

**2034 NANUKU SANGAM SCHOOL
SOLUTIONS
WORKSHEET 5 -2021**

Subject: English

Year: 8

Name: _____

Strand: Writing and Shaping

Sub-Strand: Language features and rules

CLO: Explore and Use appropriate conventions of short formal writing

LESSON NOTES:

SAFETY ON THE ROAD

At one time the only danger on the roads was from wild animals and in some places, bandits. Now the roads are full of cars, trucks and buses. These vehicles are as dangerous as the wildest animal and the fierce bandit. There are also many more of them. Everyday people are killed while crossing the road. Most of these people are old and children. Old people are often killed because they usually cannot see or hear very well. Children are killed because they are careless. They forget to look and listen before they cross the road. A car, truck or bus cannot stop very quickly. If the vehicle is going very fast it will travel many metres before it stops. Pedestrians do not always understand this. They think a car can stop within few metres. The faster a car is travelling the longer it takes to stop. It is very difficult for a pedestrian to know how fast a car is travelling. He may think it is going slowly when it is going very quickly. The only safe way to cross the road is to look both ways, right and right again. If the road is clear, then it is safe to cross. The correct way to cross the road is to walk quickly. It is not safe to run. If people run across the road, they may fall down.

Adapted from: '*Effective Comprehension*'

ACTIVITY: Answer in complete sentences

1. What made the roads dangerous in the past?

The roads were dangerous in the past from wild animals and bandits in sme places

2. Why are the roads still unsafe nowadays?

The roads are still unsafe nowadays due to road accidents

3. Why old people are often killed?

Old people are often killed because they usually cannot see or hear very well

4. What do pedestrians often fail to understand?

Pedestrians often fail to understand that if the vehicle is going very fast it will travel many metres before it stops

5. What do pedestrians find hard to do?

The pedestrians find it hard to know how fast a car is travelling

6. The faster a car is travelling, the longer it takes to stop.

7. Children are often killed because they are often careless.

2034 NANUKU SANGAM SCHOOL
LESSON NOTES
WORKSHEET 5 -2021

Subject: Mathematics

Year: 8

Name: _____

STRAND: –Measurement

SUB – STRAND: Volume/Capacity

CLO: Work Out Any Volume and Capacity Using Formula.

LESSON NOTES:

Volume of rectangular Prisms or Cuboids

(Reference -Maths Textbook page = 44)

To calculate the volume of a prism a formula is used;

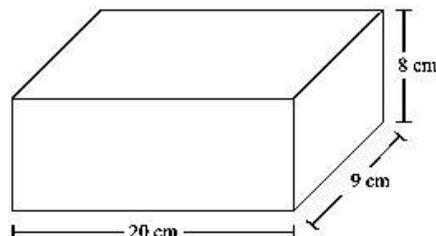
Volume of Prism = base area x height (Note: *Base area is calculated by $l \times w$*)

Volume of a Prism= length(l) x width (w) x height(h) in short **$v = l \times w \times h$**

For some prisms base area and height will be given, therefore just multiply the base area with the height.

Example 1

Find the volume of the following prism.



Answer:

Volume: Base area x height

$$\text{Volume} = (l \times w) \times h$$

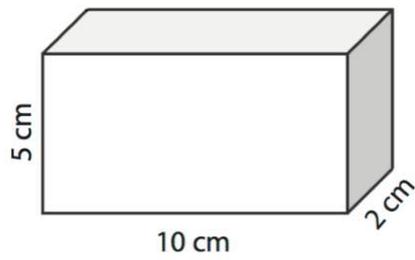
$$V = 20 \text{ cm} \times 9 \text{ cm} \times 8 \text{ cm} \text{ (Note: *you can write in any order as far as the 3 dimensions are multiplied*)}$$

V=	$180 \text{ cm}^2 \times 8 \text{ cm}$
V=	1440 cm^3 (Note: Do not forget to write the final as cubic unit)

ACTIVITY:

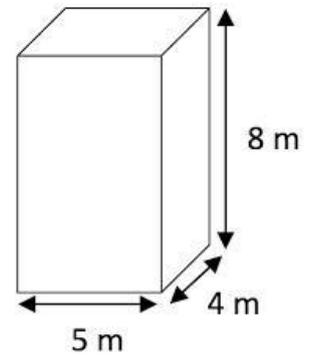
1. Find the volume of these rectangular prisms.

a)



