

English Year 6

Units 1-5

Fiji Ministry of Education

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Unit 1

Text type: Recount

Recounts tell the reader what happened. It involves the author's personal interpretation of events. Recount writing is organized by setting, events in the order they occurred and a concluding statement. It tells us how, what, where and when. The main features of recount writing are specific participants, action verbs and past tense.

Reading: Before School

Every school day Lisi gets up early because she has several jobs to do before she goes to school. First she has to do some work in the kitchen. She has to see that the kitchen is swept, she has to light the stove and boil the water, and she has to set the table for breakfast too.

Lisi usually lights the stove and puts the kettle on the fire before she does her other jobs. She first learnt to light their wood-stove when she was ten years of age. She disliked this job at the beginning because she used to take a long time to start the fire and sometimes, she had to call her mother to help her. Now she can light the stove in less than two minutes because she has been doing this for almost two years.

Mr Koresi, Lisi's father, always makes sure that there is plenty of firewood in the kitchen. He also makes sure that there are plenty of dry chips of wood and pieces of waste paper too. The chips of wood and the waste paper are used to start the fire. Lisi puts them together in a heap in the grate and sets fire to the heap with a match. As soon as the heap lights, more chips are thrown into the grate. Then the bigger pieces of firewood are added to the burning chips until the grate is half-filled with wood.

Now Lisi is ready to put the kettle on the fire. When she first started learning to boil the water in the morning, her mother warned her that she must never fill the kettle right up to the top. "If the kettle is filled up to the top," Mrs Koresi explained to Lisi, "the water will boil over when it gets hot and the stove will get wet. If this happens often, very soon there will be cracks all over the stove and we'll have to get another".

Lisi has never forgotten her mother's warning about the stove, so she is always careful when she is filling the kettle. As soon as it is filled with enough water for their tea and for washing the dishes after breakfast, she turns the tap off. Then she puts the kettle on the fire and sweeps the floor. When the floor is swept, she sets the table for breakfast. While she is putting the breakfast things on the table, she keeps her eyes on the kettle.

When the water starts boiling, she doesn't take the kettle off the fire immediately. She waits for a few seconds to make sure that the water is boiled properly. Then she takes the kettle off the fire and leaves it on another part of the stove. Now her work in the kitchen is done and she can go and get ready for school. Before she leaves the kitchen she calls her mother and Mrs Koresi comes to the kitchen to finish preparing breakfast.

While her mother is busy in the kitchen Lisi has a bath. Then she irons her school uniform. She likes to look nice and neat, so she always makes sure that her uniform is ironed properly. As soon as she has finished ironing, she puts her uniform on, combs her hair neatly and goes for breakfast.

The Koresi family nearly always has breakfast at half past seven because Mr Koresi has to catch a bus to go to work and Lisi has to leave for school at about eight o'clock. Mrs Koresi makes sure that the tea is made, the bread is cut, and everything is ready before half past seven. When the three of them have taken their seats at the table, Mr Koresi says grace and the meal begins.

Lisi doesn't feel very hungry in the morning but she has to eat because her mother won't let her go to school without having any breakfast. Lisi usually has some fruit first and then some bread or biscuits with plenty of butter and jam.

Sometimes she has an egg too, if the egg is boiled. If it is cooked any other way, she doesn't like it. As soon as breakfast is over, Mr Koresi leaves for work while Lisi gets her school bag and stands at the front door waiting for her friends, Nisha and Tima. When she sees them coming down the road on their bicycles, she says goodbye to her mother, jumps onto her bike and heads off to school.

Comprehension Skill: Sequencing

Place the following sentences in the order that it happened in the story. Write the alphabet letters A-E in the space provided.

_____ When the water starts boiling she waits a few seconds to make sure the water is boiled properly.

_____ Lisi sets the table for breakfast.

_____ Bigger pieces of firewood are added to the burning chips.

_____ Lisi jumps on her bike and is on her way to school.

_____ Lisi gathers chips of wood and waste paper into a heap.

Comprehension Check

1. How old is Lisi?
2. How many members make up her family?
3. Fill in the blanks to complete the paragraph.

Lisi places _____ and _____ in the grate of the _____. It is

placed in a _____. To begin the fire she uses a _____. As soon as it lights, she adds more _____ into the grate. The _____ pieces of _____ are added later. When the fire is burning well, she places the _____ full of _____ onto the fire.

