

Strand	Place and Environment
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

People Living in the Antarctic (South Pole)

- The Antarctic is a frozen continent surrounded by large ocean.
- Has extreme climate with very low temperatures and strong winds, frozen ground and difficult transportation.
- There is no life at all on land except on the coast where seals, penguins, whales etc. can be seen.
- No human beings live permanently in the Antarctic.

People Living in the Arctic (North Pole)

- Natives are – Inuit people of Canada, Greenland and Alaskan.
- These people depend on hunting, fishing, herding and gathering wild plants for living.
- People are able to do farming in Greenland.
- They have warm houses and clothes to protect from cold weather. Many have modern homes and appliances now.
- People learn how to predict the weather and navigate in boats and on sea ice.
- The knowledge, skill and language learnt will continue to pass to the next generation.
- People in the arctic travel by sled pulled by a pack of huskies.

People of the Temperate Zones

- The temperate zones are areas between the Tropic of Cancer and the Arctic Circle in the Northern Hemisphere or between the Tropic of Capricorn and the Antarctic Circle in the Southern Hemisphere.
- Climate is warm in the summer, cold in the winter and moderate in the spring and autumn.
- During summer people do physical outdoor activities.
- During winter (snow falls) people mostly stay indoors and wear warm clothes.
- Autumn is the cool season and people come out of homes for outside activities.
- During spring weather is changeable. It can change from sunny to rainy to snowy and cloudy. People's work depends on the weather at that particular time.

QUESTIONS:

1. Name some animals that live in Antarctic region.

2. Why is there no life on land in the Antarctic region?

3. What are the natives of Arctic region?

4. How do people in the Arctic region survive for a living?

5. Describe some traditional knowledge and skills that are passed onto the younger generation.

6. Name the form of transportation used by the people in the Arctic region.

7. Describe the climate in the temperate zone.

8. Describe the following and identify what people do during these seasons?

i. Summer

ii. Winter

iii. Autumn

iv. Spring

1628 LABASA SANGAM PRIMARY SCHOOL

YEAR: 8

HEALTHY LIVING

WORKSHEET: 4

Strand	Safety
Sub strand	Safety in Motor Vehicles, Boats and Rafts
Content Learning Outcome	Understand the importance of safety while travelling.

Safety in Motor Vehicles

When travelling in a car or bus, the following rules must be followed:

- Be seated at all times
- Never put your hands, arms or head out of the window.
- Never try to distract the driver as this may cause accident.
- Do not play with door handles.
- Wear seat belt if there is one.
- Do not move from one seat to another in a moving vehicle.
- If you are travelling in an open van or truck, sit more towards the cab away from the tail end.
- Never lean over the sides.
- Get off the vehicle only when it has completely stopped.
- Always get off on the footpath side of the vehicle.

Overloading, Over Speeding and Disturbing drivers

- Overloading vehicles, over speeding and in certain instances, disturbing drivers result in road accidents.
- Overloading vehicles can lead to damages to the vehicle and as a result accidents may occur.
- Over-speeding by drivers is one of the major causes of road accidents in Fiji - drivers over speed to get to their destination in time, or for fun.
- Some people have a habit of disturbing drivers, either from the road side or when inside vehicles - when a driver is distracted, he may lose concentration while driving which can lead to an accident.
- Seat Belts in cars have been made compulsory - people travelling in cars are required to wear seat belts for own safety.

Safety in boats and rafts

- Loss of life and belongings can occur if care is not taken while travelling in boats and rafts.
- Do not travel in unknown or flooded waters.
- Small children should always travel with older people.
- It is also important to learn swimming so that drowning can be avoided.

ACTIVITIES

1. Complete the table by stating some undesirable behaviours that can lead to accidents and how those behaviors can be improved.

Undesirable behaviour	What the behavior can lead to	How to improve on this behaviour
E.g. Shouting and waving to pedestrians	- Distract driver – can cause an accident	- Do not shout while in a moving vehicle. - Make silent waves.
1.		
2.		

