BA SANGAM PRIMARY SCHOOL
LESSON NOTES

SUBJECT: ENGLISH **YEAR : 8**

Strand: Writing and shaping

Sub Strand: Language feature and rules

Content Learning Outcome: Explore and show desire to use language appropriately.

To examine and explain the different uses of language in variety of text

Grammar

Comparatives – In grammar, the comparative form of an adverb or adjectives shows that something has more of quality than something else. It usually compares two things.

Example: Tall - taller

Jack is tall. Epeli is taller than Jack.

Superlatives - The superlative form of an adverb or adjective is the form that indicates that something has more of a quality than anything else in a group.

Example Tall – Taller – <u>Tallest</u>

Tomasi is the <u>tallest</u> boy in his class.

Activity

Complete this table with comparatives and superlatives.

ADJECTIVE / ADVERB	COMPARATIVE	SUPERLATIVE
Angry		
Fast		
Bright		
Broad		
Young		
Bad		
Good		
Hot		
Dark		

☺ **(Be careful with some adjectives)**

DICTIONARY

A dictionary is a book containing meanings of words listed in alphabetical order. It contains a collection of words in one or more specific languages.

How to find words in a dictionary?

- Guide word – these are words on the top right and left of any dictionary page that guides you to the word that you intend to find meaning. They are in bold and in alphabetical order.
- Head word – these are word or main entry usually on the left hand side of the dictionary accompanied by their meanings. They are also arranged in alphabetical order.
- Parts of speech – tells us how the word is used in a sentence (n=noun, v=verb, adj=adjective, adv=adverb).
- Pronunciation – words that help you pronounce the headword without difficulty. They are found inside brackets after the main word.

DICTIONARY ACTIVITY

1. What are guide words?

_____

2. How are words arranged in a dictionary?

_____

3. What does the abbreviation 'adj" mean after a main word entry?

_____

4. Arrange these words in alphabetical order

a.	**graft**	**palisade**	**homeostatic**	**haemoglobin**
	_____	_____	_____	_____
b.	**courage**	**collate**	**country**	**commercial**
	_____	_____	_____	_____
c.	**priest**	**praise**	**paper**	**perform**
	_____	_____	_____	_____
d.	**follow**	**foliate**	**frown**	**further**
	_____	_____	_____	_____

BA SANGAM PRIMARY SCHOOL
LESSON NOTES

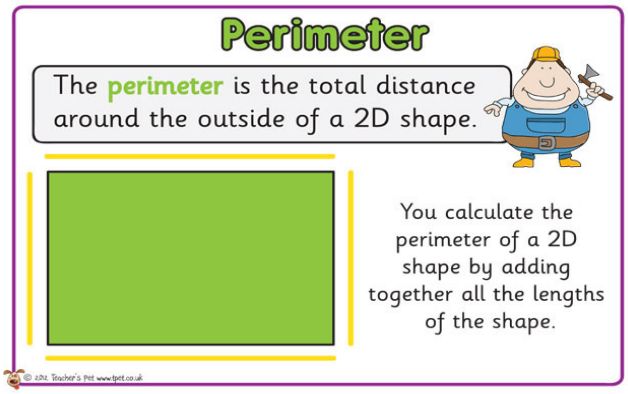
SUBJECT: MATHEMATICS **YEAR : 8**

Strand: Measurement

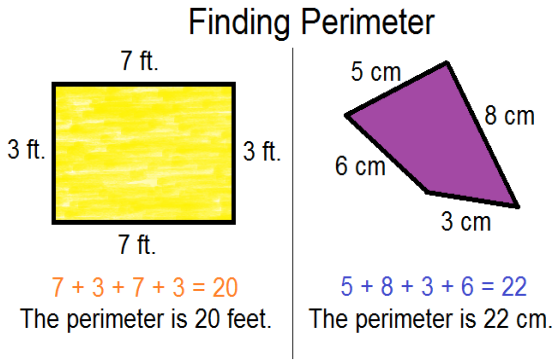
Sub Strand: Length /Area

Content Learning Outcome: At the end of the lesson the students should be able to find out perimeter and area of shapes given its dimensions.

