

LESSON NOTE

School: Lovu Sangam School

Year: 8

Subject: English Worksheet 6

STRAND	Reading and Viewing
SUB STRAND	Socio-cultural contexts and situations
CONTENT LEARNING OUTCOM	Arrange ideas, information and events in texts that are related to different social situation, purposes and audiences.

Swiss Family Robinson

Chapter 10: We Make A Staircase

Summary

The family returned to Falcon's nest from Cape Disappointment. The young buffalo, **Storm** helped the cow to pull their cart. On the way, they collected the gourd of rubber liquid. Suddenly their pig came rushing towards them. She had seven piglets.

Soon after this, they started to make a staircase into the tree. The boys got badly stung by bees living **inside the trunk** but Mr Robinson was also happy because he was able to collect a lot of honey.

They made a staircase by building steps around the trunk of tall thin tree. They made the staircase just before the rainy season started. They also made **stables for their animals and a storeroom inside to protect animals and their food supplies during the rainy weather.**

Answer the following questions

1. What attacked the boys?

2. Where did the family make the staircase?

3. Why did they need to make the staircase inside the tree-trunk?

4. What were the two **uses** of the stable?

5. Who was **Storm**?

6. What do we **learn** from this Chapter?

SHORT STORIES - MYTHS AND LEGENDS OF FIJI

Title: *The Gods Who Exchange Trees*

Setting: Cikobia and Munia Island, Fiji

Main Characters: Rasikilau, Koribo

Other Characters: wife of Rasikilau, Two sons of Rasikilau

Plot/ Summary

This particular story narrates as how Dawa trees came to Cikobia and Mamakara trees came to Munia. Rasikilau was a powerful God who lived on the island of Cikobia. He was all lonely until he met a Goddess who came in a canoe from the lands towards the North. The two got married and had two sons who were equally as powerful as Rasikilau. The young boys used to pull Mamakara trees and used them as the club to hit the pebbles to play the ball- game. The boys were good friends until one day they found a fish on the beach and started to quarrel as to who should have it as it was only big enough for the meal for one of

them. The quarrel grew into a heated argument and they started throwing large rocks at each other. When Rasikilau saw what was happening, he grew weary of the boys might and thought that one of them might overpower him and send him off the island so he banged the boy's head together with such a force that they died instantly.

After killing the boys, Rasikilau realized that the Goddess would be waiting for her both sons so he went to her and made up a story that boys killed each other by throwing large rocks to each other. Goddess was very upset hearing that and Rasikilau felt guilty for what he had done. News of this tragedy reached to **Koroibo**, the God of Munia and close friend of Rasikilau, so he decided to visit Rasikilau and comfort him in his grief. He told Rasikilau that if only he had Dawa tress on his island, the boys would have played with soft Dawa fruits rather than a pebble. Thinking of Rasikilau's future children, Koroibo offered a tree exchange. He offered Dawa tress to Rasikilau and in return he wanted Mamakara trees. Rasikilau agreed and the exchange took place. Rasikilau related the news to the Goddess but she was not able to overcome her grief and later passed away. Rasikilau was lonely once again and as he sat under the Dawa tree he could hear his wife's sighs.

Themes:

- Be honest.
- A friend in need is friend indeed.
- Life is not bed of roses as it comes with challenges.
- Think twice before making decisions.

Answer the following questions with complete sentences.

1. Choose a character that you **disliked** from the above story and give a **reason** for your choice.

2. What is the **setting** of the story "The Gods Who Exchange Trees"?

3. Write a **lesson** that you learnt from this short story.

4. Why do you think Rasikilau killed his sons?

5. Why was Rasikilau feeling guilty?

6. In this story who benefitted from the tree?

Draw and Colour any part of the story that you liked the most.

1075 LOVU SANGAM SCHOOL
HOMESTUDY PACKAGE: 06/2021

SUBJECT: MATHS

YEAR: 8

STRAND	Measurement
SUB- STRAND	Time
CONTENT LEARNING OUTCOME	Interpret and use time zones by means of digital or analogue clocks.