4. Although Lisi doesn't feel very hungry, why does she have to eat?
5. How does Lisi prefer her egg cooked?
6. How do Mr Koresi and Lisi travel to their different destinations?

Word Knowledge: More about Fires

Match each word in the list to its meaning below. Write each word and meaning in your book. You may use a dictionary.

Vocabulary:

blaze spark inferno flames furnace firestorm fire conflagration

1. when flames, heat and smoke are produced
2. to burn brightly and fiercely
3. hot glowing mass of burning gas
4. a large fierce and uncontrollable fire
5. a fire that causes a great deal of damage
6. an intense fire fed by strong winds giving a rising column of hot air
7. a small piece of burning substance
8. an extremely hot place

Sentences: What is a sentence?

It is a set of words that contain

- a subject – what the sentence is about.
- a predicate – what is said about the subject.

It contains a complete thought, begins with a capital letter and ends with a full stop, a question mark or an exclamation mark.

Examples: People need food. How are you? Look out!

Complete the sentences below and put the correct punctuation mark. Add at least 5 words.

1. I like _____
2. My dog is _____
3. What did _____
4. Who is _____
5. The boy who _____
6. Mum and dad were _____

Punctuation

Use context clues to complete a cloze exercise. Read the passage below and choose words from the list to fill in the blanks. Rewrite the whole passage into your exercise books.

Missing words:

darkened beautiful smell brightened took questioned odour walked commented watered

Yesterday evening I _____ the garden and picked some _____ flowers. I _____ them in and put them in a vase. The _____ of the flowers filled the room. Everyone _____ on the beautiful flowers when they _____ in the door. The splashes of colour _____ up the room and brought a smile to everyone's face.

Grammar: Proper Nouns

Proper nouns are special or particular names for people, things or places.

They are written with a capital letter.

- i) List down the proper nouns from the story.
- ii) Write out this paragraph into your exercise book and underline the proper nouns.

Mr Koresi is the owner of the Trader. He sailed across the Pacific Ocean on that old boat. On the 18th of August, he met and married Mrs Koresi. It was a cool Monday afternoon when their daughter Lisi was born.

More Practice

- iii) Match the proper nouns in Box A with the common nouns in Box B

Box A:

Box B:

1. Toyota	1. Book
2. Prince Caspian	2. Month
3. Suva	3. Car
4. December	4. Army
5. Captain mario	5. city

Dictionary Skills

Place the words below in alphabetical order.

- 1. grass, man, apple, best
- 2. contact, better, eager, angry
- 3. snake, pear, taxi, song
- 4. joker, spider, rustic, reward

Word Meanings: light and chips

Write 2 sentences to show the different meanings of the 2 words: light and chips.

You should 4 sentences altogether.

Spelling

Activity 1: S-H-A-R-P Word Study Procedure

1. **See the word-** Look at the word; Think about the letters that spell the word
2. **Hear the word -** Say the word; Listen to the consonant and vowel sound
3. **Adopt the word -** Close your eyes; ☐ See the word in your mind's eye; ☐ Think about how it looks and sounds
4. **Record the word -** ☐ Cover the word; ☐ Write the word
5. **Proofread the word -** Correct the word; Touch each Letter; Think about the word again

Spelling List

accept

accident

acquire

ambulance

calendar

hanger

happiness

manager

manner

passenger

rapid

strategy

satisfy

shampoo

vary

Dictionary Work

Place all the words in alphabetical order and look for the meanings of the words in your dictionary.

Sentence Work

Pick any 7 words from the spelling list and write sentences using the words in their proper context.

Word Building

Build new words e.g. accept, accepting, acceptance

1. accident, _____
2. happiness, _____
3. rapid, _____
4. strategy, _____
5. satisfy, _____

Synonyms

Match the spelling word with its synonym from the spelling list above. Write the pair of words in your book.

Synonyms

unplanned

timetable

hook

buy

joy

supervisor

method

policy

swift

differ

please

bathe

traveller

consent

Unit 2

Text type: Recount

A recount is a retelling of an event that happened. It usually involves the authors own interpretation of events.

Introduction: The introductory paragraph provides the setting. It tells us the who, what, when and how of the recount.

Sequences of events: Tells us what happened in the order it happened. It usually includes a personal interpretation of what happened.

Conclusion: Includes the concluding statement.

