

## LESSON NOTE

**School:** Lovu Sangam School

**Year:** 8

**Subject:** English Worksheet Week 12

<b>STRAND</b>	Reading and Viewing & Writing and Shaping
<b>SUB STRAND</b>	<ul style="list-style-type: none"> <li>- Language learning processes and strategies.</li> <li>- Language features and rules.</li> </ul>
<b>CONTENT LEARNING OUTCOME</b>	<ul style="list-style-type: none"> <li>- Discover appropriate strategies in reading and visuals viewed from a repertoire of strategies.</li> <li>- Compose different text types using a variety of sentence structures, linkages and appropriate vocabulary and punctuations.</li> </ul>

### TREASURE ISLAND

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#### SCENE 3

*The same, two weeks later. JIM is discovered right, wiping table. MRS. HAWKINS seated left, peeling potatoes.*

*Enter DR. LIVESEY. 'Good-mornings' all round.*

DR. LIVESEY: Well, Jim, are you all packed for our voyage to 'Treasure Island'?

MRS. HAWKINS: Packed! He's been packed these two weeks. Not a minute's peace I've had. Him and his Treasure Island. I'm sure you will all be murdered in your beds—every man jack of you.

JIM: Not beds, Mother, hammocks. Sailors don't have beds. And anyway, Squire says I'm to have a cutlass and maybe even a pistol.

DR. LIVESEY: I shouldn't count your chickens, Jim. I have had a letter from the Squire yesterday, from Bristol. He is having great trouble in finding a crew.

JIM: But why? I would've thought there would have been hundreds willing to sail and look for treasure.

DR. LIVESEY: That's just it, Jim. If we let it be known that we were sailing for treasure, we might ship all sorts of ruffians, maybe even pirates in disguise, who would let us sail to the island and then mutiny on us. So we are going to sail under *Sealed Orders*. No one will know where we are going until we have set sail, except the Captain. And unfortunately there are not many men willing to sail under *Sealed Orders*. However, we've got a ship—the Squire bought her last week. She is called the *Hispaniola*, and a fine ship she is by all

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accounts. But the Squire will be here himself today and he will tell you all about it.

MRS. HAWKINS: Well, I had best be about the chores. I can't stand here gossiping to you old salts all day. (*Exit, laughing.*)

JIM: What happens, Doctor, if we can't find a crew? Does that mean we won't be able to sail after all?

DR. LIVESEY: Oh, don't worry, Jim. Something will turn up.

*The sound of a horse, off. JIM goes to the window.*

JIM: Why, it's the Squire—here from Bristol, already.

*Enter SQUIRE.*

SQUIRE: Ah! Livesey, my dear fellow. Jim, my boy. Great news! I have a crew.

JIM: A crew?

DR. LIVESEY: Excellent, my dear fellow. How did you find them?

SQUIRE: By an amazing stroke of luck. There I was on the quayside, feeling very despondent. True, I had just found a fine captain. Smollett is his name. But, what good is a ship, I said to myself, with just a captain and a cabin boy, eh, Jim?

*JIM springs to attention and salutes.*

JIM: Aye, Aye, Admiral.

SQUIRE: Well, as I said, there I was on the quayside, when by the merest accident I fell to talking with an old salt who kept a public-house and knew all the sea-faring men in Bristol. He, himself, was tired of being a publican and wanted to get a good berth as cook to go

to sea again, and he had only that morning hobbled down to the quayside to get a smell of the sea. (*Expressions of sympathy from JIM and the DOCTOR.*) I was monstrously touched. So would you have been, and out of pure pity I engaged him on the spot to be ship's cook. Long John Silver he is called and he has lost a leg, but that I regard as a recommendation since he lost it in his country's service under the immortal Hawke.

DR. LIVESEY: Yes, Squire, but he is a cook and you said you had found a crew.

SQUIRE: Well, sir, I thought I had only found a cook, but it *was* a crew I had discovered. Between Silver and myself we got together in the space of a day a company of the toughest old salts imaginable. Not pretty to look at, but fellows, by their faces, of the most indomitable spirit. I declare we could fight a frigate.

DR. LIVESEY: I hope we never have to do that.

SQUIRE: Long John even got rid of two men I myself engaged. He showed me in a moment that they were just the sort of freshwater swabs we had to fear in an adventure of importance.

JIM (*unable to contain himself*): Tell me, Squire, when do we sail?

SQUIRE: Sail? Why, the day after tomorrow. And now, Livesey, I found in Bristol a most remarkable bottle of old brandy. You must share it with me over dinner tonight.

DR. LIVESEY: Gladly.

SQUIRE (*turning at the door*): Oh, by the way, Jim, I forgot to tell you—Long John Silver, having sold his public-house, was in need of lodgings for a day or two. I told

him he could stay here until we sail. He will be arriving any minute, I passed him in the village on my way here.

JIM: Aye, aye, sir. I'll tell Mother.

*Exit SQUIRE and DOCTOR. JIM picks up a tray and exits left.*

SILVER (*off*): This is the place. The h-Admiral Benbow h-inn. Just the place to spend a night or two, eh, Tom?

MORGAN (*off*): Aye, 'tis that.

*Enter LONG JOHN SILVER. He stands for a moment in the doorway. He is dressed as a seaman and has only one leg. Under his left arm is a crutch. With the aid of which he hops about, bird-like fashion. He looks a likeable man and is about fifty years of age. He enters followed by TOM MORGAN.*

SILVER: Hallo, there! Is there anyone aboard?

*Enter JIM.*

JIM: Good-day, sirs. (*Stops on seeing SILVER.*) Why, sir, the Squire told me to expect you, that is, if you are Mr. Silver.

SILVER: Aye, that I am, matey. They call me Long John. Long John Silver, on account of I lost a leg in the service of the King, and this is my old shipmate, Tom Morgan. As fine a fo'c'sle hand as ever sailed the Spanish M . . . er . . . Seven Seas.

JIM: How do you do, sir. Squire said you would stay with us until you sailed.

SILVER: Aye, that we will. This is a very pleasant spot. (*They sit.*) Tell me, Jim, you're sailing with us, aren't you?

JIM: Yes, sir—as cabin boy.

SILVER: Have you ever been to sea before?

JIM: No, sir.

SILVER: Aha! Well, you've picked a good man to teach you. Long John Silver won't steer you wrong, lad.

JIM: Do you think we might run into any pirates?

SILVER (*innocently*): Pirates, Jim? What made you think of pirates? I don't expect we shall run into any pirates, do you, Tom?

MORGAN (*with exaggerated innocence*): N-o-o.

SILVER: N-o-o-o-o.

MORGAN (*shaking head violently*): N-o-o-o-o-o.

SILVER: Mind you, if we do, there's none better in a fight than Long John Silver. Many's the time I defended His Majesty's ships against those gentlemen of fortune, as they call themselves. Why, I've even had a brush with the famous Captain Flint. (*At the mention of 'Flint', JIM starts.*) Have you heard tell of Flint, Jim?

JIM: Yes, I think so.

SILVER: A bloodthirsty pirate he was, Jim. A scourge to the King's ships—God bless King George! Well, he's dead, thank the Lord, and me and my mates can handle any of these young upstars like Henry Morgan and such-like. And now, Jim, would you be getting us a wee drop of rum? Not that I'm a drinking man, mind you, but a little to warm the innards after the journey.

JIM: Yes, Mr. Silver. (*Exits.*)

MORGAN: I don't like that boy. He may have been hanging around that night and seen me.

SILVER: Not on your life, Tom, my boy. He's an innercent as a new-born babe. You've only to look at his face.

MORGAN: All the same, I don't like it.

*Enter MRS. HAWKINS, carrying rum.*

MRS. HAWKINS: Good-day, sirs.

SILVER AND MORGAN: Good-day, ma'am.

MRS. HAWKINS *puts down tray.*

MRS. HAWKINS: You'd be Mr. Silver, sir, and you'd be Mr. Morgan?

SILVER: That's right, ma'am. I see the lad has spoken to you. Don't tell me—let me guess—you're his mother!

MRS. HAWKINS: Indeed I am, and not a minute's peace have I had since his head was filled with all this talk of buccaneers, and cut-throats and the like. You're sailing with him on the *Hispaniola*, aren't you?

SILVER: Why, yes, ma'am. I'm ship's cook, and Tom here is fo'c'sle hand.

MRS. HAWKINS *brightens up considerably and starts to speak at breakneck speed.*

MRS. HAWKINS: Ship's cook! Why, then, you are just the man I want to see. Now, firstly, every night before going to bed you must give him a glass of hot milk . . .

LONG JOHN SILVER *opens his mouth to speak here and throughout her speech, but cannot succeed in interrupting.*

. . . with just a little piece of butter in it if the weather is cold, and if his tummy should get upset in all that horrible rough weather, be sure he has some nice gruel . . .

. . . not, of course, that he likes gruel, but it's good for him, I know. Now, as to the things he does like—he is very fond of plum pudding, roast turkey, chicken . . .

Activ  
Go to

... but only the white meat, jam tarts, apples, pears, roast beef and yorkshire pudding and candied orange rind ...

... and he *doesn't* like, fish, milk puddings, soft-boiled eggs, fatty bacon and lettuce ...

... and of course spinnach. Spinnach—always—makes—him—sick ...

... there, you won't forget any of that, will you?

LONG JOHN SILVER and TOM MORGAN *having by now been stunned into silence shake their heads very slowly in unison.*

MRS. HAWKINS *exits.*

SILVER (*hoarsely*): No matter what 'appens—sharks, doldrums, fever, earthquakes, I'll be thankful for one thing.

MORGAN: What's that?

SILVER: That it's Jim Hawkins that's coming with us, and not his mum!

MORGAN: I'd just as soon cut her throat as his.

SILVER (*banging table*): I'll have none of your talk of throat-cutting, Tom Morgan. You always was an ignorant swab, and your years ashore ain't improved you none.

MORGAN: Well, aren't we going to cut their throats?

SILVER: Aye, but when I gives the word and not before.

MORGAN: The men won't like that, John. They be planning on the first night out at sea.

SILVER: I'll take care of the men. I can handle Flint's old crew. There were some that was feared of Pew and some that was feared of Flint, but Flint himself was feared of me, feared he was and proud. They was the

roughest crew afloat, was Flint's. The devil himself would've been feared to go to sea with them. I'm not a boasting man, but I'll tell you—when I was quartermaster, *lambs* wasn't the word for Flint's old buccaneers.

*Enter Jim.*

JIM: Mr. Silver?

SILVER: Yes, Jim?

JIM: Could I ask you a favour?

SILVER: Yes, Jim, my boy. What is it?

JIM: Well, Squire said I was to have a cutlass and maybe even a pistol. But I've never used a cutlass and I thought that perhaps you might—well—sort of teach me.

SILVER: Teach you! Aye, and gladly, lad. Why, before me wings was clipped there was nary a finer cutlass man aboard in all ... the King's ships. (*Standing.*) Many's the buccaneer I've cut down in the Spanish Main. Why, one day, there we was, a week out of Maracaibo, and all of a sudden the lookout yells, 'Sail on the starb'd beam', and Admiral Hawke he ups with his spyglass and he has a look. 'Silver,' he says to me, 'that's Blackbeard's ship.' 'Aye, sir, it is that,' I says. 'Silver,' he says, 'shall we run or shall we fight?' 'Run, sir,' I says, 'in a King's ship! Never! Never!' I says, 'We'll fight, sir,' I says. 'Silver, you're right,' says the Admiral. So we trimmed sail and ran for him. We got nearer and nearer. As soon as we got in his range he let fire with his guns. We replied. And that's the way it goes—bang, bang, bang—and all the time we got closer and closer and closer. Then I sees Blackbeard's men standing by with the grappling irons. 'Stand by to repel boarders,' I yells, and then ... we met.

JIM (*breathlessly*): What happened?

SILVER: Why, we fought for four hours. Tom Morgan, here he got nine, and I killed fourteen including the great Blackbeard himself. The decks was running with blood.

JIM: Gosh!

SILVER: So you see there's none better to teach you the cutlass than Old Long John himself. Be square with me and you'll find that no man or boy has a better friend than Long John Silver.

*SILVER starts to sit down. As he does so MRS. HAWKINS enters, beginning to speak to him. He rises immediately, as does TOM MORGAN, apprehensive looks on their faces.*

SILVER: Beggin' your pardon, mia'am, but me and Tom'll just stroll down to the village to stretch our legs. Shan't be long. Now remember, Jim, be a good lad and do all your mother says.