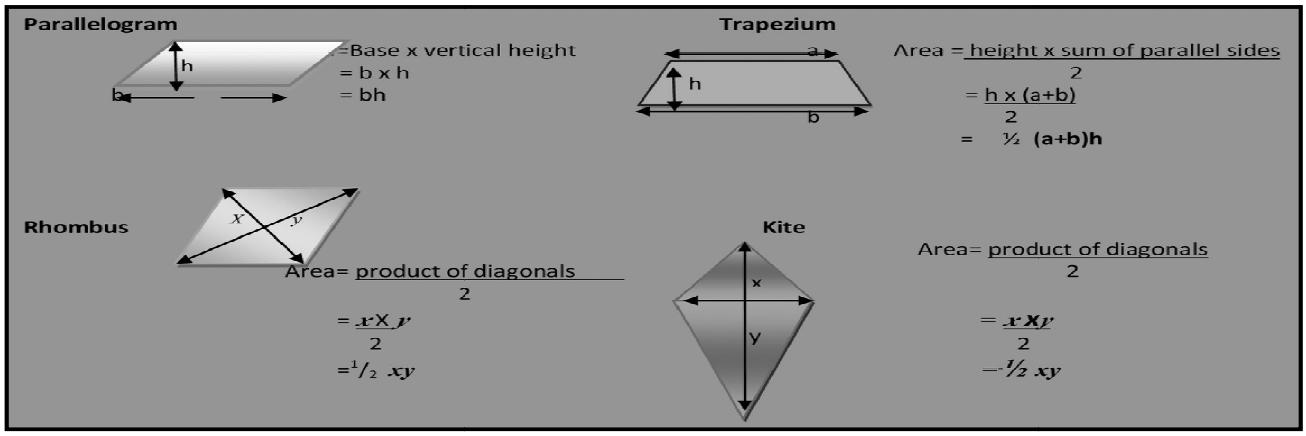
How to calculate perimeter?



Example

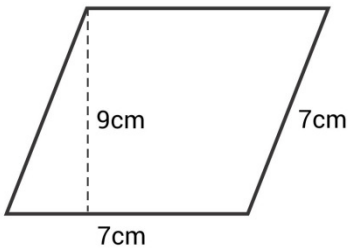


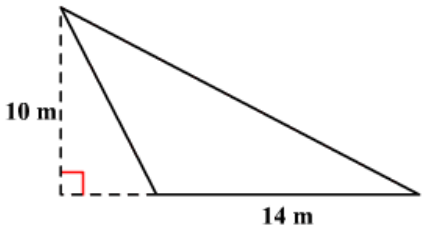
AREA - Is the space inside a 2-dimensional shape.

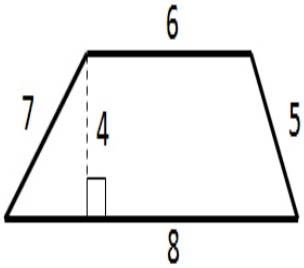


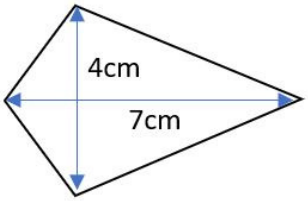
NOTE: ***Diagonals*** are the two lines which join the opposite corners. With the ***rhombus*** and the ***kite***: x and y represents the two diagonals.

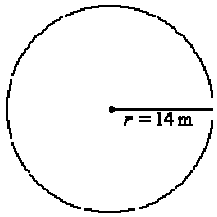
ACTIVITY











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Sangam Education Board- Online Resources

BA SANGAM PRIMARY SCHOOL
LESSON NOTES

SUBJECT: HEALTHY LIVING **YEAR : 8**

Strand: Safety

Sub Strand: Personal Safety

Content Learning Outcome: At the end of the lesson the students should be able to judge safe and unsafe environments for personal safety.

UNSAFE ENVIRONMENT

The environment that we are in everyday must be safe. Our homes and schools must be protected from hazards, abuse, intruders, or harm. We can identify unsafe areas and make recommendations to our teachers and head of school so it can be made safe to us. At home we can identify unsafe areas and make recommendations to our parents. After all our safety is our priority and we are accountable for the environment we are in.

Some of the most common hazards at home include fire and poisoning. There may also be risks posed by your home's contents, such as falls, choking, cuts and burns.

Activity How safe is your home. Move around your home and complete this table.

