

Subject: English

Strand	Reading and Viewing (2)
Sub-strand	Socio-cultural contexts and situations (8.2.3)
Content learning outcome	Examine and explain socio-cultural and other values, attitudes and beliefs and their relationship with the text used, audience, purpose and conventions (8.2.3.1)

**ACTIVITY 1**

Genre: Novel (Swiss Family Robinson)

**Chapter 12- We Find a Cave****\*Read Chapter 12 and complete the following.****(1A) Summary**

A lot of (1)\_\_\_\_\_ had been done during the rainy season. The tent at Tent House had blown away and a lot of stores had been (2)\_\_\_\_\_. Also, the Deliverance was of no use, but luckily, the Elizabeth was alright. Fritz, (3)\_\_\_\_\_ and Mr. Robinson found a good cave after making a hole in a large rock with an (4)\_\_\_\_\_ bar. They had to wait for a while for the (5)\_\_\_\_\_ air to come out of the cave.

**(1B) Questions**

1. What was one good thing which happened during the rainy season?

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2. How did Jack and Fritz almost die?

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3. Who found the cave?

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**ACTIVITY 2      Genre: Poetry (Leaves)****Reef Walking – Konai Helu- Thaman**

I have been out on the reef  
 searching for cowrie shells  
 but every rock has been turned  
 by those who went before me.

I am tired and disappointed  
 but I shall keep on trying  
 in case I find one  
 looking for a place to hide.

**Summary / Explanation**

Through this poem, the poet is trying to portray a very important message that in life we should not give up. The poet is suggesting that no matter how difficult things may be in life, one must keep on trying. Using the perfect example of cowrie hunt on the beach, the poet is trying to say that life is full of challenges, but with strong determination, one can overcome challenges and find success at the end. Though at times we may come across failures and disappointments but these obstacles and challenges should not deter us from our goals and objectives.

### Theme /Message

- + Never lose hope in life.
- + If you are determined, nothing is impossible.
- + Each day brings new ray of hope and opportunities.
- + Self-belief is key ingredient to success.

### Activity

1. What message does the poet portray through this poem?

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2. How can one overcome challenges in life?

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3. What lesson do you learn from this line “but shall keep on trying?”

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4. Draw and colour a cowrie shell.



Subject: English

Strand	Reading and Viewing (2)
Sub-strand	Language features and rules (8.2.2)
Content learning outcome	Examine and explain the different uses of language in a variety of language situations and genres. (8.2.2.1)

**ACTIVITY 3      Comparative and Superlative**

✚ A **Comparative Adjective** is a word that describes a noun by comparing it to another noun. Comparative adjectives typically end in 'er' and are followed by the word 'than'. E.g. tinier than

✚ A **Superlative Adjective** is a word that describes a noun by comparing it to two or more nouns to the highest or lowest degree. Superlative adjectives typically end in 'est' and are preceded by the word 'the'. E.g. the best

**(3A) Choose the correct comparative adjectives to complete these sentences.**

1. My brother is older than \_\_\_\_.

- a. me
- b. I
- c. my

2. We are better \_\_\_\_.

- a. than them
- b. than they
- c. that them

3. Travelling by bus is \_\_\_\_ travelling by car.

- a. comfortabler than
- b. more comfortable that
- c. more comfortable than

4. The last test was more difficult than this test. This test is \_\_\_\_.

- a. less difficult
- b. difficultless
- c. less difficult than

5. This exam was \_\_\_\_ the last one.

- a. more easy than
- b. easier than
- c. more easier than

**(3B) Write the opposite comparative adjectives.**

1. younger - \_\_\_\_\_
2. colder - \_\_\_\_\_
3. thinner - \_\_\_\_\_
4. cheaper - \_\_\_\_\_
5. nearer - \_\_\_\_\_
6. sadder - \_\_\_\_\_
7. smaller - \_\_\_\_\_
8. easier - \_\_\_\_\_
9. taller - \_\_\_\_\_
10. prettier - \_\_\_\_\_

