

LABASA SANGAM (SKM) COLLEGE

SCHOOL: LABASA SANGAM (SKM) COLLEGE

YEAR/LEVEL: 9

SUBJECT: Basic Technology

WEEK: 1

STRAND: 4 Handtools

SUB-STRAND: Wood & metal tools and appliances

CONTENT LEARNING OUTCOME

- Identify the basic woodwork and metalwork hand tools, their parts and uses.
- Develop skills in use of the hand tools and processes.

LESSON NOTES

CHAPTER:4

HAND TOOLS AND APPLIANCES

CLASSIFICATION OF TOOLS

All the hand tools may be generally divided into classes or groups according to their uses. The main groups of tools are classified as follows:

- Holding and supporting tools** - These tools are used to hold or support the job while working on it.
- Geometrical tools** - These tools are used for measuring, marking, testing and setting out the work.
- Abrading and Cutting tools** - These tools are used for reducing the timber to required sizes and shapes.
- Percussion and impelling tools** - These tools are used to drive nails, screws, chisels and take out nails and screws.
- Boring tools** - These tools are used to bore holes

1. HOLDING AND SUPPORTING TOOLS

A. Woodworking Bench

- very essential equipment for any wood workshop.
- used for supporting your practical work piece or project while you work on it and during various other operations in completing your tasks and projects.

(i). Bench Well

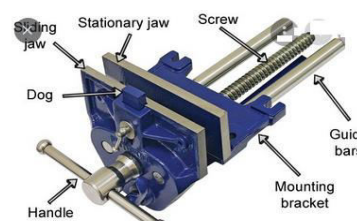
- It is the middle part of the bench top which forms a storage space called the „well“.
- It is used for storing the tools which are in use.

(ii)Bench Stop

- It is an adjustable wooden support slotted and fitted on the end of the bench usually on both sides.
- It is set slightly lower than the thickness of the timber being planned.
- used to block and prevent the timber from sliding away while planing on the bench.

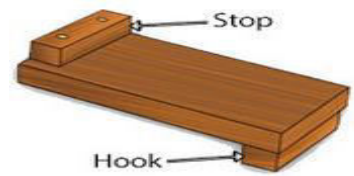
(iii)Bench Vice

- Made of metal and fitted with wooden guards and usually one on each side.
- used to hold your job piece while you work on it; cutting, chiseling, sanding, assembling, etc.



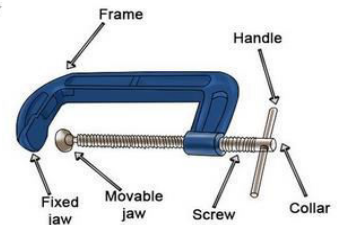
(iv) Bench hook

- Is made of wood and designed to hook over the bench top.
- It is used for holding the timber while you saw or chisel on the bench a preventing the bench top from damage.



G-CRAMP

- Is an essential holding device made of metal which is shaped in the form of “G”.
- It is used for holding down the piece of timber on the bench while you work on it.
- Is used to hold together glued pieces of timber and projects left for drying.



2. GEOMETRICAL TOOLS:

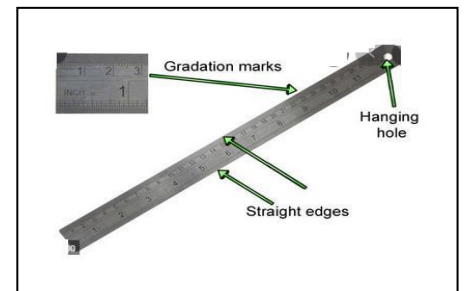
- These tools are used for measuring, marking, testing, and setting out the work.

MEASURING AND MARKING TOOLS

- used for measuring ,marking out , setting out and testing a job
- It is essential that measuring is correct and pieces are worked on to finished sizes which are accurate. If they are not, the project might not fit properly and will not be as good .

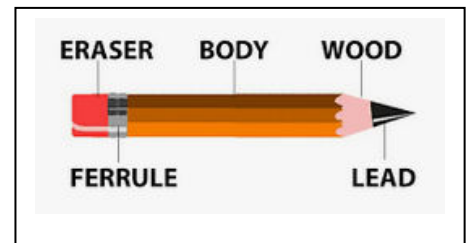
STEEL RULE:

- Is a handy measuring tool to have when making precise measurement on wood.
- used to measure pieces to length, measure the side and end dimension and for edges and surfaces for flatness.



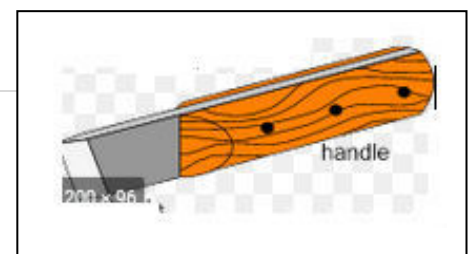
PENCIL

- Is an important marking tool which you should keep with you while working in the workshop.
- used in marking where appearance is important as it can be easily rubbed of or sanded.
- used for marking out on timber for lengths face marks, waste wood and numbering of pieces for assembly.



