

LESSON NOTE

School: Lovu Sangam School

Year: 8

Subject: English Worksheet Week 16

STRAND	Reading and Viewing & Writing and Shaping
SUB STRAND	<ul style="list-style-type: none"> - Language learning processes and strategies. - Language features and rules.
CONTENT LEARNING OUTCOM	<ul style="list-style-type: none"> - Discover appropriate strategies in reading and visuals viewed from a repertoire of strategies. - Compose different text types using a variety of sentence structures, linkages and appropriate vocabulary and punctuations.

Treasure Island

SCENE 2

Dawn the next morning.

A clearing on the island. JIM is asleep slightly right of down stage centre. Jungle noises are heard, and as the sun comes over Spyglass Mountain, the clearing is fully illuminated.

BEN GUNN appears left. He is a small gaunt individual with flowing white hair and beard. He is dressed in rags and moves more like an ape than a man. He speaks in a high-pitched voice. He scurries up to JIM and peers at him. JIM wakes and sits up. BEN darts behind a tree. JIM stretches, yawns. BEN GUNN enters again, comes forward and throws himself on his knees in front of JIM. JIM jumps back, afraid.

JIM: W—who are you?

BEN: I'm poor Ben Gunn, I am, and I haven't spoke with a Christian these three years.

JIM: Three years! Were you shipwrecked?

BEN: No, mate. Marooned. Marooned three years ago.

42

TREASURE ISLAND

And I've lived on goats since then, and berries and oysters. Wherever a man is, says I, a man can do for himself. But mate, my heart is sore for Christian diet. You mightn't happen to have a piece of cheese about you, now?

JIM: I'm terribly sorry, Mr. Gunn, but I haven't any cheese on me. As a matter of fact I'm very hungry myself.

BEN: Well, many's the long night I've dreamed of cheese—toasted mostly—and woke up again and, here I was.

JIM: If ever I get aboard again you shall have cheese by the stone.

BEN: If ever you get aboard again, says you. Why, now, who's to hinder you?

JIM: Not you, I know.

BEN: And right you is. Now, young matey, what do you call yourself?

JIM: My name's Jim. Jim Hawkins.

BEN: Jim. Jim. Jim. Jim. Jim. *(He tries it up and down the scale.)* Well now, Jim. I've lived that rough as you'd be ashamed to hear of. Now, for instance, you wouldn't think I had a pious mother—not to look at me?

JIM: Well, if you don't mind my saying so, Mr. Gunn, I wouldn't.

BEN: Ah well, but I had!—remarkable pious! And I was a good-mannered pious boy, and could rattle off the Lord's prayer so fast, so's you couldn't tell one word from another. And now, now I come to this. *(He breaks down and sobs.)*

JIM: Please don't cry, Mr. Gunn. I'm sure things aren't as bad as they seem.

BEN (*sobbing even harder*): It's no use comforting me, Jim. I'm past comforting. I got my just deserts, I did. I was wicked.

JIM: Oh, surely not.

BEN: Yes, I was. It's me wickedness that brought it on, Jim, but I thought it all out on this lonely island, and I'm going back to piety. I'll never drink rum again—well, just a thimbleful for luck, of course, the first chance I get. But mark my words, I'll be as good as gold. (*He claps his hand to his mouth.*) There! I've said it.

JIM: Said what, Mr. Gunn?

GUNN looks all round him, puts his arm round JIM and moves him a little way from where they are standing. He opens his mouth to speak and then repeats the performance.

Said what, Mr. Gunn?

BEN: Gold.

JIM (*blankly*): Oh!

BEN: Jim, boy, I'm rich—rich as Midas, and I'll tell you what—I'll make you rich too. You'll bless your stars, Jim Hawkins, that you was the first that found me.

JIM: Thank you very much, Mr. Gunn.

BEN (*suddenly anxious*): Now, Jim, tell me true, that ain't Flint's ship out there, is it?

JIM: It's not Flint's ship, and Flint is dead; but I'll tell you true as you ask me, there are some of Flint's old crew aboard, worse luck for the rest of us.

BEN: Not a man with—with—one leg?

JIM: Do you mean Long John Silver?

At the sound of SILVER's name, GUNN leaps into the air with a shriek, then rushes at JIM and grabs him.

BEN: Was you sent by Long John? (*Shakes him.*) Was you?

JIM: No, I'm running away from Long John. You see, he and the pirates got themselves engaged as the crew, and when we got to the island they mutinied, and now they've got the map showing where to find Flint's treasure. And the Squire and Dr. Livesey and Captain Smollett are prisoners on board the *Hispaniola*, but they've got guns hidden, and they'll probably escape before long. I want to hide from Silver until the Squire and the others can get ashore.

BEN: And then what'll you do, Jim, my lad?

JIM (*bravely*): Why, fight and kill the lot, find the treasure ourselves and sail the *Hispaniola* safe and sound home to Bristol.

BEN (*cackles*): Three men and a boy against Flint's old crew? Why, boy, they'd cut you down in half an hour.

The distant sound of shots is heard.

JIM: Listen! They've begun to fight. Oh, what shall we do, Mr. Gunn? What shall we do? We must help them.

BEN: Lookit, Jim. Is your Squire a gentleman?

JIM: Oh, yes, Mr. Gunn, I'm sure he is.

BEN: And would he, in return for a little help, be willing, say, to give a man a thousand pounds or two? Out of money, mark you, which is as good as his own already.

JIM: Oh, yes, I know he would.

BEN: And a passage home?

JIM: Oh, yes, besides, we should want you to help work the ship home. But, what can we do now to help the Squire?

BEN GUNN *produces a dagger.*

BEN: You'd be surprised what one man can do if he has a mind to it—and I know this island like the back of my hand. After all, I've been here for three years, matey, and I ain't been doing nothing. (*Cackles.*)

JIM: How did you come to be marooned, Mr. Gunn?

BEN: Well, I'll tell you, Jim. I were in Flint's ship when he buried the treasure. He went ashore with six men—six, big, husky pirates, mark you, Jim. He was ashore a week burying that treasure, and when the longboat came back, he was in it alone. White as a sheet he was, but all the six were dead—dead and buried. How he done it, not a man aboard could make out. It was battle, murder and sudden death. Him against six.

JIM: Golly!

BEN: Then I was in another ship three years back and we sighted this island. 'Boys,' says I, 'here's Flint's treasure. Let's land and find it.' 'Right,' says they, 'we will.' So they lowers a longboat and they comes ashore. Twelve days they looked for it and every day they got more and more displeased with me, until one fine morning they all went aboard. 'As for you, Ben Gunn,' says they, 'here's a spade and a pickaxe. You can stay and find Flint's treasure for yourself.' And off they goes, laughing. Well, I looked and I looked and now I'm laughing. (*Bursts into roars of hysterical laughter and dances about the stage clapping his hands. He stops suddenly and listens. Whispers.*) Listen, Jim.

JIM (*whispers*): What is it?

BEN: Quiet, ain't it? (*Briskly.*) Now, Jim. You creep down to the beach. Quietly, mind; and if there's no one about, set the longboats adrift—both of them, mind!

JIM: But, what will you do, Mr. Gunn?

BEN: I'll be a sort of one man reception committee for me old shipmates. (*Testing knife's edge.*) Who, unless my ears deceive me are coming this way now. Right, lad, off you go.

Exit JIM left. BEN GUNN hides behind a tree right. There is a pause. Enter LONG JOHN SILVER followed by TOM MORGAN, BLACK DOG and DEAD BONES JONES right.

SILVER: Damn and blast the green hide of that pickle-gutted blue-nosed Squire! Israel Hands and George Merry gone. As brave a pair as ever cut an honest throat! And now there's the three of them, armed, roaming the island. We'll have to be wary, Tom (*taps the side of his nose*) we'll have to be wary.

BLACK DOG: I think I may have wounded one of them as they came ashore. They were a fair distance away, but one of them staggered.

