

## LESSON NOTE

**School :** Lovu Sangam School

**Year :** 8

**Subject :** English Worksheet Week 5

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

### SUFFIXES

Letters added to the end of a main word are called suffixes. The addition of a suffix often changes a word from one word class to another. In the table above, the verb like becomes the adjective like able, the noun idol becomes the verb idolize, and the noun child becomes the adjective childish. Common suffixes are: 'ed', 'ful', 'ly', 'ing', 'able', 'ance', 'ence', 'ness'.

Suffix Word List			English With Life
A suffix is a group of letters placed at the end of a word to make a new word.			
-able	-en	-ful	-ion
Avoidable	Golden	Careful	Action
Enjoyable	Wooden	Cheerful	Attraction
Exchangeable	Sweeten	Colorful	Direction
Manageable	Harden	Delightful	Infection
Readable	Flatten	Fearful	Injection
Usable	Lighten	Helpful	Election
Washable	-er	Wonderful	-less
Laughable	Catcher	Painful	Careless
Comfortable	Defender	Peaceful	Fearless
Pleasurable	Driver	Useful	Harmless
-ly	Leader	-ible	Sleepless
Badly	Robber	Reversible	Useless
Wisely	Ruler	Collectible	-ness
Kindly	Speaker	Defensible	Thickness
Smoothly	Teacher	Forcible	Softness

Complete the following sentences by filling in the spaces with suitable words: using **suffixes**  
e.g. Permal is a boy who **always tells the truth**.

Permal is a **truthful** boy.

- Sushila's new saree is **very brightly coloured**.  
Sushila's new saree is very \_\_\_\_\_.
- The engine of our boat doesn't have **much power**.  
The engine of our boat isn't very \_\_\_\_\_.
- Smoking cigarettes can do your health **a lot of harm**.  
Smoking can be very \_\_\_\_\_ to your health.
- The shop assistant didn't give **much help**.  
The shop assistant was not very \_\_\_\_\_.
- Bob has a fish hook in his finger which gave him **a lot of pain**.

The fish hook in Bob's finger was very \_\_\_\_\_.

6. We have always **shown respect** to our elders.  
We have always been \_\_\_\_\_ to our elders.
7. The new fish cannery is a **great success**.  
The new fish cannery is very \_\_\_\_\_.
8. Ali always **takes great care** when he drives his new speed boat.  
Ali is always \_\_\_\_\_ when he drives his new speed boat.

## **GRAMMAR**

**Answer the questions given below by drawing a circle to the letter of the best answer to each question.**

1. My sister is good \_\_\_\_\_ playing netball.  
A. in                      B. of                      C. with                      D. at
2. The boys \_\_\_\_\_ broken the window.  
A. will                      B. has                      C. would                      D. have
3. Navin always helps his parents at home. Every afternoon he \_\_\_\_\_ the animals.  
A. fed                      B. feed                      C. feeds                      D. feeding
4. Which word is **wrongly spelt**?  
A. devotion                      B. disaperae                      C. quarrel                      D. attitude
5. The firemen were able to put \_\_\_\_\_ the fire in Waimanu Street.  
A. on                      B. in                      C. out                      D. under
6. Many people avoid going \_\_\_\_\_ the policeman's house.  
A. pass                      B. passing                      C. past                      D. passed
7. Which one of these phrases is correct?  
A. a group of soap                      C. a school of birds  
B. a herd of cattle                      D. a crowd of fish
8. The children were delighted when \_\_\_\_\_ teacher told \_\_\_\_\_ that they could play computer games.  
A. there ..... him                      C. they're ..... their  
B. that ..... they                      D. their ..... them
9. Which one of the following words forms its opposite by using the prefix '**un**'?  
A. familiar                      B. patient                      C. reader                      D. appear



**1075 LOVU SANGAM SCHOOL**  
**RE-ALIGNED CURRICULUM WEEK 5**

**SUBJECT: MATHS**

**YEAR: 8**

<b>STRAND</b>	Measurement
<b>SUB- STRAND</b>	Money
<b>CONTENT LEARNING OUTCOME</b>	Calculate and explain the concept the concept of Cost Price, Selling Price, Profit, Loss, and Discount

**Cost Price, Selling Price, Profit and Loss**

A person makes a **Profit** when he/ she sells an item at a higher price than the price he/she buys for.

$$\text{Profit} = \text{Selling Price} - \text{Cost Price}$$

or in Short

$$P = SP - CP$$

$$\% \text{ Profit} = \frac{\text{Profit}}{\text{Cost Price}} \times \frac{100}{1}$$

A person makes a **Loss** when he/ she buys an item at a higher price and sells that item at a lower price.

$$\text{Loss} = \text{Cost Price} - \text{Selling Price}$$

or in Short

$$L = CP - SP$$

$$\% \text{ Loss} = \frac{\text{Loss}}{\text{Cost Price}} \times \frac{100}{1}$$

Sometimes, the question might ask to find one Value when 2 values will be given. For example,

I) Krish bought a bicycle for \$200 and sold it to Rohan and made a profit of \$50. Find the Selling Price.

$$SP = CP + P = \$200 + \$50 = \underline{\$250}$$

II) Sonali bought a book for \$5 and sold it with a Loss of \$2 to Vanshika. Find the Selling Price.

$$SP = CP - L = \$5 - \$2 = \underline{\$3}$$

III) Ulamila sold a ball to Naomi for \$20 where Ulamila made a Profit of \$5. Find the Cost Price at which Ulamila got the ball for?

$$CP = SP - P = \$20 - \$5 = \underline{\$15}$$

IV) Shruti sold a pen to Olimiva for \$1 where Shruti made a loss of 10 cents. Find the Cost Price of the Pen.

$$CP = SP + L = \$1 + \$0.10 = \underline{\$1.10}$$

We can also use the given formulae (depending on the question)

$$CP = \left[ \frac{100}{100 + \%P} \right] \times \frac{SP}{1}$$

$$CP = \left[ \frac{100}{100 - \%L} \right] \times \frac{SP}{1}$$

$$SP = \left[ \frac{100 + \%P}{100} \right] \times \frac{CP}{1}$$

$$SP = \left[ \frac{100 - \%L}{100} \right] \times \frac{CP}{1}$$

**EXAMPLES:**

1. Sana bought a Car from Palas, Lautoka, Fiji for \$12, 000. After using it for 1 month, she sold it to Ashriya for \$14, 000.

a) What is her Cost Price?

