

LESSON NOTE

School: Lovu Sangam School

Year: 8

Subject: English Worksheet Week 18

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

ACT III

SCENE 1

The same as Act II Scene II.

Time. One second later.

Enter JIM whistling. BLACK DOG leaps forward and seizes him raising his cutlass.

JIM: Let me go! Let me go!

SILVER: Stop that, you fool.

JIM: Let me go! I'm not afraid of you!

BLACK DOG: Stop it? Why? Now we've got the weevil let's have done with him before he does us any more harm.

SILVER: Why? Because I say so.

BLACK DOG: And why should you always be having the say-so?

SILVER (*drawing cutlass*): Avant there! Who are you, Black Dog? Maybe you think you're captain here. By the Powers, but I'll teach you better. Cross me, and you'll go where many a good man's gone before you these twenty years back—some by the yard-arm and some by the board—but all to feed the fishes. There's never a man that looked me between the eyes and saw a good day afterwards, Black Dog, you may lay to that. (*BLACK DOG lowers his cutlass grudgingly.*) Now, tell me, what have you got for brains? Barnacles? My very good friend, Jim Hawkins. . . .

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TREASURE ISLAND

JIM: I'm no friend of yours—not any more. You're a lot of bilge rats, that's what you are!

SILVER: Now then, Jim, you mustn't be rude to your elders. As I was saying, young Jim here, of whom let me say here and now I am very fond, is h'our ticket to Brist'hole.

MORGAN: How do you mean?

SILVER: Because with this lad as hostage, the Squire and his mates will be politely invited to dig up the treasure for us and help us sail the ship to Maracaibo, where we'll pick up a crew of trusty seamen and head for home. Two days out at sea we'll drop young Jim here and his pals off in a longboat, with a sail, and sufficient vittals to get them back to port. By the time they find a ship to follow us we shall be safe at home in Bristol, the treasure divided, and on our way to roam the four corners of the earth as gentlemen of leisure. (*Unseen by JIM, he winks at the others and makes a sign of cutting a throat.*)

MORGAN (*in an obviously insincere voice*): Why, h'I do believe that you h'are right, Long John, for h'after h'all, we wouldn't want to 'arm a hair on the 'ead of young Jim 'ere. Eh, Black Dog?

BLACK DOG (*in a similar voice*): Indeed you are right, Thomas. (*Winking.*) We will do as you suggest, Long John.

SILVER: That's better, lads. Now, let's scour the island to find them. If I'm right in my calculations, we'll be on our way to Maracaibo by sundown.

They all go off, JIM struggling and protesting. A pause. Enter SQUIRE, DOCTOR and SMOLLETT, SQUIRE wounded in right arm.

SQUIRE: I can go no further for the moment, Livesey. I must rest. (*He sinks to the ground.*)

DR. LIVESEY: Things look pretty bad, Smollett. That rogue, Silver, has the map, and for all we know, he may have Jim, too. I'm afraid for the lad's life. They'll stop at nothing to get that treasure.

SMOLLETT: I'm afraid you're right. The powder that Jim got for us was just enough to get us off the ship. (*He holds up his pistol.*) I have not one shot left. But what's worse, is that we've only two cutlasses.

DR. LIVESEY: How badly are we outnumbered?

SMOLLETT: Six to two. Silver, Johnny, Dirk, Dead Bones, and that bearded cut-throat, Black Dog, against you and me. How badly is the Squire hit?

DR. LIVESEY: It's only a flesh wound, but he can't fight. What do you think we should do?

SMOLLETT: There's only one thing we can do, Doctor. Stay here until we find Jim. Hide until darkness, when I shall swim out to the *Hispaniola* and bring back a longboat. I'll pick you up, return to the ship, collect provisions, and try to sail to Maracaibo.

SQUIRE: How far is Maracaibo?

SMOLLETT: About a hundred miles, but the weather looks set for a few days. We should get there without much trouble.

SQUIRE: What if Silver has got Jim?

DR. LIVESEY: In that case there is only one thing for it—a fight to the death! Agreed?