TIME - TIME ZONES

- The world has different Time Zones as shown below.
 - The **Greenwich Meridian** is the line which cuts through Greenwich in London.
 - The **International Dateline** is the line shows where the Time begins.
 - Each line is **1 hour difference**.
 - Clocks in countries **West** of Greenwich **are behind GMT** and those **farther East are ahead**.
- For example, using the Time Zones shown below, we can say:
- ✓ **Fiji is 2 Hours Ahead of Sydney Australia** or we can say that Sydney is 2 hours behind Fiji. So, if the Time in Fiji is 8am Monday, then in Sydney, it would be 6 am Monday
 - ✓ **Fiji is 12 Hours Ahead of London** or we can say that London is 12 Hours behind Fiji. So, if the Time in Fiji is 8am Monday, then in London, it would be 8 pm Sunday.
 - ✓ **Fiji is 20 Hours Ahead of San Francisco** or we can say that San Francisco is 20 Hours behind Fiji. So, if the Time in Fiji is 8am Monday, then in San Francisco, it would be 12 noon Sunday.



The List below shows the Standard Time for some countries in the Pacific.

COUNTRY

STANDARD TIME

Fiji	12h 00m ahead of Greenwich
New Zealand	12h 00m ahead of Greenwich
Tuvalu	12h 00m ahead of Greenwich
Tonga	12h 00m ahead of Greenwich
Kiribati Island	12h 00m ahead of Greenwich
Nauru	12h 00m ahead of Greenwich
Vanuatu	11h 00m ahead of Greenwich
Niue Island	11h 00m behind of Greenwich
Society Island	10h 00m behind of Greenwich
Cook Island	10h 00m behind of Greenwich

60 seconds = 1 minute

60 minutes = 1 hour

24 hours = 1 day

STUDENT ACTIVITY 1

Use the notes and map of the world shown above to answer these questions.

(a) What does this map of the world show?

The map shows the different

(b) What does G.M.T mean?

G _____ **M** _____ **Time**

(c) What do you call the line that separates the two time zones?

The I _____ **Dateline**

(d) What happens to your time as you move west of Greenwich?

The Time Zone **increase/decreases** consecutively by one hour as you go west

(e) Will you gain or lose time as you move west of Greenwich?

When you move west, you will **gain/ lose** time.

STUDENT ACTIVITY 2

1. If Fiji is 2hrs ahead of Sydney in Australia, then when should we listen to the rugby match commentary on the radio if the match is to begin at 3pm in Sydney?

2. What will the time be in Fiji when the 6pm B.B.C news from London is on the radio?

Note, Fiji is 12 Hours Ahead of London.

3. Calcutta in India is having a cricket match where India is playing against England. When should the fans in England listen to the match commentary if the match is schedule to begin at 5pm?

Note, India is 4 ½ Hours Ahead of England.

4. What time and day will it be in the Society Island if it is 1 am on Tuesday in Fiji?

Note, Society Island is 22 Hours behind Fiji.

5. T.V New Zealand will screen live coverage of the netball match from the Multiple Court in Suva between Fiji and Cook Islands at 6pm Fiji Time on Saturday. At what time should the Cook Islands switch on their television sets to watch the match?

Note, Cook Island is 22 Hours behind Fiji.

1075 LOVU SANGAM SCHOOL
HEALTHY LIVING YEAR 8
LESSON NOTES WEEK 6

Strand	H3 – Safety
Sub Strand	H8.3.2 Community Safety
Content Learning Outcome	Evaluate the consequences of disasters in the community and provide assistance.

Assisting Accident Victims



Recovering from a traumatic event such as an accident or disaster can be difficult. Here are some tips you can use if you become a victim or you can help those who have been involved in those traumatic events.

- **Seek comfort and support**
Being proactive about your situation and well-being (rather than passively waiting for someone else to help you)
- **Re-establish routine**
Do things that keep your mind occupied (read, watch a movie, and play with your friends), so you're not dedicating all your energy and attention to the traumatic event.
- **Connect with others**
You may be tempted to withdraw from social activities and avoid others after experiencing a traumatic event. Support from other people is vital to recovery from traumatic stress, so lean on your close friends and family members during this tough time.
- **Challenge your sense of helplessness**
Trauma leaves you feeling powerless. One of the best ways to reclaim your sense of power is by helping others (comfort someone else, volunteer your time, give blood etc.)
- **Acknowledge and accept your feelings**
Sadness, grief, anger and fear are normal reactions to the loss of safety and that comes in the wake of a disaster. Accepting these feelings as part of the grieving process, and allowing yourself to feel what you feel, is necessary for healing.
- **Dealing with traumatic grief and other painful emotions**
Don't try to force the healing process. Be patient with the pace of recovery. Talk to someone you trust about what you're feeling. Give yourself time to heal and to mourn the losses you've experienced.
- **Make stress reduction a priority**
Traumatic stress takes a heavy toll on your mental and physical health. Making time for rest and relaxation will help you bring your brain and body back into balance.
 - ❖ Do relaxing activities such as listening to soothing music, walking/travelling in a beautiful place, or visualizing a favourite spot.
 - ❖ Use your spare time to relax. Have a good meal, read a good book, take a bath, or enjoy a funny movie.
 - ❖ Schedule time for activities that bring you joy- a favourite hobby or pastime, a chat with a good friend.

