

LESSON NOTE

School: Lovu Sangam School

Year: 8

Subject: English Worksheet 5

STRAND	Writing and Shaping
SUB STRAND	Language features and rules.
CONTENT LEARNING OUTCOM	Construct a variety of text using figurative language, idioms and visuals, a range of vocabulary variety, sentence structures and accurate punctuations.

A. IDIOMATIC PHRASES

Idioms or idiomatic phrases are expressions which make ordinary language colourful.

Study the notes given below to complete the given passage with the correct idioms.

IDIOMS

1. Indian file
2. A dog with two tails
3. Playing with fire
4. Smelt a rat
5. The lion hearted
6. A bear hug
7. Fell on deaf ears
8. Hearts in their mouths

MEANING

- single file or row
a person who is very pleased
do something dangerous
to suspect something is wrong
very brave
a rough or tight embrace
fail to be heard or to be ignored
to be very excited or nervous

The boys decided to catch the thief. So they stayed up that night. Their father said that they were _____. However, his warning _____. That night, the boys hid in the bushes. They _____ when they heard a crackling of twigs some distance away. Joe, _____, rushed forward. In an _____, the rest followed. After a few seconds, they heard Joe shout. With their _____ they rushed forward. Joe had the thief in _____. He was like _____ until he saw who it was.

B. Rewriting sentences using always as in the example below.

- E.g. a) Tevita **shouts** a lot. *He's always shouting.*
b) Mrs Seru **complains** about Form 2B. *She's always complaining about Form 2B.*

1. Albert teases the girls a lot.

2. Sally often talks to the boys.

3. Ashok and Divakar quarrel frequently.

4. Mr Jackson often tells us off.

5. It often rains in Suva.

6. Nita eats a lot of sweets.

7. Sam tells a lot of jokes.

C. **PREPOSITIONS**

Preposition is a word which is usually placed before a noun or a pronoun. It shows the relationship between the noun and the pronoun in the same sentence.

List of Prepositions

About	Above	Across	after
Along	Among	Around	against
At	Before	behind	below
Beside	Between	beyond	beneath
By	Down	during	except
From	In	into	for
Since	Over	near	off
Through	Round	of	on
Till	Towards	underneath	up
To	Under	until	upon
Without		within	with

**Choose the correct preposition to complete the sentences below.
Circle the letter of your best Answer.**

1. What are you doing _____ the school holidays?
A. along C. from
B. during D. through
2. Meta sat _____ herself at the table.
A. across C. by
B. before D. with
3. Leena received a present _____ her parents on Christmas Day.
A. by C. to
B. from D. upon
4. They will be going to watch the football match _____ the National Stadium.
A. against C. around
B. at D. on
5. The car is going _____ the bend.
A. by C. round
B. at D. throughout
6. The teacher told the children not to run _____ the corridor.
A. along C. in
B. below D. under
7. Mr Singh was walking to his office when he was involved _____ an accident.
A. against C. in
B. at D. with
8. _____ this pandemic, we must follow all the necessary protocols provided by the relevant authorities.
A. After C. During
B. Without D. Under
9. No one from Year 8 did their task _____ Ratu.

A. upon
B. except

C. against
D. across

STRAND	Measurement
SUB- STRAND	Weight
CONTENT LEARNING OUTCOME	Select and estimate weight/ mass to compare and explain different measures of objects and solve problems

WEIGHT

- Weight is measured in grams (g) or kilograms (kg).
- ✓ **1kg = 1000g** or **1000g = 1kg**
- ✓ 3kg changed into grams = 3 x 1000 = 3000g
- ✓ 250 grams changed into kg = $\frac{250}{1000} = 0.25\text{kg}$

Example:

Calculate the following: $\frac{2}{5}$ of 10Kg

$$= \frac{2}{5} \times \frac{10\text{Kg}}{1} = \frac{20\text{kg}}{5} = \underline{\underline{4 \text{ Kg}}}$$

STUDENT ACTIVITY

1. Circle the name of the item that is the heaviest out- of the two.

Car

or

Bus



Hammer

or

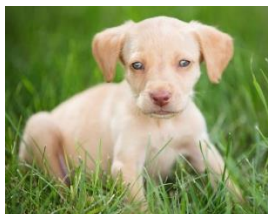
Man



Puppy

or

A mother Dog



A cruise ship

or

An outboard motor



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

a. 2kg (g) _____

b. 1500g (Kg) _____

c. 450g (Kg) _____

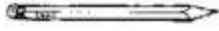
d. 75kg (g) _____

e. 1986g (Kg) _____

f. 3.4Kg (g) _____

Choose a unit to measure the weight of each item. Write *grams* or *kilograms*.

