

NASINU SANGAM SCHOOL
YEAR 8
ENGLISH
WEEKLY HOME STUDY PACKAGE 1

UNIT 8 & 9 : WRITING AND SHAPING

LESSON NOTES

A. A POETRY TEXT: LYRIC POETRY/A SONG

Poems have many different purposes, for instance to entertain, to tell a story to convey information or just to share a feeling. They are often grouped by theme, structure, form or language features. Poems can be found in these three main genres of poetry: *lyric, narrative, and dramatic*.

Lyric poetry expresses thoughts and feelings of a poet. The term **lyric** is what we now refer to as **words of a song**. So songs are forms of poetry. Writers address the reader directly, portraying his or her own feelings, state of mind and perceptions.

Structure of songs includes:

- title
- verse- with the first verse setting up the theme for the song
- chorus- contains the main message of the song that is worth repeating
- bridge – is a progression that allows the chorus to be

Language features include:

- use of emotive words
- use of rhyming words
- use of imagery by the use of adjectives
- figures of speech e.g metaphor, simile, personification

B. PERSUASIVE TEXT – A POSTER

In a persuasive text the writer uses words to convince readers that the writer's opinion is correct in regards to an issue. Sometimes in the writing, readers are persuaded to perform an action – just to get them to agree with the writer's position. Some forms of this text would include advertisements, posters, letters to the editor, catalogues etc.

Persuasive writing is structured to include:

- **opening statement** of the case to be argued
- **elaboration** supported by evidence/ facts

- **skeleton framework**- pronged bullet points
- **conclusion**: reiteration of the facts and often gives recommendation for action.

FEATURES OF PERSUASIVE WRITINGS:

- Problem- solution.**
Persuasive texts highlight a problem and then offer solutions. People will not act unless a solution to a problem they have is provided.
- Benefits**
- Logical constructions and connectives with reasoning**
- Use of emotive and rhetorical language to persuade**
- Actions step words**• Look at the poster below: the writer presents some information in a persuasive way. Note how it is the text is structured and the language features.

OTHER FORMS OF PERSUASIVE TEXTS

- Dialogue
- Oratory Speech
- Advertisement

ACTIVITY

1. WRITING PRACTICE

There are many different ways of writing a poem or a song. Work with your parents to write a lyric poem. You can follow the steps below to guide you.

STEP ONE

Start with the title. Create a phrase that sums up the heart of your song's message. Try using an image or action word in your title to make it interesting.

STEP FOUR

Answer one question in the chorus and one in each verse. Select the question you want to answer in your chorus. Look for images and action words to bring your answers to life. What emotion are you describing?

STEP TWO

Make a list of questions suggested by the title. What does the title mean? Why are you saying that? How do you feel about it?

STEP FIVE

Connect your verse and your chorus. Make it a smooth transition.

STEP THREE

Decide on the song structure: how many verses? Will it have a bridge?

STEP SIX

Build your second verse and bridge

FIRST VERSE:

Set up the theme for the poem.


TITLE:_____

FEATURES


- i. Adjectives
- ii. Rhyming words
- iii. Metaphor
- iv. Repetition
- v. Simile
- vi. Emotive and action words

SECOND VERSE**BRIDGE****CONCLUSION**

2. Study the text and answer the questions.



Pizza For School Lunch



Our school lunch menu needs a makeover. Many students think school lunch tastes bad, and they either don't buy it, or they throw it away. With the growing problem of overweight kids, the school needs to make a new lunch menu with healthier, tastier options. I think the school should consider an option that will be tasty, healthy, and easy: a daily pizza option.

Almost every kid loves pizza. If you ask kids, they'll tell you that pizza tastes great and is easy to eat. If the school had a pizza option, students would buy hot lunch more often. They would also eat more of the lunch, so less food would go to waste. The school lunch program could make a lot more money.

Even though pizza tastes great, it can also be a very healthy food. In addition to a crust made with whole-wheat dough, low-fat cheese pizza or even pizza without cheese could be offered. Today, when the school serves broccoli or spinach, most of it goes in the garbage. But, kids will eat almost any kind of vegetables—and even some fruits—if they're on pizza.