Inspected areas	Safe / Unsafe	Comment	Recommendations
e.g Door	Unsafe	Hinge is broken- door is hanging to one side	Repair the hinge- buy new one, get a carpenter to repair it
Ceiling			
Wall			
Floor			
Play area			
Toilet			
Gates/doors			
Corridors			
Gardens			
Drains			
Water taps			

Define these terms

1. Hazard - _____

2. Intruders - _____

3. Abuse - _____

BA SANGAM PRIMARY SCHOOL
LESSON NOTES

SUBJECT: हिन्दी **YEAR : 8**

Strand : पढ़ना एवं सर्वेक्षण करना

Sub Strand: भाषा की विशेषताएँ एवं नियम

Content Learning Outcome: विभिन्न सामाजिक परिस्थितियों, उद्देश्यों वदर्शकों से संबद्ध पाठ में आए विचारों,जानकारी व घटनाओं की व्याख्या व चर्चा करना ।

बोधन- COMPREHENSION

इस अंश को ध्यान से पढ़िए ।

बिरजू एक मेहनती किसान है । उस का गाँव शहर से दस कीलोमीटर दूर है । उस के पास पाँच बीघा जमीन है । उस का खेत समतल और नदी के किनारे है । मिट्टी तगड़ी होने के कारण वह अपने खेत में अच्छी फसलें उगा लेता है ।

खेत जोतने के लिए उस के पास एक जोड़ा बैल है । एक घोड़ा भी है जिसे वह सवारी के काम में लाता है । उस के पास दो बकरियाँ भी है और एक गाय जो दूध देती है तथा कुछ मुर्गी- मुर्गे भी हैं ।

उस के परिवार में कुल मिला कर पाँच सदस्य थे । बड़ी बेटी विभा की शादी हो चुकी है और मंझला बेटा शेखर सेकेण्डरी स्कूल में फोर्म छ: में अध्ययन करता है । सब से छोटा नीरज प्रायमरी स्कूल की अंतिम वर्ष में है ।

बिरजू अपने खेत में अकेले ही कामों को करता है । उस की पत्नी बच्चों को स्कूल भेज कर जब उस के लिए खाना ले कर आती है तो वह भी सब्जियों को तोड़ने में उस की मदद करती है । कभी- कभी शाम को बच्चे भी स्कूल से आकर बिरजू की मदद कर दिया करते हैं ।

वह अपनी उपजाऊ जमीन में गन्ने के अलावा धान, मकई, बीन और भिण्डी भी बोता है । इन के अतिरिक्त वह बैंगन, मिर्च, टमाटर और अन्य शाक सब्जियाँ भी उगा लेता है । सभी चीजों को बोने के कारण उसे बाजार से खरीदना नहीं पड़ता है,बल्कि अपनी चीजों को बाजार में बेंचता है ।

बाढ़ के कारण उस की फसलों को जरूर नुकसान होती हैं मगर वह निराश नहीं होता है । वह मेहनत करने पर विश्वास रखता है और मेहनत करता है ।

मेहनत करने वाले सदैव सुखी रहते हैं ।

प्रश्न

1. बिरजू का खेत कहाँ था ?

क. शहर से दस कीलोमीटर दूर ख. नदी के किनारे ग. गाँव से बाहर घ. रास्ते के पास

2. किस की शादी हो गई है ?

क. शेखर ख. विभा की ग. रमेश की घ नीरज की

3. शाम के समय बिरजू की मदद कौन करता था ?

क. उस की पत्नी ख. उस के पड़ोसी ग. उस के बच्चें घ. उस के भाई

4. बिरजू की फसलों को किस से नुकसान होती है ?

क. बाढ़ से ख. वर्षा से ग. बरसात से घ. पानी से

5. बिरजू गन्ने के अलावा और क्या-क्या बोता था ?

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BA SANGAM PRIMARY SCHOOL
LESSON NOTES

SUBJECT: SOCIAL SCIENCE **YEAR : 8**

Strand: Place and environment

Sub Strand: Features of place

Content Learning Outcome: Investigate the main climate region of the world and express their effects on people's lives and work.

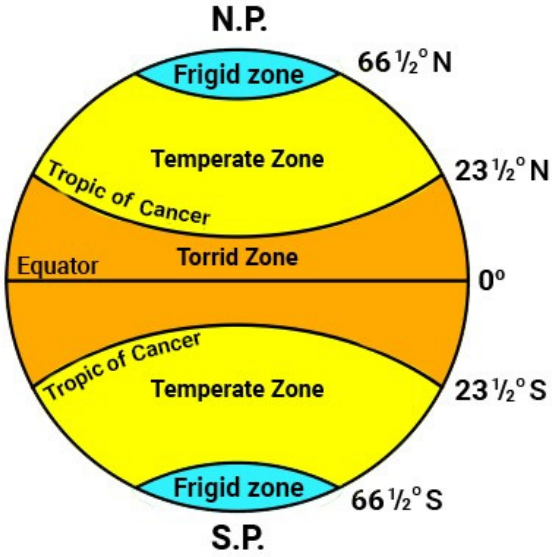
THE DIFFERENT CLIMATIC ZONES AND THEIR CHARACTERISTICS

1. **Equator** – is the heat surplus zone where the climate is usually hot as the sun's rays travels the shortest distance to this surface area of the equator and brings heat surplus to the area.
   The equator divides the planet into the Northern Hemisphere and Southern Hemisphere and is located at 0 degrees latitude, the halfway line between the North Pole and South Pole.