**\$12, 000**

b) What is the Selling Price?

**\$14, 000**

c) Did Sana make a Profit/ Loss?

**Profit**, because she sold the item at a higher price than the buying price

d) **How much was the Profit or Loss?**

$$\begin{aligned} P &= SP - CP \\ &= \$14,000 - \$12,000 \\ &= \underline{\underline{\$2000}} \end{aligned}$$

e) **Calculate the Percentage Profit/ Loss.**

$$\begin{aligned} \% \text{ Profit} &= \frac{\text{Profit}}{\text{Cost Price}} \times \frac{100}{1} \\ &= \frac{\cancel{\$2000}}{\cancel{\$12,000}} \times \frac{\cancel{100}}{1} = \frac{200}{12} = \underline{\underline{16.67\%}} \end{aligned}$$

(After putting in the values, always try to cross-off the Zero's or try to cancel- off to make the Numbers smaller)

$$\begin{array}{r} 16.667 \\ 12 \overline{) 200} \\ \underline{- 12} \phantom{0} \\ 80 \\ \underline{- 72} \phantom{0} \\ 80 \\ \underline{- 72} \phantom{0} \\ 80 \end{array}$$

2. Kirteshni bought a bicycle from Courts Fiji for \$200. After using it for 1 year, she sold it to Abisha for \$100.

a) **What is her Cost Price?**

\$200

b) **What is the Selling Price?**

\$100

c) **Did Kirteshni make a Profit/ Loss?**

Loss, because she bought the item at a higher price and sold it a lesser price

d) **How much was the Profit or Loss?**

$$\begin{aligned} L &= CP - SP \\ &= \$200 - \$100 \\ &= \underline{\underline{\$100}} \end{aligned}$$

e) **Calculate the Percentage Profit/ Loss.**

$$\% \text{ Loss} = \frac{\text{Loss}}{\text{Cost Price}} \times \frac{100}{1} = \frac{\cancel{\$100}}{\cancel{\$200}} \times \frac{\cancel{100}}{1} = \frac{100}{2} = \underline{\underline{50\%}}$$

## DISCOUNT

Discount is the amount of money or Percentage at which an item is sold at a lower price than the normal marked price. Discount help save some money. To find the Discount, use the formula:

$$\text{Discount} = \frac{\% \text{Discount}}{100} \times \frac{CP}{1}$$

### Example:

A shirt costs \$40. If a 10% Discount is given on the shirt, Calculate how much would be the actual cost of the shirt.

$$\begin{aligned} \text{Discount} &= \frac{\% \text{Discount}}{100} \times \frac{CP}{1} \\ &= \frac{10}{100} \times \frac{\$40}{1} \\ &= \frac{\$400}{100} \\ &= \underline{\underline{\$4}} \end{aligned}$$

(This means that we will pay \$ 4 less)

Thus: The Actual Price would be:

$$\$40 - \$4 = \underline{\underline{\$36}}$$

(This is the actual amount a buyer has to pay, making a saving of \$4)

## **STUDENT ACTIVITY**

1. Setefano bought a Car from Automart Trading, Lautoka, Fiji for \$30, 000. After using it for 1 year, he sold it to Shakukh for \$20, 000.

- a) **What is the Cost Price?** \_\_\_\_\_
- b) **What is the Selling Price?** \_\_\_\_\_
- c) **Did Setefano make a Profit/ Loss?** \_\_\_\_\_
- d) **How much was the Profit or Loss?**

e) **Calculate the Percentage Profit/ Loss.**

2. Kavitesh bought a TV set from Courts Fiji for \$1000. After using it for 1 year, he sold it to Shivnesh for \$1200.

- a) **What is the Cost Price?** \_\_\_\_\_
- b) **What is the Selling Price?** \_\_\_\_\_
- c) **Did Kirteshni make a Profit/ Loss?**
- d) **How much was the Profit or Loss?**

e) **Calculate the Percentage Profit/ Loss.**

I) Rounak bought a brush-cutter for \$350 and sold it to Mosese and made a profit of \$50. Find the Selling Price.

II) Thomas bought a shirt for \$50 and sold it with a Loss of \$10 to Aryan. Find the Selling Price.

III) Mere sold a dress to Darshika for \$15 where Mere made a Profit of \$2. Find the Cost Price at which Mere got the dress for?

IV) Kavish sold a set of pencils to Vani for \$2 where Kavish made a loss of 20 cents. Find the Cost Price of the set of Pencils.

