

LABASA SANGAM (SKM) COLLEGE

HOME STUDY PACKAGE

YEAR 13

ACCOUNTING

WORKSHEET- 1

NAME:

YEAR:

WEEK 4

| | |
|---------------------------------|---|
| Strand 3 | Company Accounting |
| Lesson 3.2 | Formation Of Companies |
| Content Learning Outcome | Able to record the accounting for ordinary and preference shares. |

ACTIVITY 3.2.5

1. Singh's Company Ltd was formed on 1st August 2018 with a registered capital of \$400 000, consisting of 200 000 \$1 ordinary shares and 200 000 \$1 preference shares. On 2nd August, the director's proposed to offer 120 000 ordinary shares and 60 000 preference shares to the public on the following terms:

Ordinary

Preference

50c application

Payable in full on application

25c allotment

25c call

On 30th August all application money has been received. On 1st October the director's allotted the shares. All allotment money due was received by 15th October.

Required:

- a) Prepare general journal entries and post it to the ledger.

LABASA SANGAM (SKM) COLLEGE

YEAR: 13 – AGRICULTURAL SCIENCE

WEEK 4 WORKSHEET 4

NAME: _____

YEAR: _____

DUE DATE: 16-08-2021

STRAND 3 – Agronomy

SUB STRAND –Soils

LESSON 7

1. Explain the relationship between soil air and soil water

2. Discuss the importance of soil air in the growth of plants

3. Describe how soil air influences life in the soil.

4. How does the composition of soil air differ from that of the atmosphere?

HOME STUDY PACKAGE

School: Labasa Sangam (SKM) College

Year/Level: 13B

Subject: Applied Technology
Worksheet Number 4/Week 4

Student Name: _____
Due Date: 16th August 2021

1. Define refrigeration?

(2marks)

2. List and explain two methods of refrigeration

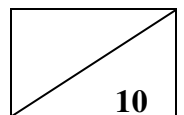
(2marks)

3. What occurs in Cyclic refrigeration.

(2marks)

4. . Sketch a vapour compression cycle.

(4marks)



LABASA SANGAM [SKM] COLLEGE

HOME STUDY PACKAGE

YEAR 13 BIOLOGY

WORKSHEET 4 Ref: Living Together – Organisms and Their Environment

STUDENT NAME: _____

YEAR: _____

1. Why is the biological clock important?

2. What is a biological time clock?

3. What organ is biological clock?

4. What is another name for biological clock?

5. Name the hormone which operates our biological clock?

6. Define the following with examples:

a) Hibernation:

b) Brumation:

c) Estivation:

7. Differentiate between Brumation and estivation.

LABASA SANGAM (SKM) COLLEGE

HOME STUDY PACKAGE

WORKSHEET NUMBER 4

STUDENT NAME: _____

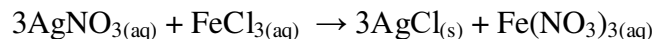
YEAR: 13 _____

SUBJECT: CHEMISTRY

DUE DATE: 16TH AUGUST, 2021

Write the answers in the space provided.

1. The reaction between silver nitrate and ferric chloride is represented by the equation:



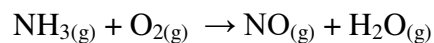
A solution containing 18.00 g AgNO_3 was mixed with a solution containing 32.40 g FeCl_3 to give 10.20 g of AgCl . Determine the limiting reagent in the reaction given above.

2. A student heated 20.25 g of lead with 15.00 g of sulphur to produce lead sulphide. Which is the limiting reagent, sulphur or lead?

Note: [M : Pb = 207 g mol⁻¹, S = 32 g mol⁻¹]

3. How many grams of calcium chloride would be formed if 4.50 g of calcium carbonate is reacted with 100 mL of 0.90 mol L⁻¹ HCl?

4. The reaction between ammonia and oxygen is represented by the equation:



In an experiment, 3.25 g of NH_3 was allowed to react with 3.50 g of O_2 . Determine the limiting reagent in the reaction given above.

5. Determine the limiting reagent and the reactant in excess when 0.5 moles of Zn react completely with 0.4 moles of HCl.

6. Determine the limiting reagent and the reactant in excess when 1.5 g of CaCO_3 reacts completely with 0.73 g of HCl.

7. Determine the limiting reagent and the reactant in excess when 100 mL of 0.2 mol L^{-1} NaOH aqueous solution reacts completely with 50 mL of 0.5 mol L^{-1} H_2SO_4 aqueous solution.

HOME STUDY PACKAGE
LABASA SANGAM (SKM) COLLEGE
COMPUTER STUDIES
YEAR 13
WORKSHEET 4

STUDENT NAME: _____

YEAR: _____

DUE DATE FOR SUBMISSION : 16th AUGUST 2021

INSTRUCTIONS

1. Read your lesson notes on *Chapter 5 Web Design* and answer the given worksheets
2. Complete all 3 worksheet on weekly basis and submit it when your parents come to collect next batch of home study package on 16TH OF AUGUST 2021.

CHAPTER 5: WEB DESIGN

WORKSHEET 4 QUESTIONS ARE FROM STEP 4 WEB SITE CONSTRUCTION
.READ YOUR NOTES AND ANSWER THE WORKSHEET

1. What is the difference between HTML and CSS?

2. Difference between programming language and markup language?

3. Describe the purpose of a java script in website construction?

4. List and explain the guidelines that a web designer should follow when designing a website?

5. Which of the following languages would describe how site content would look on the screen?

- A. HTML
- B. XHTML
- C. CSS
- D. Java

HOME STUDY PACKAGE
LABASA SANGAM (SKM) COLLEGE
COMPUTER STUDIES
YEAR 13
WORKSHEET 5

STUDENT NAME: _____

YEAR: _____

DUE DATE FOR SUBMISSION : 16th AUGUST 2021

INSTRUCTIONS

Read your lesson notes on Chapter 5 Web Design and answer the given worksheets

Complete all 3 worksheet on weekly basis and submit it when your parents come to collect next batch of home study package on 16TH OF AUGUST 2021.

Read your lesson notes on step 5 Web Site Testing and step 6 Web Site Hosting .

1. Explain why testing stage is important to the web design process.

2. Security is a key issue to any website. Which of the testing methods focuses on reviewing the security of a web site?

3. Explain the following web site testing:

- I. Spelling testing

II. Hyperlink Testing

III. Web site standard review

IV. Accessibility Testing

V. Performance testing

4. Explain the following Top Level Domain?

a. .com _____

b. .edu _____

c. .gov _____

5. Which of the following test is done to ensure that the site created meets design requirements?

A. Code Testing

B. Design Testing

C. Usability Testing

D. Operational Testing

6. Describe the purpose of Service Level Agreement

HOME STUDY PACKAGE
LABASA SANGAM (SKM) COLLEGE
COMPUTER STUDIES
YEAR 13
WORKSHEET 6

STUDENT NAME: _____

YEAR: _____

DUE DATE FOR SUBMISSION : 16th AUGUST 2021

INSTRUCTIONS

Read your lesson notes on Chapter 5 Web Design and answer the given worksheets

Complete all 3 worksheet on weekly basis and submit it when your parents come to collect next batch of home study package on 16TH OF AUGUST 2021.

Read your lesson notes on step 7 Web Site Publicity and step 8 Web Site Review .

1. Differentiate between website review and website publicity ?

2. Differentiate between online publicity and offline publicity?

3 **RESEARCH WORK**

a. What does the W3C do?

4. What is the difference between Frontend and backend web development?

5. Explain **two** benefit of having a website.

6. What is the difference between a web Authoring program and an HTML editing tool?

HOME STUDY PACKAGE
LABASA SANGAM (SKM) COLLEGE
WORKSHEET NUMBER 4

NAME: _____

YEAR: 13D

SUBJECT: ECONOMICS

DUE DATE: 16th August, 2021

Week 4: July 26th – July 30th



Activity 3.2.1

A. MULTIPLE CHOICE QUESTIONS

1. The marginal propensity to save is defined as
 - A. savings divided by disposable income.
 - B. disposable income divided by savings.
 - C. change in disposable income divided by change in savings.
 - D. change in savings divided by change in disposable income.