MORGAN: What I'd like to know is—where did they get them guns?

BLACK DOG: I'll stake my seaboots it was that blasted boy. I told you, Long John, we should have cut their throats aboard. You think you know more than the rest of us, just 'cos you been educated.

SILVER: And so I does, Black Dog. There's times when reading and writing does more than shot and shell. (*Sanctimoniously.*) The pen is mightier than the sword. (*A faint cry is heard.*) Did you hear something?

BLACK DOG: No.

SILVER: I thought I did.

MORGAN: We're wasting time, Long John. We've done enough bungling already. From now on we'll take majority decisions. (*Meaningly.*) Like we did when we tipped the Black Spot to Billy Bones.

SILVER: And would you be meaning by that, Mr. Morgan, that you were thinking of tipping me the Black Spot?

MORGAN: I ain't saying 'Yes' and I ain't saying 'No', but what I say is, 'There's work to be done; there's treasure to be found, and there's gizzards to be slit.' And talking won't do neither.

SILVER (*his back is to the others. It can be plainly seen by the expression on his face that he is scheming something*): Where are the others?

JONES: Dirk's keeping watch up ahead, and I left Johnny behind us as lookout.

SILVER: You two go and find Johnny, and you, Tom, Dirk, and bring them back. We'd best all stick together from now on.

MORGAN: Ar! I reckon you're right in that.

Exit BLACK DOG, TOM MORGAN and JONES. LONG JOHN ruminates a moment and takes the centre of the stage.

SILVER: I'm not sure as how I likes the way the wind is now a'blowing. And if the wind changes direction, Long John, then you'll have to change direction too. Aye, that you will. It'd be a pretty pass indeed if the mutineer was mutinied upon himself. I don't trust Black Dog and I don't trust Tom Morgan. Come to think of it, I don't even trust Long John Silver. And I

know how these pirates' minds work. To their way of thinking gold is worth more than Silver. Still, we'll wait and see.

Enter BLACK DOG hurriedly.

BLACK DOG: Long John! Long John!

SILVER: Well, did you find him.

BLACK DOG: Yes, but he's dead! His throat's been cut from ear to ear!

Enter TOM MORGAN and JONES hurriedly left.

JONES: He's been stabbed—Dirk—he's been stabbed!

SILVER: What!!

MORGAN: And more besides, Long John! I drew my cutlass and had a look round, and I saw something drop from a tree and run.

SILVER: What do you mean—something?

MORGAN: Well, I only caught a glimpse of it—but it looked half-way twixt man and beast.

BLACK DOG: Maybe the island is haunted. Let's get back to the ship.

MORGAN: We can't do that neither. I looked out to sea, and both the boats are adrift. Someone must have cut the ropes. That means we can't get back to get more powder and we've none left.

BLACK DOG (*drawing cutlass*): It's all your fault, Long John. You got us into this mess, and by thunder, you'll get us out or pay with your life!

SILVER (*scornfully*): Put up that cutlass, you fool. Three

can fight no better than four, and though I've only one leg I've still the beating in me of any of those land-lubbers. So calm yourself, Dog, and let's get out of this before we're taken unawares.

The PIRATES are now up stage left. They go off right with JONES in the rear. As JONES gets about half-way across the stage BEN GUNN swings on the stage on the end of a creeper and pounces on him, knife in hand. He kills him and drags him off stage. There is a pause. The PIRATES return.

MORGAN: But he was right behind me, I tell you, and then I turned round to say something and he wasn't there.

SILVER: Well, he can't have vanished.

BLACK DOG: It doesn't matter what it was. We started with eight, and now we're three. Three against three, see? And that's not counting that blasted boy what you taught to use a cutlass. That's too damned even for me. I say let's get away while we can and hang the treasure. We've got the map, we can always come back again.

SILVER: Come back again? With what? Where would we get money enough for provisions—and a crew we could trust? No, Dog, here we are and here we stay, this is our only chance.

MORGAN: But what can we do? There's as many of them as us now. More, if you count Jim Hawkins.

SILVER: Listen, if we use our loafs, we'll outsmart 'em yet, and Ah ha—*(looking off left)* unless my old eyes deceive me, that's our old friend Master Hawkins approaching. *(Drawing cutlass and moving up stage of JIM's entrance.)* And I would have words with him.

The other PIRATES join him, cutlasses drawn. JIM approaches whistling a sea-shanty. MORGAN and BLACK DOG behind and on either side of SILVER raise their cutlasses. JIM's whistling gets louder as . . .

CURTAIN

ACTIVITY

WORD LIST

in, on, for, boats, was, were, the, could, came is

Scene Two

The next day Jim woke up in a clearing in the bush and met Ben Gunn. Gunn had been on his own 1 Treasure Island 2 three years. This was because he 3 been left there by the crew of a ship that he had asked to stop and look for the treasure.

Ben Gunn had been a member of Captain Flint's crew years earlier and thought he 4 find the treasure. He must have found it while on his own, because he told Jim that he 5 rich.

Meanwhile, Squire Trelawney and his friends had killed their guards and were also now 6 Treasure Island.

Ben Gunn sent Jim to set the 7 free, so nobody could escape back to 8 ship. When Long John Silver and his group 9, Ben Gunn started killing the pirates.

At the end of Act Two, the pirates 10 about to catch Jim Hawkins.

LESSON NOTE

School: Lovu Sangam School

Year: 8

MARKS: 20

Subject: English WORKSHEET 17 Term 3 – FORMATIVE ASSESSMENT 3

Comprehension (10 MARKS)

Take Advantage of Everyday

“If today were your last day of your life, would you want to do what you are about to do today” - *Steve Jobs*.

Life is a **precious** gift but it is a brief one. If you want to make something of your life then you need to take advantage of every available minute. It's fine to dream but they will remain just that without the sacrifice that success requires. The sacrifice maybe your time, your sweat or even your tears but remember that dreams can only come true if you are prepared to offer something of yourself. Your life can be great; the decision of how great rests with no one else but you.

Set yourself realistic goals and work hard towards it.

Adapted from <http://www.englishforeveryone.org>

1. What is the tone of the passage?
A. Angry B. very sad
C. emotional D. encouraging
2. Who said the first line of this passage?
A. Steve Jobs B. Steve Smith
C. Steve Singh D. Steve Wonder
3. The **first** sentence is an example of a _____ speech.
A. Direct B. indirect
C. welcome D. opening
4. What is the **main** message of this passage?
A. Gift B. dream
C. sacrifice D. preparation
5. A **synonym** of the word **precious** in **line 3** is
A. good. B. valuable.
C. common. D. wonderful.

DICTIONARY, LIBRARY AND MASS MEDIA

(5 marks)

Read the questions given below and write your answers.

A. DICTIONARY

fatal *adj.* causing, ending in, death or disaster.

fatally *adv.*

Source: *The Junior Oxford Dictionary, 1983.*

Study the dictionary entry given above to answer question 1.

1. What part of speech does **fatally** belong to? _____ (1 mark)

B. LIBRARY

1. What is the name given to the page that contains the list of all chapters/units with the page numbers in a book?
_____ (1 mark)
2. The place in the library where all books are issued and returned is known as the _____. (1 mark)

C. MASS MEDIA

1. What is your favourite mass media? _____ (1 mark)
Give one advantage of it.

_____ (1 mark)

USAGE (5 marks)

Write your answers to questions 1, 2, 3 and 4 in the spaces provided.

1. Rewrite the following sentences using the instructions given in the brackets.

(i) (Begin the sentence with: Unless)

If you're not properly trained, diving in the sea is dangerous.

_____ (1 mark)

(ii) (Join the two sentences)

I can't stand on my head. It's impossible.

_____ (1 mark)

2. Rewrite the sentence using the correct punctuation.

You should eat a lot of vegetables and fruits the doctor told Sam. (1 mark)

3. Rewrite in Direct Speech.

Sunil said that he had tried to call the ambulance when he saw a baby lying in the middle of the road.

