

**BA SANGAM PRIMARY SCHOOL**  
**LESSON NOTES**

**SUBJECT: English**

**YEAR : 8**

**Strand: Writing and shaping**

**Sub Strand: Language learning processes and strategies**

**Content Learning Outcome: Derive a variety of strategies of writing to compose a range of written text.**

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

Your name is James Reece if you are a boy or Sophie Singh if you are a girl. You attend Ba Sangam Primary School, Varadoli, Ba. Your class is planning a visit to the Southern Cross Foods Limited in Ba as part of your Social Science field trip. As the class prefect, you are required to write to the Manager, Southern Cross Foods Limited, Private Mail Bag, Ba informing him 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:**

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**LETTER:**

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**BA SANGAM PRIMARY SCHOOL**  
**LESSON NOTES**

**SUBJECT: MATHEMATICS**

**YEAR : 8**

**Strand: Measurement**

**Sub Strand: Length /Area**

**Content Learning Outcome: Select and use appropriate formulas to calculate area with given units.**

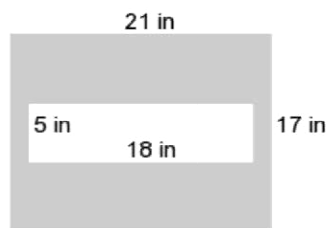
**Area of Shaded Region**

To find the area of shaded region first we need to determine the larger shape and then determine the smaller shape. The space between the two shapes is the area that needs to be calculated.

Study the example given below.

**Area of a Rectangle Subtracted from  
Another Rectangle**

Find the area of the shaded region.



**Step 1:**

Find the area of the larger shape and the smaller shape.

**Step 2:**

Subtract the areas.

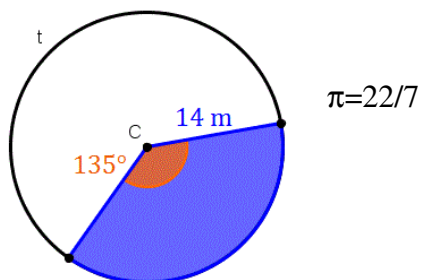
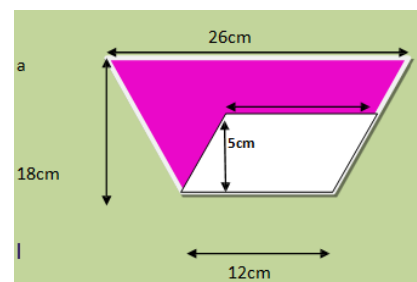
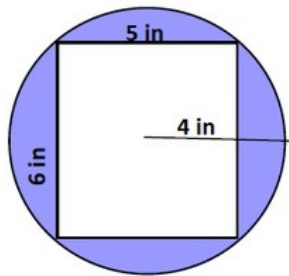
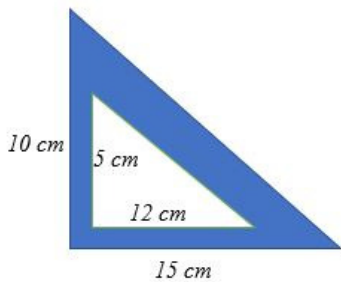
**Step 3:**

Write the units.

$$\text{Area of Shaded Region} = \text{Larger Area} - \text{Smaller Area}$$

**Activity**

Find the area of the shaded region in these shapes.