MARKING KNIFE

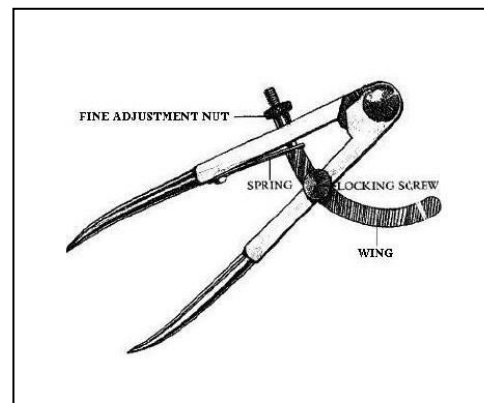
- Is a simple tool which makes a more permanent line than what a pencil does.



- blade has a pointed edge which makes lines that are easy to see and help ensure accurate saw cuts.
- are shaped like pens are easy to hold and maneuver.
- used where a fine and accurate cut line is required for marking joints and other more detailed markings on timber .it also cuts veneer, leather and cardboard.

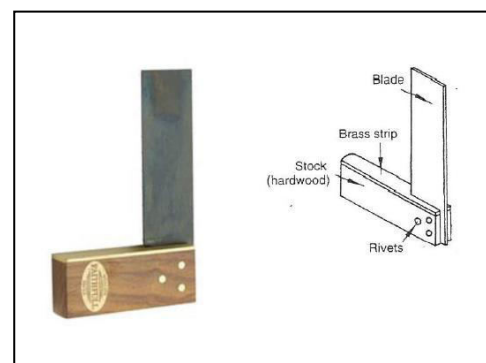
WING COMPASS

- Has two steel points in the form of a divider and opened by the means of a wing .
- legs are sharpened to points so that marks created are visible.
- It is used for setting out and marking arcs and circles for designed work pieces.



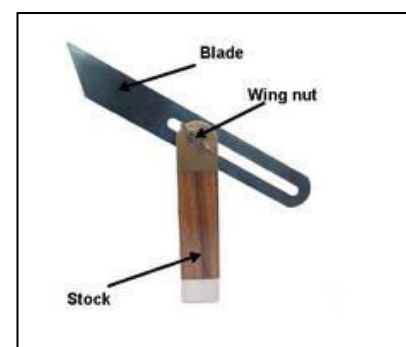
TRY SQUARE

- The blade of all the squares made of steel, secured to the stock by means of rivets.
- The inside edge of the wooden stock has a brass plate fitted to prevent wearing and splitting.
- It is used for marking lines at right angles on a piece of timber out square and marking out square lines on the work piece.



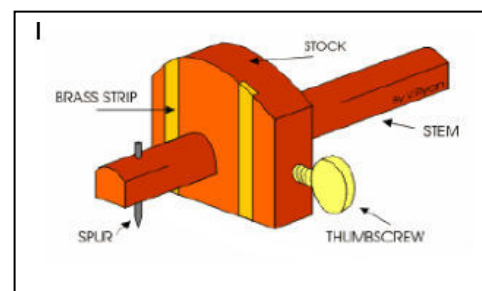
SLIDING BEVEL

- Has a wooden stock fitted with an adjustable blade through a slot and held by means of wing nuts for locking the blade at a certain angle.
- It is used for marking lines at any angle on a work piece and setting out, testing bevels and mitres.



MARKING GAUGE

- wooden stock slotted with a stem which is held by means of at thumbscrew.
- stem is fitted with a steel pin/spur which marks the wood .
- gauge should be used from the face side of the piece, grasped properly , tilted forward and pushed away from the worker.
- It is used for marking lines parallel to the face or working side or edge of timber.



3. ABRADING AND SCRAPING CUTTING TOOLS

- Are tools which cut by taking away small particles at time.

SAW

- Most heavily used of all woodworking tools which take away small piece or particles of the timber at time.
- hold the saw properly and the best method is 3-1-1 which represents the placing of the fingers on the handle.
- cut made by the saw is called **kerfs**.

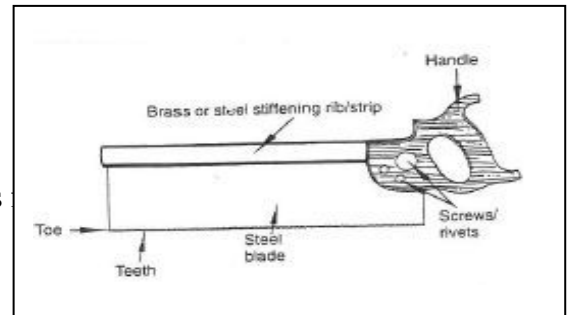
Saws can be divided into 3 main saw groups based on their type, sizes and uses.

1. **Back saws** - these are the saws used for general bench and fine cutting work. A stiffening rib is fitted over the blade to prevent the blade from bucking while cutting.
2. **Hand saws** - are saws used for larger cuts.
3. **Curve cutting saws** - are narrow bladed saws used for cutting curved shapes.