2. When you grow up, perhaps you will own a vehicle. List down at least 2 ways in which you can be a good driver.

3. A large percentage of deaths on Fiji Roads are amongst pedestrians. What is your advice to the (i) drivers and (ii) pedestrians

i. Drivers -

ii. Pedestrians -

4. Circle the correct answer.

Road safety education plays an important role in shaping the attitudes and behaviors of children to become _____ road users.

- A. careless
- B. unreliable
- C. responsible
- D. irresponsible

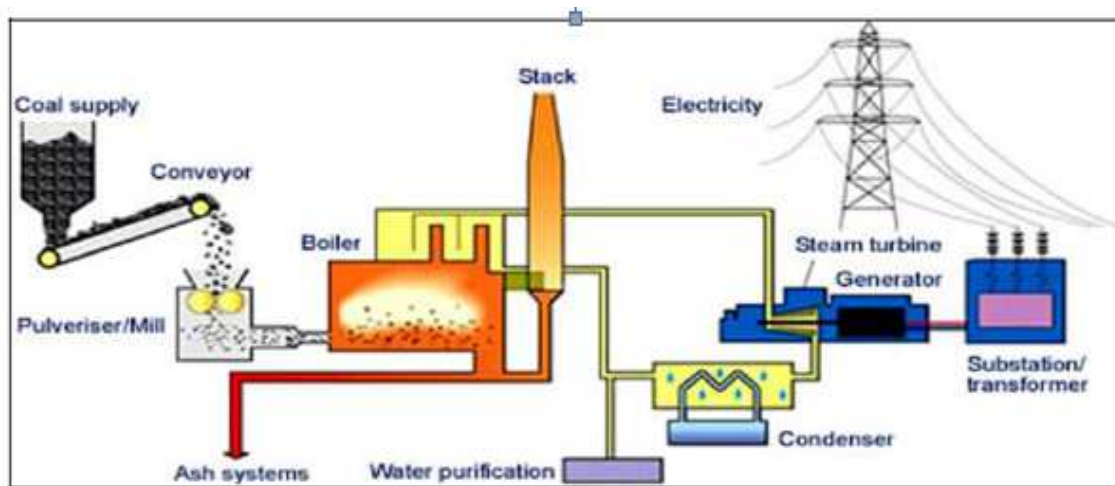
Emergency exit paths are important because they provide a clear safe way to evacuate in case of

- A. disaster.
- B. dispute.
- C. argument.
- D. hunger.

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.

Energy Transformation

- We need energy for heat, light and protection.
- A power station does not create the electrical energy we use at home.
- It changes the chemical energy of the fuel into electrical energy and we change it into heat and light energy at home.



Energy from One Form to Another

- Machines use one form of energy to convert another form of energy like heat, light, sound and movement.
- Many home appliances that we use today need energy for proper functioning.
- A lot of his energy can be saved with enormous environmental and financial benefits if used wisely.

Ways in which energy can be used wisely are:

- Replace your light bulbs.
- **Use** smart power strips.
- **Use energy** efficient appliances.
- Reduce water heating expenses.
- Install **energy** efficient windows.
- Think wisely before opening the fridge.





ACTIVITIES

A. Energy from one Form to Another

1. Complete the sentences by filling in the blank spaces.

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

2. Answer the questions in complete sentences.

<p>a.</p> 	<p>i. Where does the energy that moves the car come from? _____</p> <p>ii. What form of energy can you observe? _____</p>
<p>b.</p>  <small>shutterstock.com - 301654532</small>	<p>i. Where does the energy that moves the fan come from? _____</p> <p>iii. What form of energy can you observe? _____</p>
<p>c.</p> 	<p>i. Where does the energy in a solar water heater come from? _____</p> <p>ii. What form of energy can you observe? _____</p>
<p>d.</p> 	<p>i. Where does the energy to transmit pictures come from? _____</p> <p>ii. What form of energy can you observe? _____</p>

3.

- Chemical energy can be found in _____, _____, _____ and _____.
- Electrical energy can be found in any machine that is powered by _____.

(ii) Short Stories – The Crane and the Butterfly (continuation of last weeks work)

Read the story thoroughly and answer the questions that follow.

