

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 15- WE FIND PLENTY TO DO**

**\*Read Chapter 15 and complete the following.**

**(1A) Summary**

The family caught a lot of (1) \_\_\_\_\_, using glue from the (2) \_\_\_\_\_ trees. They also caught pigeons and made a (3) \_\_\_\_\_ house for them high up in the (4) \_\_\_\_\_ near Rock (5) \_\_\_\_\_. One day (6) \_\_\_\_\_ nearly died when he got stuck in a (7) \_\_\_\_\_ swamp. (8) \_\_\_\_\_ saved him by pulling him out, hanging onto her (9) \_\_\_\_\_. The new rainy season started. As before, the family kept on caring for their animals, learning new (10) \_\_\_\_\_.

**(1B) Questions**

1. How did they catch a lot of birds?

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2. Why did Jack go to the swamp?

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3. Why did Mr. Robinson decide to learn the Malay language?

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4. Which country was the family from?

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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 & ROTUMA)

**Title:** The Turtle Nuts of the Vonu Tree (Page 117)

**Setting:** Nacamaki village, Koro

**Main characters:** Inquisitive young man and The God's messenger

**Other Characters:** Villagers and turtles

### Plot / Summary

Nacamaki Village in Koro is well known for its turtle calling tradition. On a certain day of the year, the villagers would make their way to the beach to chant songs and clap their hands until one by one turtles appear from the depth of the ocean and crawled to the shore. The tradition was that as soon as the turtles appeared, the villagers would turn around and head back to their homes leaving the beach to the turtles for the night. The tradition continued for years until one inquisitive young man decided to satisfy his curiosity by finding out what actually happens after the villagers leave the beach.

During the next turtle calling ceremony, while others were busy chanting songs and clapping with their eyes fixed on the sea, this young man escaped from the group and hid in the mangrove tree near the water's edge. Slowly, the turtles began to appear from all the directions. While the other villagers returned to the village, this young man remained hiding in the mangroves to see what was happening. All the turtles stood in a row facing towards the sea as if they were waiting for someone to arrive. Suddenly the young man could see a figure appearing from the sea but he could not make out whether it was a man or turtle. The figure made its way through the mangrove and stood right in front of the young man. The figure questioned him as to why he had broken the sacred law which was set by the Gods. The man was so scared that he could not utter a single word from his mouth. The figure decided to punish the young man to teach him a lesson by turning him into a tree. When the young man failed to return to the village, the villagers were worried about him and on the third day they went out searching for him. Although he was never found, the Vonu tree with hard nuts was discovered. Till date, the people of Koro are well known for their turtle calling tradition.

### Theme

- ✚ Over smartness can lead us to trouble.
- ✚ Think of the consequences before doing something.
- ✚ Don't break the rules.

## Questions

1. According to the story, how did the young man break the rules of the Gods?

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2. What was the forbidden rule laid by Gods for the people Koro?

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3. Where did the young man hide in order to satisfy his curiosity?

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4. How was the young man punished for his disobedience?

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5. Define these words from the story:

a.	Veterans	
b.	Invasion	
c.	Speculation	
d.	Inquisitive	
e.	Edict	
f.	Disquieting	
g.	Console	

h.	Mysterious	
i.	Denizen	
j.	Apparition	
k.	Mortal	
l.	Rebellious	
m.	Folly	
n.	Rigid	
o.	Gleam	
p.	Repent	
q.	Gleam	

# 1098 SABETO SANGAM SCHOOL

YEAR 8

MATHEMATICS

WHSP 6

Strand	GEOMETRY
Sub Strand	SHAPES
Topic	<a href="#">Reflections</a>
Content Learning Outcome	A reflection is a <b>flip</b> over a line.

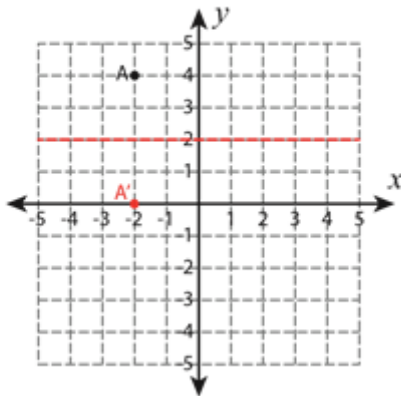
**Lesson Notes** (refer to notes on page 72 of the text)

A reflection is a **flip** over a line.