4. The following items are displayed in a shop. For each item, calculate:



(i) the discount

(ii) the actual price

b)



(i) the discount

(ii) the actual price

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

<b>Strand</b>	H4 – Personal And Community Health
<b>Sub Strand</b>	H8.4.1 Personal Hygiene And Sanitation
<b>Content Learning Outcome</b>	H8.4.1 Promote personal hygiene and sanitation

### **Personal Hygiene**

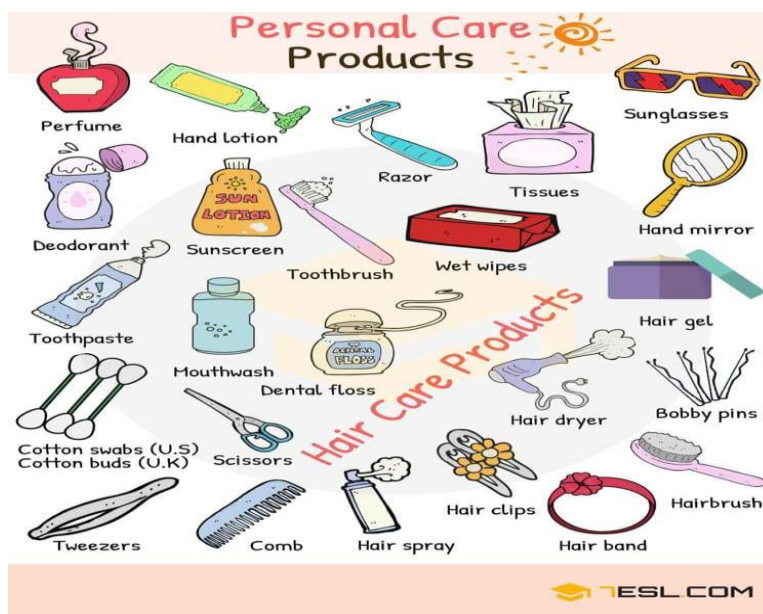
Personal hygiene is how you **care** for **your body**. This practice includes bathing, washing your hands, brushing your teeth and many more. Germs can linger on your body, and in some cases, they may make you sick. Personal hygiene practices can help you and the people around you prevent **illness**. It also increases self-confidence and positively impacts personal relationships.

### **Importance of Personal Hygiene**

- Good hygiene habits help us to keep our body strong and healthy.
- Cleanliness helps to prevent diseases.
- It also helps us to give a good appearance.
- It helps us have better self- esteem.

### **Personal Hygiene Products**

Toothpaste	Hand Cleaner
Sanitary Pads	Dispensers
Soap	Deodorant
Toothbrush	Toilet Paper
Hand Sanitizer	Comb
Shampoo	Dental Floss
Wipes	Hair Clips
Oil	Hair Brush
Shavers	Hand Mirror
Lotions	Tissues



### **Sanitation**

Sanitation refers to public health conditions related to clean drinking water, adequate treatment and disposal of human excreta and sewage. It is the process of keeping places free from dirt, infection and disease by removing waste, trash and garbage.

### **Sanitation Practices**

- Proper personal hygiene, including frequent hand and arm washing and covering cuts.
- Proper cleaning and sanitizing of all food contact surfaces and utensils.
- Proper cleaning and sanitizing of food equipment.
- Good basic housekeeping and maintenance.
- Food storage for the proper time and at safe temperatures.



## Student Activity Sheet

### A: Fill in the blanks

illness	body	conditions	sick	care
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1. Good hygiene habits help us to keep our \_\_\_\_\_ strong and healthy.
2. Sanitation refers to public health \_\_\_\_\_ related to clean drinking water and adequate treatment.
3. Germs can linger on your body, and in some cases, they may make you \_\_\_\_\_.
4. Personal hygiene practices can help you and the people around you prevent \_\_\_\_\_.
5. Personal hygiene is how you \_\_\_\_\_ for your body.

### B: Short Answers

1. What is personal hygiene?

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2. Define the term sanitation?

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3. Name 3 personal hygiene products?

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4. Why is personal hygiene important?

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5. List 3 sanitation practices that people have to follow?

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6. Draw, colour and label 5 personal hygiene products.

## Aspects of Personal Hygiene



- Bath Regularly
- Hands and nails care
- Teeth Care
- Ear care
- Hair Care
- Feet Care
- Clothing

**1075 LOVU SANGAM SCHOOL**  
**RE- ALIGN CURRICULUM HOMESTUDY PACKAGE WEEK 5**  
**SUBJECT: HINDI** **YEAR: 8**

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

**सूझ-बूझ और योग्यता**

(संध्या समय, भोजन के बाद सभी भाई बहन नानीजी के कमरे में नानीजी को घेर कर खड़े हैं। सभी चाहते हैं कि सोने से पहले नानीजी उन्हें कहानी सुनाएँ। नानीजी पुस्तक पढ़ने में व्यस्त हैं। लेकिन तभी उनका ध्यान बच्चों की ओर जाता है और वे उन्हें उस लेख के बारे में बताना चाहती हैं, जिसे वे पढ़ रही हैं।)

**दीप्ती** (नानीजी को फुसलाते हुए) नानीजी, हम सब सोने से पहले आपसे एक कहानी सुनना चाहते हैं। नानीजी, सुनाइए न, एक अच्छी सी कहानी।

**नानीजी** (बच्चों की ओर देखकर) ओह ! तुम सब आ गए, आओ ! यहाँ मेरे पास बैठो। देखो, आज कोई कहानी नहीं सुनाई जाएगी। आज मैं तुम्हें इस लेख के बारे में बताऊँगी। यह बड़ा अच्छा शिक्षाप्रद लेख है, जिसे मैं पढ़ रही हूँ, आज मैं इसके विषय में तुम सबको बताना चाहती हूँ। सुनना चाहोगे ?

