

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 13- We Make a Winter Home in Rock Castle**

**\*Read Chapter 13 and complete the following.**

**(1A) Summary**

The family turned the cave into their rainy season home and called it (1)\_\_\_\_\_

(2)\_\_\_\_\_. They were very happy to discover that it was full of (3)\_\_\_\_\_.

After this, they had to move some of the animals and make a (4)\_\_\_\_\_ house as well.

They did this in a new part of the island, close to a plain which had lots of (5)\_\_\_\_\_ bushes.

**(1B) Questions**

1. What was the cave full of?

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2. Why did they make holes in the walls of the cave?

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3. Why was Elizabeth happy when they found the cotton bushes?

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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 2      Genre: SHORT STORIES (MYTHS AND LEGENDS OF FIJI)

**Title:** The Crane and the Butterfly (Page 93)

**Setting:** Lau Archipelago – Fiji

**Main characters:** Crane and Butterfly

### Plot / Summary

This is a simple story of a crane and a butterfly from the outer islets of Lau Archipelago. One day while flitting near the sandy beach, butterfly saw a tall white crane. It went near to the crane and stated that she could fly better than the crane. The crane started boasting that it could fly further than the butterfly and can fly all the way to Tonga. They decided to have a race to see who reaches Tonga first. Crane was overconfident that butterfly would be left behind. They both flew off and as they did so, the butterfly fluttered over the crane and alighted (landed) softly on his back.

The crane looked back and seeing no sign of butterfly, it was sure that the butterfly was way behind. Hours went by and the crane grew tired. It kept struggling until he saw the land. He kept on thinking that the butterfly was way behind but as soon as he reached the shore, he saw the butterfly fluttering few yards ahead of him. The butterfly reached Tonga before the crane.

### Theme

- ✚ Never underestimate anyone.
- ✚ Don't be overconfident and boast.
- ✚ Where there's a will, there's a way.

### Questions

1. What lesson do we learn from the story?

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2. How did butterfly trick the crane?

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3. Who was overconfident in this story?

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4. Draw your favourite scene from the story.

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      CAPITALIZATION****(3a). Underline the words that should be capitalized.**

1. sam first met pam while camping in tampa, florida.
2. pam invited sam to read a book called *puppy partners* with her.
3. *puppy partners* is about two silly dogs named pookie and pokey.
4. pookie and pokey go to a school called poochenworth academy.
5. pam's favorite part about *puppy partners* was a crazy character called petey the parakeet.
6. sam said, "now i get a turn! let's read my dinosaur book!"
7. the book was called "dino the dinosaur doctor."
8. "dino the dinosaur doctor" was about a dinosaur doctor named dr. dino who healed sick dinosaurs.
9. pam loved the book and wanted to show it to her favorite teacher, mr. morton.
10. her main man sam said, "that's all good, pam, as long as you can get it back to me by wednesday."

**(3b) Using Singular, Plural, and Collective Nouns**

Complete each of the following tasks.

1. Write a properly capitalized sentence that includes the title of a book or television show.
2. Write a properly capitalized sentence that is about a world leader. Include that leader's title.
3. Write a properly capitalized sentence about a SPECIFIC (proper noun) product.
4. Write a properly capitalized sentence that includes the name of a month and a day of the week.
5. Write a properly capitalized sentence that includes the name of a city, state, or country.