A. BACK SAW

TENON SAW

- Is considered the best general purposes saw for a beginner.
- The handle of the tenon saw is made from either plastic or wood and fixed onto a steel blade with screw /rivets.
- The brass or steel rib /strip strengthens the blade and enables straight cutting
- It is used for general bench work such as cutting of joints, angle, with and across the grain.

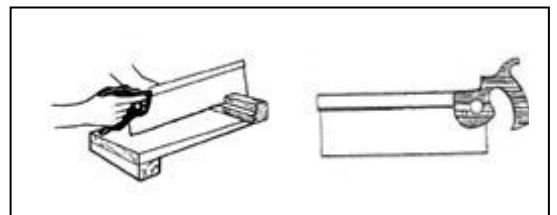


NOTE:

- When using the saw, hold the saw firmly but with a light grip on the handle.
- To start a saw cut, cut on the waste side of the marked line and draw the saw cut towards you lightly two or three times.
- Use the nail of your thumb of your hand as a guide, resting it up against the saw blade
- Do not cut the line or kill the line as it makes your piece smaller.

B. DOVETAIL SAW

- Is smaller than the tenon saw and has an open handle.
- used for fine accurate work and for cutting dovetail.

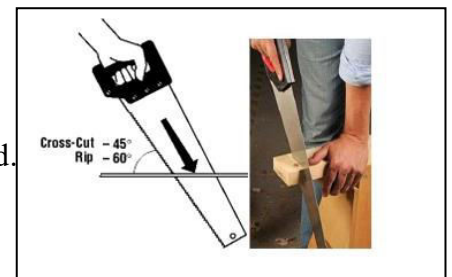


HAND SAW

- Have long, flexible blades ranging from 500 to 660mm in length.
- there is no stiffening back thus allows the blade to cut right through a wide board.

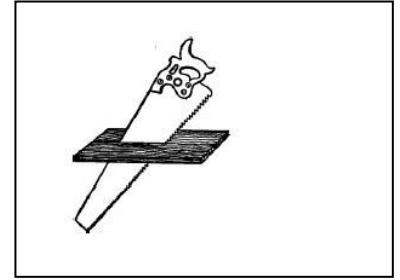
A. CROSS-CUT SAW

- Is not suitable for cutting small pieces of wood.
- To get the best from a cross-cut saw, hold it at about 45° to the wood.
- Used to cut timber across the grain of the timber, especially cutting larger pieces of timber



B. RIP SAW

- Is the larger of the hand saws and has a similar appearance to the cross-cut saw.
- It is not suitable for cutting small pieces of wood.
- To get the best from a rip saw, use the saw at a low angle to start the cut and continue at about 60° to the wood using the full blade length.
- used for cutting timber along the grain or ripping lengthwise, especially cutting larger pieces of timber.

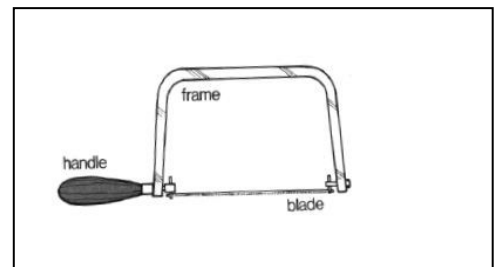


CURVE CUTTING SAWS

- Are narrow bladed saws and available in various shapes and sizes.

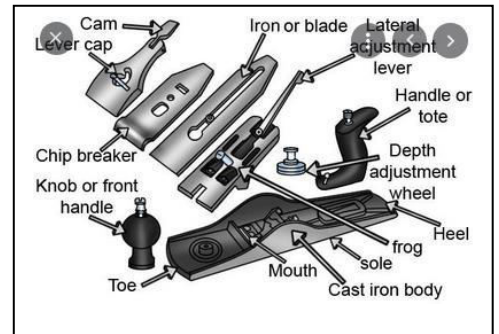
A. COPING SAW

- Consists of a narrow, flexible steel blade held in tension to a “c” shaped frame to which a handle is fixed.
- The coping saw cuts best on the pull stroke so the blade is fixed with the teeth facing the handle.
- It is used to cut small curves, slot and difficult shapes in fairly thin timber, plastic, glass fibre and mild steel.



BENCH PLANES

- are used to level off wood and for finishing prior to sanding, painting and sealing.
- A range of planes have been developed and they each have a different, but specific, usage.
- when working with planes remember it is best to work with the grain as this allows for easier use.



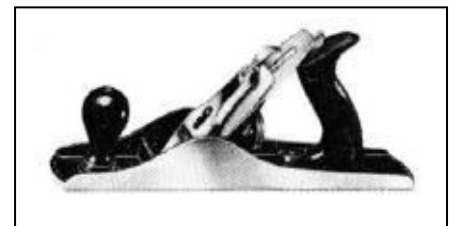
A. JACK PLANE

- Is designed to take off heavy shavings.
- It is used to square up rough timber to correct size and quickly removes waste wood.



