

Strand	<b>Place and Environment</b>
Sub strand	Climate Zones
Content Learning Outcome	- Investigate the main climatic regions of the world and express their effects on people's lives and work.

**Effects of Climate on People Living on Different Climatic Zones**

**Different tribes of Rainforest people live different lifestyles:**

**1. Nomads**

- Are people who move from place to place.
- They chop down trees to make small clearings and spread ashes to make soil fertile for a while.
- This type of farming is known as slash and burn.



**2. Hunters and Gatherers**

- These people have a central camp and hunt animals and gather food from around in the forest.
- They gather foods such as nuts, fruits and honey.

**3. The Pygmies**

- They live in the rainforests of central; Africa.
- Traditionally they live by hunting and gathering food.
- Pygmy women usually have their babies cradled on their back while working.

**4. The Huli**

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



## ACTIVITIES

1. Name the four different tribes of the rainforest people.

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2. Describe slash and burn method of farming.

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3. Where do hunters and gatherers live?

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4. Describe the hunters and gatherers way of getting food.

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5. Where do the pygmies live?

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6. How do the hunters and gatherers survive in the rainforest?

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7. Where do the Huli's live?

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8. How do the Huli's survive?

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Strand	Energy
Sub strand	Energy Transformation, Use and Conservation – Energy Transformation
Content Learning Outcome	- Investigate ways in which energy appliances are used at home and describe safety procedures in using them.

#### Non Renewable Sources (Fossil Fuels)

- Coal, oil and gas are referred to as fossil fuels because they are made from dead and decayed plants and animals.
- The process takes place over millions of years as layers of mud and sand build up over the animal and plant matter.
- Time and the pressure of the weight above change it to coal, oil or gas.
- Fossil fuels are non-renewable sources of energy because when they are used up they cannot be replaced.

#### i. Coal

- This is the world's most plentiful fossil fuel.
- Although less important than oil, coal still supplies almost 30% of the world's commercially traded energy.
- Coal is mainly burnt in power stations to make electricity and in giant furnaces to make iron and steel.
- It can also be converted into gas or liquid fuels.
- South Africa produces its gasoline, and diesel oil from coal.

#### ii. Oil

- Technical name for the oil that comes from under the ground is **Crude oil**.
- By heating, crude oil can be separated into a number of different products, such as petrol, kerosene, diesel fuel, lubricating oils and bitumen.
- This process also produces substances which are used to make plastics, paints and glues.

#### iii. Gas

- Gas is formed in the same way as crude oil, and trapped between layers of rock.
- Natural gas is a colourless, odorless mixture of gases made up mainly of methane (CH<sub>4</sub>).
- Other gases include small amounts of ethane, propane and butane.
- Gas is also available in bottles as LPG (liquid petroleum gas).
- It is toxic, non-corrosive, free of lead and heavier than air.
- LPG is produced when oil is refined.
- The main chemical species of those fuels are C, H, O and small quantities of S, N and other elements.

#### 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.

## ACTIVITIES

### We need more Energy

1. Complete the given 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
Gas Stove		Fan	Cars		Vacuum Cleaner	

2. Classify the above appliances into according to their sources of energy.

Electricity	Gas	Solar	Biomass	Petrol
Fan	Gas stove			

- 3.

Use the **key** below to match in **List A** with the correct form of energy it produces in **List B**. Write the **correct letter** to the matching numerals.

LIST A	LIST B
(i) Heat Energy	(a) Energy associated with electric charge
(ii) Electrical Energy	(b) Energy from the sun
(iii) Wind Energy	(c) Transfers heat within an object or between two touching objects
(iv) Solar Energy	(d) Transfer of heat within a fluid
	(e) Energy used in sailing
	(f) Energy transferred from a region of high temperature to one of lower temperature

<b>LIST A</b>	(i)	(ii)	(iii)	(iv)
<b>LIST B</b>				

Strand	Reading and Comprehending/Writing and Shaping
Sub strand	Text Types Media, everyday communication, literary texts/ Language features and rules/ Language learning processes and strategies
Content Learning Outcome	Read, comprehend, summarize and answer the questions that follow.

