

LESSON NOTE

School : Lovu Sangam School

Year : 8

Subject : English Worksheet 4

STRAND	Writing and Shaping
SUB STRAND	Text Types Media, everyday communication, literacy text.
CONTENT LEARNING OUTCOME	Construct a variety of text types for a variety of purposes and audiences

A LETTER WRITING

As, the Head Prefect of the school, write a letter to the Director of the Fiji Red Cross Society in Suva on behalf of the teachers and students thanking the organisation for the books, clothes, food and money donated after the cyclone Yasa which badly affected your school.

Your name is **Savaira Vale**, if you are a girl or **Romeo Raj**, if you are a boy and you attend Nauciwai Primary School, Nausori.

In your letter mention the following:

1. Your role in the school and on whose behalf you are writing.
2. The reason for your letter.
3. The items that were donated.
4. How the items had been distributed.

PLAN

_____	}	My Address

_____		Date
_____	}	Outside address

_____	}	Salutation
_____	}	Body

_____	}	Complimentary Close

_____	}	Name
_____	}	Sign
_____	}	Designation

[illegible]

1075 LOVU SANGAM SCHOOL
HOMESTUDY PACKAGE: 04/2021
SUBJECT: MATHS **YEAR: 8**

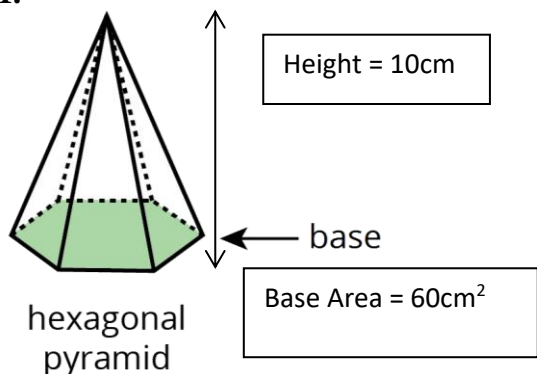
STRAND	Measurement
SUB- STRAND	Volume and capacity
CONTENT LEARNING OUTCOME	Measure and calculate volumes of object using formulas and compare units and solve problems

Volume of Prisms

- The volume of a prism is defined as the amount of space a prism occupies.
- There can be different types of prisms like a triangular prism, square prism, rectangular prism, pentagonal prism, hexagonal prism, or octagonal prism.
- The names of these prisms are given according to the shape of the base.
- The formula for the volume of a prism is given by the **product** of the **Area of the base** and **height of the prism**.

Example:

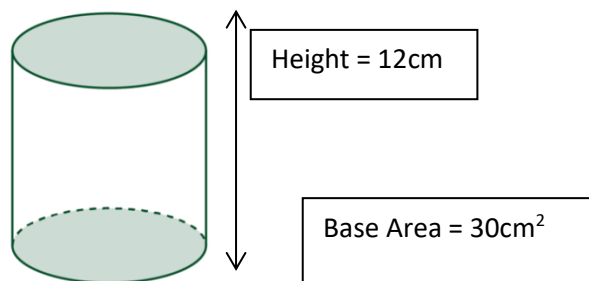
1.



$$\begin{aligned} V &= \text{Base Area} \times \text{Height} \\ &= 60 \text{ cm}^2 \times 10 \text{ cm} \\ &= \underline{\underline{600 \text{ cm}^3}} \end{aligned}$$

2.

CYLINDER



$$\begin{aligned} V &= \text{Base Area} \times \text{Height} \\ &= 30 \text{ cm}^2 \times 12 \text{ cm} \\ &= \underline{\underline{360 \text{ cm}^3}} \end{aligned}$$

Capacity

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

$$\begin{aligned} 1 \text{ cm}^3 &= 1 \text{ ml} \\ 1 \text{ litre} &= 1000 \text{ ml} \end{aligned}$$

Larger to smaller units - Multiply

$$\begin{aligned} &\xrightarrow{\times 1000} \\ \text{Litre (L)} &\quad \text{Millilitre (ml)} \end{aligned}$$

$$\xrightarrow{\div 1000}$$

Smaller to larger unit - Divide

To convert from liters to milliliters multiply by 1000.

