

NASINU SANGAM SCHOOL
YEAR 8
ENGLISH
WEEKLY HOME STUDY PACKAGE 4

LESSON NOTES:

INFORMATION TEXT – A PRODUCT

An information text describes the characteristics of something. Its main purpose is to inform readers of the natural world. Unlike fictional narrative texts, information texts are based on facts.

Information texts are sometimes called non-chronological reports, because they are giving information about something without mentioning the order in which it happened.

The structure of an information text or report includes:

- an opening statement which may either have a short description of
- the subject, a definition or a lead sentence to capture interest.
- body paragraphs – each one is about a different aspect of the subject and begins with a preview sentence.
- a concluding statement (not always)

Language features will have:

- Factual writing involving jargons or technical words related to the subject .
- Formal and impersonal language
- Present tense
- Passive voice
- Look at the example below, examine how it is structured and the features and compare it to other texts you have read.

What makes a text an informational text?

- These texts are informative because they build upon our prior knowledge or feed us with information we did not know. This is one of the most popular types of writing.

Where can I find informational text in a book?

- It is typically found in magazines, science or history books, autobiographies and instruction manuals. They are written using special text features that allow the reader to easily find key information and understand the main topic. The author will do this by providing headers over certain sections.

5 TYPES OF INFORMATIONAL TEXT STRUCTURES

The vast majority of texts are written for one or more of these ***three purposes***:

- To make an argument
- To inform
- To tell a story

To achieve these purposes, authors use one or more of the ***following 5 text structures***:

- ***Description***
- ***Sequence/Instruction/Process***
- ***Cause/Effect***
- ***Compare/Contrast***
- ***Problem/Solution***

.1. Description

This structure simply describes something. These texts also present plenty of details about what they're describing.

A text using this structure might also:

- Tell you why something is being described
- Tell you why the described topic is important
- Provide examples of the described topic(s)

Descriptive texts are everywhere—in novels, works of literary nonfiction, news articles, science textbooks—which makes sense because the entire point of description is to present information.

2. Sequence/Instruction/Process

This text structure covers a few purposes:

- Sequential instructions (Step 1, Step 2, Step 3; do this, then do that, and finally do this)
- Chronological events (This happened, then this happened, then this happened, etc.)
- Arguments that use evidence to support a claim (presenting evidence from least to most convincing)

Texts that use this format usually don't present any event or instruction out of order, as doing so would make its directions more difficult to follow.

Here is a list of words and phrases that are used in the sequence/ instruction/ process text structure:

after	before	during	earlier
eventually	finally	first	from
how to	in order	last	meanwhile
next	now	until	while

3. Cause/Effect

Cause/Effect text structures explain well the causes and effects. Many events in history had more than one cause, all related in ways that can be difficult to unpack.

Here is a non-exhaustive list of words and phrases that indicate a text follows the cause/effect text structure:

because	cause	led to	reason
accordingly	effect	result	consequence

4. Compare/Contrast

This text structure involves a comparison involving multiple things, revealing how they are similar and how they are different. Comparisons simply relay the differences; therefore, one thing could have both positive and negative traits.

Here is a non-exhaustive list of words and phrases that indicate a text follows the compare/contrast text structure:

alike	also	both	comparable
even	in common	just as	similar
although	but	despite	difference
however	instead	otherwise	unlike

5. Problem/Solution

This text structure involves ***two parts***:

- The author identifies a problem
- The author details a solution to this problem
- The author explains the causes and effects of the problem in order to argue in favour of their solution.
 - Compare/Contrast!

The author uses only the information needed to advance the argument or refute counter arguments.

ACTIVITY

Pick a **local product** and write an **Information text** on it.