1.



2.



3.



4.



5.



6.



Compare. Write $<$, $>$, or $=$.

7. 3,000 g 2 kg

8. 1 g 1 kg

9. 2 kg 2,000 g

Circle the best estimate.

10. hippo

200 g or 200 kg

11. spool of thread

4 g or 4 kg

12. raccoon

10 kg or 50 g

Calculate the following weights.

a. $\frac{1}{2}$ of 2kg

b. $\frac{1}{4}$ of 16 kg

c. $\frac{2}{3}$ of 3kg

d. $\frac{2}{7}$ of 7kg

e. $\frac{2}{5}$ of 25 kg

f. $\frac{3}{4}$ of 8 kg

1075 LOVU SANGAM SCHOOL
HEALTHY LIVING YEAR 8
LESSON NOTES WEEK 5

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

Disasters and its consequences

At times some of us encounter things that happen unexpectedly. Some come across good situations while others are so unfortunate to stumble into disasters that cause **physical, social** and **emotional** impacts to the person and those around him.

Disasters and its physical impacts:

Accidents can happen to anybody at any given time. There are many different forms of accidents- road accidents, sports accidents, workplace accidents etc. Accidents can **impair** a person **physically**.

Example: Tony, a lucky survivor of a car accident will spend the rest of his life on a wheelchair. When this happens, it affects not only Tony but the people around him. His family will now need to support him differently than they used to do in the past. The community he lives in will also need to support Tony in the many ways they can. It is important that those around Tony continue to support him so that he can recover emotionally.

Disasters and its emotional impacts:

There is no doubt that when an accident happens, the person involved will suffer emotionally even if the event did not cause any physical damage.

Example: For instance Raj, the brother of Tony who was also involved in the accident, did not even get a tiny scratch on his body. However, Raj has been having difficulty in sleeping as well as having fears of riding in cars. He has been traumatized by the events of the accident. What Raj is experiencing will impact his family, friends and the community he is in.

Disasters and its social impacts:

Many of those that were involved in accidents suffer socially. This means that they become withdrawn or they become neglected by their family and friends. Causes of their withdrawal can either be a direct result of emotional effect or they are being pitied and looked down on by others.

Example: Raj doesn't have any more friends because he feels threatened when around people and Tony do not want to hang around again with his friends as they are always teasing him in his wheelchair. Likewise, some families will want to keep a distance from these boys' families which will make them isolated socially. Apparently, Tony's family has gone through a lot and it will only help if the communities they are in give them all the support they need.

- ❖ Those people who are involved in accidents suffer socially, emotionally or physically need a lot of support from their family and friends to live a happy life. They also need support from their teachers and religious leaders. Many Non-Government Organisations (NGO's) are trying their very best to reach out to those people who are facing financial difficulty.

Student Activity Sheet

A. Fill in the blanks:

Withdrawal socially time impair physically encounter emotionally

1. Accidents can happen to anybody at any given _____.
2. At times some of us _____ things that happen unexpectedly.
3. Accidents can _____ a person physically.
4. Causes of their _____ can either be a direct result of emotional effect.
5. Those people who are involved in accidents suffer _____, _____ or _____.

B. Case Study :

Molly had an accident when she was eight years old. She became blind. She was told by doctors that she will never see again. Devastated, she went back to school only to find out that all her friends did not want her to be beside them. Boys bullied her and girls laughed at her. Her own friends took her outside, across the playing ground, into the bush and left her there to find her way back. She left that primary school that day. She wanted to commit suicide. Her parents had to hide sharp items such as knives and scissors away from her. They gave her all the support she needed and did everything they could to make her happy. She attended a blind school only to be bullied again by other students. Molly started to think positively about her situation and soon went back to a normal school at Year 12. She completed her high school and has travelled all over the world to speak at rallies that inspire people.