*Exit MORGAN and SILVER.*

MRS. HAWKINS: You know, Jim, I *do* like that Mr. Silver.

JIM: Do you, Mother? So do I!

MRS. HAWKINS: Yes. He's such a *nice* man.

CURTAIN

## A Summary

## Act 1 – Scene Three

Fill In The Blanks - Use the words given below to complete the summary.

and            have            before            is            found            about            at  
met            as            helped            How            ships

**Scene Three:** (*Two Weeks Later, again at the Admiral Benbow Inn*)

Dr Livesey was explaining to Jim and his mother the difficulty of getting a crew for their ship, because it had to sail under 'sealed orders'. This meant that Squire Trelawney could not \_\_\_\_\_ 1 \_\_\_\_\_ crew members the purpose of the voyage.

Squire Trelawney returned with the good news that he had \_\_\_\_\_ 2 \_\_\_\_\_ a crew. He had hired a captain, Captain Smollett and was "lucky" to meet Long John Silver, who had lost a leg, who he hired \_\_\_\_\_ 3 \_\_\_\_\_ cook. Long John Silver had also \_\_\_\_\_ 4 \_\_\_\_\_ him to hire the rest of the crew. (Because they were all pirates from Flint's ship, \_\_\_\_\_ 5 \_\_\_\_\_ Squire Trelawney did not know this.)

Squire Trelawney had even invited Long John Silver to stay at the Admiral Benbow Inn \_\_\_\_\_ 6 \_\_\_\_\_ they sailed. Long John Silver arrived with Tom Morgan, as fine a fo'c'sle hand as ever sailed the Spanish M..... the Seven Seas (P. 21). They met Jim, who liked Long John Silver, but told him that he (Jim) was worried \_\_\_\_\_ 7 \_\_\_\_\_ pirates!

Jim left, but then Mrs Hawkins came in and \_\_\_\_\_ 8 \_\_\_\_\_ Long John Silver and Tom Morgan. She gave Long John Silver a lecture about what Jim should eat.

Jim came back. He asked Long John Silver to teach him \_\_\_\_\_ 9 \_\_\_\_\_ to use a cutlass (sword) and pistol (small gun). Long John Silver boasted about how good he and Tom Morgan were \_\_\_\_\_ 10 \_\_\_\_\_ fighting. He pretended that they had been on the king's (government's) side, killing pirates! The truth is that they had been the pirates themselves, killing government sailors and stealing \_\_\_\_\_ 11 \_\_\_\_\_ ships and the goods they carried.

\_\_\_\_\_ 12 \_\_\_\_\_ the end of Act One, Long John Silver and Tom Morgan went to "stretch our legs", while Mrs Hawkins told Jim what a "nice man" Long John Silver \_\_\_\_\_ 13 \_\_\_\_\_!

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## A. MAIN CHARACTERS

The main characters in "Treasure Island" are

1. Jim Hawkins
2. Dr Livesey
3. Squire Trelawney
4. Long John Silver
5. Tom Morgan

### 1. Jim Hawkins

- A young boy: about 13-14 years old.
- Friendly (talks nicely to everyone).
- Very helpful (e.g. does his mother's shopping and helps her at home).
- Cabin boy on the Hispaniola.
- Brave (Captain Smollett says: "... the lad's got great courage" at the end of Act 2, Scene 1.) He risked his life by running away from the pirates as they landed on Treasure Island).
- Conclusion (N.B. You can use ideas from above).

I like Jim because .....

### 2. Dr Livesey

- A doctor.
- Wise – plans the trip to Treasure Island and organizes the others in his group.
- Brave:
  - Not afraid when Captain Billy Bones threatens him.
  - Saves Jim by shooting Blind Pew who was about to attack Jim.
  - Takes part in the fight against the pirates.
- Honest: Willing to share the treasure.
- Conclusion

I like Dr Livesey because .....

## LESSON NOTE

School: Lovu Sangam School  
Subject: English Worksheet 13

Year: 8

<b>STRAND</b>	Writing and shaping & Reading and Viewing
<b>SUB STRAND</b>	- Language learning processes and strategies. - Text types media. Everyday communication, literacy text.
<b>CONTENT LEARNING OUTCOM</b>	- Categorize a range of strategies to plan, draft, edit and publish written texts using legible hand writing. - Discover familiar and unfamiliar texts relevant for a particular purpose.

### THE PRAWNS OF VATULELE

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**F**ROM the larger islands of Viti Levu and Vanua Levu, and from a hundred smaller islands, eager suitors hurried to Vatulele to pay court to Yalewa-ni-cagi-bula, the daughter of the chief. She was beautiful in face and form, but her heart was as hard as the stones that lined the path of her father's house. In the darkness men would stub their toes on these stones; and in the light of day far-travelled sons of famous chiefs had bruised themselves against the cold, hard heart of Yalewa.

"Will you never choose a husband from these noble suitors who come to you?" asked her father.

She tossed her head, and the black cascade of her hair swirled round her face.

"They are all so stupid," she tittered. "Canoe after canoe comes to our little island bearing silly young men with silly blank faces. They all say the same silly things and all bring the same silly gifts. I would rather be married to a banana tree than to any one of them."

"They are all in earnest and they all love you. Surely there is one among them who could make you happy?"

"Not unless he showed himself as a god among men." Yalewa cried. "I will never marry a man who comes to this island in a canoe."

"How do you expect him to come? It is too far to swim – and I fancy there are few who can fly through the air like a seagull," her father said ironically.

Yalewa's eyes sparkled.

"That is a good thought, Father," she said. "The first suitor who flies here through the air I promise to marry."

Her father was exasperated. "You talk about silly men with empty faces, but you are a silly feather-brained girl with a heart as cold as a stone at the bottom of the sea. I shall make you marry the one I choose."

The girl's eyes filled with tears.

"Oh please, Father, I was only joking. But don't you understand that I get so tired of empty speeches and full baskets of Kumara and dalo? I want someone who is bold and daring and imaginative, who will seize me in his arms and carry me away, as if — as if — well, you said it, Father, as though he were a bird."



The chief smiled.

"I still think you a silly girl," he said, "but perhaps I understand more than you think. Let us wait a little while longer to see if this paragon of a man will come to claim you. Now I am going to the other side of the island to see whether my men have been looking after the dalo plantations properly."

As soon as he had walked round a bend in the path and was lost to sight in the trees, Yalewa wipes the tears from her eyes and began to laugh quietly to herself.

"Why should I marry anyone when it is so much better to play with my friends?" she said loudly. "Father is just as stupid as all other men. He'll be annoyed when he comes back to find that I've probably refused another an in his absence, but I'll soon get my own way. I only hope no one finds a way to the island without a canoe. Then there'll be trouble!" and she laughed until the tears began to roll down her cheeks again.

Little did she know that at that very moment a chief of noble birth and great power had determined to subdue her. He was in too much of a hurry to make the slow journey by canoe so he rolled huge stones down the mountains of his island home until they covered the beach. Throwing off his garments, he lifted the rocks one by one and tossed them into the sea. The first ones were at a little distance from the shore, but as the line of rocks began to stretch out towards Vatulele, he threw them with all his strength. They began to stretch out into the distance, until finally they lay like a string of stepping stones from the mainland to Vatulele.

He was so anxious to meet the girl whose beauty and renown had been spoken of so highly that he had no time to prepare food and valuable gifts. He snatched up a basket of cooked prawns and leaped from rock to rock until he came to the distant island.

"Where is Yalewa-ni-cagi-bula?" he asked the first person he met, and was directed to her father's home. He burst through the door and looked at the young woman, who was staring round in surprise at the sudden invasion.

"Here is Yalewa," one of her attendants said with an embarrassed laugh, indicating the chief's daughter.

"You are beautiful," he said. "More beautiful than ever I dreamed. I have come to take you to my home. I want you to be my wife."



Yalewa tossed her head haughtily.

"What makes you think I would consent to be your wife?" she asked. "Only today I told my father that I would never marry a man who came here by canoe."

"In what way did you want me to come?"

She considered.

"Did you fly through the air?"

He looked at her with amused smile.

"No, my charming little lady, I didn't fly through the air. Is there any other way you would like me to come have?"

"I might consider you for a husband if you had walked across the water from the mainland."

The young man burst into a peal of laughter.

"Come with me," he said. He took her hand and led her outside. "Look! Do you see that long line of rocks? I put them there. I walked here on them. Now will you marry me?"

She glanced at his basket.

"What did you bring me as a wedding gift?"

For the first time he lost his self-assurance.

"I was in such hurry to come to you that I had no time to bring presents, Yalewa," he stammered. "I brought you myself across the stepping-stones of the sea – and this basket of cooked prawns."

Yalewa pulled herself free. She snatched the basket out of his hand and banged him with it until it burst apart and the prawns flew far and wide. Some of them fell into a pool beside the path, where they came to life again. They are still to be found there, darting among the stones, gleaming redly in the sunshine. The inhabitants of Vatulele regard them as sacred and say that if anyone catches them and takes them away, he will never reach the mainland because his canoe will be wrecked.

Fortunately the young suitor was not dependent on a canoe. He was now so frightened of Yalewa that he ran back to his home and as he stepped on the stones they sank down to the bed of the sea. Never again did he attempt to cross to the little island and brave the anger and scorn of Yalewa-ni-cagi-bula.

**Title:** *The Prawns of Vatulele*

**Setting:** Island of Vatulele

**Main characters:** Daughter of the chief (Yalewa ni cagi bula) Young chief

**Other Characters:** Young girl's Father

**Theme**

- Be humble in life
- Treat people with kindness and respect

**Activity**

1. Study the extract below to answer the questions a & b.

“Oh please, Father, I was only joking. But don't you understand that I get so tired of empty speeches and full baskets of Kumara and dalo? I want someone who is bold and daring and imaginative, who will seize me in his arms and carry me away, as if — as if — well, you said it, Father, as though he were a bird.”

- a. Who is “I” in the extract above?

- b. The word “someone” in the extract is referred to whom?

2. What is the setting of the above story?

3. Briefly explain how a chief of noble birth and great power made his way to reach the chief's daughter?

4. Choose a character from the above story and briefly explain whether you liked disliked that character.

5. Write a lesson that you learnt from this story.

**1075 LOVU SANGAM SCHOOL**  
**HEALTHY LIVING YEAR 8**  
**REVISIONAL NOTES WEEK 12**

<b>Strand</b>	H1 – Human Growth And Development
<b>Sub Strand</b>	H8.1.1 – Growth And Changes
<b>Content Learning Outcome</b>	H8.1.1.1 – Outline the physical, emotional and social changes and its effects on adolescents.

**PHYSICAL, SOCIAL AND EMOTIONAL CHANGES DURING PUBERTY**

**PHYSICAL CHANGES IN BOYS**

- 1.) Acne and pimples will appear on the body.
- 2.) During puberty boys voices will deepen.
- 3.) Rapid growth will occur during puberty.
- 4.) Boys will grow hair almost all over their bodies during puberty.
- 5.) Boys' muscles will get bigger making them stronger.
- 6.) Boys' testes will get larger during puberty.
- 7.) Boys will experience wet dreams during puberty.
- 8.) Sweat Smells and becomes oily.

**EMOTIONAL CHANGES OF BOYS**

1. Mixed feelings and sensitivity.
2. Boys will have mixed feelings and will be very sensitive during puberty.
3. Intense emotions.
4. Boys' emotions will be intensified during puberty.
5. Mood swings. A boy's mood changes very quickly during puberty.
6. Peer Pressure. Boys will be heavily influenced by their peers during puberty.
7. Boys will experience frequent stress, anxiety and conflict all through puberty and through their adult lives
8. The emotions that boys will go through during puberty will be very unfamiliar and a lot of uncertainty will come into their lives as they are faced with tough decisions.

**SOCIAL CHANGES IN BOYS**

1. During puberty boys will want independence from friends and family and will seek more responsibility in all areas of their lives.
2. Boys will feel like participating in risk-taking activities that can be dangerous.
3. Friends will have a bigger influence on boys during puberty as they feel it will make them unpopular if they don't obey their friends.
4. During puberty boys will use social media as a way of communication a lot and want to spend more time with friends.
5. Boys will have arguments with their parents during puberty over small things that would not have mattered to them before puberty. At the puberty stage boys will start to become aware of girls.

**PHYSICAL CHANGES IN GIRLS**

1. Development of breasts. Between the ages of 8-13 years, girls start developing breasts.
2. Appearance of hair in the armpit.
3. Widening of hips and appearance of pubic hair.
4. Growth spurt.
5. Onset of menstruation.