[illegible]

THE END

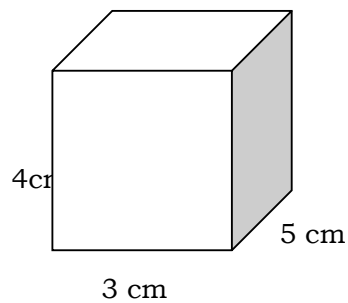
1874 NASINU SANGAM PRIMARY SCHOOL

YEAR 8 – 2021

MATHEMATICS

Weekly Home Study Package Four

1. Solve: $2(5m - 1) = 18$
2. Josese Lal receives a discount of 10% on a T – shirt that costs \$ 15.00. How much is the discount?
3. Aseri Devo invested \$20,000 in a term deposit account, which pays him interest at the rate of 3% per annum. How much simple interest would he receive after 18months?
4. (a) A rectangular wall has a length of 6.5 m and a height of 4.0m. If 1 litre of paint covers 10 square metres, how many litres of paint will be needed to paint the wall?
(b) Calculate the volume in litres, of the cuboid shown below.



5. The frequency table of marks for a mathematics short test in form III is shown below.

Frequency table

Mark obtained	Frequency
0	1
1	2
2	0
3	4
4	4
5	9

- (a) What was the highest mark?
- (b) How many pupils scored less than 4 marks?
- (c) How many pupils sat for the test?

NASINU SANGAM SCHOOL

YEAR 8

HEALTH Y LIVING

WEEKLY HOME STUDY PACKAGE 4

UNIT 18 : FIRE SAFETY LESSON NOTES

KEY WORDS: *fire extinguisher, hazards*

A. HOW COULD WE BE SAFE FROM FIRE AT HOME?

1. Watch your appliances

- Look for frayed wires, surge marks in wire, and damaged cords. If you see any exposed wires, unplug the electronic and replace it immediately.
- Keep all cords away from furniture and rugs. Running cords under rugs is dangerous.
- Avoid overusing extension cords or crowding them into one socket. These can cause electrical fires from overuse or overloaded electrical connections.

2. Keep a safe kitchen

- Be sure your oven, stove, and any hot plates are far away from flammable items like curtains, rags, or chemicals.
- Keep matches and lighters up high and in a locked cabinet.
- Don't leave cooking unattended.
- Stay away from hot stovetops,
- Keep a *fire extinguisher*.
- Learn how to use a fire extinguisher before an emergency arises.

3. Keep a safe Sleeping areas / Living Room

- Good habits and smart fire safety practices can help prevent fires. □ Do not overload wall sockets.
- If you smoke, take it outside.
- House fires spread quickly when there are no barriers. Closing bedroom doors at night can create passive fire protection that buys precious seconds when it counts.

4. Careful with candles

- Never leave candles unattended and always keep them away from flammable items like blankets and curtains.
- Place candles in secure, tip-proof holders and extinguish them before leaving or going to sleep.

5. Know the drill

- Establish two escape routes from every room.
- Practice and time your family twice a year to make sure they know the plan.

- Choose two meeting places away from your house in case of separation.
- Show everyone in your home where to find the gas and power shut offs.
- Have a way to contact your parents and know information like your address and phone number.
- Keep equipment like fire escape ladders (in upstairs bedrooms)
- Keep a Fire-safe emergency kit.

B. HOW COULD YOU BE SAFE FROM FIRE AT SCHOOL?

1. ***Do not play with switches.***
2. ***Report any sign of danger to your teacher.***
3. ***Practice fire safety at all times.***
4. ***Understand the Evacuation routes***
 - Understand and be familiar with the fire escape plan.
 - Know the **Safe Zone** in school.
 - Stay calm in the event of a fire emergency.

C. WHAT MUST YOU DO WHEN THERE IS A FIRE?

i. Know Your Way Out.

The goal in a fire is to get out safely and quickly.

ii. Check the Doors.

Look around the door to see if heat, smoke, or flames are coming through the cracks. ...

iii. Stay Low.

If you encounter smoke along your evacuation route, stay low to the ground to help you breathe in less poisonous fumes. **STOP, DROP, and ROLL** .

iv. Call for Help if You Can't Get Out.

If fire blocks your path out of the house, get to a window and signal for help, or make a call.

v. Go to Your Meeting Spot.

Stand at a safe distance from the house where other family members have gathered and call the fire department.

ACTIVITY

Read this news report and answer questions.