1. What lesson do we learn from the story?

2. How did butterfly trick the crane?

3. Do you think, the butterfly would have won the race if it did not trick the crane? Explain your answer.

4. Who was overconfident in this story?

5. Which part of the story you liked the most and why?

B. USAGE

1. Rewrite the following sentences using the instructions given in the brackets.

i. **(Join the sentences below beginning with: If ...)**

Ben missed the bus. He started crying.

ii. **(Rewrite as one sentence without using a conjunction and begin with: Rita...)**

Rita was happy. She won the match.

Rewrite in **Direct Speech**.

iii. Tina said she liked ice-cream.

iv. **(Rewrite beginning with: The roof...)** We need to paint the roof.

v. Change the question given below into a statement.

“Will you go home?” _____

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YEAR: 8

HINDI

WORKSHEET: 4

Strand	Reading and Comprehending/Writing and Shaping
Content Learning Outcome	Read, comprehend, summarize and answer the questions that follow.

भाषा अभ्यास

क. कोष्ठक में दिए गए शब्दों में से सही शब्द को चुन कर नीचे दिए गए वाक्यों को पूरा कीजिए ।

१. हरिष अपनी बहन को सप्ताह में एक बार ही पत्र ----- था । (लिखता/ लिखते/ लिखती/ लिखते)
२. रसोईघर में से खुश बू ----- है । (आती/ आता/ आते/ आती)
३. सूरज की गरमी से गीले कपड़े सूख ----- हैं । (जाते/ जाता/ जाती/ जाते)
४. भोजन करने के बाद आराम----- चाहिए । (करनी/ करने/ करना/ करनी)
५. आजाजी बच्चों को अच्छी-अच्छी कहानियाँ ----- हैं । (सुनाता/ सुनाती/ सुनाती/ सुनाते)

शाशवत ज्ञान - पाठ १४ अनमोल धन

क. पाठ को पढ़कर नीचे लिखे प्रश्नों के उत्तर पूरे वाक्यों में लिखिए ।

१. अमन कैसा लड़का था ? उसकी दो कमजोरियाँ बतलाइए । _____

२. अमन ने ऐसा क्यों और किससे कहा कि तुमने मेरी आँखें खोल दी ? _____

३. किसके पिता कहा करते थे, 'पढ़ेगा नहीं तो ठेला लगाएगा ।' और क्यों ? _____

४. ठेले वाले लड़के का क्या नाम था और वह किसका मित्र बन गया ? _____

ख . पाठ के अनुसार सही शब्दों को लिखकर वाक्यों को पूरा कीजिए ।

१. धन तो कल समाप्त हो जाएगा, परन्तु ----- ।

२. कैसे पढ़ने वाले बच्चे हो, ----- ।

३. जीवन में पता नहीं ----- ।

४. अमन में आए बदलाव से सबसे ----- ।

५. आशीर्वाद देते हुए कहा, ----- ।

साहित्य - कृष्ण सुदामा की दोस्ती - पाठ १ - बचपन के दिन

क. रिक्त स्थानों की पूर्ति कीजिए ।

कृष्ण और सुदामा की दोस्ती सांतीपनी के ----- से ही शुरू हुई थी । वे दोनों एक दूसरे को बहुत चाहते थे ।

वे कभी भी एक दूसरे से ----- नहीं होते थे । चाहे पढ़ना-लिखना हो, काम करना हो या ----- हो,

हर समय साथ रहते थे । दूसरे बच्चों के मिलान में कृष्ण और सुदामा बहुत ही अच्छे ----- थे । दोनों होशियार थे

