

Fiji Ministry of Education English Curriculum

Year 6

Units 16 - 20

Contents

Unit	Page
Unit 16:	2
Unit 17:	14
Unit 18:	24
Unit 19:	35
Unit 20:	40

Unit 16

Text type: A report

A report is written to describe or classify the way things are. It organises and records information.

Title: This is a short statement (question) about the topic.

Classification: What is it?

Description: It's features.

Place/Time: Where? What? (Optional)

Dynamics: What does it do?

Conclusion: Summarising Comment

Examples of Reports

- Soccer report
- News Report
- Information report such as a project

Reading: The Role of a Doctor

A person who treats sick people is a doctor. He has to first find out what is wrong with the patient and then decide on a remedy which should help them get well.

He may prescribe pills or may give the patient an injection. If he feels the sickness is something he isn't trained to treat, he will refer the patient to a specialist.

The doctor may suggest that the patient see an orthopaedic surgeon, a paediatrician, a homeopath, a gynaecologist or dietician depending on the type of sickness.

There are many other kinds of specialists. While doctors are well-paid for their work but their job is also tiring and challenging.

It takes years to become a doctor. You will have to study conscientiously at school to achieve good marks. Your results will enable you to get into medical school. Once your academic studies are over, you will have to do an internship at a hospital. Jobs related to medicine that do not require so many years of study are: dentists, pharmacists, health inspectors, medical technologists and physiotherapists. I think I want to be a nurse, only 3 years of study.

Activity: research and present your information

Choose one of the medical professions mentioned in the last paragraph and conduct a research. Take turns presenting your findings to the class. Find out other jobs that are related to medicine and list them down in your books.

Word Knowledge: Prefix

A prefix is added to the beginning of a word. It changes its meaning. Add a prefix to each of the following words to make new words.

un dis re mis de im in il non anti pre

1. clockwise
2. behave
3. sense
4. possible
5. place
6. fix
7. happy
8. lucky
9. legal
10. code
11. visible
12. connect
13. fiction
14. mind
15. appear
16. view
17. prove
18. able
19. play
20. frost
21. wind
22. obey

- 23. cover
- 24. honest
- 25. healthy
- 26. sent
- 27. chief
- 28. serve
- 29. historic
- 30. fair

Opposites

The negative form of a word is its opposite. Complete the sentences using a negative form of the word in brackets.

1. I'm sorry I _____ her message completely. I simply didn't pay attention

I'm sorry I _____ her message completely. I simply didn't pay attention.

(UNDERSTAND)

2. We _____ as soon as we got to the hotel, then we went for a walk.

(PACK)

3. She was here a minute ago but then she _____. I don't know where she went. (APPEAR)

4. We usually have similar opinions but I totally _____ with him on this subject.

(AGREE)

5. My homework was so bad that I had to _____ it. (WRITE)

6. Her alarm clock didn't go off and she _____. (SLEEP)

7. It's _____ to bring those things with you on a plane. (LEGAL)

8. She finally managed to _____ the door and we were able to go in. (LOCK)

9. I _____ the movie but everyone else enjoyed it. (LIKE)

10. I don't think I will pass the exam but I can _____ it in September. (TAKE)

11. He wrapped my present so well that it took me five minutes to _____ it.

(WRAP)

12. I was so tired that I fell asleep without getting _____. (DRESS)
13. My spell checker corrects a mistake whenever I _____ a word. (SPELL)
14. That bill can't be right. I think he _____ me. (CHARGE)
15. This handwriting is impossible to read. It's _____. (LEGIBLE)
16. I thought it was very _____ of him to treat her in such a brutal way. (POLITE)
17. He has been _____ for over two years now and there is no sign of him getting any work. (EMPLOY)
18. She can never wait for five minutes. She's so _____. (PATIENT)
19. The store closed down but it will _____ next month. (OPEN)
20. You can get a bad stomach from _____. (EAT)

Sentences: Concord-Subject / Verb Agreement

A verb must agree with its subject in number and person. Example:

The boys are walking in the field. (Boys-plural subject; are walking - plural verb).

The dog and the cat sleep together. (Two singular subjects take a plural verb).

The herd was sold to another farmer. (Collective nouns usually take single verbs.)

The entire herd is under six years old. (The collective noun refers to each individual so the verb is singular).

The following expressions are followed by a singular verb:

each, one of, anyone, anybody, anything, every one, everyone, none of, neither of, one of, not one, everybody, either, nobody

Choose the correct form of the verb from the bracket.

1. The cat and the dog (sleeps, sleep) _____ in the same basket.
2. The pony as well as the mare (are, is) _____ eating oats.
3. The squad of recruits (was, were) _____ dismissed at three O'clock.
4. Neither of the girls (was, were) _____ able to jump over the fence.