Pizza can also be very fast and easy to make, which would be good for our cafeteria staff. The staff could make the dough and sauce ahead of time. They could also buy frozen dough and premade sauce. Then, all the staff needs to do is add toppings, cheese, and bake it. You also eat pizza with your hands, which means the staff has less silverware to wash.

Some people will probably object to the idea of a pizza option because pizza is often considered "junk food" instead of a regular, wholesome meal. Most delivery or take-out pizza is made with lots of fattening cheese and unhealthy toppings. But pizza can also be made with healthy ingredients, and it is always easy to make. The school should add a daily pizza option to the new lunch menu. Serving pizza isn't just great for the students, but it will also benefit the school lunch program.

- a. Write down 3 verbs that you can find.

i. _____ ii. _____ iii. _____

- b. Circle three pronouns used.

- c. Identify a complex sentence.

_____.

d. How does the inclusion of pictures help in the text?

e. What is the main idea that the author is trying to put across?

THE END

Weekly Home Study Package one (05/07/2021 – 09/07/2021)

Note: copy the following notes in your maths exercise book.

M4: GEOMETRY

Shapes

2 – Dimensional figures such as triangles, rectangle, square, circle, etc

3 -Dimensional figures such as cube, cuboid, cylinder, pyramid, cones and etc

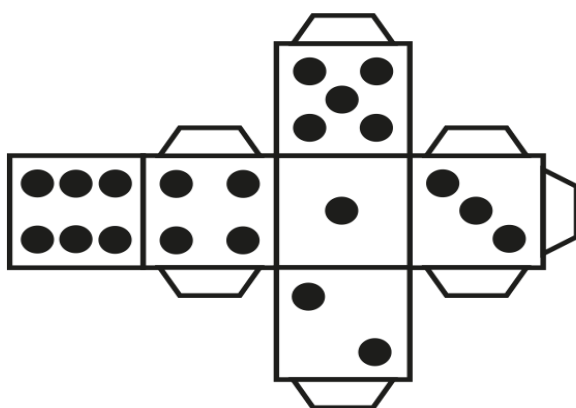
- These are solid figures which have edges, faces, vertices and nets

SOLID	N ^o of Faces	N ^o of Vertices	N ^o of Edges
1. Cube	6	8	12
2. Cuboid	6	8	12
3. Triangular Pyramid	4	4	6
4. Square Pyramid	5	5	8
5. Rectangular Pyramid	5	5	8
6. Triangular Prism	5	6	9

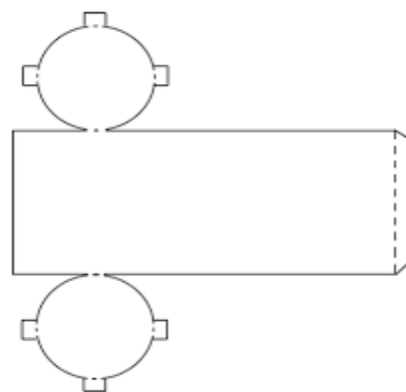
Activity

Draw the following nets on a paper, cut them out and join them to make the 3-dimensional shapes.