B. SMOOTHING PLANE

- Used with a finely adjusted blade to skim the surface of wood that is already flat. It tends to ride up and down uneven surfaces so it cannot be used for squaring timber.
- It is used to produce a final smooth planed surface on the wood.



HOME STUDY PACKAGE

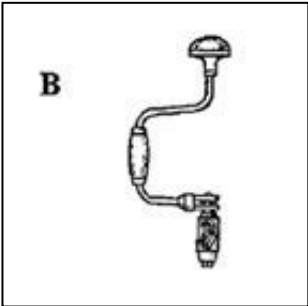
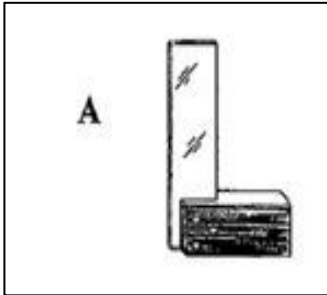
LABASA SANGAM (SKM) COLLEGE

YEAR: 9-BASIC TECHNOLOGY

WEEK 1 - WORKSHEET 1

DUE DATE: 26/07/21

1. Name the tools labelled **A** and **B** in the diagram and give its use.



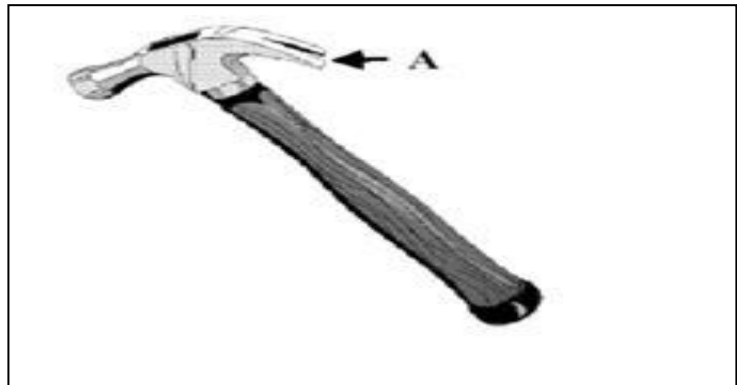
A: _____

B: _____

Use: _____

Use: _____

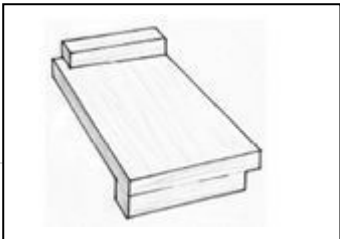
2. Name the woodworking tools shown in the diagram.



(i). Name: _____

(ii) State an appropriate use for part **A** of this tool

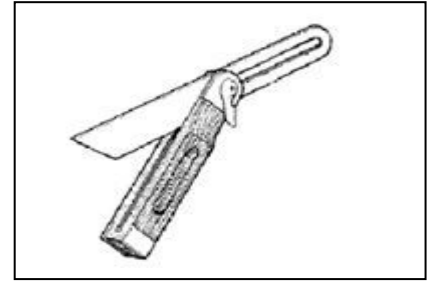
What is the function of a bench hook?



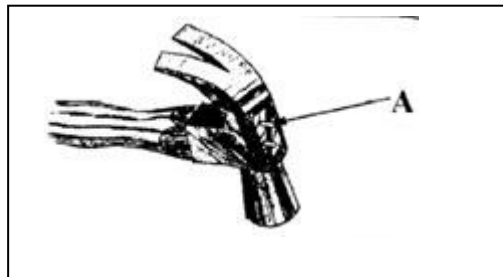
3. Name the woodworking tool shown in the diagram

(i). Name: _____

(ii) State the correct use for this tool.

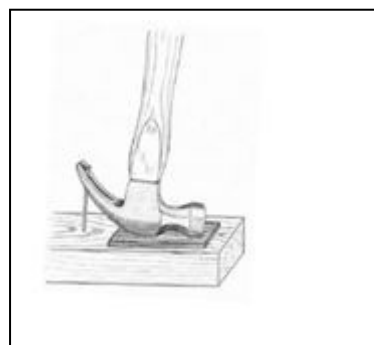


4. What is the function of the wedges shown at A, in the handle of the claw hammer?

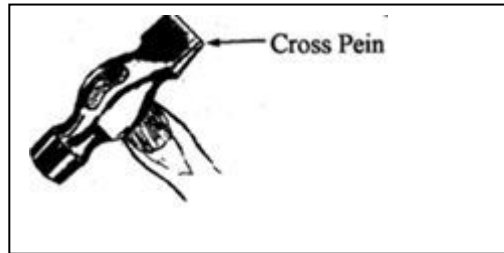


5. When pulling a nail, using a claw hammer, a piece of waste wood should be placed under the hammer head.

Give a reason for this:

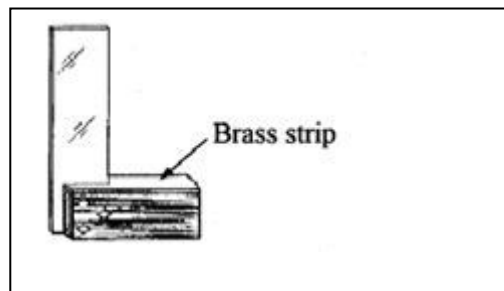


6. What is the cross-pein at the top of the hammer used for?



Reason:

7. Why does a try-square have a strip of brass running along the inside of the stock?



Reason:

8. (i) Name the woodworking tool shown in the diagram.