शाशवत ज्ञान - पाठ १४ अनमोल धन

क. पाठ को पढ़कर नीचे लिखे वाक्यों में सही शब्द लिखकर रिक्त स्थान की पूर्ति कीजिए ।

१. अमन के पिता वर्तन का ----- करते थे ।
२. ----- सोचता था कि नौकरी तो करनी नहीं फिर पढ़ने-लिखने से क्या फायदा ।
३. अमन के घर की ----- स्थिति बहुत अच्छी थी ।
४. लड़के ने कहा, “कहानी की पुस्तक नहीं है, यह मेरी ----- पुस्तक है ।”
५. ----- व्यक्ति बनकर, मुझे पिता की इच्छा पूरी करनी है ।

ख. पाठ के अनुसार सही शब्दों का मेल कर के लिखिए ।

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|---------------|---------|
| १. आर्थिक     | परिश्रम |
| २. अर्जित     | व्यवहार |
| ३. खूब        | स्थिति  |
| ४. स्नेहपूर्ण | श्रेणी  |
| ५. द्वितीय    | योग्यता |

ग. भाषा अभ्यास

क. नीचे दिए गए वाक्य में कि या की के प्रयोग से रिक्त स्थान की पूर्ति कीजिए ।

१. मेरी तो यह दशा है ----- मुझसे तो कछु भी कहा नहीं जाएगा ।
२. वीरज जानता था ----- किशन जरूर आएगा ।
३. मेरी बहन ----- शादी में कई लोग आए थे ।
४. आप विदेश इस महीने ----- किस तारीख को जा रहे हैं ?
५. अब वह नाँच नहीं सकती क्यों----- उस----- घुँघरू टूट गई है ।

ख . नीचे दिए गए वाक्यों को सुधार कर लिखिए ।

१. समझदार लोग दूसरों का ख्याल हमेशा रखता हैं ।
२. रात में लोग चैन का नींद सोते हैं ।
३. हम आज दफ्तर नहीं जाएँगे इसलिए आज छुट्टी है ।
४. होली हिन्दुओं की पर्व माना जाता है ।
५. तुम्हें बड़ों के साथ अदब से बातें करनी चाहिए ।

घ. संस्कृति

कोष्ठक में दिए गए शब्दों से रिक्त स्थानों की पूर्ति कीजिए । सही जवाब को अपनी उत्तर-पुस्तिका में लिखिए ।

हवन	गृहस्थ	भोजन	आरती	गुरु	मिठास	फूल
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१. सभी लोगों को अपनी वाणी में ..... लानी चाहिए ।
२. .... हमें शिक्षा देते हैं ।
३. मनुष्य जीवन का दूसरा आश्रम, ..... आश्रम कहलाता है ।
४. खाने से पहले ..... की प्रार्थना अवश्य करें ।
५. भारतीय संस्कार में ..... यज्ञ महत्वपूर्ण माना जाता है ।

होली का पर्व किस महीने में मनाया जाता है ?

- क. फाल्गुन
- ख. आषाढ़
- ग. श्रावन
- घ. कार्तिक

वच्चों का पहला गुरु कौन है ?

- क. माँ
- ख. दोस्त
- ग. आज्ञा
- घ. अध्यापक

Strand	Safety
Sub strand	Disasters and its consequences
Content Learning Outcome	Judge safe and unsafe environments for personal safety

**1. Disasters and its physical impacts**

- Accidents can happen to anybody at any given time. There are many different forms of accidents like road accidents, sports accidents, workplace accidents etc.
- Accidents can impair a person physically. In some instances, physical problems may increase the **probability of mental health problems**, death, injury, disability, acute and chronic diseases and also infectious diseases.

**2. Disasters and its emotional impacts**

- There is no doubt that when an accident happens, the person involved will suffer emotionally even if the event did not cause any physical damage.
- Depending on the type and extent of loss, individuals directly impacted by disasters may be feeling a strong **sense of grief, panic, loss, sadness, fear, numbness and shock, confusion and difficulty in making decisions**.
- Difficulties in sleeping, anger, irritability, and guilt may also surface.

**3. Disasters and its social impacts**

- Many of those that were involved in accidents suffer socially. This means that they become withdrawn or they become neglected by their family and friends.
- Causes of their withdrawal can either be a direct result of emotional effect or they are being pitied and looked down on by others.

## ACTIVITIES

1. Case Study: Read the case study given below and answer the questions that follow.

Molly had an accident when she was eight years old. She became blind. She was told by doctors that she will never see again. Devastated, she went back to school only to find out that all her friends did not want her to be beside them. Boys bullied her and girls laughed at her. Her own friends took her outside, across the playing ground, into the bush and left her there to find her way back. She left that primary school that day. She wanted to commit suicide. Her parents had to hide sharp items such as knives and scissors away from her. They gave her all the support she needed and did everything they could to make her happy. She attended a blind school only to be bullied again by other students. Molly started to think positively about her situation and soon went back to a normal school at Year 12. She completed her high school and has travelled all over the world to speak at rallies that inspire people.