**(3C) Choose the correct option to complete the sentences below.**

Hi Suzan

I'm having a wonderful time in Los Angeles. The weather is **1** \_\_\_\_\_ (hot/ hotter/ hottest) and drier **2** \_\_\_\_\_ (that/ than/ as) in England and Americans are friendlier than **3** \_\_\_\_\_ (us/ we/ our). The food is better here; it's not the same **4** \_\_\_\_\_ (that/ than/ as) the food in England at all! From all the countries I've been to, I think English food is the **5** \_\_\_\_\_ (less/ least/ more) pleasant. It's awful. Yesterday I had the best hamburger I've **6** \_\_\_\_\_ (before/ ever/ never) eaten! The hotel is beautiful. I think it's not as **7** \_\_\_\_\_ (nice as/ nicer as/ nicer than) the hotel we stayed in New York, but it's **8** \_\_\_\_\_ (much more/ lot more/ most) comfortable. They say that Los Angeles is one of the most expensive cities **9** \_\_\_\_\_ (of/ in/ from) the world, but actually, I'm not spending **10** \_\_\_\_\_ (more/ as much/ as many) money as I thought. I'll phone you when I get back.

Love

Megan

# 1098 SABETO SANGAM SCHOOL

## MATHEMATICS

YEAR 8

Strand	<b>Measurement</b>
Sub Strand	Money
Topic	Simple Interest
Content Learning Outcome	Apply all concepts of money on Selling Price; Cash Price, compound interest and simple interest

### Lesson Notes

$$\text{Simple Interest} = \frac{\text{Principle} \times \text{Rate} \times \text{Time}}{100}$$

$$\text{Amount} = \text{Principle} + \text{Interest}$$

*Principle – is the amount borrowed*

*Rate – is the interest rate charged (%)*

*Time – time given for repayments (always in years)*

### Example

Mr Brown wanted to buy an outboard motor for his travelling and fishing trips. The cost of the outboard motor with the engine is \$25,000.00.



He borrowed the money from the bank which gives an interest of 6% per annum for 5 years.

- (a) Calculate the **Simple Interest**?

$$\begin{aligned}
 \text{Simple Interest} &= \frac{\text{Principle} \times \text{Rate} \times \text{Time}}{100} \\
 &= \frac{25000 \times 6 \times 5}{100} \\
 &= \frac{250 \times 30}{1} \\
 &= \underline{\underline{\$7500}}
 \end{aligned}$$

- (b) Calculate the Total amount he has to pay the bank after 5 years?

$$\begin{aligned}
 \text{Amount} &= \text{Principle} + \text{Interest} \\
 &= 25000 + 7500 \\
 &= \underline{\underline{\$ 32,500}}
 \end{aligned}$$

### **Exercise**

1. Inoke deposited \$380 in a bank. The bank gave him the interest at the rate of 6% per annum.

(a) Work out his interest for 18 months?

\$\_\_\_\_\_

(b) What would be his total amount after two years?

\$\_\_\_\_\_

2. Cathlyn borrowed \$2 000 from a bank for 12 months at  $2\frac{1}{2}\%$  per annum.

What interest did she pay back?

\$\_\_\_\_\_

3. Jack borrowed \$100 from his boss. His boss charged a 20% interest on the money he borrowed. How much money did Jack paid his boss altogether?

\$\_\_\_\_\_

4. Mr. Satish took a loan of \$12,000 from a bank. The bank gives an interest of 5% per annum for 3 years.

(a) Calculate the Simple Interest paid for 3 years.

\$\_\_\_\_\_

(b) What is the total amount that Mr. Satish would have to pay back to the bank?

\$\_\_\_\_\_

5. Mr. Singh took a loan of \$1,200 from a bank. The bank gives a simple interest of 5% per annum for 3 years.

(a) Calculate the interest for 1 year.

\$\_\_\_\_\_

(b) What will be the interest for 3 years?

\$\_\_\_\_\_

(c) What would be the total amount of money Mr. Singh have to pay back to the bank after 3 years?