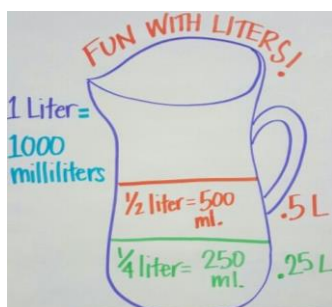
0.25 liters = 250mL

2 liters = 2000mL

4 liters = 4000mL

9.25 liters = 9250mL

3000mL + 450mL = 3.45 liters = 3450mL

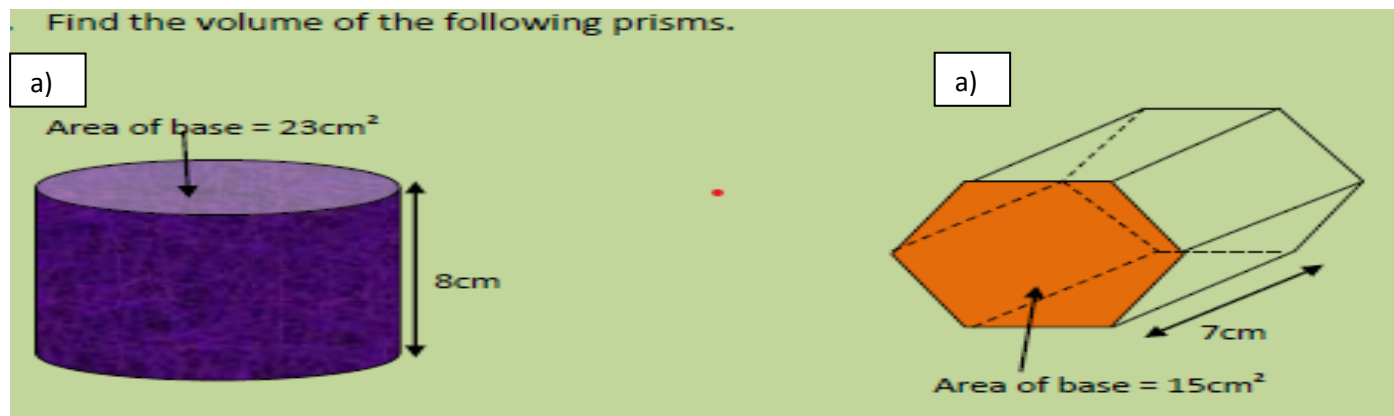


Milliliters	Liters
1	0.001
10	0.01
100	0.1
1,000	1
10,000	10
100,000	100

$\frac{1}{2}$ L	500 mL	0.5L
$\frac{1}{4}$ L	250mL	0.25L
$\frac{1}{5}$ L	200 mL	0.2 L
$\frac{1}{3}$ L	333.33mL	0.333 L

STUDENT ACTIVITY

1.



a)

b)

2.

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

a. 7L (ml)

d. 18.7 L (ml)

b. 69 500mL (L)

e. $6\frac{1}{2}$ L (ml)

c. 4 587mL (L)

(f) $7\frac{1}{4}$ L (ml)

a. _____

d. _____

b. _____

e. _____

c. _____

f. _____

3.

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

a. 3.4 L + 7.5 L (ml)

d. 35 L + 19 500ml mL

b. 6.8 L + 550 mL (L)

e. 54.4 L + 25 000 mL

c. 20 L + 13.51 L (ml)

f. 2.3 L + 3.2 L + 3450 ml (L)

a. _____

d. _____

b. _____

e. _____

c. _____

f. _____

1075 LOVU SANGAM SCHOOL
HEALTHY LIVING YEAR 8
LESSON NOTES WEEK FOUR

Strand	H3 – Safety
Sub Strand	H8.3.1 Personal Safety
Content Learning Outcome	Judge safe and unsafe environments for personal safety

Safety in motor vehicles, boats and rafts

Safety measures must be taken while travelling to and from school. How we travel to school differ depending on the locations we are in. In whatever way we travel to school, all care and safety must be taken so that we reach school and home safely.