SQUIRE AND SMOLLETT: Agreed

DR. LIVESEY: We can't hope to win, but we shall sell our lives dearly.

SMOLLETT: I'd like to get a cut at Silver.

DR. LIVESEY: Strangely enough, I can't help liking Silver in spite of the fact that he's an out-and-out rogue. It's that Black Dog whose claret I'd like to tap. (*Making an imaginary swipe with his cutlass.*)

VOICE OFF: Flag o' truce! Flag o' truce!

SQUIRE (*struggling to his feet*): Who is it, Livesey?

DR. LIVESEY: It's Silver. He's waving a white flag. What do you think it means, Smollett?

SMOLLETT: I don't know, but we had best talk to him. Maybe we can find out if they've got Jim.

DR. LIVESEY: I agree with you. Ahoy, there, Silver. Come forward.

Enter SILVER carrying a white flag. BEN GUNN appears, and darts out of sight.

SILVER: Good-day to ye, gentlemen. Captain Silver, come aboard to have words with you. (*He bows.*)

SMOLLETT: Captain Silver, indeed! Long John Silver, my ship's cook turned mutineer and pirate!

SILVER: Ah, Captain. Them's harsh words. Who can blame a poor retired buccaneer for trying to get a little nest-egg for his old age?

DR. LIVESEY: Enough of this nonsense, Silver. Say what you have to say and begone!

SQUIRE: Aye, before I lose patience and forget that flag of truce.

SILVER (*with a grin*): Don't forget that, Squire. I had

terrible trouble to persuade Tom Morgan to let me have it. (*He displays his flag of truce, which is a pair of long underpants with innumerable holes in them.*) What I came to tell you was this—I have the map of the treasure.

DR. LIVESEY: We know that, Silver, we gave it to you.

SILVER: Indeed you did, Doctor. But I also have something else you didn't give me, something I sort of found, like, and it goes by the name of Hawkins.

SQUIRE: You swine!

SILVER: Now, you've no call to be abusive, Squire, for I'm only doing my best by me shipmates. Now I've no wish to be sniped at while I'm digging for the treasure, nor while I'm building a raft to take me back to the ship. Nor do I fancy sailing the *Hispaniola* with a crew of three. So me proposition is this—Leave us free to find the treasure. Help us to sail the ship to Maracaibo. Once in Maracaibo, I'll hire me a crew and set sail for home. Two days out of port I'll set you off in a long-boat with a sail and vittals, so as you can get back to port and wait for a ship to England. What do you say to that? Them couldn't be fairer terms if you made them up yourselves.

DR. LIVESEY: That's all very well, Silver, but how do we know you're not bluffing? We've only got your word to take that you've got Jim, and you know how much your word's worth.

SILVER: You're on the right tack there, Doctor, so how about me slipping off and cutting off an ear to show you?

SQUIRE: No! No!

SILVER: It's quite all right. No trouble, I assure you. Or maybe you'd prefer a finger?

SMOLLETT: Wait a minute, while we talk it over. (*They move aside.*)

SQUIRE: So they've got Jim.

DR. LIVESEY: Yes, things look pretty black.

SMOLLETT: Silver said a crew of three. What can have happened to the other three?

DR. LIVESEY: Perhaps they fell out and fought.

SMOLLETT: At any rate, what do you think about his offer? Can we trust him?

DR. LIVESEY: I'm afraid we'll have to. If we try and fight them, they'll kill Jim, and we'll probably be killed ourselves. If we agree to his terms, at least we save Jim temporarily. Silver may keep his word—there's always a chance of that. And if he looks like going back on it later, we still have a chance of fighting then. What do you say, Squire?

SQUIRE: Is there no other way out?

DR. LIVESEY: None that I can see.

SQUIRE: In that case, I agree.

DR. LIVESEY: You, Smollett? (*SMOLLETT nods and they turn towards SILVER.*) Very well, Silver. We agree to your offer. We'll retire to the other side of the island and leave you to find the treasure in peace. And we give you our word not to harm you. We'll meet you at this spot at the same time tomorrow. Agreed?