Examples of Recounts

- Dairies
- Postcards
- Letters
- Journals
- Autobiographies/Biographies

Reading: My Boring Week

I am eleven years old and my name is Ivy. Rakiraki, that's the name of the town I live in, a tired, old, sleepy town. This is the story of the boring week I had last week. Every day I got up, fed the chickens and then milked the cows. After that I took a quick shower, set the table for breakfast ate then left for school.

After school I walked back home and did the same thing as the previous day. I fed the chickens and milked the cows. As soon as I finished I took another shower, did my homework and went to bed.

That was my boring week. The same old thing, day in and day out. Would you enjoy such a week? I don't think so.

Recounts

The first paragraph always sets the scene. Look at the first paragraph above, and answer these questions.

1. Whom is it about? _____

2. Where did she live? _____
3. What does she like doing? _____
4. When did the events happen? _____
5. List all the verbs in the past tense. _____

Unit 3

Text type: Narrative

A narrative tells a realistic or imagined story. It is written to entertain, stimulate, motivate, guide and teach the reader.

Narrative texts are organized according to setting, event leading to a problem and a solution.

The main features of narratives are: defined characters, descriptive language, past tense.

Reading: Making Vakalolo

Key Vocabulary: *agreed grate plantation collect heaps mixture properly squeezed delicious unwrap stir*

"What are you doing, Grandpa?" Ema asked her grandfather. "I'm grating some dalo to make some vakalolo," replied the old man.

"Oh, good! I love vakalolo," said Ema. "What kind of vakalolo are you going to make, Grandpa?"

"Dalo and cassava vakalolo," replied Ema's grandfather.

"How do you make dalo and cassava vakalolo?" asked Ema.

"Why don't you help me to make it?" asked her grandfather. "Then you can learn at the same time."

Ema agreed to help her grandfather. She asked what she could do and she was told to peel some cassava. There was a heap of cassava on the ground. Ema asked how much cassava she should peel and she was told to peel all the cassava in the heap.

When all the cassava pieces were peeled, Ema washed them carefully and put them on a clean banana leaf.

"Thank you, Ema." Grandfather said. "I'll grate the cassava now. While I'm doing that, can you go and get some coconuts for the vakalolo?"

Ema asked how many coconuts she should get and she was told to get ten coconuts. There was a small coconut plantation near Ema's home and there were a good many coconuts lying on the ground under the trees. It took Ema only a short while to collect ten coconuts. She carried them, two at a time, to her grandfather.

"Good girl, Ema," said Grandfather. "Now sit down and have a rest. While you're resting, you can watch what I'm doing."

Grandfather had already grated the dalo and cassava. The grated dalo lay in one heap and the grated cassava lay in another heap. Grandfather put the two heaps together in a big wooden bowl, and then he mixed the dalo and the cassava carefully with his hands. He turned the mixture over and over again to make sure that the dalo and cassava were well mixed. Then he wrapped the mixture up in banana leaves. He wrapped up six parcels altogether.

"Help me to carry these parcels to the lovo, Ema," said Grandfather.

The lovo was in a shed near the sea-shore. When they came to the shed, the old man looked at the red-hot stones in the lovo and he said that they were too hot. "We'll have to put some green leaves over those stones," he said. "If we don't do that, everything will be badly burnt."

When Grandfather had covered the hot stones with some green breadfruit leaves, he put three big yams and some breadfruit on the leaves. Then he placed the six parcels of mixed dalo and cassava on top of the yams and the breadfruit. After that, he covered up the lovo with breadfruit and banana leaves first, and then with a lot of sacks.

As soon as the lovo was covered up properly, Grandfather prepared the coconuts for grating. First the husks of the ten coconuts were taken off. The nuts were cut open and the coconut was grated into the big wooden bowl. After that the "lolo" was squeezed out of the grated coconut into a basin.

Grandfather had strong hands and when he finished squeezing out the lolo, the basin was almost filled up to the top.

"When can we uncover the lovo and finish making the vakalolo, Grandpa?" Ema asked.

"Soon, Ema," replied the man. "We covered it up at half past ten and it's a quarter past eleven now. In fifteen minutes the food will be cooked and we can uncover the lovo."

At half past eleven Ema helped her grandfather to take the sacks and the leaves off the lovo. The food was well cooked and it smelled delicious.

"The smell makes me feel hungry," said Ema, "but I'll wait for the vakalolo."

