**LESSON NOTE**

**School :** Lovu Sangam School **Year :** 8

**Subject :** English worksheet 2

| | |
|---|---|
| **STRAND** | Reading and Viewing |
| **SUB STRAND** | Language Features |
| **CONTENT LEARNING OUTCOM** | Interpret and discuss ideas, information that is related to different social situations, purposes and audiences.<br>Appreciate appropriate use of different language features. |

**The Secret Garden, by Frances Hodgson Burnett**

The sun shone down for nearly a week on the secret garden. The Secret Garden was what Mary called it when she was thinking of it. She liked the name, and she liked still more the feeling that when its beautiful old walls shut her in no one knew where she was. It seemed almost like being shut out of the world in some fairy place. The few books she had read and liked had been fairy-story books, and she had read of secret gardens in some of the stories. Sometimes people went to sleep in them for a hundred years, which she had thought was rather foolish. She had no intention of going to sleep, and, in fact, she was becoming wider awake every day which passed at Misselthwaite. She was beginning to like to be out of doors; she no longer hated the wind, but enjoyed it. She could run faster, and longer, and she could skip up to a hundred. The bulbs in the secret garden must have been much astonished. Such nice clear places were made round them that they had all the breathing space they wanted, and really, if Mistress Mary had known it, they began to cheer up under the dark earth and work tremendously. The sun could get at them and warm them, and when the rain came down it could reach them at once, so they began to feel very much alive.

Mary was an odd, determined little person, and now she had something interesting to be determined about, she was very much absorbed, indeed. She worked and dug and pulled up weeds steadily, only becoming more pleased with her work every hour instead of tiring of it. It seemed to her like a fascinating sort of play. She found many more of the sprouting pale green points than she had ever hoped to find. They seemed to be starting up everywhere and each day she was sure she found tiny new ones, some so tiny that they barely peeped above the earth. There were so many that she remembered what Martha had said about the "snowdrops by the thousands," and about bulbs spreading and making new ones. These had been left to themselves for ten years and perhaps they had spread, like the snowdrops, into thousands. She wondered how long it would be before they showed that they were flowers. Sometimes she stopped digging to look at the garden and try to imagine what it would be like when it was covered with thousands of lovely things in bloom.

**Refer to the passage from The Secret Garden, by Frances Hodgson Burnett, on page 1 to answer the questions below**.

1. Name two or more things that Mary enjoys about the outdoors.

   _____

   _____

2. Match each word to its meaning.

| | | | |
|---|---|---|---|
| 1. Astonished | _____ | a. | a flower organ, like a seed |
| 2. Determined | _____ | b. | surprised |
| 3. Intention | _____ | c. | growing |
| 4. Bulb | _____ | d. | plan |
| 5. Fascinating | _____ | e. | resolved or purposeful |
| 6. Sprouting | _____ | f. | interesting |

**3. Vocabulary Exercise – Use the following words to fill in the blanks bellow.**

| | | | | |
|---|---|---|---|---|
| **Organised** | **energy** | **substitute** | **involved** | **available** |
| **Substituted** | **variety** | **require** | **requirements** | **preseve** |

a. Football players have to run about a lot. You need a great deal of _____ to play football.
b. I don't like eating the same kind of food for every meal. It's much more interesting to have a _____ of things to eat.
c. The play which Form 2 performed at the concert had a large cast so nearly everyone in the form was _____ in the performance.
d. Vegetables _____ water and sunlight when they are growing. If they dot get these _____, they won't grow properly.
e. A good way to _____ fish is to smoke it. Smoked fish can be kept for a long time.
f. It is silly to eat biscuits instead of fish. You should not _____ a energy food for a bodybuilding food.
g. After the hurricane had damaged the trees, there was very little fruit _____ in the market.

**Pronouns** – take the place of nouns and they are of several kind. The different types of pronouns are *Personal Pronouns, Possessive Pronouns, Reflexive Pronouns, Interrogative Pronouns, Demonstrative Pronouns, Indefinite Pronouns and Relative Pronouns***.**

**Relative pronouns –** take the place of nouns and can be used to join sentences and clause.

**Exercise – Fill up the blanks with the following relative pronouns.**

**Who, whose, whom, which what**

1. _____ are you eating?
2. Is that the person _____ you saw last night?
3. _____ is responsible for this?
4. _____ has he done with the books?
5. _____ knows the shortcut to the station?
6. _____ do you want to do?