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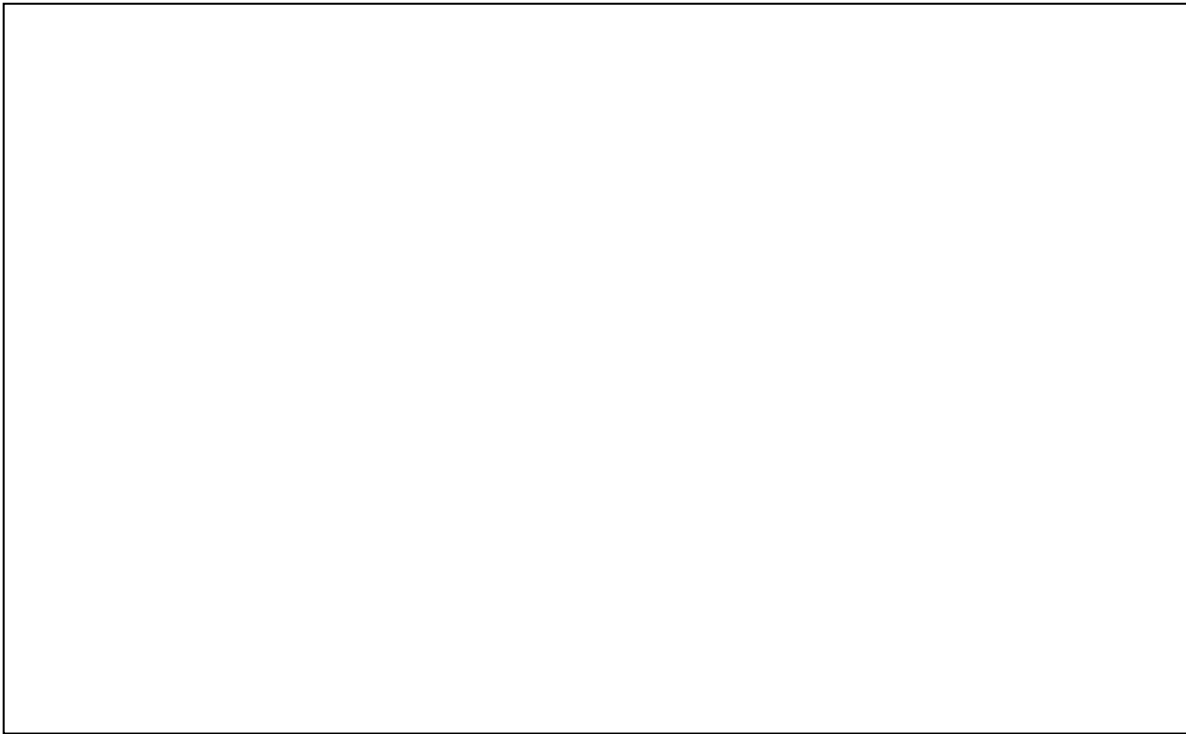
3. What should you do if your clothes catch fire?

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4. How will you escape from a room that is filled with smoke?

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5. Draw an emergency evacuation plan of your house.

A large, empty rectangular box with a thin black border, intended for a student to draw an emergency evacuation plan of their house.

**BA SANGAM PRIMARY SCHOOL**  
**LESSON NOTES**

**SUBJECT: Hindi**

**YEAR : 8**

**Strand:** सुनना एवं बोलना

**Sub Strand:** भाषा की विशेषताएँ एवं नियम

**Content Learning Outcome:**

विचारों व जानकारी को व्यक्त करने हेतु विविध वाक्यारंभों तथा उपयुक्त योजक -युक्तियों के प्रयोग से यौगिक व मिश्रित वाक्यों का निर्माण करना

**ँ मात्रा का महत्व** - उच्चारण में जिस अक्षर के ऊपर है,

बोलते समय उस अक्षर से पहले र की मात्रा का प्रयोग होगा ।

जैसे: आ + द् + ँ + श = आदर्श

सू + ँ + य = सूर्य

ध + ँ + म = धर्म

- ▶ इन/उन के साथ ओ की मात्रा का प्रयोग होता है ।
- ▶ इन/उन - बच्चों जैसे - उन बच्चों को बुलाओ ।
- ▶ ये/वे - बच्चे जैसे- वे बच्चे कहाँ गए थे ?

किसके साथ क्या प्रयोग होता है

जैसे

मैं - हूँ मैं ठीक हूँ ।

तुम - हो तुम ठीक हो ?

आप - हैं आप ठीक हैं ?

दिए गए शब्दों में से सही शब्द चुनकर इन वाक्यों को पूरा कीजिए ।  
सही जवाब के बगल वाले अक्षर पर गोलाकार निशान बनाइए ।

१. यह मोहन \_\_\_\_\_ पत्र है ।  
क. के ख. का  
ग. की घ. कि
२. कल सुबह पिताजी सूवा \_\_\_\_\_ ।  
क. जाएँगे ख. जाएगा  
ग. जाएगी घ. जाऊँगा
३. मेरी पुस्तक कहीं पर खो \_\_\_\_\_ है ।  
क. गई ख. गए  
ग. गया घ. गई
४. इस घर \_\_\_\_\_ सजावट अच्छी है ।  
क. कि ख. की  
ग. का घ. के
५. शिवजी ने कई लेख \_\_\_\_\_ हैं ?  
क. लिखा ख. लिखी  
ग. लिखे घ. लिखें
६. पता नहीं समय पर गाड़ी पहुँचेंगी \_\_\_\_\_ नहीं ।  
क. के ख. कि  
ग. की घ. का
७. राधा \_\_\_\_\_ निधन कल शाम को हो गया ।  
क. के ख. कि  
ग. की घ. का
८. क्या आप \_\_\_\_\_ पढ़ाई में कुछ मदद कर सकते हैं ?  
क. मेरी ख. मेरा  
ग. मेरे घ. मेरीं
९. व्यायाम \_\_\_\_\_ कई प्रकार होते हैं ।  
क. के ख. कि ग. की घ. का