"Then help me to take everything out of the lovo first," her grandfather said. "Put the yams and the breadfruit in the food-basket and take the basket to the kitchen. I'll take these parcels and unwrap them."

When Ema returned from the kitchen, her grandfather had already unwrapped the six parcels. He had thrown the banana leaves away and he had put the six pieces of mixed dalo and cassava in the big wooden bowl.

"They look like flat square loaves, Grandpa," said Ema, pointing to the pieces in the bowl.

Grandfather smiled and said, "Yes, they're dalo and cassava loaves. Now I'm going to cut them up into small pieces."

Two short thick sticks were used to cut up the big pieces into little pieces. Then Ema was told to pour the lolo slowly into the bowl. While she did this, Grandfather mixed the lolo with the dalo and cassava by stirring the mixture with the two sticks.

When she had poured all the lolo into the bowl, Ema wanted to pour the sugar in too, but she was told to wait.

"I have to keep on stirring this a little longer, so that the heat from the dalo and cassava will cook the lolo properly. If the lolo is not well cooked, the vakalolo won't taste nice."

After some time, Grandfather decided that the lolo was cooked and he asked Ema to pour the sugar slowly into the bowl. "That will make it easy for me to mix the sugar properly with the vakalolo."

Ema poured a little sugar into the bowl and waited while her grandfather stirred the vakalolo. Then she poured in some more sugar.

At last Grandfather decided that the vakalolo was sweet enough. Ema was told to put the rest of the sugar away while Grandfather continued stirring the vakalolo a little longer. He wanted to make sure that there were no hard lumps of sugar left in the vakalolo.

"The vakalolo is ready, Ema," he said at last. "Call the rest of the family and tell them to come and have some."

"May I take a little vakalolo for my friend, Mele?" asked Ema. "She's sick in bed."

"Certainly," her grandfather replied. "You may take some for Mele and you may call your other friends to come and have some too. You worked very hard this morning, so you deserve a big share of the vakalolo."

Comprehension Skill: Sequencing

Sequence is the order in which things happen. Sequence Words are words that signal sequence are: First, second.....last, finally, next, before, after, as soon as, then, soon, while

Complete the following by filling in the missing sequence words:

_____ Ema grated the cassava and washed it carefully. _____ she collected ten coconuts from their plantation and carried them to her grandfather. _____ her grandfather had mixed the grated dalo and cassava together, he wrapped the mixture up in banana leaves. Ema _____ helped him to carry the parcels to the lovo. _____ it was time to uncover the lovo. Ema helped grandfather unearth the lovo. She placed the parcels into a basket and _____ she added the yams and breadfruit from the lovo. _____ she helped carry the basket into the kitchen.

_____ her grandfather cut up the dalo and cassava loaves into little pieces, Ema placed a basin in front of him. Grandpa _____ placed the little pieces into the basin. _____ Ema poured the lolo slowly into the mix. _____ her grandfather stirred the vakalolo.

_____ she poured in the sugar a little at a time until her grandfather decided that the vakalolo was sweet enough. _____ it was time to eat.

Making Connections

How does this story relate to an experience you have had doing something in sequence? In a paragraph, share your experience using sequence words.

Comprehension Check

Read each question carefully and write a complete sentence for your answer.

- Why did Ema's grandfather want her to help him make "vakalolo"?
- How many times did Ema return to the plantation to get all the ten coconuts?
- Whilst mixing, Grandfather used his hands. What should he have used?
- What time did they uncover the lovo?
- "Vakalolo" is a native delicacy. Name two other delicacies of two other ethnic groups.

Word Knowledge: More about local food

You are to classify these given local foods into groups. Write the names under headings.

Cassava, fish, breadfruit, mandarin, banana, orange, dalo, shellfish, crab, octopus, taro leaves, avocado, o pawpaw, kavika, sour sop, eggplant, coconut, pumpkin, vudi, kumala

Sentences

Make up five sentences which make sense, using the following. Write your sentences in your book.

People who waste money ...

- are selfish
- don't think carefully
- drive too fast
- can't swim
- are not honest
- play with fire
- often make a lot of mistakes.
- usually have accidents on the road.
- sometimes get burnt.
- don't always tell the truth.
- are foolish.
- shouldn't play in water.
- think only of themselves.

Punctuation: Rephrasing

Study these pairs of sentences. The sentences in each pair mean the same, but the words are different.