_____ (1 mark)

4. Change the sentence given below into a question beginning with "Was".

The old lady was sitting by the lake

_____ (1 mark)

1075 LOVU SANGAM SCHOOL
HEALTHY LIVING YEAR 8
REVISIONAL NOTES WEEK 16

Strand	H1 – Human Growth And Development
Sub Strand	H8.1.2 – Family Health
Content Learning Outcome	H8.1.2.2 – Distinguish the reproductive processes and its impact on an individual.

THE REPRODUCTIVE PROCESS

What is Fertilisation?

Fertilisation is the fusion of the male gamete (sperm) and the female gamete (ova) to form a zygote (a new individual) or a new life begins.

Zygote \longrightarrow embryo \longrightarrow baby

TEENAGE PREGNANCIES

Sexual contact or mating is not meant for teenagers. It is not a game. We must learn to wait for the right time. We must abstain ourselves from sex until the right time. . The right time is after you are married.

Impacts of having sexual contact at an early age

Having sex when the time is not right has many negative impacts. One of the biggest impacts is **teenage pregnancy**.

Teenage pregnancy- One can become pregnant at an early stage. Remember that girls can become pregnant once they start having their periods (menstruation). Boys can also make a girl pregnant as soon as he starts to release sperm. Reports have shown that 8 year olds are becoming pregnant!

CONSEQUENCES OF TEENAGE PREGNANCY

- Teenage births are associated with lower annual income for the mother.
- Teenage mothers are more likely to drop out of school.
- Teenage pregnancies are associated with increased rates of alcohol abuse and substance abuse.
- Lower educational level.
- Reduced earning potential in teen fathers.

Student Activity

A: FILL IN THE BLANKS

sperm abuse impacts zygote teenagers
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1. Fertilisation is the fusion of the male gamete (sperm) and the female gamete (ova) to form a _____ (a new individual) or a new life begins.
2. Sexual contact or mating is not meant for _____.
3. Boys can also make a girl pregnant as soon as he starts to release _____.
4. Teenage pregnancies are associated with increased rates of alcohol _____ and substance abuse.
5. Having sex when the time is not right has many negative _____.

B: SHORT ANSWERS

1. Define the term Abstinence?

1075 LOVU SANGAM SCHOOL
HEALTHY LIVING YEAR 8
FORMATIVE ASSESSMENT 3

NAME: _____

MARKS: 20

SECTION A: MULTIPLE CHOICE QUESTIONS (10 marks)

Circle the letter of the best answer. Each question is worth 1 mark.

1. Chemical substance in our body that tells us it is time to change and grow is called
 - A. Puberty
 - B. Brain
 - C. Hormones
2. The traditional Fijian community expects a male to
 - A. Make decision in the family
 - B. Cook food
 - C. Look after the children
3. One of the changes that boys experience during puberty is
 - A. Development of breast
 - B. Voice deepens
 - C. Beginning of menstruation cycle
4. Hormones are produced by the
 - A. Pituitary glands
 - B. Reproductive organs
 - C. Lungs
5. The main respiratory organ is
 - A. Stomach
 - B. Lungs
 - C. Trachea
6. The passage of air into the lungs is known as
 - A. Inhalation
 - B. Exhalation
 - C. Breathing
7. The process of growth and development in which males and females become capable of producing children is known as
 - A. Fertilization
 - B. Reproduction
 - C. Puberty
8. An example of a light rate exercise would be
 - A. walking
 - B. running
 - C. swimming
9. The fusion of male and female gamete to form a zygote is known as
 - A. Mating
 - B. fertilization
 - C. Conception
10. An example of disruptive group behaviour is
 - A. Sharing
 - B. Encouragement
 - C. Conflict

SECTION B FILL IN THE BLANKS 10 MARKS

Oxygen	Scapegoating	menstruation	exchange	blame
Education	peer	zygote	STI	sexual

1. Direct blaming one or more individual within the group when things go wrong is called _____.
2. Teenage pregnancy is one of the biggest impacts of early _____ contacts.
3. At fertilization the new life is called a _____.
4. Gas _____ takes place in the lungs.
5. We breathe in _____ and breathe out carbon dioxide.
6. Having multiple sex partners can lead to problems such as _____.
7. _____ is the discharge of fluid from the body of a female.
8. We should not get carried away by _____ pressure.
9. Teenage pregnancy may have harmful effect on the _____ of the teenage mother.
10. We should not _____ others for failure.

STRAND	- पढ़ना एवं सर्वेक्षण करना (Reading & Viewing) Strand 2 - लिखना एवं निर्माण करना (Writing & Shaping) Strand 3
SUB STRAND	- 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
CONTENT LEARNING OUTCOME	- 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

कर्म का प्रभाव

एक समय की बात है ब्रह्मदत्त नाम का एक राजा था। वह धर्म प्रिय, न्याय परायण और विवेकशील राजा था। वह सत्य-असत्य, उचित-अनुचित का सदा ध्यान रखता था। सभी राजा की प्रशंसा करते थे, पर कोई भी राजा के दोष बताने वाला नहीं मिलता था। राजा के महल, दरबार, नगर और नगर से बाहर सभी जगह सब राजा के गुणों का बखान करते थे। प्रजा राजा की बहुत बढ़ाई करती थी, पर कोई उसके अवगुण बताने वाला नहीं था।

राजा चाहता था कि उसके राज्य में कोई ऐसा व्यक्ति मिल जाए जो उसके दोष बता सके। अतः वह वेश बदल कर सारे राज्य में घूमा, पर वहाँ भी उसे दोष बताने वाला कोई न मिला। राजा घूमता हुआ एक सुन्दर स्थान पर पहुँचा, जहाँ एक महात्मा का आश्रम था। राजा आश्रम को देखकर बहुत प्रसन्न हुआ। उसे लगा कि यहाँ अवश्य कोई ऐसे महात्मा मिलेंगे जो उसके दोषों पर प्रकाश डाल सकेंगे। उसने अपना परिचय दिए बिना, श्रद्धापूर्वक महात्मा को प्रणाम किया। महात्मा ने उसका स्वागत किया, उसे आशीर्वाद दिया और कुशल समाचार पूछने के बाद आसन ग्रहण करने को कहा। महात्मा जंगल से पके-पके फल जैसे आम, अमरूद, पपीता आदि लाकर खाया करते थे। ये फल बड़े मीठे और शक्तिवर्धक थे। महात्मा ने वही सब फल राजा को देते हुए कहा, “महानुभाव अभी ये फल खाकर पानी पियो, फिर मैं आपके भोजन का प्रबन्ध करता हूँ।”

राजा ने फल खाए और पानी पिया। उसे फल बड़े मधुर और स्वादिष्ट लगे। उसने महात्मा से पूछा, “श्रीमान जी ! क्या बात है, ये फल बड़े मीठे और स्वादिष्ट हैं ?”