2. Which of the following is the best example of unintended investment?
 - A. the pre-selling of retail space in a new shopping mall.
 - B. the purchase of new railway rolling stock from overseas.
 - C. the building of a new factory in Tavua town for an overseas company.
 - D. a furniture manufacturer overestimates demand and has more stock on hand.

B. SHORT ANSWER QUESTIONS

A. Use the information given below and your knowledge to answer the questions that follows. Consider an economy with the following characteristics. All variables are measured in millions of dollars

$$C=40+0.75Y$$

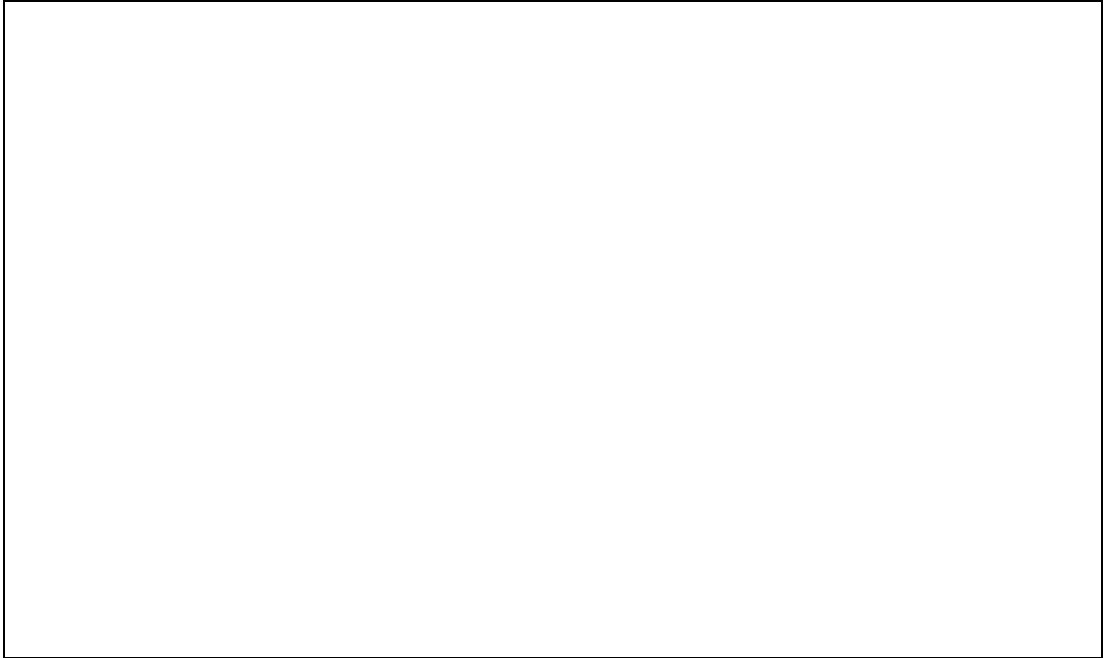
$$I = 20$$

$$G=25$$


$$X=30$$

$$M= 10+0.1 Y$$

- i. Calculate the value equilibrium level of real GDP.



- ii. Calculate the change in GDP if government spending increased by \$5m.



- iii. What does the slope of the consumption function measure?

NAME: _____

YEAR 13 _____

LABASA SANGAM (SKM) COLLEGE
YEAR 13 ENGLISH
WEEK 4 WORKSHEET

Exercise 1

Explain in one short sentence what happens to people who take part in encounter groups, according to the passage.

Encounter Groups

Because of the unstructured nature of the group, the major problem faced by the participants is how they are going to use their time together - whether it be eighteen hours of a week-end or forty or more hours in a one-week group. Often there is consternation, anxiety, and irritation at first - particularly because of the lack of structure. Only gradually does it become evident that the major aim of nearly every member is to find ways of relating to other members of the group and to himself. Then as they gradually, tentatively, and fearfully explore their feelings and attitudes towards one another and towards themselves, it becomes increasingly evident that what they have first presented are façades, masks. Only cautiously do the real feelings and real persons emerge. The contrast between the outer shell and the inner person becomes more and more apparent as the hours go by. Little by little, a sense of genuine communication builds up, and the person who has been thoroughly walled off from others comes out with some small segment of his actual feelings. Usually his attitude has been that his real feelings will be quite unacceptable to other members of the group. To his astonishment, he finds that he is more accepted the more real that he becomes. Negative feelings are often especially feared, since it seems certain to each individual that his angry or jealous feelings cannot possibly be accepted by another. Thus one of the most common developments is that a sense of trust slowly begins to build, and also a sense of warmth and liking for other members of the group. A woman says on Sunday afternoon, 'If anybody had told me Friday evening that by today I would be loving every member of this group I would have told him that he belonged in the nut house.' Participants feel a closeness and intimacy which they have not felt even with their spouses or members of their own family, because they have revealed themselves here more deeply and more fully than to those in their own family circle.

Thus, in such a group the individual comes to know himself and each of the others more completely than is possible in the usual social or working relationships. He becomes deeply acquainted with the other members and with his own inner self, the self that otherwise tends to be hidden behind his façade. Hence he relates better to others, both in the group and later in the everyday life situation.

(From *Encounter Groups* by Carl Rogers, 1970, p. 15)

Answer :

HOME STUDY PACKAGE
LABASA SANGAM (SKM) COLLEGE
YEAR: 13
SUBJECT: GEOGRAPHY
WORKSHEET 4

(Read the notes provided for Week Four and answer the following questions)

1. Define the term Humidity

2. Differentiate between Absolute Humidity , Specific Humidity and Relative Humidity

3. Describe how cloud cover influence temperature?

4. Explain what is Temperature Gradient?

5. What is Lapse Rate?

6. Differentiate between the Dry Adiabatic Lapse Rate and Saturated Adiabatic Lapse Rate.

7. Explain what is Sea Breeze?

8. Explain what is Land Breeze?

9. Differentiate between Anabatic Winds and Katabatic Winds.

10. Explain the situation in a Temperature Inversion.

WORKSHEET -1

WEEK -4

YEAR 13

NAME -

YEAR

क. उचित शब्दों से रिक्त स्थानों को पूरा कीजिए । [अंक ६]

हम रिश्ते नाते, पद या धन वैभव में भी कितने ही बड़े क्यों न हो हम अगर अपने गुरु को-उचित स्थान नहीं देते तो हमारा भला होना-.....है । यहाँ स्थान का अर्थ सिर्फ ऊँचा या नीचे बैठने से नहीं है, इसका सही अर्थ है कि हम अपने मन में गुरु को क्या स्थान दे रहे हैं । क्या हम सही मायने मेंसम्मान दे रहे हैं या स्वयं के ही हैं श्रेष्ठ होने का घमंड कर रहे हैं । अगर हम अपने गुरु या शिक्षक के हिर्दय भावना रखेंगे तो हमें उनकी उनकी योग्यताओं एवं अच्छाइयों का कोई लाभ नहीं मिलने वाला और अगर हम उनका करेंगे, उन्हें महत्त्व देंगे तो उनका आशीर्वाद हमें सहज ही प्राप्त होगा ।

ख.

[अंक ६]

डाकुओं के साथ तोता भी डाकुओं की तरह-..... करने लगता है और उनकी ही भाषा बोलने लगता है । जो जिस वातावरण में रहता है वह वैसा ही बन जाता है । कहने का तात्पर्य यह है कि मुख भी के साथ रहकर विद्वान बन जाता है और विद्वान भी मुखों के संगत में रहता है तो उसके अन्दर भी आ जाती है इसीलिए हमें संगती सोच समझ कर करनी चाहिए ।

HOME STUDY PACKAGE
LABASA SANGAM (SKM) COLLEGE
WORKSHEET 4

Name of the student: _____

Subject: History

Year: 13

Due Date: 16th August 2021

QUESTION 1: THE RESULTS OF THE BERLIN BLOCKADE, ITS IMPACTS ON INTERNATIONAL RELATIONS AND RUSSIA'S SATELLITE STATES

Short Answer Questions

Provide 2-3 sentences when answering the questions provided and use examples where necessary.

