

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 14- We Celebrate the 2<sup>nd</sup> Anniversary of our Landing**

\*Read Chapter 14 and complete the following.

**(1A) Summary**

The family had a (1)\_\_\_\_\_ to celebrate the (2)\_\_\_\_\_ anniversary of their arrival on the (3)\_\_\_\_\_. They had races and (4)\_\_\_\_\_. It was amazing that fourteen year old (5)\_\_\_\_\_ won the running race. The day ended with (6)\_\_\_\_\_ giving the boys prizes for (7)\_\_\_\_\_ the different competitions. Her husband gave her a nice (8)\_\_\_\_\_ box to show his and the (9)\_\_\_\_\_ for her patience and (10)\_\_\_\_\_.

**(1B) Questions**

1. What did Earnest have to do to win the running race?

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2. Who was the best rider? What did he ride? What was his prize?

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3. What prize did young Francis receive?

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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 Gods who Exchanged Trees** (Page 115)

Setting: **Cikobia and Munia Island**

Main characters: **Rasikilau, Koroibo**





Other Characters: **wife of Rasikilau, Two sons of Rasikilau**

### Plot / Summary

This story narrates how Dawa trees came to Cikobia and Mama Kara trees came to Munia. Rasikilau was powerful God who lived on the island of Cikobia. He was very lonely until he met a Goddess who came in a canoe from the lands towards the North. The two got married and had two sons who had inherited good looks from their mother and strength from their father. The young boys used to pull out Mama Kara trees and used them as the club to hit the pebbles while playing the ball game. The boys were good friends until one day they found a fish on the beach and started to quarrel as to who should have it as it was only big enough for a meal for one of them. The quarrel grew into a heated argument and they started throwing large rocks at each other. When Rasikilau saw what was happening, he got appalled of the boys might and thought that their might may overpower him and send him off the island when they reach manhood so he banged the boys head together with such a force that they died instantly.

After killing the boys, Rasikilau realized that the goddess would be waiting for her sons so he went to her and made up a story that the boys had killed each other by throwing large rocks at each other. Goddess became very upset upon hearing this and Rasikilau felt guilty for what he had done. News of this tragedy reached Koroibo, the God of Munia and close friend of Rasikilau. Hence, he decided to visit Rasikilau to comfort him in his grief. He told Rasikilau that if only he had Dawa trees on his island, the boys would have played with soft Dawa fruits rather than rocks. Thinking of Rasikilau's future children, Koroibo offered a tree exchange. He offered Dawa trees to Rasikilau and in return he wanted the shady Mama Kara trees. Rasikilau agreed and the exchange took place. Rasikilau related the news to the Goddess but she was not able to overcome her grief and later passed away. Rasikilau was lonely once again. As he sat under the Dawa trees, he could hear his wife's sighs.

### Theme

-  Take ownership of your actions.
-  A friend in need is a friend indeed.
-  Think twice before making any decisions.
-  Do not hurt others feelings.

## Questions

1. Why were the boy's quarrelling?

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2. Why did Rasikilau kill his sons?

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3. How did he kill them?

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4. What explanation did Rasikilau give to his wife after killing his sons?

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5. Who was Koroibo and what suggestion did he gave to Rasikilau?

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6. In this story, who had benefited from the tree exchange? Why?

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7. What happened to Rasikilau in the end?

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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**

Define the following words and use in a sentence.

<b><i>For example:</i></b>	
<b>1. <i>Stupefy</i></b>	
a. Define:	Make a person dazed.
b. Use in a sentence:	The price of the designer shoes appeared to stupefy my tightfisted friend.
<b>2. <i>Stipend</i></b>	
a. Define:	_____
b. Use in a sentence:	_____
<b>3. <i>Stooge</i></b>	
a. Define:	_____
b. Use in a sentence:	_____
<b>4. <i>Stealthy</i></b>	
a. Define:	_____
b. Use in a sentence:	_____
<b>5. <i>Stench</i></b>	
a. Define:	_____
b. Use in a sentence:	_____

# 1098 SABETO SANGAM SCHOOL

**YEAR 8**

**MATHEMATICS**

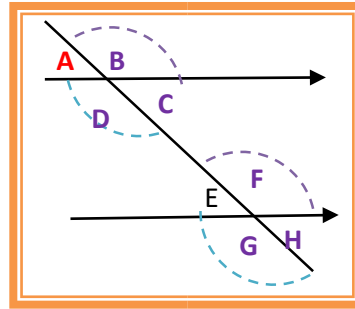
**WHSP 5**

Strand	GEOMETRY
Sub Strand	SHAPES
Topic	<u>Angles, Lines and Circles.</u>
Content Learning Outcome	<ul style="list-style-type: none"> <li>Identify and name correctly the <b>Corresponding</b> , <b>Alternate</b> , <b>Co-interior angles</b></li> </ul>