**बच्चे** (बड़े उदास मन से बच्चे एक दूसरे की ओर देखते हुए..... और अनिच्छा दिखाते हुए कहते हैं।) ठीक है, पर नानीजी! हम कहानी सुनना चाहते....., अच्छा, बताइए।

**नानीजी** (खुश होकर) सुनो, पर ध्यान से सुनना, विषय है 'सूझ-बूझ' अर्थात् किसी भी काम को करते समय सूझ-बूझ से काम करना लाभकारी होता है।

**दीपिका** (बीच में बोलते हुए) नानीजी, यह सूझ-बूझ क्या है ?

**नानीजी** (जोर देते हुए) पहले मेरी बात को ध्यान से सुनो और समझने की कोशिश करो अन्यथा, आज के बाद कोई कहानी नहीं सुनाई जाएगी।

**बच्चे** (मन मारकर) ठीक है नानीजी, बतलाइए।

**नानीजी** (प्यार से समझाते हुए) देखो, सूझ-बूझ का मतलब है सोच समझकर, हालात को देखते हुए निर्णय लेना। हम कहाँ हैं ? किन लोगों के बीच में हैं ? और किस प्रकार की समस्या हमारे सामने है, इन सब बातों पर विचार करके निर्णय लेना ही सूझ-बूझ कहलाती है। एक और बात, केवल वर्तमान के बारे में सोचकर ही निर्णय न लें बल्कि भविष्य के बारे में भी सोच-समझ कर निर्णय लेने को सूझ-बूझ कहते हैं।

- बच्चे:** (नानीजी को फुसलाते हुए) जी नानीजी, हम समझ गए । अब आप एक कहानी सुना दीजिए न ।
- नानीजी** अच्छा ठीक है । आज मैं आपको एक ऐसी कहानी सुनाती हूँ जो सूझ-बूझ पर ही आधारित है । सुनना चाहोगे ?
- बच्चे** (खुशी से) जी हाँ, नानीजी ।
- नानीजी** (हाव-भाव तथा इशारे से समझाते हुए) सुनो ! एक समय की बात है, एक मंत्रों के ज्ञाता और चमत्कार को जानने वाले विद्वान पंडित जी अपने शिष्य के साथ एक जंगल के रास्ते से दूसरे गाँव जा रहे थे । आपस में बातें करते चले जा रहे थे कि तभी किसी ने पीछे से आवाज लगाई, ठहरो ! कौन हो तुम ? शिष्य ने पीछे मुड़कर देखा और बोला, “गुरुजी, ये तो डाकू है ।” तब तक डाकू उनके पास आ गए और बोले, “जो कुछ भी तुम्हारे पास है सब निकाल कर इधर रख दो ।” पंडित जी बहुत घबरा गए और हाथ जोड़कर बोले “हमारे पास रुपया-पैसा कुछ भी नहीं है, हमें जाने दो ।”
- दीपिका** (उत्सुकता से) नानीजी, क्या डाकूओं ने पंडित जी को जाने दिया ?
- नानीजी** नहीं, उन्हें जाने नहीं दिया । सरदार ने कहा, “ठीक है, तुम्हारे पास धन नहीं है, तो न सही । तुम्हारा चेला तुम्हारे घर जाएगा और धन लेकर आएगा, तब तक हम तुम्हें बाँधकर यहाँ रखेंगे । जैसे ही हमें एक हजार स्वर्ण मुद्राएँ मिल जाएगी, हम तुम दोनों को छोड़ देंगे । इतना कह कर उन्होंने पंडित जी को पेड़ से बाँध दिया ।
- बच्चे** (रुचि दिखाते हुए) तब....., क्या हुआ फिर उसके बाद, नानीजी ?
- नानीजी** होता क्या ? शिष्य को स्वर्ण मुद्राएँ लेने के लिए जाना पड़ा । जाने से पहले शिष्य ने हाथ जोड़कर धीरे से, प्रार्थना करते हुए, गुरुजी से कहा, “गुरुजी, मैं शीघ्र ही धन-राशी लेकर लौट आऊँगा । कृपया, आप इन्हें चमत्कारी मंत्र के विषय में कुछ भी मत बताना । आप इस संकट की घड़ी में घबराना मत, आप सूझ-बूझ से काम लेना अन्यथा अनर्थ हो जाएगा ।” इतना कहकर शिष्य चला गया । इस तरह एक दिन बीत गया । दूसरे दिन भी बीत गया । पंडित जी की हिम्मत टूटने लगी । अब उनसे नहीं रहा गया । तभी उन्होंने आकाश की ओर देखा, और खुश हो गए ।
- (मन में गम्भीरता से सोचते हुए) “अरे ! इस समय तो शुभ ग्रहों का बड़ा अच्छा, अनुकूल समय है । इस समय मैं अपने मंत्र के प्रयोग से धन की वर्षा करके, इन डाकूओं से छुटकारा पा सकता हूँ । ”

तभी उन्हें अपने शिष्य की बात याद आई । थोड़ा रुके, सोचने लगे, फिर सोचा, इस तरह उनके मन में विचारों का युद्ध चलता रहा और अन्त में उन्होंने निर्णय लिया कि यदि मैं अपने ज्ञान का प्रयोग करके इस मुसीबत से छुटकारा पा सकता हूँ, तो इसमें हर्ज ही क्या है ? ऐसा सोचकर उन्होंने सरदार को अपने पास बुलाया ।

**विवेक** (उत्सुकता से बीच में बोलते हुए) नानीजी, पंडित जी को ऐसा नहीं करना चाहिए था । अपनी जान बचाने के लिए डाकुओं को धन का लालच नहीं देना चाहिए था । हो सकता था कि डाकू धन लेकर भी संतुष्ट न हों और अधिक धन पाने के लालच में पंडित जी को पकड़कर अपने साथ ले जाएँ ।

**दीपिका** (उत्सुकता से) नानीजी, आगे बताइए फिर क्या हुआ ?

**नानीजी** पंडित जी ने सरदार से कहा कि यदि मैं धन की वर्षा कर दूँ तो क्या तुम मुझे छोड़ दोगे । रत्नों की वर्षा ! क्या मजाक कर रहे हो ? लेकिन किसी तरह सरदार मान गया ।

पंडित जी ने मंत्र उच्चारण शुरू किया और थोड़ी देर बाद रत्नों की वर्षा होने लगी । यह सब देखकर डाकू बड़े खुश हुए और पंडित को छोड़ दिया । उसी समय डाकुओं का दूसरा दल वहाँ आ पहुँचा और जब उन्होंने धन को आपस में बाँट लेने पर जोर डाला, तो सरदार ने कहा, “सुनो, यदि तुम्हें धन चाहिए तो इस पंडित जी को पकड़ लो, इन्हीं की कृपा से यह धन हमको मिला है । यह कह कर सरदार ने सारी बात बता दी ।