5. A bunch of bananas (hangs, hang) _____ down ready to be picked.
6. Measles (are, is) _____ a disease that can have serious consequences.
7. Every one of the boys (were, was) _____ given a book to read.
8. A number of birds (are, is) _____ sitting in that tree.
9. The women (is, are) _____ going to serve tea.
10. Neither of the dogs (likes, like) _____ eating vegetables.
11. The women (is, are) _____ going to serve tea.
12. None of the boys (was, were) _____ wearing warm clothes.
13. Each of the planes (have, has) _____ triangular - shaped wings
14. None of the glasses (have, has) _____ been washed
15. None of us (agrees, agree) _____ with the decision of the referee.

Confusing Pairs: their/ there/they're

- There- means at that place or over there.
- There- may also be used to start a sentence.
- Their- always tells you who owns something.
- They're- a short way of saying they are.

Put there or *their* in each space:

1. The children stayed _____ last Summer.
2. _____ are twelve months in the year.
3. _____ was a large crowd at the match.
4. The boys have finished _____ lessons.
5. The small children lost _____ pencils.
6. Peter looked _____ for his book.
7. _____ at the door stood the teacher.
8. _____ once was a lady who swallowed a fly.

9. They waited _____ for _____ father.
10. The children looked after _____ equipment.

Use the correct spelling of there or their:

1. Is that _____ car over _____?
2. _____ are several apple trees in _____ garden.
3. As we arrived _____ we saw _____ caravan.
4. _____ are two girls and a boy in _____ family.
5. Two of _____ friends went _____ for a weekend.
6. That is _____ bowl of flowers over _____ on the table.

Fill in the missing blanks in the story with the correct word, (their or there).

Raju, Veena and _____ grandfather decided to go for a walk. They left _____ grandfather's home and walked slowly. "Look over _____!" shouted Raju.

"_____ is Mrs. Vuli with Jone and _____ dog."

"_____ walking towards the bus stop," exclaimed Veena.

"_____ is the bus coming along the road," pointed Grandfather.

"Are they allowed to take _____ dog on the bus?" asked Raju.

"I think dogs are allowed on buses as long as _____ well behaved!" replied Grandfather.

They continued to walk towards the park wondering what they would see on their stroll. They entered the park and saw many flowerbeds.

"Look over _____, _____ beautiful!" exclaimed Veena as she pointed to the brightly coloured flowers.

"_____ not as good as last year!" replied Grandfather. "Do you remember _____ were lots of tall sunflowers in the center of each bed?"

"Oh, yes!" answered Raju. "They lasted for a long time and they were very tall."

Grandfather was getting tired so they decided to sit down on a park bench.

"Look, _____ playing baseball." said Raju.

"_____ bat looks brand new!" said Veena. "Our bat is really old now."

"_____ is a bright red Ferrari, _____ my favourite car." exclaimed Raju.

Grandfather was now ready to walk back home. He had enjoyed his walk to the park and hoped Grandmother would have a nice cup of tea for them before _____ dinner.

Grammar: Conjunctions

Write each sentence below into your books. Circle the conjunction that connects the two phrases.

Example A: Stephen loves to play basketball, for he is very tall.

1. Tevita has to wake up early, so he can climb the mountain.
2. Sophia ate a lot, yet she is still hungry.
3. The man is fast, but the woman is faster.
4. Derek went to the mall, so he could shop.
5. May loves to cook, but she needs new stove.
6. Sitiveni loves to play baseball, for he is good at it.
7. Sharon loves to go on roller coasters, yet she has a fear of heights.
8. Donald ate all his dinner, so he was able to have dessert.
9. Dogs must push lids off of garbage cans, or else they will go hungry.
10. Rajen loves to play football, but he does not like to be the running back.

Join the two sentences together using one of the following conjunctions.

for, and, nor, but, or, yet, so

Example A: John loves football. John loves basketball.

Answer: John loves football and basketball.

1. Stephen plays soccer. Stephen plays basketball.
2. Donald loves to travel. Donald often forgets his suitcase.
3. Sharon enjoys cooking. Sharon goes grocery shopping often.
4. The dog loves to go for walks. The dog does not walk fast.
5. David is good at baseball. David does not like to play baseball.

6. The dog loves to go for walks. The dog does not walk fast.
7. David is good at baseball. David does not like to play baseball.
8. Sam doesn't like football. Sam doesn't like tennis.