**Lesson Notes** (refer to notes on page 68 – 69 of the text)

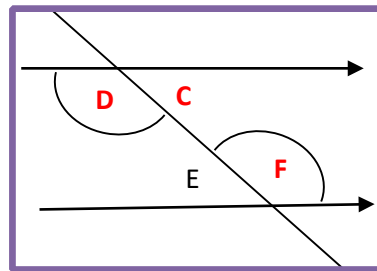
**Corresponding Angles are Equal**

$$A = E \quad B = F \quad D = G \quad C = H$$



**Alternate Angles are Equal**

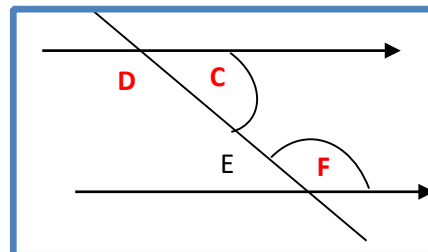
$$D = F \quad C = E$$



**Co-interior angles are Supplementary Angles**

$$d + e = 180^\circ$$

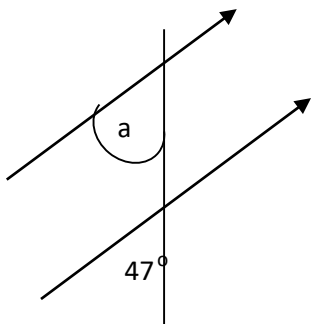
$$c + f = 180^\circ$$



**Example**

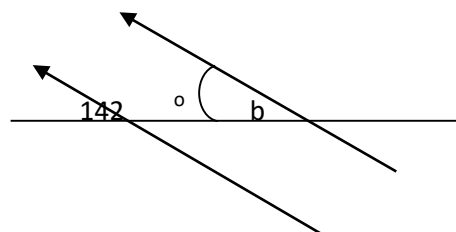
Find the values of the unknown pronumerals in the diagram below.

a.



$$\angle a = \underline{47^\circ} \text{ (corresponding to } 47^\circ)$$

b.

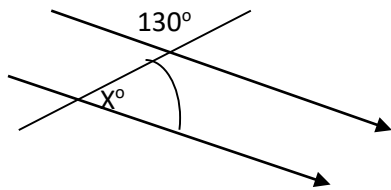


$$\angle b + 142^\circ = 180^\circ \text{ ( } b \text{ is co-interior to } 142^\circ) = \underline{38^\circ}$$

## Exercise

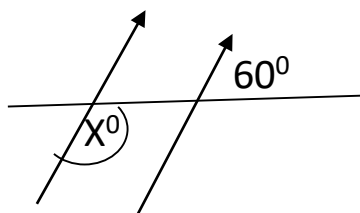
1. Find the value of the pronumeral in each case.

a.



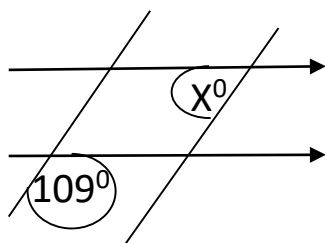
$$x^\circ = \underline{\hspace{10em}}$$

b.



$$x^\circ = \underline{\hspace{10em}}$$

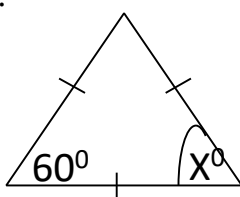
c.



$$x^\circ = \underline{\hspace{10em}}$$

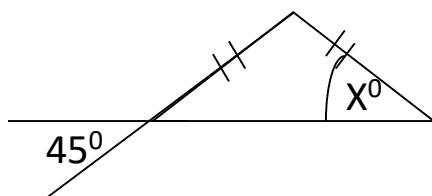
2. Find the size of  $x^\circ$  in the following diagrams.

a.



$$x^\circ = \underline{\hspace{10em}}$$

b.



$$x^\circ = \underline{\hspace{10em}}$$

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# 1098 Sabeto Sangam School

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**Year 8**

**H. Living**

**WHSP: 5**

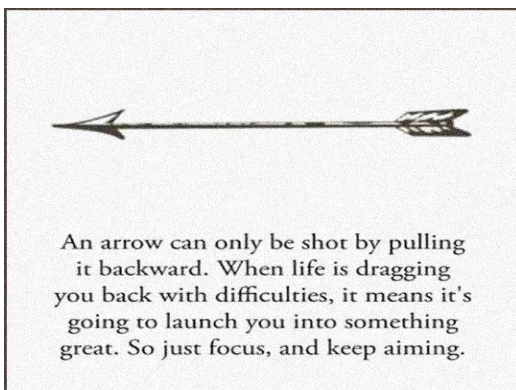
## **Lesson Notes**

<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.

### **What Can I Do To Be More Resilient?**

Some suggestions to encourage a sense of resiliency include:

- Being flexible and realizing that change is a part of life
- Making realistic plans
- Maintaining a positive attitude
- Keeping channels of communication open with yourself and others
- Reminding yourself of strategies that have helped you cope in the past
- Being mindful of methods of self-discovery
- Engaging in journaling to record your feelings
- Finding a way to manage stress and impulses
- Making important connections
- Being decisive
- Using creative-visualization techniques



### **Activity**

What can you do to make yourself more resilient?

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What can resiliency bring you as a student?