# 1098 SABETO SANGAM SCHOOL

## MATHEMATICS

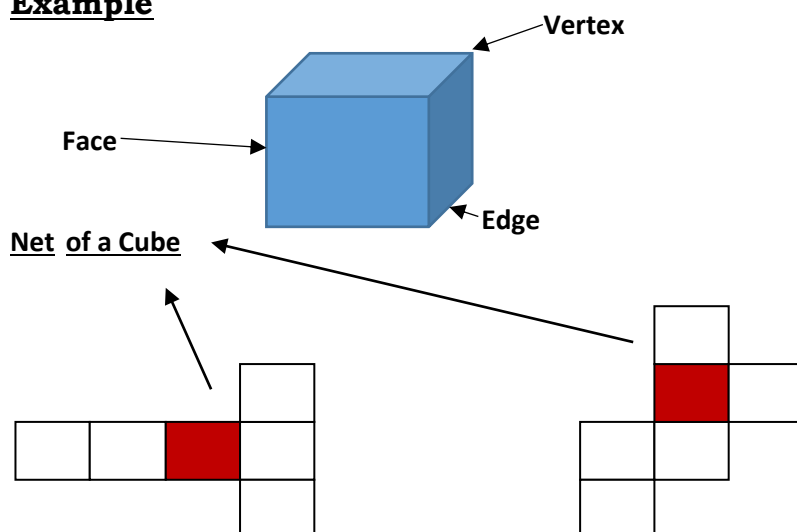
YEAR 8

Strand	GEOMETRY
Sub Strand	SHAPES
Topic	3-Dimensional figures
Content Learning Outcome	<ul style="list-style-type: none"> <li>Identify and name correctly the number of sides of every 2D shapes.</li> <li>Draw and name the basic 3D shapes correctly</li> <li>Classify and name 3D shapes.</li> <li>Identify some 2D and 3D shapes around them</li> </ul>

### Lesson Notes (refer to notes on page 63 – 64 of the text)

- 2-Dimensional** figures such as – triangles, square, rectangle, circle, etc
- 3-Dimensional** figures such as – cube, cuboid, cylinder, pyramid, cone, sphere, etc
- 3-Dimensional figures are **solid figures**. These have edges, faces, vertices and nets.
- Edge:** An edge is formed when two faces of a solid meet. It is an outside limit or boundary of an object or a surface.
- Face:** Face is a plane surface enclosed by an edge or edges.
- Vertex:** A point, at which two or more faces or edges meet, is known as vertex. It is also referred to as a corner.
- Net:** Net is the shape that can be cut out of a flat piece of paper or cardboard and folded to make the 3-D shape.

### Example



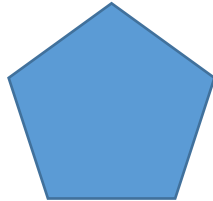
SOLID	N° of Faces	N° of Vertices	N° of Edges
1. Cube	6	8	12
2. Cuboid	6	8	12
3. Triangular Pyramid	4	4	6
4. Square Pyramid	5	5	8
5. Rectangular Pyramid	5	5	8
6. Triangular Prism	5	6	9

## **Exercise**

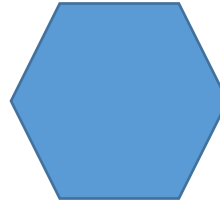
1. Fill in the blanks.
  - a. The other name of tetrahedron is \_\_\_\_\_.
  - b. A square pyramid has \_\_\_\_\_ vertices.
  - c. A solid figure which has 6 vertices, 9 edges and 5 faces is called \_\_\_\_\_.
  - d. A rectangular pyramid has \_\_\_\_\_ faces.
  - e. A solid which consist of three rectangular and two triangular faces is known as \_\_\_\_\_.

2. Name the following 2-D shapes.

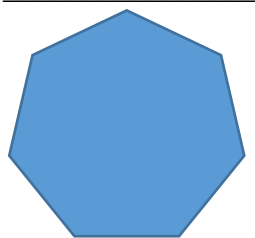
a.



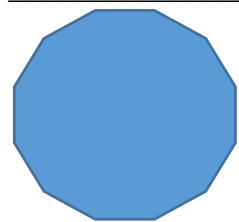
b.