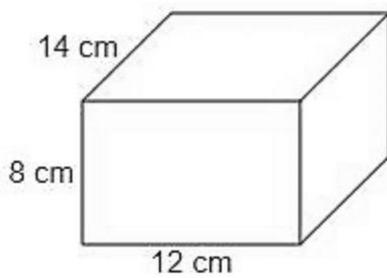
$$\begin{aligned} V &= l \times w \times h \\ &= 10\text{cm} \times 2\text{cm} \times 5\text{cm} \\ &= \underline{100\text{cm}^3} \end{aligned}$$

b)



$$\begin{aligned} V &= l \times w \times h \\ &= 5\text{m} \times 4\text{m} \times 8\text{m} \\ &= \underline{160\text{m}^3} \end{aligned}$$

c)



$$\begin{aligned} V &= l \times w \times h \\ &= 12\text{cm} \times 8\text{cm} \times 14\text{cm} \\ &= \underline{1344\text{cm}^3} \end{aligned}$$

**2034 NANUKU SANGAM SCHOOL
SOLUTIONS
WORKSHEET 5 -2021**

Subject: Healthy Living **Year:** 8 **Name:** _____

STRAND: Safety

SUB-STRAND: Personal Safety

CLO: Determine safe and unsafe environments for personal safety

LESSON NOTES: **UNSAFE ENVIRONMENT**

(Reference: Healthy Living Textbook Page 30)

1. The environment that we are in everyday must be safe.
2. Our homes and schools must be protected from hazards, abuse, intruders, or harm.
3. We can identify unsafe areas and make recommendations to our teachers and school Head Teacher so it can be made safe to us.

ACTIVITY:

How safe is your home

You will inspect your home and compound to see that it is safe for you and your family. Follow the example and complete the table

NB. Answers may vary

Inspected Areas	Safe/Unsafe	Comment	Recommendations
e.g. Door	Unsafe	Hinge is broken- door is hanging to one side.	Repair the hinge- buy a new one, get a carpenter to repair it.
e.g. Window	Safe	Good	Good
Flower garden	safe	Good	Good
Floor	Unsafe	Uneven Surface/ Holes in the floor/ slippery tiles	Plaster the floor.
Compound	Unsafe	Holes in the ground/Uneven surface	Put soil in the holes
Power points	Safe	Good	Good
Water taps	Unsafe	Slippery floor	Scrub/ clean it

**2034 NANUKU SANGAM SCHOOL
SOLUTIONS
WORKSHEET 5 -2021**

Subject: Hindi

Year: 8

Name: _____

STRAND:	H2 – पढ़ना एवं सर्वेक्षण करना	
SUB-STRAND:	H2.3 – सामाजिक व सांस्कृतिक संदर्भ परिस्थितियाँ	
CONTENT LEARNING OUTCOME:	<i>Concepts, Skills and Attitudes:</i>	वर्णन करना कि विशिष्ट उद्देश्य व दर्शकों के लिए विषय कैसे निर्मित होते हैं तथा पहचानना कि पाठ में सांस्कृतिक व धार्मिक मूल्य, मनोभाव व विश्वास कैसे प्रस्तुत होते हैं।

LESSON NOTES

पाठ 4 – “द्वारका में प्रवेश” (कृष्ण सुदामा की दोस्ती) (Pages 19-21)

दूसरे दिन सवेरे, सुदामा ने सुशीला की दी हुई पोटली बगल में दबाई और द्वारका के लिए रवाना हो गया। वह दिन भर पैदल चलता रहा और शाम के समय द्वारका जा पहुँचा। लगातार पैदल चलने से सुदामा के पैरों में छालें पड़ गए थे और बदन थक कर चूर-चूर हो गया था।

अब उसने आराम करने की इच्छा से इधर-उधर देखा तो पाया कि वह अपने गाँव में नहीं बल्कि एक विशाल नगर के बीचोबीच खड़ा है। उस नगर में बड़ी-बड़ी इमारतें थीं, सुन्दर बगीचे थे और सड़कों पर कई आदमी इधर-उधर आ-जा रहे थे। तब इतने बड़े नगर में, इतने सुखी और अमीर लोगों के बीच सुदामा को ऐसा लगा जैसे वह कोई अजीब बेढंगा आदमी हो।

“भाई,” उसने पास से गुजरते हुए आदमी से पूछा, “जरा यह बता दो कि कृष्ण से कहाँ मिलता जा सकता है?”

“कौन कृष्ण?” उस आदमी ने पूछा, “तुम्हारा मतलब हमारे राजा कृष्ण से तो नहीं है?”

“हाँ, उसी कृष्ण से,” सुदामा ने कहा, “सुना है अब वह राजा हो गया है।”

“और यह पता नहीं कि वह रहता कहाँ है?” उस आदमी ने पूछा, “तुम कौन हो और कहाँ से आए हो?”