- a) From the story identify how Molly was hurt physically, emotionally and socially.

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- b) Imagine if you were Molly. How would you feel when: people bully you ,your friends no longer want to be friends with you and people judge you because you can't see.

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- c) If you were Molly's teacher, what would you have done to help other students socialize with her?

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- d) How was Molly able to break out of her miserable life to travel all over the world?

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2.

Use the picture and your knowledge to answer the questions that follow in the **Answer Booklet**.



Source: <http://radionz.co.nz>

- (i) List **two** things you will need to prepare for the above disaster.
- (ii) State **one** effect the people living in the area might face.
- (iii) Suggest **two** things for the residents to do to avoid the problem shown in the picture.

1628 LABASA SANGAM PRIMARY SCHOOL

YEAR: 8

ENGLISH

WORKSHEET: 6

Strand	Listening and Speaking/Reading and Viewing/Writing and Shaping
Sub strand	Text Types Media, everyday communication, literary texts/ Language features and rules/ Language learning processes and strategies
Content Learning Outcome	Interpret features and rules in text and relate it to other written and visual text read/ Produce compound complex sentences and expressions with a variety of sentence.

**A. Written Exercise**

Example:

- (a) She was **delighted with** our present.
- (b) He was **satisfied with** my work.
- (c) They were very **pleased with** the new boat.

Another way of saying them is:

- (a) Our present **delighted** her.
- (b) My work **satisfied** him.
- (c) The new boat **pleased** him very much.

Change the following sentences in the same way:

1. They were pleased with her work.

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2. We were satisfied with the result.

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3. The audience was delighted with the children's dance.

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4. We were bored with the long speeches.

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5. She was annoyed with her friend.

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6. The examiner was satisfied with our work.

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7. She was delighted with her new dress.

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8. The teacher was pleased with Mere's composition.

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9. They were annoyed at her behavior.

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10. She was annoyed with them.

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STRAND	Measurement
SUB STRAND	Capacity
CONTENT LEARNING OUTCOME	Work out any capacity using basic mathematical formulas

**Capacity**

Capacity is the amount of something a container can hold. It is a measurement similar to volume in that they both deal with 3-dimensional shapes. Capacity is related mainly to liquid measurement and the basic unit is litre.

$$1\text{cm}^3 = 1 \text{ ml}$$

$$1\text{litre} = 1000\text{ml}$$

**ACTIVITIES**

1. Convert each of the following to the unit given in brackets.

a. 6L - \_\_\_\_\_(ml)

b. 15.6 L - \_\_\_\_\_(ml)

c. 59 500mL - \_\_\_\_\_ (L)

d.  $7 \frac{1}{2}$  L - \_\_\_\_\_(ml)

2. Find the total of the quantities below, giving your answer in the units written in brackets.

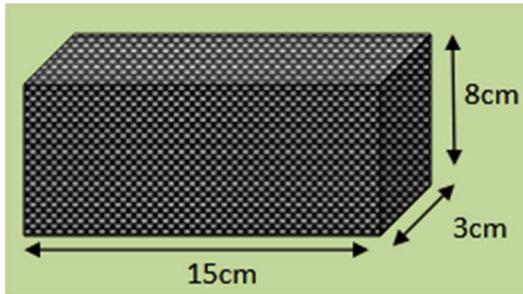
a.  $3.3 \text{ L} + 8.5 \text{ L}$  - \_\_\_\_\_(ml)

b.  $27 \text{ L} + 19 \text{ 500ml}$  - \_\_\_\_\_(ml)

c.  $8.4\text{L} + 550 \text{ mL}$  - \_\_\_\_\_(L)

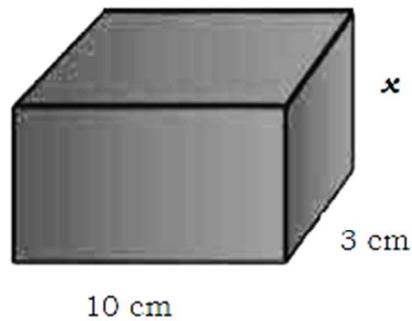
d.  $34.4 \text{ L} + 27 \text{ 000 mL}$  - \_\_\_\_\_ (L)

3. Calculate the volume of these cuboids in  $\text{cm}^3$  and then convert it into ml.



4.