Student Activity Sheet

- A.

pastime	reactions	brain	traumatic	powerless
---------	-----------	-------	-----------	-----------
1. Recovering from a _____ event such as an accident or disaster can be difficult.
 2. Trauma leaves you feeling _____.
 3. Schedule time for activities that bring you joy- a favourite hobby or _____.
 4. Sadness, grief, anger and fear are normal _____ to the loss of safety.
 5. Making time for rest and relaxation will help you bring your _____ and body back into balance.

B. Define these words:

- a. trauma- _____
- b. proactive- _____
- c. powerless- _____

2. Some scenarios are stated below. For each, list down **three** ways you can give support to the victim in each situation.

- a. Your friend's mother has just passed away.

- b. Your brother has broken his leg in a soccer match. He will never be able to play soccer again in his life.

- c. Mom suffered a stroke and is partially paralysed.

3. Here are **two different scenarios**. You are the victim! What will you do to help yourself?

- a. You woke up in a hospital bed only to see that you have only one leg.

- b. The doctor tells you that your right eye is getting blind and very soon you won't be able to see with it.



STRAND	- पढ़ना एवं सर्वेक्षण करना (Reading & Viewing) - लिखना एवं निर्माण करना (Writing & Shaping)
SUB STRAND	- भाषा की विशेषताएँ व नियम - सामाजिक एवं सांस्कृतिक संदर्भ और परिस्थितियाँ - भाषा अधिगम प्रक्रियाएँ और युक्तियाँ
CONTENT LEARNING OUTCOME	- 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 पर लेख लिखें

पाठ १४तुलसी का पौधा

शब्द और अर्थ - इन्हें पढ़िए और समझिए।

प्रयोग - काम में लाना

पवित्र - पुण्य

आयुर्वेदिक - जड़ी-बूटी, वैद्य विद्या

खसियत - मुख्य बात

महक - गन्ध

पारा - रसायनिक द्रव्य (mercury)

शहद - मधु

राहुल : दादीजी प्रणाम! (दोनों हाथ जोड़कर) यह मेरा मित्र सोहन है।

सोहन : प्रणाम दादीजी!

दादीजी : खुश रहो बेटा, यह लो, गरम-गरम चाय पिओ।

राहुल : दादीजी, आज आपने चाय में कौन सी दवा डाली है? बहुत अच्छी महक आ रही है।

दादीजी : अरे बेटा, यह दवाई नहीं है। मैंने तो चाय में तुलसी की पत्तियाँ डाली हैं। यह उसी की महक है।

राहुल : (आश्चर्य से) क्या, आपने तुलसी के पौधे की पत्तियाँ चाय में डाली हैं?

दादीजी : हाँ बेटा, भारतीय संस्कृति में तुलसी के पौधे को विशेष महत्व दिया जाता है। हिन्दू परिवार में तुलसी का पौधा पवित्र माना जाता है और पूजा जाता है। देवताओं का प्रसाद हो या कोई आयुर्वेदिक औषधि, सब जगह इसका प्रयोग होता है।



राहुल : दादी माँ, इस पौधे में ऐसी क्या खासियत है जिसकी वजह से तुलसी के पौधे को इतना अधिक महत्व दिया जाता है?