SILVER: Agreed, Doctor. I think you're behaving most sensible. (*Sincerely.*) It would have grieved me more than I can say to harm that lad, for to tell you the truth, I've grown quite fond of him. 'Ah demang, Mor sewers', as the Frenchies say. (*Exit SILVER left.*)

TREASURE ISLAND

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SQUIRE: You know, I think he meant that.

DR. LIVESEY: I hope so. It'd be a pity if all Jim's bravery were to come to naught.

SMOLLETT: Do you think they'll find the treasure by tomorrow?

DR. LIVESEY: I should think so. The map was pretty clear.

SQUIRE: When I think of what an ass I've been I could kick myself.

DR. LIVESEY: Oh, it's not your fault, Squire. Almost anyone would have been taken in by that smooth-tongued rascal.

SMOLLETT: Yes, it looks like he's beaten us.

SQUIRE: Do you think we shall ever see England again?

DR. LIVESEY: That, my dear Squire, only time will tell.

SQUIRE: Well, in that case, gentlemen, there's nothing we can do but wait.

They all go off left. A pause. BEN GUNN darts on. He looks off right and giggles. He looks off left and giggles. He returns to the centre of the stage and rolls on his back in a fit of uncontrollable laughter, kicking his legs in the air, crying . . . Pieces of eight! Pieces of eight!

CURTAIN

ACTIVITY

Summary

Fill in the Blanks

with	had	their	on	He
crying	tressure	badly	at	

ACT THREE

Scene One: (Still in a clearing on Treasure Island)

Long John Silver and his group took Jim hostage again, even though he had to stop Black Dog from killing Jim.

Dr Livesey's group appeared and Squire Trelawney had _____ 1 _____ injured right arm.

After a short time, Long John Silver arrived, _____ 2 _____ a truce flag. He easily persuaded the friends to let him find the _____ 3 _____ and meet him the next day. They _____ 4 _____ no choice because Jim was _____ 5 _____ hostage.

But, _____ 6 _____ the end of Scene One, Ben Gunn came quickly _____ 7 _____ the empty clearing. _____ 8 _____ seemed insane (mad) as he laughed and kept _____ 9 _____: "Pieces of Eight." (This is a type of coin used in the olden days.)

2. Complete the sentences to answer the question below.

Name one pirate who wanted Captain Billy Bones's chest. State one reason why he wanted it. (2 marks)

Black Dog is one pirate who _____ 1 _____ Captain Billy Bones's chest and he _____ 2 _____ it because he wanted _____ 3 _____ the treasure (Flint's fist), _____ 4 _____ the map showing where the treasure was _____ 5 _____.

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.

UNIVERSAL SET

A universal set contains all the elements being discussed. It is usually represented by the symbol U . For example if Set A is given as

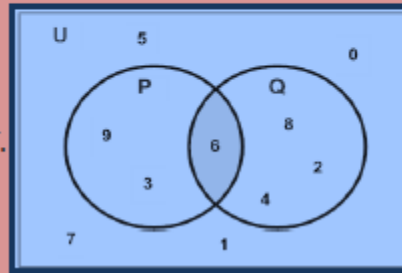
$A = \{0, 2, 4, 6\}$ then the universal set for set A can be any one of the following sets :

$$U = \{0, 2, 4, 6, 8, 10\}$$

$$U = \{0, 2, 4, 6, 8, 10, 12\}$$

$$U = \{0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10\}$$

All other sets in the discussion will be subset of the U .
A rectangle or square is used to represent the Universal set in a Venn diagram.

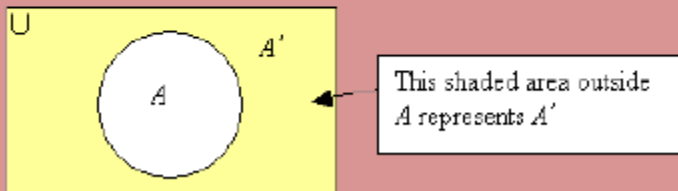


COMPLEMENT OF A SET

The set of elements which do not belong to a set but belong to the universal set is called complement of the set being considered.