महात्मा राजा की बात सुनकर खुश हुए और बोले, “महापुण्य, राजा निश्चित ही धर्मानुसार और न्याय पूर्वक राज करता है, इसी कारण ये इतने मीठे हैं। राजा के धार्मिक और न्यायशील होने पर सभी वस्तुएँ मधुर और शक्तिवर्धक हो जाती हैं।” राजा के अन्यायी और अधार्मिक होने पर तेल, मधु, शक्कर तथा जंगल के अन्य फल-फूल सभी कड़वे और स्वादहीन हो जाते हैं। यहाँ तक कि सारा राष्ट्र और संपूर्ण वातावरण दूषित हो जाता है।

“श्रीमान जी, ऐसा होता होगा, मैं तो नहीं मानता,” यह कहकर राजा अपना परिचय दिए बिना लौट आया। राजा ने सोचा, मैं इस महात्मा की बात की परीक्षा करूँगा, अधर्म और अन्याय से राज करूँगा, देखूँगा कि इनकी बात में कितनी सच्चाई है। आश्रम से लौट कर राजा ने ऐसा ही करना शुरू कर दिया।

कुछ समय बीत जाने के बाद राजा फिर से महात्मा के आश्रम में गया, वहाँ पहुँचकर उसने महात्मा को प्रणाम किया और एक ओर बैठ गया। महात्मा ने फिर पके-पके फल, राजा को दिए। राजा को वे फल स्वाद में बड़े कड़वे लगे और तुरन्त उसने थूक दिए और कहा, “श्रीमान जी, ये तो बड़े कड़वे हैं।” यह सुनकर महात्मा ने कहा, “महापुण्य राजा अवश्य अधार्मिक और अन्यायी होगा तभी जंगल के फल-फूल तथा सभी वस्तुएँ कड़वी हो गई हैं।”

यह सुनकर राजा को बड़ा आश्चर्य हुआ और राजा ने कहा, “महात्मा जी, यह कैसे हो सकता है, कृपया, आप इस विषय पर और विस्तार से समझा कर मुझे बतलाइए। यह सब जानने की मुझे तीव्र इच्छा हो रही है।

महात्मा ने कहा, “किसी भी दल में, चाहे वह पशुओं का दल हो या पक्षियों का या फिर मनुष्यों का, जो भी उसमें श्रेष्ठ होता है, वह उस दल का नेता माना जाता है। नेता के विचारों और कर्मों का प्रभाव पूरे दल पर पड़ता है इसके साथ-साथ नेता के कर्मों का प्रभाव भी उस वातावरण पर पड़ता है जिसमें वे रहते हैं। यदि नेता टेढ़े मार्ग पर जाता है, अधर्म करता है, तो पूरा दल मुसीबत में पड़ जाता है।

आगे समझाते हुए महात्मा ने कहा, “इसी तरह राजा भी अपने राज्य का नेता माना जाता है, यदि वह अधर्म करता है, टेढ़े मार्ग पर चलता है, तो सारी प्रजा कुमार्ग पर चलती है। राजा ही नेता है। राजा के धर्म विमुख होने पर सारा राज्य दुख को प्राप्त होता है। यदि राजा धर्म का अनुसरण करता है, तो प्रजा भी धर्म का मार्ग अपनाती है। राजा के धार्मिक होने पर सारा राष्ट्रसुख को प्राप्त करता है।

महात्मा से यह शिक्षा प्राप्त कर राजा को बहुत अच्छा लगा। उसने विनय पूर्वक अपना परिचय देते हुए कहा, “श्रीमान जी, मैं ही हूँ, जिसने पहले फलों को मीठा किया था, फिर उन्हें कड़वा कर दिया। अब मैं ही इन फलों को फिर से मीठा करूँगा और फिर कभी उन्हें कड़वा नहीं होने दूँगा। यही मेरा संकल्प व्रत है।

यह प्रतिज्ञा करके उसने महात्मा को प्रणाम किया और वह अपनी राजधानी लौट आया। वह फिर उत्तम आचार-विचार, धर्म, नीति और न्याय पूर्वक राज्य करने लगा। धीरे-धीरे उसका राज्य फिर से धन-धान्य पूर्ण हो गया।

अभ्यास

क. पाठ के अनुसार सही शब्दों को लिखकर वाक्यों को पूरा कीजिए।

- . हम अपने अच्छे कर्मों से सुख -----।
- . राजा ब्रह्मदत्त धर्मप्रिय -----।
- . नेता यदि अधर्म करता है तो -----।
- . राजा धर्म का अनुसरण करता है -----।
- . राजा फिर से उत्तम आचार-विचार -----।

ख. पाठ के अनुसार सही शब्द लिखकर रिक्त स्थान की पूर्ति कीजिए।

- . हमारा कर्म ही हमारे ----- का कारण होता है।
- . राजा के ----- बताने वाला कोई नहीं मिलता था।
- . महात्मा ने राजा का स्वागत किया और उसे ----- दिया।
- . महात्मा ने राजा को पके-पके ----- खाने के लिए दिए।
- . बोधिसत्व को प्रणाम किया और राजा अपना ----- लौट आया।

ग. नीचे दिए गए शब्दों के बगल में सही विलोम शब्द लिखिए।

<u>शब्द</u>	<u>विलोम शब्द</u>
. चतुर -----	अपकार
. अपमान -----	निर्यात
. उपकार -----	सम्मान
. आयात -----	मूर्ख
. आदान -----	पूर्णमा
. अमावस्या -----	प्रदान

भाषा अभ्यास नीचे दिए गए वाक्यों को उचित क्रिया से पूरा कीजिए। अदाहरण:

डॉक्टर ने मरीज को दवा -----। (पीना)

डॉक्टर ने मरीज को दवा पिलाई।

- . माँ ने बच्चे को दूध -----। (पीना)
- . हमारे पड़ोसी ने नया मकान -----। (खरीदना)
- . मुख्य अध्यापक जी ने अतिथि को कुर्सी पर -----। (बैठना)
- . हमने दर्जी से कपड़े -----। (सीना)
- . मालिक ने नौकर को छुट्टी -----। (देना)

1075 LOVU SANGAM SCHOOL
WEEK 17 WHSP - FORMATIVE ASSESSMENT 3
YEAR 8 2021

HINDI
20 MARKS
(अंक १०)

पहला भाग बोधन

नीचे दिए गए बोधन खण्ड को ध्यान से पढ़कर प्रश्नों को हल कीजिए ।

न देने वाला मन

एक भिखारी सुबह-सुबह भीख माँगने निकला । चलते समय उसने अपनी झोली में चावल के मुट्ठी भर दाने डाल लिए । टोटके या अंधविश्वास के कारण भिक्षाटन के लिए निकलते समय भिखारी अपनी झोली खाली नहीं रखते । थैली देख कर दूसरे को लगता है कि इन्हें पहले से किसी ने भिक्षा दे रखी है । पूर्णिमा का दिन था, भिखारी सोच रहा था कि आज ईश्वर की कृपा होगी तो मेरी यह झोली शाम से पहले ही भर जाएगी ।

अचानक सामने से राजपथ पर उसी देश का राजा की सवारी दिखाई दी। भिखारी खुश हो गया । उसने सोचा, राजा के दर्शन और उनसे मिलने वाले दान से सारे दरिद्र दूर हो जाएँगे, जीवन संवर जाएगा । जैसे-जैसे राजा की सवारी निकट आती गई, भिखारी की कल्पना और उत्तेजना भी बढ़ती गई । जैसे ही राजा का रथ भिखारी के निकट आया, राजा ने अपना रथ रूकवाया, उतर कर उसके निकट पहुँचे। भिखारी की तो मानो सांसे ही रूकने लगी । लेकिन राजा ने उसे कुछ देने के बदले उलटे अपनी बहुमूल्य चादर उस के सामने फैला दी और भीख की याचना करने लगे ।

भिखारी को समझ नहीं आ रहा था कि क्या करे । अभी वह सोच ही रहा था कि राजा ने पुनः याचना की । भिखारी ने अपनी झोली में हाथ डाला, मगर हमेशा दूसरों से लेने वाला मन देने को राजी नहीं हो रहा था । जैसे-तैसे कर उसने दो दाने चावल के निकाले और उन्हें राजा के चादर पर डाल दिया । उस दिन भिखारी को रोज से अधिक भीख मिली, मगर उन दो दानों का मलाल उसे सारा दिन रहा । शाम को जब उसने झोली पलटी तो उसके आश्चर्य की सीमा न रही । जो चावल वह ले गया था, उसके दो दाने सोने के हो गए थे । उसे समझ में आया कि यह दान की ही महिमा है । वह पछताया कि काश ! उस समय राजा को और अधिक चावल दिया होता, लेकिन नहीं दे सका, क्योंकि देने की आदत जो नहीं थी । - भारत दर्शन

प्रत्येक प्रश्न के चार उत्तर दिए गए हैं । बोधन खण्ड के अनुसार सही जवाब के बगल वाले अक्षर पर गोलाकार निशान बनाइए ।
प्रश्न

. भिखारी भीख मागने किस समय निकला?