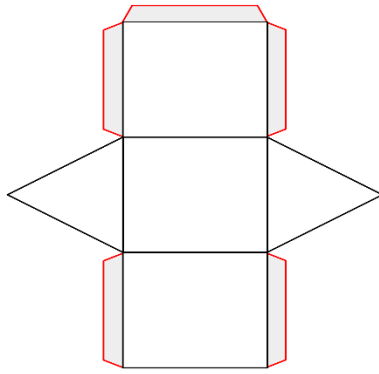
CUBE



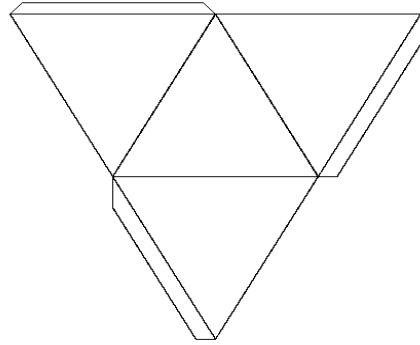
CYLINDER



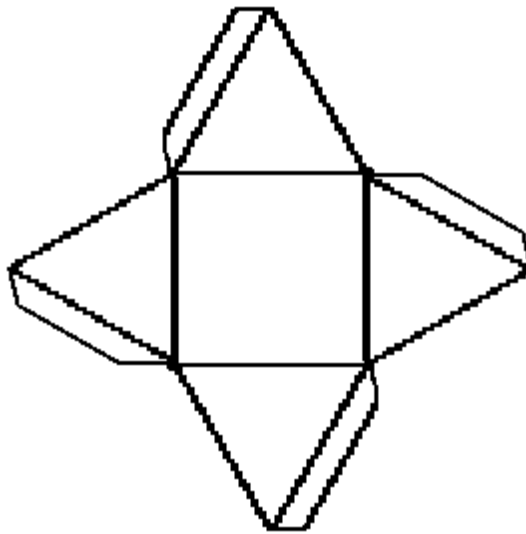
TRIANGULAR PRISM



TETRAHEDRON (Triangular Pyramid)



SQUARE PYRAMID



UNIT 15 : GOOD MENTAL HEALTH

LESSON NOTES

KEY WORDS : psychological, stress, anxiety, resilient, flexible.

What is mental health?

Mental health is a person's condition with regard to his/her psychological and emotional well-being .

What is good mental health?

Good mental health refers to a positive state of mind and lifestyle of a person.

What are the characteristics of people with good mental health?

1. They feel good about themselves.
2. They do not become overwhelmed by emotions, such as fear, anger, love, jealousy, guilt, or anxiety.
3. They have lasting and satisfying personal relationships.
4. They feel comfortable with other people.
5. They can laugh at themselves and with others.
6. They have respect for themselves and for others even if there are differences.
7. They are able to accept life's disappointments.
8. They can meet life's demands and handle their problems when they arise.
9. They make their own decisions.
10. They shape their environment whenever possible and adjust to it when necessary.

What are the importances of good mental health?

- | | |
|---|---|
| 1. It promotes healthier lifestyle. | 6. It promotes greater productivity. |
| 2. It gives better physical health. | 7. It builds better relationship. |
| 3. It improves recovery from illness. | 8. It increases social cohesion. |
| 4. There will be fewer limitations in daily life. | 9. It improves quality of life. |
| 5. It produces higher educational attainment. | 10. It increases greater employment earnings. |
- chances and better

What affects good mental health?

- Early adverse life experiences, such as trauma or a history of abuse (for example, child abuse, sexual assault, witnessing violence)
- Experiences related to other conditions such as cancer or diabetes.
- Biological factors, such as genes or chemical imbalances in the brain
- Use of alcohol or recreational drugs
- Having few friends
- Having feeling of loneliness or isolation

How can you develop good mental health?

1. Value yourself:

Treat yourself with kindness and respect, and avoid self-criticism. Make time for your hobbies and favourite projects, or broaden your horizons.

2. Take care of your body:

Taking care of yourself physically can improve your mental health. Be sure to:

- Eat nutritious meals
- Avoid smoking .
- Drink plenty of water
- Exercise regularly.
- Get enough sleep.
-

3. Surround yourself with good people:

People with strong family or social connections are generally healthier than those who lack a support network. Make plans with supportive family members and friends, or seek out activities where you can meet new people, such as a club, class or support group.

4. Give yourself:

Volunteer your time and energy to help someone else. You'll feel good about doing something tangible to help someone in need — and it's a great way to meet new people.

5. Learn how to deal with stress:

Like it or not, stress is a part of life. Practice good coping skills: Try to do exercise daily. Also, remember to smile and see the humour in life. Laughter can boost your immune system, ease pain, relax your body and reduce stress.

6. Quiet your mind:

Try meditating. Relaxation and prayer can improve your state of mind and outlook on life.

7. Set realistic goals:

Decide what you want to achieve academically, professionally and personally,. Aim high, but be realistic and don't over-schedule.

8. Break up the monotony:

Although our routines make us more efficient and enhance our feelings of security and safety, a little change of pace can perk up a dull schedule.