**SOCIAL CHANGES IN GIRLS**

1. Social change relates to the difference in the relationships teen girls had before adolescence, and those during puberty. A distinct sign in social development is the need for independent to dependence from parents a greater reliance on peers and friends.

2. Puberty usually represents a time of conflict between teen girls and their parents.
3. Innocent to containment. They feel they are capable of doing everything alone.
4. Teen girls face social pressure to do things their parents would approve.
5. **Peer Group Acceptance** parents notice their daughters develop an attraction for the opposite sex.
6. Girls are less emotionally dependent on their parents.
7. Teen girls seek to spend more time with their friends.

### **STUDENT ACTIVITY**

#### **A: FILL IN THE BLANKS**

stress	conflict	friends	activities	independence
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1. During puberty boys will want \_\_\_\_\_ from friends and family.
2. Boys will experience frequent \_\_\_\_\_, anxiety and conflict all through puberty and through their adult lives.
3. Puberty usually represents a time of \_\_\_\_\_ between teen girls and their parents.
4. Teen girls seek to spend more time with their \_\_\_\_\_.
5. Boys will feel like participating in risk-taking \_\_\_\_\_ that can be dangerous.

#### **B: MULTIPLE CHOICES (Circle the best answer.)**

1. Which of the following is an emotional change amongst the boys?
  - A. Mixed feelings and sensitivity
  - B. Urge to take the risk
  - C. Voice deepens
  - D. Growth spurt
  
2. Which of the following is a physical change in boys?
  - A. Development of breasts.
  - B. Widening of hips.
  - C. Onset of menstruation.
  - D. Sweat Smells and becomes oily.

#### **C: Short Answers**

1. List 2 emotional changes of boys?

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2. List 2 social changes in girls?

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3. List 2 physical changes in boys?

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4. List 2 physical changes in girls?

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5. What are some differences in **physical changes** that occur between a male and a female?

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**1075 LOVU SANGAM SCHOOL**  
**HEALTHY LIVING YEAR 8**  
**REVISIONAL NOTES WEEK 13**

<b>Strand</b>	H1 – Human Growth And Development
<b>Sub Strand</b>	H8.1.1 – Growth And Changes
<b>Content Learning Outcome</b>	H8.1.1.1 – Outline the physical, emotional and social changes and its effects on adolescents. - Accepting gender images and expectations.

### **HOW THE BODY CHANGES**

#### **Growth Spurt**

1. The **growth spurt**, a common physical change that happens during **adolescence**. The rapid growth in **height and size** because of growth **hormones** the pituitary gland releases.
2. The changes of the growth spurt happen in a specific order. The **head, hands, and feet** are the **first parts** of the body to reach **adult size**. Next the leg bones grow longer, then the **hips, chest and shoulders become broader**. The trunk grows longer, and the rest of the body fills out. Sometimes teenagers feel clumsy because their feet are —too big for their bodies. This feeling usually disappears as soon as they begin growing taller.
3. **Females** generally begin their growth spurt **around age ten** and stop growing by about eighteen. **Males** usually begin their growth spurt around **age twelve** and stop growing around age twenty.
4. Body proportions also change during the growth spurt. Females **develop breasts, broader hips, and more rounded body contours**. They add about twenty centimetres in height and twenty kilograms in weight. Males usually become broader in the **shoulders and gain muscle mass throughout their bodies**. They add about thirty kilograms in weight and twenty five centimetres in height.

#### **Emotional Changes**

1. An adolescent often experience emotional ups and downs, or **mood swings** that seem to happen for no obvious reason.
2. Emotional changes are a common and normal part of **adolescence**. Some of the causes of emotional changes in teens can be found in the other changes they are undergoing.
3. **The hormones** that produce the growth spurt and puberty can also affect mood and feelings directly.
4. The stress and uncertainty of developing a new identity can cause emotional changes. You often experience pressure to be like your peers at a time when you are trying to be more independent. The conflict that results from this can cause you to feel worried, unsure and critical of you. You also can become concerned with the way your physical changes make you similar to or different from your peers.
5. Not all adolescents experience emotional changes to the same degree. However, most adolescents go through some emotional ups and downs because of the physical changes and conflicts they are in.

### **GENDER IMAGE AND EXPECTATIONS**

**Gender Image:** is the perception of individuals as either men or women based on *appearance* body shape, facial features, hair length, voice and skin as images of a man or a woman.

**Gender Expectations-** These are the differences that are shaped by our culture and history and the way that societies organise what males and females do. We come to believe that these things are part of being male or female because this is how things normally happen. These beliefs and practices can be changed.

### **COMMUNITY OR TRADITIONAL EXPECTATION OF BEING A FEMALE**

The traditional Fijian woman plays a **secondary role** in this paternalistic society. She will, without question, look after all the household chores from cooking cleaning and be passive to the men in her community. She has little or no role when it comes to the decisions made in the household or village - this is left to the men who have earned the village's respect.

## **COMMUNITY EXPECTATION OF BEING A MALE**

The traditional Fijian man living in the village is still strongly bonded to his traditional cultural ties based on family and community. His expected commitments are:

- 1.) Plant and get food for the family
- 2.) Build the house for the family
- 3.) Decision maker.

## **Personal Identity**

Personal Identity is the **concept you develop about yourself that evolves over the course of your life.** This may include aspects of your life that you have **no control over, such as where you grew up or the colour of your skin, as well as choices you make in life**, such as how you spend your time and what you believe. You demonstrate portions of your personal identity outwardly through what you wear and how you interact with other people. You may also keep some elements of your personal identity to yourself, even when these parts of yourself are very important.

## **STUDENT ACTIVITY**

### **A: FILL IN THE BLANKS**

secondary	hands	Expectations	perception	mood	ten
Identity	twelve	hormones	traditional		

1. Personal \_\_\_\_\_ is the concept you develop about yourself that evolves over the course of your life.
2. The traditional Fijian man living in the village is still strongly bonded to his \_\_\_\_\_ cultural ties based on family and community.
3. The traditional Fijian woman plays a \_\_\_\_\_ role in this paternalistic society.
4. Gender \_\_\_\_\_ are the differences that are shaped by our culture and history and the way that societies organise what males and females do.
5. Gender Image is the \_\_\_\_\_ of individuals as either men or women based on appearance body shape, facial features, hair length, voice and skin as images of a man or a woman.
6. An adolescent often experience emotional ups and downs, or \_\_\_\_\_ swings that seem to happen for no obvious reason.
7. Females generally begin their growth spurt around age \_\_\_\_\_ and stop growing by about eighteen.
- 8 Males usually begin their growth spurt around age \_\_\_\_\_ and stop growing around age twenty.
9. The rapid growth in height and size because of growth \_\_\_\_\_ the pituitary gland releases.
10. The head, \_\_\_\_\_, and feet are the first parts of the body to reach adult size.

### **B: SHORT ANSWERS**

1. List **2** community/ traditional expectation of being a female?

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2. **Define** the term **Personal Identity**?

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3. What values do your family expects from you?

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4. What do the village /community you live in expect from you?

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<b>STRAND</b>	- पढ़ना एवं सर्वेक्षण करना (Reading & Viewing) Strand 2 - लिखना एवं निर्माण करना (Writing & Shaping) Strand 3
<b>SUB STRAND</b>	- सामाजिक एवं सांस्कृतिक संदर्भ और परिस्थितियाँ H 2.3 - भाषा की विशेषताएँ व नियम H 2.2 H3.2 -मूल- पाठ के प्रकार- मीडिया साधारण संप्रेषण साहित्यिक विषय H3.1
<b>CONTENT LEARNING OUTCOME</b>	- विभिन्न सामाजिक परिस्थितियों, उद्देश्यों व दर्शकों से संबद्ध पाठ में आए विचारों, जानकारी व घटनाओं की व्याख्या व चर्चा करना H8.2.3.1 - पाठ के विशेषताओं व नियमों की व्याख्या करना H.8.2.2.1 - विविध वाक्य-संरचनाओं, कड़ियों, तथा उपयुक्त शब्दावली व विरामादि चिह्नों के प्रयोग से विभिन्न विषय-प्रकार का निर्माण करना H8.3.2.1 - काल्पनिक व ज्ञानवर्धक पाठ लिखने हेतु सरल, यौगिक तथा मिश्रित वाक्यों का निर्माण करना H8.3.1.1

अनमोल धन

अमन का मन पढ़ने में कभी नहीं लगता था। स्कूल में मास्टर साहब पढ़ा रहे होते, तो एकाग्र न हो पाता। वह कभी कहीं देखता, तो कभी कुछ सोचने लगता। गृहकार्य करके न लाने पर वह प्रायः डाँट खाता। गणित, अंग्रेजी ये सब विषय उसे बहुत बुरे लगते। गणित का घण्टा सबसे बाद में पढ़ता था। वह जब-तब अन्तिम घण्टा छोड़कर स्कूल से भाग आता। कभी किसी बगीचे में घूमता रहता तो कभी बाजार में। कभी घर जल्दी पहुँच जाता, तो छुट्टी जल्दी होने का बहाना बना देता।

अमन की मासिक प्रगति-संख्या अधिकतर खराब ही होती, दो-तीन विषयों में अनुत्तीर्ण होता। पिताजी प्रायः उसे डाँटते रहते क्योंकि घर पर उसका अधिकांश समय खेलने या टेलीविजन देखने में ही व्यतीत होता था, पर वह पिताजी की डाँट को भी अनसुनी कर देता। अमन के पिता पीतल के बर्तन का व्यवसाय करते थे। अमन सोचता था कि वह पढ़े या न पढ़े उसे क्या अन्तर पड़ेगा? वह तो अपने पिता की दुकान पर काम में लग ही जाएगा। घर की आर्थिक स्थिति भी अच्छी थी, इसलिए उसे लगता था कि नौकरी तो करनी नहीं, फिर पढ़-लिखकर क्या करना है?

अन्य दिनों की भाँति अमन उस दिन भी घर से जल्दी चला आया। उसके पास कुछ पैसे थे। बाजार में जाकर उसने खाना खाया, फिर थोड़ी देर, वह धूप और गर्मी में बाजार में घूमता रहा। थोड़ी देर बाद उसे तेज प्यास लगी, तो ठण्डा पानी खोजने के लिए एक दुकान में चला गया।

दुकान के कोने में कुछ पुस्तकें रखी थी और पास ही एक बड़ा लड़का वहाँ खड़ा पढ़ रहा था। “दुकान वाला कहाँ है, पानी चाहिए।” एक डोलर उसकी ओर बढ़ाते हुए अमन बोला।

लड़के ने चुपचाप पुस्तक एक ओर रखकर पानी दे दिया। अमन ने पानी पीकर इधर-उधर नजर दौड़ाई, तो उसे कोई दूसरा दिखाई न दिया। “क्या तुम यहाँ काम करते हो?” उसने लड़के से पूछा। लड़का ने “हाँ” में सिर हिला दिया, और फिर अपनी पुस्तक पढ़ने लगा। “दिखाना, यह तुम कौन-सी कहानी पढ़ रहे हो?” अमन ने उसकी ओर हाथ बढ़ाते हुए पूछा।

“यह कहानी की पुस्तक नहीं है भाई, यह मेरी पाठ्य पुस्तक है।” लड़के ने कहा। “काम के साथ-साथ तुम पढ़ाई भी करते हो।” अमन ने आश्चर्य से पूछा। “लड़के ने कहा कि हाँ भाई, मैं परीक्षा की तैयारी कर रहा हूँ।”

“अरे भाई! तुम्हें परीक्षा देने की क्या आवश्यकता पड़ गई? यहाँ काम करके पैसे तो कमा लेते हो, खाओ-पिओ और मौज मनाओ।” अमन ने उससे कहा। यह सुनकर लड़के को बड़ा आश्चर्य हुआ, उसने पुस्तक पर से ध्यान हटाकर पहली बार ध्यान से अमन की ओर देखा।

“कैसे पढ़ने वाले बच्चे हो तुम? पढ़ाई का मूल्य नहीं समझते! लगता है, पिता ने समस्त सुविधाएँ, सुख और आराम तुम्हें दे रखे हैं इसलिए तो पढ़ने की कोई आवश्यकता नहीं समझते हो।” लड़का बोला।

अमन थोड़ा सकपकाया और धीमे स्वर में बोला, “भाई! तुम तो बुरा मान गए। मैं तो यँ ही पूछ रहा था कि पढ़ने से क्या लाभ है?”