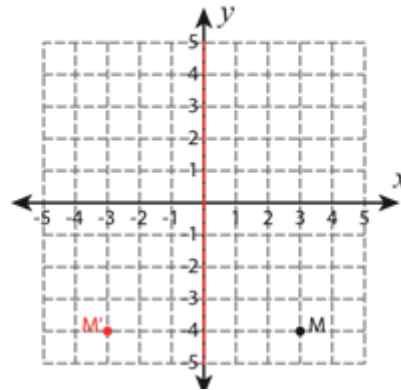
**You can try reflecting some shapes about different mirror lines.**

## Example

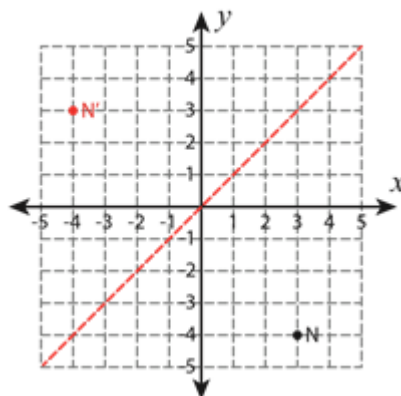
1) Reflection across the line  $y = 2$



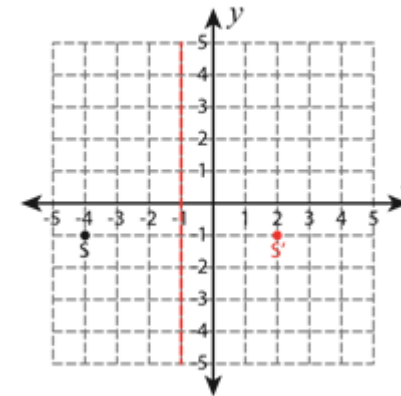
2) Reflection across the y-axis



Reflection across the line  $y = x$



Reflection across the line  $x = -1$



## Exercise

Name : \_\_\_\_\_

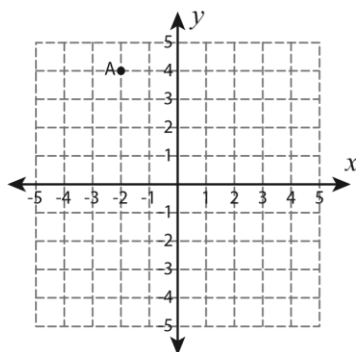
Score : \_\_\_\_\_

Sheet 1

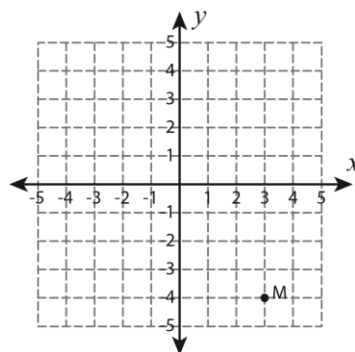
### Reflect the point

Graph the new position of each point after the given reflection.

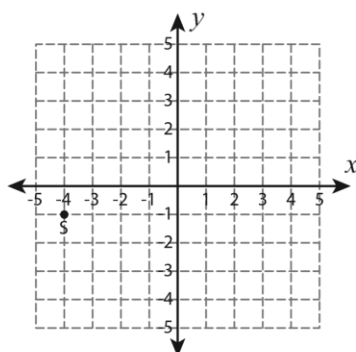
- 1) Reflection across the line  $y = 2$