BIG FIRE, LITTLE WATER

A THREE-BEDROOM corrugated and wooden house in Bureta St in Samabula was completely destroyed by fire, leaving two families with nothing. The two families could not salvage anything but the clothes on their backs as the fire spread quickly throughout their home yesterday.

One of the problems that the owners faced while trying to put out the fire when it started was the lack of water supply in their taps.

The homeowner said water pressure was low during the time of the fire and that they had tried to put out the fire when it started. "We had hired a gardener to come and clean our yard. He had collected some rubbish and had started to burn some of it at the back yard which was the cause of the fire," he said.

"We wanted to stop the fire from spreading but there wasn't any water. The water pressure was very low, so we could not stop the fire then. We watched as the fire spread through the house and we were lucky no one was injured." He said neighbours helped them try to save a few things but the fire had spread through the whole building quickly.

National Fire Authority CEO John O'Connor said they had received an emergency call around 11.55am and had responded right away. Mr. O'Connor said they managed to stop the fire from spreading to the other houses. "People need to seek advice first before burning their rubbish close to their homes because fires can always spread quickly if the fires are not controlled," he said.

1. Where did the fire start from?

2. Why couldn't the owner put out the fire?

3. If there was a fire extinguisher available in that house, What do you think would have happened? Explain.

4. If you were the owner of the house, explain what you could have done to prevent this incident from happening? _____

5. What is the emergency number of the nearest Fire Authority to your school and home?

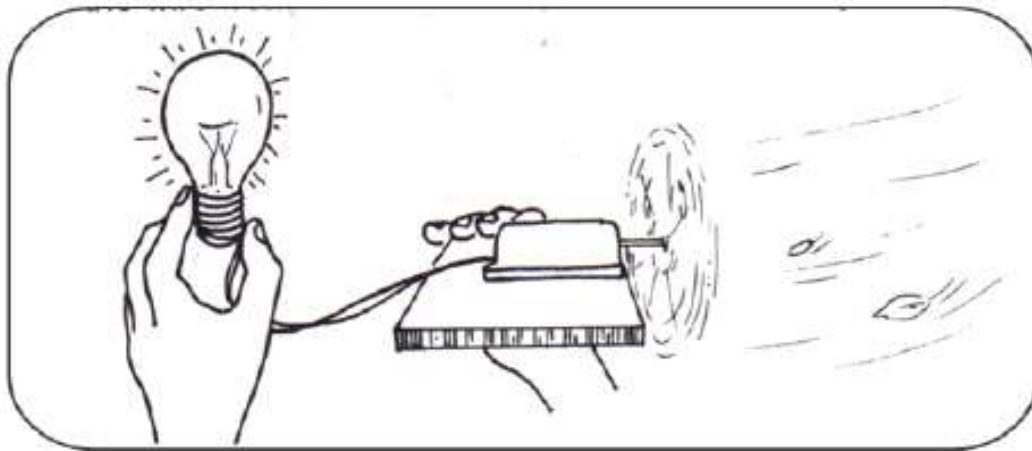
Weekly Home Study Package Four

COPY THE TABLE FROM PAGE 89 OF BASIC SCIENCE TEXTBOOK. DO NOT DRAW THE DIAGRAMS

3.2.2: ENERGY FROM ONE FORM TO ANOTHER

1. Machines use one form of energy to convert another form of energy like heat, light, sound and movement.
2. Modern science is now giving us a much wider range of energy options that we can use in machines, with lower environmental impact and more efficiency.
3. Many home appliances that we use today need energy for proper functioning. A lot of this energy can be saved with enormous environmental and financial benefits if we use them wisely.

ENERGY FROM ONE FORM TO ANOTHER



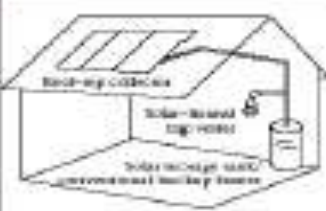



Exercise: Energy from One Form to Another

1. Copy and complete.

- a.) Energy can _____ into many _____.
- b.) The _____ inside coal changes into _____ when it burns.
- c.) An electric bulb converts _____ into _____ and _____.