अब क्या था, तुरन्त दूसरे दल के सरदार ने पंडित जी को पकड़ लिया और रत्नों की वर्षा कराने का आदेश दिया । पंडित जी ने कहा कि अब तो महूर्त निकल गया, अब एक वर्ष बाद जब विशेष मुहूर्त आएगा तभी रत्नों की वर्षा हो सकती है ।

**विवेक** (खुश होकर) दादाजी, इसीलिए मैंने कहा था कि पंडित जी को अपने मंत्र का राज़ डाकुओं को नहीं बताना चाहिए था । उन्हें उस समय सूझ-बूझ से काम लेना चाहिए था ।

**नानीजी** (दूसरे दल के डाकुओं ने गुस्से में भरकर) डाकुओं ने पंडित जी को खूब पीटा । तब पंडित जी सोचने लगे काश ! मैंने अपने शिष्य की सलाह मान ली होती । पिटते-पिटते पंडित जी के प्राण निकल गए । इसके बाद दोनों दल के डाकू धन के लिए आपस में लड़ते-लड़ते मर गए । अब वहाँ एक ओर धन का ढेर पड़ा था और दूसरी ओर पंडित जी का मृतक शरीर ।

**सभी बच्चे** (उत्सुकता से) फिर क्या हुआ नानीजी ?

**नानीजी** दूसरे दिन जब धन लेकर शिष्य वहाँ पहुँचा तो यह सब देख कर बहुत दुखी हुआ और सोचने लगा, गुरुजी ने मंत्र प्रयोग ऐसे लोगों के लिए किया जो इस लायक ही नहीं थे । यदि जरा भी सूझ-बूझ से काम लिया होता तो आज गुरु जी को अपनी जान से हाथ न धोना पड़ता ।

**दीपिका** (खुशी दर्शाते हुए) धन्यवाद नानीजी, अब इस कहानी को सुनकर आपकी बात अच्छी तरह समझ में आ गई। अच्छा नानीजी, शुभ रात्रि ।

सही शब्दों का मेल करके लिखिए ।

१. स्वर्ण	लेख	-----
२. धन	पैसा	-----
३. चमत्कारी	मुद्राएँ	-----
४. शिक्षाप्रद	रात्रि	-----
५. शुभ	मन्त्र	-----
६. रुपया	राशी	-----

नीचे दिए गए शब्दों के मेल का सही विलोम शब्द खोजिए ।

१. प्रसन्न	शीघ्र
२. दूर	लाभकारी
३. इच्छा	अनर्थ
४. हानिकारक	अनिच्छा
५. अर्थ	उदास
६. विलम्ब	पास

### मुहावरे

‘जान से हाथ धोना पड़ा’ इस मुहावरे का अर्थ लिखिए:

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### भाषा अभ्यास

क. नीचे दिए गए शब्दों से वाक्य बनाइए (Should be the First Word)।

- . कल-----
- 
- . हमे -----
- 
- . झूठी -----
- 
- . सरकार -----
- 
- . रोटी -----
- 

ख. नीचे दिए गए शब्दों का समानार्थक शब्द (Similar Meaning Words) लिखिए ।

- . भ्राता -----
- . पत्र -----
- . जानवर -----
- . कार्य -----



. लाभ -----

ग. नीचे दिए गए शब्दों से रिक्त स्थानों की पूर्ति करके लिखिए ।

मैं	हम	तू	तुम	आप	यह	वह
-----	----	----	-----	----	----	----

. ----- भी आपके साथ लेवूँगा चल रहा हूँ ।

. कल ----- स्कूल की सभा में घण्टे भर बोलता रहा ।

. ----- सात बचते ही स्कूल चले जाते हैं ।

. ----- उनके बारे में क्या जानते हो ?

. ----- कल यहाँ से जल्दी चले गए थे ।

. ----- या तो अपना कर्तव्य पूरा करेगा या जान दे देगा ।

. ----- इतना कमजोर है कि चल नहीं सकता ।

. ----- एक दो घण्टे के बाद अपने घर चले जाइए ।

. ----- तो आजकल ईद का चाँद हो गए हो ।

१०. ----- अपने कमरे में अध्ययन कर रहे थे ।

## सामूहिक कार्य

### वाद-विवाद (DEBATE)

नीचे दिए गए विषय पर घर पर वाद-विवाद (DEBATE) कीजिए ।

एक दल विषय के पक्ष (for the Topic) तो दूसरा विपक्ष (against the Topic) पर बोलेगा ।

विषय- सबसे बड़ा धन, पैसा है ।

जल्दी	कमजोर	शिक्षण – Online Resources	महूर्त	सरदार
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स्कूल	प्रमाण	धन्यवाद	आदेश	मजाक
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**SPELLINGS FOR THE WEEK**



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

<b>Strand</b>	SS4- Resources and Economic Activities
<b>Sub Strand</b>	8.4.1- Use and Management of Resources
<b>Content Learning Outcome</b>	Gather information on the use and management of Resources.

**What Are Resources?**

A resource is a **source or supply** from which benefit is produced. Typically resources are **materials, energy, services, staff, knowledge, or other assets** that are transformed to produce benefit and in the process may be consumed or made unavailable. Benefits of resource utilization may include increased **wealth, meeting needs or wants, proper functioning of a system, or enhanced well-being**. From a human perspective a **natural resource** is anything obtained from the environment to satisfy human **needs and wants**. From a broader biological or ecological perspective a resource satisfies the needs of living organisms.

Resources have **three main** characteristics:

- ❖ Utility
- ❖ Limited availability
- ❖ Potential for depletion or consumption.