Name: _____

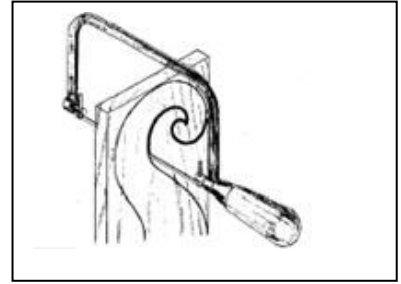
(ii) Give one specific use for this tool.

Use:

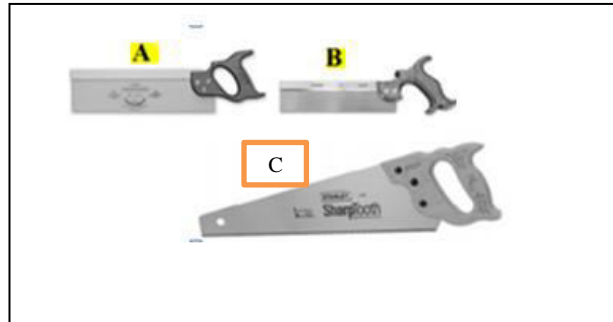


9. Name the saw shown in the diagram

Name: _____



10. The image on the below shown four type of saw.



(i) Give the correct name for each of the saws labelled A, B, and C.

A- _____

B- _____

C- _____

(ii). State where each saw would be used.

A- _____

B- _____

C- _____

11. State the correct name for the wood boring tools labelled A and B



A- _____

B- _____

LABASA SANGAM (SKM) COLLEGE

YEAR 9

COMMERCIAL STUDIES

LESSON NOTES

WEEK 1

STRAND 2: BUSINESS INFORMATION SYSTEM

Lesson 1.1 What Is Accounting?

• *Define Accounting*

Accounting is the system or tool which businesses use to **record, summarize, analyze, interpret and report business transactions to interested parties for useful decision making.**

From the above definition, the following very important phases can be identified:

- i. Recording business transactions
- ii. Summarizing business transactions
- iii. Analysis of business transactions
- iv. Interpreting business transactions
- v. Reporting the results of the above to decision makers [stakeholders]

Thus, accounting plays a very crucial role in communicating financial information to the decision makers or stakeholders who use it to make some decisions.

Accounting is a systematic process of identifying, recording, measuring, classifying, verifying, summarizing, interpreting and communicating financial information. It reveals profit or loss for a given period, and the value and nature of a firm's assets, liabilities and owners' equity.

Accounting provides information on the following:

1. Resources available to a firm,
2. The means employed to finance those resources, and
3. The results achieved through their use.

• *Describe the nature, purpose and functions of accounting*

Purpose/ Functions of Accounting:

1. Establishes accountability: analyses how money was used in a financial year.
2. Communicates financial information to various users.
3. Helps in business decision making.
4. A control device for the management.
5. Helps interested parties to make useful decisions.
6. It is a business language.

- *Identify the users of accounting information*

Users of Accounting Information:

There are two groups of users of accounting information:

1. **Internal Users:** these are groups who have direct access to the accounting records.
2. **External Users:** these groups rely on General Purpose Financial Reports [GPFs] to make decisions and they do not have direct access to accounting records of the business.

The user groups and reasons why they are interested in the financial reports

1. Internal Users

- a. **User:** The internal users include the management or the owners of the firm/business.

Reason: They want to evaluate the performance of the business to help them ineffective planning and control of business activities.

2. External Users

- a. **Shareholders:** These are people who buy shares in a company.

Reason: They are interested in the profitability of the business as they want a better return [dividend] on their investment.

- b. **Investors:** These are people who have contributed capital [money] in the business.

Reason: They are interested in the rate of return [profit] on their investment.

- c. **Potential Investors:** These groups of people are interested in investing in a particular business.

Reason: They want to decide whether or not to invest by assessing the firms profitability.

- d. **Lenders:** These are people or institutions that give money to the business as loans.

Reason: They want to assess whether the businesses have ability to pay back the loans.

- e. **Suppliers/Creditors:** These are people/businesses to whom firm owes money to.

Reason: They want to assess the credit worthiness of the firm.

f. Government: The government is the main regulating authority in the nation.

Reason It needs taxes to operate efficiently [in providing its services to the people]. Therefore, it is interested in whether or not the firm is paying its fair share taxes.

g. Employees: These are people who work in the firm.