9. Avoid alcohol and other drugs:

Keep alcohol use to a minimum and avoid other drugs. Sometimes people use alcohol and other drugs to "self-medicate" but in reality, alcohol and other drugs only increase problems.

10. Get help when you need it:

Seeking help is a sign of strength — not a weakness. And it is important to remember that treatment is effective. People who get appropriate care can recover from mental illness and addiction and lead full, rewarding lives.

Groups and organizations that help with mental health

- | | |
|--|---|
| i. Psychiatric Survivors Association of Fiji | |
| ii. UNICEF | vi. Fiji Police Force |
| iii. Fiji Women's Crisis Centre | vii. Social Welfare Department |
| iv. Ministry of Health | viii. Fiji Human Rights Association |
| v. Ministry of Education | ix. Non-Governmental Organization (NGO) |

ACTIVITY

Answer the following questions in the space provided.

1. How does a person with good mental health behave? Give 2 ways.

2. Why do you need to have good mental health? Give 2 reasons.

3. Give two 2 reasons why people suffer from mental illness.

4. How can you help yourself to be mentally positive?

- B. Study the diagram and answer. Find a feeling horizontally, vertically or diagonally.

S	E	C	H	S	S	D	S	D	L	A	O	W	I	C
F	T	S	O	T	D	D	U	W	H	N	E	S	T	O
E	I	I	E	N	T	H	O	P	E	F	U	I	A	D
U	O	E	D	T	F	R	U	S	T	R	A	T	E	D
L	I	L	O	C	R	I	C	I	T	A	T	S	C	E
T	O	S	S	I	E	O	D	L	O	A	U	U	D	S
H	L	N	E	X	C	I	T	E	D	F	I	O	O	I
A	I	D	E	K	C	O	H	S	N	A	R	L	K	R
P	F	E	N	L	R	S	U	O	I	T	U	A	C	P
P	T	R	R	H	Y	D	C	F	P	D	F	E	U	R
Y	S	O	A	R	S	U	O	V	R	E	N	J	H	U
E	T	B	G	I	H	O	P	E	F	U	L	R	O	S
N	C	N	E	R	D	R	T	R	O	A	F	E	D	A
W	A	P	D	R	E	P	I	P	T	E	T	E	S	A
L	S	U	I	O	T	T	L	T	R	H	O	Y	G	S

SURPRISED	ENRAGED	PROUD
NERVOUS	HAPPY	PROUD
AFRAID	ANGRY	CONFIDENT
CAUTIOUS	FRUSTRATED	LONELY
CONFUSED	BORED	SHOCKED
ECSTATIC	JEALOUS	HOPELESS
EXCITED	WORRIED	SAD

THE END

UNIT 3 : PLACE AND ENVIRONMENT

SUB STRAND 1 : FEATURES OF PLACES

LESSON NOTES

3.1A World Climate Zones

What is climate?

Climate is the characteristic condition of the atmosphere near the earth's surface at a certain place on earth.

- It is the long-term weather of that area (at least 30 years). This includes the region's general pattern of weather conditions, seasons and weather extremes like hurricanes, droughts, or rainy periods.

What are the different types of climate?

There are approximately five main climate types on Earth:

- A. Tropical
- B. Dry
- C. Temperate
- D. Continental
- E. Polar

A: Tropical.

In this hot and humid zone, the average temperatures are greater than 64°F (18°C) year-round and there is more than 59 inches of precipitation each year.

B: Dry.

These climate zones are so dry because moisture is rapidly evaporated from the air and there is very little precipitation.

C: Temperate.

In this zone, there are typically warm and humid summers with thunderstorms and mild winters.

D. Continental.

These regions have warm to cool summers and very cold winters. In the winter, this zone can experience snowstorms, strong winds, and very cold temperatures—sometimes falling below -22°F (-30°C)!

E: Polar.

In the polar climate zones, it's extremely cold. Even in summer, the temperatures here never go higher than 50°F (10°C)!

How does climate affect the earth?