**1075 LOVU SANGAM SCHOOL**

**YEAR: 8** **WORKSHEET: 02/2021** **SUBJECT: HINDI**

| | |
|---|---|
| **STRAND** | - पढ़ना एवं सर्वेक्षण करना (Reading & Viewing)<br>-लिखना एवं निर्माण करना (Writing & Shaping) |
| **SUB STRAND** | - मूल-पाठके प्रकार-मीडिया, साधारण संप्रेषण<br>- भाषा की विशेषताएँ व नियम<br>- मूल-पाठ के प्रकार- मीडिया साधारण संप्रेषण साहित्यिक विषय |
| **CONTENT LEARNING OUTCOME** | - परिचित व अपरिचित, लिखित व दृश्यात्मक पाठों को पहचानना व चुनना<br>- पाठ के विशेषताओं व नियमों की व्याख्या करना तथा अन्य लिखितव दृश्यात्मक पाठ से उसे संबद्ध करना<br>- काल्पनिक व ज्ञानवर्धक पाठ लिखने हेतु सरल, यौगिक तथा मिश्रित वाक्यों का निर्माण करना |

**COMPREHENSION PASSAGE**

*मैं तुमसे कुछ इतनी बड़ी हूँ कि तुम्हारी दादी भी हो सकती हूँ, तुम्हारी नानी भी। बड़ी बुआ भी-बड़ी मौसी भी। परिवार में मुझे सभी लोग जीजी कहकर ही पुकारते हैं।*

*हाँ, मैं इन दिनों कुछ बड़ा-बड़ा यानी उम्र में सयाना महसूस करने लगी हूँ। शायद इसलिए कि पिछली शताब्दी में पैदा हुई थी। मेरे पहनने-ओढने में भी काफ़ी बदलाव आए हैं। पहले मैं रंग-बिरंगे कपड़े पहनती रही हैं। नीला-जामुनी-ग्रे-काला-चॉकलेटी। अब मन कुछ ऐसा करता है कि सफ़ेद पहनो। गहरे नहीं, हलके रंग। मैंने पिछले दशकों में तरह-तरह की पोशाकें पहनी हैं। पहले फ्रॉक, फिर निकर-वॉकर, स्कर्ट, लहँगे, गरारे और अब चूड़ीदार और घेरदार कुरते।*

1. परिवार में लोग लेखिका को क्या कहकर पुकारते थे?
(a) दीदी
(b) मौसी
(c) बहन
(d) जीजी

2. लेखिका अब अपने आप को किस स्थिति में पाती है?
(a) अच्छा
(b) बुरा
(c) सयाना
(d) असहज

3. लेखिका के मन में अब कैसे कपड़े पहनने की इच्छा होती है?
(a) चॉकलेटी
(b) सफ़ेद
(c) लाल
(d) रंग-बिरंगे

**भाषा**

1. जूही की दादी ---------- बीमार है ।
क. बहुत ख. कम
ग. नहीं घ. क्या

2. ---------- सभी को मिठाई दी ।

क. उस　　ख. इस

ग. वे　　घ. उन्होंने

3. आजकल स्नेहा बहुत उदास ---------- है ।

क. रहती　　ख. रहे

ग. रहतीं　　घ. रहता

4. फूल ---------- खुश्बू बहुत अच्छी है ।

क. का　　ख. की　　ग. के　　घ. कि

5. कुछ ---------- की आदत होती है दूसरों की बुराई करना ।

क. लोग　　ख. लोगों　　ग. लोगे　　घ. लोंगो

***इन शब्दों के पर्यायवाची (Synonym) शब्द बतलाइए ।***

6. वायु

क. अम्र　　ख. हवा　　ग. आयु　　घ. वस्तू

7. फूल

क. पत्ती　　ख. पुष्प　　ग. महक　　घ. सुगन्ध

8. औरत

क. आदमी　　ख. लड़की　　ग. स्त्री　　घ. पत्नी

***इन शब्दों के विलोम (Opposite) शब्द बतलाइए ।***

9. हानि

क. लाभ　　ख. बुरा　　ग. अच्छा　　घ. नहीं

10. भलाई

क. सफाई　　ख. लड़ाई　　ग. बुराई　　घ. कटाई

# सस्कृत

नीचे दिए गए शब्दों के प्रयोग से रिक्त स्थान की पूर्ति कीजिए। सही जवाब को अपनी **उत्तर-पुस्तिका** में लिखिए।

| | | | |
|---|---|---|---|
| **ईश्वर** | **चन्दूमा** | **शक्ति** | **सुख** |

१. धर्म पालन से मनुष्य ..... पाता है।

. रावण को अपनी ..... पर गर्व था।

. अमावस की रात को ..... नहीं दिखाई देता है।

. इस धरती पर ..... ने हमें सब कुछ दे रखा है।

**इ. नीचे दिए गए शब्दों कौ चित्तौ से मेल कीजिए । सही शब्द को अपनी उत्तर-पुस्तिका में लिखिए ।**

| | | | | |
|---|---|---|---|---|
| **कमल** | , | **औअम** | , | **कलश** | , | **मसजित** | , | **रंगौली** |

1.

_____

2.

_____

3.

_____

4.

_____

5.

_____

**1075 LOVU SANGAM SCHOOL**

**SUBJECT: BASIC SCIENCE** **LESSON NOTES: 02/2021** **YEAR: 8**

| | |
|---|---|
| **STRAND** | MATTER |
| **SUB- STRAND** | Investigating Matter |
| **CONTENT LEARNING OUTCOME** | Account for the Changes in States of Matter and the Processes involved & the Safety Procedures |

## What are the Safety Do's and Don'ts for Students?

- Life threatening injuries can happen in the laboratory.
- For this reason, students need to be informed of the correct way to act and things to do in the laboratory.
- The following is a safety checklist that can be used by students to explain them with the safety do's and don'ts in the laboratory.