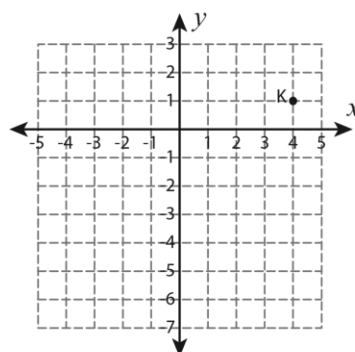
- 2) Reflection across the y-axis



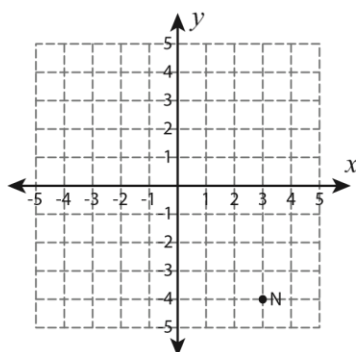
- 3) Reflection across the line  $x = -1$



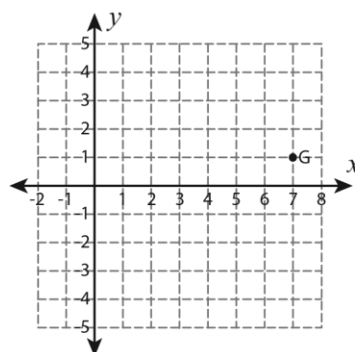
- 4) Reflection across the line  $y = -3$



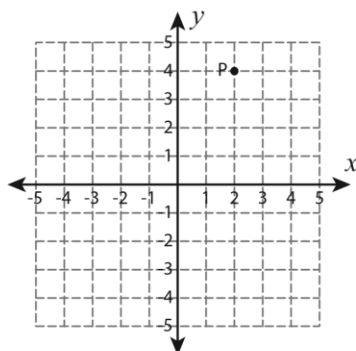
- 5) Reflection across the line  $y = x$



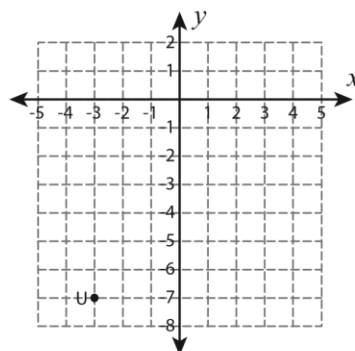
- 6) Reflection across the line  $x = 4$



- 7) Reflection across the line  $x = 3$



- 8) Reflection across the line  $y = -5$



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## 1098 Sabeto Sangam School

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**Year 8**

**H. Living**

**WHSP: 6**

### **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>	Recognise the importance of sound mental health.

#### **Topic: Good Mental Health**

##### **Keywords**

**Psychological**- of, affecting, or arising in the mind; related to the mental and emotional state of a person. "the victim had sustained physical and psychological damage"

**Stress** - is the feeling of being under too much mental or emotional pressure, and pressure turns into **stress** when you feel unable to cope

**Anxiety**- is a feeling of unease, such as worry or fear, that can be mild or severe. Everyone has feelings of **anxiety** at some point in their life – for example, you may feel worried and anxious about sitting an exam, or having a medical test or job interview.

**Resilient** - of a person or animal) able to withstand or recover quickly from difficult conditions.

"babies are generally far more resilient than new parents realize" synonyms: strong, tough, hard

**Flexible**- of a person) ready and able to change so as to adapt to different circumstances. "you can save money if you're flexible about where your room is located"

**Mental or emotional health refers to our positive characteristics and overall psychological well-being. Mentally healthy people are known to deal with stress effectively by being able to bounce back from adversity.**

Good mental health isn't just the absence of mental health problems. Being mentally or emotionally healthy is much more than being free of depression, anxiety, or other psychological issues. Rather than the absence of mental illness, mental health refers to the presence of positive characteristics.

#### **People who are mentally healthy have:**

- A sense of happiness
- A passion for living and the ability to laugh and have fun.
- The ability to deal with stress and bounce back from adversity.
- A sense of meaning and purpose, in both their activities and their relationships.
- The flexibility to learn new things and adapt to change.
- A balance between work and play, rest and activity, etc.
- The ability to build and maintain fulfilling relationships.
- Self-confidence and high self-esteem.

#### **Learn how to keep your stress levels in check**

Stress takes a heavy toll on mental and emotional health, so it's important to keep it under control. While not all stressors can be avoided, stress management strategies can help you bring things back into balance.