दादीजी : बेटा राहुल, ये ऐसी बातें हैं जो तुम्हें जाननी चाहिए। पहली बात तो यह है कि इस पौधे की खुशबू से बहुत से रोगों के कीटाणु मर जाते हैं। वैसे भी इसकी महक बहुत अच्छी लगती है।

राहुल : दादीजी, यह जानकर मुझे बहुत अच्छा लगा। हमारी संस्कृति की बहुत सी ऐसी बातें हैं जिन्हें हम बिल्कुल नहीं जानते हैं।

- दादीजी : युवा लोगों को ऐसी-ऐसी बातों पर जरूर ध्यान देना चाहिए जो हमारे लिए लाभदायक हैं। दूसरी बात यह है कि यदि रोज तुलसी की दो या तीन पत्तियाँ खाई जाएं तो बहुत सी बीमारियों से बचा जा सकता है। परन्तु एक बात का ध्यान रखना जरूरी है।
- राहुल : वह क्या है दादाजी?
- दादीजी : बेटा, तुलसी की पत्तियों को दाँत से नहीं चबाना चाहिए। इसमें पारा धातु की मात्रा अधिक होती है जिससे दाँत जल्द सड़ जाते हैं।
- राहुल : अरे वाह, दादी माँ! आपने तो मुझे बड़ी अच्छी बात बतलाई। दादी माँ, जैसे कि अभी आपने बताया कि तुलसी की पत्तियों को हम चबा नहीं सकते, फिर किस तरह इनका प्रयोग करना चाहिए। (या कर सकते हैं)
- दादीजी : पत्तियों का रस निकाल कर गरम करके उसमें शहद मिला कर पिया जा सकता है। चाय में पत्तियाँ डाल कर या फिर पानी में तुलसी की पत्तियाँ उबाल कर के भी पानी पिया जा सकता है।
- सोहन : दादी माँ, आपकी बातें मुझे बहुत अच्छी लगी, क्या आप के पास तुलसी का एक पौधा है? मैं अपने घर पर तुलसी का पौधा लगाऊँगा।
- दादीजी : यह बड़ी अच्छी बात है बेटा, मैं तुम्हें तुलसी का पौधा अवश्य दूँगी, चलो, बगीचे में चलते हैं।
- राहुल : दादी माँ, आप तो बहुत अच्छी हैं।
- दादीजी : लो, यह लो बेटा, तुलसी का पौधा इसे अपने बगीचे में बोना, इसकी देखभाल करना और जब यह थोड़ा बड़ा हो जाए तो इसकी पत्तियों को इस्तेमाल करना।
- सोहन : धन्यवाद दादी माँ!

अभ्यास कार्य:

१. पाठ के अनुसार सही शब्द भरकर रिक्त स्थानों को भरिए।

क. दादीजी ने चाय में _____ की पत्तियाँ डाली थीं।

ख. तुलसी का पौधा _____ परिवारों में पवित्र माना जाता है।

ग. _____ औषधि बनाने के लिए तुलसी की पत्तियों का प्रयोग होता है।

घ. तुलसी के पौधे की महक से बहुत से _____ मर जाते हैं।

इन शब्दों के समान अर्थ वाले शब्द लिखिए।

औषधि _____

शहद _____

महक _____

जरूर _____

भाषा अभ्यास

क. नीचे दिए गए शब्दों की वर्तनी सुधार कर लिखिए ।

- | | | | |
|--------------|-------|-------------|--------|
| १. लापरवह | ----- | ६. मन्दिर | ----- |
| २. परमात्मा | ----- | ७. अश्चर्य | ----- |
| ३. स्विकार | ----- | ८. धन्यावाद | ----- |
| ४. प्रार्थना | ----- | ९. अनुसार | ----- |
| ५. ठीकाना | ----- | १०. परथम | -----+ |

ख. नीचे दिए गए शब्दों को एक वचन में बदल कर लिखिए ।

- | | |
|--------------|-------|
| १. यादें | ----- |
| २. पड़ोसियों | ----- |
| ३. बच्चे | ----- |
| ४. पर्वतों | ----- |
| ५. शहरों | ----- |

ग. नीचे दिए गए शब्दों को बहु वचन में बदल कर लिखिए ।

- | | |
|----------|-------|
| १. सपना | ----- |
| २. बधाई | ----- |
| ३. मकान | ----- |
| ४. दोस्त | ----- |
| ५. स्कूल | ----- |

लालची कुत्ता

एक बार एक कुत्ते को बहुत जोर से भूख लगी थी। तभी उसे एक रोटी मिली। वह उस रोटी का पूरा आनंद लेना चाहता था। इसलिए वह उसे शान्ति में बैठकर खाने की इच्छा से रोटी को अपने मुँह में दबाकर नदी की ओर चल दिया। नदी पर एक छोटा पुल था। जब कुत्ता नदी पार कर रहा था, तभी उसे पानी में अपनी परछाई दिखाई दी। उसने अपनी परछाई को दूसरा कुत्ता समझा और उसकी रोटी छीनना चाहा।