Safety in motor vehicles

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

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

Overloading, over-speeding and disturbing drivers

- Overloading vehicles, over speeding and in certain instances, disturbing drivers result in road accidents.
- Overloading vehicles can lead to damages to the vehicle and as a result accidents may occur.
- Over-speeding by drivers is one of the major causes of road accidents in Fiji.
- Drivers over speed to get to their destination in time, or they may simply do this for fun. This can end in accidents and cause serious injuries and even death.

Safety in boats and rafts

Boats and rafts are a common means of transportation mostly in rural areas and the outer islands. Loss of life and belongings can occur if care is not taken while travelling in boats and rafts. Do not travel in unknown or flooded waters. It is advisable that small children always travel with older people. It is also important to learn swimming so that drowning can be avoided.

Fire Safety Tips

- Have a home fire escape plan that includes two ways out of each room.
- Choose an outside meeting place so that everyone knows where to go in case of fire.
- If possible, have a fire extinguisher in your kitchen.
- Have a family fire drill twice a year.
- Keep curtains and other things that can burn away from stovetops and fireplaces.
- Grown-ups should stay in the kitchen when cooking on the stovetop.
- Keep matches and lighters up high and in a locked cabinet.
- Keep small children away from hot stovetops, irons and other things that could burn them.

Student Activity Sheet: Fill in the blanks

high	burn	distract	vehicle
	swimming	road	hands

1. Never put your _____, arms or head out of the window.
2. Keep matches and lighters up _____ and in a locked cabinet.
3. It is also important to learn _____ so that drowning can be avoided.
4. Over-speeding by drivers is one of the major causes of _____ accidents in Fiji.
5. Never try to _____ the driver as this may cause an accident.
6. Get off the _____ only when it has completely stopped.
7. Keep curtains and other things that can _____, away from stovetops and fireplaces.

Read the news report and answer the questions.

Big fire, little water

Ana Madigibuli Wednesday, March 19, 2014

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.

Courtesy of the Fiji Times

1. Where did the fire start from?

2. Why couldn't the owners put out the fires?

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

4. If you were the owner of this 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?

STRAND	<ul style="list-style-type: none"> - पढ़ना एवं सर्वेक्षण करना (Reading & Viewing) - लिखना एवं निर्माण करना (Writing & Shaping) - संस्कृति (Culture)
SUB STRAND	<ul style="list-style-type: none"> - भाषा की विशेषताएँ व नियम - सामाजिक व सांस्कृतिक संदर्भ और परिस्थितियाँ - भाषा अधिगम प्रक्रियाएँ और युक्तियाँ - शिष्टाचार, रिवाज परम्पराओं, जातीय-गणित, जातीय-विज्ञान, प्रौद्योगिकी तथा पर्यावरण -मुद्दें
CONTENT LEARNING OUTCOME	<ul style="list-style-type: none"> - विभिन्न सामाजिक परिस्थितियों, उद्देश्यों व दर्शकों से संबद्ध पाठ में आए विचारों, जानकारी व घटनाओं की व्याख्या व चर्चा करना - स्पष्ट हस्तलेख के प्रयोग से लिखित पाठ की योजना, प्रारूप, संपादन व प्रकाशन में विभिन्न तरीकों को लागू करना - भारतीय इतिहास की पहचान एवं भारतीय संस्कृति के विभिन्न पहलुओं

माता-पिता और गुरु

‘मातृदेवो भव,’ ‘पितृदेवो भव,’ ‘गुरुदेवो भव’ अर्थात् माता-पिता और गुरु देवता के बराबर हैं, इनकी हमें सेवा करनी चाहिए। यही हमारे धर्म ग्रन्थों में कहा गया है। भारतीय संस्कृति में भी यही माना जाता है कि माता-पिता और गुरु की सेवा से बढ़कर और कोई पूजा नहीं। मर्यादा पुरुषोत्तम श्री राम चन्द्र जी भी प्रातःकाल उठ कर माता-पिता और गुरु की चरण वन्दना करते थे -