“बहुत दूर से आया हूँ,” सुदामा ने जवाब दिया। “कृष्ण मेरा मित्र है और मैं उससे मिलना चाहता हूँ।”

“तुम कृष्ण के मित्र हो! हमारे राजा के मित्र!” उस आदमी ने चकित होकर कहा, “वह देखो, उधर एक बड़ा सा फाटक देखते हो? वही कृष्ण के महल का फाटक है।”

सुदामा धीरे-धीरे फाटक के पास पहुँचा और जैसे ही उसके अन्दर घुसने लगा कि द्वारपाल की कड़कती हुई आवाज़ सुनई पड़ी।

“ठहरो,” द्वारपाल ने कहा, क्या चाहिए?”

“क्या कृष्ण यहीं रहता है?” सुदामा ने पूछा।

“हाँ, रहते हैं, हमारे राजा कृष्ण इसी महल में रहते हैं।” द्वारपाल ने जवाब दिया।

“मुझे उससे मिलना है।” सुदामा ने कहा।

“कृष्ण से? हमारे राजा कृष्ण से?” द्वारपाल ने पूछा, “तुम कौन हो और यहाँ आए कहाँ से?”

“मैं सुदामा हूँ और बहुत दूर से चलकर आया हूँ।” सुदामा ने जवाब दिया, “मैं कृष्ण का दोस्त हूँ और उससे मिलना चाहता हूँ।”

अभ्यास (Activity)

1. सुदामा को अपने गाँव से दुरका नगरी पहुँचने में कितने दिन लगे ?

सुदामा को अपने गाँव से दुरका नगरी पहुँचने में एक दिन लगे ।

2. दुरका नगरी के बीच खड़े होकर सुदामा कैसा महसूस कर रहा था ?

सुदामा को ऐसा लगा जैसे वह कोई अजीब बेढगा आदमी है ।

3. सुदामा को कृष्ण के महल का पता कैसे चला ?

सुदामा ने पास से गुजरते हुए आदमी से पूछा था ।

4. दुरपाल ने सुदामा को किस लिए रोका था ?

दुरपाल ने सुदामा को रोका क्योंकि सुदामा फाटक के अन्दर घुसने लगा था ।

**2034 NANUKU SANGAM SCHOOL
SOLUTIONS
WORKSHEET 5 -2021**

Subject: Social Science **Year:** 8 **Name:** _____

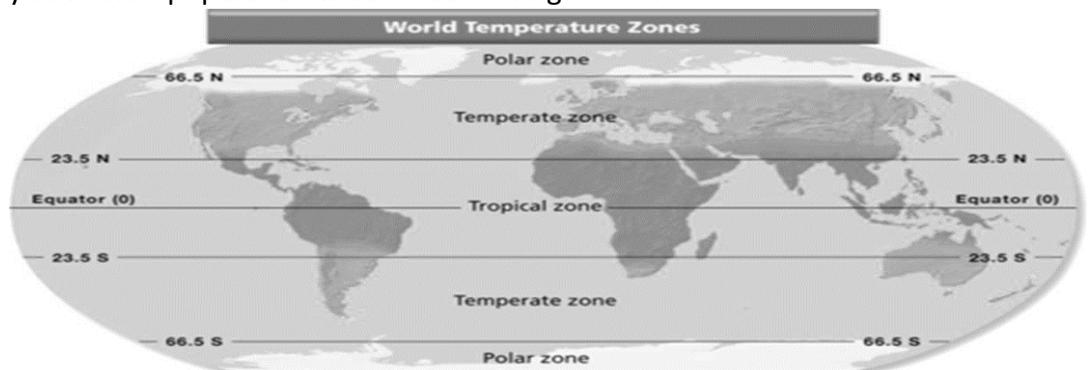
Strand: PLACE AND ENVIRONMENT

Sub-Strand: Features of Places

CLO: Investigate the main climatic regions of the world and express their effects on people's lives and work.

LESSON NOTES: Effects of Climate on People Living in the Temperate Zones

1. 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.
2. The Temperate Zones have climate that is warm in the summer, cold in the winter and moderate in the spring and autumn.
3. Has deciduous and coniferous trees and grassland.
4. Summer is warm or hot and dry and this is when most people will come outside of their homes and do outdoor activities.
5. Winter is when snow falls and most people will have to stay indoors because it is very cold outside. People wear warm clothes and do less outside activities.
6. Autumn is cool season and people will come out again for outside activities.
7. Spring weather can be changeable. The weather can change from sunny to rainy to showery then to cloudy. The work people do will depend on the weather at that particular time.
8. Soil is very fertile in this zone; therefore, farming is a large-scale practice especially during spring and summer (dairy, sheep, cattle, potatoes, onions, wheat, oats, fruits such as peaches, apples)
9. Has majority of world's population which leads to large cities.



ACTIVITY:

1. Where is the temperate zone located?

-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.