“पढ़-लिखकर कोई अच्छा काम पा जाऊँगा, अच्छी नौकरी पर लग जाऊँगा या फिर कोई ट्रेनिंग ही कर लूँगा। हमेशा के लिए ऐसी नौकरी से छूट्टी मिल जाएगी। यह काम देखने में जितना सरल लगता है, करने में यह उतना ही कठिन है। मेरे पिताजी की बहुत इच्छा थी कि मैं पढ़-लिखकर किसी अच्छे काम पर लग जाऊँ। मुझे योग्य बनकर उनकी इच्छा पूरी करनी है।” लड़का उसे विस्तार से बताने लगा।

अमन को उससे बात करके अच्छा लगने लगा और उसने भी अपने मन की बात बता दी कि उसके पिताजी तो उसे पढ़ाना चाहते हैं, पर उसका मन पढ़ने में नहीं लगता। कहने लगा कि यदि मैं न पढ़ूँ तो इस में हानि भी क्या है? पिताजी का व्यापार तो चल ही रहा है, उसी में लग जाऊँगा। वह लड़का बहुत समझदार था। वह अमन को समझाने लगा कि उसके पिताजी ठीक कहते हैं। जीवन में पता नहीं कब, कैसी परिस्थिति आ जाए। पिता के पास पैसा है, इसलिए पढ़ाई छोड़कर बैठना बुद्धिमानी नहीं। धन तो आज है, कल समाप्त भी हो सकता है, परन्तु जो अपनी अर्जित योग्यता है, वह सदा साथ देती है। फिर उसने बताया कि उस के पिता का भी कभी व्यवसाय था और किस प्रकार उसके पिता को व्यवसाय में बहुत घाटा हो गया था। इस घटना से उन्होंने सबक ले लिया था कि बेटे को जितना संभव होगा, पढ़ाएँगे फिर चाहे वह नौकरी करे या व्यापार।

अमन को सहसा अपने पिता की बात याद आ गई। वह प्रायः उसके न पढ़ने पर नाराज होकर कहा करते थे, “पढ़ेगा नहीं तो ठोकर खाएगा।” उनकी बात वह हमेशा कान से उतार देता था, पर आज वह समझ गया कि पिता उसे न पढ़ने के लिए क्यों डाँटते हैं और उसका कितना भला चाहते हैं। अमन ने पैसे देते हुए कहा, “भाई तुमने मेरी आँखें खोल दीं। अब मैं भी ठीक से पढ़ाई में जुट जाऊँगा।” जिस बात को समझाते-समझाते अमन के शिक्षक और पिता हार गए थे, वही बात एक अनजान लड़के ने अच्छी तरह समझा दी थी।

अमन आलस्य छोड़कर पढ़ाई में जुट गया। प्रारम्भ में तो पुस्तकों में ध्यान लगाने में उसे परेशानी हुई, फिर धीरे-धीरे मन लगने लगा और आनन्द आने लगा। अब वह घर और स्कूल में डाँट भी नहीं खाता और सभी उससे प्रसन्न रहने लगे।

अमन के इस परिवर्तन से सबसे अधिक आश्चर्य उसके पिता को हुआ। जब उन्हें पूरी बात पता लगी, तो उस बालक गोपाल के प्रति उनके मन में स्नेह और आदर उत्पन्न हुआ।

उन्होंने अमन को उससे मित्रता बनाए रखने के लिए प्रोत्साहित किया। अब गोपाल अमन के घर आने लगा। अमन के माता-पिता उससे स्नेहपूर्ण व्यवहार करते थे। अमन के पिता ने गोपाल को चार घण्टे प्रतिदिन काम करने के लिए अपने यहाँ रख लिया।

गोपाल दुकान पर काम करने के बाद बचे हुए समय में मन लगाकर पढ़ाई करता था। अब वह अमन को भी अपने साथ-साथ पढ़ने के लिए बैठा लेता था। उसकी कुछ कठिनाइयाँ होती थीं, वह भी दूर करता था। परीक्षा के लिए दोनों ने खूब परिश्रम किया। दोनों ही परीक्षा में अच्छे अंक प्राप्त किए। अमन और उसके माता-पिता ने दोनों को बधाई दी। इस मित्रता को कायम रखने के लिए दोनों को आशीर्वाद देते हुए कहा कि विद्या और मित्रता दोनों ही अनमोल धन हैं। इनका सदैव सम्मान करना।

### शब्दार्थ

अनमोल	जिसकी कोई कीमत न हो, मूल्यवान
एकाग्र	ध्यान लगाना, मन लगाना
प्रगति-आख्या	तरक्की विवरण, तरक्की रिपोर्ट
अनुत्तीर्ण	पास न होना, फेल
प्रायः	अक्सर
आर्थिक	धन सम्बन्धी
ठेला	गाड़ी जिसे आदमी ढकेल कर चलाते हैं
अर्जित	एकत्र की हुई
प्रोत्साहित	प्रेरित, बढ़ावा देना
द्वितीय श्रेणी	दूसरा दर्जा



## अभ्यास कार्य

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, ----- ।

नीचे लिखे वाक्यों में सही शब्द लिखकर रिक्त स्थान की पूर्ति कीजिए ।

१. अमन के पिता बर्तन 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 ।

पाठ के अनुसार सही शब्दों का मेल करके लिखिए ।

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

### 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 कुछ 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 ।

- . समझदार लोग दूसरों का ख्याल हमेशा रखता हैं ।

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- . रात में लोग चैन का नींद सोते हैं ।

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- . हम आज दफ्तर नहीं जाएँगे इसलिए आज छुट्टी है ।

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## बड़ा कौन

बहुत पहले की बात है कौशल राज्य पर मल्लिक नाम का एक शक्तिशाली और न्यायी राजा राज करता था। उसने अपने राज्य में बड़े अच्छे-अच्छे कार्य किए। वह धार्मिक कार्यों में भी बहुत रुचि लेता था प्रजा की देख-भाल बहुत अच्छी तरह करता था। प्रजा भी उससे खुश थी। परन्तु राजा को अपनी योग्यता पर भरोसा ही नहीं था। वह बहुत परेशान रहता था।

राजा को ऐसा लगता था कि कहीं उसमें कुछ कमी है। उसने अपने मन्त्रियों से पूछा, “सच, सच बताना कि मेरे चरित्र में कुछ दोष है क्या?” मन्त्रियों ने उत्तर दिया, “बिल्कुल नहीं महाराज, आप तो सज्जन हैं, बड़े दयालु और न्यायप्रिय हैं।” फिर भी राजा को उनकी बातों पर विश्वास नहीं हुआ। तब उसने नगर निवासियों से पूछना शुरू किया, “प्यारे नागरिकों! क्या तुम बता सकते हो कि मेरा सबसे बड़ा दोष क्या है।”

सबने एक स्वर में उत्तर दिया, “आप में कोई दोष नहीं है, आप तो बड़ी कुशलता से प्रजा का पालन करते हैं तथा अच्छी तरह राज्य की देखभाल करते हैं।”

यह सब सुनकर भी राजा को संतोष नहीं हुआ। उसे लगा कि शायद मेरे मंत्री और मेरी प्रजा मेरे सामने सच बोलने से डरते हैं। मैं गाँवों में जाऊँगा, वहाँ कोई मुझे पहचानेगा नहीं, तभी मुझे सत्य का पता चलेगा। उसने अपने सारथी को बुलाया और यात्रा के लिए चल पड़ा। गाँव में घूमते - घूमते जब एक दिन वह एक सँकरे पुल को पार कर रहा था, तो पुल के दूसरे किनारे से वाराणसी के महाराजा ब्रह्मदत्त ने भी पुल पार करने के लिए प्रवेश किया।

महाराज ब्रह्मदत्त के सारथी ने कहा, “ऐ कौन हो? अपने घोड़ों को रोको, हमारे स्वामी, वाराणसी के महाराज ब्रह्मदत्त के रास्ते में कोई नहीं आ सकता।” यह सुनकर राजा मल्लिक के सारथी ने कहा, “ ठीक है, मेरे स्वामी भी कौशल के महाराज हैं, मैं किसी के लिए रास्ता नहीं छोड़ूँगा, हम दोनों ही शाही सवारियों के सारथी हैं, अब कौन किसे रास्ता दे?”

उन दिनों में यह प्रथा थी कि ऊँचे पद वाले व्यक्ति के लिए नीचे पद वाले व्यक्ति को रास्ता छोड़ना पड़ता था। तब उन्होंने दोनों राजाओं की आयु और राज्य की शक्ति की तुलना करके छोटे-बड़े पद को जानने का निर्णय किया। परन्तु दोनों राजाओं की आयु और राज्य की शक्ति एक बराबर ही निकली। अब वे सोचने लगे, कि अब क्या किया जाए? नियम के अनुसार उन्होंने निर्णय किया कि दोनों में से अधिक श्रेष्ठ व्यक्ति को जाने का रास्ता मिलना चाहिए। अब प्रश्न उठा कि अधिक श्रेष्ठ की परख कैसे की जाए?

ऐसा विचार कर वाराणसी महाराज के सारथी ने प्रश्न किया, “तुम्हारे स्वामी में क्या गुण हैं?”

“मेरे स्वामी बुराई का बदला बुराई से और भलाई का बदला भलाई से देते हैं।” राजा मल्लिक के सारथी ने कहा।

“यदि ये तुम्हारे स्वामी के गुण हैं तो दोषों की कल्पना करके मेरा मन काँप उठता है।” राजा ब्रह्मदत्त का सारथी बोला।

ऐसा सुनकर राजा मल्लिक सोचने लगे आखिरकार कोई तो ऐसा है जिसने साफ बात कही। सारथी की बात सुनकर राजा मल्लिक का सारथी बोला, “अब अपनी बकवास बन्द करो, और यह बताओ कि तुम्हारे स्वामी में क्या गुण हैं।”

“मेरे स्वामी बुराई का बदला भलाई से देते हैं। जो उनका नुकसान करते हैं, उनका भी वे भला ही करते हैं।”

महाराज ब्रह्मदत्त के गुणों को सुनकर राजा मल्लिक बोले, “तब निश्चय ही वे मुझसे श्रेष्ठ व्यक्ति हैं, मैं आपको प्रणाम करता हूँ, राजन!, मुझे अब मालूम पड़ा कि मुझमें क्या दोष हैं, मैं आदर्श गुणों से अभी बहुत दूर हूँ, चलो, सारथी रथ पीछे ले लो, राजा ब्रह्मदत्त को रास्ता दो।”

प्यारे बच्चो! इस कहानी से हमें भारतीय संस्कृति और सभ्यता की तीन बातें सीखने को मिलती हैं। पहली बात यह कि हमें अपने से बड़ों का आदर सम्मान करना चाहिए। दूसरी बात यह कि सबके साथ भलाई करनी चाहिए। कभी किसी का बुरा नहीं सोचना चाहिए। तीसरी बात यह है कि अपनी बुराई को पहचान कर उसे अपने अन्दर से निकाल फेंकना चाहिए। तभी हमारा सुधार होगा और हम एक श्रेष्ठ व्यक्ति बन सकते हैं।

शब्द और अर्थ - इन्हें पढ़िए और समझिए।

#### SPELLINGS FOR THE WEEK

शक्तिशाली	-	ताकतवर
रुचि	-	दिलचस्पी
योग्यता	-	बुद्धिमत्ता
चरित्र	-	आचरण
दोष	-	अवगुण
कुशलता	-	चतुराई, होशियारी

पहचान	सभ्यता	नुकसान	आदर्श	गुण
आदर	प्रणाम	भलाई	बुराई	परेशान

<b>STRAND</b>	- पढ़ना एवं सर्वेक्षण करना (Reading & Viewing) Strand 2 - लिखना एवं निर्माण करना (Writing & Shaping) Strand 3
<b>SUB STRAND</b>	- सामाजिक एवं सांस्कृतिक संदर्भ और परिस्थितियाँ H 2.3 - भाषा की विशेषताएँ व नियम H 2.2 H3.2 -मूल- पाठ के प्रकार- मीडिया साधारण संप्रेषण साहित्यिक विषय H3.1
<b>CONTENT LEARNING OUTCOME</b>	- विभिन्न सामाजिक परिस्थितियों, उद्देश्यों व दर्शकों से संबद्ध पाठ में आए विचारों, जानकारी व घटनाओं की व्याख्या व चर्चा करना H8.2.3.1 - पाठ के विशेषताओं व नियमों की व्याख्या करना H.8.2.2.1 - विविध वाक्य-संरचनाओं, कड़ियों, तथा उपयुक्त शब्दावली व विरामादि चिह्नों के प्रयोग से विभिन्न विषय-प्रकार का निर्माण करना H8.3.2.1 - काल्पनिक व ज्ञानवर्धक पाठ लिखने हेतु सरल, यौगिक तथा मिश्रित वाक्यों का निर्माण करना H8.3.1.1

