

अ	जवाब	आ
१. श्री कृष्ण की पत्नी		क. गरीब दोस्त
२. चावल की खिलें		ख. पोटली
३. सुदामा		ग. सुशीला
४. श्री कृष्ण		घ. भगवान
५. सुदामा की पत्नी		ङ. रुक्मणी

ङ नीचे दिए गए चित्र के बारे में लगभग ३०-४० शब्दों का एक अनुच्छेद लिखिए ।



च. नीचे दिए गए प्रश्नों के उत्तर पूरे वाक्य में लिखिए ।

१. सुदामा कृष्ण के लिए क्या भेंट लाया था ?

२. सुदामा क्यों कृष्ण को सुशीला की दी हुई पोटली नहीं देना चाहते थे ?

३. “तो तुम खुद अपनी इच्छा से नहीं अपनी पत्नी के कहने पर आए हो ।”
कृष्ण ने ऐसा क्यों कहा ?

४. सुदामा क्यों फाटक के पास लेट गया था ?

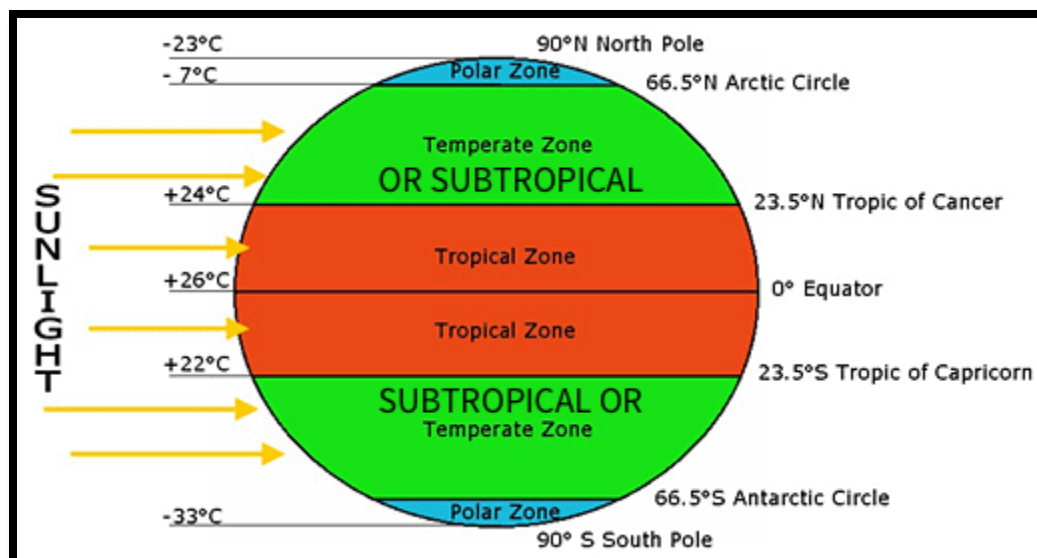
५. कृष्ण ने सुदामा की सेवा किस तरह की ?

UCIWAI SANGAM SCHOOL**YEAR 8 – SOCIAL SCIENCE****WEEKLY HOME LEARNING PACKAGE NO. 4**

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**Climatic Zones of the World**

- Climate is the long-term pattern of weather in a particular area.
- Weather is the state of the atmosphere over short periods of time.
- Weather can change from hour to hour, day to day, month to month or even year to year.
- A region's weather patterns, tracked for more than 30 years, are considered its climate.
- The world is controlled by climate.
- The climate of a region will determine what plants will grow there, and what animals will inhabit it and how people will live in that area; example by the clothes they wear, food they eat and the farming or food gathering styles they will use to name a few.
- There are different climatic zones in the world and they are:
 - Equatorial
 - Tropics
 - Temperate
 - Polar