\$\_\_\_\_\_

6. Robin took a loan of \$10,000 from a bank to buy a new car. He was given 5 years to pay the loan at the rate of 8% per annum.

(a) Calculate the interest he will pay back to the bank after 5 years?

\$\_\_\_\_\_

(b) What amount did he pay back at the end of the loan period?

\$\_\_\_\_\_



Strand	<b>Relationship</b>
Sub Strand	<b>Building healthy relationship</b>
Topic	RESILIENCY
Content Learning Outcome	Defend and maintain the importance of healthy relationships

**Lesson Notes** (refer to page 25 and 26 of the text)**What is resiliency?**

Imagine you have each end of a piece of elastic in your hands. Pull your hands apart and the elastic stretches. Let go of one end and the elastic bounces back to its original size. That is resilience. For people, resilience means that whatever bad times (adversity) you go through you can always bounce back again and be yourself or even better. It is the ability to overcome challenges of all kinds like trauma, tragedy or personal crisis and bounce back stronger, wiser and more personally powerful.

**Why is resiliency important?**

How we think about adversity and opportunity, affects our success in school, work, our health, longevity and our risk of depression. People who are able to bounce back live longer. They have better health and happier relationships and are more successful in school and at work.

**What can I do to be more resilient?**

Here are some tips to be a resilient person. You need: Positive self-talk. That means: tell that voice in your head to think about all the good things around you and all the good things that you can do. Set realistic goals. Take small steps and build on success. Make good choices. Be a positive person. Compliment others and they will compliment you. Make friends and work at being a good friend. Join in – hang out with positive people, e.g. scouts, guides, youth groups and environment groups, sports players and friends who build you up rather than let you down. Say "I can't do this .....yet!" then try to learn a bit more each day. Exercise, play sport, learn skills, be active. Accept that you will make mistakes – say sorry to yourself as well as to others - then try to put things right and have another go. Give yourself time to think! Try out new things. Talk to other people (trusted friend/adult) when you are feeling down.

**Activity Complete the following activities**

1. In your own words, describe what resiliency is about?

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2. Find the meaning of these words from your dictionary

- a. Trauma

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- b. Tragedy

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- c. Adversity

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- d. longevity

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- e. depression

3. What happens to people who bounce back from adversities?

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4. What do you think can happen to those who don't bounce back?

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STRAND	लिखना एवं निर्माण करना
SUB STRAND	भाषा की विशेषताएं एवं नियम
CONTENT LEARNING OUTCOME	विविध वाक्य संरचना, कड़ियों तथा उपयुक्त शब्दावली विराम आदि चिन्हों के प्रयोग से विभिन्न विषय प्रकार का निर्माण करना।

## काल

क्रिया के जिस रूप से कार्य के करने अथवा होने के समय का पता चले, उसे काल कहते हैं।



### वर्तमान काल

क्रिया के जिस रूप से यह बोध हो कि कार्य अभी हो रहा है, उसे वर्तमान काल कहते हैं।

जैसे: → शोभा सफाई कर रही है।  
→ माली पौधों को पानी दे रहा है।

### भूतकाल

क्रिया के जिस रूप से कार्य के पूरा हो चुकने का पता चले, उसे भूतकाल कहते हैं।

जैसे: → राधा कल स्कूल गई थी।  
→ माँ ने कल लड्डू बनाये थे।

### भविष्य काल

क्रिया के जिस रूप से यह पता चले कि कार्य का होना अभी बाकी है, उसे भविष्यत काल कहते हैं।

जैसे: → किसान खेत में हल चलाएगा।  
→ सुबह होने तक मामा जी आ जाएँगे।

## अभ्यास

1. काल के कितने भेद होते हैं?

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### वाक्य में कौन सा काल है?