1. (a) I worked for two hours before I could finish my homework.

(b) It took me two hours to finish my homework.

2. (a) "Where's the iron?" Mrs Inia asked Susana.

(b) Mrs Inia asked Susana where the iron was.

Now complete these pairs of sentences. Make sure that the second sentence means the same as the first one.

1. "Have you had your breakfast, Nick?" Mrs Smith asked.

Mrs Smith asked Nick if

2. John paid \$3.50 for his new pen.

John spent

3. The only person in our family who can't read is my grandmother.

Everybody in our family

4. Lazy people can always find an excuse for doing nothing.

People who

5. "Where are the other children?" the lost boy wondered.

The lost boy wondered where.....

Grammar:

Use the following words to fill in the blank spaces.

coconuts bowl leaf sack dictionary stones umbrella plantation

1. My grandmother picked eight pawpaw from the
2. That man scraped two
3. Children can use theirto look for the meaning of words

Dictionary Skills

Write each group of words in alphabetical order.

1. kind mixture replied grating grandfather
2. peeled parcel wrapped wooden eleven
3. loaves properly poured pointing asked
4. slowly square strong green basket

Spelling

Activity 1: S-H-A-R-P

See the word

Hear the word

Adopt the word

Record the word

Proofread the word

Spelling list

canyon

champion

gallon

graduation

hamburger

manor

marriage

nationally

vacuum

states

selection

shelves

vegetables

forgiveness

lawyer

Pair Share

In pairs look up the meaning of the words in the dictionary and write them down.

Review Phonics

Draw 3 columns and place words in the column according to the first vowel sound in the word. Choral spelling of the words. (The teacher will say the word, you will repeat it and spell it out, and say the word again) e.g. Teacher: canyon Students say: canyon, c-a-n-y-o-n, canyon

Jumbled Words from spelling list

1. lytaonlina _____
2. phiamcon _____
3. ongall _____
4. belegtaves _____
5. ryewal _____
6. roanm _____
7. sattes _____
8. srifovegens _____
9. cannoy _____
10. gainduotar _____

Icons

Choose any 10 words from the list and draw an icon (little picture) to represent the word.

Draw an icon that will mean something to you and help you remember to spell the word correctly.

Sentence Completion

Complete the sentences below by filling in the blank spaces with the appropriate spelling word.

1. Emma was declared _____ on the final day of races.
2. We attended my uncle's _____ yesterday.
3. There was a _____ of fruits in her house. I didn't know what to eat.
4. The _____ was too steep to climb.
5. There was a _____ of juice in the refrigerator.
6. The _____ were bare so grandmother took us to the food stall to grab a _____.
7. He asked for my forgiveness for throwing out all the _____.
8. We had to get _____ to conduct the _____ ceremony.

Unit 4

Text type: Narrative

A narrative is a story of connected events that entertains, stimulates guides and teaches a reader.

Orientation: The introductory paragraph where the characters, setting and time are introduced. Clues to the problem are also included.

Complication: Where the problem/problems in the story develop. Usually contains events that occur in sequence.

Resolution: Where the major problem is solved.

Re-orientation: The change the main characters undergo and the message or moral of the story.

Examples of Narratives

- Bible stories/ Legends
- Fable/ Fairy tales
- Short stories/ Novels
- Short stories/ Novels
- Parables
- Science fiction Stories

Reading: The Grand Escape

Early that morning I peered out of my nest looking for food. The air was so still that the sound of insects was overwhelming. A strong gust of wind blew through the trees that I almost toppled over. Suddenly I heard a loud meow above my head. I swung around and there it was, a big hungry cat, ready to pounce.

My eyes shot wide open and I lifted my wings ready to take flight but my feet were stuck. I struggled, but in vain. Slowly the cat crept stealthily forward. Its eyes glued on me. A sudden rustle below caught the cat's attention.

"Tommy! Kitty! Kitty! Kitty!" called a voice from below.

"Thank goodness," I thought to myself. My leg was suddenly free so I crouched down and then burst through the leaves high up into the air. As I soared through the sky I looked down and saw Tommy the horrible Kitty being carried away. I didn't care, for I was free.