रोटी छीनने के लिए उसने भौकते हुए नदी में छलाँग लगा दी। मुँह खोलते ही उसके मुँह की रोटी नदी के जल में गिरकर बह गयी और लालची कुत्ता भूखा ही रह गया। इसलिए कहा गया है कि हमें लालच नहीं करना चाहिये।



बुद्धिमान बीरबल



एक दिन, एक अमीर व्यापारी बीरबल के पास आया। उन्होंने बीरबल से कहा, मेरे घर में सात नौकर हैं। उनमें से एक ने मेरा कीमती सामान चुरा लिया है। इसलिए बीरबल उस अमीर आदमी के घर गए और सभी सात नौकरों को एक कमरे में बुलाया। उसने सभी को एक-एक छड़ी दी और कहा कि ये सभी जादू की छड़ियाँ हैं इनकी लम्बाई भी समान है, इन्हें अपने साथ रखो और कल साथ लेते आना। पर ध्यान रहे जिसने भी चोरी की होगी उसकी छड़ी रात भर में एक इंच बड़ी हो जाएगी। जिस नौकर ने कीमती सामान चुराया था वो डर गया। उसने सोचा "अगर मैंने अपनी छड़ी से एक इंच का टुकड़ा काट लिया तो मैं पकड़ा नहीं जाऊंगा।" इसलिए उसने छड़ी को एक इंच काट दिया। अगले दिन बीरबल ने नौकरों से लाठी एकत्रित की। उसने पाया कि एक नौकर की छड़ी एक इंच कम थी। इस तरह चोर पकड़ा गया।

1075 LOVU SANGAM SCHOOL
SOCIAL SCIENCE YEAR 8
LESSON NOTES WEEK 6

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.

People of the Temperate Zone

The temperate zones are area between the **tropics of Cancer** and the **Arctic Circle** in the Northern Hemisphere or between the tropic of Capricorn and the Antarctic Circle in the Southern Hemisphere. The temperate zones are known to have a climate that is **warm** in the **summer**, **cold** in the **winter**, and **moderate** in the **spring** and **autumn**.

- ❖ **Summer** is hot and this is when most people will come outside of their homes and do outdoor activities.
- ❖ **Winter** is when snow falls and most people will have to stay indoors because it is very cold outside. People wear warm clothes to keep them warm and outside activities will be less.
- ❖ **Autumn** is the cool season and people will come out again for outside activities.
- ❖ **Spring** weather can be changeable. The weather can change from sunny to rainy to showery and then to cloudy. The work people do will depend on the weather at that particular time.

People of the Equatorial/ Tropical Regions

Equatorial regions are areas between the Tropic of Cancer and Tropic Of Capricorn. They are often in lowland areas and have a climate that is hot and well year round. Tropical rainforests grow in equatorial regions such as the:

- Amazon Rainforest is found in Brazil, Peru, Columbia, Venezuela, Ecuador, Bolivia, and Guyana.
- Madagascar lowland forest on the island of Madagascar.
- Ituri Rainforest in Congo.
- Hawaiian tropical rainforests in the Hawaiian Islands.
- Daintree Rainforest in Australia.
- Harapan Rainforest in Sumatra.

Different tribes of people live in the tropical rainforests. These are **the Pygmies** in central Africa, **the Lumad people** in the Southern Philippines and **the Amazonia Indians** of South America live in the tropical rainforest.

- Rainforest people are small so they can move through the forest easily.
- Smoke from fires drives away insects.
- They can make their clothes from materials around them, such as softened tree bark.
- Their shelters are covered in waxy leaves to keep out the rain.

Different tribes of rainforest people live different lifestyles:

- **Some are nomads**, they move from place to place. They chop make small clearings and then spread the ashes to make the soil fertile for a while before moving on to a new patch, in a way of farming called **slash and burn**.
- **Some are hunter – gatherers**, they have a central camp and hunt animals and gather food from around them in the forest, such as nuts, fruit and honey.
- **The Pygmies** – live in the rainforests of Central Africa. Traditionally they live by hunting and gathering food.
- **The Huli** – are the one of many tribes that lives in the faraway highland forests of Papua New Guinea. They live by hunting, gathering plants and growing crops. Men and women live

separately, in large group houses. The men decorate their bodies with coloured clay and wear wide and decorated hats for ceremonies.