प्रातःकाल उठि के रघुनाथा
मातु-पिता गुरु नावहिं माथा

बच्चे का पहला गुरु माँ होती है। माँ हमारे लिए पूज्य है, क्योंकि वह अनेक कष्ट सह कर हमें जन्म देती है, खुद भूखी रह कर हमें खिलाती है। माँ जाग-जाग कर हमें सुलाती है। माता का प्यार संसार में सबसे बढ़ कर है। धन्य है वह माँ, जिसने हमें पैदा किया, पाल-पोस कर बड़ा किया। इसलिए माता की सेवा भगवान् की पूजा कहलाती है।

पिता भी अपने कन्धों पर सारा बोझा उठा कर अपने बच्चों को पढ़ाते हैं। बच्चे जब भी कोई गलती करते हैं तो उन्हें प्रेम से समझाते हैं। पिता अपने बच्चों का हमेशा भला ही चाहते हैं। माता-पिता हमेशा अपने बच्चों को आगे बढ़ता देख कर खुश होते हैं। वे अपने बच्चों का भला चाहते हैं।

बच्चे का दूसरा गुरु वह है जो शिक्षा देता है। माता-पिता जन्म देते हैं, गुरु विद्या देकर हमें योग्य बनाते हैं। माता-पिता के बाद दूसरा स्थान गुरु का होता है। गुरु हमें धर्म की शिक्षा देते हैं। गुरु हमें सही और गलत की पहचान कराते हैं। माता-पिता और गुरु जो कुछ भी कहते हैं वह बच्चों के सुधार के लिए कहते हैं इसलिए इनकी बातों का हमें बुन नहीं मानना चाहिए।

महान सन्त कबीर दास ने भी गुरु को सबसे बड़ा माना है - गुरु अपने ज्ञान के द्वारा सत्य और असत्य की पहचान कराता है। हमारी अन्तर आत्मा को जगाता है और ईश्वर व पहचान कराता है। इसलिए सन्त कबीर ने ईश्वर से पहले गुरु की वन्दना पर जोर दिया है। जैसे कबीर दास ने कहा है:

गुरु गोविन्द दोनों खड़े, किनके लागू पाय ।
बलिहारी गुरु आपकी, गोविन्द दियो बताय ॥

अर्थात्: गुरु और गोविन्द (ईश्वर) यदि दोनों सामने खड़े हो तो पहले गुरु के चरणों वन्दना करना चाहिए क्योंकि वह गुरु ही है जो हमारे ज्ञान को जगा कर हमें ईश्वर को समझने लायक बनाता है।

अच्छे बच्चे हमेशा माता-पिता और गुरु का कहना मानते हैं। सदा सत्य बोलते हैं। अच्छी संगति में रहते हैं। दुखियों पर दया करते हैं। शरीर की सफाई और खेल-कूद, व्यायाम पर ध्यान देते हैं। आप सब भी अच्छे बच्चे बनें। माता-पिता और गुरु की हमेशा सेवा करें।

अभ्यास कार्य:

पाठ के अनुसार सही शब्द से रिक्त स्थान-पूर्ति करिए।

- क. माता की सेवा _____ की पूजा कहलाती है।
ख. माता-पिता के बाद दूसरा स्थान _____ का होता है।
ग. माता-पिता अपने बच्चों का _____ चाहते हैं।
घ. _____ माता-पिता और गुरु की चरणवन्दना किया करते थे।

पत्र लेखन

आपका नाम यश/ पान्ची है। आप भवानी होस्टल में रह कर पढ़ते/पढ़ती हैं। आपको पैसे की जरूरत है क्योंकि आपको अपनी फीस भरनी है। पत्र लिख कर अपने पिताजी से पैसे की माँग कीजिए। आपके घर का पता है- १६ माता रोड, नांदी।