- i. Hot regions are normally closest to the equator. The climate is hotter there because the Sun's light is most directly overhead at the equator.
- ii. The North and South Poles are cold because the Sun's light and heat are least direct there.
- iii. The climate of a region will determine what plants will grow there, and what animals will inhabit it.

What are factors that affect the earth's climate?

Two of the most important factors determining an area's climate are

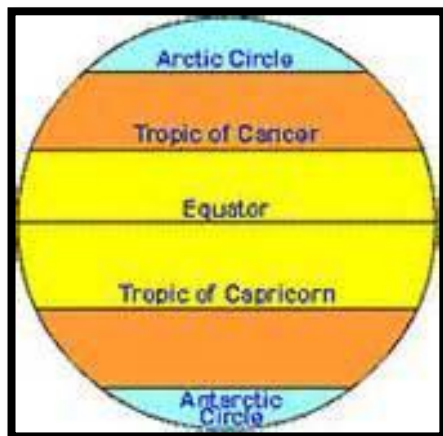
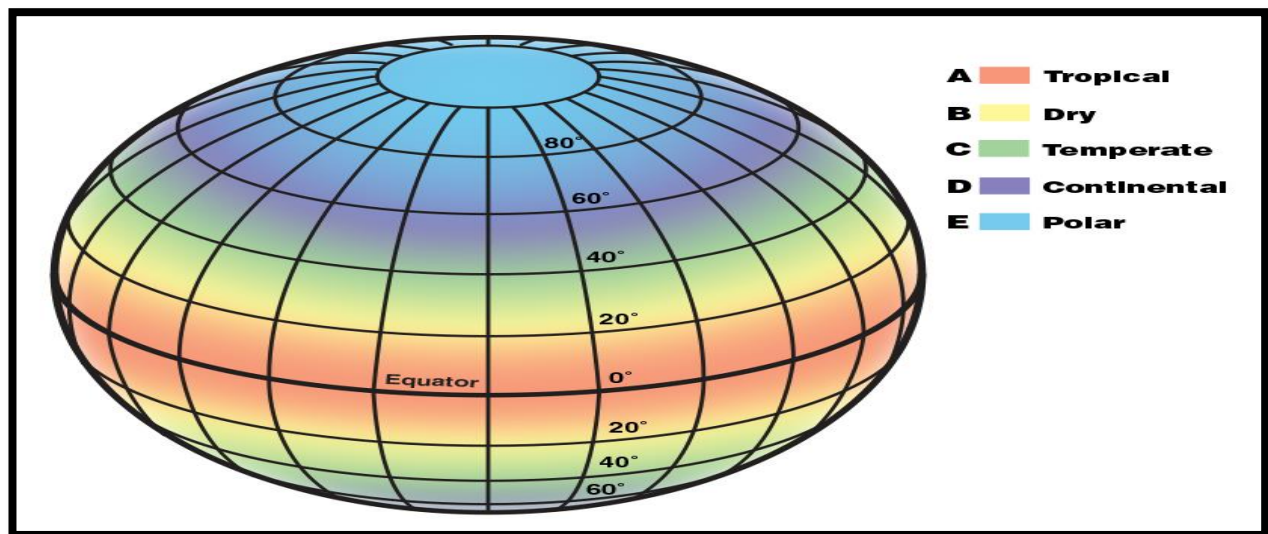
- i. **Air temperature**
The way the sun's energy moves in and out of the atmosphere and moves around the Planet.

Many factors influence the way that the sun's energy is spread around and determine an area's climate.

- a. One of those factors is **latitude**. The **equator** is considered to be zero degrees latitude. Other circular lines north and south of the equator are **latitude** lines. Climate varies with latitude, or distance from the equator. Because the sun's rays shine most directly at the equator, the climate in those areas is very warm.
 - b. Another factor is **altitude** or elevation. High-altitude areas such as mountains have cooler temperatures than lower areas. At higher altitudes, the air is thinner and less able to **absorb** and store heat.
 - c. Areas near oceans are usually milder and wetter than inland areas, and have less **temperature variation**. The ocean absorbs and stores large amounts of heat, which it exchanges with the atmosphere to impact climate.
 - d. Further inland areas from the ocean will have more **extreme temperature ranges**. The southern hemisphere of the earth has more ocean area than the northern hemisphere, so climate conditions over land in the south are more **moderate** than at similar latitudes in the north.
- ii. **Precipitation eg. rainfall.**
 - a. **Ocean currents**, both warm and cool, help to regulate climate as they **transport** water around the globe.
 - b. **Prevailing** wind patterns also influence climate as air masses move across the land.
 - c. The **interactions** between the sun's energy and how the atmosphere and oceans move heat around the earth produce different climate in different parts of the world.