**Talk to a friendly face.** Face-to-face social interaction with someone who cares about you is the most effective way to calm your nervous system and relieve stress. Interacting with another person can quickly put the brakes on damaging stress responses like "fight-or-flight." It also releases stress-busting hormones, so you'll feel better even if you're unable to alter the stressful situation itself.

**Appeal to your senses.** Does listening to an uplifting song make you feel calm? Or smelling ground coffee or a favorite scent? Or maybe squeezing a stress ball works quickly to make you feel centered? Everyone responds to [sensory input a little differently](#), so start experimenting now to find what works best for you. Once you discover how your nervous system responds to sensory input, you'll be able to quickly calm yourself no matter where or when stress hits.

**Make leisure time a priority.** Do things for no other reason than that it feels good to do them. Go to a funny movie, take a walk on the beach, listen to music, read a good book, or talk to a friend. Doing things just because they are fun is no indulgence. Play is an emotional and mental health necessity.

**Make time for contemplation and appreciation.** Think about the things you're grateful for. Meditate, pray, enjoy the sunset, or simply take a moment to pay attention to what is good, positive, and beautiful as you go about your day.

**Take up a relaxation practice.** While sensory input can relieve stress in the moment, [relaxation techniques](#) can help to reduce your overall levels of stress—although they're likely to take more time to learn effectively. Yoga, mindfulness meditation, deep breathing, or progressive muscle relaxation can put the brakes on stress and bring your mind and body back into a state of balance.

#### Foods that adversely affect mood

- Caffeine
- Alcohol
- Trans fats or anything with "partially hydrogenated" oil
- Foods with high levels of chemical preservatives or hormones
- Sugary snacks
- Refined carbs (such as white rice or white flour)
- Fried food

#### Foods that boost mood

- Fatty fish rich in Omega-3s such as salmon, herring, mackerel, anchovies, sardines, tuna
- Nuts such as walnuts, almonds, cashews, peanuts
- Avocados
- Flaxseed
- Beans
- Leafy greens such as spinach, kale, brussels sprouts
- Fresh fruit such as blueberries

#### Activities

1. In your own words discuss what is Good Mental Health?

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2. Discuss two things that can help you keep your stress level in check.

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3. What are three characteristics of good mental health?

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4. Name five food that adversely affects our moods.

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<b>Strand</b>	लिखना एवं निर्माण करना
<b>Sub Strand</b>	भाषा की विशेषताएं एवं नियम
<b>Content Learning Outcome</b>	विविध वाक्य संरचनाओं कड़ियों तथा उपयुक्त शब्दावली व विराम आदि चिन्ह के प्रयोग से विभिन्न विषय प्रकार का निर्माण करना

## वचन

### अभ्यास कार्य

1. इन वाक्यों को बहुवचन में लिखो ।

एक वचन	बहुवचन
a. लड़का रोता है ।	लड़के रोते हैं ।
b. लड़का गाना गा रहा है ।	
c. कन्या पाठशाला जाती है ।	
e. घोड़ा घास खा रहा है ।	
f. उस विद्यार्थी को देखो ।	

2. इन शब्दों को एक वचन में लिखो ।

बहुवचन	एक वचन
a. केले	केला
b. कहानियां	
c. मक्खियां	
d. गन्ने	
e. पंखे	
f. नदियां	
g. माताएं	
h. स्त्रियां	

Strand	संस्कृति
Sub Strand	शिष्टाचार रिवाज परंपराओं जातियां गणित जातीय विज्ञान प्रौद्योगिकी तथा पर्यावरण मुद्दे
Content Learning Outcome	भारतीय इतिहास की पहचान एवं भारतीय संस्कृति के विभिन्न पहलुओं पर लेख लिखें

**अनुसंधान कार्य (Research Work)****श्री कृष्ण**

a.	जन्म देने वाली माँ	
b.	पालने वाली माँ	
c.	बड़े भाई	
d.	मामा	
e.	नाना	
f.	प्रिय मित्र	
g.	प्रेमिका	
h.	जन्म भूमि	
i.	जनम दिन	



J. भगवान श्री कृष्ण को किसका अवतार माना जाता है?

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K. भगवान श्री कृष्ण कहा के राजा थे?