1. Imagine if you were Molly. How would you feel when:

a. People bully you.

b. Your friends no longer want to be friends with you.

c. People judge you because you can't see.

2. If you were Molly's teacher, what would you have done to help other students socialize with her?

3.. How was Molly able to break out of her miserable life to travel all over the world?

4. How did Molly's parents help her?

C. Define the following terms.

1. Traumatize - _____

2. Impair - _____

3. Neglect - _____

अंगूर खट्टे हैं – लोमड़ी और अंगूर की कहानी

एक दिन भरी दोपहर में एक लोमड़ी जंगल में घूम रही थी, वहाँ चलते-चलते रास्ते में उसे पेड़ से लिपटी एक बेल में अंगूर लटके हुए नजर आए। अंगूर के गुच्छे इतने स्वादिष्ट लग रहे थे कि जैसे ही उस लालची लोमड़ी ने उन अंगूरों को देखा और उसके मुंह में पानी आ गया। लोमड़ी ने सोचा यदि वह अंगूर का पूरा गुच्छा ले लेती है तो दिनभर उसे खाने के लिए भटकना नहीं पड़ेगा। लोमड़ी स्वादिष्ट अंगूर को खाने के लिए लपकी, किंतु अंगूर बहुत ऊंचाई में लगे थे और वह उन तक नहीं पहुँच पा रही थी। लोमड़ी अंगूरों तक पहुँचने के लिए और ऊंची छलांग लगाई पर इस बार भी उसका प्रयास विफल रहा। बेचारी लोमड़ी तब हार कर एक जगह बैठ गई और थोड़ी देर बाद उसने यह सोचकर फिर से एक ऊंची छलांग लगाई कि इस बार वह इन स्वादिष्ट अंगूरों का आनंद ले लेगी किंतु इस बार भी वह असफल रही। अब क्या था कई बार प्रयास करने के बाद भी जब उस लोमड़ी को अंगूर नहीं मिले तो उसने यह कह कर अपने मन को समझा लिया कि अंगूर खट्टे हैं इन्हें खाकर कोई फायदा नहीं है। अंत में बेचारी लोमड़ी थक हार कर अपने घर वापस चली गई।

“लोमड़ी और अंगूर की कहानी – अंगूर खट्टे हैं” से क्या शिक्षा मिलती है?

इस मनोरंजक कहानी से हमें यह शिक्षा मिलती है कि जब कोई मूर्ख किसी वस्तु को प्राप्त नहीं कर पाता, तो अपनी कमजोरी छिपाने के लिए बहाना बनाता है और उस वस्तु को ही तुच्छ साबित करने की कोशिश करता है।

यह छोटी सी कहानी हमें यह भी सिखाती है कि किसी चीज को न पा सकने के बहाने बनाने के बजाय उसे पाने के लिए कड़ी मेहनत करना जरूरी।

1075 LOVU SANGAM SCHOOL**YEAR: 8****WORKSHEET: 05/2021****SUBJECT: HINDI**

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 प्रयोगसे लिखित पाठ की योजना, प्रारूप, संपादन व प्रकाशन में विभिन्न तरीकों को लागू करना

अनोखा प्यार

हमारी बेटा अश्विनी को कुत्ते पालने का बड़ा शौक है। उसकी छोटी बहन और दोनों भाई भी कुत्ते को पसन्द करते हैं। उसकी बहन भी कुत्तों को बर्दाश्त कर लेती है मगर मैं !- न जाने क्यों कुत्तों के नाम से ही मुझे चिढ़ है। रात को कभी बारिश होती तो अश्विनी की नींद खुलजाती। वह अपने कुत्ते के बारे में सोचने लगती। कभी-कभी तो वह चुपके से कुत्ते को 'लाउन्ड्री' में सुला देती। हर सुबह मेरे जागने से पहले ही वह जाग जाती और कुत्ते को 'लाउन्ड्री' में सुला कर खुद पढ़ने बैठ जाती। सुबह मेरे उठने से पूर्व वह कुत्ते को भगा देती।