The Different Climatic Zones and their Characteristics

1. **Equator** – is a heat surplus zone where the climate is usually hot as the sun's rays travel the shortest distance to this surface area of the equator and bring heat surplus to the heat.
2. **Tropical/Equatorial Zones** – the tropical climatic zones experience hot and humid weather. There is more rainfall and during certain periods, thunderstorms can occur every day. Nevertheless, this zone still receives considerable sunshine, and with more rainfall, gives healthy vegetation growth.
3. **Temperate Zones** – the temperate zones lie between the tropics and the polar regions. The temperatures in these regions are generally relatively moderate, rather than extremely hot or cold and the changes between summer and winter are also usually moderate.
4. **Polar Zones** – The cold polar climates can experience very low temperature indeed. This is because for half the year, the sun does not rise above the horizon. Since the air in Polar Regions is so cold, it contains very little moisture. Such dry air means that there is very little snowfall. Polar climates can be as dry as the hot deserts.

LOCATE YOUR ZONE

1. In the table below fill in the information by researching on the different climatic zones' and the effects on the people.

Climatic Zones	Positive Effects	Negative Effects
1. Equatorial		

Climatic Zones	Positive Effects	Negative Effects
2. Tropics		
3. Temperate		
4. Polar		

2. Use the atlas (by looking at the equator, mid-latitudes and poles) to match the zones that the following countries fall under.



- Fiji - _____
- Kiribati - _____
- New Zealand - _____
- Iceland - _____
- Australia - _____
- China - _____
- Brazil - _____

1078 UCIWAI SANGAM SCHOOL

CAKACAKA LAVAKI NI KALASI 8-NA VOSA VAKA VITI

I KA VA NI MACAWA

Levu na Mate Sureti.

E sa qai toso cake tiko ga na i wiliwili ni lewenivanua ena noda vanua e sa tauvi ira tiko na mate sureti. Na mate sureti e wili kina na mate ni suka, na levulevu sivia kei na mate ni uto. Na mate oqo e vu mai na veisau ni kakana eda kania.

E tukuna o Vuniwai Isimeli Tukana ni dodonu me da raica me da kania na kakana draudrau kei na vuanikau, baleta ni ra sau rawarawa ka bini kasauru tu ena noda vanua. E tu talega na vula ka ra dau vua kina na kena vuata.

E sa levu na vuli kei na porokaramu ni Tabana ni Bula me baleta na noda qarauna na kana kakana bulabula ia, e dua na kena leqa baleta ni sega ni muri sara na i vakasala e soli. Na vakaukauwa yago tale ga me da na vakayacora ena veisiga me rawa ni vakamatautaka na yago ena yavala. Me da na qarauna tale ga vakavinaka me da kua soti ni kania vakalevu na kakana uro, vakalailaitaki na waiwai, na masima, suka, ka vakatabuya na kakana kamikamica ena noda kana vakavuvale.

Ni ra vakadeuca na Tabana ni Bula na vu ni mate e Viti ena dua na vakadidike a vakayacori ena 2011, e laurai ni 4,000 mai na 6,000 na mate ena veiyabaki e vu mai ena mate sureti.

Ena sega ni nodratou i tavi wale ga na Tabana ni Bula na kena laurai me na vakalailaitaki na i wiliwili ni lewenivanua e tauvi ira na mate sureti. Esa noda i tavi kece na lewei Viti me da na cakava kina e dua na ka.

Wirina na matanivola ni sau ni taro ko sa digitaka .

1 Na mate cava e okati me mate sureti?

- | | |
|-----------------|---------------------|
| A. Mate ni uto | C. Mate ni kuli |
| B. Mate ni karo | D. Mate ni batabata |

2. Na mate sureti e vu mai na veisau ni

- | | |
|-----------|------------|
| A. draki. | C. gauna. |
| B. vanua. | D. kakana. |

3. Na kakana cava e vakauqeti me da kania vakalevu? Na kakana

- | | |
|--------------------------|---------------------------------|
| A. qisi kei na vuata. | C. draunikau kei na vuanikau. |
| B. dina kei na vuanikau. | D. kamikamica kei na draunikau. |

4. Na vosa kasauru (ka 7 ni laini) e rau tautauvata kei na

- | | |
|------------|----------------|
| A. bibi. | C. vakalevu. |
| B. lailai. | D. takiveiyaga |