1. Discuss what the Western Allies did to counteract the Berlin Blockade imposed by Stalin.
.....
.....
2. How much did the Berlin Blockade cost the USA and Britain?
.....
.....
3. How long did the Berlin Blockade last and state why Stalin did not employ force on the Western Allies who were supplying West Berlin by air?
.....
.....
4. State the aims of NATO and the Warsaw Pact.
.....
.....
5. When was the Warsaw Pact formed and mention the names of **any two** countries who were members of Warsaw Pact.
.....
.....
6. When was NATO formed and mention the names of **any two** countries who were members of NATO.
.....
.....
7. Mention two political developments that occurred in Germany in 1949.
.....
.....
8. Discuss what was Russia's justification for the creation of the '**satellite states**'
.....
.....
9. List any four nations that were part of the '**satellite states**'.
.....
.....
.....

THE END

LABASA SANGAM (SKM) COLLEGE

LESSON NOTES – WEEK 4

SUBJECT: HOME ECONOMICS

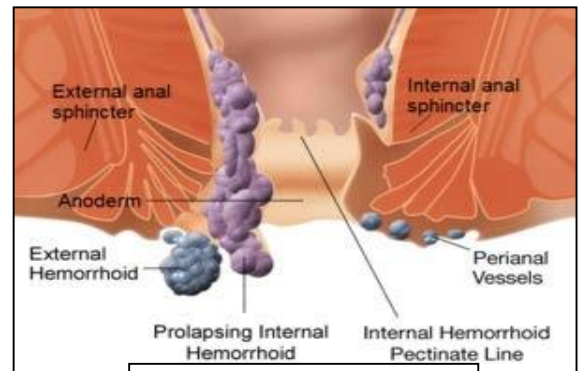
YEAR: 13

| | |
|--------------------------|--|
| STRAND 2 | Food and Nutrition |
| SUB STRAND | Diet and Health – Nutritional Diseases |
| CONTENT LEARNING OUTCOME | Discuss the causes, signs and symptoms and preventative measures for nutritional diseases. |

1. HAEMORRHOIDS (HEM-UH-ROIDS)

Haemorrhoids are vascular structures in the anal canal. In their normal state, they are cushions that help with stool control. They become a disease when swollen or inflamed. Haemorrhoids (HEM-uh-roids), also called piles, are swollen and inflamed veins in the anus and lower rectum.

Haemorrhoids may be located inside the rectum (internal haemorrhoids), or they may develop under the skin around the anus (external haemorrhoids).



En.wikipedia.org/wiki/haemorrhoid

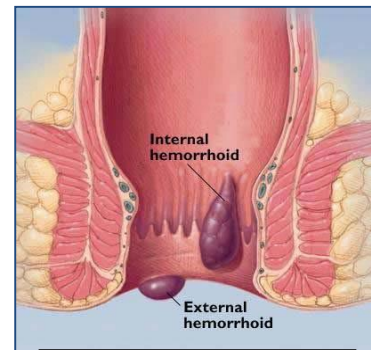
Causes

The exact cause of haemorrhoids is unknown. A number of factors are believed to play a role, including:

- Low-fiber diets.
- Irregular bowel habits (constipation or diarrhoea).
- Straining during bowel movements.

- The increased pressure on these veins during pregnancy, where pressure from the [foetus](#) on the abdomen cause the haemorrhoidal vessels to enlarge. The birth of the baby also leads to increased intra-abdominal pressures. Pregnant women rarely need surgical treatment, as symptoms usually resolve after delivery.
- Lack of exercise
- Genetics.
- an absence of valves within the haemorrhoidal veins
- Aging.

Other factors believed to increase risk include [obesity](#), prolonged sitting, a [chronic cough](#), and [pelvic floor dysfunction](#).



<http://www.maaclinic.org>

Signs and Symptoms

The signs and symptoms of haemorrhoids depend on the type present; internal or external haemorrhoids. **Internal haemorrhoids** are usually painless, but tend to bleed. **External haemorrhoids** may cause pain and swelling in the area of [the anus](#). If bleeding occurs it is usually darker.

Symptoms frequently get better after a few days.

Prevention

A number of preventative measures are recommended, including

- avoiding straining while attempting to defecate.
- eating a high-fiber diet and drinking plenty of fluid or by taking fiber supplements
- getting sufficient exercise.

Spending less time attempting to [defecate](#), avoiding reading while on the toilet, and losing weight for overweight persons and avoiding heavy lifting are also recommended.

Cure and Treatment.

- Diet is the best treatment for haemorrhoids. A diet rich in high-fiber foods and low in processed foods is essential. Increasing fluid intake to six to eight *eight-ounce* glasses a day also is important. Probably half of all haemorrhoid sufferers find relief with dietary changes alone. .
- Surgery is reserved for those who fail to improve following these measures.
- Traditional medicine

2. EATING DISORDERS / MALNUTRITION

Eating disorders

- frequently occur along with other psychiatric disorders, such as depression and anxiety disorders and often as a way to cope with an underlying problem, such as low self-esteem or depression.
- are illnesses that cause a person to adopt harmful eating habits.
- associated with poor nutrition and may harm organs in the body and, in severe cases, may lead to death.
- can develop at any age and most common among females, especially teenage girls.

Signs and Symptoms

- Patients often lack a sense of identity.
- This occurs when family members become so interdependent that each person cannot achieve his/her identity as an individual. As a result, family members are unable to function as healthy individuals, and they are dependent on other family members for their identity.
- Children in such families may fear growing up and restrict their diets in an effort to prevent their bodies from maturing and to maintain the parent-child relationship that he/she has become dependent on.
- Some experts believe that some patients with eating disorders have obsessive-compulsive disorders (OCD). This psychological disorder may cause patients to compulsively count calories or perform strict rituals concerning food.

Causes

Researchers believe that a combination of factors lead to the development of eating disorders.

| | |
|----------------------------|---|
| 1. GENETICS | Previous family history increases a patient's chance of developing an eating disorder like anorexia. |
| 2. MOOD ENHANCEMENT | Starving and stuffing oneself with food activates brain chemicals that produce feelings of peace and euphoria, removing distressing moods, such as anxiety or depression. Patients eat large amounts of food or starve themselves as a means of self-medicating. This concept is similar to that of drug addiction. |
| 3. STRESS | When patients are exposed to high levels of stress, eating disorders may develop as a coping mechanism. Research suggests that there is a connection between high levels of stress and the desire to eat. <i>Comfort foods</i> , those high in fats and sugar may help the body reduce stress levels. |

Preventative Treatment

Treatment must focus on more than just weight gain or weight loss. Treatment must also address the underlying cause, which often has a psychological basis. Patients may benefit from psychotherapy, nutritional education, exercise programs, and/or medications. The length of treatment may last anywhere from several months to years.

I. ANOREXIA

Anorexia nervosa is

- a psychological condition that typically affects adolescent girls.
- characterized by an intense fear of gaining weight. This fear does not typically disappear when weight is lost. Once an anorexic begins to starve him or her, a 15% weight loss is typical. These sufferers refuse to maintain a healthy body weight, and there is no underlying disease state or condition to blame for the



drastic weight loss.

II. BULIMIA

Bulimia nervosa is

- a condition where the sufferer binges and purges. Binges are periods of excessive caloric intake and are not characteristic of all bulimic patients.
- Patients feel an overwhelming need to control their weight.

Causes

- People with bulimia become obsessed with their weight and body shape.
- Repeated attempts to lose weight through severely restrictive diets, binge eating, and purging at least twice weekly for three months.
- Patients typically fear that they will not be able to stop eating voluntarily.