**Please note that you do not have to attempt any of this at home. Instead, for better understanding, visit the website**: https://www.youtube.com/watch?v=DF_6o8kzy3E&ab_channel=MinistryofEducation%2CHeritage%26Arts.Fiji

### Conduct

1. Do not engage in practical jokes or boisterous conduct in the laboratory.
2. Never run in the laboratory.
3. The performance of unauthorized experiments is strictly forbidden.
4. Do not sit on laboratory benches.

### General Work Procedure

1. Know emergency procedures.
2. Never work in the laboratory without the supervision of a teacher.
    a. Always perform the experiments or work precisely as directed by the teacher.
3. Immediately report any spills, accidents, or injuries to a teacher.
4. Never leave experiments while in progress.
5. Never attempt to catch a falling object.
6. Be careful when handling hot glassware and apparatus in the laboratory.
7. Hot glassware looks just like cold glassware.
8. Never point the open end of a test tube containing a substance at yourself or others.
9. Never fill a pipette using mouth suction. Always use a pipetting device.
10. Make sure no flammable solvents are in the surrounding area when lighting a flame.
11. Do not leave lit Bunsen burners unattended. Turn off all heating apparatus, gas valves, and water faucets when not in use.
12. Do not remove any equipment or chemicals from the laboratory.
13. Coats, bags, and other personal items must be stored in designated areas, not on the bench tops or in the aisle ways.
14. Notify your teacher of any sensitivity that you may have to particular chemicals if known.
15. Keep the floor clear of all objects (e.g., ice, small objects, and spilled liquids).

### Housekeeping

1. Keep work area neat and free of any unnecessary objects.
2. Thoroughly clean your laboratory work space at the end of the laboratory session.
3. Do not block the sink drains with debris.
4. Never block access to exits or emergency equipment.
5. Inspect all equipment for damage (cracks, defects, etc.) prior to use; do not use damaged equipment.
6. Never pour chemical waste into the sink drains or wastebaskets.
7. Place chemical waste in appropriately labeled waste containers.
8. Properly dispose of broken glassware and other sharp objects (e.g., syringe needles) immediately in designated containers.
9. Properly dispose of weigh boats, gloves, filter paper, and paper towels in the laboratory.

### Apparel in the Laboratory

1. Always wear appropriate eye protection (i.e., chemical splash goggles) in the laboratory.
2. Wear disposable gloves, as provided in the laboratory, when handling hazardous materials. Remove the gloves before exiting the laboratory.
3. Wear a full-length, long-sleeved laboratory coat or chemical-resistant apron.

4. Wear shoes that adequately cover the whole foot; low-heeled shoes with non-slip soles are preferable. Do not wear sandals, open-toed shoes, open-backed shoes, or high-heeled shoes in the laboratory.
5. Avoid wearing shirts exposing the torso, shorts, or short skirts; long pants that completely cover the legs are preferable.
6. Secure long hair and loose clothing (especially loose long sleeves, neck ties, or scarves).
7. Remove jewelry (especially dangling jewelry).

**Hygiene Practices**

1. Keep your hands away from your face, eyes, mouth, and body while using chemicals.
2. Food and drink, open or closed, should never be brought into the laboratory or chemical storage area.
3. Never use laboratory glassware for eating or drinking purposes.
4. Do not apply cosmetics while in the laboratory or storage area.
5. Wash hands after removing gloves, and before leaving the laboratory.
6. Remove any protective equipment (i.e., gloves, lab coat or apron, chemical splash goggles) before leaving the laboratory.

**Emergency Procedure**

1. Know the location of all the exits in the laboratory and building.
2. Know the location of the emergency phone.
3. Know the location of and know how to operate the following:
    - Fire extinguishers
    - Alarm systems with pull stations
    - Fire blankets
    - Eye washes
    - First-aid kits
    - Deluge safety showers
4. In case of an emergency or accident, follow the established emergency plan as explained by the teacher and evacuate the building via the nearest exit.

**Chemical Handling**

1. Check the label to verify it is the correct substance before using it.
2. Wear appropriate chemical resistant gloves before handling chemicals. Gloves are not universally protective against all chemicals.
3. If you transfer chemicals from their original containers, label chemical containers as to the contents, concentration, hazard, date, and your initials.

**What are the Safety Do's and Don'ts for Students?**

1. Always use a spatula or scoopula to remove a solid reagent from a container.
2. Do not directly touch any chemical with your hands.
3. Never use a metal spatula when working with peroxides. Metals will decompose explosively with peroxides.
4. Hold containers away from the body when transferring a chemical or solution from one container to another.
5. Use a hot water bath to heat flammable liquids. Never heat directly with a flame.
6. Add concentrated acid to water slowly. Never add water to a concentrated acid.
7. Weigh out or remove only the amount of chemical you will need. Do not return the excess to its original container, but properly dispose of it in the appropriate waste container.
8. Never touch, taste, or smell any reagents.
9. Never place the container directly under your nose and inhale the vapors.
10. Never mix or use chemicals not called for in the laboratory exercise.
11. Use the laboratory chemical hood, if available, when there is a possibility of release of toxic chemical vapors, dust, or gases. When using a hood, the sash opening should be kept at a minimum to protect the user and to ensure efficient operation of the hood. Keep your head and body outside of the hood face. Chemicals and equipment should be placed at least six inches within the hood to ensure proper air flow.
12. Clean up all spills properly and promptly as instructed by the teacher.
13. Dispose of chemicals as instructed by the teacher.
14. When transporting chemicals (especially 250 mL or more), place the immediate container in a secondary container or bucket (rubber, metal or plastic) designed to be carried and large enough to hold the entire contents of the chemical.