मेरे इतने नफरत के बावजूद जाने क्यों 'माचो' को मुझसे इतना प्रेम कैसे था ? सुबह अखबारवाला अखबार रख कर जैसे जाता 'माचो' मेरे कमरे के बाहर खड़ा होकर भौंकने लगता। वह तब तक भौंकता रहता जब तक कि मैं अखबार न उठा लूँ। सच मानिए, इसके बावजूद मेरे कठोर दिल में 'माचो' के लिए कभी प्रेम नहीं उपजा।

जाने कैसे उसे जूते उठाने की बुरी लत पड़ गई। पहले तो वह हमारे घर के लोगों के ही जूते उठाया करता था, परन्तु बाद में उसने पड़ोसियों के जूते भी उठाना शुरू किया। एक बार तो मेरे एक पड़ोसी ने इस बात की शिकायत भी की। एक दिन सुबह मैंने क्या देखा कि माचो हमारे पड़ोसी की बीबी का एक कीमती सेण्डल का कचूमर बना रहा है। बस मैंने उसी वक्त ठान लिया कि अब इस घर में माचो नहीं रह सकता। मैंने उसी समय माचो को कार में बिठाया और नौसोरी शहर से कुछ आगे छोड़ आया।

इस बीच अश्विनी रोज की तरह सुबह जाग कर माचो को घर के अन्दर बुलाने लगी। मगर माचो का कहीं नामो निशान भी नहीं था। बाहर मेरी गाड़ी भी नहीं थी तथा मैदान में पड़ोसन के जूते पड़े हुए थे। अश्विनी को समझते देर नहीं लगी कि माचो का क्या हो गया है। उसने अपने भाइयों को जल्दी जगा कर माचो की खोज शुरू कर दी। बाग-बगीचे, पड़ोसी का आँगन, सड़क तथा पास के खेल के मैदान आदि सब देख लिया गया- मगर माचो का कहीं पता ही नहीं था। हमारे चारों बच्चे रोने लगे। अश्विनी का तो रोते रोते बुरा हाल हो गया।

मैं जब घर लौटा तो वहाँ का हाल ही कुछ अजीब था। ऐसा लग रहा था जैसे किसी की मृत्यु हो गई हो। बच्चे आँसू बहा रहे थे और अश्विनी का तो बुरा हाल हो रहा था। वह मुझे देखते ही चीख कर रो पड़ी। मैं भी यह सोच कर घबरा गया कि न जाने क्या हो गया है। लेकिन जब मुझे बताया गया कि यह रोना-धोना माचो के गुम हो जाने के कारण है तो मैं सकपका गया। मैंने अश्विनी को समझाया कि जो कुत्ता पड़ोसियों में दुश्मनी पैदा कर सकता है उसको घर में रखना अच्छा नहीं है। इसलिए मैं माचो को दूर छोड़ आया हूँ। इतना सुनना था कि अश्विनी चीख कर रोने लगी। मैं उसे समझा-बुझा कर बहलाना चाहता था कि अचानक मेरे बाकी बच्चे आ गए और वे भी कुत्ते के बारे में सुनकर रोने लगे। अजीब मुसीबत थी। एक कुत्ते के लिए बच्चों का रोना देख कर मैं तो हैरान हो गया।

रात को बच्चों ने खाना छुआ तक नहीं। बच्चों ने नहीं खाया तो उसकी माँ ने भी कुछ नहीं खाया। भला फिर मैं कैसे खा सकता था ? मैं भी भूखा ही सो गया। बच्चों की आँखों से नींद गायब थी। कभी-कभी रात की खामोशी में बच्चों की सिसकियाँ भी साफ सुनाई दे जाती थीं। बस मैं भी सो नहीं सका। रात कैसे कटी मैं कैसे बताऊँ। राम राम कह कर सुबह हुई। बच्चे भी खाट छोड़ चुके थे। सब

बच्चे नीचे चले गए जहाँ अक्सर माचो सोया करता था। तभी एक कुत्ते की भौंकने की आवाज आई तथा बच्चों का हर्षनाद ! एक साथ सभी बच्चे पुचकारने लगे, “माचो ! माचो” !! मैं भी खाट छोड़ कर बाहर भागा। बच्चे कुत्ते को पुचकार रहे थे, चूम रहे थे, सहला रहे थे। हर कोई अपना प्यार जाहिर कर रहा था। तभी माचो की नजर मुझ पर पड़ी। वह दौड़ कर मेरे पास आया और मेरे पैरों को चाटने लगा। मेरे हाथ स्वतः कुत्ते की देह सहलाने लगी। बच्चों को ही नहीं, मुझे भी लगा कि सुखे बगीचे में फिर से बहार आ गई है।

अभ्यास-कार्य

सही जवाब के बगल वाले अक्षर पर गोला निशान बनाओ।

१1. कौन कुत्ते पालना सबसे अधिक पसंद करता था/करती थी ?