WORLD CLIMATE ZONES

This is roughly where those climate zones appear on a globe:



- Tropic of Capricorn(23.5 degrees South)
- Tropic of Cancer(23.5 degrees North)
- Arctic Circle(66.5 degrees North)
- Antarctic Circle(66.5 degrees South)
- Equator (0 degrees latitude)

- Lines running down from north to south down the map are called meridians of longitude.[it includes the International Dateline(180degrees . East or West)] and the Prime Meridian (Greenwich, 0 degrees longitude)

Latitude is always given before longitude

- ❖ Lines running East-West across the map are called parallel of latitudes
- ❖ The Equator is the longest line of latitude

ACTIVITY

- 1.** Generally describe the weather in your country.

- 2.** How would you describe the location of your country on the climate zone map shown above?

THE END

Weekly Home Study Package one (05/07/2021 – 09/07/2021)

(Note: copy the following notes in your Basic Science exercise book. If the diagrams are not clear then you can refer to your Basic Science text books for the diagrams.)

STRAND 3: ENERGY

SUB – STRAND: ENERGY SOURCE AND TRANSFER

3.1.1: FORMS OF ENERGY

Some forms of energy are:

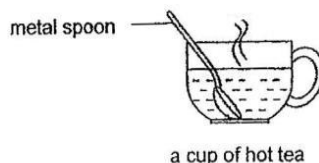
- Heat
- Electrical
- Sound
- Solar

HEAT ENERGY

- Transferred from region of **high temperature** to a region of **low temperature**.
- There are three different ways of heat transfer:
 - Conduction
 - Convection
 - Radiation

CONDUCTION

- Transfers heat within a body or between two bodies that are touching.
- It is a point-by-point process of heat transfer.
- Occurs in solids, liquids, or gases that are at rest.

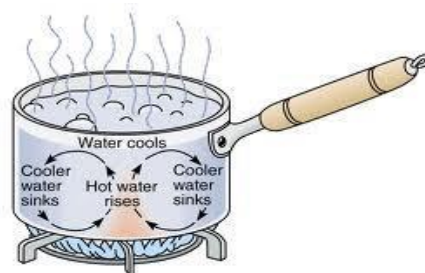


- A material that allows heat to travel through it is called a **conductor**.
- **Metals** like iron, steel and copper are good conductors.
- Rubber, wood and some plastics are **bad conductors**.

- A material that does not conduct heat or electricity easily is called an **insulator**.
- **Fire fighters** wear insulated clothing to protect them from the heat of the fire.

Convection

- Is the transfer of heat from one fluid to another by the movement of the fluid itself.
- A fluid is a substance which can flow.
- It is usually a fairly rapid process.
- It depends upon the movement of the material that is heated.
- The motion is a result of changes in density (mass per unit volume) that accompany the heating process.
- Water in a tea kettle is heated by convection. A hot stove also heats the air in a room by convection.
- When a fluid is heated, its density decreases. The particles of the fluid speed up and spread out. The fluid expands, becoming more **buoyant**.
- A warmer volume of fluid will **rise**, while a colder and thus more compacted volume of fluid will **descend**.
- A pot of water being heated over a burner, the water in contact with the hot bottom of the pot is heated by conduction. However, the heat spreads through the water by convection. The water at the bottom of the pot becomes hotter, more energetic, and less dense than the rest of the water. Currents of the hot water rise up, pushing aside the colder water at the top of the pot. This colder water sinks to the bottom, where it is then heated. This water then rises up, and the process is repeated. Convection transmits heat via such circulation currents of rising and descending fluid.