15. Never handle bottles that are wet or too heavy for you.
16. Use equipment (glassware, Bunsen burner, etc.) in the correct way, as indicated by the teacher.

## SAFETY PROCEDURES- WORKSHEET

1. Draw a picture of **a Science Lab Rule**:

2. Write **3 things/ facts** that you have **learnt about Science Lab Safety.**

a. _____

_____

b. _____

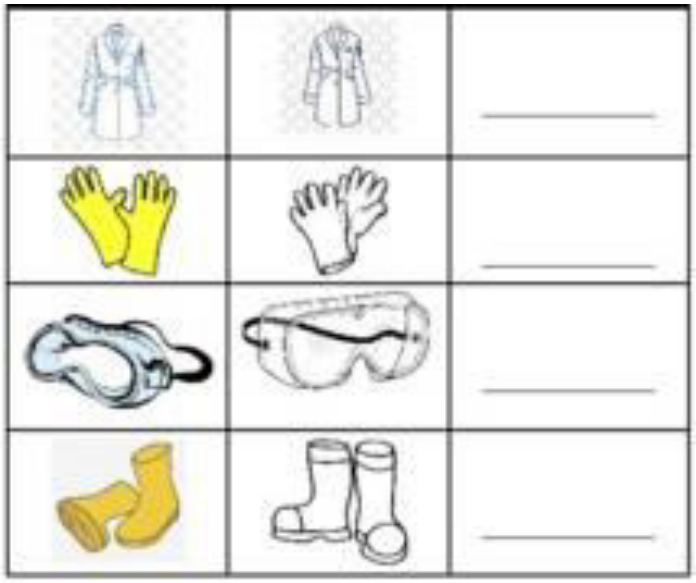
_____

c. _____

_____

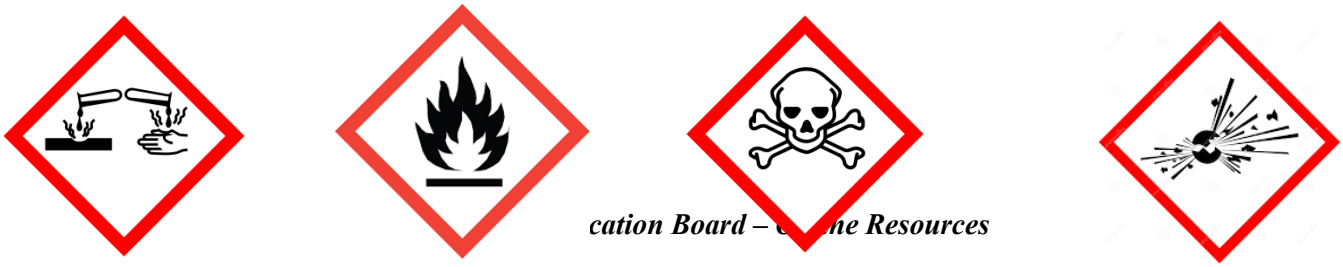
**3. Name the following Safety Clothing in a Science Lab. Use the word list provided.**

| Boots | Protective Goggles | Lab Coat | Gloves |
|---|---|---|---|



4. Label the following Lab Safety Symbols: **USE THE WORD LIST PROVIDED BELOW:**

| EXPLOSIVE | TOXIC | CORROSIVE | FLAMMABLE |
|---|---|---|---|



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

| | |
|---|---|
| **Strand** | H2 – Building Healthy Relationships |
| **Sub Strand** | H8.2.2 – Proactive Behaviour |
| **Content Learning Outcome** | Describe and dramatize ways of being resilient |

## Resiliency

**What is resiliency?** It is the ability to overcome challenges of all kinds- trauma, tragedy or personal crisis and bounce back stronger, wiser and more personally powerful.

**Why is resiliency important?** People who are able to bounce back live longer; have better health and happier relationships; and are more successful in school and at work.

**What can I do to be more resilient?** Here are some tips to be a resilient person. You need:

- **Positive self–talk**. That means: tell that voice in your head to think about all the good things around you and all the good things that you can do.
- **Set realistic goals**, take small steps and build on success. Make good choices.
- **Be a positive person**. Compliment others and they will compliment you.
- Make friends and work at being a good friend.
- **Join in** – hang out with positive people, example scouts, guides, youth groups and environment groups, sports players and friends who build you up rather than let you down.
- **Say "I can't do this** ……..yet!" then try to learn a bit more each day. Exercise, play sport, learn skills, be active.
- **Accept that you will make mistakes** – say sorry to yourself as well as to others - then try to put things right and have another go.
- **Give yourself time to think!** .Try out new things. Talk to other people (trusted friend/adult) when you are feeling down.