Fill in the blanks:

summer	Autumn	Arctic	Winter	warm	sunny
--------	--------	--------	--------	------	-------

1. The temperate zones are the areas between the tropics of Cancer and the _____ Circle.
2. The temperate zones are known to have a climate that is warm in the _____.
3. _____ is when snow falls and most people will have to stay indoors because it is very cold outside.
4. People wear _____ clothes to keep them warm and outside activities will be less.
5. _____ is the cool season and people will come out again for outside activities.
6. Spring weather can be changeable. The weather can change from _____ to rainy to showery.

The Tropical Region

The tropics are a region of the Earth surrounding **the Equator**. It is limited in latitude by the Tropic of Cancer in the northern hemisphere and the Tropic of Capricorn in the southern hemisphere. The tropics are also referred to as the tropical zone and the **Torrid Zone**.

Tropical Rainforest

A tropical rainforest is an ecosystem type that occurs roughly within the latitudes 28 degrees north or south of the equator (in the equatorial zone between the Tropic of Cancer and Tropic of Capricorn). This ecosystem experiences high average temperatures and a significant amount of rainfall. Rainforests can be found in Asia, Australia, Africa, South America, Central America, Mexico and on many of the Pacific, Caribbean, and Indian Ocean islands.

Short Answers:

1. Between which two latitudes will you find the tropical climate/forest?

2. Does Fiji come under the tropical region? How?

3. What is another name for tropical region?

4. What else can you find in a tropical region?

5. What can you find in a tropical rainforest?

1075 LOVU SANGAM SCHOOL

YEAR 8

VOSA VAKA VITI

WORKSHEET #6

Matana: Na i Vakarau Vakavanua

Matana Lailai: Vanua kei na Veika Bula.

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

NA SUCU NI GONE

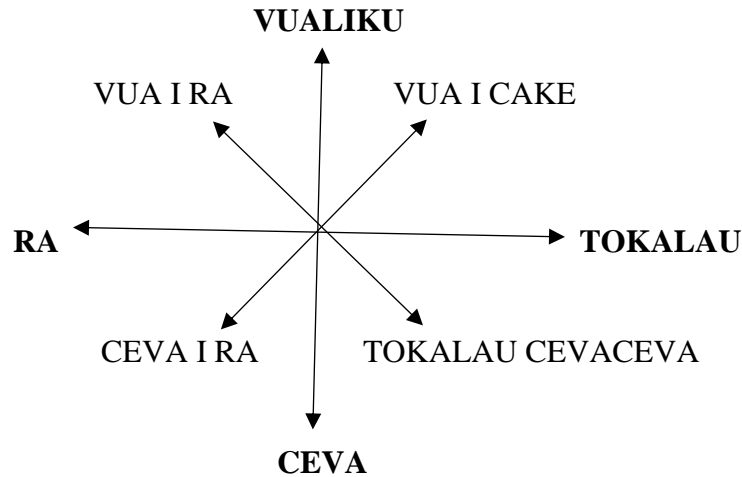
- **Vakabogi Va** – Na magiti ni sucu.
- **Tunudra** – Na magiti e vakarautaka ko tama ni gone me baleti ira na weka i watina
- **Dreke ba** – Na magiti e kau me kena na tina ni gone.
- **Vunikalou (nasi)** – Na kena marama ka qarava na vakasucu.
- **Vakasikasika** – Na kena kau mai na gone vou ki na loma ni nona vale.
- **Kotikoti** – Na magiti ni kena koti na tina ni gone vou.
- **Yaqona ni Gone** – Na tabua se yaqona me tukuni ni gone sa sucu.
- **Roqoroqo** – Na kena la'ki laurai se roqoti na gone sucu vou.
- **Mata ni Gone** – Kau na gone ki na koro nei tinana.

NA VAKAMAU

- **Ai Duguci** – Na kena la'ki vosaki na yalewa. E dau vakayagataki kina na kamunaga se tabua.
- **Vakadonu Gusu** – Na tabua e cabo ni sa vakadonuya ko yalewa me vakawati.
- **Vakabi Vola** – Na Vakabi ni nodrau i vola ni veimusumusuki.
- **Dresu i Vola** – Na kena la'ki kau mai na i vola ka kabi ni oti e 21 na siga.
- **Vakamau-** Na nodrau vauci vaka-Lotu vua na i talatala.
- **Na Tevutevu-** Na tevu ni nodrau ibe na vei watini vou mai vei ira na wekadrau.