<http://www.returnofking.com>

Signs and Symptoms

- May include fatigue, abdominal pain, or diarrhoea.
- After the patient consumes calories, they may purge or get rid of these calories by inducing vomiting or taking laxatives.
- They typically try to hide their bingeing and purging behaviours from others.
- They commonly experience depressed moods, self-deprecating thoughts following eating binges, and the over-evaluation of self-body weight and shape

Prevention / Cure

Same preventative treatment as for all eating disorders.

III. BINGE-EATING DISORDER

- Binge-eating disorder is a period of overeating characterized by a period of shame and guilt.
- Binges are usually not accompanied by purging.
- People who suffer from this eating disorder are usually overweight.

Causes

Sufferers usually eat excessively to cope with their problems and generally feel as though they cannot stop eating once they have started.

Signs and Symptoms

- People who binge-eat cannot stop themselves from eating.
- Sufferers of binge-eating disorder have an abnormal eating pattern and fear that they will not be able to stop eating voluntarily.
- Eating large amounts of food even though they are not hungry.

- During a binge, patients usually eat until they are uncomfortably full.
- Binging typically occurs twice a week for at least three months and is accompanied by a depressed mood.
- Patients usually eat alone because they are ashamed of their behaviour.
- Feelings of depression, guilt, and disgust may occur after eating.

Prevention / Cure

Same preventative treatment as for all eating disorders.

IV. COMPULSIVE EATING DISORDER Description

- Patients are unable to control how much and/or how often they eat.
- They usually eat large amounts of sugary foods in an effort to elevate their moods.
- Patients may experience withdrawal symptoms, such as mood swings, irritability, and fatigue, if they do not eat the foods they crave.



<http://www.eatingdisordershub.com>

Causes

Researchers believe that a combination of factors, including genetics, depressed moods, stress, psychological problems, environmental pressures, and cultural influences, lead to the development of eating disorders.

Signs and Symptoms

- Patients may have difficulty stopping themselves from eating.
- They may eat quickly when they are not hungry, when they are alone, or constantly throughout the day.

Prevention / Cure

Same preventative treatment as for all eating disorders.

V. ORTHOREXIA NERVOSA

- Orthorexia is an obsession with eating proper food or food that the sufferer considers to be healthy and nutritionally beneficial to him/her.
- Sufferers of orthorexia will spend more and more time planning what they are going to eat and imposing strict regimens on themselves that, if not followed, may result in self-punishment, guilt, or negative thoughts.

Causes

Patients have exaggerated or extreme ideas about what foods are healthy. For instance, if the patient perceives sugar as unhealthy, he or she may go to extreme lengths to avoid eating any sugar at all.

Signs and Symptoms

- Patients with orthorexia nervosa only eat foods that they consider to be healthy.

- They generally get more pleasure out of eating appropriate foods than satisfying their hunger. If the patient deviates from their diet, then they may feel depressed.

Prevention / Cure

Same preventative treatment as for all eating disorders.

LABASA SANGAM (SKM) COLLEGE

LESSON NOTES – WEEK 5

SUBJECT: HOME ECONOMICS

YEAR: 13

| | |
|--------------------------|--|
| STRAND 2 | Food and Nutrition |
| SUB STRAND | Diet and Health – Nutritional Diseases |
| CONTENT LEARNING OUTCOME | State the causes, signs and symptoms and preventative measures for rheumatic heart disorder and discuss Nutrition Education. |

1. RHEUMATIC HEART DISORDER

The disorder is not directly a nutritional disease but its prevalence in Fiji is a concern due to poor hygiene habits. It is a preventable disease and is the common heart disease found amongst children in Fiji, with those aged 5 – 15 yrs considered most at risk. Rheumatic heart disease is a serious heart problem that develops after rheumatic fever.



- Rheumatic Heart Disease is a chronic heart condition caused by Rheumatic fever which can develop following a Group A *Streptococcal* (*Strep*) infection. (a germ called Strep).
- This bacterium causes *strep throat*. It is an inflammatory disorder that causes the body to attack its own tissues after it has been infected with the bacteria that causes strep throat.
- This reaction causes widespread inflammation throughout the body, which is the basis for all of the symptoms of rheumatic fever.

Causes

- Rheumatic fever is caused by a combination of bacterial infection and immune system overreaction.
- It almost always follows a strep throat infection, which is an infection of the respiratory tract caused by bacteria of the *Streptococcus* family. Children are far more likely to get strep throat than adults.

- Normally, *Streptococcus* causes a cough and a sore throat, and clears up with antibiotics.
- In some cases, however, children with strep throat begin complaining of pain in the joints or other unusual symptoms. This usually happens 2 to 4 weeks after the streptococcal infection (which may have already cleared up).
- Environmental factors present in developing countries, such as poor sanitation, overcrowding and a lack of clean water.

Signs and Symptoms

- Rheumatic Fever is an illness that can cause heart problems, joint pains and swelling, rashes and odd movements.
- Rheumatic Heart Disease causes chest pain, shortness of breath, and tiredness.
- Some people need an operation to fix their heart if they do not receive regular treatment and young people can die from rheumatic heart disease.

In some people, the body reacts with a **massive immune system reaction** to the affected areas. The cells that normally kill invading bacteria become so active that they also attack the affected tissues. The result in the joints is temporary arthritis (inflammation of the joints). In the heart, they can permanently damage heart valves, increasing the risk of heart problems later in life. Rheumatic fever can also cause problems with the nervous system that are usually reversible.

Risk Factors for Rheumatic Fever

Factors that increase your child's chances of developing rheumatic fever include:

- family history because certain genes make you more likely to develop rheumatic fever.

Prevention and Cure

1. Get treatment for sore throats and skin sores.
2. See a doctor for sore joints (knees, ankles, elbows, wrists)
3. Good personal hygiene and keeping the house clean.
4. Eat healthy food.

Practicing proper hygiene methods can help prevent strep throat. Always ensure that the living surroundings and home sanitary conditions are hygienic. These include:

- covering the mouth when coughing or sneezing
- washing hands
- avoiding contact with people who are sick
- avoiding sharing personal items, even water bottles, with people who are sick.

People who have had rheumatic fever before can get it again and again. All people who have had rheumatic fever should:

- have Benzathine penicillin injections every 3 weeks (children) or 4 weeks (adults).
- visit their doctor regularly for a check-up.
- visit the doctor immediately if they think rheumatic fever is coming back.

NUTRITIONAL EDUCATION

The National Food and Nutrition Centre

The National Food and Nutrition Centre (NFNC) was established by Government in 1982 to address the country's nutritional problems. It works under the Ministry of Health and is the national resource centre for food and nutrition.

Vision: A Healthy Fiji through Good Nutrition.

Mission: To formulate food and nutrition evidence-based policies through periodic monitoring and evaluation of the food and nutrition situation, and coordinate FPAN programs with strategic partners to enhance the nutritional wellness of the population of Fiji.

The Centre has the following responsibilities:

1. Monitor the food and nutrition situation in the country through field surveys and assessment of the national food supply.
2. Advise Government (and other stakeholders) on the food and nutrition situation and formulate evidence-based policy and programmes to improve the nutritional status of Fiji people.
3. Coordinate and review nutrition programmes/projects and the Fiji Plan of Action for Nutrition (FPAN), which aims to combat nutrition-related diseases affecting the population.
4. Educate the population about adequate diet and nutrition.

NFNC has assisted Government in the development of numerous nutrition policies. They have also helped in co-ordinating the promotion of healthy canteens in schools, Food security and vegetable gardening and the implementation of the Fiji Plan of Action for Nutrition.