DESCRIPTIVE WORDS

Using the context, find out what the bold words mean.

overwhelming _____

toppled _____

pounce _____

stealthily _____

rustle _____

crouched _____

soared _____

Write a story

You are trapped in an underground cave. Write your story. Draft your narrative using the template below to guide your writing. REMEMBER the Writing Process

- *Title*
- *Orientation*
- *Who? When? Where? What?*
- *Complication*
- *Begin a series of events*
- *Event 1*
- *Event 2*
- *Climax*
- *Resolution*

Just for Fun

Make a poster advertising “vakalolo” or any other dessert from your culture. Be sure to add a border, colourful pictures or drawings, different styles of writing (fonts) and when and where we can come and buy your dessert. Use words and pictures that will attract your customers.

Unit 5

Text type: A transaction

A transactional text is used to sustain relationships and involves simple interactions and negotiations.

Building Background

Notice that our text type is a transaction.

As a class discuss a time you visited a new place.

Where did you go? How did you get there? What did you see?

Did you feel like you belonged there or did you feel uncomfortable?

How was it different from your home/school/community?

What did you like or dislike about it?

A transactional text is used to sustain relationships and involves simple interactions and negotiations. Examples of transaction:

- Letters, cards, emails
- posters and
- invitations.

Your comprehension exercise is based on a letter written by a student to his friend back in the village. What kinds of things do you think he will write about?

Skim through the letter.

Does the writer use mainly present or past tense? Can you explain why he does this?

With your teacher go over the key vocabulary words. See if you can figure out what they mean without using a dictionary. You may want to quickly read the letter to see how the words are used. Context clues help us to find the meaning of words.

Write down all the words and their meanings into your book. Beside each word draw a little picture or icon to help you remember the word. An example is provided for you.

Key Vocabulary

seasick bunk capsize calm deck glimpse thrill docked experience sights amazing

Reading: Letter from Samu

22 Beka Lane,

Naisoko,

Suva.

21st August, 2020

Dear Tomasi,

How are you? I really miss you and the rest of our friends even though I am seeing new things. Are you and Jone still planning to build the big tree house?

I was so seasick coming over to Suva. I got violently ill on that first day that I couldn't even get off the bunk. The boat rocked from side to side and, for a moment there, I thought the boat was going to capsize. Thank goodness nothing like that happened.

By the time we reached Suva harbour the sea was calm and I felt so much better. I went out onto the deck to catch a glimpse of Suva before I stepped onto dry land. Boy! Oh! Boy! I felt a thrill of excitement race down my spine as I got my first look at the city of Suva. The buildings looked huge! There were so many cars going up and down and the people were everywhere. I could hardly see any coconut trees. I was both excited and scared.

We docked at about 6pm that night. The sun hadn't set yet so I was still able to experience the sights and sounds of Suva. It was amazing! Cars, trucks and vans of all shapes and colours were zooming up and down the road. I was a bit scared to cross the road. We got into a taxi and passed huge buildings and hundreds of people. Our taxi driver was a Fijian man but he spoke to us in English. I thought that was funny but I just kept quiet.

Tom, I wish you could experience all the new things I am experiencing. My new school is so big with so many children. Can you believe there are students of other races in my school? I have made friends with an Indian boy, Ardash, and an Australian boy, Jaylen. I ride the bus to school. When you come to Suva in the holidays I will take you for a bus ride.

I really miss the food from home. Here we eat a lot of rice. We hardly eat fresh fish. Something new that I tasted was ice cream. I love it but it is expensive.

I can't wait for you to come so that we can go to Village 6. That will be my surprise for you.

I need to finish my homework. Please send my regards to all the gang and don't forget Master Bati. I also want you to read this letter to Nana Anna and Grandpa Joe. Write back soon.

Your friend,

Samu

P.S Don't forget to check on my pigs.

Comprehension Skill: Noting Details

Teacher-Student Discussion

Details are important in a story. It helps readers understand characters and events. It also helps the reader evaluate the character and also visualize what is happening.

Evaluate – to judge or examine

Visualize – to picture in your mind

Practice

As a class list the details that give information showing us that Samu had never seen these things before.

Apply

Go back and read through the letter.

With a partner list details that support this main idea: Samu was excited by what he saw.

Discuss the details with the rest of the class.

Comprehension Check

1. Who is the writer of this letter?
2. What do you think is the purpose of this letter?
3. Why do you think the writer was violently ill on the first day out at sea?
4. Why do you think he was both excited and scared when he first saw Suva?
5. Our taxi driver was a Fijian man but he spoke to us in English. I thought that was funny but I just kept quiet. Why was this funny?
6. List down 3 things that amazed Samu.