- **Na i Vola-** Na tabua ka vakacabori vei ira na weka ni tagane me sa soli ko yalewa me sa nodratou vakadua.
- **Bika Vanua-** Nona vakawati e dua na marama ki na dua tale na vanua me la'ki radini Vanua.

NA MATA NI CAGI



CAKACAKA LAVAKI

Vakacuruma na veivosa e dodonu e na vanua e lala koto.

1. E dau vakayagataki na _____ me vosaki kina na yalewa.
2. Na kena la'ki vosaki na yalewa e vakatokai me i _____
3. Na kau mata ni gone e dau vakayacori ni sa kau na gone ki na koro nei _____
4. Ni rua e rau _____ e rau na vauci vaka-Lotu vua na i talatala.
5. Ke'u vakanamata ki na ceva, au na vakanadakuya na _____
6. Na magiti e kau me kena na tina ni gone e vakatokai me i _____

duguci	dreke ba	vakamau	tinana	vualiku	tabua
--------	----------	---------	--------	---------	-------

Veisataka na vosa kei na kena i sau. Vola na matanivola dodonu e na vanua e lala koto.

- | | | | |
|----|---------------|-------|--|
| 1. | Bika Vanua | _____ | A. Na magiti e vakarautaka ko tama ni gone me baleti ira na weka i watina. |
| 2. | Vunikalou | _____ | B. Na tevu ni nodrau ibe na vei watini vou. |
| 3. | Vakabi i Vola | _____ | C. Nona vakawati e dua na marama ki na dua tale na vanua. |
| 4. | Roqoroqo | _____ | D. Na kena marama ka qarava na vakasucu. |
| 5. | Tunudra | _____ | E. Na kena la'ki laurai se roqoti na gone sucu vou. |
| 6. | Tevutevu | _____ | F. Na vakabi ni nodrau i vola ni veimusumusuki. |

LESSON NOTE

SCHOOL: Lovu Sangam School
SUBJECT: Basic Science Worksheet 6

YEAR: 8

STRAND	Matter
SUB STRAND	Materials – Methods of Separating Mixtures
CONTENT LEARNING OUTCOME	Account for the different properties of mixtures and compounds and discuss the different methods of separating their components. Appreciate the use of separation process in everyday life.

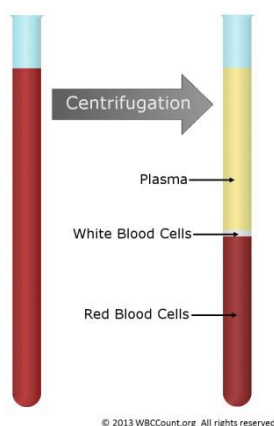
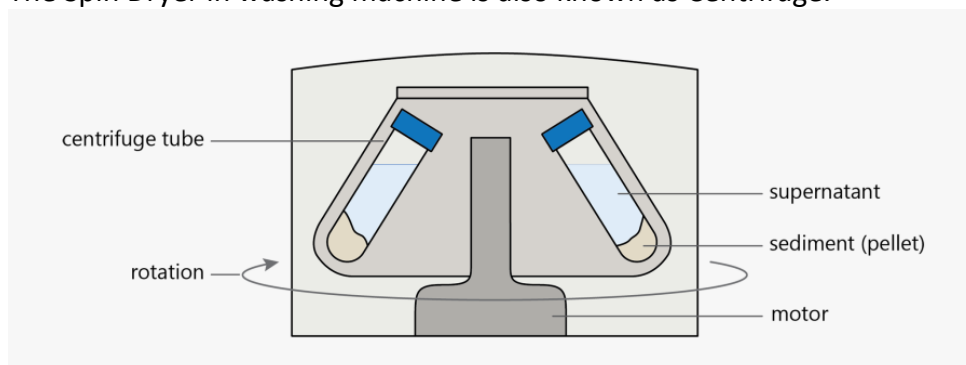
Methods of Separating Mixtures

3. Separating by spinning

- Sometimes it is not possible to separate the heavier particles in a mixture.
- A **centrifuge** separates a mixture by spinning.

For Example:

- Cream is separated from milk by this method.
- Red blood cells are separated from the Blood Plasma using this method.
- Sugar crystal is separated from liquid sugar using the same method in the Sugar Mill.
- The Spin Dryer in washing machine is also known as Centrifuge.