सन्त कबीर दास और कवि रहीम

कवि कबीरदास अपने युग के समाज सुधारक और अन्धविश्वास के विरुद्ध कड़ी आवाज उठाने वाले महान सन्त थे। साधारण परिवार में रहने के कारण कबीर को अध्ययन का अवसर नहीं मिल सका। कबीर ने स्वयं कहा है कि- 'मसि कागद छुयो नहीं कलम गही नहिं हाथ' अर्थात् कागज, स्याही और कलम को कबीरदास ने कभी भी नहीं छुआ। विद्यालय की शिक्षा न मिलने पर भी उनको सत्संग और परिभ्रमण के कारण बहुत ज्ञान प्राप्त हुआ था। समाज में फैली कुरीतियाँ कबीर को बहुत पीड़ा पहुँचाती थीं। उनका सम्पूर्ण सहित्य आपसी एकता के संदेश से भरा है। कबीर ने सामाजिक और धार्मिक एकता को हमेशा माना और समाज में सदैव एकता लाने का प्रयास किया।

महात्मा कबीरदास जी का जन्म सन् 1368में काशी में हुआ था। इनका पालन-पोषण नीरू और नीमा नामक, एक सन्तानहीन जुलाहे दम्पति के परिवार में हुआ था। बचपन से ही हिन्दू और मुसलमान दोनों के संस्कारों का इनके जीवन पर प्रभाव पड़ा। कबीर दास ने जो कुछ भी कहा, सब बिना किसी भेद-भाव के, सबके सुधार के लिए, निडरता पूर्वक कहा है। कबीरदास की भाषा शैली सरल, सहज और उपदेशात्मक है। कबीर की भाषा 'पंचमेल खिचड़ी' कहलाती है क्योंकि इनकी भाषा में अरबी, फारसी, भोजपुरी, राजस्थानी, अवधी, पंजाबी, बुन्देलखण्ड, ब्रज एवं खड़ी बोली आदि के शब्द देखने को मिलते हैं। सत्य पर आधारित होने के कारण कबीरदास के दोहे आज भी लोकप्रिय हैं और उदाहरण के तौर पर काम में लाए जाते हैं। कबीर के दोहे साखी नाम से भी जाने जाते हैं।

माँगन मरन समान है, मति कोइ माँगो भीख ।  
माँगन ते मरना भला, यह सतगुरु की सीख ॥

मन के हारे हार है, मन के जीते जीत ।  
कह कबीर पुनि पाइए, मन ही के परतीत ॥

वृक्ष कबहुँ न फल भखै, नदी न संचै नीर ।  
परमार्थ के कारने, साधुन धरा सरीर ॥

ज्यों तिल माहिं तेल है, ज्यों चकमक में आगि ।  
तेरा साईं तुझ में, जागि सकै तो जागि ॥

साईं इतना दीजिए, जा में कुटुम्ब समाय ।  
आप न भूखा रह सके, साधु न भूखा जाय ॥

कवि रहीम का पूरा नाम अब्दुरहीम खानखाना था। इनका जन्म सन् 1556में लाहौर में हुआ था। इनके पिता बैरमखां मुगल सम्राट अकबर के संरक्षक थे। रहीम के पिता अच्छे विद्वान एवं नीतिज्ञ थे। रहीम को बचपन से ही साहित्य के प्रति विशेष लगाव था। इन्होंने अरबी, फारसी, संस्कृत, तुर्की एवं हिन्दी भाषाओं का ज्ञान प्राप्त किया। रहीम ने अनेक शास्त्रों का अध्ययन किया और

वे हिन्दू धर्म एवं संस्कृति के विद्वान हो गए । रहीम ने जो नीतिपरक दोहे लिखे वे अत्यन्त प्रसिद्ध हुए । इनके दोहे जीवन के अनुभव के आधार पर लिखे गए हैं इसीलिए इनके दोहे जनसाधारण में बड़े लोकप्रिय हैं ।

जो तोको काँटा बुवै, ताहि बोय तू फूल ।  
तोहि फूल को फूल हैं, वाको है तिरसूल ॥

विद्या धन उद्यम बिना, कहो जु पावै कौन ।  
बिना डुलाए न मिले, ज्यों पंखा की पौन ॥

काल करे सो आज कर, आज करे सो अब ।  
पल में प्रलय होयगी, बहुरि करेगा कब ॥

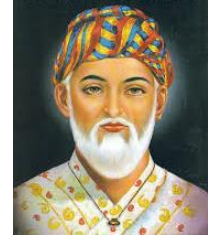
करत-करत अभ्यास के, जड़मति होत सुजान ।  
रसरी आवत जात तें, सिल पर परत निसान ॥

माखी गुड़ में गड़ि रहि, पंख रह्यौ लटकाय ।  
हाथ मलै और सिर धुनै, लालच बुरी बलाय ॥

परिभ्रमण  
नीतिज्ञ  
सीख  
प्रतीत  
नीर  
परमार्थ  
चक्रमक  
उद्यम  
सुजान  
जड़मति  
रसरी  
सिल

### शब्दार्थ

सब तरफ घूमना  
कानून को जानने वाला  
शिक्षा  
विश्वास, निश्चय  
पानी  
दूसरों की भलाई के लिए  
पत्थर-चोट करने से आग निकलती है  
प्रयास, कोशिश  
चतुर, होशियार  
मूर्ख, कम बुद्धि वाला  
रस्यी  
पत्थर, चट्टान



## अभ्यास कार्य

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

१. माँगन ते मरना भला यह ----- ।
२. वृक्ष अपने फल नहीं खाते, ----- ।
३. जैसे तिल में तेल है, वैसे ----- ।
४. विद्या धन पाने के लिए ----- ।
५. कल जो करना है आज कर, ----- ।

### भाषा अभ्यास

क. नीचे दिए गए शब्द उलट-पलट गए हैं । इन्हें सही करके अपनी अभ्यास पुस्तिका में लिखिए ।

१. स्वअस -----
२. कएता -----
३. नजीव -----
४. भअवनु -----
५. याभ्सअ -----



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

१. आज सुदेश ----- पुस्तक घर पर भूल आया है । (अपनी/अपना/अपने/अपनी)
२. आर्यन का घर रास्ते ----- किनारे है । (का/की/के/कि)
३. सड़क दुर्घटना में दो लोगों की मृत्यु हो ----- है । (गया/गई/गए/गई)
४. सीता ने राधा से राय ----- । (लिया/लिए/ली/ली)
५. ----- आँखों में दर्द है । (मेरा/मेरे/मिरी/मिरी)

### पत्र लेखन

तुम्हारा नाम राकेश/ माला है और तुम बुलीलेका, लम्बासा में रहती / रहते हो । तुम्हारी माता जी इस समय केनेडा के भ्रमण पर गई हुई है । वार्षिक परीक्षा में तुम्हें प्रथम स्थान मिला है । पत्र द्वारा इसकी सूचना माता जी को दो ।

नीचे दिए गए शब्दों से पत्र पूरा करो ।

बुलीलेका  
लम्बासा  
२६ सितम्बर २०२१

पूज्य .....

सादर प्रणाम

हम सब यहाँ घर पर ..... में हैं और यही आशा है कि आप भी वहाँ पर मौसी के घर खुशहाल होंगी ।

माताजी, आप लोगों के लिए खुश खबरी यह है कि अभी हाल ही में हमारी ..... परीक्षा हुई थी, जिस में सबसे ..... अंक पाकर मैं ने प्रथम स्थान को हासिल किया । हमारे सभी अध्यापकगण मेरे कार्य से बहुत खुश हैं । आपने सच ही कहा था कि मेहनत का फल ..... होता है । मैं ने कठिन ..... की और आप सभी के आशिर्वाद से अच्छे परिणाम मिले ।

आशा है आप भ्रमण करके ..... घर आ जायेंगी । घर का समाचार सब ठीक है । छोटी मुन्नी पूछा करती है कि आप कब लौटेंगी ।

हम सभी की ओर से शुभकामनाएँ ।

..... प्यारी/ प्यारा .....

.....

२                      माता जी , आनन्द , मेहनत , वार्षिक , अधिक , राकेश/ माला ,  
आपकी/ आपका ,                      बेटा/ बेटा ,                      मीठा ,                      जल्द



## भारतीय संस्कृति की कुछ मान्यताएं    भाग - १

मन्त्र

करागे वसति लक्ष्मीः, करमध्ये सरस्वती।  
करमूले तु गोविन्द, प्रभाते कर दर्शनम्॥

### १. प्रातःकाल कर दर्शनः

प्रातःकाल उठते ही ईश्वर का ध्यान करते हुए हाथों को एक साथ रखकर दर्शन करना चाहिए, ऐसा भारतीय संस्कृति के अनुसार माना जाता है।

हाथ के अग्र भाग में लक्ष्मी का निवास है, हाथ के मध्य भाग में सरस्वती रहती है और हाथ के मूल भाग में गोविन्द (परमेश्वर) का निवास है। इसलिए प्रातःकाल दोनों हाथों को एक साथ रख कर (मिलाकर) दर्शन करना चाहिए।

वैसे भी मानव जीवन की सफलता के लिए तीन वस्तुएं आवश्यक है - धन, ज्ञान, और ईश्वर कृपा। ये तीनों वस्तुएं प्राप्त करना मनुष्य के हाथ में है।

इस संसार में रहकर सभी कर्म हम इन हाथों से ही करते हैं। अतः इरी भाव को लेकर हाथों के दर्शन को महत्व दिया गया है। हाथों को देखकर हम ध्यान रखें कि हमें ये तीन चीजें प्राप्त करनी हैं और इन तीनों चीजों को पाने लिए इन हाथों से खूब मेहनत करनी है।

### २. भारतीय संस्कृति में भोजन के कुछ नियमः

- ४० भोजन करने से पहले अपने हाथों को अवश्य धोना चाहिए।
- ४० भोजन की प्रार्थना करके, बिना निन्दा किए भोजन करना चाहिए।
- ४० मनुस्मृति में लिखा है स्नान करने के पश्चात, भूख लगने पर भोजन करना चाहिए।
- ४० भोजन करते समय बहस नहीं करनी चाहिए।
- ४० सबको खिलाकर भोजन करना चाहिए, यह भारतीय संस्कृति का विधान है।



- ७) फूटे वर्तन में भोजन न करें।
- ८) जूता, चप्पल आदि पहनकर भोजन न करें। धार्मिक और वैज्ञानिक दोनों दृष्टि से यह खराब माना गया है। भारतीय संस्कृति में भोजन करना और कराना एक पवित्र कार्य है। जूतों के तलों में नाना प्रकार की गन्दगी, कीचड़ और दुर्गन्धपूर्ण वस्तुएं लगी होती हैं। भोजन करना ईश्वर की स्तुति के समान पवित्र कार्य है इसलिए जहाँ तक हो सकें जूते उतार कर भोजन करें।

### ३ ब्रह्म मुहूर्त:

हिन्दू पंचांग (कलेण्डर) के अनुसार एक दिन में आठ पहर होते हैं। चार दिन के और चार रात के। एक पहर तीन घण्टे का होता है। रात्रि का पहला पहर शाम के ६ बजे से ९ बजे रात्रि तक, दूसरा ९ बजे से १२ बजे मध्य रात्रि तक, तीसरा १२ बजे से ३ बजे तक चौथा ३ बजे से सुबह ६ बजे तक। इसी तरह दिन के चार पहर का समय विभाजित है। रात और दिन के आठ पहर मिलाकर हिन्दू पंचांग का एक दिन पूरा होता है।

रात्रि के अन्तिम पहर का जो तीसरा भाग है, (लगभग सुबह ५ बजे से ६ बजे तक का समय) उसे ब्रह्म मुहूर्त कहते हैं। निन्द्रा-त्याग यानि जागने के लिए यही समय शास्त्रों द्वारा उचित माना गया है।

ब्रह्म मुहूर्त में उठने से मनुष्य को आनन्द, सौन्दर्य, लक्ष्मी, बुद्धि, स्वास्थ्य और आयु आदि की प्राप्ति होती है। प्रातःकाल में बहने वाली वायु के एक-एक कण में संजीवनी शक्ति (ऑक्सीजन) का बहुत अधिक मिश्रण रहता है।

आयुर्वेद के अनुसार रात्रि में चन्द्रमा द्वारा धरती पर अमृत बिन्दू बरसाये जाते हैं। ब्रह्म मुहूर्त में वायु इन बिन्दु कणों को अपने साथ लेकर बहती है।