2. Name two countries located in the Northern Temperate Zone?

North America (including northern Mexico and northern Bahamas), Europe, North Africa (Morocco, Tunisia and the northern regions of Western Sahara, Algeria, Libya and Egypt), Northern Asia, East Asia, Central Asia

3. Name two countries located in the Southern Temperate Zone?

The southern tip of Uruguay and South Africa; the southern half of Chile and Argentina; parts of Australia, going south from Adelaide, and all of New Zealand.

**2034 NANUKU SANGAM SCHOOL
SOLUTIONS
WORKSHEET 5 -2021**

Subject: Basic Science **Year:** 8 **Name:** _____

STRAND: Strand 3 – Energy

SUB-STRAND: Energy Source and Transfer

CLO: Classify energy into different categories.

LESSON NOTES: **ENERGY SOURCES**

- | | | |
|----------------|-------------------------------|-----------------------|
| 1. Solar (sun) | 2. Wind | 3. Water (hydropower) |
| 4. Geothermal | 5. Biomass (organic material) | 6. Fossil fuels |

Forms of Energy

- | | | | |
|---------|---------------|----------|----------|
| 1. Heat | 2. Electrical | 3. Sound | 4. Solar |
|---------|---------------|----------|----------|

Conduction

1. Conduction transfers heat within a body or between two bodies that are touching.
2. Conduction occurs in solids, liquids, or gases that are at rest.
3. A material that allows heat to travel through it is called a **conductor**.

Convection

1. **Convection** is the transfer of heat from one fluid to another by the movement of the fluid itself.
2. Water in a tea kettle is heated by convection. A hot stove also heats the air in a room by convection.
3. A warmer volume of fluid will rise, while a colder and thus more compacted volume of fluid will descend.

Radiation

1. All objects radiate energy and heat, even your own body.
2. Radiation leaves an object in the form of waves.
3. The hotter an object, the shorter the wavelength of this radiation.

1. **Insulators** – Are objects and substances that does not allow heat to pass through. Eg. Paper

2. **Conductors** - Are objects and substances that allow heat to pass through. Eg. Nail

ACTIVITY:

1. Write down three ways of heat transfer.

Conduction / Convection / Radiation

2. List two good conductors and two insulators of heat in the table below:

<u>Conductors</u>	<u>Insulators</u>
Nail	Paper
Tin	Wood

3. Explain what happens during the following:

A] Conduction – Conduction transfers heat within a body or between two bodies that are touching

B] Convection – is the transfer of heat from one fluid to another by the movement of the fluid itself.

C] Radiation - the emission or transmission of energy in the form of waves or particles through space or through a material medium.

Subject: Veika Vaka-viti

Year: 8

Name: _____

STRAND	VOLAVOLA KEI NA BULIBULI
Sub- Strand	Na vulici ni vosa kei na gaunisala ni kena vakatavulici
Content Learning outcome	Vakarautaka eso na itukutuku buli, vakasama ena itukutuku buli kei na walewale ni volavola e vulici.

LESSON NOTESNa Vola i vola.

1. Na i vola e volai me vakadewataki kina e dua na itukutuku.
2. Na i vola e dua na gaunisala ni vakau itukutuku.
3. E volai na i vola vei ira na lewe ni matavuvale, i tokani se ki vua e dua e vaka itutu cecere.

Vola e dua na i vola vua na Qase ni Vuli Liu e Nokonoko District School, Werelevu. Mo kerea vua me vosota ni ko sa na sega mada ni rawa ni lako yani ki vuli ni kua. Mo vakamacalataka ni mosi na batimu ka me kauti iko ko tinamu ki valenibula mo la'ki qaravi kina. Tukuna tale ga ni ko sa na qai lesu tale ki vuli e na siga ka tarava. Ko tiko ga e nomu koro ko Nakosaya, Waibeta, Navosa. Me yacamu buli ko Didamu Leano kevaka ko goneyalewa se ko Baleitimoa Saranuku kevaka ko gone tagane.

Nakosaya
Waibeta
Navosa.
21 ni Jiulai 2021.

Na Qasenivuli Liu
Nokonoko District School
Werelevu.

I'a Saka

Au kerea saka na nomuni veivosoti e na noqu na sega ni yaco rawa saka yani e koronivuli nikua. E tauvi au e dua na mosi ni bati ka na kauti au saka tiko ko tinaqu e valenibula. Au na gole saka tale yani ki vuli ni mataka ni sa na qaravi oti saka na batiqu mai vei koya na vuniwai ni veicavu bati,

Au sa nuitaka saka ni na ciqomi na noqu sega ni rawa yani e koronivuli ena siga nikua.

Vinaka saka.

Nomuni gonevuli saka,

Didamu Leano/ Baleitimoa Saranuku