© 2013 WBCCount.org All rights reserved

Test tubes containing blood are placed in a centrifuge. The lid is closed and the centrepiece spins very quickly. After centrifuging, you can see the dark coloured blood cells at the bottom of the test tube, and the clear liquid (plasma) above them.


Exercise – Making A Separating Funnel

1. We held a funnel over a beaker. We put a glass rod in the funnel. We poured in the immiscible solutions and separated the mixture.

2. What type of liquids can be separated by using separating funnel?
The separating funnel is used to separate immiscible liquids (liquids that do not mix). When two immiscible liquids are placed in a separating funnel, two layers of liquids would be seen. The denser (heavier) of the two, would be at the bottom.
3. Why is a filter of no use if you want to separate two liquids?
The liquids will pass through without being separated.

4. Some Special Separations

- Separating with a Magnet
 - Some substances have special properties which can be used to separate them from a mixture.
 - Iron is attracted to magnets which can help to separate it from sand.

EXPERIMENT 4 SEPARATING WITH A MAGNET	
<p>METHOD</p> <p><i>Caution: Do not try to pick up the iron filings directly with the magnet. Always have a piece of paper or plastic between the magnet and the iron or put the magnet in a small clear plastic bag.</i></p> 	<ol style="list-style-type: none"> 1. Place a sheet of newspaper on the bench and pour the mixture of iron filings and sand evenly on to the paper. 2. Wrapping the magnet with a piece of paper, stroke it slowly over the mixture. 3. Lift it over to a third piece of paper. Take the magnet out and let the iron filings fall on the paper. 4. Repeat until no more filings collect on the paper under the magnet.

Exercise - Separating With A Magnet

Answer the following questions

- a. Why is the magnet wrapped in paper?

- b. What property of a magnet separates iron from other substances?

- c. Where else are magnets used to separate iron?

Experiment – Separating colours with paper.

Use the link below to watch the experiment on – Separating Colours with Paper, before completing the exercise below:

<https://www.youtube.com/watch?v=kXf1148SBws>

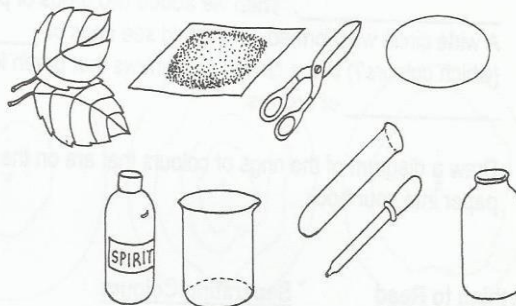
Exercise

1. How did the sand help you get the green colour from the leaves?
It helped in grinding to get the green colour out of the leaves.
2. Why did you use spirit to take the green colour out of the leaves?
We used spirit because it breaks down the chlorophyll, taking the green colour out of the leaves.

3. We put a drop of green solution onto filter paper. We saw rings/circles. Then we added two drops of pure spirit. A wide circle was formed. We could see rings of orange, yellow, blue greenish and greenish yellow colours (which colours) in the circle. This shows that green leaves contain a variety of colours.

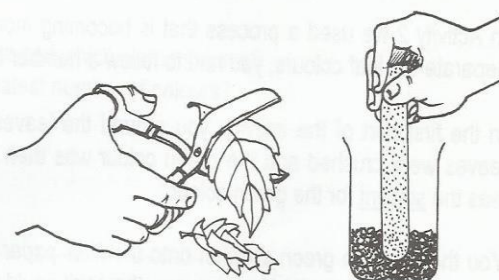
Material

1 knife, razor blade or
scissors
1 plastic beaker
1 test-tube
methylated spirit
blotting paper
1 filter paper
1 dropper
green leaves
sand
jar



Method

1. Cut the leaves very finely.
Put 1 cm of sand in the plastic beaker. Add spirit to just cover the sand. Add the cut leaves. Grind all together for a long time using the test-tube full of sand as a grinder. The spirit will become a dark green colour.



2. Rest a filter paper on top of a jar.
Put two drops of the green spirit onto the centre of it. If it does not make a dark green stain, grind the leaves some more. When the green stain dries on the paper, add more drops of pure spirit, one at a time. A circle 2 or 3 cm wide should form.
Which way does the spirit move?
What colours do you see?
Where have the colours come from?