और खूब मन लगाकर ----- करते थे ।

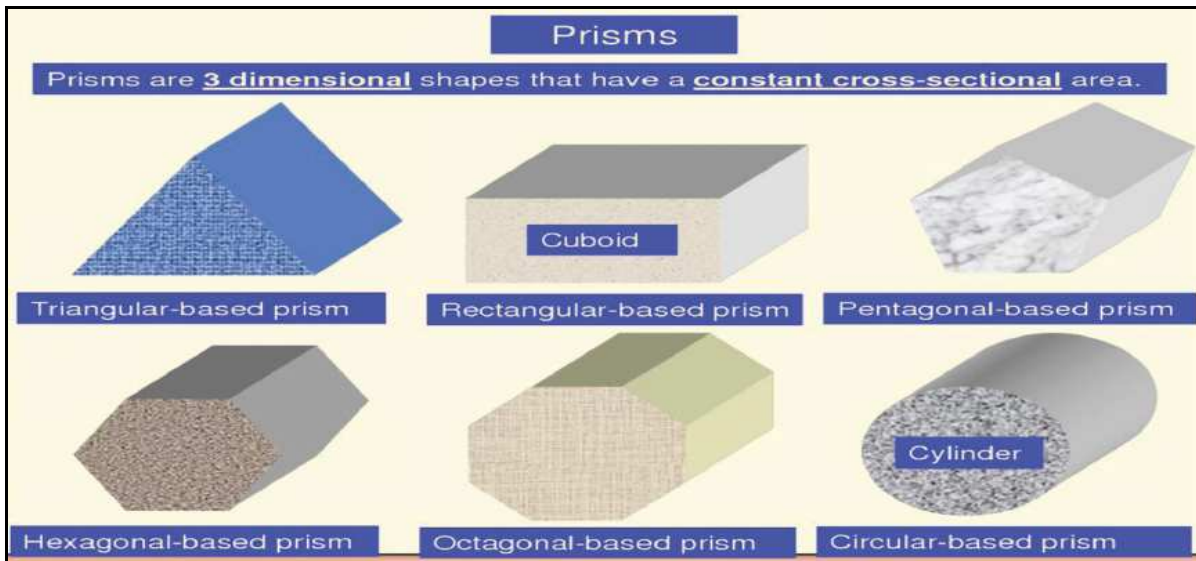
STRAND	Measurement
SUB STRAND	Surface Area
CONTENT LEARNING OUTCOME	To calculate the surface area of 3 dimensional shapes.

SURFACE AREAS

Solid shapes are all around us. Solid shapes are 3 dimensional (3D) shapes.

They have **length, breadth** and **depth or height**. Solid shapes which have only polygons for their faces are called **polyhedra**.

Solid shapes such as cube and cuboids are called **prisms**. All prisms have a special pair of parallel faces. **Pyramids** are solid shapes that have triangles for faces and a polygon for a base. They are named according to the shape of their base.



TOTAL SURFACE AREA

To find the surface area of a solid means to find the sum of the areas of all the faces which surround or make up that solid?

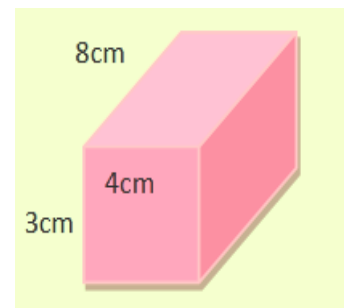
Example: Find the surface area of the rectangular prism shown on the right.

Area of Front and Back : $4 \times 3 = 12\text{cm}^2 \times 2 = 24\text{cm}^2$

Area of Top and Bottom: $4 \times 8 = 32\text{cm}^2 \times 2 = 64\text{cm}^2$

Area of Sides : $8 \times 3 = 24\text{cm}^2 \times 2 = 48\text{cm}^2$

Total Surface Area : = 136cm²

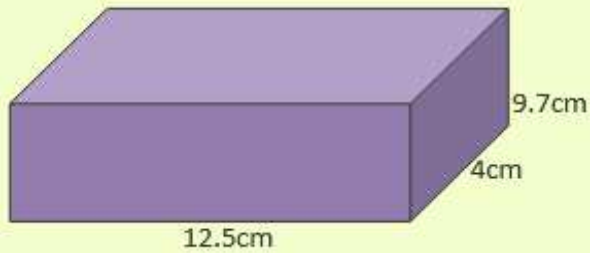


Activity

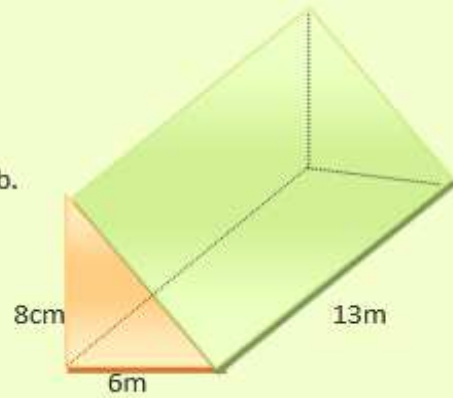
1.