2. Answer questions in complete sentences.

<p>a.)</p> 	<p>i.) Where does the energy that moves a car come from?</p> <p>ii.) What form of energy can you observe?</p>
<p>b.)</p> 	<p>i.) Where does the energy that moves a fan come from?</p> <p>ii.) 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 in television come from?</p> <p>ii.) What form of energy can you observe?</p>

3. Conclusion:

- a.) Chemical energy can be found in _____, _____, and _____.
- b.) Electric energy can be found in any machine that is powered by _____.

NASINU SANGAM SCHOOL
YEAR 8
SOCIAL SCIENCE
WEEKLY HOME STUDY PACKAGE 4

UNIT 3.2 : PEOPLE AND CARE OF PLACES

3.2 A : POLLUTION

LESSON NOTES

What is pollution?

Pollution is the presence or introduction into the environment of a substance or thing that has harmful or poisonous effects..

What are the different types of pollution?

There are different types of pollution, which are either caused by natural events (like forest fires) or by man-made activities (like cars, factories, nuclear wastes, etc.) These are further classified into the following types of pollution:

- Air Pollution
- Water Pollution
- Soil Pollution
- Noise Pollution

1. AIR POLLUTION

What is air pollution?

It refers to the release of harmful contaminants (chemicals, toxic gases, particulates, biological molecules, etc.) into the earth's atmosphere. These contaminants are quite detrimental and in some cases, pose serious health issues.

Some causes that contribute to air pollution are:

- Burning fossil fuels
- Mining operations
- Exhaust gases from industries and factories
-

Effects of air pollution vary based on the kind of pollutant. But generally, the impact of air pollution ranges from:

- Increased risk of respiratory illness and cardiovascular problems
- Increased risk of skin diseases
- May increase the risk of cancer

- Global warming
- Acid rain
- Ozone depletion
- Hazards to wildlife
- Greenhouse effect.

2. **WATER POLLUTION**

What is water pollution?

Water pollution is when toxic pollutants and particulate matter are introduced into water bodies such as lakes, rivers and seas.

Causes of water pollution include:

- Dumping solid wastes in water bodies
- Disposing untreated industrial sewage into water bodies
- Human and animal wastes
- Agricultural runoff containing pesticides and fertilizers
- Oil spills.
- Natural processes such as Eutrophication
- Improper sewage treatment

Effects of water pollution are very pronounced in our environment.

- Diseases and mental illness for many decades..
- Disruption of the ecosystem
- Threats to marine life
- Increased risk of water-borne diseases
- Increases toxic chemicals (such as mercury) in water bodies
- Eutrophication

3. **SOIL POLLUTION**

What is soil pollution?

Soil contamination refers to the degradation of land due to the presence of chemicals or other man-made substances in the soil.

Causes of soil pollution are:

- Improper industrial waste disposal
- Oil Spills
- Acid rain which is caused by air pollution

- Mining activities
- Intensive farming and agrochemicals (like fertilisers and pesticides)
- Industrial accidents

Effects of soil pollution

- .Food and water poisoning.
- Loss of soil nutrients, which renders the soil unfit for agriculture
- Impacts the natural flora and fauna residing in the soil
- Degrades vegetation due to the increase of salinity of the soil
- Toxic dust (such as silica dust) can cause respiratory problems or even lung cancer

4. NOISE POLLUTION

What is noise pollution?

It refers to the excessive amount of noise in the surrounding that disrupts the natural balance. Usually, it is man-made, though certain natural calamities like volcanoes can contribute to noise pollution.

Causes of Noise pollution.

- Industry-oriented noises such as heavy machines, mills, factories, etc.
- Transportation noises from vehicles, aeroplanes, etc.
- Construction noises
- Noise from social events (loudspeakers, firecrackers, etc.)
- Household noises (such as mixers, TV, washing machines, etc.)
- Dense urbanisation and industrialisation.

Effects of Noise Pollution:

- Hearing loss
- Tinnitus
- Sleeping disorders
- Hypertension (high BP)
- Communication problem

ACTIVITY

Identify the type of pollution that is worst affecting your community. Explain how you will work towards solving that problem.