7. Infer is to conclude or guess something from the clues given. What 2 things can you infer from the fifth paragraph? These sentences will give you a clue.

- Can you believe there are students of other races in my school?
- When you come to Suva I will take you for a bus ride.

Word Knowledge: Synonyms

Synonyms are words that mean the same or nearly the same.

Activity: Match a word in the box to the list of words below that have the same meaning.

bunk capsize calm deck glimpse thrill dock experience amazing zooming
--

1. sight 2. peaceful 3. shooting 4. joy 5. berth 6. know 7. overturn 8. bed
9. wonderful 10. floor

Sentences: Kinds of Sentences

There are 4 kinds of sentences. They are 1) Statements 2) Questions 3) Exclamations and 4) Commands.

A statement tells us something and ends with a full stop (.).

A question asks something and ends with a question mark (?).

An exclamation expresses strong feeling and ends with an exclamation mark(!).

A command gives an order and ends with a full stop (.). They usually begin with a verb.

Examples of the 4 kinds of sentences

1. Statement: Samu left the island.
2. Question: Why did Sam leave the island?
3. Exclamation: Boy! Oh! Boy!
4. Command: Get into the taxi.

Activity: Rewrite each sentence below, adding the correct punctuation mark at the end. Then write down the type of sentence it is.

1. What a beautiful picture
2. Did you see the cars
3. The journey was terrible
4. Put on your seat belt

Punctuation: Commas

A comma helps to divide up a sentence making it easier to read and understand.

e.g. Mr Burt, a vet, was last seen at the dog pound.

Commas also separate items in a list.

e.g. Peni bought a pair of socks, a vest, a sulu and a pair of flip flops.

They are also used to separate 2 or more describers in a sentence.

e.g. The crested iguana is an ugly, green, scaly and endangered species.

Activity: Write the sentences below in your books, punctuating them with commas.

1. Mrs Delana the class 6 teacher is a kind woman.
2. I love my kindergarten teacher Miss Mar.
3. David went on the hike with a map a pocket knife a compass a water bottle and a first aid kit.
4. Sheryl cleaned the washing machine and found a dollar coin a safety pin and a marble.
5. Tom's jacket was shabby dirty torn and smelly.
6. Mum's toe was swollen purple and painful.

G. Grammar: Collective Nouns

A collective noun is a name of a group of things, animals or people.

For example: A flock of birds. A team of soccer players. A bunch of bananas.

Activity: Choose a collective noun from the box to complete the sentences below.

lock swarm litter herd school bundle

1. The farmer moved his _____ of bulls into the paddock.
2. The _____ of birds flew away from the fire.
3. The _____ of fish was chased by sharks.
4. We have a _____ of pups at home.
5. While picking guavas, the boys were attacked by a _____ of bees.
6. The _____ of dalo was so expensive

Activity: See if you can match the collective nouns with the words in the box.

bullets eggs books bananas
lions musicians

- a. band _____ b. hail _____
c. pride _____ d. library _____
e. nest _____ f. bunch _____

Dictionary Skills: Guide Words

Guide words are words that are printed at the very top of your dictionary page. If your dictionary has 2 columns there will be 2 guide words – one on the left side of the page and one on the right. The one on the left is the first entry word on the page while the one on the right is the last. They act as guides to help us find words.

Example:

clean

cleanliness

crate

Below are entry words. Copy them down in alphabetical order then list down the words that don't belong to the page.

dear den dessert define deep despair danger dental dream

Spelling

Activity 1: S-H-A-R-P Word Study Procedure

See the word

Hear the word

Adopt the word

Record the word

Proofread the word

Spelling List

ancient

capable

dangerous

gaze

patient

radius

safety

sailor

waste

vein

blown

bows

loaves

location

noticeable

Activity: Group Work

The teacher will assign a word to groups of 4-6 students. Your group will look up the meaning of the word in the dictionary. Choose one person from the group to write the word and meaning on the board. Another person from the group must use the word orally in a sentence. Copy all the words and meanings into your books.

Activity: Alphabetical order

Write the words in the spelling list in alphabetical order.

Activity: Sentence Construction

Use the words to make up sentences. Depending on how the word is used, identify the part of speech it is (noun/verb).

Activity: Dictation

The teacher will dictate a passage to you using your spelling words.