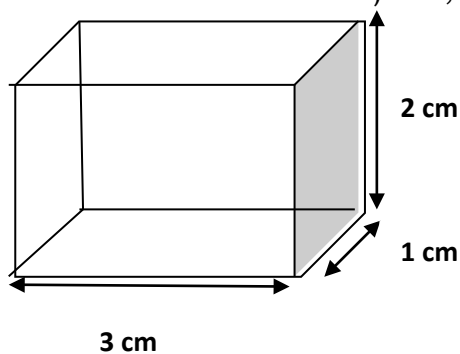
c.



d.



3. Draw the net of the following 3-D figure on squared paper (from your maths exercise book) cut, colour and paste below.



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# 1098 Sabeto Sangam School

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**Year 8**

**H. Living**

**WHSP: 4**

## **Lesson Notes**

<b><u>Strand</u></b>	Building healthy relationship
<b><u>Sub-strand</u></b>	Resilience and Proactive behaviour.
<b><u>Content Learning Outcome</u></b>	Practice resilient behaviour to maximise healthy outcome.

### **Resiliency**

#### **Keywords**

**Elastic** – able to resume its normal shape spontaneously after contraction, dilatation, or distortion.

**Trauma** – a deeply distressing or disturbing experience

**Tragedy** –a play dealing with tragic events and having an unhappy ending, especially one concerning the downfall of the main character.

- an event causing great suffering, destruction, and distress, such as a serious accident, crime, or natural catastrophe.

**Crisis** –a time of intense difficulty, trouble, or danger

**Adversity** –difficulties; misfortune

**Depression** –feelings of severe despondency and dejection

**Longevity** –long life.

#### **What is Resiliency?**

**Resilience** is the process of adapting well in the face of adversity, trauma, tragedy, threats, or even significant sources of stress — such as family and relationship problems, serious health problems, or workplace and financial stressors. It means “bouncing back” from difficult experiences.

**Resiliency** is the ability to overcome challenges of all kinds—trauma, tragedy, personal crises, plain 'ole' life problems—and bounce back.

#### **Why is it important?**

As we all know, when we are in a weakened position where we feel as if things are going from bad to worse, it can be very difficult to find our balance, or swim against the tide, or, recover and regain stability.

#### ***Resilience is important for a number of reasons;***

- it enables us to develop mechanisms for protection against experiences which could be overwhelming
- it helps us to maintain balance in our lives during difficult or stressful periods of time
- can also protect us from the development of some mental health difficulties and issues.

***Some of the various benefits to becoming more resilient are listed below.***

- Improved learning and academic achievement.
- Lower absences from work or study due to sickness.
- Reduced use of risk taking behavior such as excessive drinking, smoking or use of drugs.
- Increased involvement in community or family activities.
- A lower rate of mortality and increased physical health.

**Activity**

1. What is resiliency?

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2. Why is resiliency important?

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3. Discuss about someone whom you know has shown resiliency and in what way.

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STRAND	लिखना एवं निर्माण करना
SUB STRAND	भाषा की विशेषताएं एवं नियम
CONTENT LEARNING OUTCOME	अलंकृत भाषा, मुहावरों और अदृश्य विभिन्न शब्दावली प्रकार वाक्य, संरचना व शुद्ध विराम चिन्ह के प्रयोग से विभिन्न विषय/ ग्रंथ उत्पन्न करना ❁

## विपरीतार्थक शब्द (RESEARCH WORK)

दिए गए शब्दों के विपरीतार्थक शब्द ढूँढ कर लिखिए ❁

NO.	ENGLISH	शब्द	विपरीतार्थक शब्द
1.	extra-ordinary	अतरंग	
2.	darkness	अंधकार	
3.	famine	अकाल	
4.	next	अगला	
5.	friendly	अनुकूल	
6.	set	अस्त	
7.	crime	अपराध	
8.	sky	आकाश	
9.	hope	आशा	
10.	blessing	आशीष	
11.	honest	ईमानदार	
12.	one	एक	
13.	woman	औरत	
14.	period	काल	
15.	please	कृपा	
16.	coward	कायर	