Example

The complement of set A, denoted by A' is the set of all elements in the universal set that are not in A.



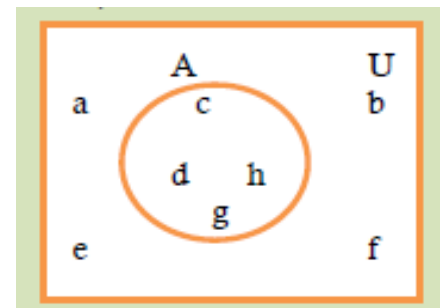
STUDENT ACTIVITY

For the following set shown in the Venn diagram, list:

i) Set A

ii) Universal set

iii) Complement of Set A



1075 LOVU SANGAM SCHOOL
HEALTHY LIVING YEAR 8
REVISIONAL NOTES WEEK 18

Strand	H2 – Building Healthy Relationships
Sub Strand	H8.2.1 – Relationships
Content Learning Outcome	H8.2.1.1 – Critique the significance of group function.

GROUP BEHAVIOURS

Working together as a group

We belong to one or more groups. In school, we have a group of friends and in our community we belong to religious groups or social groups. For a group to stay intact and be successful will depend greatly on how members work together as a united whole within the group- how well the group members interact and get along with each other. By recognizing, understanding and minimizing **disruptive** group behaviours, group work becomes more productive and efficient.

Disruptive group behaviours

Conflicts - Disagreements within groups are common but often a healthy way of building unity. This is because if people disagree on something, they will have the opportunity to explain why and perhaps offer alternative solutions to the problems of the group. Conflicts only become personal when comments become personal towards individuals.

Non-Participation or Withdrawal- Everyone has the right *not* to participate within the group, although it is usually preferable for all members to contribute. Some members will prefer to observe rather than to participate vocally and others may wish to contribute but feel too shy. To overcome lack of self-confidence, where members wish to contribute but fear to do so, and their non-participation needs an encouragement. However, they should not be embarrassed or pressured to participate.

Scapegoating- When things go wrong in a group situation it is sometimes easy to direct blame at one or more individual within the group, this is known as '**scapegoating**' and can be very damaging for the individual concerned and also for the group as a whole. Everybody makes mistakes and we all fail sometimes; scapegoating can be comparable to bullying and destroys the self-confidence of the victim. If the group has failed because of one person then a more appropriate way of handling the situation would be for the person concerned to have a private discussion with the group leader. Often the point of a group is to pull together and support each other – the whole group may be to blame for assigning inappropriate tasks to an individual or not providing adequate support.

ACTIVITIES

1. Define the term Conflict?

2. Why we need to work together as a group?

3. How you as a member can motivate other members?

4. Define the term scapegoating?

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

देश के प्रति कर्तव्य

देश के लिए जिं, देश के लिए मरें।
काम वह सब करें, जो कोई न कर सके।
देश यह हमारा है, हम देश के लिए,
इसकी प्रगति के लिए, हम रहें सदा खड़े।।

जिस भूमि पर हमने जन्म लिया, जिसकी मिट्टी में खेल-कूद कर बड़े हुए हैं, उसके प्रति हमारा कर्तव्य बनता है कि हम देश की प्रगति के लिए सदैव तैयार रहें। देश है तो हम हैं, देश सुरक्षित है तो हम सब भी सुरक्षित हैं। अतः प्रत्येक व्यक्ति को अपने देश के प्रति भक्तिभावना रखनी चाहिए और उस पर गर्व करना चाहिए।