क. अश्विनी

ग. अश्विनी के भाई-बहन

ख. अश्विनी की माँ

घ. अश्विनी के पिता

२2. कुत्ता अपना प्यार मुझसे कैसे जताता था ?

क. जूते उठाकर

ग. मुझे सुबह-सुबह जगा कर

ख. लाउन्ड्री में सो कर

घ. मुझे अखबार आने की खबर देकर

3. माचो को छोड़ आने पर सबसे ज्यादा दुखी कौन था ?

क. अश्विनी की माँ

ग. खुद अश्विनी

ख. अश्विनी की बहन

घ. अश्विनी के भाई

घटनाक्रम

सही क्रम में करो कि पाठ में पहले क्या हुआ, फिर क्या हुआ तथा अन्त में क्या हुआ।

1. माचो अगली सुबह वापस लौट आया।

2. सब फिर खुश हो गए।

3. कुत्ते को जूते उठाने की बुरी आदत पड़ गई थी।

4. माचो अश्विनी का कुत्ता है।

5. पड़ोसी के जूते उठाने पर मैं माचो को कहीं छोड़ आया।

6. बच्चे यह जानकर बहुत दुखी हुए।

7. अश्विनी माचो को बहुत प्यार करती थी।

भाषा अभ्यास

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

१. बाढ़ का पानी फसलों को नष्ट कर ----- है । (देती/दिता/ देते/ देती)
२. शादी के अवसर पर काफी पैसे खर्च ----- है । (होते/ होता/ होती/ होती)
३. हमें बड़ों की बातें ----- चाहिए । (मानना/ माननी/मानने/ माननी)
४. सेहत के लिए फल खाना ----- है । (अच्छा/ अच्छी/ अच्छे/ अच्छी)
५. आजकल चाचाजी बहुत ----- हैं । (बोलता/बोलते/बोलती/बोलती)
६. बड़ों ----- राय हमेशा माननी चाहिए । (का/की/कि/के)
७. इस दुख की घड़ी में क्या तुम मेरा साथ ----- ? (दोगे/दिगे/दिगा/दूँगी)
८. ----- मन आज पाठशाला जाने में नहीं है । (मेरा/ मेरी/मिरे/मिरी)
९. पानी में नमक धुल ----- है । (जाता/जाती/जाते/जाती)
१०. तेजी से जा रही एक गाड़ी पेड़ से टकरा ----- । (गया/गई/गए/गई)

1075 LOVU SANGAM SCHOOL
SOCIAL SCIENCE YEAR 8
LESSON NOTES WEEK 5

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.

Why there is different climate in different Zones?

- Due to factors such as elevation or altitude.
- Latitude and angles of the sun’s rays.
- Topography
- Distance from the ocean and location on a continent.

Elevation or Altitude effect climate

Climatic conditions become colder as we move higher up the mountains. Life on a high mountain reflect the changes, plants at the foot of the mountain will be the same as those in surrounding area, but no trees at all can grow above the timberline. The timberline also known as the **tree line** is the edge of the habitat at which trees are capable of growing. Beyond tree, trees cannot tolerate the environmental conditions(usually cold temperature or lack of moisture).At the tree line, very less trees are grown and trees become short.

Latitude and angles of the sun’s rays

As the earth circles the sun, the tilt of its axis causes changes in the angle at which sun’s rays contact the earth and hence changes the daylight hours at different latitudes. Polar Regions experience the greatest changes, with long periods of limited or no sunlight in winter and up to 24 hours of daylight in the summer.