नीचे दिए गए शब्दों की वर्तनी सुधार कर लिखिए ।

१. पूर्वर्क -----
२. महैनत -----
३. अनूसार -----
४. बरबाद -----
५. अच्छाई -----

कोष्ठक में दिए गए शब्दों में से सही शब्द को चुन कर नीचे दिए गए वाक्यों को पूरा कीजिए ।

१. माताजी ठण्डे पानी में नहाना पसन्द ----- है । (करती, करते, करता, करतीं)
२. हलवाई तरह-तरह की मिठाइयाँ ----- है । (बनाते, बनाता, बनाती, बनातें)
३. गरीब को देखकर दया ----- है । (आता, आते, आती, आतीं)
४. राव साहब तीन बजे तक घर आ ----- । (जाएँगे, जाएगी, जाएगा, जाएगी)
५. सारे बच्चे भोजन कर ----- हैं । (चुका, चुकी, चुकें, चुके)

चर्चा करें

✓ या ✗ का निशान बनाकर बताएँ कि बच्चों के लिए क्या सही है और क्या गलत ।

१. बच्चों को बहादुर बनना चाहिए ।
२. बच्चों को मन लगा कर पढ़ना चाहिए ।
३. सिर्फ अपने गुरुजनों की बातें को सुनिए ।
४. अपने देश के लिए अच्छा नाम कमाए ।
५. अपने से छोटों को हर समय डाट कर रखें ।

नीचे लिखे शब्दों के विपरीतार्थक शब्द ढूँढ़ करके लिखिए ।

- | | |
|--------|-------|
| स्वर्ग | ----- |
| ईमान | ----- |
| सही | ----- |
| कोमल | ----- |
| मीठी | ----- |
| गुण | ----- |
| बहादुर | ----- |
| खुशी | ----- |

NASINU SANGAM SCHOOL

YEAR 8

NA VOSA VAKA - VITI

WEEKLY HOME STUDY PACKAGE 1

NA WASE 14: NA VAKANANANU LESU

NA VEI CAKACAKA ME QARAVI

A . NA WILIVOLA KEI NA SAUMI TARO

Wilika na i talanoa ka koto oqori e ra ka qai sauma vakadodonu na taro ka koto e rukuna.

Mo sauma na taro e na nomu i vola. Vola ga na i sau ni taro.

Isa na vanua ka'u a sucu kina,
Na bula, na marau au dau diva,
Dau i wewe ni gusuqu tu e veisiga,
Au na qai butuka tale ni naica.

Au sa mai tu ogo au vulagi,
Na i tovo ni bula sa duatani,
Au vakamura na liwa ni cagi,
Me'u biuti iko ka mai tu yali.

Isa na kakana au dau kania,
Rui bulabula ka'u susugi cake kina,
Talei vei au na noqu dau raica,
Ni oqori na mequ wai ni sucu dina.

Ni'u nanuma lesu na lasa mai na koro,
Vakatubu luluva e yaloqu taucoko,
Guilecavi dredre na kena i tovo,
Na lasa, na ka sa i divi ni noqu koro.

5. Mai loma ni vanua e ra dau diva,
Na veikakana e ra dau kania,
E ra matua ka vakarailasa kina,
Ni oqori sa kedra i cavu dina.
6. E so e ra kaya ni'u kai Colo,
Ia na qau kakana e bini ka toso,
Na boka lelevu, ura, draunikau kei na boro,
Na i kovu duna me noda i qoroqoro.
7. Au dau diva na loma ni tebara,
Na boi ca e ra dau taleitaka,
Na kuka, na qari, na ika, na mana daba,
Na rourou vakautona au na tawa guilecava.
8. Mudremudre tu na veibaravi,
Cere na masala ka di na mati,
'O ira na yalewa e ra gole yani,
Qarai na i coi ni vakayakavi.
9. Na vivili ra binia ka sa kauta,
Na kaikoso, na qaga ra sa canuma,
Na mana, na lumi kasa bauta,
Na dio, na civaciva ra sa saluma.
10. Na ika lalai au sa domona,
Caka vata toka kei na kena kora,
Na cawaki, na drumani e rui totoka,
Kei na vivili kece ni kokoda.
11. Kai yanuyanua e ra dau diva,
Na ika me i coi e na veisiga,
Na kena i cakacaka e kilai kina,
Na boro, vesa, loba soko na niu - sa ula dina.
12. Isa na kokoda au dau nanuma,
Na vasua me vakamoli, rokete, au sa bula,
Na lairo, na urau, na ugavule ni noqu vanua,
Na vakanananu e sega ni cavuka.
13. Ni vosoti au na veiyasana,
Na gauna ogo me da veicavu yaca,
Me baleta tiko na keda dui kakana,
Ka da kilai kina e Viti raraba.
14. Na veikacivi ogo e sega ni ka ni veiwali,
Ka ni dau caka ga vakaveiwekani,
E na veivanua veitabani,
Kei na vanua veitauvutaki.