भवानी होस्टल

सूचा

_____ जुलाई _____

आदरणीय पिताजी

आदर सहित आपको और मां को मेरा प्रणाम। पिताजी मैं आशा करता हूँ कि घर पर सब कुशल एवं मंगल से है।

मैं यह पत्र लिख रहा/ रही हूँ क्योंकि मुझे आप से पैसे की माँग है। मुझे पैसे की जरूरत है क्योंकि मुझे अपनी फीस भरनी है।
आशा करता/ करती हूँ की आप जल्द से जल्द कुछ पैसे भेजेंगे।

घर पर सब को मेरा प्यार और मैं खूब मन से पढ़ाई करूँगा/ करूँगी।

आपकी पुत्री/ पुत्र

1075 LOVU SANGAM SCHOOL
SOCIAL SCIENCE YEAR 8
LESSON NOTES WEEK FOUR

Strand	SS3 – Place and Environment
Sub Strand	8.3.1 – Features of Places
Content Learning Outcome	Investigate the main climatic regions of the world and express their effects on people's lives and work.

Climatic Zones of the World

Climate is the long- term pattern of weather in a particular area. **Weather** is the state of the atmosphere over short periods of time. A region's weather patterns, tracked for more than 30 years, are considered its climate. The climate of a region will determine what plants will grow there, and what animals will inhabit it and how people will live in that area; example by the clothes they wear, food they eat and the farming or food gathering styles they will use.

There are different climatic zones in the world and they are:

- ❖ Equatorial
- ❖ Tropics
- ❖ Temperate
- ❖ Polar

The Different Climatic Zones and their Characteristics

- **Equator** – is a heat surplus zone where the climate is usually hot as the sun's rays travels the shortest distance to this surface area of the equator and brings heat surplus to the area.
 - **Tropical/Equatorial Zones** – the tropical climate zones experiences hot and humid weather. This zone still receives considerable sunshine, and with more rainfall, gives healthy vegetation.
 - **Temperate Zones** – lie between the tropics and the **Polar Regions**. The temperatures in these **regions** are generally relatively moderate, rather than extremely hot or cold and the changes between summer and winter are also usually moderate.
 - **Polar Zones** – The cold polar climates can experience very low temperature indeed. This is because for half the year, the sun does not rise above the horizon. Since the air in Polar Regions is so cold, it contains very little moisture.
-
- Tropic of Capricorn(23.5 degrees South)
 - Tropic of Cancer(23.5 degrees North)
 - Arctic Circle(66.5 degrees North)
 - Antarctic Circle(66.5 degrees South)
 - Equator (0 degrees latitude)
-
- ❖ Lines running down from north to south down the map are called **meridians** of longitude [it includes the International Dateline(180degrees East or West)] and the Prime Meridian (Greenwich, 0 degrees longitude)
 - ❖ Lines running East- West across the map are called parallel of latitudes.
 - ❖ The Equator is the longest line of latitude.