e

Find the total surface area of these shapes

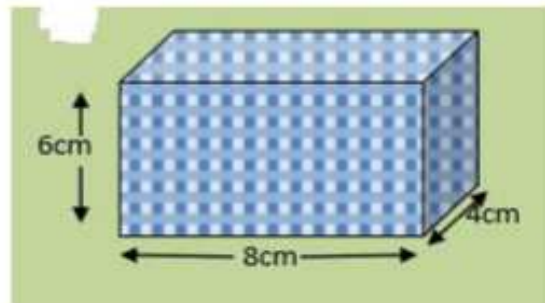


b.



2.

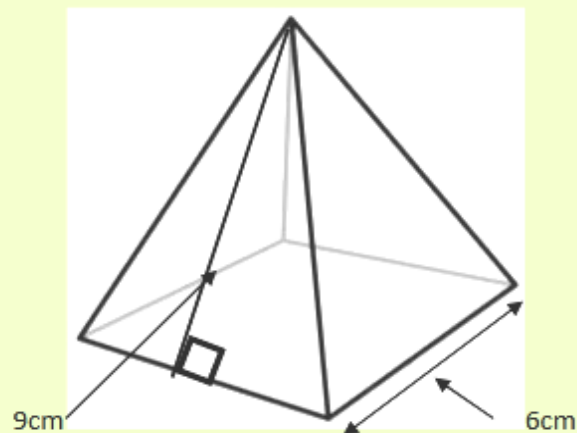
Use the shape given below to answer the question.



Calculate the total surface area of the above rectangular prism

3.

The diagram below shows a square pyramid. Use the measurement shown on the diagram to calculate the total surface area of the shape.



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YEAR: 8

NA VOSA VAKA VITI

WORKSHEET: 4

STRAND	Wilivola kei na vakadidigo
SUB STRAND	Na vakayagataki ni vosa ena serekali
CONTENT LEARNING OUTCOME	Vakaitavi ena kena laurai vakaiwasewase na Vinaka kei na ca/revurevu ni veika e wiliki mai na serekali.

Lesson Notes

Noda salusalu me sa cori mada Kau salusalu mera cori vata Vosa, na vanua, na ivalavala Na kena iboi ma kuvu sa yawa	Laki taubena e buca ni vala Me laveti na yaca ni turaga Da veilomani meda tu vata Meda duavata ena cakacaka	Na yavu ni bula mai liu sara Ra rawa ka lelevu kina na tukada Era sautu ka tiko Vinaka Tatawasewase da na tawa yaga
Noda salusalu sa cori rawa Me rau sa buki vata na muana Lewenivanua kei na turaga Rau veilomani rau duavata	Rogo ena vosa mai liu sara Tamata ni turaga Turaga ni Tamata Qori na salusalu boi yawa	Kau salusalu ni veiyasana Ra boi ka beta ka ra seraka Eda bulabula ni da daramaka Rawarawa kina noda cakacaka

Cakacaka Lavaki. Sauma mai na veitaro oqo.

1. E vakaibalebaletaki ki na cava ‘na salusalu’?

2. Na gaunisala cava era dau rawa ka lelevu kina na qase e liu?

3. E vakaevei kevaka eda tatawasewase?

4. Na cava na muani salusalu e rua ena serekali?

5. Vola mai na vosa ka rogo mai liu sara.

6. A cava na ibalebale ni iyatuvosa oqo, eda bulabula ni da daramaka?

7. E vica na qaqani serekali oqo?

8. Vola e rua na vosa e rogorogo vata.

9. Na cava e ulutaga Vinaka ni serekali oqo?

10. Vola e dua na ivakavuvuli ni serekali oqo.