Within the Education sector, the NFNC produces education materials/resources to support community and school education programmes with

- Canteen Guidelines
- Posters, brochures/pamphlets and leaflets on various nutrition-related topics
- Newsletters
- Nutrition and NCD Fact Sheets

Some materials developed by NFNC and circulated amongst schools include:

(i) Food and Health Guidelines for Fiji

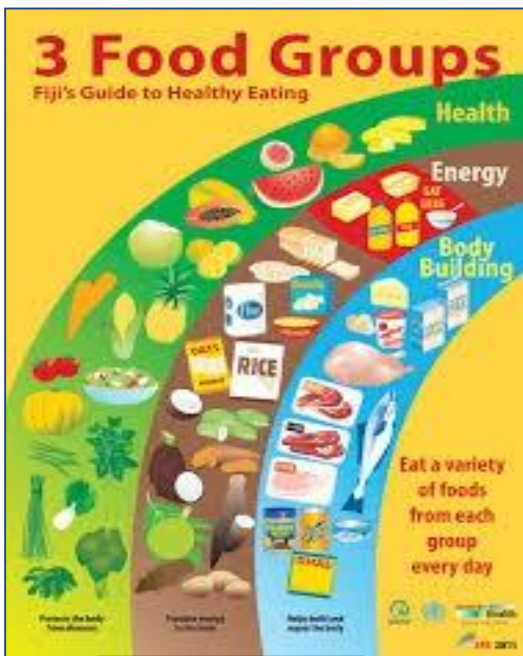
Fiji’s Food Guide is a pineapple that comprises most of the ten dietary guidelines. The recommendation to eat a variety of local foods is placed at the centre. Other recommendations represented include doing physical activity and growing one’s own food.

These guidelines were corroborated with the assistance of the WHO (World Health Organisation) and the MOH (Ministry Of Health) in the form of pamphlets and charts. The 10 Food and Health Guidelines highlight the 3 Food Groups and lifestyle patterns that promote good nutrition and health in Fiji. Each guideline deals with a key health issue affecting our wellbeing and, if followed, can help one live a healthy balanced life. In Fiji not everyone has access to a wide variety of nutritious food or enough money to buy them. As a result, nutritional related diseases or Non Communicable Diseases (NCDs) affect more and more people. . Fiji Food and Health Guidelines (FHG), if followed, will lead to healthier lifestyles, people and families.



<http://www.fao.org>

Other pamphlets/charts circulated in schools by NFNC to help with nutrition education include:



<http://www.health.gov.fj>



(ii) School Canteen Guidelines for Fiji

The *School Canteen Guidelines* was first published in 2005 by the National Food and Nutrition

Centre, the Ministry of Health with support from UNICEF and SPC. The revision of this Guideline was a collaborative project between National Food and Nutrition Centre, the Ministry of Health and the Ministry of Education. This *2013 School Canteen Guidelines* is based on the current knowledge about nutritional health of children as well as the operation of school canteens.

School canteens must provide healthy and nutritious lunch food and drinks to students. Good nutrition can make a difference in the health of children and their school performance.

Food Services in Fiji schools.

Food and good nutrition is very important for school children to help them develop, grow properly, keep healthy, strong, emotionally stable, active at all times, think well in their studies and maintain good health. They must have healthy eating behaviour patterns such as

- eating less sugar, salt and fats
- avoiding fast foods
- eating lots of locally produced fruits and vegetables
- drinking lots of water
- drinking less soft drinks
- eating a variety of foods
- avoiding over-eating

How is the school providing ‘good nutrition’?

Meals or foods provided in the school compound should be healthy and should include a variety of combination of foods from the three food groups.

Canteen meals and Snacks

Some school canteens are able to prepare meals. Some suggested menus and snacks include:

Healthy Meals

- Fish and green leaves in lolo with cassava
 - Chicken stew with rice or dalo
 - Dhal, rice, vegetable curry with tomato chutney
 - Chicken curry with rice and cucumber
 - Chicken chopsuey with cassava or rice
 - Chicken and vegetable soup with dalo or cassava.
 - Chicken or egg fried rice with vegetables
- Remember to include as much vegetables as possible.

Healthy Snacks

- ½ of cooked corn
- 1 glass milk
- 1 orange
- 1 banana
- 1 slice watermelon
- 2 slices of pineapple
- 2 slices of cheese
- ½ piece of carrot

❖ *Refer to the School Canteen Policy for content.*

Canteen Management

The food service can best fulfil its roles by:

- Selling nutritious foods that are prepared and served hygienically.
- Serving seasonal varieties of fruits, vegetables and nuts.
- Ensuring that the health of students is not compromised by the need to make profit.

How is the school providing ‘good nutrition’?

Selling products in canteens.

Encourage children to buy healthy foods and snacks by:

- Displaying posters and stickers of healthy and nutritious foods and drinks sold in the canteen.
- Involving Home Economics teachers and students to prepare new recipes in their food and nutrition or agriculture classes.
- Conducting meal satisfaction surveys to get feedback and ideas on how to improve existing practices.
- Creating ‘*Special Days*’ to promote new food recipes and drinks.
- Discouraging the sale of junk foods/snacks by creating awareness on health through participation in health education, talks, discussions and in various health events.

Hygiene

Proper hygiene practices will prevent illness and help maintain cleanliness. Safe preparation and storage of food improves health by helping to prevent illness.

LABASA SANGAM (SKM) COLLEGE

LESSON NOTES – WEEK 6

SUBJECT: HOME ECONOMICS

YEAR: 13

| | |
|--------------------------|--|
| STRAND 2 | Food and Nutrition |
| SUB STRAND | Diet and Health – Nutritional Diseases |
| CONTENT LEARNING OUTCOME | Discuss World Food Day and its importance. |

WORLD FOOD DAY

World Food Day (WFD) commemorates the founding of the Food and Agriculture Organization (FAO) of the United Nations in Quebec City, Canada in 1945. It is observed on the 16th of October every year and is celebrated in more than 150 countries. It is an international celebration that NFNC coordinates at the national level. The FAO decides for the international theme. In Fiji, the focus is on the promotion of locally grown fresh nutritious fruits and vegetables. Fiji marks this occasion each year by organizing area – level activity.

USING RDA (RECOMMENDED DAILY ALLOWANCE) TABLES.

These are guidelines issued by Nutritionists that indicate the amount of important nutrients that should be eaten by different members of the population to remain healthy. The RDA can act as an important guide to

- plan future food supplies for the country
- plan diets for institutions, hospitals, schools, prisons and other services
- label packed foods to indicate the proportion of the RDA in average serving portions.

Food Composition Tables

These tables have been created by Food Scientists by conducting experiments to calculate the nutrient content of individual foods. These calculations include the approximate amount of each nutrient needed by the body daily, also known as the **RDA Tables**. The main nutrients (Proteins, Fats, Carbohydrates, Vitamins and Minerals) are needed in varying amounts by individuals depending on varying factors like: age, sex, degree of activity and health. The use of the Food Composition Tables like the one given below can be used to calculate the nutritional values using all the individual foods used in your meals today.

| Cooking method | Energy | | Moisture (%) | Crude protein (g) | Fat (g) | Total carbohydrate (g) | Dietary fibre (crude fibre) (g) | Ash (g) | Ca (mg) | P (mg) | Fe (mg) | Thiamin (mg) | Niacin (mg) | Ribo-flavin (mg) | Pyrri-doxine (mg) | Total folic acid (µg) | Ascorbic acid (mg) |
|--|--------|--------|--------------|-------------------|---------|------------------------|---------------------------------|---------|---------|--------|---------|----------------------------|---------------------------|-----------------------------|-------------------|--|--------------------|
| | (kJ) | (kcal) | | | | | | | | | | | | | | | |
| Uncooked | 335 | 80 | 78.0 | 2.1 | 0.1 | 18.5 | 1.7 ¹ (0.5) | 1.0 | 9 | 50 | 0.8 | 0.10 (0.2) ¹ | 1.5 (0.6) ¹ | 0.04 (0.02) ¹ | 0.25 | 14 (35) ¹ | 20 |
| Boiled in skin, ² flesh only | 318 | 76 | 79.8 | 2.1 | 0.1 | 18.5 | 0.5 | 0.9 | 7 | 53 | 0.6 | 0.09 | 1.5 | 0.03 | - | - | 12-16 ³ |
| Boiled peeled | 301 | 72 | 81.4 | 1.7 | 0.1 | 16.8 | 1.6 ¹ (0.6) | 0.7 | 6 | 38 | 0.5 | 0.08 (0.2) ¹ | 1.2 (0.5) ¹ | 0.03 (0.01) ¹ | 0.18 | 10 (30) ¹ | 4-14 ⁵ |
| Baked in skin, ⁴ flesh only | 414 | 99 | 73.3 | 2.5 | 0.1 | 22.9 | 1.9 ¹ (1.2) | 1.2 | 10 | 60 | 0.8 | 0.10 (0.2) ¹ | 1.8 (0.6) ¹ | 0.04 (0.01) ¹ | 0.18 | 10 (25) ¹ | 12-16 ³ |
| Mashed, with milk and margarine ⁴ | 444 | 106 | 78.4 | 1.8 | 4.7 | 15.2 | (0.7) | 1.5 | 18 | 40 | 0.4 | 0.08 | 1.1 | 0.04 | 0.18 | (10) ⁷ | 4-12 ⁵ |
| Roasted, in shallow fat, flesh only ⁴ | 657 | 157 | 64.3 | 2.8 | 4.8 | 27.3 | 2.7 ¹ | - | 10 | 53 | 0.7 | 0.10 (0.2) ¹ | 1.9 (0.6) ¹ | 0.04 (0.02) ¹ | 0.18 | 7 ⁵ (35) ¹ | 5-16 ⁵ |
| French fried, chips ⁴ | 1 165 | 264 | 45.9 | 4.1 | 12.1 | 36.7 | 3.3 ¹ (1.0) | 1.8 | 15 | 92 | 1.1 | 0.12 (0.2) ¹ | 2.6 (0.6) ¹ | 0.06 (0.02) ¹ | 0.18 | (10) ⁷ (35) ¹ | 5-16 ⁵ |