वैज्ञानिकों के शोध के अनुसार ब्रह्म मुहूर्त में बहने वाली वायु में ४१ प्रतिशत ऑक्सीजन (प्राणवायु) एवं ५५ प्रतिशत नाइट्रोजन और केवल ४ प्रतिशत कार्बनडाई ऑक्साइड (दूषितवायु) की मात्रा रहती है।

इसलिए हर रोज जल्दी उठना तथा व्यायाम करना जरूरी है ताकि हम अधिक से अधिक प्राणवायु ग्रहण कर सकें। बच्चो! अब तो आप ब्रह्म मुहूर्त में उठने का फायदा जान गए हैं। प्रतिदिन जल्दी उठिए और अपने आपको पूर्ण स्वस्थ रखिए।

## भारतीय संस्कृति की कुछ मान्यताएं: भाग - २

**संस्कार:** संस्कार का शब्दिक अर्थ है - दोष या कमी आदि को दूर करके किसी भी वस्तु या व्यक्ति को सुन्दर, और उपयोगी बना देना। हिन्दू संस्कृति सभ्यता के अनुसार धार्मिक दृष्टि से मानव को शुद्ध और उत्तम बनाने के लिए होने वाले विशेष कार्य को संस्कार कहते हैं।

ये संस्कार विधि-विधान से किए जाते हैं। सरल शब्दों में हम यह भी कह सकते हैं कि मनुष्य शरीर एवं वस्तुओं की शुद्धि के लिए तथा उनके विकास के लिए समय-समय पर जो धार्मिक कर्म किए जाते हैं, उन्हें संस्कार कहते हैं। मानव जीवन में होने वाले ये संस्कार सोलह हैं।

### संस्कार

१: गर्भाधान, २: पुंसवन, और ३: सीमान्तोन्नायन - ये तीन मानव के जन्म से पूर्व के संस्कार हैं। इनके द्वारा विधि-विधान से हवन आदि करके ईश्वर से प्रार्थना की जाती है कि पैदा होने वाली सन्तान स्वस्थ, शुद्ध और पवित्र, विचारों वाली हो।

४: जातकर्म संस्कार - बालक के जन्म के समय किया जाता है।

५: नामकरण संस्कार - जन्म से ११ वें अथवा १०१ वें दिन बालक का नाम रखा जाता है।

६: निष्क्रमण संस्कार - इसमें बालक को घर से बाहर शुद्ध वायु में घुमा कर वातावरण के सौन्दर्य से उसका परिचय कराया जाता है यह चौथे मास में या उसके बाद करने का विधान है।

७: अन्न प्राशन संस्कार - छठे अथवा आठवें मास में बालक को सबसे पहले अन्न खिलाया जाता है।

८: चूड़ाकर्म संस्कार - बालक के जन्म के बाद प्रथम वर्ष में या तीसरे वर्ष में उसका मुण्डन कराया जाता है।

९: कर्णवेध संस्कार - यह कान छेद कर सोने की बाली पहनाने का संस्कार है जो तीसरे या पाँचवें वर्ष में किया जाता है।

१०: उपनयन संस्कार - गुरुकुल में विद्या प्राप्त करने के लिए भेजते समय या आज कल स्कूल भेजने और पढ़ाई शुरू करने के समय यह संस्कार किया जाता है। इस संस्कार को यज्ञोपवीत संस्कार भी कहते हैं।

- ११: वेदारम्भ संस्कार - यह उपनयन संस्कार के तुरन्त बाद या एक वर्ष के भीतर किसी दिन किया जा सकता है जब गुरु बालक को वेद पढ़ाना शुरू करता है।
- १२: समावर्तन संस्कार - गुरुकुल में या स्कूलों में २५ वर्ष तक विद्या पढ़ने के पश्चात यह संस्कार किया जाता है। गु के आश्रम को छोड़ कर वापस अपने घर लौट जाता है।
- १३: विवाह संस्कार - विद्याध्ययन के पश्चात २५ वर्ष की अवस्था में विवाह करके गृहस्थ आश्रम में प्रवेश किया जाता है।
- १४: वान प्रस्थ - ५० वर्ष की अवस्था में मनुष्य गृहस्थी को छोड़कर एकान्त सेवन करे, योगाभ्यास, स्वाध्याय एवं मनन आदि करे।
- १५: संन्यास - वानप्रस्थ के २५ वर्ष पूरा होने के पश्चात लगभग ७५ वर्ष की आयु में मनुष्य घर गृहस्थी छोड़कर संन्यासी बनकर धर्मापदेश करते हुए संसार के हित में कार्य करे।
- १६: अत्येष्टि संस्कार - मृत्यु के पश्चात वैदिक - विधि-विधान के साथ अग्नि में शरीर को भस्म कर दिया जाता है।

सभी संस्कारों में हवन-यज्ञ करने का विधान है। हवन-यज्ञ वेद मन्त्रों द्वारा विधि-विधान से किया जाता है।

<b>STRAND</b>	Number and Numeration
<b>SUB- STRAND</b>	Whole Numbers and Operations
<b>CONTENT LEARNING OUTCOME</b>	Explain and organize numbers in multiples, primes and factors and their properties up-to 7 digits

**REVISIONAL NOTES**

**Place Value of Numbers**



**Counting 4- 6 digit numbers:**

4 digit numbers e.g. 2,345 is read: Two Thousand, Three Hundred and forty five  
 5 digit numbers e.g. 12,674 is read: Twelve Thousand six Hundred and seventy four.  
 6 digit numbers e.g. 353 796 is read: Three Hundred and fifty three Thousand, seven Hundred and ninety six  
 7 digit numbers e.g. 2,598,251 is read: Two Millions, five Hundred, and ninety eight Thousand, two Hundred and fifty one

**Breaking up 6 digit numbers into sets of numbers:**

E.g.  $893\ 673 = 800,000 + 90,000 + 3\ 000 + 600 + 70 + 3$  (6 sets)  
 Or  $= 890,000 + 3,000 + 600 + 73$  (4 sets)  
 Or  $= 890,000 + 3,000 + 673$  (3 sets)  
 Or  $= 893\ 000 + 673$  (2 sets)

**Multiples, Common Multiples and Lowest Common Multiples**

**Factors, Common Factors and Highest Common Multiples**

**MULTIPLES:**

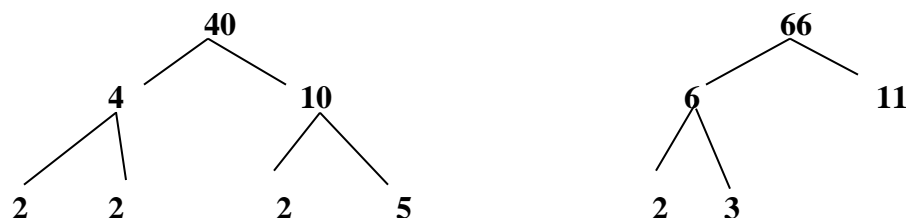
Find the multiples of 6 and 8  
 $M\{6\} = \{6, 12, 18, 24, 30, 36, 42, 48, 54, 60, \dots\}$   
 $M\{8\} = \{8, 16, 24, 32, 40, 48, 56, 64, 72, 80, \dots\}$   
 Find the Common Multiple of 6 and 8 =  $\{24, 48, \dots\}$   
 The Lowest Common Multiple [LCM] is 24

**FACTORS:**

Find the Factors of 12 and 20  
 $F\{12\} = \{1, 2, 3, 4, 6, 12\}$   
 $F\{20\} = \{1, 2, 4, 5, 10, 20\}$   
 Find the Common Factors of 12 and 20 =  $\{1, 2, 4\}$   
 The Highest Common Factor [HCF] is 4

**PRIME FACTORS** – a Factor Tree helps to find out the Prime Factors of a Number

Factor Tree for 40 and 66 are shown below.



The Prime Factors of 40 is  $2 \times 2 \times 2 \times 5 = 2^3 \times 5$  [factors in base index form]  
 The Prime Factors of 66 is  $2 \times 3 \times 11$

### **Student Activity**

1. Write these numbers in words:

a. 265,687

---

---

b. 23,897

---

---

c. 6,242,167

---

---

2. Order these numbers from the lowest to the highest. (Ascending Order)

a. 143 654, 87 459, 189 786, 2 998, 1 654 908, 245 776, 12 888.

---

---

b. 9999, 267 545, 34 123, 999 875, 5 388, 198 789.

---

---

3. Break up these numbers into the number of sets shown in the brackets.

a. 682 175 (6 sets)

---

---

b. 289 451 (2 sets)

---

---

4. Calculate the following:

a.  $M \{8\} =$

---

b.  $M \{12\} =$

---

c.  $M \{8\} \cap M \{12\} =$

---

d. LCM of 8 and 12 =

---

5. Calculate the following:

a.  $F \{20\} =$

---

b.  $F \{24\} =$

---

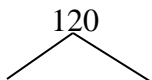
c.  $F \{20\} \cap F \{24\} =$

---

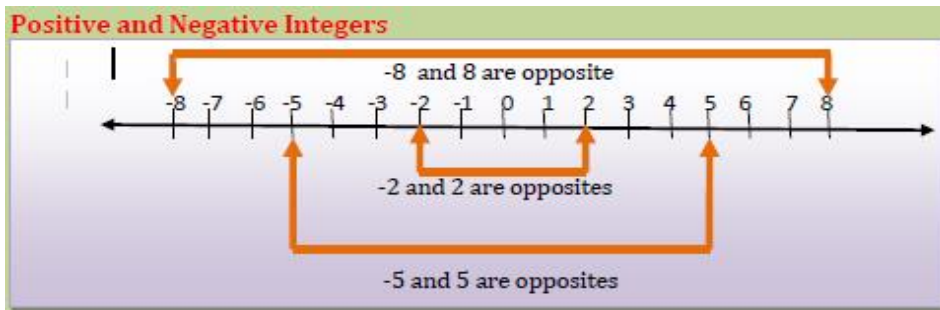
d. HCF of 20 and 24 =

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6. Use a Factor Tree to find the prime factors 120.

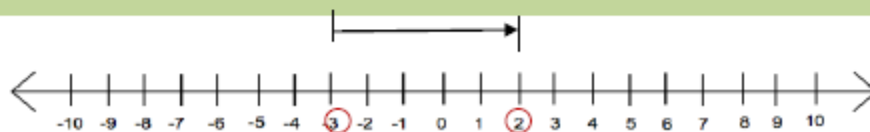


<b>STRAND</b>	Number and Numeration
<b>SUB- STRAND</b>	Whole Numbers and Operations
<b>CONTENT LEARNING OUTCOME</b>	Describe and verify ways of solving negative and positive numbers (integers) using operations

**REVISIONAL NOTES****Addition and Subtraction of Integers**

$$-3 + 5 = 2$$

This is represented in a number line below.

**RULES OF SIGNS FOR ADDITION**

Let  $a$  and  $b$  be positive numbers

1. Negative plus negative equal negative

$$-3 + -7 = -(3 + 7) = -10$$

2. Positive plus negative equals positive if  $a > b$

$$13 + -5 = 13 - 5 = 8$$

3. Positive plus negative equals negative if  $a < b$

$$6 + -11 = -(6 - 11) = -5$$

**RULES OF SIGNS FOR MULTIPLICATION**

Let  $a$  and  $b$  be positive integers

4. Positive times negative equal negative

$$5 \times -2 = -(5 \times 2) = -10$$

5. Negative times positive equals negative.

$$-7 \times 3 = -(7 \times 3) = -21$$

6. Negative times negative equals positive.

$$-4 \times -5 = 4 \times 5 = 20$$



## STUDENT ACTIVITY

1. Determine whether the **movement of these numbers are positive or negative.**

a. 1960 to 1970 \_\_\_\_\_

c. 1976 to 1993 \_\_\_\_\_

b. 2014 to 1420 \_\_\_\_\_

d. 2009 to 2015 \_\_\_\_\_

2. Determine **whether the years were increasing or decreasing during the following period:**

a. 1990 to 1986 \_\_\_\_\_

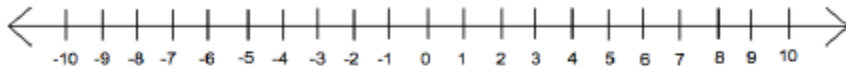
c. 2006 to 2016 \_\_\_\_\_

b. 1874 to 1987 \_\_\_\_\_

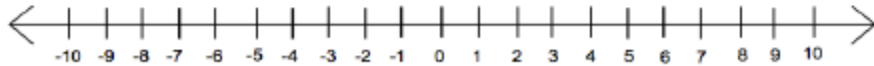
d. 2008 to 2003 \_\_\_\_\_

3.

a. Show this problem on the number line.  $-2 + 5$



b. Show this problem on the number line.  $5 - 9$



5. Calculate the following problem

(i)  $-5 + -9$

(iv)  $8 + -4$

(ii)  $3 - -3$

(v)  $-2 - -5$

6. Simplify the following:

a.  $-3 \times -4 =$  \_\_\_\_\_

b.  $6 \times -5 =$  \_\_\_\_\_

c.  $-12 \times 5 =$  \_\_\_\_\_

d.  $2 \times -5 \times -3 =$  \_\_\_\_\_

**1075 LOVU SANGAM SCHOOL**  
**SOCIAL SCIENCE YEAR 8**  
**REVISIONAL NOTES WEEK 13**

<b>Strand</b>	SS2- Time, Continuity and Change
<b>Sub Strand</b>	8.1.2- Understanding the Past 8.2.2- Continuity and Change
<b>Content Learning Outcome</b>	SS8.2.2.1 – Explore some significant world events and express their impacts on the lives of people and the history of the world.