THE END

Weekly Home Study Package Four

YEAR 8 – HINDI



नीचे लिखे वाक्यों को जो या जिसने शब्द लगाकर पूरा कीजिए ।

१. वह किताब मेरी है, ----- खो गई थी ।
२. ----- मेहनत करेगा, सो फल पाएगा ।
३. ----- भी यह अच्छा काम किया है, कृपया सामने आए ।
४. ----- खरीदना है सो खरीद लो ।
५. यह वही आदमी है ----- दो दिन पहले चोर को पकड़ा था ।

नीचे दिए शब्दों में सही स्थान पर (ँ) या (ं) लगा कर शब्द की पूर्ति कीजिए ।

१. चाद -----
२. कस -----
३. आख -----
४. गगा -----
५. जाएंगे -----

Circle the correct answer

1. इस लड़के -----आँख लाल है ।
क. का ख. की
2. उस ----- का नाम क्या है ?
क. बच्चा ख. बच्चे
3. यह ----- घर है ।
क. उसकी ख. उसका
4. मुझे बहुत प्यास ----- है ।
क. लगी ख. लगा

5. इन ----- को किसने पकड़ा ?

क. मछली

ख. मछलियाँ

6. दुकान में बहुत भी।

क. थी

ख. था

7. विजयमाँ बहुत अच्छी ।

क. कि

ख. की

8. दीवार में लगा बहुत सुन्दर है ।

क. चित्र

ख. चित्रों

9. मोहन ने समय पर घटी ।

क. बजाई

ख. बजाया

10. मेरे घर में है ।

क. चूहे

ख. चूहा

उदाहरण के अनुसार वाक्यों को पूरा करो :

मैं जाता हूँ ।

हम जाते हैं ।

1. मैं खाता हूँ ।

हम ----- हैं ।

2. मैं ----- ।

हम चलते हैं ।

3. मैं दौड़ता हूँ ।

हम ----- ।

4. मैं पढ़ता हूँ ।

हम ----- ।

5. मैं ----- ।

हम लड़ते हैं ।

NASINU SANGAM SCHOOL

YEAR 8

NA VOSA VAKA-VITI

WEEKLY HOME STUDY PACKAGE 4

LESSON NOTES

WASE 15 : NA VEIQARAVI VAKAVANUA

NA VOSA ME NANUMI:

A. *Vola ka vulica na i balebale ni veivosa ogo.*

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

B. NA I VOSAVOSA VAKA-VITI

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

- (a) *Sa tokatu mai* : Sa yaco mai e dua e na I lakolako mai.
- (b) *Na cavuikelekele* : Na veisureti kina waqa vakaturaga me yavi na i kelekele ka kele mai ki vanua
- (c) *Na i vakasobu* : Na veiqaravi vakavanua vua e dua na turaga ka sureti me gole ki na vanua e sa vakarautaki tu me caka kina veiqaravi.

- (d) **Na i luva ni tawake** : Na i tovo vakavanua ka vakayacori e na veidokai, me uruci na kuila e waqa ka me sa cavutu na i lakolako vakaturaga ki vanua. E vakacabora na i luva ni tawake na talai mai vanua. E na gauna ogo sa okati me tiki ni veiqaravi levu e vanua ni oti na qaloqalovi.
- (e) **Na ucu ni meke** : E tukuni ogo ni basika ka toso mai na matanimeke—meke i wau/meke wesi.
- (f) **Na dodo ni meke** : Na yatuni ni ra sa dabe tiko ka meke na matanimeke – vakamalolo.

NA CAKACA ME QARAVI

1. Tuvana mai vakadodonu na veitarataravi ni veiqaravi vakavanua ka ra koto ogo e ra.

- i. yaqona vakaturaga, sevusevu, qaloqalovi, cavuikелеkele, wase ni yaqona vakaturaga

- ii. ciqomi, tuberi, vakamaluataki, vatonaki, tama

- iii. vakamaluataki, tarai, vakacabori, vatonaki, vakarogotaki

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

- a. helicopter

- c. journal

- c. introduction

- b. propulsion

- d. ombudsman

THE END