<http://www.fao.org>

RDI (Recommended Daily Intake) is the estimated intake of an individual which is essential to the efficient functioning of the body.

Most foods contain a mixture of nutrients in them so these food tables show the nutrients present in 100g of an individual food. Given below is the RDI of nutrients for each food group. Check to see which group you belong to.

Table 14. Dietary Reference Intake: Recommended Dietary Allowance and Adequate Intake

| | Infants 0-6 mo | Infants 7-12 mo | Children 1-3 y | Children 4-8 y | Males 9-13 y | Males 14-18 y | Females 9-13 y | Females 14-18 y |
|--|-------------------|--------------------|-------------------|-------------------|-----------------|------------------|-------------------|--------------------|
| Vitamin A ($\mu\text{g}/\text{d}$) | 400 | 500 | 300 | 400 | 600 | 900 | 600 | 700 |
| Vitamin C (mg/d) | 40 | 50 | 15 | 25 | 45 | 75 | 45 | 65 |
| Vitamin E (mg/d) | 4 | 5 | 6 | 7 | 11 | 15 | 11 | 15 |
| Vitamin K ($\mu\text{g}/\text{d}$) | 2.0 | 2.5 | 30 | 55 | 60 | 75 | 60 | 75 |
| Thiamin (mg/d) | 0.2 | 0.3 | 0.5 | 0.6 | 0.9 | 1.2 | 0.9 | 1.0 |
| Riboflavin (mg/d) | 0.3 | 0.4 | 0.5 | 0.6 | 0.9 | 1.3 | 0.9 | 1.0 |
| Niacin (mg/d; NE) | 2* | 4 | 6 | 8 | 12 | 16 | 12 | 14 |
| Vitamin B ₆ (mg/d) | 0.1 | 0.3 | 0.5 | 0.6 | 1.0 | 1.3 | 1.0 | 1.2 |
| Folate ($\mu\text{g}/\text{d}$) | 65 | 80 | 150 | 200 | 300 | 400 | 300 | 400 |
| Vitamin B ₁₂ ($\mu\text{g}/\text{d}$) | 0.4 | 0.5 | 0.9 | 1.2 | 1.8 | 2.4 | 1.8 | 2.4 |
| Pantothenic Acid (mg/d) | 1.7 | 1.8 | 2 | 3 | 4 | 5 | 4 | 5 |
| Biotin ($\mu\text{g}/\text{d}$) | 5 | 6 | 8 | 12 | 20 | 25 | 20 | 25 |
| Copper ($\mu\text{g}/\text{d}$) | 200 | 220 | 340 | 440 | 700 | 890 | 700 | 890 |
| Selenium ($\mu\text{g}/\text{d}$) | 15 | 20 | 20 | 30 | 40 | 55 | 40 | 55 |
| Zinc (mg/d) | 2 | 3 | 3 | 5 | 8 | 11 | 8 | 9 |

Note: RDAs are in bold type; AIs are in ordinary type.
Source: Health Canada: http://www.hc-sc.gc.ca/fn-an/alt_formats/hpfb-dgpsa/pdf/nutrition/dri_tables-eng.pdf. Reprinted with the permission of the Minister of Public Works and Government Services, Canada, 2008.
*As preformed niacin, not niacin equivalents (NE) for this age group.

<http://www2.kidney.org>

- Add all the individual nutrient values from the Food Composition Tables.
- Compare it with your individual RDI value (Calculate on a daily basis, including ingredients from the three meals you have taken; Breakfast, Lunch and Dinner)
- Compare your RDI with the RDA table prepared.

One will be able to determine whether nutrient intake is lacking, sufficient or excessive. From there the diet is adjusted to ensure optimum health. In hospitals and medical centers, medical officers use the RDA tables when planning meals to ensure the health and speedy recovery of patients.

The policies and programs have been implemented with the sole focus of eradicating nutritional diseases in Fiji at all levels. Many government and non- governmental organizations are working hand in hand as more and more people succumb daily to these diseases mainly from either ignorance or bad choices. The main aim here is to eliminate ignorance as a mitigating factor throughout Fiji in both rural and urban centers alike.

When planning meals, one must consider the importance of the nutritional quality of meals. Some guidelines to consider would be:

- factors affecting the choice of food (eg/ individual preferences, food availability).
- meals to be planned daily or weekly (not individually) to ensure balance intake of nutrients.
- plan meals appropriate to occasion.
- appearance, texture and smell of food must stimulate appetite.
- consider the money available.
- consider the time and equipment available for cooking and preparation.

Meal patterns

- Meal patterns vary with lifestyle and circumstance. Nutritionists advise that it is better to eat small regular meals rather than one large meal daily.
- The traditional mealtimes are breakfast, lunch and dinner.
- With the current rise in NCDs all throughout Fiji, adopting a **vegetarian diet** or the **VMB way (Variety, Moderation, Balance)** would be the most effective ways of ensuring a healthier body.
- By including various forms of physical exercise in the daily routine, a healthier lifestyle is created for all.

HOME STUDY PACKAGE

LABASA SANGAM (SKM) COLLEGE

HOME ECONOMICS – YEAR 13

WORKSHEET 2

NAME: _____

YEAR: 13_____

DUE DATE: 16/08/2021

WEEK 4

MULTIPLE CHOICE QUESTIONS

Circle the **most** appropriate answer.

1. Which of the following terms is associated with binge eating?
 - A. Fasting
 - B. Starvation
 - C. Over eating
 - D. Under eating

2. Anorexia nervosa is a condition in which a person
 - A. Can only eat carbohydrate foods.
 - B. Increase weight by excessive eating.
 - C. Loses weight by excessive dieting.
 - D. Loses weight by eating junk foods only.

3. Which type of food is eaten in large amounts by people suffering from compulsive eating disorder?
 - A. Fruits
 - B. Vegetables
 - C. Sugary foods
 - D. Fibre foods

SHORT ANSWER QUESTIONS

Write the answers in the space provided.

1. State **one** dietary measure for the prevention of haemorrhoids.

2. List **one** significant habit of a person suffering from orthorexia nervosa.

3. State a **reason** for the following statements.

(i) Binge eating can lead to obesity.

(ii) Eating disorder is mostly common among females especially teenage girls.

WEEK 5

MULTIPLE CHOICE QUESTIONS

Circle the **most** appropriate answer.

1. Streptococcus bacteria is known to cause
 - A. Diabetes.
 - B. Rheumatic heart disorder.
 - C. Kidney disease.
 - D. Hypertension.