**BA SANGAM PRIMARY SCHOOL**  
**LESSON NOTES**

SUBJECT: Social Science

YEAR : 8

Strand: Place and Environment

Sub Strand: Features and places

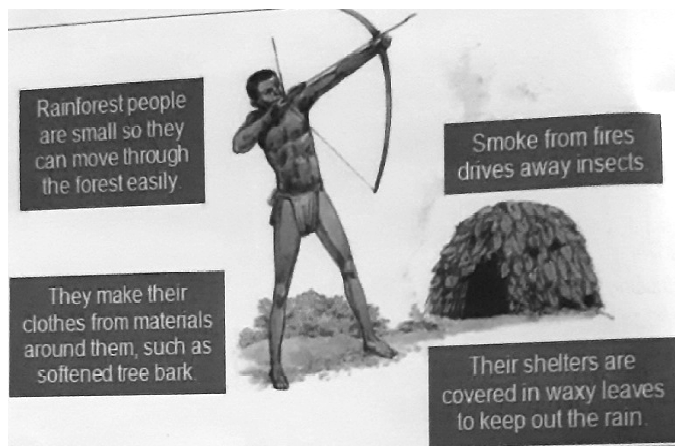
Content Learning Outcome: Investigate the main climate region of the world and express their effects on people's lives and work.

**People of the Equatorial / Tropical Region**

Equatorial region are areas between the tropic of Cancer and tropic of Capricorn. They are often lowland areas and have a climate that is hot and wet all year round. Some tropical rainforest are;

- Amazon Rainforest is found in Brazil, Peru, Columbia, Venezuela, Equador, Bolivia, Guyana.
- Madagascar lowland forest.
- Ituri Rainforest in Congo .
- Hawaii tropical rainforests
- Daintree Rainforest in Australia
- Harapan Rainforest in Sumatra

Different tribes of people live in the tropical rainforests. These are the Pygmies in central Africa, the Lumad people in the southern Philippines and the Amazonia Indians of the South America live in the tropical rainforest.



Some are nomads, they move from place to place with no permanent home. They do slash and burn farming to satisfy their demands.

Some are hunter-gatherers, they have a central camp and hunt animals and gather food from around them in the forest, such as nuts, fruit and honey.

**The Pygmies**



*Pygmy* peoples are ethnic groups whose average height is unusually short. The term pygmyism is used to describe them. They are hunters and food gatherers.



### **The Huli**

The **Huli** are one of the many tribes that live in the province of Hela faraway highland forest of Papua New Guinea. They live by hunting, gathering plants and growing crops. Men and women live separately, in large group houses. The men decorate their bodies with coloured clay and wear wide and decorated hats for ceremonies.

People who live in rainforests find that using boats is the easiest way to travel around.

### Activity

1. Who are nomads?

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2. What does slash and burn farming mean?

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3. Name the world's largest rainforest?

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**BA SANGAM PRIMARY SCHOOL**  
**LESSON NOTES**

**SUBJECT: Basic Science**

**YEAR : 8**

**Strand: 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.**

**TECHNOLOGY AND THE DEMAND FOR ENERGY**

1. The increasing world population has brought an increasing demand for energy.
2. The amount of fuel needed for cooking, heating and lighting has increased.
3. More machines in use have also meant greater fuel consumption.
4. New technologies have helped reduce energy costs for consumers by providing alternative sources of energy

**We Need More Energy**

1. Different appliances utilize different sources of energy.
2. The appliances therefore can be classified according to the sources of energy they use.
3. Some of the appliances that were used in the past are still being used today, while some of them were not available in the past.

**ACTIVITY**

**1. Copy and complete** the table below, by writing examples of appliances that we use under each heading. Some examples are already given.

<b>Cooking</b>	<b>Entertainment</b>	<b>Cooling</b>	<b>Transport</b>	<b>Lighting</b>	<b>Cleaning</b>	<b>Heating</b>
<i>Gas stove</i>		<i>Fan</i>				

**Complete the table below.**

<b>Electric Appliance</b>	<b>Is it in your house?</b>	<b>Was it there when you were a child?</b>	<b>If not, what was there instead?</b>
<b>Television</b>			
<b>Fans</b>	<i>YES</i>	<i>NO</i>	<i>“Iri” – a leaf woven fan</i>
<b>Hot water heater</b>			
<b>Lamps</b>			
<b>Toaster</b>			
<b>Electric kettle</b>			
<b>Microwaves</b>			
<b>Refrigerator</b>			
<b>Vacuum cleaner</b>			
<b>Iron</b>			
<b>Clothes drier</b>			