Resources have been variously categorized as **biotic** versus **abiotic**, **renewable** versus **non-renewable**, and **potential** versus **actual**, along with more elaborate classification.

**Managing Resources**

We need to use our resources wisely so that we won't run out of supply. All the people in this world need to work together in managing our resources otherwise in the near future there will be no more supply for our future generations. Just imagine what will happen to them if all our resources have been used up. A big step towards becoming independent and in control of your life is the ability to manage your resources effectively.

**Land Resources** – refers to land available for exploitation, like non-agricultural lands for buildings, developing townships. Land resources (natural resources) (economically referred to as land or raw materials) occur naturally within environments that exist relatively undisturbed by mankind, in a natural form.

**Water Resources** - **usually** fresh- water that are useful, or potentially useful, to society; for instance for agricultural, industrial or recreational use. Examples include **groundwater, rivers, lakes and reservoirs**.

**Underground Resources** – some minerals are used as they are found in the ground that is they require no further processing or very little processing. For example – **gemstone, sand, gravel, gold deposits and salt (halite)**.

**Mineral Resources** – a mineral resource is **a concentration or occurrence of solid material of economic interest in or on the Earth's crust in such form**, grade (or quality), and quantity that there are reasonable prospects for eventual economic.

## Student Activity Sheet

### A: Fill in the Blanks

manage	mineral	Land	environment	supply
--------	---------	------	-------------	--------

1. A \_\_\_\_\_ resource is a concentration or occurrence of solid material of economic interest in or on the Earth's crust in such form, grade and quantity.
2. \_\_\_\_\_ resources refer to land available for exploitation, like non-agricultural lands for buildings, developing townships.
3. A big step towards becoming independent and in control of your life is the ability to \_\_\_\_\_ your resources effectively.
4. A resource is a source or \_\_\_\_\_ from which benefit is produced.
5. From a human perspective a natural resource is anything obtained from the \_\_\_\_\_ to satisfy human needs and wants.

### **B: Short Answers**

1. What are the **3** main characteristics of resources?

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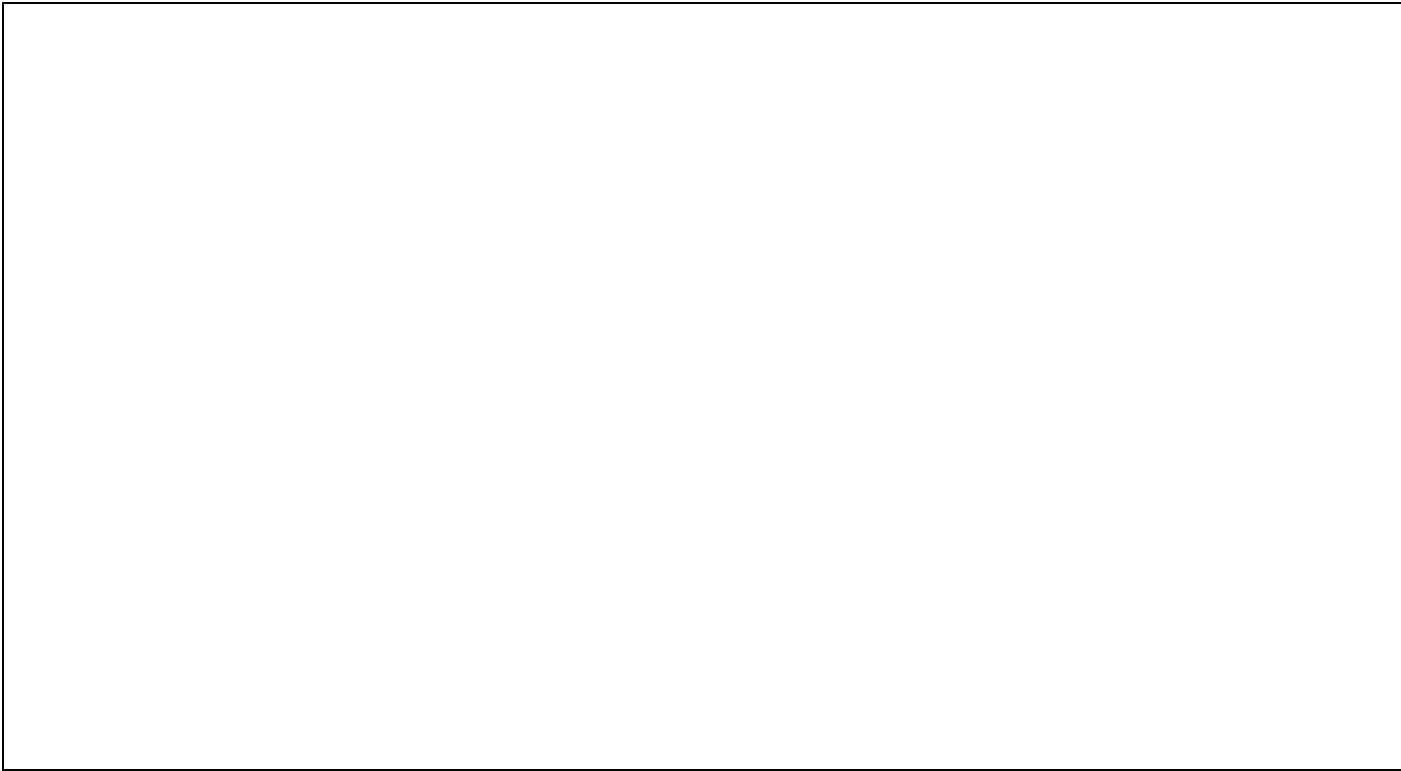
2. **Define** the following terms:

a) **Resources** - \_\_\_\_\_.

b) **Need** - \_\_\_\_\_.

c) **Want** - \_\_\_\_\_.