स्वदेश की रक्षा और उसकी उन्नति के लिए अपना सब कुछ न्योछावर कर देना ही देश के प्रति सच्ची भक्ति है। जन्म भूमि के प्रति सभी को निष्ठावान होना चाहिए। जिस देश में हम पैदा हुए हैं और जिसकी मिट्टी की उपज का सेवन करते हैं, उस देश के प्रति हमारे मन में गहरी श्रद्धा होना आवश्यक है। कहते हैं कि माँ और जन्मभूमि, स्वर्ग से बढ़कर आनन्दमयी होती है। इन दोनों का हमें तन-मन-धन से मान-सम्मान करना चाहिए। माँ और मातृ-भूमि की रक्षा के लिए तत्पर रहना हमारा प्रथम कर्तव्य होना चाहिए।

इतिहास के पन्ने पलटकर देखें तो अनेक महान हस्तियों की वीर गाथाएँ पढ़ने को मिलेंगी जिन्होंने अपने देश के लिए जीवन भर त्याग एवं वफादारी से काम किया। अपने देश के प्रति निस्वार्थ भाव से कार्य करना ही ईश्वर की सच्ची सेवा है। हमें यह नहीं सोचना चाहिए कि देश ने हमारे लिए क्या किया, बल्कि हमेशा यह सोचना चाहिए कि मैंने देश के लिए क्या किया है। हमारी यह सोच ह में सही रास्ता दिखाएगी और अपने देश के प्रति हमेशा अच्छा कर्म करने की प्रेरणा देगी। किसी कवि ने क्या खूब लिखा है-

जो भरा नहीं है भावों से, बहती जिसमें रस धार नहीं,
वह हृदय नहीं है पत्थर है, जिसमें स्वदेश का प्यार नहीं।

वास्तव में अपने देश के प्रति प्रेम एक पुनीत कर्म है। एक देश तभी समृद्ध एवं शक्तिशाली कहलाता है जब कि उस देश के युवक और युवतियाँ शरीर से हृष्ट-पुष्ट, चरित्रवान होते हैं। आज के युवक और युवतियाँ देश के भावी नेता हैं। याद रखो, यदि आपको सच्चे हृदय से देश की सेवा करनी है तो प्रथम, अपने आपको उसके लिए पूर्ण रूप से तैयार करना होगा।

विद्यार्थी जीवन, वह समय है, जब एक विद्यार्थी अपने-आप को शारीरिक, मानसिक, बौद्धिक और आध्यात्मिक तौर पर सशक्त बनाता है। विद्यार्थी जीवन के महत्व को समझने वाला ही आगे चलकर देश का सर्व श्रेष्ठ नागरिक बन सकता है। आज के विद्यार्थी को देश का जिम्मेदार नागरिक बनने की शुरुआत अपने घर से करनी होगी। देश की सेवा के लिए पहले अपने घर की जिम्मेदारियों को समझना होगा। माता-पिता तथा घर के अन्य सदस्यों के प्रति अपने कर्तव्य को समझना होगा, फिर आस-पड़ोस और समाज के प्रति अपनी जिम्मेदारी को समझना तथा उसे निभाने का प्रयत्न करना होगा। तभी एक व्यक्ति देश का होनहार नागरिक बन सकता है।

10 अक्टूबर को फीजी दिवस मनाया जाता है। इस दिन राष्ट्रीय छुट्टी रहती है। सभी स्कूलों में और राष्ट्रीय स्तर पर, बड़ी धूम-धाम से यह दिवस मनाया जाता है। फीजी अत्यन्त सुन्दर देश है, इसीलिए इसको रमणीक द्वीप कहा जाता है। इस देश की सुरक्षा, उन्नति और समृद्धि की जिम्मेदारी जिन पर है, उन्हें इस योग्य बनने के लिए निम्न बातों पर पूरा ध्यान देना चाहिए।