5. Na kakana _____ e dau tu na kena vula.

- | | |
|----------|---------------|
| A. dina | C. draudrau |
| B. vuata | D. kamikamica |

6. Na leqa cava e ratou raica na Tabana ni Bula me baleta na porokaramu ni tiko bulabula?

- | | |
|-------------------|---------------------------------|
| A. sega ni lavo. | C. sega ni muri na i vakasala. |
| B. yawa ni vanua. | D. sau levu ni kakana ni sitoa. |

7. Na _____ yago e gadrevi me valuti kina na mate sureti.

- | | |
|-------------|---------------|
| A. susu | C. vakatubu |
| B. vakalutu | D. vakaukauwa |

8. Na kakana cava e gadrevi me vakalailaitaki na kena laukana?

- | | |
|----------|-----------|
| A. bele | C. rourou |
| B. vuata | D. masima |

9. E lewe vica era vakaleqai ena mate sureti ena vakadidike ni 2011?

- | | |
|----------|-----------|
| A. 4,000 | C. 8,000 |
| B. 6,000 | D. 10,000 |

10. O cei e nona i tavi me vakalailaitaka na i wiliwili ni mate sureti?

- | | |
|----------------|--------------------|
| A. Vuniwai | C. Tabana ni Bula |
| B. Lewenivanua | D. Tabana ni Ovisa |

WASEWASE B NA VOSA VAKA-VITI Wirina na matanivola ni i sau ni taro ko sa digitaka.

1. E a cici muria na motoka o Jale. Na vosa cava e na yatuvosa e vu?

- | | |
|---------|-----------|
| A. E | C. Jale |
| B. cici | D. motoka |

2. Na vosa cava e veibasai na kena i balebale kei na vosa e toqai na rukuna e na i yatuvosa e ra?

Era mauwe na gone ni sa qaqa na timi ni Viti.

- | | |
|----------|-----------------|
| A. kaila | C. vakanomodi |
| B. marau | D. tatavasavasa |

3. Era veivukayaki na beka ni sa yakavi mai na vanua.

Na yavu ni vosa ka toqai na rukuna na

- | | |
|----------|-------------|
| A. vei. | C. vuka. |
| B. yaki. | D. veivuka. |

4. Na vosa ka sucu mai na yavu ni vosa na lolo na

- | | |
|------------|--------------|
| A. lolosi. | C. loloma. |
| B. lolobo. | D. vakalolo. |

5. Na ulumatua vakasabota e tau vua e dua na ulumatua e

- | | |
|-------------|--------------|
| A. nuitaki. | C. yalowai. |
| B. yaluma. | D. qaseqase. |

6. Na i yatuvosa cava e donu na kena i volavolai?

- A. e gone ni burotu o Luke.
- C. E gone ni burotu o Luke.
- B. e gone ni Burotu o Luke.
- D. E gone ni Burotu o Luke.

7. "Drau nanuma na noqu i tatau."

Ke vakaibalebaletaki kina lewe levu na i yatuvosa oqo ka me wili kina o koya e vosa e sa na:

- A. "Ni nanuma na nomu i tatau."
- B. "Rau nanuma na nomu i tatau."
- C. "Ni nanuma na neimami i tatau."
- D. "Keirau nanuma na neirau i tatau."

8. Ni mau na veivosaki e kena i balebale ni sa _____ na veivosaki.

- A. dei
- C. lokuci
- B. rube
- D. vakadaroi

9. Na i yatuvosa cava e vakatakilakilataki se vakadigotaki vakadodonu?

- A. "Isa! Ruci na luvequ," A tagi lagalaga o tinana.
- B. "Isa! Ruci na luvequ," a tagi lagalaga o tinana.
- C. "Isa, Ruci na luvequ." a tagi lagalaga o tinana"
- D. "Isa, Ruci na luvequ! A tagi lagalaga o tinana."