Reason: They want to see if the firm makes profits which will help their unions negotiate a better wage for them and also guarantee a secure job for them.

h. Trade union: These are organizations formed by the collective effort of workers. Its aim is to look into the workers grievances and negotiate with their employers on their behalf.

Reason: They want to seek better working conditions and a wage increase for their members especially when the firm is making good returns.

i Customers: These are people/entities that buy goods and services from the firm.

Reason: They want to see if the business will continue to provide/produce the goods and services they need/want.

J. Competitors: These are entities that are also carrying out similar business activities.

Reason: They want a greater market share.

LABASA SANGAM (SKM) COLLEGE

HOME STUDY PACKAGE

YEAR 9

COMMERCIAL STUDIES

WORKSHEET- 1

WEEK 1

STRAND 2: BUSINESS INFORMATION SYSTEM

Lesson 1.1

What Is Accounting?

MULTIPLE CHOICE

Circle the correct letter

1. Communicating information to various users is a/an _____ of accounting:
 - A. function
 - B. objective
 - C. obligation
 - D. responsibility
2. Which of the following is not a user of accounting information?
 - A. School
 - B. Creditor
 - C. Investor
 - D. Government
3. Accounting is
 - A. starting a new business
 - B. spending money on goods and services
 - C. advertising the products in the business
 - D. recording, summarizing and interpreting of financial data

NAME:

YEAR:

4. Which one of the following is an internal user of the financial reports?
 - A. Competitor
 - B. Government
 - C. Management
 - D. Potential Investor
5. One of the main reasons why government is interested in the financial reports of a business is
 - A. for profitability
 - B. for tax purposes
 - C. to know the credit worthiness
 - D. to evaluate the business performance
6. The process of measuring, recording, identifying and communicating financial information is best described as
 - A. auditing
 - B. budgeting
 - C. accounting
 - D. consulting
7. Which of the following is an important phase in the definition of Accounting?
 - A. recording business transactions
 - B. focusing on business transactions
 - C. prioritising business transactions
 - D. thinking about business transactions
8. Shareholders are interested in the financial reports of a business in order to
 - A. promote the sales of shares
 - B. successfully repays their loans
 - C. increase the viability of buying shares
 - D. confirm a better return on their investment

9. Which of the following is an internal user of accounting information?
- A. Owner
 - B. Potential Investor
 - C. Creditor
 - D. Government
10. Investors are interested in the financial reports of the business in order to
- A. promote the sales of shares
 - B. successfully repays their loans
 - C. increase the viability of buying shares
 - D. confirm a better return on their investment

SHORT ANSWERS

1. Identify any two external users of Accounting Information

2. Explain why it is important for creditors to use the accounting information provided by the business

LABASA SANGAM (SKM) COLLEGE

YEAR 9

ENGLISH

LESSON NOTES

WEEK 1

Strand	WRITING AND SHAPING
Sub Strand	3.1 TEXT TYPES MEDIA TEXT, EVERYDAY COMMUNICATION & LITERARY TEXT.
Content Learning Outcome	EN 10.3.1.1 :Show understanding of the purpose of writing by engaging in effective and purposeful writing activities

TOPIC: PERSONAL WRITING

Narrative Essay Writing

- **Purpose** - to tell a simple story.
- **Structure** - The story is organised in chronological order.
 - **Introduction** - describes the setting (where, when), introduces the characters (who), explains the situation or introduces the problem.
 - **Body paragraphs** (3-4) - focuses on events : Your story needs to build to something exciting, the climax which includes action, dialogue, sensory details, thoughts & feelings and suspense.
 - **Concluding paragraph** - end your essay with a memorable line and also reveal how you overcame your problem. All conflicts are resolved and everything goes back to normal.
- **Transitions** - Essays require appropriate connectives and linking devices to move them along smoothly, e.g. Suddenly, next, then, as soon as, before, silently etc.
- **Viewpoint** - Often written in 1st person – I or we.
- Can also be written in 3rd person – he, she, they.

Plot Components The sequence of events in a narrative essay.

Exposition/Introduction – beginning of the plot which provides important background information and introduces the setting, characters and main conflict (problem)

Rising Action - this part of the story begins to develop the conflict. A building of interest or suspense occurs. During the rising action, the conflict becomes more intense and suspense builds as the main characters struggle to resolve their problem.

Climax - is the turning point in the plot when the outcome of the conflict becomes clear, usually resulting in a change in the characters or a solution to the conflict. Usually the main character comes face to face with the conflict.

Falling Action - the conflict is - or about to be – settled

Resolution: the ending - The story’s central problem is finally solved and the story comes to an ending.

SAMPLE ACTIVITY QUESTION

**Narrative Essay
Marks)**

(10

Use 140 to 150 words and give your writing a title. Include all the necessary features of Narrative essay writing. Write a plan for your choice before you start writing. The theme for this question is: **Helpfulness.**

Write a narrative essay including the sentence below in any part of your writing.

“.....to be helpful in my family”

STEPS TO FOLLOW WHEN PLANNING A NARRATIVE ESSAY

STEP 1

Study the Activity question to understand the instructions given for writing a narrative essay. See the Sample activity question given above.