- विद्यार्थी जीवन का सदुपयोग करना, अर्थात् अपनी पढ़ाई पर पूर्ण रूप से ध्यान देते हुए स्वयं को विद्वान और अच्छे पद पर काम करने योग्य बनाना।
- ईमानदारी और दूसरों की सहायता के लिए सदैव तत्पर रहने का दृढ़ विश्वास पैदा करना।
- ईश्वर से सदैव यही प्रार्थना करना कि 'हे भगवन्! तू हमें और कुछ दे या न दे, परदो चीजों का वरदान हमें अवश्य देना- एक मेहनत और दूसरी बुद्धि। हमेशा अपने हाथ-पाँव पर भरोसा रखें और अपनी बुद्धि से हमेशा अच्छी बातें सोचें।
- एक अच्छा नागरिक बनने का आत्मविश्वास बनाए रखना। मेहनत, लगन और आत्म-विश्वास से कार्य करने पर, सफलता अवश्य प्राप्त होती है।
- भय और संकोच को मन में नहीं आने देना चाहिए। ये दोनों विचार विद्यार्थी की तरक्की में बाधा बनते हैं।
- अपने ध्यान को एकाग्रता से अपने लक्ष्य की ओर लगाए रखना। अर्थात् विद्यार्थी- काल में सब ओर से अपना ध्यान हटाकर एकमात्र विद्याध्ययन में लगाना।

इन सब बातों पर ध्यान देंगे तो अवश्य आप देश के श्रेष्ठ नागरिक बनेंगे और पढ़-लिखकर देश के प्रति अपने कर्तव्य को निभाने में सफल होंगे। देश आप पर गर्व करेगा।

सागर चरण पखारे जिसका, धरती सोना बिखराती है।
फल-फूलों से लदे पेड़, घर-घर की शोभा बढ़ाते हैं।
ऐसा सुन्दर देश है मेरा

अभ्यास-कार्य

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

- . मातृ-भूमि की रक्षा के लिए -----।
- . आज के युवक और -----।
- . अपने-आप को शारीरिक, -----।
- . फीजी सुन्दर देश है इसलिए इसको -----।
- . जन्म भूमि के प्रति सभी को -----।

भाषा अभ्यास

क. नीचे दिए गए शब्द उलट-पलट गए हैं। इन्हें सही करके लिखिए।

- . यातैर -----
- . हातिइस -----
- . रसुक्षा -----
- . वदिस -----
- . तहमेन -----

ख. नीचे दिए गए वाक्य गलत हैं। इन्हें सुधार कर लिखिए।

- . हम हवा के बिना जीवित नहीं रह सकता।

- . आपस की दुश्मनी को भूल कर हिल-मिल कर रहनी चाहिए।

- . सीमा की गाड़ी बहुत महँगा है।

- . विवेक अपना कक्षा में सब से चतुर लड़का है।

- . अच्छे बच्चे सबको प्यारे लगता है।

1075 LOVU SANGAM SCHOOL
SOCIAL SCIENCE YEAR 8
REVISIONAL NOTES WEEK 18

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

People of the Temperate Zone

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

Summer is hot and this is when most people will come outside of their homes and do outdoor activities.

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

People of the Equatorial/ Tropical Regions

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

Different tribes of people live in the tropical rainforests. These are **the Pygmies** in central Africa, **the Lumad people** in the Southern Philippines and **the Amazonia Indians** of South America live in the tropical rainforest. Rainforest people are small so they can move through the forest easily. Smoke from fires drives away insects. They can make their clothes from materials around them, such as softened tree bark. Their shelters are covered in waxy leaves to keep out the rain.

Different tribes of rainforest people live different lifestyles:

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

Fill in the blanks:

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

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

1075 LOVU SANGAM SCHOOL
YEAR 8
VOSA VAKA VITI
WHSP 18

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

Wirinana sau ni tarod dodonu.

1. Ni'u yaco ga yani, au a kania sara na kequ uvi.

E na vaka evei na rorogo ni yatuvosa ka toqai koto oqori e cake, ke vakaibalebaletaki ki na **lewe tolu** ?

- A. Ni keirau yaco ga yani, au a kania sara na kequ uvi
- B. Ni keitou yaco ga yani, keitou a kania sara na kequ uvi
- C. Ni keirau yaco ga yani, keirau a kania sara na keirau uvi
- D. Ni keitou yaco ga yani, keitou a kania sara na keitou uvi

2. Na vosa cava e veibasai na kena i balebale kei na vosa e toqai na rukuna e na i yatuvosa e ra?

E vakataubutubutu na gaunisala cake kin a koro ko Matokana.