3. Draw, label and colour **5** resources.



1075 LOVU SANGAM SCHOOL

YEAR 8

VOSA VAKA VITI

WORKSHEET #5

**Matana:** Wilivola kei na Vakadidigo

**Matana Lailai:** Na Lawa ni Vosa

**CLO:** Vakayagataka vakadodonu na vakavakadigo e na wilivola. Vakadewataka na ka e wilika.

**NA WILIVOLA KEI NA SAUMI TARO**

**Wilika na i tukutuku ka koto oqori e ra ka qai sauma na kena taro.**

**Na Vakatabui ni Qoliqoli**

Na i qoliqoli se yalava e okati kina na baravi, veitiri se veidogo, dela ni mati, lomaloma ,cakau, waitui, waidranu se wasawasa ka da dau qolliva se rawata mai kina na i coi ni keda kei na veimataqali sasalu tale e so. E taukeni vakayavusa se vakavanua.

Sa tubu na i wiliwili ni tamata, dauqoli kei na bisinisi ni sasalu eso. Na vakatabui ni dua na tiki ni qoliqoli e vakasama **yalomatua** ka ra dau vakatulewa kina na Turaga ni dua na koro, tikina se vanua. E duidui tu kina na kena i valavala vakavanua se na kena i vakarau vou sa tu nikua.

E rawa ni vakatautauvatataki ki na so na ka e da dau vakayacori. Ni da vakarau vakacuru i lavo e na baqe, e da na kana tiko ga mai e na kena tubu ka maroroi tiko ga mai na tina ni lavo me **vakasucu i lavo** tiko ga ki na noda i tobu ni lavo. E rawa ni vakatale ga e dua na tani ni wai se na **i vakaso ni wai** ni sa sinai ka se drodro tiko ga yani kina na wai. E na vuabale ka drodrova tale yani na veivanua e so ka i vurevure ni bula kei na vakacegu vei ira na lewe ni vanua e ra vakaitikotiko kina.

E vaka oqori na vakatabui ni yalava ni i qoliqoli. E na laurai ni tubu na yalava ni qoliqoli. E na laurai ni tubu na i wiliwili ni ika, vivili, qari, mana, ura kei na veimataqali sasalu kecega. Ni sa sinai, e ra na qai goleva yani na sasalu na veivanua e da kana tiko kina ka na sega ni dua na gauna e na drava kina na i qoliqoli. E na sautu tu ga e na veigauna.

Ni sa **sautu** na i qoliqoli, e na sega ni mudu na nodra kana i coi bulabula tiko na lewe ni koro, tikina se vanua. E ra na tubu bulabula na gone, ka vinaka na i tuvaki ni yagodra. E na vukeyi na nodra rawa ka vakavinaka na gonevuli kei na nodra susugi na lewenivanua me ra **gugumatua** ka dau cakacaka. E na vukeya cake na bula sautu, tiko vinaka na vanua kei na qaravi vakavinaka ni i tavi me ra tiko marau.

1. Na baravi, veitiri, cakau, waitui, waidranu kei na wasawasa e ra tiki ni
  - A. yalava
  - B. yavusa
  - C. sasalu
  - D. veiwere
2. E ra taukeni vakacava na i qoliqoli me vaka e tukuni e na i talanoa?
  - A. vakayavusa se vakavanua
  - B. vakamataqali se vakayavusa
  - C. vakaitokatoka se veimataqali
  - D. vakamatavuvale se i vakaitokatoka

3. Na **vakasucu i lavo** e na baqe e dusia na
  - A. butako i lavo
  - B. vakatubu i lavo
  - C. vakasabusabutaki i lavo
  - D. vakayagataki na tina ni lavo
  
4. Na vakatabui ni i qoliqoli e ra dau vakatulewa kina na
 

A. turaga	C. marama
B. cauravou	D. goneyalewa
  
5. Na cava na i balebale ni **i vakaso ni wai**?
 

A. vuabale	C. bilo ni wai
B. tobu ni wai	D. vurevure ni bula
  
6. Na qari kei na mana e rau sasalu ni
 

A. veitiri	C. cakau
B. waidranu	D. wasawasa
  
7. Ni **sautu** na i qoliqoli e tautauvata ni
  - A. drava na i qoliqoli
  - B. vakacacani na i qoliqoli
  - C. lailai na sasalu ni waitui
  - D. vuqa na i sasalu ni waitui
  
8. Ko cei e na vukei ni vakatabui na i qoliqoli?
 

A. na baqe	C. na waitui
B. lewe ni vanua	D. veika bula e waitui
  
9. NI tubu na i wiliwili ni tamata kei na dauqoli e na
  - A. vuabale na wai
  - C. sega kina na i lavo
  - B. levu na qoli kei na kana ika
  - D. tubu na veitiri kei na wasawasa
  
10. Na veibasai ni vosa na **gugugmatua** na
 

A. rere	C. dausasaga
B. menemene	D. vakasavu liga

## LESSON NOTE

**SCHOOL:** Lovu Sangam School

**YEAR:** 8

**SUBJECT:** Basic Science Worksheet – Term 3 week 5

<b>STRAND</b>	Energy
<b>SUB STRAND</b>	Energy Source and Transfer
<b>CONTENT LEARNING OUTCOME</b>	Investigate the transfer of some forms of energy and describe the effect of energy transfer on certain materials. Account and report on the different forms of energy can be transferred from one medium to another.