2. राधिका पूजा कर रही है।

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3. राकेश कविता लिखेगा।

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4. यदि तुम आते, तो मैं चलती।

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5. बच्चों ने खाना खाया।

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6. प्रधानाचार्य ने भाषण दिया।

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7. अर्पित ने मैच जीत लिया होगा।

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8. प्रशांत खेल रहा है।

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9. रेखा नृत्य प्रतियोगिता में भाग लेगी।

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10. युद्ध होता तो गोलियाँ चलती।

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11. शालू गाना गा रही थीं।

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12. वेदांत ने रामायण पढ़ी।

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13. गीता स्कूल गयी है।

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14. बलबीर लखनऊ गया था।

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15. सीमा ने नृत्य किया है।

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16. अभय ऑफिस में काम करता होगा।

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17. रमा कहानी लिखती है।

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18. पक्षी आसमान में उड़ते हैं।

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19. माता जी फिल्म देख रही हैं।




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20. संभव है कि अनिल प्रथम श्रेणी में पास हो जाएँ।

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STRAND	संस्कृति
SUB STRAND	कला व शिल्प
CONTENT LEARNING OUTCOME	प्रथा और परंपराओं के माध्यम से प्राप्त किए गए सरल शिल्प, ढेकी, मुसल आदि का प्रतिमान तैयार करना।

**अभ्यास :** चित्रों को लेबल करें और इसके उपयोग का वर्णन करें।

No.	चित्र	नाम	उपयोग
1.			
2.			
3.			

Strand	<b>Energy</b>
Sub Strand	<b>ENERGY TRANSFORMATION, USE AND CONSERVATION</b>
Topic	<b>ENERGY TRANSFORMATION</b>
Content Learning Outcome	Recognize the various sources of energy

**Lesson Notes** (refer to page 25 of the text)

**Activity**                      **Name the famous people who are being described below**

1. US President during American civil war \_\_\_\_\_
2. Leader of Nazi Germany 1933-45. \_\_\_\_\_
3. German scientist – theory of relativity. \_\_\_\_\_
4. Founder and leader of the National Federation Party. \_\_\_\_\_
5. US President \_\_\_\_\_
6. Prime Minister of Pakistan \_\_\_\_\_
7. American businessman, founder of Microsoft \_\_\_\_\_
8. British scientist proposed theory of evolution. \_\_\_\_\_
9. Italian explorer \_\_\_\_\_
10. Spiritual and political leader of Tibetans \_\_\_\_\_
11. South African Bishop and opponent of apartheid \_\_\_\_\_
12. Fiji's first woman Speaker \_\_\_\_\_
13. American pop singer. \_\_\_\_\_
14. Cuban revolutionary leader. \_\_\_\_\_
15. US President 1932 – 1945. \_\_\_\_\_
16. US President 2000-2008. \_\_\_\_\_
17. British author of 1984, Animal farm \_\_\_\_\_
18. US Industrialist \_\_\_\_\_
19. Third Prime Minister of India. \_\_\_\_\_
20. British author of Harry Potter series. \_\_\_\_\_
21. British author of Lord of the Rings \_\_\_\_\_
22. Indian Prime Minister \_\_\_\_\_
23. US track athlete won 4 golds at 1936 Olympics. \_\_\_\_\_
24. Soviet leader from 1924-1953. \_\_\_\_\_
25. Italian, painter, scientist, polymath \_\_\_\_\_

**STRAND : NA VEIKA VAKA VITI**

**SUB STRAND: NA VOSA VAKA VITI**

**CONTENT LEARNIG OUTCOME:ME RA KILA NA GONE NA VEIKA RARABA ME BALETA NA VEIKA VAKA-I-TAUKEI**

## **Wirina na matanivola ni i sau ni taro ko sa digitaka.**

1. Na vosa e tautauvata ni vosa e toqai na rukuna e na i yatuvosa e ra?

Tovolea mo sauma kece na taro ni veitarogi.