क. रात में ख. सुबह-सुबह ग. दिन में घ. शाम को

. भिखारी ने अपनी झोली में क्या डाला ?

क. पैसे ख. चावल के मुट्ठी भर दाने ग. कपड़े घ. आटा

. भिक्षाटन के लिए निकलते समय भिखारी अपनी झोली खाली क्यों नहीं रखते ?

क. लोगो को बाटने के लिए ख. बेचने के लिए
ग. खाने के लिए घ. टोटके या अंधविश्वास के कारण

. भिखारी किस दिन भीख माँगने को निकला ?

क. सोमवार को ख. अमावस के दिन ग. मंगलवार को घ. पूर्णिमा के दिन

. राजा को देख भिखारी ----- ।

क. खुश हो गया । ख. नाराज़ हो गया ।
ग. डर गया । घ. निराश हो गया ।

. भिखारी की सांसे क्यों रुकने लगी ?

क. अधिक खुशी से ।

ख. नाराज़ होने पर ।

ग. डर जाने पर ।

घ. निराश होने पर ।

. राजा ने भिखारी को क्या दिया ?

क. रुपया

ख. बहुमूल्य चादर

ग. सोना

घ. कुछ भी नहीं ।

. भिखारी ने राजा को देने में क्यों सोच कर रहा था ?

क. भिखारी लालची था ।

ख. लेने वाला मन देने को राजी नहीं हो रहा था ।

ग. राजा अमीर था ।

घ. राजा लेना नहीं चाहता था ।

. भिखारी ने राजा को क्या दिया ?

क. कुछ भी नहीं ।

ख. बहुमूल्य चादर

ग. सोना

घ. दो दाने चावल

. इस पाठ से हमें क्या शिक्षा मिली ?

क. भीख माँगना ठीक है

ख. दान करना चाहिए

ग. दान नहीं करना चाहिए

घ. हमेशा भीख माँगते रहना चाहिए

दूसरा भाग

भाषा - Language

5 MARKS

दिए गए शब्दों में से सही शब्द चुनकर इन वाक्यों को पूरा कीजिए । सही जवाब के बगल वाले अक्षर पर गोलाकार निशान बनाइए ।

1. क्या तुम उस अदमी ----- जानते हो ?

क. का

ख. को

ग. के

घ. की

2. सही वाक्य को चुनो:

क. बच्चा रोते है ।

ख. बच्चा रोती है ।

ग. बच्चा रोता है ।

घ. बच्चा रोना है ।

3. “ धोबी का ----- , न घर का न घाट का ”

क. कुत्ता

ख. बिल्ली

ग. बैल

घ. गधा

4. “ ----- के भूत बातों से नहीं मानते ”

क. बातों

ख. लातों

ग. भुखे

घ. अन्धा

5. “ बिन माँगे मोती मिले, माँगे मिले न ----- ।

क. पैसा

ख. दौलत

ग. खाना

घ. भीख

1. “गुरु गोविन्ध दोनो खड़े, किनके लागू पाय ।
बलिहारी गुरु आपकी, गोविन्द दियो बताय ।”

किसने इस पंक्तियों को कहा था ?

- | | |
|---------------|--------------|
| क. श्री कृष्ण | ख. श्री राम |
| ग. कबीर दास | घ. तुलसी दास |

2. किस पौधे की पत्तियों को हम देवताओं के प्रसाद में इस्तेमाल करते हैं ।

- | | |
|-----------|----------|
| क. गेन्दा | ख. पान |
| ग. धूप | घ. तुलसी |

3. मनुष्य जीवन को चार आश्रमों में बटा गया है । दूसरे आश्रम को क्या कहा जाता है ।

- | | |
|--------------|---------------|
| क. गृहस्थ | ख. सन्यास |
| ग. वानप्रस्थ | घ. ब्रह्मचर्य |

4. जन्म से पहले कितने संस्कार हैं ?

- | | |
|--------|---------|
| क. एक | ख. दो |
| ग. तीन | घ. सोलह |

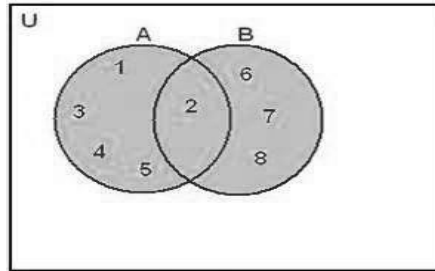
5. मानसिक शक्ति को बढ़ाने के लिए क्या करना चाहिए ?

- | | |
|----------------------------------|------------------|
| क. पौष्टिक भोजन का सेवन करे | ख. आस्तिक बने |
| ग. विद्या - अध्ययन मन लगा कर करे | घ. हमेशा सच बोले |

STRAND	Number and Numeration
SUB- STRAND	Sets
CONTENT LEARNING OUTCOME	Explain and describe the elements and properties of sets, subsets, Venn diagrams, complement and Universal sets of numbers.

UNION OF SETS

The union of two sets means to join the 2 sets.
The union of two sets A and B is written as $A \cup B$. It includes all the elements which belong to either set A or B or both. The union of two sets is shown by shading both sets as shown in this diagram



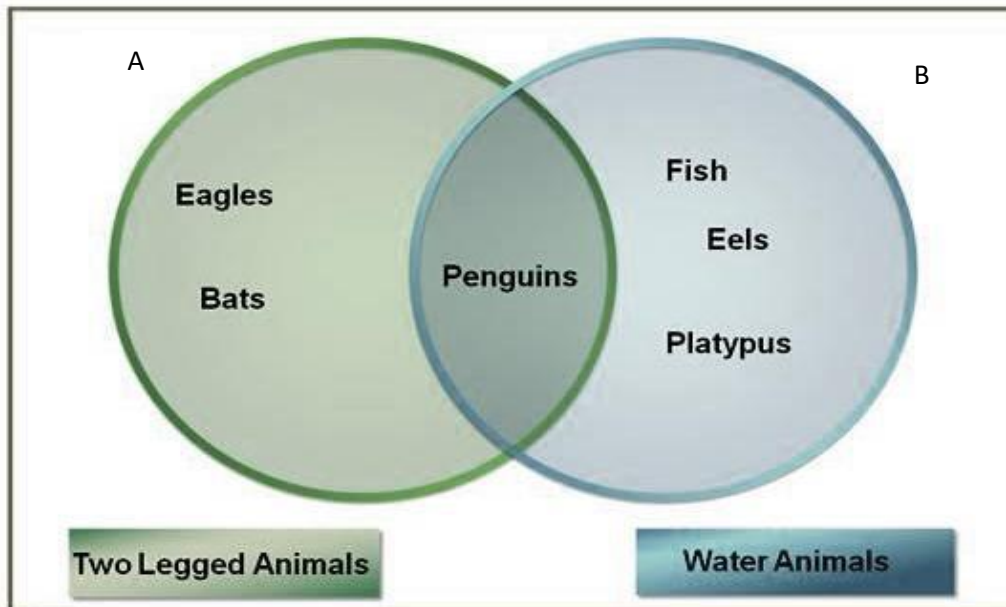
Set A = {1, 2, 3, 4, 5}

Set B = {2, 6, 7, 8}

Set $A \cup B$ = {1, 2, 3, 4, 5, 6, 7, 8} it includes all elements of the Set A and B.

STUDENT ACTIVITY

1. Study the Venn diagram.



a) List down set A.

Set A = {_____}

b) List down Set B.

Set B = {_____}

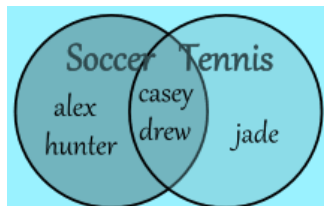
c) List down set $A \cup B$

$A \cup B$ = {_____}

d) Which animal is common to both sets?