## Student Activity Sheet

### Section A: Fill in the blanks

| | | | | |
|---|---|---|---|---|
| Trauma | Longevity | Depression | adversity | Tragedy |

**1.** _____ is known as the length or duration of life.

**2**. A dreadful or fatal event or affair or disaster is known as _____.

**3**. _____ is described as a body wound or shock produced by sudden physical injury, as from violence or accident.

**4**._____ is a constant feeling of sadness and loss of interest.

**5**. A state of misfortune is known as _____.

### Section B: Short Answers

**1**. In your own words, describe what resiliency is about.

_____

**2**. What happens to people who bounce back from adversities?

_____

**3**. What do you think can happen to those who don't bounce back?

**1075 LOVU SANGAM SCHOOL**
**LESSON NOTES: 02/2021**

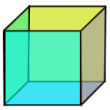
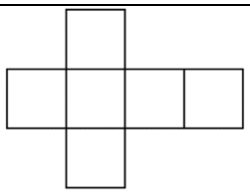
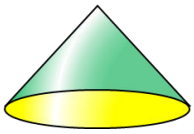
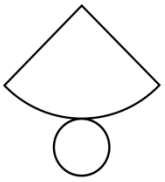
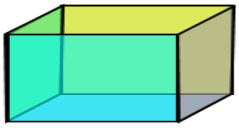
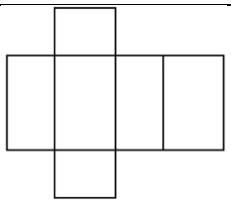
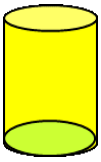
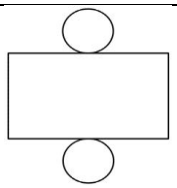
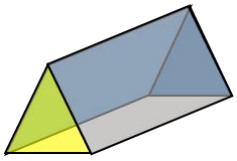
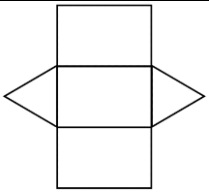
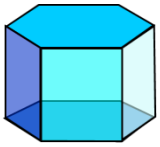
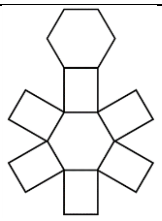
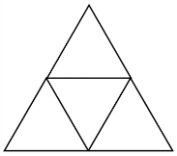
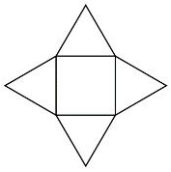
**SUBJECT: MATHS** **YEAR: 8**

| | |
|---|---|
| **STRAND** | MEASUREMENT |
| **SUB- STRAND** | LENGTH/ AREA |
| **CONTENT LEARNING OUTCOME** | Select and use appropriate formulas to calculate length and area |

## Nets of 3D shapes

- The net of a 3D shape is what it looks like if it is opened out flat.
- A net can be folded up to make a 3D shape.
- There may be several possible nets for one 3D shape.
- You can draw a net on paper and then fold it into the shape.

Solid shapes such as cube and cuboids are called ***prisms***. All prisms have a special pair of parallel faces. ***Pyramids*** are solid shapes that have triangles for faces and a polygon for a base. They are named according to the shape of their base.

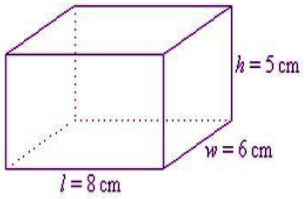
| NAME OF SHAPE | NET | NAME OF SHAPE | NET |
|---|---|---|---|
| CUBE  |  | CONE  |  |
| CUBOID  |  | CYCLINDER  |  |
| TRIANGULAR PRISM  |  | HEXAGONAL PRISM  |  |
| Tetrahedron (Triangular-based Pyramid)  |  | Square Based Pyramid  |  |

## TOTAL SURFACE AREA

- Solid shapes are 3 dimensional (3D) shapes. They have **length**, **width** and **height** or depth.
- Solid shapes which have only polygons for their faces are called **polyhedra**.
- To find the Total Surface Area of a solid means **to find the sum of the areas of all the faces which surround or make up that solid.**