2. **Tropical/ Torrid zones** – the tropical climate zones experience hot and humid weather. There is more rainfall during certain periods. This zone still receives considerable sunshine, and with more rainfall, gives healthy vegetation growth. A tropical rainforest is an ecosystem type that occurs within the latitudes 28 degrees north and south of the equator (the equatorial zone is between the Tropic of Cancer and Tropic of Capricorn).

3. **Temperate zones** – lie between tropic of Cancer and the Arctic circle in the North or between the tropic of Capricorn and the Antarctic circle in the south. The temperature in these regions is relatively moderate, rather than extremely hot or cold and the changes between summer and winter are also usually moderate.

4. **Polar / Frigid zones** – the cold polar climates can experience very low temperatures. This is because half the year, the sun does not rise above the horizon.
   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.** There is no life on land except on the coast where seals, penguins, whales can be seen. No human live permanently in the Antarctic.
   In the Arctic, relatively few people live north of the Arctic Circle due to the **severe climate**. The Inuit people in Canada and Greenland as well as the Alaskans are the natives on the arctic. These people depend on hunting, fishing, herding and gathering wild plants for food for living. For transportation , people in the arctic often travel by sled pulled by packs of huskies.



Activity

1. What is another name for tropical zone?

_____

2. What are some of the animals found in the polar zone?

_____

3. Between which two latitudes would you find the tropical forest?

_____

4. Why there is no permanent human population south of Antarctic?

_____

5. How do people travel in the Arctic?

_____

BA SANGAM PRIMARY SCHOOL
LESSON NOTES

SUBJECT: BASIC SCIENCE **YEAR : 8**

Strand: Energy

Sub Strand: Energy source and transfer

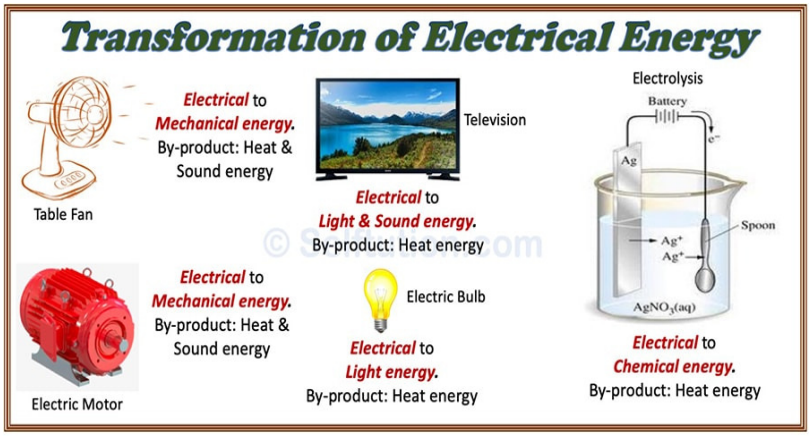
Content Learning Outcome: At the end of the lesson the students should be able to account and report on the different forms of energy can be transferred from one medium to another.

ELECTRICAL ENERGY

Electricity is one of the basic forms of energy associated with electric charge, a property of atomic particles such as electrons or protons. Electric charges can be stationary as in static charges or moving as in electric current. Electricity can be generated from many different sources. Electrical energy can be converted efficiently to other forms of energy.

Electricity is one of the convenient forms of energy because it can easily be changed into other forms of energy such as light and heat. In the 21st century, electrical energy powers almost all appliance at our home and office.

Electrical energy cannot be destroyed but it can change to other forms.



SOUND ENERGY

Sound is a type of energy. Sounds are produced when an object vibrates. When this happens, the air around the object also vibrates. These vibrations in the air travel as **sound waves.** The sound waves move sound energy from one place to another.

Sound energy travels out as waves in all directions. Sound needs a medium to travel through, such as air, water, wood, and even metal. Other examples of sound energy are voices, whistles, horns and musical instruments.

ACTIVITY

Item	What form of energy is electricity changed into for the following items?