Topography

Topography means the shape of an area of land, including its hills, valleys, rivers and mountain ranges. The topography of an area can affect climate. Mountain ranges prevent air movement. For example, air is forced over the mountains. Moist air will cool as it rises, and then condenses and fall back as rain. This is why one side of a mountain range- the one nearest to the ocean (windward) often gets more rain while the opposite side (leeward) is often dry.

Distance from the Ocean

The sea or ocean **affects** the **climate** of a place. Even hundred miles away from the coastal area are still influenced by the ocean. Coastal areas are cooler and wetter than inland areas. Clouds form when warm air from inland areas meets cool air from the **sea**. In summer, **temperatures can** be very hot and dry as moisture from the **sea** evaporates before it reaches the centre of land.

Effects of Climate on People Living on Different Climatic Zones

People Living in the Antarctic (South Pole)

The Antarctic is a frozen continent surrounded by large ocean. The climate is so extreme meaning very low temperatures, very strong winds, frozen ground and difficult transportation. There is no life at all on land except on the coastal where seals, penguins, whales. No human beings live permanently in the Antarctic; however people have managed to withstand short and extended stays.

The area south of the Antarctic Circle is known as the **Antarctic**, and the zone immediately to the north is called the **Southern Temperate Zone**. The equivalent line of latitude in the northern hemisphere is the **Arctic Circle**. The continent of Antarctica forms a land mass covering much of the area within the Antarctic Circle. There is **no permanent human population** south of the Antarctic Circle. There are, however, several Antarctic research centres from many nations that are inhabited by teams of scientists that rotate on a seasonal basis.

People Living in the Artic (North Pole)

The Inuit people in Canada and Greenland as well as the Alaskans are the natives of the Artic. These people depend on hunting, fishing, herding, and gathering wild plants for food for living. They build warm homes and make warm clothes. They learn how to predict weather and navigate in boats and on sea ice and will continue to pass on their traditional knowledge and skills, such as herding, fishing , hunting and native languages to the younger generation. For transportation, people in the artic often travel by sled pulled by a pack of huskies. The climate inside the Arctic Circle is generally cold, but the coastal areas of Norway have a generally mild climate as a result of the Gulf Stream, which makes the ports of north Norway and northwest Russia ice-free all the year. In the interior, summers can be quite warm, while winters are extremely cold. For example, summer temperatures in Norilsk (Russia) will sometimes reach as high as 30 °C (86 °F), while the winter temperatures frequently fall below –50 °C (–58 °F).

Questions: Antarctic (South Pole)

1. Why are there no inhabitants in this region?

2. What do scientists do in the research centres set up by their nation?

3. Can people live there for a short period of time?

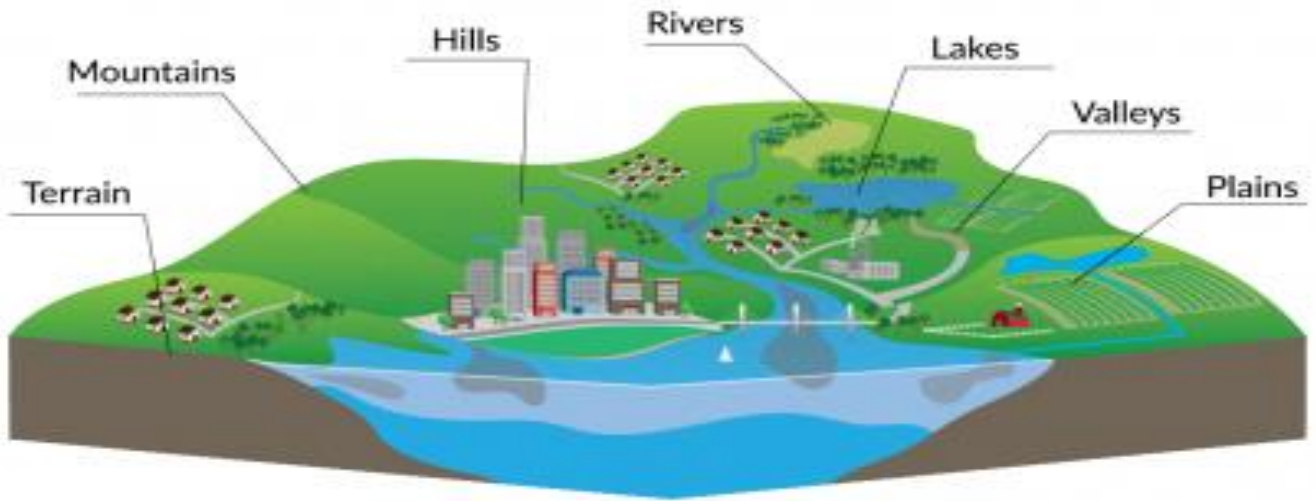
4. Name some animals that live in this region.