**EXAMPLE**:

**1. Total Surface Area of a Cuboid:**



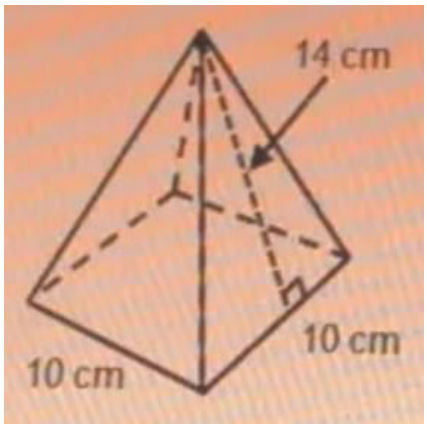

**Front & Back**
A = 2 × *l* × w
= 2 × 8 × 5
= 80 $cm^2$

**TOP & Bottom**
A = 2 × *l* × w
= 2 × 8 × 6
= 96 $cm^2$

**Both Sides**
A = 2 × *l* × w
= 2 × 6 × 5
= 60 $cm^2$

**T.S.A** = 80 $cm^2$ + 96 $cm^2$ + 60 $cm^2$
**= 236 $cm^2$**

**2. Total Surface Area of a Square Pyramid:**



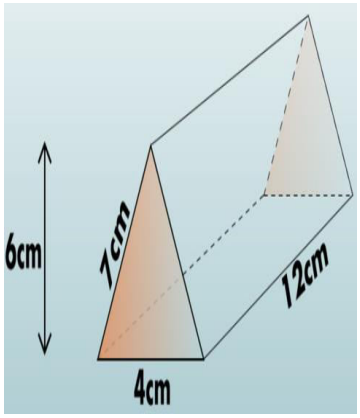

**STEP 1:**
**Find the Area of the Square Base:**
A = *l* × *l*
= 10 × 10
= **100 $cm^2$**

**STEP 2:**
**Find the Area of 1 Side (Triangle)**
A = ½ bh
= ½ × b × h
= ½ ×10 × 14
= 70 $cm^2$

**STEP 3:**
**Since there are 4 Triangles** on the sides, multiply the Area of 1 Triangle by 4, so:
70 $cm^2$ × 4 = **280 $cm^2$**

**STEP 4: FIND THE T. S. A**
**100 $cm^2$+ 280 $cm^2$ = 380 $cm^2$**

3. **Total Surface Area of a Triangular Prism:**




**STEP 1:**
Find the Area of the **2 Triangles:**
A = ½ bh
= ½ × b × h
= ½ ×4 × 6
= 12 $cm^2$ × 2
= **24 $cm^2$**

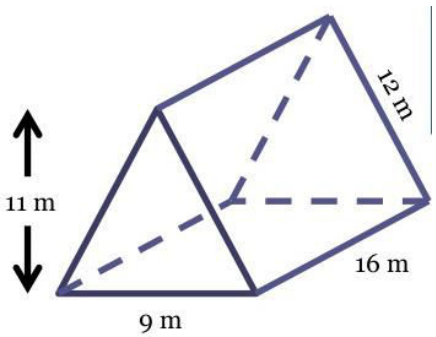
**STEP 2:**
Find the Area of 1 Base Rectangle
A = *l* × w
= 12× 4
= **48 $cm^2$**

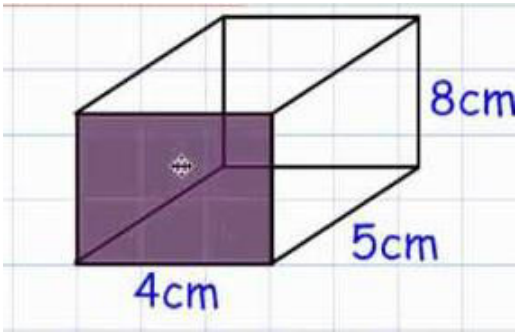
**STEP 3:**
Since there are 2 Rectangles on the sides, find the Area of the 2 Rectangles:
A = *l* × w
= 12× 7
= 84 $cm^2$ × 2
= **168 $cm^2$**

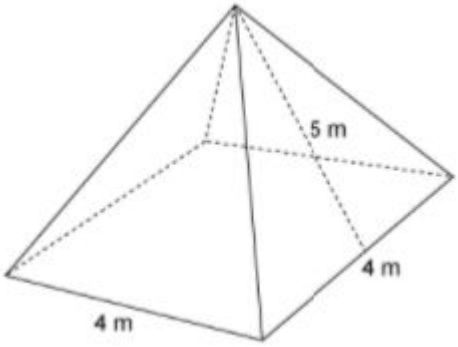
**STEP 4**: FIND THE T.S.A
124 $cm^2$+ 48 $cm^2$ + 168 $cm^2$ = **240 cm2**

**TOTAL SURFACE AREA- ACTIVITY**

For the following shapes, calculate their Total Surface Area.