Thus, consider planning the plot of one incident only that involves the main character [Subject] of the story.

STEP 2

Take note of the **Theme** given instruction. For example :The theme for this question is: **Helpfulness.**

Thus, the narrative planned should emphasize the importance of helpfulness or highlight the consequence of not being helpful.

STEP 3

From the main question given, identify the **Subject** [who] the narrative is about. For e.g Write a narrative essay including the sentence below in any part of your writing.

“.....to be helpful in **my** family”

Subject identified is **my** = narrator

Thus, 1st person narration, [the narrator/I, being the main character] should be planned and used in the narrative essay.

STEP 4

Identify other important details from the question that can give a clue on what to write about. E.g. “.....to be **helpful** in **my family**.....”

Thus, the narrator should write about how helpfulness can be practiced at home.

STEP 5 - Compose a brief/summarized plan based on the clues identified using a simple plan structure.

SAMPLE PLAN

Theme: - Helpfulness

Title: - Helpfulness Makes A Happy Home

Setting: - Home

Characters: - Narrator (Main), family members, neighbour,

Plot:

Beginning - Narrator realizes the daily struggle, heavy work load /stress of parents.

Middle - Arguments and fights among family members become a daily experience.

Climax - A family member is exhausted and falls sick. Other members are affected.

End - Narrator comes up with a good idea that helps to restore the family happiness.

**LABASA SANGAM [SKM] COLLEGE
WORKSHEET
WEEK 1**

NAME: _____

YEAR 9 _____

SUBJECT: ENGLISH

DUE DATE: 26 JULY 2021

Instructions

1. Read your notes thoroughly before attempting the student activity in Worksheet 1.
2. Keep your notes in a file for all the Home Study Package issued from school.
3. Only return the Worksheet for marking by your Teacher when parents return to collect the next batch of package from school.
4. Fill in your details correctly e.g Name & Year 9 A

EXERCISE 1 NARRATIVE WRITING ACCORDING TO PLAN

- Use the Sample Activity Question given in your Lesson Notes to do this exercise.
- Rewrite the **Sample Plan** given in the Lesson Notes in the space provided below. (1 Mark)

<u>PLAN</u>

THE END

Plan	/ 1	Intro.	/ 1	Content	/ 3
Conc.	/ 1	Style	/ 2	Accuracy	/ 2

10

LABASA SANGAM (SKM) COLLEGE

HOME ECONOMICS

YEAR: 9

LESSON NOTES – WEEK 1

STRAND 2	Food and Nutrition
SUB STRAND	Food Study – What is Food?
CONTENT LEARNING OUTCOME	Define the following terms: Food, nutrients, nutrition and nutrition education. Explain the reasons for the need for food, classify food into groups according to their functions and discuss the importance of the food groups.

DEFINITIONS

- Food – is nourishing substance that can be eaten or drunk.
- Nutrient – a substance that provides nourishment to the body.
- Nutrition – is the study of nutrients and their relationship with food and living things.
- Nutrition Education – imparting knowledge or correct information on the nutritional value of food.

REASONS FOR THE NEED FOR FOOD

- Growth – without food a living organism cannot grow.
- Repairs the body's worn out tissues.
- Provides energy to work.
- Protection from diseases thus the need to keep our body healthy.

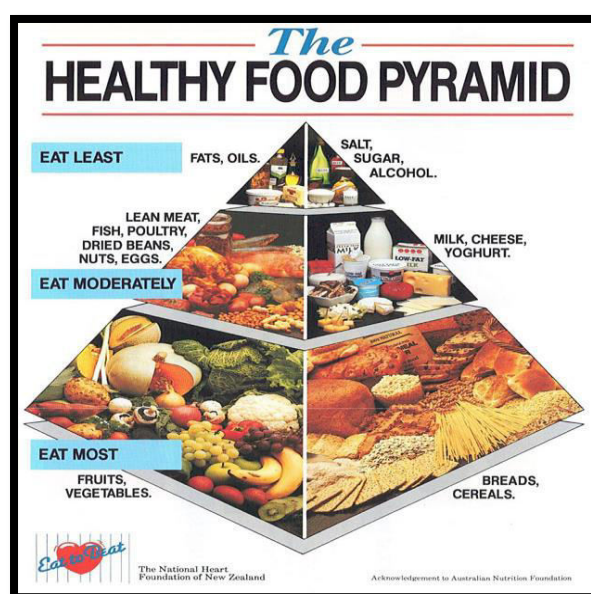
THE THREE FOOD GROUPS

- Healthy meals should be varied and to include some food from each group.
- Each day eat a variety of foods from the three food groups in the right amounts.

Food for Energy	Food for Body Building	Food for Health
All root crops, vudi, breadfruit, rice, bread, biscuit, flour, sugar, coconut, butter, oil, ghee.	All meat, chicken, fish, shellfish, milk, egg, cheese, pulses, peas, nuts.	Fruits-pawpaw, orange, mango, pineapple, guava. Vegetables-green leafy vegetables, pumpkin, carrot, tomatoes, green coconut etc.