2. Every school canteen has guidelines to follow. Which of the following actions would be appropriate for canteen to do?
 - A. Sell fruits and fruit juice.
 - B. Promote empty calorie foods.
 - C. Sell fizzy drinks and crisps snacks.
 - D. Provide home - made sweets and cordial.

SHORT ANSWER QUESTIONS

Write the answers in the space provided.

1. State **one** way rheumatic fever can be prevented.

2. Discuss what you understand by **Nutrition Education**.

3. Why is nutrition education important?

4. 'Family Food Production' and Nutrition Programmes devised by the National Food and Nutrition Centre to encourage more families to do backyard gardening. Describe **one** impact of these programmes on the wellbeing of the family.

5. Explain the importance of the **Food and Health Guidelines for Fiji** in nutrition education.

6. Discuss the importance of School Canteen Policy.

7. Discuss **two** ways to effectively monitor school canteen policy in schools.

(i) _____

(ii) _____

8. Explain why school canteens need to be regularly monitored by the school.

WEEK 6

SHORT ANSWER QUESTIONS

Write the answers in the space provided.

1. State **two** guidelines to consider when planning meals to ensure that nutritional meals are prepared.

(i) _____

(ii) _____

2. Differentiate between RDA Table and RDI.

3. State **two** uses of RDA Table.

(i) _____

(ii) _____

4. Due to the current rise in NCD's state **two** ways of ensuring a healthier body.

(i) _____

(ii) _____

NOTE: Lesson notes to be filed and worksheet to be returned to school on the due date.

STAY SAFE AND STAY BLESSED

YEAR 13 MATHS WEEK 4 WORKSHEET –BINOMIAL THEOREM

1. Expand and simplify $\left(2x - \frac{1}{2}\right)^4$

2. Find the 15th term of $\left(3x^2 - \frac{1}{x}\right)^{15}$

3. Find the constant term in the expansion of $\left(x^2 + \frac{1}{x}\right)^6$

4. Find the coefficient of x^{10} in the expansion of $(2x - 3x^2)^7$.

CHAPTER 5 LEGAL DOCUMENTS ACTIVITY QUESTIONS

Lesson 1: The Basics of Legal Work

Multiple Choice

- A. Which of the following legal documents is known to be the document in its agreed final form?
- A. The engrossment
 - B. The endorsement
 - C. The draft
 - D. Folding the document
- B. In legal work, the person to grants the lease is known as
- A. lessee
 - B. Tenant
 - C. solicitor
 - D. lesser
- C. Which of the following documents is signed by two or more parties agreeing to do something such as sell and buy a house?
- A. Title
 - B. Bill of sale
 - C. Agreement
 - D. Deed

SHORT ANSWER QUESTIONS

A. Define the following terms:

i. Affidavit

ii. Ergonomics

iii. Solicitor

B. List the steps in drafting a legal document.

C. Describe three items that should be included in the Endorsement.

- i. _____
- ii. _____
- iii. _____

D. Differentiate between **Document Under Hand** and **Document Under Seal**.

E. Briefly explain the three copies when preparing The Draft.

- i. _____
- ii. _____
- iii. _____

F. Explain the procedure "Proving a Will"

Lesson 2: Different types of Legal Documents

A. Study the diagram below to answer questions that follow

| |
|---|
| <p>Subject: Specification document of Power Transformer</p> <p>Name of the company demanding a specification: Fighter Engineering Group (FEG)</p> <p>Specification document set out by: Henry Owen Consulting Engineer of Georgia Consultancy</p> <p>Date of Issue of specification document: 13 January, 2011</p> <p>Nature of specification document: This document represents the functional specification of the apparatuses, tools and implements required for development and functioning of an electrical transformer and the procedure by which the requirements are to be realized.</p> <p>Functional specifications of a transformer are as follows:</p> <ul style="list-style-type: none">▪ The voltage that is require of the transformer is 15KV▪ The rated voltage the required and the working of the concerned transformer is 11KV▪ The material required for high and low voltage winding of the transformer is copper.▪ An arrangement of earthlings is necessary for the transformer.▪ The painting of the transformer body is required to be of superior quality.▪ Rated capacity of high tension building and low tension on bushing should be of 11KV and 400V respectively. <p>Procedure of Equipment testing: A thorough computer based checking of the supply and quality records of the items have to be established to ensure that the functional requirements are met.</p> <p>Signature of the Consulting Engineer: _____</p> <p>Date: _____</p> <p>Place: _____</p> |
|---|

i. Identify and explain the legal document shown above.

ii. State four components that might be included in the mentioned document.

- a. _____
- b. _____
- c. _____
- d. _____

B. Briefly explain how aspects of the works are generally specified.

C. Identify two components which may be included in a traditional, fully designed project.

- i. _____
- ii. _____

D. Briefly describe the term Title in regards to property law.

E. List four elements of a Contract.

- i. _____
- ii. _____
- iii. _____
- iv. _____

F. Study the picture below and answer the question that follow

We the undersigned were both present at the time and saw the testor sign this WILL and then we signed it ourselves in the testor's presence:

Signature of first witness.....

Full name of first witness.....

Address.....

Occupation..... Phone Contact

Signature of second witness.....

Full name of second witness.....

Address.....

Occupation..... Phone Contact

Briefly describe where the document is will be executed **Under Seal** or **Under Hand**.

NAME:
YEAR 13:

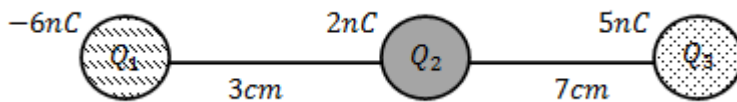
YEAR 13 PHYSICS
WORKSHEET WEEK 4

STRAND: ELECTROSTATICS

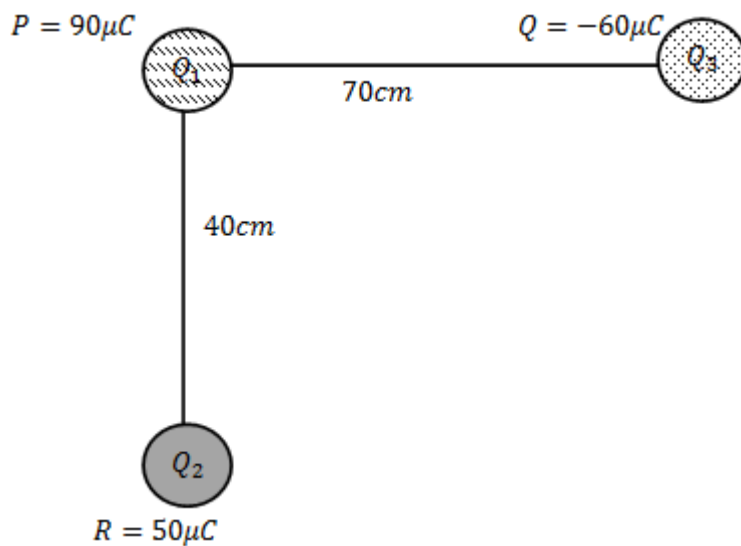
SUBSTRAND: ELECTRIC FIELD

1. A 4.5×10^{-9} C charge is located 3.2 m from a -2.8×10^{-9} C charge. Find the electrostatic force exerted by one charge on the other.