Questions: Artic (North Pole)

1. Name some countries that are in the Arctic Circle.

2. How are they able to withstand the cold during winter? (-50 degrees Celsius)

3. What type of food do they eat?



1075 LOVU SANGAM SCHOOL

YEAR 8

VOSA VAKA VITI

WORKSHEET #5

Matana: Na i Vakarau Vakavanua

Matana Lailai: Vanua kei na Veika Bula.

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

NA I TUTU VAKAVANUA

- **Yavusa** - Na vanua ka ra vakoro vata kina na veiwase tamata se uma tamata ka ra sa mai cokovata oqo me ra lewe ni dua na yavusa.
- **Mataqali** – Oqo e dua na uma tamata ka ra dua tani mai vei ira na kena vo ena loma ni yavusa.
- **Tokatoka** - Oqo e dua na mata veitacini e ratou toka vata ga ena dua na tiki ni qele.
- **Vanua** - E ra na cokovata e vica na Yavusa e sa na qai dua na Vanua ka vica vata na vanua me dua na Matanitu.
- **Turaga** – Oqo na mataqali ka digitaki mai kina na turaga ni yavusa.
- **Sauturaga** - Sa i ratou oqo na i ka rua ni turaga ni Yavusa, ka ratou cola na Sau vua na Turaga. E ratou dau vakatulewa e na kena vakagunuvi e dua me sa buli me Turaga ni Yavusa se Vanua.
- **Matanivanua** - Oqo na mataqali ka gusu ni Turaga kina vanua ka gusu tale ga ni vanua ki vua na Turaga. E ra dau rabeta na medra yaqona na turaga.
- **Bati** - Turaga ni valu ka liga ni wau. O ira oqo era dau vala ena gauna ni valu ni butobuto ka ra dau taqomaka na nodra turaga kei na nodra vanua.
- **Mataisau** - Sa i ira oqo e ra dau liutaka na cakacaka me vaka na tara vale, ta waqa, cakacaka ni liga me vaka na takona, tanoa kei na veika tale e so. E ra kena dau na sivisivi. E nodra i liuliu ko Rokola.
- **Gonedau** - Oqo o ira na kai wai ka ra kena dau na soko kei na qoli. E ra dau qoliva na kedra ika na turaga. E nodra i liuliu ko Tunidau.
- **Bete** - E ra dau tu ga ena Burekalou o ira na bete ka nodra i tavi na qaravi kalou. E ra dau vakacabora na i soro se i madrali vei ira na veikalou ni Yavusa.

NA I TOVO VAKAVANUA ME BALETA NA TEITEI

- **Na Oco** – Na magiti e dau vakarautaki me kedra ko ira na veivuke e na kena caka e dua na i teitei se tara vale.
- **Na Sevu** - Oqo na kakana ni yabaki ka dau kau taumada vua na Turaga me laki sevua.
- **Na Drawe** - Na vua ni qele me vaka na dalo, uvi, kawai se kumala ka dau cavu ga mai ka laki biu ena nona valenikuro na turaga ka da teitei tiko ena nona tiki ni qele.
- **Na Uvi Ni Vanua** - Oqo na uvi e dau lavaki vakavanua me kumuni me nona I tei na turaga.