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15. E totoka dina na lumi boso ni Gau,
Na damusa ni weleti mai na Yatu Lau,
Kaikoso ni Verata mai Telau,
Na via ni Noco sa matalau.
16. Na logologo ni Baciki au qai diva,
Veisa kei na kawai ni Babasiga,
Tivoli ni Lovoni e wakuno dina,
Sara ni Ovalau e kamica dina.
17. Vakasakiti ni soro ni Namata,
Sega ga ni sivia na qarivatu ni Namara,
Melamela ni Viwa e sa daumaka,
Moli ni Navolau mo tovoles mada.
18. Veisau e na gauna makawa,
Na kekewa me sa kau ki Kabara,
Ki Moce me sa kau kina na yaka,
Mai ki Lakeba na dalo vinaka.
19. Na kulu na uto e rogo ko Vuda,
Na soloi ni Ono au via tukuna,
Vudi ni Vatulele au qai nanuma,
Na ivi ni Beqa na kena matua.
20. E kamica na vea ni Naivai,
Na beka ni Namuka sa vuka mai,
Vo ni Matailobau e dreke ni wai,
Na yasayasa vaka-Ra na kena vurai.
21. Au qai diva na noqu vanua,
Na i vaulolo au qai nanuma,
Na kena vavai basaga i rua,
Qai kena i coi na qari matua.
22. Mai tu voli vakacakacaka,
Vuka tubu na i sau ni kakana,
Na kena i coi tara bewa sara,
Domo ni belo sa rawarawa.
23. Au rai tu ka vakaisaisa,
Vakanananu ki na noqu tikina,
Na weli e tiri, maumau dina,
Mai noqu wale na wai ni diva.
24. Au mai leqa e na noqu dodomo,
Vakacalai au na i rogorogo,
Vakaleqai au na kena i tovo,
"Ko i au me'u sa lesu tale ki na koro."

1.

Mo sauma mai na taro oqo:

- (a) Na cava na duidui ni nomu vosa ni sucu kei na vanua ko a sucu kina?
- (b) Na cava e vakaibalebaletaki ki na "mequ wai ni sucu dina"?
- (c) Na cava na kedrau duidui na kuka kei na mana?
- (d) E ra dau gole ki vei na yalewa ni di na mati?
- (e) Na cava na kokoda?
- (f) Tukuna mada e rua na vanua e rau veitabani ka rua e rau veitauvutaki?
- (g) E cavuti ki na vanua cava na melamela?
E tiko e vei na vanua ko ya?
- (i) Na kakana cava e kilai kina na yasayasa vaka-Ra?
Na kakana cava ko ya?

2.

Vakamatanivolataka mada vaka-Viti na veivosa e ra ni yavutaki e na rorogo se i cavucavuti ni vosa vaka-Vavalag.

- | | | |
|--------------|--------------|----------------|
| (a) minister | (c) contract | (e) irrigation |
| (b) February | (d) company | |

Tuvana mai na veivosa e ra me vaka e na raici e na dua na i volavosa:

wewe	vakamuria	vei	dredre	matau
boka	kuka	ira	nama	cawaki
cakacaka	urau	tiko	veivanua	Verata
Lovoni	Viwa	kina	vudi	dreke

SA CAVA E KE