17.	income	आमदनी	
18.	appear	प्रकट	
19.	thick	गाढ़ा	
20.	reduce	घटना	
21.	rise	चढ़ाव	
22.	ease	चैन	
23.	fear	डर	
24.	compassionate	दयालु	
25.	poor	दरिद्र	
26.	debtors	देनदार	
27.	slave	दास	
28.	bias	पक्षपाती	
29.	appreciation	प्रशंसा	
30.	holy	पवित्र	
31.	advantage	फायदा	
32.	strong	बलवान	
33.	heavy	भारी	
34.	fate	भाग्य	
35.	glory	यश	
36.	protector	रक्षक	
37.	region	लोक	
38.	capable	सक्षम	
39.	likely	होनी	

40.	curse	शॉप	
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## 1098 Sabeto Sangam School

Year 8

Social Science

WHSP:4

### Lesson Notes

<b><u>Strand</u></b>	Time, Continuity and Change
<b><u>Sub-strand</u></b>	Continuity and Change
<b><u>Content Learning Outcome</u></b>	Explore some significant world events and express their impacts on lives of people and the history of the world.

### PLACE AND ENVIRONMENT

#### Keywords

**Antarctic Zone** – the region around the South Pole

**Arctic Zone** – the section of the earth's surface lying between the Arctic Circle and the North Pole

**Global Warming** – increase in the average temperature of the Earth's atmosphere and oceans.

**Grassland** – a large open area of country covered with grass

**Greenhouse Effect** – a natural process that warms the Earth's surface

**Greenhouse Gases** – a gas that contributes to the greenhouse effect by absorbing infrared radiation, e.g carbon dioxide and chlorofluorocarbon

**Latitude** – line running from West to East of the equator

**Longitude** – line running from North to South of the equator

**Pollution** – the contamination of air, water, or soil by substances that are harmful to the living organisms

**Sustainable** – the quality of not being harmful to the environment or depleting natural resources

**Tropical rainforest** – a forest of all trees in a region of year-round warmth

**Tropical zones** – the part of the earth surface between the tropic of cancer and the Tropic of Capricorn characterized by hot climate.

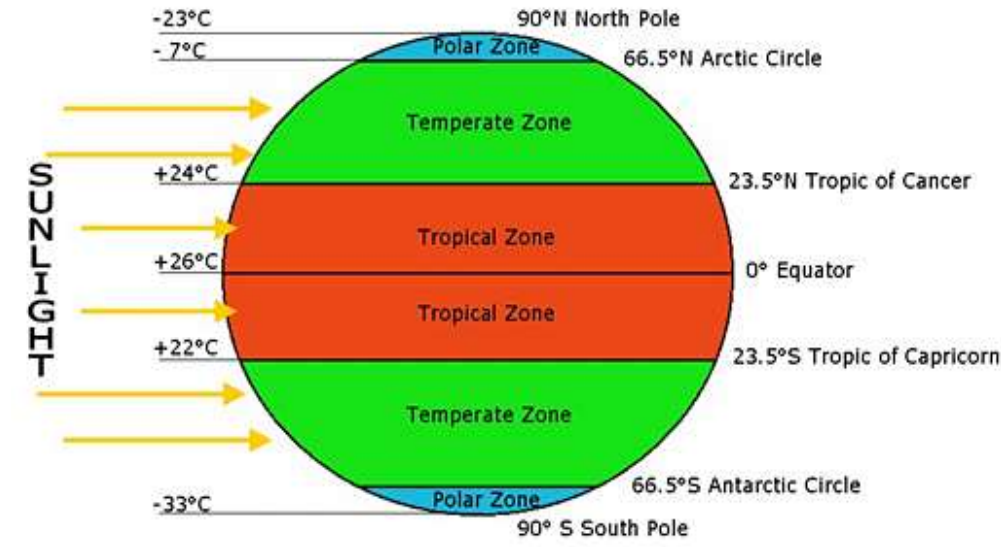
**Climate** – is the characteristic condition of the atmosphere near the earth's surface at a certain place on earth. It is a long-term weather of that area (at least 30 years).