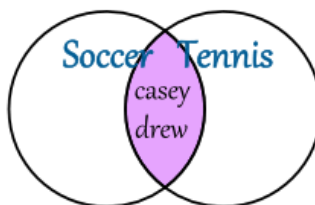
INTERSECTION OF SETS

The intersection of two sets **A** and **B** is the set of elements common to both **A** and **B**. The symbol is an upside down "U" like this: \cap .

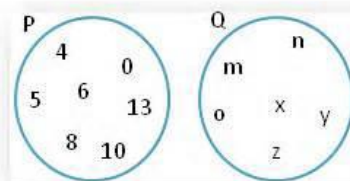
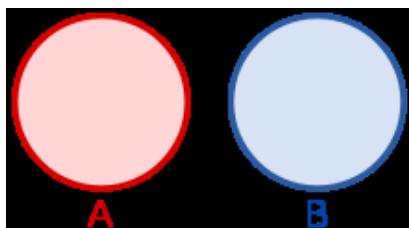


Example: The intersection of the "Soccer" and "Tennis" sets is just **casey** and **drew** (only **casey** and **drew** are in both sets) which means they play both the sports.

Soccer \cap **Tennis** = {casey, drew}



Two sets which do not have any common elements are called **disjoint sets**. For **disjoint sets** the intersection is a **null set**.



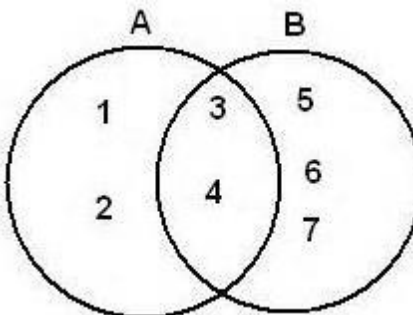
These two sets are disjoint sets because they do not have a common element. Their intersection is a null set which is represented as

$$\emptyset = \{ \}$$

STUDENT ACTIVITY

1. Use the Venn diagram to answer the questions.

- List A _____
- List B _____
- List down set $A \cup B$ _____
- List $A \cap B$ _____
- Color/Shade $A \cap B$

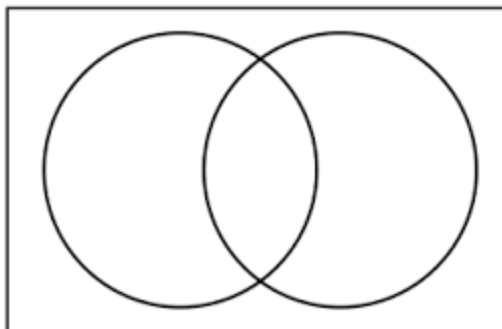


2. List the intersection of the pair of sets given below and draw a Venn diagram to show the intersection of the 2 sets.

$$P = \{r, s, t\}$$

$$Q = \{s, t, u\}$$

List $P \cap Q$



1075 LOVU SANGAM SCHOOL
WEEK 17 WHSP - FORMATIVE ASSESSMENT 3

YEAR 8 2021

MATHS

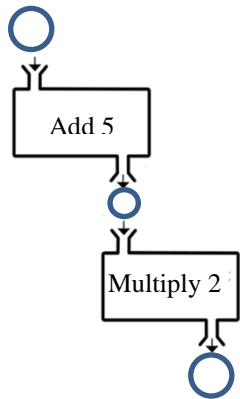
20 MARKS

SECTION A

(10 MARKS)

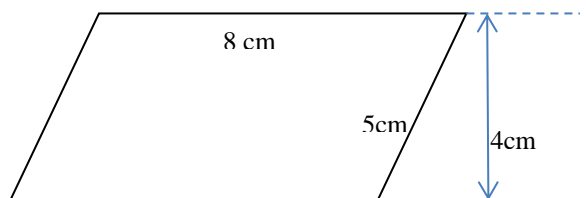
Circle the letter of the best answer. Each question is worth 1 mark.

1. A shopkeeper bought a radio for \$200.00 and sold it at a profit of 15%. What is the selling price of the radio?
A. \$30.00 B. \$60.00 C. \$ 215.00 D. \$230.00
2. The diagram given below shows a combined number machine.



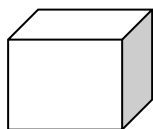
If the input (i) is 12 then the output ® is

- A. 24 B. 34 C. 60 D. 62
3. $-5 \times -4 = \underline{\hspace{2cm}}$
A. 9 B. -9 C. -20 D. 20
4. The dimensions of a parallelogram are given below.

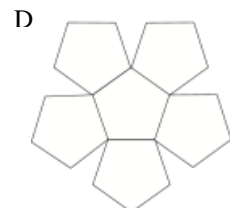
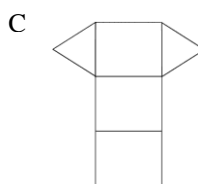
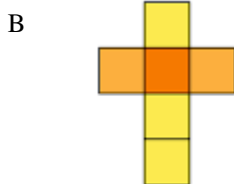
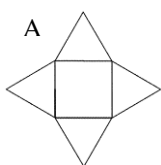


The area of the parallelogram is

- A. 20 cm² B. 32 cm² C. 40 cm² D. 72 cm²
5. Here is a cube.



Which of the following is the net for this cube?



6. Which of the following is a rectangular number?

A. 11 B. 12 C. 13 D. 17

7. The instructions for two operations are as follows:

Step 1: Think of a number. Call it x .

Step 2: Divide the number by 2.

Step 3: Add 5 to the result from step 2.

Step 4: Let the final result be equal to y .

Which expression best describes steps 1 to 4?

A. $y + \frac{x}{2} + 5$

B. $y = \frac{x}{2} + 5$

C. $\frac{y}{2} = x + 5$

D. $\frac{y}{2} = \frac{x}{5}$

8. How much would you get if you divided 24.6 by 10?

A. 246

B. 0.246

C. 2.46

D. 24.6

9. The fraction $\frac{3}{4}$ written as decimal is

A. 7.5

B. 75

C. 0.75

D. 0.075

10. What is the place value of the underlined digit?

8 509 345 . 687

A. tens

B. hundreds

C. tenths

D. hundredths

SECTION B

SHORT ANSWERS

5 MARKS

Write the answer to each question in the spaces provided. Show all the necessary working.

(a) 1m = _____ cm

(b) In the coordinate (3, 2), the digit 3 tells you the _____

(c) Write five hundredth as a decimal. _____

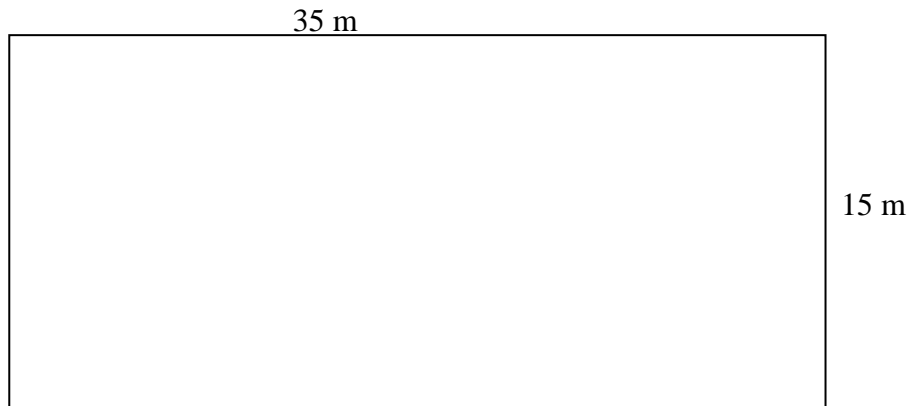
(d) Area of Parallelogram = base \times _____

(e) The picture given below shows the Non- Standard Unit of Measurement known as _____.



Show all necessary workings.