10. Era laki _____ rourou na marama.

- A. vili
- C. sagi
- B. beti
- D. canu

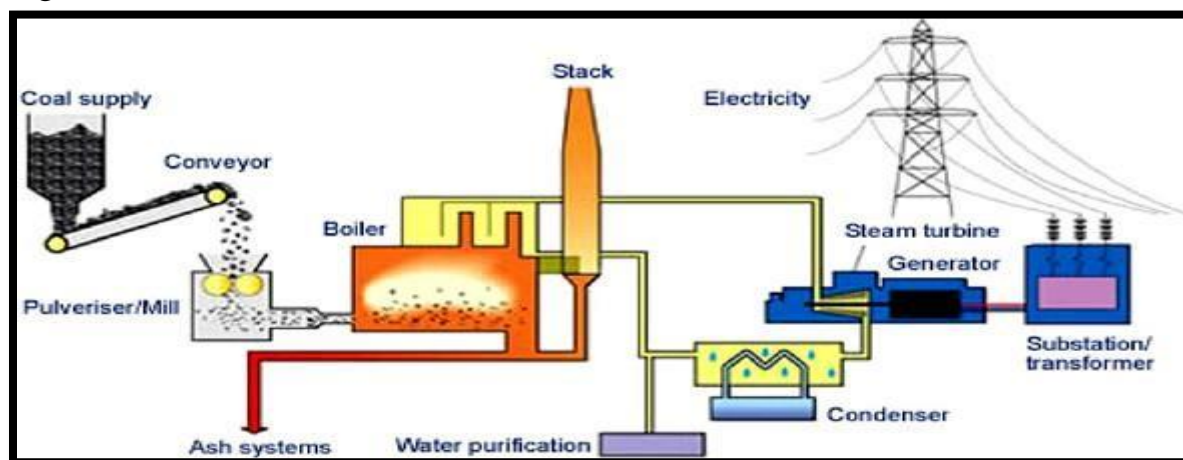
UCIWAI SANGAM SCHOOL**YEAR 8 – BASIC SCIENCE****WEEKLY HOME LEARNING PACKAGE NO. 4**

Strand 3	ENERGY
Sub Strand	ENERGY TRANSFORMATION, USE AND CONSERVATION
Content Learning Outcome	Investigate ways in which energy appliances are used at home and describe safety procedures in using them.

LESSON NOTES Read the notes carefully and try the experiment with the help of an adult

ENERGY TRANSFORMATION, USE AND CONSERVATION**3.2.1 ENERGY TRANSFORMATION**

Energy is one of the most important things humans use. We need it for heat, light and for protection. We use energy all the time, probably without even noticing it. Energy may change in form but it can't be made out of nothing and neither can it be destroyed. A power station does not create the electrical energy we use in our homes. The power station changes the chemical energy of the fuel into electrical energy. Instead we change this energy into another form of energy, such as heat or light.

**Activity 1:** A solar panel at work

You can see how a solar panel works by making your own. Do this on a bright sunny day.

Materials:

A sheet of clear plastic or glass
water

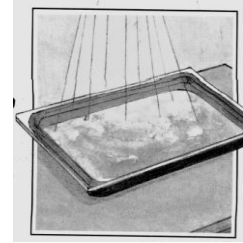
Thermometer



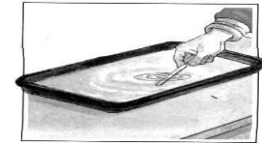
a baking tray with black insides

A baking tray(with black inside) If you do not have a black baking tray, line the tray with black plastic.

1. Fill the baking tray with cold water one centimeter deep. Use the thermometer to find out the water temperature. If you don't have one, test the water with your finger.



2. Place the glass or clear plastic over the tray. Leave it in the sunshine for an hour.



3. Remove the plastic and put the thermometer or your finger in the water. You will feel the water Warmer than before.



Exercise: A Solar Panel at Work

1. Copy and complete.
 - a. The _____ water was _____ deep in the baking tray.
 - b. We used a _____ to find out the water temperature.
 - c. The tray of water was then covered with _____ and it was left out in the _____ for _____ hour.
 - d. After _____ hour we took the _____ off the tray and put the _____ back in the water.
 - e. We found that the water was _____.

2. Answer the questions in complete sentences.

- a. Why did we use a thermometer to find out the temperature of water before and after the experiment?