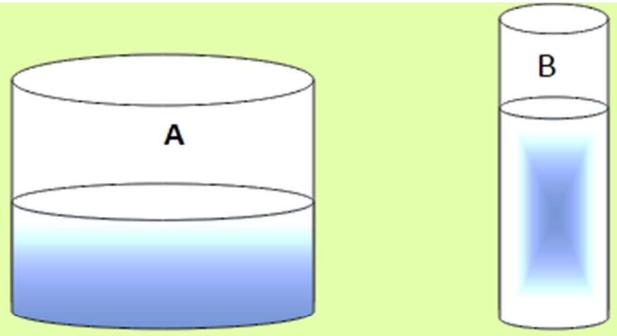
The volume of the cuboid is  $60 \text{ cm}^3$ .



(a) Calculate the value of  $x$ .

(b) How many liters of water will fill the cuboid?

5.

Two cylindrical tanks are shown. Tank A is wider and shorter, and Tank B is narrower and taller. Both are partially filled with blue liquid. Tank A is labeled 'A' and Tank B is labeled 'B'.

$\frac{1}{2}$  full of water

$\frac{3}{4}$  full of water

If tank A has the capacity of **1.8L** and Tank B has **1.6L** of water when full, then calculate volume of water in each Tank. Write your answer in **ml**.

1628 LABASA SANGAM PRIMARY SCHOOL

YEAR: 8

NA VOSA VAKA VITI

WORKSHEET: 6

STRAND	Na ivakarau vakavanua
SUB STRAND	Itovo vakavanua
CONTENT LEARNING OUTCOME	Kila na veitarataravi ni veiqaravi vakavanua e dau caka

**Lesson Notes**

**WASE 15 : NA VEIQARAVI VAKAVANUA**

**NA VOSA ME NANUMI:** A. Vola ka vulica na i balebale ni veivoso oqo.

1. vulagi kilai : e dua e namaki e na nona yaco yani ni dokai e na nona dra, i tutu se cakacaka
2. tokatu : yaco, tadu
3. maucokona : vakataucokotaka; me sa qai tiko taucoko kina na ka e vinakati
4. tubetube : na i tavi ni kena tuberi se vakacabori na tabua
5. vakacabo : na vakamacalataka se tuva vosa e na vakaraitaki ni yau, magiti se tabua , yaqona
6. vakawai : kacivaka ni sa laurai e dua na ka e namaki me basika mai.
7. dodo : yatuni me vaka na vakamalolo
8. ucu : basika ka toso mai na matameke
9. cauraki : tukuni me kilai
- 10.. bali : lose (vosa ni sucu)
11. melaca : lagata
12. tadodo : ni sa toso vinaka na i lakolako ni dua na soqo 13. tadu: ni yaco yani e dua na turaga/marama

**B. NA I VOSAVOSA VAKA-VITI**

Vola ka vulica na i balebale ni veivosavosa vaka-Viit oqo.

- (a) Sa tokatu mai : Sa yaco mai e dua e na I lakolako mai.
- (b) Na cavuikelekele : Na veisureti kina waqa vakaturaga me yavi na i kelekele ka kele mai ki vanua
- (c) Na i vakasobu : Na veiqaravi vakavanua vua e dua na turaga ka sureti me gole ki na vanua e sa vakarautaki tu me caka kina veiqaravi.
- (d) Na i luva ni tawake : Na i tovo vakavanua ka vakayacori e na veidokai, me uruci na kuila e waqa ka me sa cavutu na i lakolako vakaturaga ki vanua. E vakacabora na i luva ni tawake na talai mai vanua. E na gauna oqo sa okati me tiki ni veiqaravi levu e vanua ni oti na qaloqalovi.
- (e) Na ucu ni meke : E tukuni oqo ni basika ka toso mai na matanimeke—meke i wau/meke wesi.
- f) Na dodo ni meke : Na yatuni ni ra sa dabe tiko ka meke na matanimeke – vakamalolo.

**Cakacaka Lavaki.** 1. Tuvana mai vakadodonu na veitarataravi ni veiqaravi vakavanua ka ra koto oqo e ra.

i. yaqona vakaturaga, sevusevu, qaloqalovi, cavuikelekele, wase ni yaqona vakaturaga

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ii. ciqomi, tuberi, vakamaluataki, vatonaki, tama

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iii. vakamaluataki, tarai, vakacabori, vatonaki, vakarogotaki

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2. Vakamataniivolataka mada vaka-Viti na veivosa e ra ni yavutaki e na rorogo se i cavucavuti ni vosa vakaVavalagi.

a. helicopter \_\_\_\_\_ b. journal \_\_\_\_\_

c. introduction \_\_\_\_\_ d. propulsion \_\_\_\_\_

e. ombudsman \_\_\_\_\_