THE HEALTH GUIDE PYRAMID

- Suggests the number of servings of various sorts of food into a graphic image.
- **Eat Most:** includes the bread, cereals, rice and pasta group, the fruit group and the vegetable group.
- **Eat Moderately:** includes milk, yogurt and cheese group and the meat, poultry, fish, dry beans, eggs and Nuts group.
- **Eat Least:** includes fats, oil and sweets which are to be used sparingly to avoid excess calories or fat. It is not necessary to completely avoid foods such as salad dressing, butter, margarine, candy, soft drinks and sweet desserts but it should be consumed infrequently.



IMPORTANCE OF FOOD GROUPS: It helps to plan a balanced and nutritious meal.

LABASA SANGAM (SKM) COLLEGE

HOME ECONOMICS – YEAR 9

WORKSHEET - WEEK 1

SHORT ANSWER QUESTIONS

Write the answers in the space provided.

1. Define:

(i) Nutrient

(ii) Nutrition Education

2. State **two** reasons for the need for food in our body.

(i) _____

(ii) _____

3. Identify the **three** food group.

(i) _____

(ii) _____

(iii) _____

4. Discuss the importance of using the three food groups during meal planning.

5. From the Health Guide Pyramid, identify **two** foods from each of the following food category.

(i) Eat Most

(a) _____

(b) _____

(ii) Eat Least

(a) _____

(b) _____

LABASA SANGAM(SKM) COLLEGE

YEAR 9D VOSA VAKAVITI

WEEK 1

Strand : **Na Wilivola kei na Vakadidigo**

Sub strand: **Talanoa balavu [Kalokalo Serau]**

Content Learning Outcome: Vakadewataki ni tukutuku e wiliki ka digovi, digitaki ka vakamacalataki nai naki ni tukutuku kei nai tavi e qarava ena kena volai nai vola.

Wase 5 Ni Naica Beka Li

O ira na vakatavi

1. Noa kei Alena - Rau veiwatini taukeni vale ka rau tawana tiko o Jese kei Epironi

2. Peni - Na wati Meketoo - Dau mateni - Cata se besetaka nona mai tiko o Esiponi

3. Meketoo - Dau mateni - Kila votu o tinana na kena roka dina

4. Joana - Laurai na kena roka dina e na vuku ni nona veiqaravi ni sa mai dede na tiko. "Vaqara ga yani keru e dua na ka mo vakabutara ka kania" L30 pg 29

Veika e yaco

- Ni ra yadra mai e na mataka ni siga ka tarava era sa maqusa e na

vakasosolo ni ra vakarau veitalatala - E kerea me vakatotolo sobu e tauni o Jese me lai kauta mai e dua na

ilavo, ni lesu mai a solia sara vei Esiponi e limanadrau na dola kevaka e gadreva me volia e dua na ka.

- E rarawa sara vakalevu o Esiponi e na veitawasei qo - Rau mai veitalatala na taukeni vale o Noa kei Alena - Ka mai veimuri sobu yani na tolili e gaunisala - Ratou sa yaco ki vale o ratou na veibuni o Aqela, Meketoo kei Esiponi ka

ratou sa wawale dina. - Yaco mai o Peni na wati Meketoo ka mateni tu mai ka mai cudruvaka na

nona mai tiko o Esiponi. - E yasana ka dua e ratou sa lai yaco talega o Eliku. - Toso na veisiga sa sega ni vaka me logaloga vinaka na tiko e na loma ni

vale. - Sa mai kilai votu na irairai dina ni tamata, Joana kei Meketoo ka rau

veiqiriti na veiwatini o Jese kei Esiponi me rau masu ka lolo e na vei Vukelulu kece ka me qai vakatulewa na Kalou e na vuku ni nodrau bula.

Walewale ni volavola e vakayagataki

1. Vakayagataki ni vosavosa vakaviti - Rekirekitaki waqa vou L28 pg 29 2.

Vakayagataki ni vosa tautauvata - Ni kacabote mai na serau ni matanisiga seavu yani vakamalua na

iubi ni buto L1 pg 26

10

- ".....karua ni ose e raica e dua na yalo bula ni sa gutuwa....." L28 pg 28

LABASA SANGAM (SKM) COLLEGE

YEAR 9 VOSA VAKAVITI

WEEK 1 - WORKSHEET

YACAMU: _____

Taro

1. Vola na irairai ni loma ni vale nei Jese e na mataka ni siga ni veitalatala
2. Tukuna vakalekaleka na veika e rau mai tukuna o Noa kei Alena vei rau o Jese.
3. Vakamacalataka na vuni nodrau veiba o Meketoa kei Peni
4. Vakamacalataka mada e dua na dredre e rau sotava o Jese kei Esiponi e na vanua duidui erau tiko kina
5. Vakamacalataka mada na ivakarau nei Meketoa kei Joana e na wase ni vola qo.
6. Vola e dua na vakavuvuli o vulica mai e na wase ni vola qo.