- | | |
|---------------|--------------|
| A. sukusukura | B. varovaroa |
| C. lumisa | D. damusa |

3. E a kilakasamitaki tiko ni a vakavuna na kama o Jone.

Na yavu ni vosa ka toqai na rukuna na

- | | | | |
|---------|---------|-----------|-----------|
| A. taki | B. kila | C. kilaka | D. kasami |
|---------|---------|-----------|-----------|

4. Na vosa ka sucu mai na yavu ni vosa na **ova na**

- A. ovalau
- B. vakaova
- C. sova
- D. kovakova

5. Ni **10 na qari, e e tautauvata ni dua na**

- A. rara
- B. vatu
- C. sasa
- D. wai

6. Na yacu ko Meli ka **ganequ** ko Losalini. Na **luve** i Losalini e
- A. luvequ B.vugoqu C. ganequ D. makubuqu
7. **“Au na qai lako vakamalua,” e a kaya o Jale**
- Ke vakasavui na vosa nei Jale, e sa na:
- A. E a kaya o Jale ni’u na qai lako vakamalua
 B. E a kaya o Jale ni na qai lako vakamalua
 C. O Jale e na qai lako vakamalua
 D. E a kaya o Jale ni rau na qai lako vakamalua
8. Na kena la’ki kau mai na dovu, e da kaya ni dau _____
- A. se B. dolo C. canu D. cavu
9. Na kakana cava e kilai kina na vanua vakaturaga ko Vuda.
- A. vurai B. mana C. qarivatu D. uto
10. Na **seasea** e dua na mataqali _____ vaka Viti.
- A. qito B. meke C. qoli D. vale
11. E na vula vaka Viti, e vakatoqai na **vula i Nuqa Levu** me vula ko
- A. Janueri B. Veverueri C. Noveba D. Tiseba
12. Ke’u vakanamata ki na **Vua i Cake**, au vakanadakuya na matanicagi cava?
- A. Ceva i Ra
 B. Vua i Ra
 C. Tokalau Cevaceva
 D. Vualiku
13. **“Ki Namuka vata ga nikua”** e i bole nei Ra
- A. Vuaka B. Boto C. Koli D. Belo
14. Na yanuyanu ko **Yanuca** ka toka volekati Beqa e wili e na yasana ko
- A. Serua B. Namosi C. Rewa D. Nadroga
15. **“Caumatalevu**, vua na Turaga na Tui _____”
- A. Cakaudrove B. Bua
 C. Macuata D. Lau

LESSON NOTE

SCHOOL: Lovu Sangam School

YEAR: 8

SUBJECT: Basic Science REVISIONAL Worksheet – Term 3 week 18

STRAND	MATTER
SUB STRAND	- Materials
CONTENT LEARNING OUTCOME	- Account for different methods of separation.

METHODS OF SEPARATING MIXTURES

- There are 4 methods of Separating Mixtures.

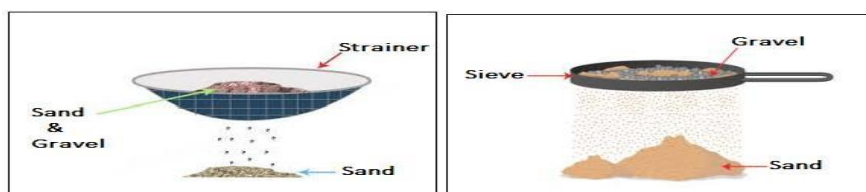
1. **SIEVING**
2. **DECANTING**
3. **SEPARATING BY SPINNING**
4. **SOME SPECIAL SEPARATION.**