Student Activity Sheet

Fill in the blanks

humid Meridians climate weather cold

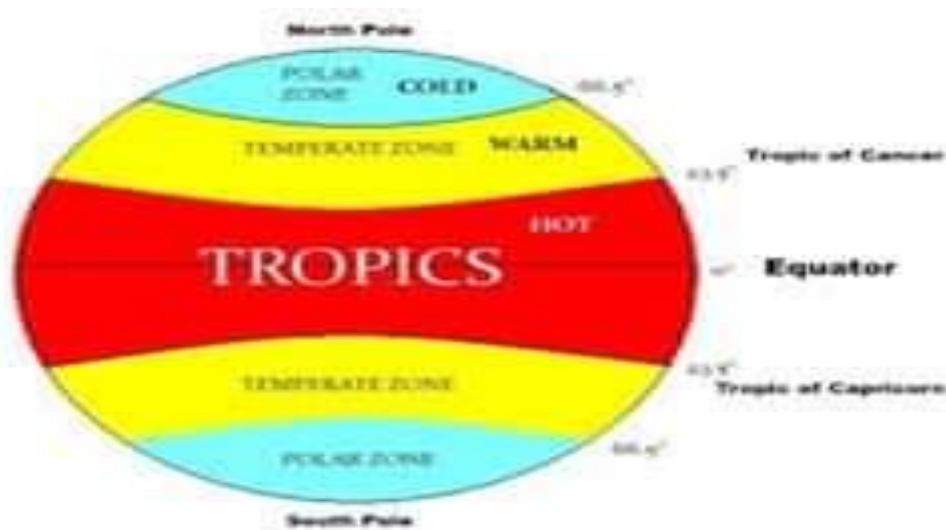
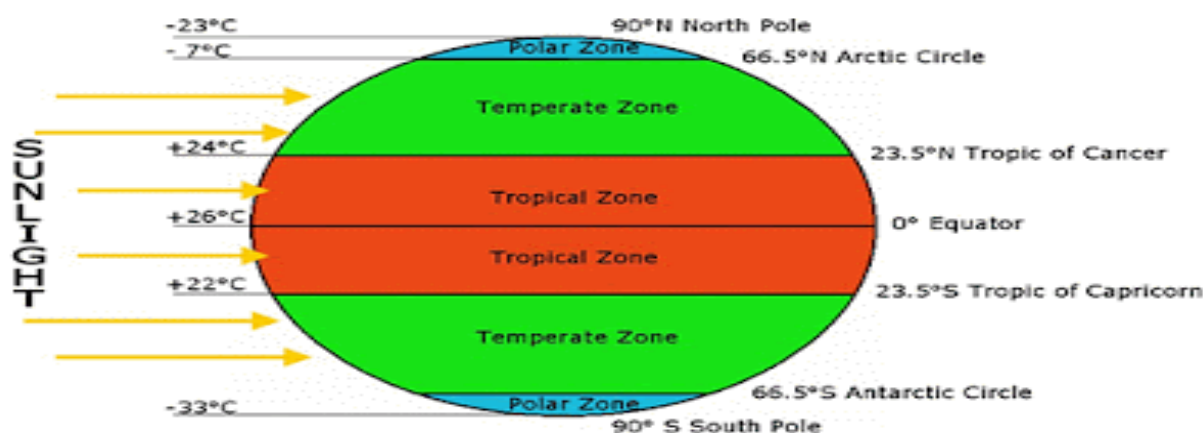
1. The tropical climate zones experiences hot and _____ weather.
2. Climate is the long- term pattern of _____ in a particular area.
3. The air in Polar Regions is so _____, it contains very little moisture.
4. Lines running down from north to south down the map are called _____ of longitude.
5. The _____ of a region will determine what plants will grow there.

Short Answers

1. What type of weather is experienced in tropical climate zones?

2. Why does Polar Zones experience very low temperature?

3. What type of food do people living in the Polar Zones eat?



1075 LOVU SANGAM SCHOOL

YEAR 7 & 8

VOSA VAKA VITI

WORKSHEET #4

Matana: Na i Vakarau Vakavanua

Matana Lailai: Vanua kei na Veika Bula.

CLO: Na veiwekanitaki ni veika bula kei na noda bula vakaitaukei.

I TOVO KEI NA VAKARAU VAKAVANUA

Veisataka na vosa mai na A kei na kena i sau mai na B

- | | <u>A</u> | | <u>B</u> |
|-----|---------------------|----|-----------------------------------------|
| 1. | Tevutevu _____ | A. | levu na ika e rawati e na qoli |
| 2. | Nakuruvakarua _____ | B. | magiti ka dau votai ni oti na veibulu |
| 3. | Mataisau _____ | C. | soqo ni vakamau |
| 4. | Yavoi _____ | D. | dai ni ika e waitui |
| 5. | Soga _____ | E. | i cavuti ni yasana ko Nadroga |
| 6. | Burua _____ | F. | kari kina na niu |
| 7. | Uwea _____ | G. | kena dau na sivilivi kei na ta waqa |
| 8. | Veitiqa _____ | I. | 10 na toa |
| 9. | Katoa _____ | J. | dalo ka dau tei e na maliwa ni buke uvi |
| 10. | Vetaki _____ | K. | qito vaka Viti. |