- |           |           |
|-----------|-----------|
| A. cakava | C. manata |
| B. guraka | D. waraka |

2. Ni dua e dau ucumaiduru e kena i balebale ni talanoa

- |            |            |
|------------|------------|
| A. lasa.   | C. buli.   |
| B. balavu. | D. makawa. |

3. Ena caka tiko na solevu ni vanua e na macawa mai qo.

- |               |              |
|---------------|--------------|
| A. vakatau    | C. vakavuna  |
| B. vakayacori | D. vakatauca |

4. Na i yatuvosa cava e i vakadewa dodonu ni i yatuvosa e ra?  
“Sa suka tu na vuli,” a vakateruya malua yani ko Ruci.

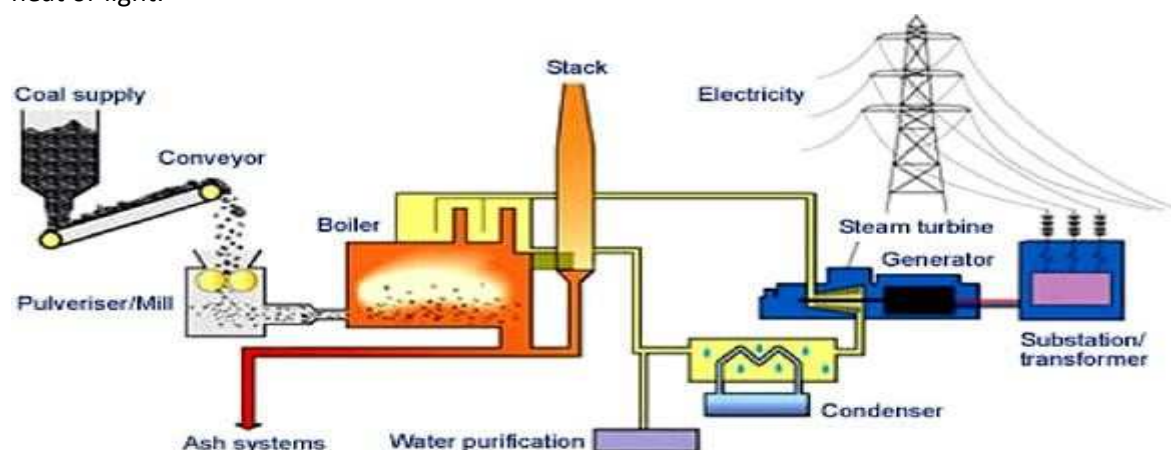
- |  |
|--|
| A. A vakateruya malua ni sa suka yani na vuli ko Ruci. |
| B. Ruci sa suka na vuli a vakateruya malua yani.       |
| C. Malua yani Ruci a vakateruya ni sa suka na vuli.    |
| D. A vakateruya malua yani ko Ruci ni sa suka na vuli. |



Strand	<b>Energy</b>
Sub Strand	<b>ENERGY TRANSFORMATION, USE AND CONSERVATION</b>
Topic	<b>ENERGY TRANSFORMATION</b>
Content Learning Outcome	Recognize the various sources of energy

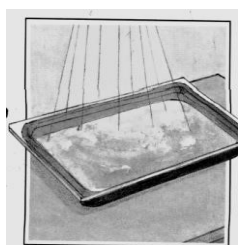
### **Lesson Notes** (refer to page 99 of the text)

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**      **A solar panel at work**

A group of year 8 students wanted to see how Solar panel works by making your own. They did this on a bright sunny day. They filled a baking tray with cold water one centimetre deep. Used the thermometer to find out the water temperature.



They placed a clear plastic over the tray and left it in the sunshine for an hour. They removed the plastic and put the thermometer in the water. They felt the water Warmer than before.





1. **Complete.**

- a. The \_\_\_\_\_ water was \_\_\_\_\_ deep in the baking tray.
- b. They 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 they took the \_\_\_\_\_ off the tray and put the \_\_\_\_\_ back in the water.
- e. They found that the water was \_\_\_\_\_.

2. **Answer the questions in complete sentences.**

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

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

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

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3. **Conclusion:**

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

- b. Where does the energy come from?

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- c. What form of energy can you observe?

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