- b. What do you think would happen if we did not cover the water tray?

- c. What do you think would have happened if we did the experiment on a cloudy day?

3. Conclusion:

- a. At the end of our experiment, the water in the tray had turned

_____.

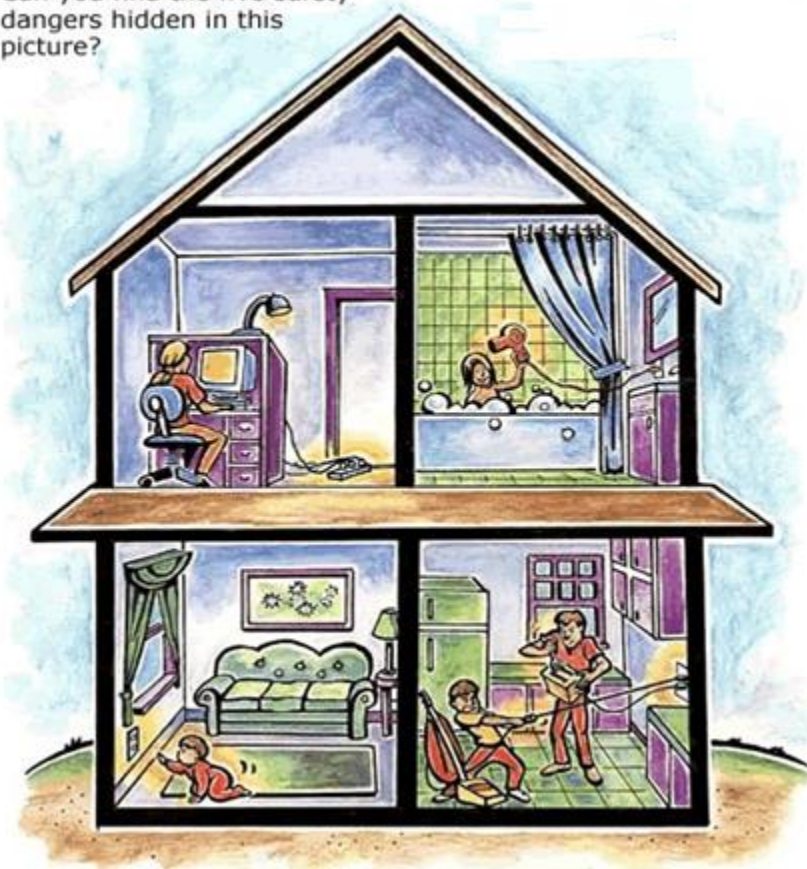
- b. Where does the energy come from?

- c. What form of energy can you observe?

Top 10 Rules for Electric Safety: To play it safe around your home, just remember the rules for using electricity the right way.

1. DON'T plug a bunch of stuff or overload into one outlet or extension cord. It could damage the electrical system in your house or even cause a fire.
2. Make sure all electric cords are tucked away, neat and tidy to avoid accidents. Pets and rats might chew on electrical cords, and people might trip and fall.
3. DON'T ever climb the fence around an electrical substation due to high voltage and electrocution. If a ball or pet gets inside the fence, ask a grown-up to call the electric company - they'll come and get it out for you.
4. DON'T pull an electrical cord from the wall and use phones while lightning is taking place. Pulling on a cord can damage the appliance, the plug or the outlet.
5. DO look up and look out for power lines before you climb a tree. The electricity can go right through the tree branch - and right through you.
6. Fly your kite far away from power lines or substations. The kite and the string may conduct electricity - sending it right through you to the ground.
7. Ask a grown-up for help and guide when you need to use something that uses electricity.
8. Have a grown-up put safety caps on all unused electrical outlets. Covering outlets will also help save energy by stopping cold drafts.
9. Remind friends and family members to watch out for power lines when they're using a ladder, chainsaw or other outdoor equipment.
10. Keep electrical stuff far away from water. Most electrical accidents around the house happen when people use electricity near water.

Can you find the five safety dangers hidden in this picture?



Write your answers here:

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