NA VEIKA VAKA VITI

Wirina na matanivola dodonu. (A,B,C se D)

1. E 10 na ika _____
- | | | | |
|----|------------------|----|------------------|
| A. | sa dua na bewa | C. | sa dua na bola |
| B. | sa dua na tuatua | D. | sa dua na uduudu |

2. Na nodra i cavuti na Turaga na Tui **Nadroga** na _____
- | | |
|---------------|------------------|
| A. Navatulevu | C. Naduruvesi |
| B. Matanikutu | D. Nakuruvakarua |
3. Ni dua e dau “**kana vakai wai**” e kena i balebale ni dua e
- | |
|-------------------------------------------------|
| A. kana kakana dina ka levu na i coi |
| B. kana kakana dina ka sega na i coi |
| C. kana kakana dina ka lailai na i coi |
| D. kana i coi vakalevu ka lailai na kakana dina |
4. E ra dau “**ucuucukilalaga**” na _____
- | | |
|--------------|---------------|
| A. qase | C. gonetagane |
| B. gonelalai | D. goneyalewa |
5. Na **kitu** e dau vakayagataki me _____
- | | |
|-----------------------|--------------------------|
| A. takitaki ni waitui | C. lili kina na bulago |
| B. kari kina na niu | D. tuki kina na vakalolo |
6. Na **lumu kilikili** e dau caka e na gauna ni
- | | |
|------------|--------------|
| A. qoli | C. tara vale |
| B. vakamau | D. somate |
7. Na manumau cava e dau **gau** ni tagi?
- | | |
|---------|---------|
| A. koli | C. vusi |
| B. namu | D. ga |
8. Ni dau keli oti na uvi e qai dau maroroi tu e na _____
- | | |
|------------------|------------------|
| A. loma ni qara | C. dela ni draya |
| B. ruku ni veico | D. kena lololo |
9. “**Matanikutu, Vua na turaga na Qaranivalu**” e nodra I cavuti na I liuliu vakavanua ko
- | | |
|---------------|--------------|
| A. Rewa | C. Naitasiri |
| B. Cakaudrove | D. Tailevu |
10. E dau **rabeta** na mena yaqona na turaga ko _____
- | | |
|----------------|-------------|
| A. matanivanua | C. mataisau |
| B. gonedau | D. bati |

☺SA YALA E KE. VAKANUINUI VINAKA. ☺

LESSON NOTE

SCHOOL: Lovu Sangam School
SUBJECT: Basic Science Worksheet 4

YEAR: 8

STRAND	Matter
SUB STRAND	Materials
CONTENT LEARNING OUTCOME	Account for the different properties of mixture and compound and discuss the different methods of separating their components.

Mixtures and Compounds

	MIXTURE	COMPOUND
DEFINITION	Is made up of two or more different substances which are mixed and not combined chemically.	A substance made up of two or more different elements chemically joined together.
PROPERTIES	<ul style="list-style-type: none">• Composition of mixture is variable.• Each component retains its characteristic properties.• Components are easily separated.	<ul style="list-style-type: none">• Relative properties of the elements are fixed.• Do not retain individual properties. E.g. both sodium and chlorine are poisonous but their compound NaCl (table salt) is essential to life.• Takes a lot of energy to separate components of compound.
EXAMPLES	Soil, ocean water, air	Water, table salt, sugar
ACTIVITY	<ol style="list-style-type: none">1. Students to use yellow and blue modelling clay.2. Make small balls of same size representing iron atoms and sulphur atoms3. Place a random number of yellow coloured and blue coloured balls on a sheet of white paper. <p><i>This is analogous to a mixture of iron and sulphur.</i></p> <p>Note:</p> <ul style="list-style-type: none">• Its components (yellow coloured and blue coloured balls) are in random proportions.• Can be physically separated to components (i.e. balls can be separated by colour).• Each component retains its property.	<ol style="list-style-type: none">1. Mix together a yellow coloured and blue coloured ball (i.e. 1:1 proportion) <p><i>A green ball should be formed and is analogous to a new chemical compound.</i></p> <p>Note:</p> <ul style="list-style-type: none">• Its components (yellow and blue coloured balls) are in fixed proportions (1:1)• Cannot be physically separated.• The properties of components are not retained; a new colour green is formed.