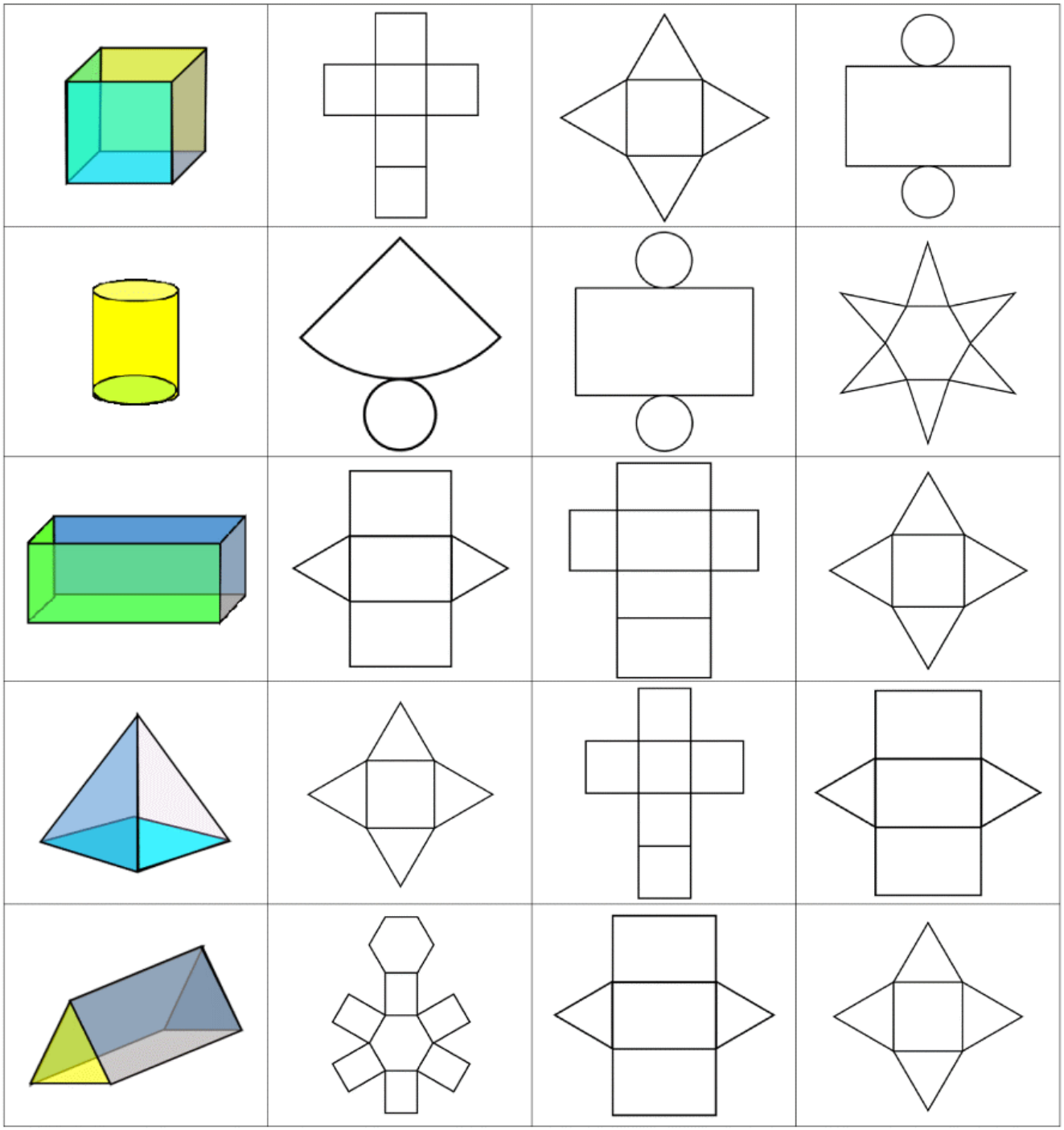





**NETS OF 3D SHAPES- ACTIVITY**

For the following 3Dshapes, find the correct net and colour it.



**Use your Maths 4c Grids, Draw, cut-out and colour the following nets of 3D Shapes**.

| | | | |
|---|---|---|---|
| **Rectangular Prism/ Cuboid** | Length = 5cm | Width = 3cm | Height = 2cm |
| **Cylinder** | Radius = 5cm | Height = 5cm | |
| **Cube** | Length = 3cm | Width = 3cm | Height = 3cm |

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

| | |
|---|---|
| **Strand** | SS2 – Time, Continuity and Change |
| **Sub Strand** | 8.2.2 – Continuity and Change |
| **Content Learning Outcome** | Explore some significant world events and express their impacts on the lives of people and the history of the world. |

## Olympic Games

The modern Olympic Games are the leading international sporting event featuring summer and winter sports competitions in which thousands of athletes from around the world participate in a variety of competitions. The Olympic Games are considered to be the world's foremost sports competition with more than **200 nations** participating. The Olympic Games are held every **four years**, with the Summer and Winter Games alternating by occurring every four years but two years apart.

Their creation was inspired by the ancient Olympic Games, which were held **in Olympia, Greece**, from the 8th century BC to the 4th century AD. **Baron Pierre de Coubertin** founded the International Olympic Committee (IOC) in **1894.** The IOC is the governing body of the Olympic Movement, with the Olympic Charter defining its structure and authority.

## The Commonwealth Games

The Commonwealth Games (**known as the British Empire Games from 1930–1950**, the British Empire and Commonwealth Games from **1954–1966,** and British Commonwealth Games from 1970–1974) is an international, multi-sport event involving athletes from the **Commonwealth Nations**.

The event was first held in **1930**, and, with the exception of 1942 and 1946, which were cancelled due to World War II, has taken place every **four years** since then.

The games are overseen by the **Commonwealth Games Federation (CGF),** which also controls the sporting programme and selects the host cities. A host city is selected for each edition. 18 cities in seven countries have hosted the event. Apart from many Olympic sports, the games also include some sports that are played predominantly in Commonwealth countries, such as lawn bowls, netball and rugby.