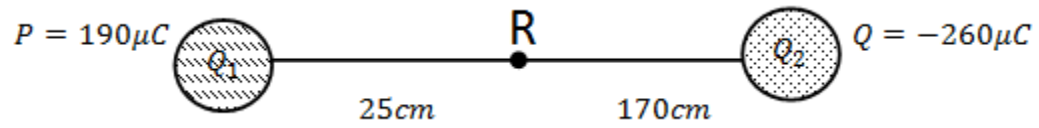
2. Find the resultant force acting on Q_2



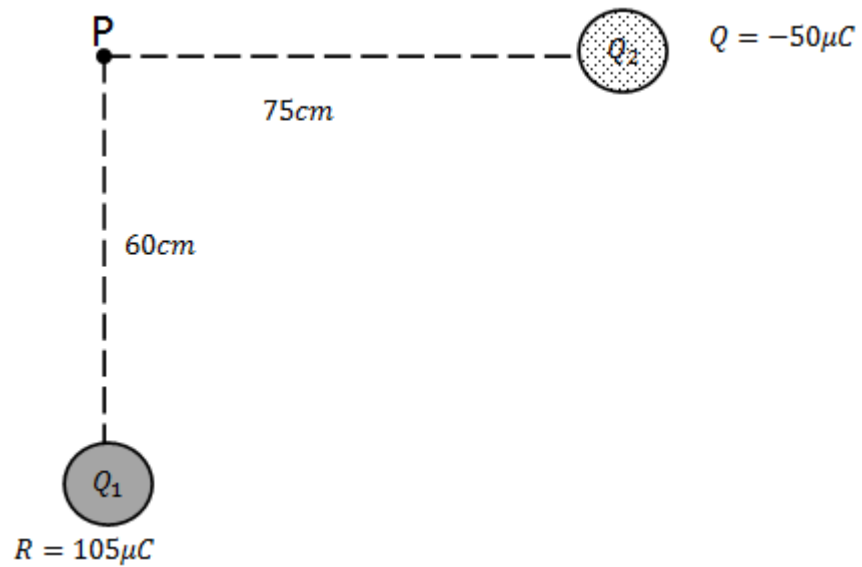
3. Find the resultant force acting on charge labelled P



4. Calculate the electric field generated at **R** by the charges P and Q.



5. Calculate the electric field generated at P by the two charges.



HOME STUDY PACKAGE

School: Labasa Sangam (SKM) College

Subject: Technical Drawing

Worksheet Number 1/Week 4

Year/Level: 13____

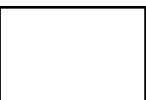
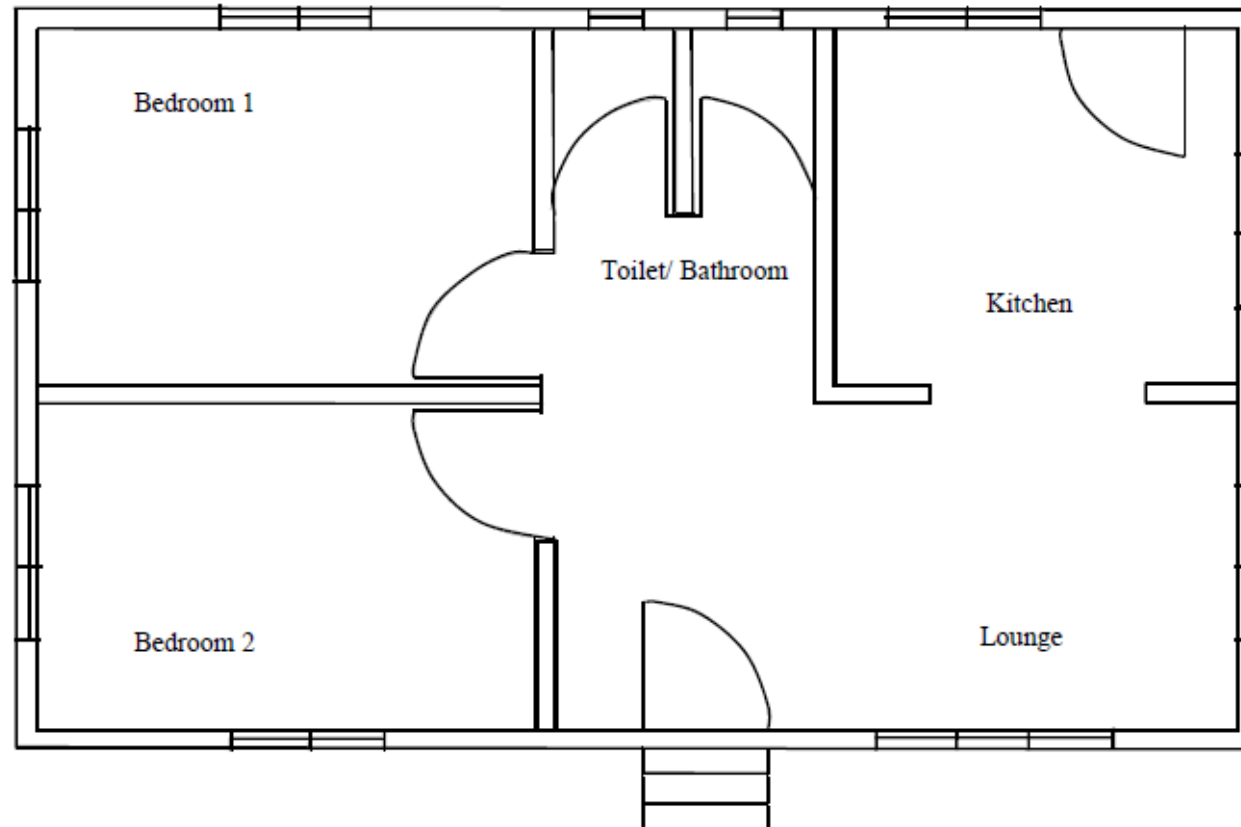
Student Name: _____

Due Date: 16th August 2021

Given: An incomplete Electrical Plan of Romnick's proposed house. (10 marks)

Required: Insert the following building symbols:

- (a) One illuminating lamp in the Kitchen (1 mark)
- (b) One-way switch on the Lounge wall (1 mark)
- (c) Two-way switch in Bedroom 1 wall (1 mark)
- (d) Fluorescent lamps in both bedrooms (2 marks)
- (e) One way switch in the Kitchen (1 mark)
- (f) Distribution Board (1 mark)
- (g) Socket outlet with a switch (1 mark)
- (h) Earth (1 mark)
- (i) Wall mounted lamp in the Lounge (1 mark)



Week 4: CAKACAKA LAVAKI

Yacamu: _____

Yabaki: _____

Cakacaka Lavaki

Vola me se mataqali Kilanauni cava era toka era:

1. na komputa dabe - _____
2. na waqa kau- _____
3. na keke tabarua- _____
4. na vinivo e a solia vei iko o Peceli- _____
5. na tarauese ya- _____
6. na peni qori- _____
7. na isulu nailoni- _____
8. na siqeleti e kesava o tinaqu- _____
9. na ika levu- _____

VOSA VEIGANITI

Wilika na vosa veiganiti sa koto qori e rā qai sauma na kena taro.

“Sa dodonu kina me na vaqaqacotaki na kena vakatavulici na noda vosa e na noda veikoronivuli. Ni taurivaki na lesoni ni Vosa VakaViti, eda sega wale ga ni vulica na veika me baleta na vosa, e da vulica tale ga na noda itovo sa luluqa tiko vakalevu e na gauna nikua. E vulici tale ga kina na veika me baleta na veiqaravi vakavanua, na veicakacaka ni liga, na isaqasaqa ni kakana kei na kena vakarautaki na ivakaloma vinaka.

Turaga kei na marama, e sa kena gauna me vakabibitaki na vulici ni Vosa VakaViti, ke sa rawa ni vakabibitaki na lesoni ni vosa vakaPeritania e dodonu vakā kina na vulici ni weta vosa.

Meu tinia, sa na yaga me da cakacakavata e na kena tutaki na drotini ni noda vosa ka me cecebuya tiko ga na kawa iTaukei. Sa dina sara ni kevaka e da na tu vata e na vuvu na wai.

Vinaka.

Taro

a) Na vosa veiganiti cava e tabaki koto qori e cake qai volā e dua na ivakadinadina ni nomu isau ni taro.

(2 na maka)

b) Dikeva mada na itautau ni vosa qai vakamacalataka.

(2 na maka)

c) Na cava na inaki ni vosa veiganiti?

(2 na maka)

d) Na gauna cava e dau rogoci kina na veika e cavuti tiko e na itukutuku?

(2 na maka)

e) Vola e rua na iwalewale e dau vakayagataki e na vosa veiganiti.

(2 na maka)