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**1098 SABETO SANGAM SCHOOL**  
**YEAR 8 HINDI WHSP: 5**

STRAND	लिखना एवं निर्माण करना
SUB-STRAND	भाषा की विशेषताएं एवं नियम
CONTENT LEARNING OUTCOME	विविध वाक्य संरचनाओं कड़ियों तथा उपयुक्त शब्दावली व विराम आदि चिन्ह के प्रयोग से विभिन्न विषय प्रकार का निर्माण करना

वाक्या रचना

दिए गए शब्दों से एक वाक्य बनाओ।

1.	अस्तपाल	
2.	दोस्ती	
3.	बेमौत	
4.	परेशानी	
5.	समाज	
6.	तूफान	
7.	शर्म	
8.	घायल	
9.	बीमार	
10.	आदर	



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# 1098 Sabeto Sangam School

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**Year 8**

**S. Science**

**WHSP: 5**

## **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.

### **Arctic Circle**

- The **Arctic Circle** is the most northerly 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](#).
- North of the Arctic Circle, the [sun](#) is above the [horizon](#) for twenty-four continuous [hours](#) at least once per year (and therefore visible at [midnight](#)) and below the horizon for twenty-four continuous hours at least once per year (and therefore not visible at [noon](#))
- This is also true within the equivalent [polar circle](#) in the [Southern Hemisphere](#), the [Antarctic Circle](#).
- The climate inside the Arctic Circle is **generally cold**, but the coastal areas of **Norway** have a generally mild climate as a result of the [Gulf Stream](#), which makes the ports of northern Norway and northwest **Russia** ice-free all year long. In the interior, summers can be quite warm, while winters are extremely cold. For example, summer temperatures in [Norilsk](#), Russia will sometimes reach as high as 30 °C (86 °F), while the winter temperatures frequently fall below -50 °C (-58 °F).
- **Only four million** people live north of the Arctic Circle due to the [severe climate](#); nonetheless, some areas have been settled for thousands of years by [indigenous peoples](#), who today make up 10% of the region's population.<sup>1</sup>
- The Arctic Circle passes through the [Arctic Ocean](#), the [Scandinavian Peninsula](#), [North Asia](#), [Northern America](#) and [Greenland](#).
- The land within the Arctic Circle is divided among eight countries: **Norway**, [Sweden](#), **Finland**, **Russia**, the **United States** ([Alaska](#)), **Canada**, [Denmark](#) (Greenland), and [Iceland](#) (where it passes through the small offshore island of [Grímsey](#)).

### **Antarctic Circle**

1. The area south of the Antarctic Circle is known as the Antarctic, and the zone immediately to the north is called the Southern Temperate Zone.
2. The equivalent line of latitude in the northern hemisphere is the Arctic Circle.
3. The continent of Antarctic forms a land mass covering much of the area within the Antarctic Circle.
4. ***There is no permanent human population south of the Antarctic Circle.***

5. There are however, several Antarctic research centres from many nations that are inhabited by team of scientists that rotate on the seasonal basis.



**Activity**

The Arctic Circle is divided by eight countries. Name them.

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Are there any inhabitants of the Antarctic? Why?

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What work is being done in the Antarctic zone?

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What environmental changes has been seen in both regions and state why do you think this is happening?

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# 1098 SABETO SANGAM SCHOOL

YEAR 8

BASIC SCIENCE

WHSP 5

Strand	<b>Energy</b>
Sub Strand	<b>ENERGY TRANSFORMATION, USE AND CONSERVATION</b>
Topic	<b>TECHNOLOGY AND THE DEMAND FOR ENERGY</b>
Content Learning Outcome	Recognize the demand for energy

## **Lesson Notes** (refer to page 93 - 94 of the text)

The increasing world population has brought an increasing demand for energy. The amount of fuel needed for cooking, heating and lighting has increased. More machines in use have also meant greater fuel consumption.

In this lesson, you will look at reasons why there is an increasing demand for energy; how new technologies have helped reduce energy costs for consumers; and the advantages of using alternative sources of energy.

### **We Need More Energy**

Different appliances utilize different sources of energy. The appliances therefore can be classified according to the sources of energy they use. 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      We need more energy**

- This activity is aimed at making you aware of all the appliances used at school, their energy sources and energy consumption.
- You will have to find out from your parents or from older people in your community the appliances that were in use long time ago.
- You will need to discover why there is an increasing demand for energy now.

**Exercise: We Need More Energy**

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

Cooking	Entertainment	Cooling	Transport	Lighting	Cleaning	Heating
<i>Gas stove</i>		<i>Fan</i>			<i>Vacuum</i>	
Wood stove					<i>cleaner</i>	
<b>Kerosene stove</b>						
<b>Electric stove</b>						

2. Classify the appliances in 1 above, according to their sources of energy.

Electricity	Gas	Solar	Biomass	Petrol
<i>Fan</i>	<i>Stove</i>			

3. **Copy and complete the table below.** (place a ✓ or a ✗)

Electric Appliance	Is it in your house?	Was it there when you were a child?	If not, what was there instead?
Television			
Radio			
Computer			
Air conditioner			
Fans			
Hot water heater			
Toaster			
Electric kettle			
Microwaves			
Refrigerator			