NA VEIKA E DAU CAKA VEI IRA NA GONEDAU

- **Na i Cula ni Mata ni Ika**
Oqo na tabua ka vakacabori vei ira na goneda me baleta na ika e rawa mai.
- **Na i Vakacabe ni Ika**
Na tabua ka caka vei ira na goneda me baleta na nodra cabe mai wai

NA VEIKA E DAU CAKA ME BALETA NA WAQA

- **Na i Luva ni Valu**
Na i yau ka dau sala tu e na tolo ni kau ka vakacabori vei ira na Liga Ni Kau.
- **Na i Vakata**
Ni sa bale oti na kau me ta kina na waqa, e sa na laki caka na i vakata vei ira na matai me ra laki taya na waqa.
- **Na i Kere se i Tago**
Oqo na veika e dau solia ko ira ka ra vakayagataka e dua na waqa, me i dole se vakavinavinaka ni nodra vakayagataka na waqa ko ya.

CAKACA LAVAKI

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

1. E ra dau rabeta na medra yaqona na turaga ko ira na _____
2. Na tabua e dau vakacabori vei ira na goneda me baleta na ika e rawa mai e vakatokai me _____
3. E ra kena dau na qoli ko ira na _____
4. Na mata veitacini ka ratou toka vata ga e na dua na tiki ni qele e vakatokai me i _____
5. Na i vakavinavinaka ni vakayagataka ni waqa e vakatokai me i kere se i _____
6. E ra kena dau na sivilisi na _____
7. Na kakana ni yabaki ka dau kau taumada vua na turaga e i _____
8. Na _____ e kedra ko ira na veivuke e na kena caka e dua na i teitei se tara vale.
9. E ra dau tu ga e na Burekalou ko ira na _____
10. Na i yau ka dau sala tu e na tolo ni kau ka vakacabori vei ira na Liga Ni Kau e vakatokai me i _____.

LESSON NOTE

SCHOOL: Lovu Sangam School
SUBJECT: Basic Science Worksheet 5

YEAR: 8

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

Methods of Separating Mixtures

❖ There are 4 methods of separating mixtures:

1. Sieving or filtering
2. Decanting
3. Spinning
4. Some special separations

1. **Sieving or filtering**

➤ The process of separating mixtures by sieving or filtering is important both;

- a. In homes
- b. Factories
- c. Laboratories

➤ We use filtering process at home as;

- a. Tea strainer
- b. Sieve flour to make cake, puddings and roti

➤ Filters are also found in;

- a. Motor mower
- b. Generators
- c. Outboard Motors
- d. Cars
- e. Brush Cutters

This is used to remove small pieces of dirt which can damage the engine or will not make the engine run properly.

➤ Filters are also found in our body;

- a. Our Nostrils – filters out dust so it will not irritate our wind pipe making us cough or sneeze.
- b. Kidney – filters impurities from blood but it works in a more complicated way than the other filters we have studied above.

Experiment

Use the link below to watch the experiment on – **Separating sand with sieve and observing the sand,** before completing the exercise below:
<https://www.youtube.com/watch?v=SkZ7uDtWK9Y>

Exercise

We made a _____ using layers of mosquito netting. Using this sieve we graded the _____ into _____ grades. We used a _____ to observe the sand grains.

WORD LIST

sand	Hand Lens	microscope
net	Seive	four

Fill the table below as you make observations from the video.

Grade of Sand	Description of Grains	Diagram of Grains	Size of spaces (small, medium, large)
1			
2			
3			
4			

Sedimentation tank



Why is alum added to water in a treatment station? Sometimes the water is cloudy, which means that there is silt or tiny bits of mud in it. The alum helps to bind the tiny bits of silt together so that they fall to the bottom. The bits that fall to the bottom are called *sediment*. As you might have guessed alum comes from the metal *aluminum*.

2. Decanting

- is the separation of insoluble solid substance which is mixed with liquid.
- Decanting is a method you can use to roughly separate the liquid from the solid.

For Example:

1. A pot of uncooked rice which has just been thoroughly washed.
2. The solid or rice should be allowed to settle to the bottom of the pot.
3. Then gently pour the liquid off the top trying not to shake the pot.
4. This will leave the rice in the bottom of the pot.

Experiment 2 –

Use the link below to watch the experiment on – **Separating sand from the mixture of sand and soil**, before completing the exercise below:
https://www.youtube.com/watch?v=t9V_4C7lm4g&t=1s

Exercise

We separated water from the sand by a method called _____.
 The sand was left in the beaker because it was too _____ to be carried in the water.

WORD LIST

light	Decantation	Filtration	heavy
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