#### **Features of Places – A World Climate Zones**

**The following list shows the climate groups and their types:**

- Tropical. Wet (or rain forest) Monsoon. Wet and dry (or savanna)
- Dry. Arid. Semiarid.

- Mild. Mediterranean. Humid subtropical. Marine.
- Continental. Warm summer. Cool summer. Subarctic (or boreal)
- Polar. Tundra. Ice cap.



### Activity

1. Describe the weather and seasons in Fiji.

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2. Describe the weather and seasons in temperate zones.

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3. What is the equator?

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4. What would the weather be like near the equator?

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5. Between which two latitude lies the Torrid Zone?

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### 1098 Sabeto Sangam School

## Yabaki 8

## Vosavaka-Viti

**WHSP: 4**

## Lesson Notes

<b><u>Matana.</u></b>	Na vakarorogo kei na cavuti ni vosa.
<b><u>Matanalalai.</u></b>	Na veivanua e vakayagataki kina na vosa.
<b><u>Nanamaki nil ewe nivuli.</u></b>	Vakarorogoka soli vakasama e na veimataqalivakadewatakitukutuku, bulia e so na taro, I vakamacalakei na vosavosataki.

Vakadadamuria na i tuvatuva ni tukutuku sa soli oti e na i karua ni wasewase ni cakacaka ka vola e dua na vosa ni vakavinavinaka ki vua na nomu qasenivuli ni kalasi. E nomu i tavi tiko na vosa ni vakavinavinaka vei koya e na siga ka vakananumi kina o ira na qasenivuli taucoko e vuravura.

Mo nanuma mo cavuta rawa e liu na veika baleti koya o vosa tiko vua, sa qai cavuti koya ko vosa tiko e na vukuna, vakalewena na nomu itukutuku ni vakavinavinaka ka qai tinia tale.

This image shows a single 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.

# 1098 SABETO SANGAM SCHOOL

## BASIC SCIENCE

YEAR 8

Strand	<b>Energy</b>
Sub Strand	<b>ENERGY TRANSFORMATION, USE AND CONSERVATION</b>
Topic	ENERGY FROM ONE FORM TO ANOTHER
Content Learning Outcome	Recognize the various forms of energy

### Lesson Notes (refer to page 90 - 91 of the text)

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

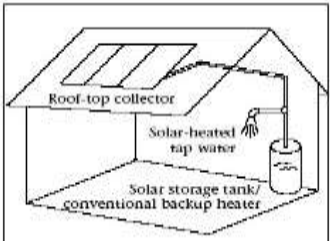

### Exercise: Energy from One Form to Another

1. Complete.

- Energy can \_\_\_\_\_ into many \_\_\_\_\_.
- The \_\_\_\_\_ inside coal changes into \_\_\_\_\_ when it burns.
- An electric bulb converts \_\_\_\_\_ into \_\_\_\_\_ and \_\_\_\_\_.

2. **Answer questions**

a.		Where does the energy that moves a car come from? _____ What form of energy can you observe? _____
b.		Where does the energy that moves a fan come from? _____ What form of energy can you observe? _____

c.		<p>Where does the energy in a solar water heater come from?</p> <p>_____</p> <p>What form of energy can you observe?</p> <p>_____</p>
d.		<p>Where does the energy to transmit pictures in television come from?</p> <p>_____</p> <p>What form of energy can you observe?</p> <p>_____</p>

**Conclusion:**

- a.) Chemical energy can be found in \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
- b.) Electric energy can be found in any machine that is powered by \_\_\_\_\_.

**Activity      Being Energy – Wise**

Complete the table below over a weeks' time to see how Energy – Wise you are by placing a tick ✓ for YES and a ✗ for NO.

	Ways of conserving energy	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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 curtains across windows to prevent heat from sunlight							
7	Close the fridge door quickly							