1) **SIEVING**

- ✓ The process of separating mixtures by sieving or filtering is important both;
 1. In our homes.
 2. Factories.
 3. Laboratories.
- ✓ We use filtering process at home as;
 1. Tea Strainer.
 2. Sieve flour to make cakes, puddings and roti.
- ✓ Filters are also found in;
 1. Motor Mower
 2. Generators
 3. Outboard Mot
 4. Cars
 5. Brush Cutters

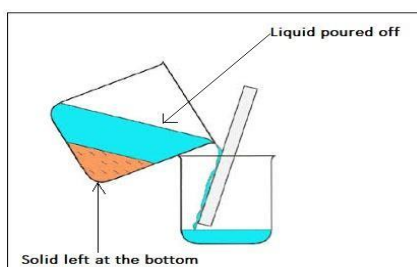
This is use to remove small pieces of dirt which can damage the engine or will not make the engine run properly.

- ✓ Filters are also found in our body;
 1. Our nostrils –which filters out dust so it will not irritate our wind pipe making us cough or sneeze.
 2. Kidney –it filters impurities from blood but it works in a more complicated way than the other filters we have studied above.



2) **DECANTING**

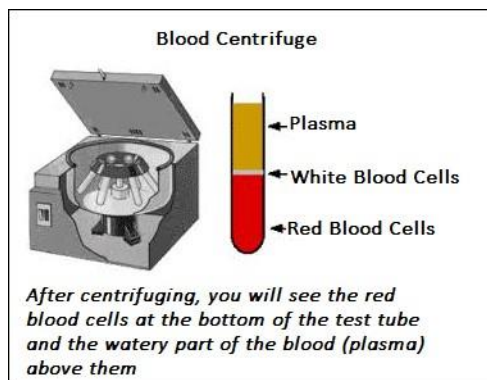
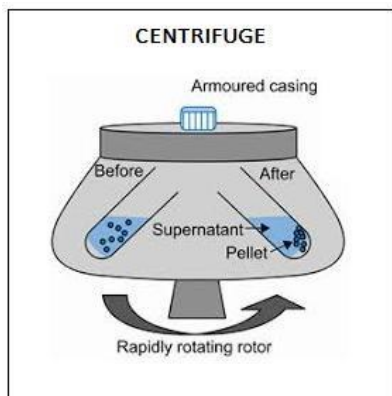
- ✓ Is the separation of an insoluble solid substance which is mixed with liquid.
- ✓ Is a method you can use to roughly separate the liquid from the solid.
- ✓ For example;
 1. A pot of uncooked rice which has just been thoroughly washed.
 2. The solid or (rice) should be allowed to settle to the bottom 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.



ne Resources

3) SEPARATING BY SPINNING

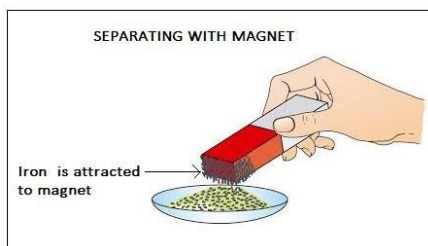
- ✓ Sometimes it is not possible to separate the heavier particles in a mixture.
- ✓ A Centrifuge separates a mixture by spinning.
- ✓ For example;
 1. Cream is separated from milk.
 2. Red Blood cells are separated from the Blood Plasma.
 3. Sugar crystal is separated from Liquid sugar in the Sugar Mill.
 4. The Spin Dryer in a Washing Machine is also a form of Centrifuge.



4) SOME SPECIAL SEPARATIONS

☐ SEPARATING WITH A MAGNET

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



ACTIVITY MATCHING

Match the terms in **List A** with their correct explanations in **List B**. Write the correct letter to the matching numerals.

List A	List B
(i) Separating Funnel	(a) Used to separate salt from salt solution
(ii) Distillation	(b) Process of change of state from gas to liquid
(iii) Condensation	(c) Process of change of state from liquid to solid ice
(iv) Freezing	(d) Process that separates the solvent from a solution
	(e) Used to separate mixture of salt and sugar
	(f) Used to separate immiscible liquids

(i) _____ (ii) _____ (iii) _____ (iv) _____