1. A rectangle field has a length of 35 meters and a width of 15 meters.



- a) What length of wire will be needed to fence this rectangular field with 1 strand of wire? (2m)
- b) What length of wire is needed to fence with 3 strands of wire? (1m)
2. Epeli's weekly wages is \$60. It is increased by 5 %.
- a) What is the increase in Epeli's weekly wages in dollars? (1m)
- b) Find the new weekly wage in dollars? (1m)

1075 LOVU SANGAM SCHOOL
YEAR 8
VOSA VAKA VITI
WHSP 16

Matana: Na i Vakarau Vakavanua

Matana Lailai: Vanua kei na Veika Bula.

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

NA VOSA VAKA–VITI

Digitaka na vosa e tautauvata na kena i balebale kei na kena e toqai koto na rukuna.

1. Tovolea mo sauma kece na taro ni veitarogi
A. manata C. segata
B. guraka D. waraka
2. Dau kerea na ka ko vinakata.
A. besetaka C. taleitaka
B. marautaka D. cata
3. E dau taleitaki na gone e maqosa na nona i tovo.
A. matalia C. rakorako
B. galugalu D. vosa levu
4. E a curu botolaki yani e na gauna ni lotu.
A. vakaboto C. vakasauri
B. ladelade D. vakamalua
5. E na caka tiko na veitarogi e na macawa mai oqo.
A. vakatau C. vakavuna
B. vakayacori D. vakatauca

Digitaka na vosa e veibasai na kena i balebale kei na vosa ka toqai na rukuna e na veiyatuvosa ka koto e ra .

6. E rarama na vanua ni sa cabe na matanisiga.
A. sila B. dromu C. basika D. seyavu
7. Sa tubera na kamunaga ko matanivanua.
A. solia B. taura C. cobota D. ciqoma
8. E bulabula na loga uvi nei Waqa.
A. tubua B. vakalewe C. savasava D. matemate
9. E dau coki na i sulu mai na wa ni sa mamaca.
A. rube C. uru
B. taqa D. luva

10. E dredre na varota na kau e yavaku.
 A. bibi C. kaukauwa
 B. mamada D. mamare
11. E dau cocoka ko Qauqau. Na vosa cava e na yatuvosa e **nauni**?
 A. cocoka C. Qauqau
 B. dau D. ko
12. Na vosa ka sucu mai na yavu ni vosa na **cobo** na
 A. cobaraka C. vakacobocobo
 B. caboraka D. cobari
13. Na **i yatuvosa** cava e dodonu vinaka na kena volai?
 A. au dau la'ki lotu e na siga tabu.
 B. Au dau la'ki lotu e na siga tabu.
 C. au dau la'ki lotu e na Siga Tabu.
 D. Au dau la'ki lotu e na Siga Tabu.
14. Na vavai e dua na mataqali _____.
 A. uvi B. uto C. dalo D. tavioka
15. Na i yatuvosa cava e vakaibalebaletaki tiko ki na lewe rua?
 A. Oqori na keitou kakana.
 B. Oqori na keirau kakana.
 C. Oqori na keimami kakana.
 D. Oqori na kedratou kakana.
16. Ni suru na belo e kena i balebale ni sa
 A. daro na i naki C. dredre na i tavi
 B. sa vakarau tu na ka kece D. sa suka na cakacaka
17. **Vakacuruma e na vanua e lala koto, na vosa ka veiganiti kei na kena la'ki kau mai na kakana e rau cavuti e na i yatuvosa e ra**
 E ra a la'ki _____ kaikoso mai na goneyalewa ka era la'ki _____ uvi mai na cauravou.

5. Evei vei iratou oqo e **vivili**?
- A. dawa B. vo C. sici D. qitawa

VAKACURU VOSA

Vakacuruma na vosa e ganita ena vanua e lala koto

kakana	bogi	siga
yaga	manumanu	misika

1. Na beka e _____ dina ni Viti.
2. Ni _____ na vanua e ra dau moce lutu.
3. Ia, ni sa lutu ga na buto, e ra sa tekivu me ra sa vakasaqara na kedra _____.
4. E ra dau _____ na vuata me vaka na maqo, ivi , quwawa kei na so tale.
5. E dina ni ra manumanu sevaki vei keda, e tu tale ga na kedra _____.

Wasewase E: Na veika vaka Viti (25 maka)

Digitaka na i sau ni taro e **vinaka duadua** ka wirina na matanivola.

1. Na kitu e dau tawa kina na _____.
a. wainimoli
b. kakana
c. i sulu
d. waitui
2. Ke'u vakanadaku tiko e na Vualiku, au vakanamata kina _____.
a. Ra
b. Ceva
c. Tokalau
d. Ceva i ra
3. Na vula i Epereli e vula i _____.
a. Vula i Nuqa levu
b. Vula i Sevu
c. Vula i kelikeli
d. Vula i Gasau
4. Na qito vaka Viti cava e dau vakayagataki kina na ulutoa kei na gasau?
a. vaqiqi moli
b. vakatasosoko
c. veicibi
d. veitiqa
5. Na *dari, sedre kei na saqa* e dua na mataqali _____.
a. i moto
b. i wau
c. kuro vaka Viti
d. manumanu vaka Viti

1075 LOVU SANGAM SCHOOL
SOCIAL SCIENCE YEAR 8
FORMATIVE ASSESSMENT 3

NAME: _____

MARKS: 20

SECTION A: MULTIPLE CHOICE QUESTIONS (10 marks)

Circle the letter of the **best** answer. Each question is worth 1 mark.

1. Which of the following is a developed country?

- A. Vanuatu
- B. Canada
- C. Vietnam
- D. Ghana

2. Which of the following refers to the economic system of the country?

- A. culture and beliefs
- B. geography and climate
- C. industry, mining and agriculture
- D. people and religion

3. _____, a Polish bacteriologist, is regarded as the **founder** of UNICEF and was its first chairman from 1946 to 1950.

- A. Ludwik Rajchman
- B. Russell Crowe
- C. Vladimir Klistsco
- D. George Bush

4. Negroids are groups of people who mostly live in _____.

- A. America
- B. Africa
- C. Mexico
- D. Solomon Islands

5. _____ group as an ethnic group originating and remaining in an area subject to colonization.

- A. Related
- B. Indigenous
- C. Religious
- D. Nomadic

6. People who study about the past are known as

- A. geologists.
- B. scientists.
- C. inventors.
- D. historians.

7. The **main** function of the World Health Organisation (WHO) is to

- A. promote peace.
- B. protect natural diversity.
- C. strengthen health services.
- D. assist mothers in developed countries.

8. All groups of people in the world belong to families and this gives them
- jobs.
 - a wealthy lifestyle.
 - a sense of identity.
 - an unorganised lifestyle.

9. Which of the major group of people is shown in the picture?



- Indian
- American Indian
- Australoid
- Mongoloid

10. What does the motto of FAO – “*fiat panis*” mean?

- Let’s grow more
- grow and harvest
- Let there be bread
- plant more wheat

Section B: Matching (10marks)

List A

- Aborigines
- Caucasoid
- Mongoloids
- WEO
- Developing Country
- World War II
- Olympics Games
- Commonwealth Games
- Pacific Games
- Epidemic

List B

- | | |
|-------|---|
| _____ | A. protects plants and animal species |
| _____ | B. formerly British Empire Games |
| _____ | C. natives of Australia |
| _____ | D. fought between axis and allies |
| _____ | E. Asians |
| _____ | F. began in 1963 |
| _____ | G. Spread of infectious disease within a country. |
| _____ | H. Tasmania |
| _____ | I. Europeans |
| _____ | J. governed by IOC |
| _____ | K. Sudan |

1075 LOVU SANGAM SCHOOL
SOCIAL SCIENCE YEAR 8
REVISIONAL NOTES WEEK 16

Strand	SS3- Place and Environment
Sub Strand	8.3.1- Features of Places 8.3.2 – People and Care of Places.
Content Learning Outcome	SS8.3.1.1 – 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.

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.

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.