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L. श्री कृष्ण और सुदामा के गुरु कौन थे?

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M. श्री कृष्ण का जन्म किस युग में हुआ था?

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N. कृष्ण जन्माष्टमी कब मनाया जाता है?

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# 1098 Sabeto Sangam School

**Year 8**

**S. Science**

**WHSP: 6**

## **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.

### **The Tropical Region**

1. The tropics are the region of the Earth surrounding the Equator.
2. It is limited in latitude by the Tropic of Cancer in the Northern Hemisphere and the Tropic of Capricorn in the Southern Hemisphere.
3. The tropics are also referred to as the tropical zone and the Torrid Zone.



4. They have a tropical climate which includes lots of sunshine and rainfall. They also have lots of tropical cyclones.
5. They have two seasons: Hot and wet season & Cold and dry season.
6. For Fiji the hot and wet season is from November to April. It is also the Cyclone season for Fiji. The Cold and dry season is from May to October which we are in right now.

### **Activities**

1. Discuss some weather characteristics of tropical countries.

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2. Where are the tropical countries located?

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3. How many seasons do tropical countries have and name them?

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4. Name 4 tropical countries.

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5. Name two tropical cyclones that have already hit Fiji. \_\_\_\_\_

### 1098 Sabeto Sangam School

## Yabaki 8

## Vosavaka-Viti

## WHSP: 6

## 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 vakadre ki vua e dua na nomu I tokani ni kalasi ko sa digitaki me mata taka na timi ni Nadi e na sotasota ni veitacuci ni gonevuli ka na vakayacori e Suva. E nomu i tavi tiko na vosa ni vakadre vei koya ni o Headboy ni koronivuli. Na yacana o Jone ka gone ni Sabeto koro ka vuli tiko e na nomu koronivuli e Sabeto Sangam School.

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 i tukutuku ni vakadre 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

YEAR 8

BASIC SCIENCE

WHSP 6

Strand	<b>Energy</b>
Sub Strand	<b>ENERGY TRANSFORMATION, USE AND CONSERVATION</b>
Topic	<u>Renewable and non-renewable energy sources</u>
Content Learning Outcome	Recognize the Renewable and non-renewable energy sources

**Lesson Notes** (refer to page 96 - 98 of the text)

## Non-Renewable Sources (Fossil Fuels)

- Coal
- Oil
- Gas

Note: Burning of coal, oil and gas releases carbon dioxide (CO<sub>2</sub>) and oxides of Sulphur (S) and Nitrogen (N) into the atmosphere and contributes to the greenhouse effect.

## Renewable Sources of Energy

- Solar Energy
- Hydropower
- Wind Energy
- Biomass
- Geothermal

## **Exercise: Renewable and Non-Renewable Energy Sources**

1. Complete the following

- Energy which is irreplaceable is called\_\_\_\_\_.
- Energy which is replaceable is called \_\_\_\_\_.
- The unit of energy is \_\_\_\_\_ and the unit of power is \_\_\_\_\_.
- \_\_\_\_\_ is a pollution free and renewable source of energy.

2. Copy the following table. Complete it by naming some renewable and non - renewable energy sources.

Renewable Energy Sources	Non- Renewable Energy Sources

3. Answer the following questions:

- a. What will happen to fossil fuel resources if we keep using them?

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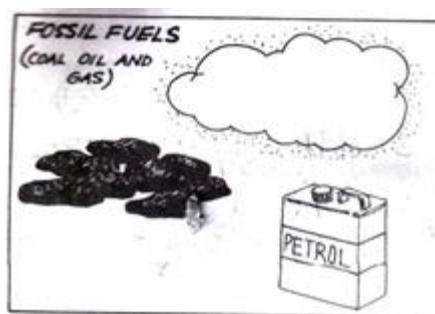
- b. If there is sufficient fossil fuel, how will we cope?

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4. For the source of energy shown in the diagram list:



- a. some uses

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- b. advantages

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- c. disadvantages

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