EXPERIMENT – Making a Compound

Use the link below to watch the experiment on how to make a compound.

<http://www.education.gov.fj/basic-science-experiments/>

Please note that you do not have to attempt this experiment at home

Caution: Work in a well-ventilated room or use a fume cupboard.

In this experiment, you will prepare iron sulphide by combining the elements iron and sulphur and causing a chemical reaction between them. You will also make a mixture of iron and sulphur. You will need the following equipment:

- | | |
|----------------------|---------------------------------------------|
| • Bunsen burner | <input type="checkbox"/> Heat proof mat |
| • Pipe clay triangle | <input type="checkbox"/> Crucible with lids |
| • Matches | <input type="checkbox"/> Tongs |
| • Spatula | <input type="checkbox"/> Powdered sulphur |
| • Iron filings | • Safety glasses |

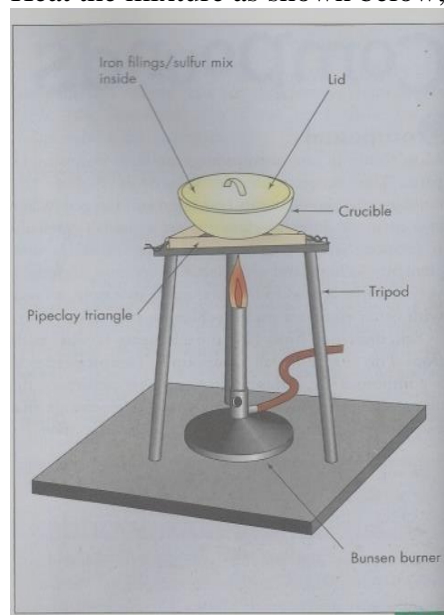
METHOD.

1. Place two spatula measures of powdered sulphur in the crucible along with one spatula measures of iron filings. Stir the solids around to make a mixture.

Has a chemical reaction occurred?

How can you tell? Could the mixture be separated? If so, how? (Hint; think of one of the properties of iron.)

2. Heat the mixture as shown below;



3. Heat the mixture for a few minutes, lifting the lid of the crucible with the tong occasionally to observe any changes.
4. Continue to heat the mixture till it glows a dull red.
5. Allow it to cool completely before examining the compound you have made.

Exercise – Making A compound

1. Answer the questions in no.1 of the method.
 - i) Has a chemical reaction occurred?

 - ii) How can you tell?

iii) Could the mixture be separated?

iv) If so, how?

2. Complete the equation for the compound formed after heating Sulphur and Iron filing.



3. Write a paragraph to explain what has happened at the end of the experiment. Use the following words to help you – *element, iron, sulphur mixed, heated, chemical reaction, change, compound, properties, new.*

Matter – anything with mass and volume			
Substance (Pure Composition)		Mixture (Impure composition)	
Element	Compound	Heterogeneous	Homogeneous
Substance made up of only one type of atom.	Two or more different elements that are chemically combined.	Mixture made up of different substances that remain physically separate.	A mixture that is uniform in composition throughout.
Examples –carbon, gold, oxygen, aluminium, chlorine.	Examples– carbon, calcium, chloride, monoxide, sodium carbonate.	Examples – dirt, pizza, oreo cookies, chicken soup, a mixture of sand and sugar.	Examples – salt, water, metal alloys, air, acids, cup of coffee