LESSON NOTE

SCHOOL: Lovu Sangam School

YEAR: 8

SUBJECT: Basic Science REVISIONAL Worksheet – Term 3 week 16

STRAND	MATTER
SUB STRAND	- Investigating Matter
CONTENT LEARNING OUTCOME	- Studying the changes and the Reversibility in states of matter.

REVISIONAL NOTES

CHANGING STATES OF MATTER

- ✓ All matter moves from one state to another.
- ✓ Matter has mass (can be weighed) and occupy space (have volume).

❖ THE 3 STATES OF MATTER

1. SOLID

- Fixed shape and cannot be changed easily. Eg: desk, book, chair, blackboard, and cups

2. LIQUID

- Water, soft drinks, orange juice are liquids and have some solutes.
- Volume of liquids remain the same unless heated,
- its shape can changed, takes up the shape of a container.

3. GASES

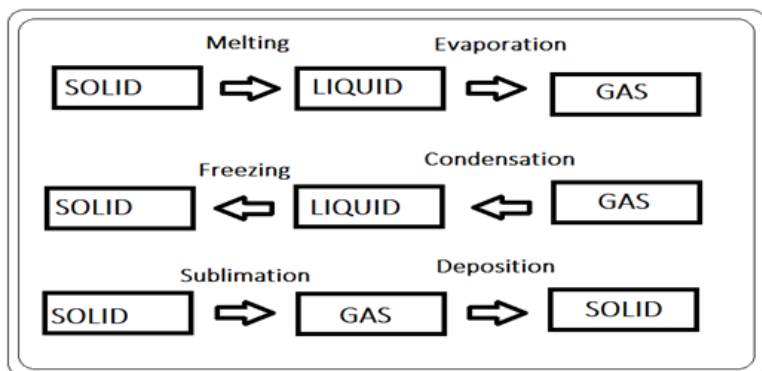
- not seen with our eyes but it is present in the atmosphere.
- It has weight and it can occupy space.
- It can also be compressed and squeezed into smaller containers.
- E.g : Oxygen, Carbon Dioxide, Nitrogen, Water Vapour and several other gases.

❖ EVAPORATING AND DISTILLING

- ✓ used to separate salt from the salt solution.
- ✓ involves the removing of **Solvent** (water) from the solution and leaves behind the **Solute** (salt).
- ✓ requires heat to drive away the solvent.
- ✓ the solvent is always lost in the atmosphere as gas.
- ✓ To get the gas (water vapour) back, the gas must first be changed into liquid (**Condensation**). When the liquid solvent is trapped it can be used again.
- ✓ **Evaporation and Condensation** will separate the Solvent from the Solution and is known as **Distillation**.

STUDY THE REVERSIBILITY OF THE THREE STATES OF MATTER.

- ✓ There are six major phase changes in the 3 States of Matter.



❖ REVERSIBLE AND IRREVERSIBLE CHANGES

- ✓ Some of the changes in states of matter can be Reversible while others are Irreversible.

❖ SOME EXAMPLES OF REVERSIBLE CHANGES

- ✓ The melting of ice (**Solid**) to **Liquid**. The reversibility can be achieved through **freezing** the water in the refrigerator. Freezing is also known as **solidification**.
- ✓ **Liquid** changed to **Gas** through Evaporation. The reversibility can be achieved through **Condensation**.
- ✓ **Sublimation** –any **Solid** that turns into **vapour (Gas)** without going through the **Liquid phase** is to be **sublime** or **sublimate**.

❖ SOME EXAMPLES OF IRREVERSIBLE CHANGES

- ✓ Carbon dioxide is frozen “dry ice” and when it is left at room temperature it sublimates directly into CO₂ without changing into its Liquid form. This is Sublimation and is **Irreversible**.
- ✓ Iodine when burnt, changes directly into its gaseous form via Sublimation. These fumes can be used to reveal finger prints in Forensic research.
- ✓ Another **Irreversible Change** is moth ball that contains Naphthalene which keeps clothes fresh and aired.

ACTIVITY

TRUE OR FALSE

Tick (☐) **ONE** box in each row on the table below to say whether each statement is **TRUE** or **FALSE**.

IDEA	TRUE	FALSE
Iodine when heated changes directly into gaseous form.		
Heterogeneous mixture is made up of only one type of atom.		
Fireworks display is an example of a chemical reaction.		

LESSON NOTE

School : Lovu Sangam School

Year : 8

Subject : Basic Science Week 17 – FORMATIVE ASSESSMENT 3

Marks: 20

SECTION A MULTIPLE-CHOICE QUESTIONS (12MARKS)

Circle the letter of the **best** answer.

1. Migration, Dormancy, Hibernation and Camouflage are examples of _____.
A. structural
B. behavioral
C. functional
D. physiological
2. **Epiphytes** are plants that
A. climb on other plants.
B. store water in their stems or leaves.
C. grow on other plants to reach sunlight.
D. serves as traps for unsuspecting insects.
3. An example of a **herbivore** is a
A. dog.
B. cow.
C. human.
D. cabbage.
4. Some species have become **extinct** in our ecosystem because of
A. conservation.
B. over harvesting.
C. protected areas.
D. sustainable harvesting.
5. **Solidification** is the change of state from
A. solid to gas.
B. liquid to gas.
C. liquid to solid.
D. solid to liquid.
6. Name apparatus **A**.



Adapted from: <http://www.homesciencetools.com>

- | | |
|-----------|----------------------|
| A. flask | C. separating flask |
| B. funnel | D. separating funnel |

FILL IN THE BLANKS (3 marks)

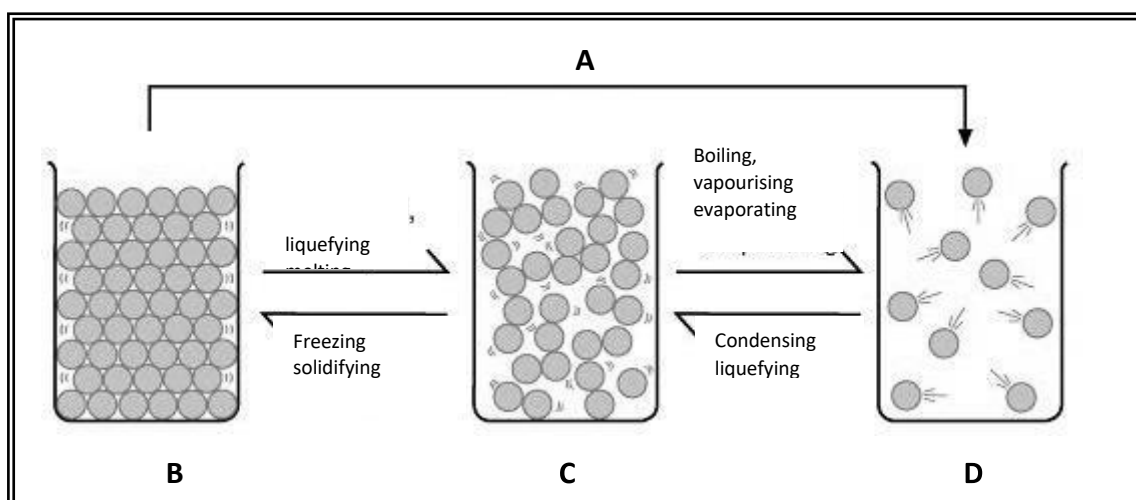
Fill in the blanks using the **word list**.

Word List		
reactants	matter	product
physical		

1. The substances at the beginning of a chemical reaction are called the _____.
2. Anything that has mass and occupies space is called _____.
3. Melting a piece of ice is an example of a _____ change.

SHORT ANSWERS (5 marks)

Below is a representation of models of different states of matter changing phases. Use the diagram to answer the questions that follow.



Source: <http://www.science.weebly.com>

- (i) Identify the process taking place at **A**.
_____ (1m)

- (ii) Describe process **A**.

_____ (2m)

- (i) Identify the **change of state** from **D** to **C**.
_____ (1m)

- (ii) Name the **change of state** from **C** to **B**.
_____ (1m)