**Important Events and their Significance**

**Olympics**



- Is the leading international sporting event featuring summer and winter games.
- Is considered to be the world's most anticipated sporting event featuring more than **200 nations participation**.
- Is held on every **four** years.
- Founder (IOC) **Baron Pierre de Coubertin** in **1894**.
- Olympic consists five intertwined rings representing 5 continents. **Blue** for Europe, **Yellow** for Asia, **Black** for Africa, **Green** for Australia and **Red** for America.
- IOC (International Olympic Committee) is the governing body of the Olympic Movement.
- The ancient Olympic Games were held in **Greece**.

**Commonwealth Games**

- Was known as British Empire games from **1930 to 1950**.
- Was known as British Empire and Commonwealth games from **1954 – 1966**.
- The event was first held in **1930**.
- Take place on every **four** years.
- The games are overseen by Commonwealth Games Federation.

**Pacific Games**



- Was formerly known as **South Pacific Games**.
- Is a multi-sport event like the Olympics.
- Participants are exclusively from South Pacific Countries.
- It is held on every **four** years.
- It was first held in **1936** hosted by Suva.

**Medical Epidemic**

- Epidemic is the rapid spread of the infectious disease to a **large number of people** in a **short period** of time.
- Fiji still has epidemic like dengue fever, leptospirosis and TB.
- Once the epidemic spreads to other parts of the world or continents affecting a large number of people then it becomes **pandemic** example Corona Virus.

**Economic Development** seeks to improve the economic well-being and quality of life for a community by creating or retaining jobs and supporting or growing incomes.

**Some examples of Economic Development in Fiji include:**

1. The upgrade of the Kings Highway.
2. Construction of the new Hospital in Navua.
3. Construction of bridges.

**Economic problems in Fiji**

1. Emigration
2. Natural disasters
3. Homelessness

### **Student Activity Sheet**

#### **Section A: Fill in the blanks**

1894	Greece	Nations	four	1930
------	--------	---------	------	------

1. Olympic Games are held every \_\_\_\_\_ years.
2. Baron Pierre de Coubertin founded the International Olympic Committee (IOC) in \_\_\_\_\_.
3. The ancient Olympic Games were held in Olympia, \_\_\_\_\_.
4. Commonwealth Games was first held in \_\_\_\_\_.
5. Commonwealth Games is an international, multi-sport event involving athletes from the Commonwealth \_\_\_\_\_.

#### **Section B: Short Answers**

1. Name a disease that causes an epidemic in your community?

\_\_\_\_\_

2. What causes it?

\_\_\_\_\_

3. How was it treated?

\_\_\_\_\_

4. Name the countries that usually take part in the South Pacific Games?

\_\_\_\_\_

5. List some examples of economic development in your village/town/community.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

6. List some natural disasters common in Fiji.

\_\_\_\_\_  
\_\_\_\_\_.

7. Why is economic development important?

\_\_\_\_\_  
\_\_\_\_\_.

**1075 LOVU SANGAM SCHOOL**  
**SOCIAL SCIENCE YEAR 8**  
**REVISIONAL NOTES WEEK 12**

<b>Strand</b>	SS2- Time, Continuity and Change
<b>Sub Strand</b>	8.1.2- Understanding the Past 8.2.2- Continuity and Change
<b>Content Learning Outcome</b>	SS8.2.1.1- Collect information about famous people of the world and discuss their influence on the history of the world. SS8.2.2.1 – Explore some significant world events and express their impacts on the lives of people and the history of the world.

### **UNDERSTANDING THE PAST**

It is very important for us to know about the past. People who study about the past are known as **Historians**. They inform us of important events that had happened in the past.

#### **Famous People**

A lot of people are very famous because of what they have done or achieved in life.

#### **Significance of Famous People**

They are significant in many ways. They may be popular because of their leadership, achievements, and inventions.

A list of famous people, mainly from the nineteenth, twentieth or twenty-first centuries. This list includes famous actors, politicians, entrepreneurs, writers, artists and humanitarians.

1. Marilyn Monroe (1926 – 1962) American actress, singer, model
2. Abraham Lincoln (1809 – 1865) US President during American civil war
3. Nelson Mandela (1918 – 2013) South African President anti-apartheid campaigner
4. John F. Kennedy (1917 – 1963) US President 1961 – 1963
5. Martin Luther King (1929 – 1968) American civil rights campaigner
6. Queen Elizabeth II (1926 – ) British monarch since 1954
7. Winston Churchill (1874 – 1965) British Prime Minister during WWII
8. Donald Trump (1946 – ) Businessman, US President.
9. Bill Gates (1955 – ) American businessman, founder of Microsoft
10. Muhammad Ali (1942 – 2016) American Boxer and civil rights campaigner
11. Mahatma Gandhi (1869 – 1948) Leader of Indian independence movement
12. Mother Teresa (1910 – 1997) Macedonian Catholic missionary nun

#### **Politicians**

These are people who are interested in politics and they join with people who have the same ideas to form political parties in order to gain power and can become political leaders. In Fiji, many political leaders after winning their votes from general elections become members of parliament and some appointed as cabinet ministers.

#### **Significant World Events**

**World War II** (WWII or WW2), also known as the **Second World War** (after the recent Great War), was a global war that lasted from **1939 to 1945**, though related conflicts began earlier. It involved the vast majority of the world's nations—including all of the great powers—eventually forming two opposing military alliances: the **Allies** and the **Axis**. It was the most widespread war in history, and directly involved more than 100 million people from over 30 countries. In a state of "total war", the major participants threw their entire economic, industrial and scientific capabilities behind the war effort, erasing the distinction between civilian and military resources. Marked by **mass deaths of civilians, including the Holocaust (during which approximately 11 million people were killed) and the strategic bombing of industrial and population centres (during which approximately one million people were killed, including the use of two nuclear weapons in combat)**, it resulted in an estimated 50 million to 85 million fatalities, this made **World War II the deadliest conflict in human history**.

## Causes of World War II

## 1. Japanese Expansion

In the period before World War II, Japan was growing rapidly. However, as an island nation they did not have the land or the natural resources to sustain their growth. Japan began to look to grow their empire in order to gain new resources. They invaded Manchuria in 1931 and China in 1937.

## 2. Fascism

With the economic turmoil left behind by World War 1, some countries were taken over by dictators who formed powerful fascist governments. These 30 dictators wanted to expand their empires and began to look for new lands to conquer.

### 3. Great Depression

The period before World War II was a time of great economic suffering throughout the world called the Great Depression. Many people were out of work and struggling to survive. This created unstable governments and worldwide turmoil that helped lead to World War II.

## STUDENT ACTIVITY

## A: MULTIPLE CHOICE QUESTIONS

**Circle the letter of the best answer.**

1. The Second World War lasted from \_\_\_\_\_.  
A. 1835 to 1875. B. 1939 to 1945.  
C. 1939 to 1995. D. 1995 to 2002.
2. People who study the past are known as \_\_\_\_\_.  
A. Historian B. Archeologist  
C. Biologist D. Scientist
3. Name the famous Catholic Missionary nun who was a charity worker  
A. Abraham Lincoln B. Bill Gates  
C. Nelson Mandela D. Mother Teresa

## B: SHORT ANSWERS

1. List **2** Causes of World War II?

2. What made World War II the deadliest conflict in human history?

- ### 3. Why do people study the past?

- #### 4. How do people become famous?

5. **Research:** Draw, label and colour “**Picture of one famous person**”

[illegible]

## LESSON NOTE

**SCHOOL:** Lovu Sangam School  
**SUBJECT:** Basic Science Worksheet Week 12

**YEAR:** 8

<b>STRAND</b>	Earth and Beyond
<b>SUB STRAND</b>	Our Changing Earth
<b>CONTENT LEARNING OUTCOME</b>	<ul style="list-style-type: none"><li>- Gathering information about the uses of different layers of the atmosphere and describe the effect of human action on these.</li><li>- Explore and discuss how weather influences our daily activities.</li></ul>

### **What is a cloud cover?**

Is the amount of clouds in the atmosphere - a large collection of very tiny droplets of water or ice crystals?

### **How are clouds formed?**

Air contains water, but near the ground it is in the form of an invisible gas called **water vapor**. When warm air rises, it expands and cools. Cool air can't hold as much water vapor as warm air, so some of the vapour condenses into tiny pieces of dust that are floating in the air and forms a tiny droplet around each dust particle. When billions of these droplets come together they become a visible cloud.

### **Why are clouds white?**

Clouds are white because their water droplets or ice crystals are large enough to throw the light of the seven wavelengths (red, orange, yellow, green, blue, indigo, and violet), which combine to produce white light.

### **Why do clouds turn grey?**

Clouds are made up of tiny water droplets or ice crystals, usually a mixture of both. When the clouds get thick enough or high enough all the light above does not make it through, hence the gray or dark look. Also, if there are lots of other clouds around, their shadow can add to gray or multi-coloured gray appearance.

### **Why do clouds float?**

It floats because the cloud and the air that it's made up of are warmer than the outside air around it.

### **How do clouds move?**

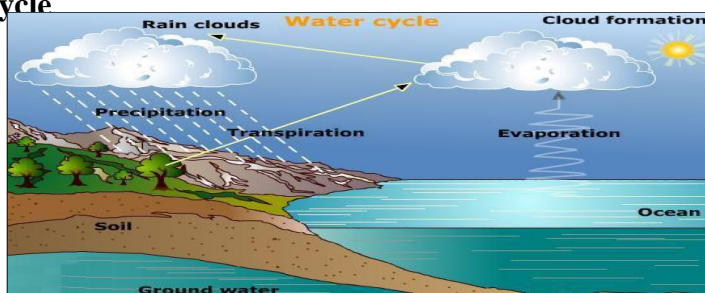
Clouds move with the wind. High cirrus clouds are pushed along by the jet stream, sometimes traveling at more than 100 miles-per-hour. When clouds are part of a thunderstorm they usually travel at 30 to 40 mph.

### **Why do clouds form at different heights in the atmosphere?**

The clouds form at different heights because of the elements available, including the amount of water vapor, the temperatures at that height, the wind, and the interplay of other air masses.

### **Rain formation**

When the clouds are fully filled and have more mass of water vapour and once it meets a cool environment the clouds bust and the water vapour changes into rain. This process of water vapour changing to rain is called **condensation**. This process of forming rain is also known as the **water cycle**



(source:tutorvista.com)

## Air Reassure and Weather

**High pressure system** is associated with good weather while **Low Pressure** is generally associated with cloudy and rainy or snowy weather

When air cools, it rises up which can cause water vapour in the air to condense to liquid and water droplets, sometimes forming clouds and precipitation. However, sinking air is associated with warming and drying conditions.

**High pressure** is associated with **sinking air**, and **low pressure** is associated with **rising air**. The airflow (due to the Earth's rotation and friction) is directed slightly inward toward the **low pressure center**, and slightly outward away from the **high pressure center**.

## Air Pressure

The atmosphere presses down on the earth as the result of earth's gravity. The pressing down of the atmosphere is called **atmospheric pressure or air pressure**. The air pressure or changes in it is very important for the changes in weather. Warm air weighs less than cool air which is why hot air balloons stay in the sky. When the **air is warmer**, the **air pressure** is **lower** and when the **air is cooler** the **air pressure** is **more**.