Combine the following sentences into one sentence using paired conjunctions (conjunctions that go together). Choose from the following options:

both ... and; not only ... but also; either ... or; neither ... nor

1. We could fly. We could go by train.
2. She will have to study hard. She will have to concentrate to do well on the exam.
3. Jack is not here. Tom is in another city.
4. The speaker will not confirm the story. The speaker will not deny the story.
5. Pneumonia is a dangerous disease. Small pox is a dangerous illness.
6. Fred loves traveling. Jane wants to go around the world.
7. It might rain tomorrow. It might snow tomorrow.
8. Playing tennis is good for your heart. Jogging is good for your health.

Below you will find clauses that need a conjunction to create a compound sentence.

Choose the conjunction that makes the most sense in the sentence.

1. You can come to the meeting ____ you can hear all the information.

- a. so
- b. because
- c. while
- d. until
- e. nevertheless

2. I'm not leaving _____ I get an apology from you.

- a. so
- b. because
- c. while

d. until

e. nevertheless

3. I came here _____ you could give me an explanation.

a. so

b. because

c. while

d. until

e. nevertheless

4. Bob is very tall _____ Bill is very short.

a. so

b. because

c. while

d. until

e. nevertheless

5. You look frightened _____ there is nothing to be scared of.

a. so

b. because

c. while

d. until

e. but

6. I refuse to pay anything _____ you do the work properly.

a. so

b. because

c. while

d. until

e. but

7. I'm going shopping for food this evening _____ I am having guests for dinner.

a. but

b. while

c. until

d. because

e. so

8. You seem happy _____ you are smiling all the time.

a. but

b. while

c. so

d. because

e. nevertheless

9. I don't mind if you go out for lunch _____ we will take a break at noon.

a. so

b. because

c. while

d. until

e. therefore

10. I don't think she's perfect for the job; _____ she's certainly better qualified than Steve.

a. until

b. nevertheless

c. while

Spelling list

sought envelope sword establish shorten bough example excellent cleanse depth
demonstrate outline squawk mourn vault

Activity: Scramble words

Unscramble the words below.

1. velnepoe _____

2. hebalsist _____
3. eexpalm _____
4. xlelcnete _____
5. elsacne _____
6. etemtrandos _____
7. phetd _____
8. mnoru _____
9. dorsw _____
10. h enstro _____
11. sugtoh _____
12. uqwaks _____
13. atvul _____
14. uhgob _____
15. ulieotn _____

Activity: Vowel Hunt.

Fill in the missing vowels and write the spelling words.

1. s h _ r t _ n
2. d _ m _ n s t r _ t _
3. s _ _ g h t
4. s q _ _ w k
5. v _ _ l t
6. _ s t _ b l _ s h
7. d _ p t h
8. _ x _ m p l _
9. _ n v _ l _ p _
10. _ x c _ l l _ n t
11. m _ _ r n
12. b _ _ g h

13. s w _ r d

14. _ _ t l _ n _

15. c l _ _ n s _

Activity: Other Word Forms

example: important- importance, importantly

1. envelope _____

2. depth _____

3. bough _____

4. vault _____

5. example _____

6. establish _____

7. sought _____

8. squawk _____

9. excellent _____

10. outline _____

11. mourn _____

12. demonstrate _____

13. shorten _____

14. sword _____

15. cleanse _____

Unit 17

Text type: Explanation - How does a Hot Air Balloon Work?

A hot air balloon consists of a basket, four big gas tanks, a burner and the balloon or 'envelope'. First, the pilot puts four nylon poles into sockets on top of the basket. Then she puts the burner on top of the poles. Next, she connects the cables to the burner frame. The cables also go under the basket in order to hold everything together.

After this, she connects the hoses from the full gas tanks to the burner so that she can test it. Next, two people hold the mouth of the balloon open while it is filled with cold air from the fan until it is quite fat and tight.

Now for the difficult bit. The pilot lies on the ground, half in the basket. She turns on the gas burner and points the flame into the 'mouth' of the balloon. This is so that the balloon slowly stands up.

When the pilot is ready to go, she heats up the air in the balloon a bit more. This results in the air in the balloon to be hot enough to get the balloon to rise off the ground.

Explanations are designed to help us learn about a topic. In your own words, write three facts you learnt about hot air balloons from the explanation above.

Text type: Explanation - What is a Tsunami?

(These facts are not in order)

- Tsunamis are the biggest waves of all. They are not caused by storms or tides. tsunamis occur when there is an earthquake or a volcanic eruption under the sea.
- The damage caused by a tsunami can be devastating. Trees, boats, houses and people can be washed away. In 2004 massive devastation was caused in Asia, the Indian subcontinent and surrounding islands when a tsunami was triggered by an earthquake off the Indonesian coast. Over 250,000 people lost their lives.
- When eruptions or earthquakes occur under the sea, they cause huge masses of water to move through the ocean at speeds of up to 800 kilometres per hour.
- Out in the ocean, a tsunami might not look high. But as it reaches shallow water its height can increase to 40-50 metres.