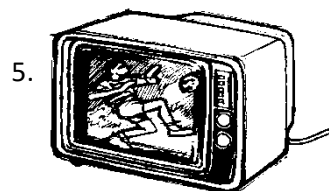
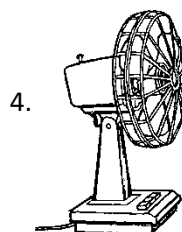
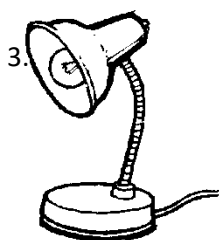
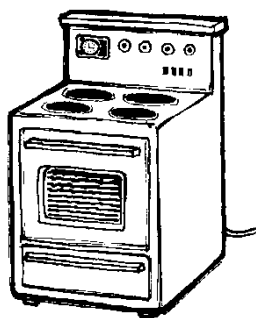
### 2. Electrical Energy

Electricity is one of the basic forms of energy associated with electric charge, a property of atomic particles such as electrons or protons. Electric charges can be stationary as in static charges or moving as in electric current. Electricity can be generated from many different sources. It can be sent almost instantly over long distances and can also be stored. Moreover, it can be converted efficiently to other forms of energy.

**Exercise:** Electrical energy cannot be destroyed but it can change to other forms. Complete the table below. The first one is done for you.

	Items	What form of energy is electricity changed into for the following item?
1.	iron	heat energy

Complete the table with the following items:



	Items	What form of energy is electricity changed into for the following items?
1.	iron	heat energy

**3. Sound Energy-** Sound is a type of energy. Sounds are produced when an object vibrates. When this happens, the air around the object also vibrates. These vibrations in the air travel as **sound waves**. The sound waves move sound energy from one place to another.  
*Example: A jet engine sounds loud when it is close, but when you can sometimes hear the noise when you are several kilometers away*

**4. Solar Energy -** Solar” is the Latin word for “sun” – and it’s a powerful source of energy. In fact, the sunlight that shines on the Earth in just one hour could meet world energy demand for an entire year! We can use solar power in two different ways: as a heat source, and as an energy source. People have used the sun as a heat source for thousands of years. Families in ancient Greece built their homes to get the most sunlight during the cold winter months.

## Where does solar come from?

In 1830s, the British astronomer John Herschel famously used a solar thermal collector box (A device that absorbs sunlight to collect heat) to cook food during an expedition to Africa. Today, people use the sun's energy for lots of things. **Radiant energy from the sun has powered Life on Earth for many millions of years.**

## Solar Energy Can Be Used for Heat and Electricity

When converted to **thermal (or heat) Energy**, solar energy can be used to:

Heat water — for use in homes, buildings or swimming pools

Heat spaces — inside homes, greenhouses, and other buildings

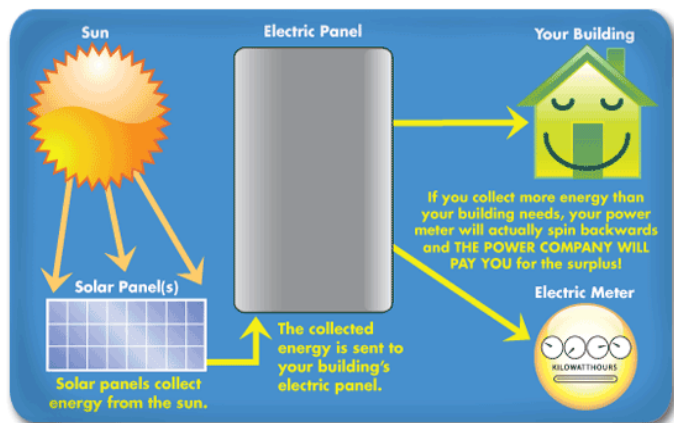
## Solar cells

Solar cells are devices that convert light energy directly into electrical energy. You may have seen small solar cells on calculators. Larger arrays of solar cells are used to power road signs, and even larger arrays are used to power satellites in orbit around Earth.

## Solar panels

Solar panels are different to solar cells. Solar panels **do not** generate electricity. Instead they heat up water directly. A pump pushes cold water from a storage tank through pipes in the solar panel.

The water is heated by heat energy from the Sun and returns to the tank. They are often located on the roofs of buildings where they can receive the most sunlight.



## Activity 1: A solar panel at work

You can see how a solar panel works by making your own. Do this on a bright sunny day.

### Materials:

A sheet of clear plastic or

glass water

Thermometer

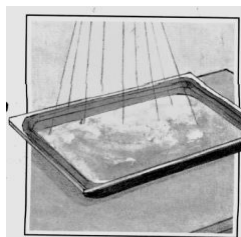
A baking tray (with black inside)

If you do not have a black baking tray, line the tray with black plastic.



a baking tray with black insides

1. Fill the baking tray with **cold** water **one centimeter** deep. Use the **thermometer** to find out the temperature. If you do not have one, test the water with your finger.



2. Place the glass or clear plastic over the tray. Leave it in the Sunshine for an hour.

3. Remove the plastic and put the thermometer or your finger in the water.

You will feel the water warmer than before.

**Exercise: A Solar Panel at Work**

**1. Complete the following.**

- a. The\_\_\_\_\_water was\_\_\_\_\_deep in the baking tray.
- b. We used a\_\_\_\_\_to find out the water temperature.
- c. The tray of water was then covered with\_\_\_\_\_and it was left out in the\_\_\_\_\_for\_\_\_\_\_hour.
- d. After\_\_\_\_\_hour we took the\_\_\_\_\_off the tray and put the\_\_\_\_\_back in the water.
- e. We found that the water was\_\_\_\_\_.

**2. Answer the following questions.**

- a. Why did we use a thermometer to find out the temperature of water before and after the experiment?

\_\_\_\_\_

\_\_\_\_\_

- b. What do you think would happen if we did not cover the water tray?

\_\_\_\_\_

\_\_\_\_\_

- c. What do you think would have happened if we did the experiment on a cloudy day?

\_\_\_\_\_

\_\_\_\_\_

**3. Conclusion:**

- a. At the end of our experiment, the water in the tray had turned\_\_\_\_\_.
- b. Where does the energy come from? \_\_\_\_\_
- c. What form of energy can you observe?\_\_\_\_\_