## Interpreting Weather Observations and Information on Weather Maps

**Forecasts** – is a prediction of weather conditions over a particular area, either **for few days (short-range forecast)** or for **several weeks (long-range forecast)**.

**Meteorologist** – people who study about weather and make weather forecast.

### **Why we need weather forecast?**

- Helps people to plan – what to wear, when to travel, which product to stock in supermarkets.
- Is important for farmers, builders, sailors and anyone else who works outdoors.

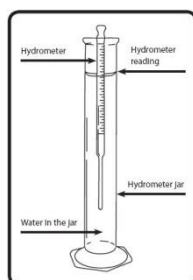
### **How do experts predict the weather?**

Meteorologists receive information about air temperature, wind speed, clouds and rainfall from over 50,000 weather stations worldwide – on land, on ships and buoys at sea. The data is fed into huge computers that produce charts and forecasts.

### **How do weather satellites work?**

They carry two types of sensors. An image takes photographs of movements in Earth's atmosphere. A sounder reads the temperature of the air and clouds. The meteorologists work at the weather stations where they use special instruments to detect weather and in which weather data or information from the satellites is recorded.

## **Instruments used in a weather station**



**Hydrometer**



**Rain Gauge**



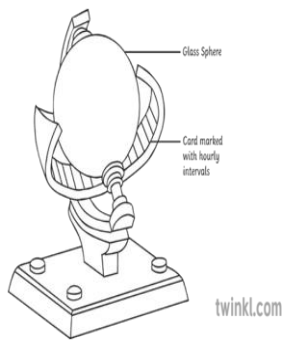
**Barometer**



**Hydrometers** – are special thermometers that measure humidity by calculating the amount of water vapour in the air.

**Rain Gauges** – are containers that collect and measure rainfall or any other form of precipitation. Levels of rainfall are measured in millimeters (mm).

**Barometers** – are used to measure atmospheric pressure. They may be either mercury or aneroid (vacuum) barometers. Often they are attached to a pen that charts movements in pressure on a piece of paper. The resulting chart is called a **barograph**.



**Sunshine Recorder**



**Thermometer**



**Anemometer**

**Sunshine Recorders** – are used to measure sunshine. Sun's rays are focused through a magnifying glass onto a chart. The chart is treated so it won't catch fire, but will leave a burn mark to show how many hours the Sun shone.

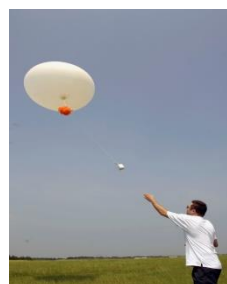
**Maximum and Minimum Thermometer** – measures the highest and lowest temperature in degrees Celsius.

**Wind vanes** – are used to show the direction of the wind.

**Anemometers** – are used to record the wind speed in km/h. it catches the wind in cups and calculates the wind speed based on how fast it rotates.



**Radar**



**Balloon Radar**

Meteorologists rely heavily on huge equipment called **radar** which is the most important of all.

**Radar** – is used to observe the atmosphere which transmits information or data it collects to meteorology database for meteorologists to study and read expected weather conditions before it is forecasted.

**Balloon Radar** – hydrogen or helium gas is pumped into to keep it afloat in air. Triangular silver foil attached at the bottom reflects what it can detect from the atmosphere to the radars present at the weather stations. The weather data collected will be reflected on weather maps.

### Activity

Fill in the blanks using the **word list**.

<b>Word List</b>				
air		water	convection	condensation
	electric			

1. Air near the equator rises up as \_\_\_\_\_ current.
2. Process of water vapour changing to rain is called \_\_\_\_\_.
3. Clouds are made up of tiny \_\_\_\_\_ droplets.

### PARAGRAPH WRITING

**Write a paragraph of about 40 words on the statements below.**

In a paragraph answer the following questions in relation to the picture below.



Source: <http://www.iltalehti.fi>

- (i) Identify the type of natural disaster shown in the picture above.
- (ii) Describe one precautionary measure you should take to prepare for this disaster.
- (iii) State three problems experienced shortly after such a natural disaster.

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## LESSON NOTE

**SCHOOL:** Lovu Sangam School

**YEAR:** 8

**SUBJECT:** Basic Science Worksheet Week 13

<b>STRAND</b>	Living Things and the Environment
<b>SUB STRAND</b>	- Structure and Life Processes - Living Together
<b>CONTENT LEARNING OUTCOME</b>	- Identify and observe the adaptive features for feeding, movement, breathing, protection and survival in habitats. - appreciate the importance of respecting habitats while visiting it. - List safety rules of a field study.

### REVISIONAL WORK

**HABITAT** – is the exact place where an organism lives.

**ENVIRONMENT** - is the surrounding of an organism.

Different habitats have different environments which require organisms to have different **adaptive features or adaptations** to help them survive. Organisms have characters, both behavioural and physical, which enable them to survive in their own particular habitat. These characters are called **adaptive features or adaptations**.

**Adaptation** - can be defined as a characteristic of an organism that makes it suited to its environment or its particular way of life. Organisms with **lack of appropriate adaptations** may **Die or Extinct** or may **migrate to other suitable habitats** in order to survive.

**Defence Mechanism** - It is simply a behavioural adaptation that the organism has to scare away enemies or protect it from Predators.

**Some examples of Local Organisms with Defence Mechanism are shown below:**

1. A millipede coiling up when touched. It plays dead until it is safe to uncoil.
2. Camouflage or protective colouration – organisms having same colour as their habitat protecting them from getting detected.
3. Toads produce large number of eggs to increase chances of survival.
4. Protective shells for snails which helps them to withdraw into when in danger.
5. Ants sting and paralyse enemies. They work in teams to transport catch to their habitats.
6. Butterflies have a pattern on wings that look like a pair of eyes called eye spots to trick predators.

**Field study** – is the observation of organisms in their natural habitats. It is important to note that a field study is to observe organisms in their “homes” and **should not be disturbed or destroyed**.

**The NON – LIVING ENVIRONMENT** - includes such things as:

1. Temperature
2. Light
3. Humidity
4. Air
5. Water
6. Soil- These are all important factors for the survival of any organism

### **TYPES OF ADAPTATIONS OF LIVING ORGANISMS**

Adaptations can be:

1. Structural or Physical.
2. Behavioural.
3. Physiological or Functional.

	<b>STRUCTURAL OR PHYSICAL</b>	<b>BEHAVIOURAL</b>	<b>PHYSIOLOGICAL OR FUNCTIONAL</b>
<b>DEFINITION</b>	A physical adaptation is the body structure of an organism.	A behavioural adaptation is how an animal behaves in response to some type of external stimulus.	Physiological adaptations relate to the general functioning of the body and the chemical processes of the organism.
<b>EXAMPLES</b>	<ul style="list-style-type: none"> <li>➤ Webbed Feet.</li> <li>➤ Sharp Claws.</li> <li>➤ Large Beaks.</li> <li>➤ Wings – Flying.</li> <li>➤ Feathers/ Fur</li> <li>➤ Fish Scales.</li> <li>➤ Long Legs of Wading Birds</li> <li>➤ The sharp teeth of carnivorous animals</li> <li>➤ The bright, fragrant blooms of flowering plants.</li> </ul>	<ul style="list-style-type: none"> <li>➤ How an animal moves to catch its food.</li> <li>➤ How an animal or plant may protect itself.</li> <li>➤ Example:               <ol style="list-style-type: none"> <li>1. Migration.</li> <li>2. Camouflage.</li> <li>3. Dormancy.</li> <li>4. Hibernation.</li> </ol> </li> <li>➤ What an animal is able to eat.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The way an animal digest food.</li> <li>➤ How snakes and scorpion produces poisonous fluids.</li> <li>➤ Ability to keep a constant body temperature to survive in its habitat.</li> <li>➤ How an eel produces slime body to survive in its habitat.</li> </ul>

### **PLANTS SPECIAL ADAPTATIONS**

Plants also have special adaptations to help them survive in their Habitats.

<b>1. IVI TREE [Buttress Roots]</b> – helps to holdup plants in shallow soil.  <b>3. LIANA PLANTS</b> – climb on other plants.  <b>5. PITCHER PLANTS</b> – also known as insectivorous plants, has the ability to trap insects.  <b>7. CACTUS</b> – also called <b>succulent</b> . Stores water in their stems and leaves. They modify their leaves into thorns to reduce moisture and to protect them from animals eating plants for water.	<b>2. MANGROVES [ Prop Roots]</b> – helps to hold up plants in shallow soil.  <b>4. EPIPHYTES</b> – are plants growing on other plants to reach Sunlight.  <b>6. VENUS FLIES TRAP</b> – is an herb that traps insects and digest them for nutrients.  <b>8. WATERLILLY</b> – produces seeds that can float.
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### **FEEDING PATTERNS IN AN ECOSYSTEM**

The ultimate source of energy for most living organism is the **SUN**.

- ❖ Plants are said to make their own food are known as **PRODUCERS**.
- ❖ Animals all depend either directly or indirectly on green plants for their food and are therefore known as **CONSUMERS**.

- ❖ **PHOTOSYNTHESIS** –It is the process whereby green plants trap energy from the sun and use it to convert Carbon Dioxide and Water into food energy in the form of sugar.
- ❖ **HERBIVORE** – are animals that feed directly on plants. [**Primary Consumer**]
- ❖ **CARNIVORE** – are animals that feeds on other animals[**Secondary Consumer**]
- ❖ **OMNIVORES** – are animals that feeds on both plants and animals [**Tertiary Consumer**]

## **FOOD WEB**

- A food web can be drawn in different directions but still starting from a producer or group of producers.
- Food Chain is also similar to a food web, in that the energy flows in the same direction following the feeding pattern but the food chain is Linear [one line only]

## **Multiple Choice Choose the letter of the best answer and circle it.**

1. Study of organisms in their natural habitat is known as
 

A. Group study	C. class study
B. Field study	D. ground study
2. \_\_\_\_\_ is the exact place where an organism lives.
 

A. Environment	C. habitat
B. Adaptations	D. organism
3. An example of behavioural adaptation is?
 

A. Camouflage	C. secreting slime
B. Feathers	D. long legs
4. Which of the following factor is **not** needed by an organism to survive?
 

A. Air	C. shelter
B. Water	D. fertiliser
5. Mangrove prop roots are an example of which type of adaptation?
 

A. Structural	C. physiological
B. Functional	D. hibernation
6. Organisms which lack appropriate adaptation may at a certain time become
 

A. Numerous	C. extinct
B. Reproduce	D. regenerate
7. To detect sound echoes an organism must have
 

A. Deep roots	C. large ears
B. Large feet	D. thick eyelashes

8. Which of the following is **true** while on a field study?
  - A. Approach the area quietly
  - B. Kill organisms after observation
  - C. Make as much noise as possible
  - D. Do not return organisms to their habitat.
  
9. Which of the following is a defence mechanism of a millipede?
 

A. Camouflage	C. sting
B. Play dead	D. protective shell
  
10. A producer will always
  - A. Feed on the other producers
  - B. Feed on other animals
  - C. Make its own food
  - D. Feed on carnivores

### **Matching**

***Match the list of adaptive features in List A with the right type of movement from List B***

- |                               |                           |
|-------------------------------|---------------------------|
| 1. Wings _____                | A. To prevent water loss  |
| 2. Large back legs _____      | B. walking on mud.        |
| 3. Narrow pointed shape _____ | C. flying in air          |
| 4. Flat, light body _____     | D. wriggling through soil |
| 5. Many small legs _____      | E. swimming in water      |
| 6. Fins _____                 | F. prevent heat loss      |
| 7. Large flat feet _____      | G. floating in water      |
| 8. Deep roots _____           | H. to obtain water        |
| 9. Thick fur _____            | I. jumping on land        |
| 10. Spiny leaves _____        | J. crawling on land       |

### **Write True or False after each statement**

1. Herbivores which directly feed on plants are known as primary consumers. \_\_\_\_\_
2. The environment is the ultimate source of energy for most ecosystems. \_\_\_\_\_
3. A predator is an organism that feeds on other organisms. \_\_\_\_\_
4. Decomposition is the breakdown of dead organic material into small particles. \_\_\_\_\_
5. A food chain will always begin with a carnivore. \_\_\_\_\_
6. Organisms in the same ecosystem will depend on each other for food, protection, mates and shelter. \_\_\_\_\_
7. A hedgehog discharges ink sacs to protect itself. \_\_\_\_\_
8. Recoding data is part of an ecology field trip. \_\_\_\_\_
9. Venus fly trap is an example of a carnivorous plant. \_\_\_\_\_