## Student Activity Sheet

### Section A: Fill in the blanks

| | | | | |
|---|---|---|---|---|
| 1894 | Greece | Nations | four | 1930 |

**1**. Olympic Games are held every _____ years.

**2**. Baron Pierre de Coubertin founded the International Olympic Committee (IOC) in _____.

**3**. The ancient Olympic Games were held in Olympia, _____.

**4**. Commonwealth Games was first held in _____.

**5**. Commonwealth Games is an international, multi-sport event involving athletes from the Commonwealth _____.

### Section B: Short Answers

1. When and where will the next **Olympic Games** held?

_____

2. Name some countries that take part in the **Commonwealth Games**?

_____

3. When and where will the next **Commonwealth Games** be held?

_____

**1075 LOVU SANGAM SCHOOL**

**YEAR 7 & 8**

**VOSA VAKA VITI**

**WORKSHEET #2**

**Matana:** Wilivola kei na Vakadidigo
**Matana Lailai:** Na Lawa ni Vosa
**CLO:** Vakayagataka vakadodonu na vakavakadigo e na wilivola. Vakadewataka na ka e wilika.

**Wilika na i tukutuku ka koto oqori e ra ka qai sauma na kena taro ena nomu I Vola Ni Saumi Taro.**

**<u>Rokovi kei na dokai ni kana.</u>**

E i tovo vakamareqeti me dau bini kece na kakana e na ulu ni ibe ni kana vei ira na turaga se vulagi e tiko. Kevaka sa **vakacagau** tiko na kana qai dua vei ira na dabe tiko e loma se e ra sa kana oti ena sega ni tu ga me sa taura na nona veleti me tucake, **oya** na i vakarau beci e na bula vaka-I taukei.

E na veiwaraki me ratou tucake me ratou kana oti mai cake sa na qai tucake, ni se bera ni tucake e na kaya rawa i liu se vei ira na marama veiqaravi tiko se tina ni matavuvale, ni sa kana oti, e na kaya, 'vinaka vakalevu na kakana, kere vakacegu.'

E tabu na veivosaki e na gauna ni kana, ni da se gone lailai dau kainaki vei keda ni tabu ni da viritaka na kakana, dau kainaki vei keda me da dau dabe qai kana, dau tabu na kana colacola.

Qori e vica na i tovo eda raica tiko mai, e vica e se vakayacori tiko ka vica sa vaka e **luluqa** mai na kena bulataki.

E dua tale ga na i tovo ni kana na veibatiki. Qo era dau veitabui e na kakana vakabibi o ira na bati kei na turaga. Na veibatiki qo e kune e na so na vanua ka sega ni roboti Viti. Me vaka mai Waimaro kei Verata e dredre sara na nodra veibatiki, o iratou mai Verata e kedratou na vuaka, o Waimaro e kena na ika.

Na mataqali i tovo ni veibatiki va qo era tu na kedra i talanoa me baleta na tauyavu ni nodra vakarokorokotaka tiko na i vakarau ni veivakamenemenei.

*Vurevure ni Tukutuku: Lavetaki ka Moici mai na Lialiaci, Janueri - Maji, 2015*

**Wirina na matanivola ni sau ni taro ko sa digitaka.**

1. Na cava e i tovo vakamareqeti vei keda na iTaukei e na gauna ni kana?

A. Me da tiko kece.
B. Taki vakatautauvata kece na kakana.
C. Bini kece na kakana e na ulu ni ibe ni kana.
D. Era kana e liu na turaga qai muri o ira na marama.

2. Na vosa tautauvata ni vosa na **vakacagau** na

A. caka. C. tini.
B. tekivu. D. daro.

3. Na vosa na **oya** (laini 3) e vakaibalebaletaki tiko e na cava?

A. Kana oti ka dabe me veitomani tiko.
B. Ni dua e kana oti ga e tara nona veleti ka tucake.
C. Ni dua e kana tiko e na loma donu ni ibe ni kana.
D. Kana oti ka vakarorogo vei ira na qase era se kana tiko.

4. E na bula vakaitaukei eda dau

A. kana oti, tara noda veleti ka tucake.
B. veiwaraki, vakavinavinaka ka tucake.
C. kere vakacegu ni sa vakadonui qai tucake.
D. tucake ka lai vakavinavinaka vei ira na marama.

5. E levu na i vakavuvuli era dau vakavulici keda kina o ira na qase e na gauna ni kana, qo e wiliki kina na

A. me da dabe ka kana. B. me kua na kana colacola.
C. tabu na viritaka na kakana. D. e donu kece na digidigi e cake.

6. Na vosa veibasai ni vosa na **luluqa** na

A. yali. B. bulataka. C. vakamatautaka. D. malumalumu.

7. Na I tovo ni kana na veibatiki, e rau veitabuki ga kina ko cei?

A. bati kei na turaga C. turaga kei na matanivanua
B. bati kei na matanivanua D. bati kei na sauturaga

8. Na vanua vakaturaga ko **Waimaro** e kena na cava?

A. vuaka. B. ika C. bulumakau D. Me

9. Na vanua vakaturaga ko **Verata** e kena na cava?

A. vuaka. B. ika C. bulumakau D. Me

10. Na cava na I naki vuni ni veibatiki vaka e tukuni tiko ena i talanoa?

A. rokovi na kakana C. kilai kina o koya e turaga
B. rokovi na I tovo ni veivakamenemenei D. Me kua kina na kana vakasivia

**☺SA YALA E KE. VAKANUINUI VINAKA. ☺**