- Today earthquakes and eruptions are closely monitored so that people can be warned if a tsunami is expected.

Write an explanation...

Use the facts in the box below to write your own explanation of tsunamis.

Text type: Procedure

Reading: Solve it with fingerprints

Key Vocabulary: magnifying glass grease sprinkle contrast impression prints door handle sticky tape newspaper compare

Have you ever wondered if your brother or sister is sneaking into your room while you're out? They might just be coming in to borrow clothes or to listen to your favourite CD. Perhaps they are going in to your room to play a trick on you. Whatever the reason, I am sure you would like to catch them. This is how you do it: get their fingerprints.

What you will need

cleaning cloth

small soft brush

clear sticky tape

ink pad

magnifying glass

baby powder

newspaper

dark cardboard

white paper

What you will need to do

1. Store the powder, brush, sticky tape and cardboard safely in another room.
2. Clean your door handle with cleaning cloth before you leave your room. Make sure you remove any grease or marks.

3. Close the door using the cleaning cloth so you don't touch the clean handle. You don't want your prints on the handle.
4. Collect the powder, brush, sticky tape and cardboard and return to your room. Be sure not to touch the door handle.
5. Place newspaper on the floor around the door. Then sprinkle powder over the door handle. Make sure the handle is well covered in powder. Take care not to make a mess on the floor.
6. Dust the powder gently with the soft brush. Work slowly so you don't spoil the prints. Look for the outline in the powder. Choose one or two.
7. Place a small piece of sticky tape over each print you wish to keep. The sticky tape will lift the finger impression, in powder, off the handle.
8. Stick each print onto the dark cardboard. This will show the white print in contrast to the dark cardboard.
9. Ask your brother or sister to press each finger onto the stamp pad. Press their fingers onto a piece of white paper to make an ink print of each finger.
10. Compare the white powder prints with the ink prints. Use the magnifying glass to look closely at the prints. If the fingerprints match, the case is solved!

Comprehension Skills: Sequencing

Sequencing: What do you do first? Arrange in order.

- Put sticky tape over the print
- Store the powder in another room.
- Close the door using a cloth
- Press their fingers on a stamp pad.
- Clean the door handle with a cloth
- Dust the powder in a brush.

Comprehension Check

Answer the following questions in complete sentences.

According to the procedure, why might brothers and sisters go into your room?

1. Which items do you need to store in the other room? Why?
2. Why should you brush the powder gently?
3. Why do you place the sticky tape print on dark cardboard?

4. In which step do you use the newspaper?

5. Why do you think the procedure tells you to store the items in another room?

Word Knowledge: Suffixes

Suffixes are added to ends of words. When a suffix is added, the new word forms a different part of speech from the previous word. Many adjectives are formed with suffixes.

For example:

-able changeable

-ible responsible

-ful careful

-ish foolish

-less hopeless

-al historical

-ant hesitant

-some awesome

-ar rectangular

-ory explanatory

-ary planetary

Add the suffixes 'ible' or 'able' to the following words.

1. move

2. imagine

3. response

4. destruct

5. convert

6. fashion

7. commend

8. dishonour

9. detect
10. laugh
11. deduct
12. corrupt
13. agree
14. digest
15. sense
16. dispense

Better Words than 'said'

Here are some words you can use instead of 'said' in your writing:

*suggested instructed announced shouted quipped asked enquired prophesied cried
moaned pleaded yelled offered sympathised agreed apologized declared promised
argued conceded threatened entreated claimed screamed boasted whispered
pledged warned grumbled*

Choose another word for 'said' in these sentences:

1. "You will work and be rich," said the bank manager.
2. "Please give me another chance," said the boy.
3. "I promise never to smoke again," said Irene.
4. "Hold your bat lower down," said the coach.
5. "You must have suffered a great deal," said Mary.
6. "I suppose you are better player," said Tim.
7. "Can I please go to the movies with Jim," said Joeli.
8. "I am the fastest runner in school", said Alipate.
9. "I love it!" said Julie.
10. "But I did my chores. Why can't I get my allowance," said Joel.
11. "I'm sorry, I didn't mean to hurt you," said Farzeen
12. "This is my dress," said Samira.
13. "Why can't I go?" said Harry.

14. "I would love to go to the beach," said Akanisi.
15. "It really hurts!" said Tom.
16. "Have a piece of cake," said Sera.
17. "Yes, you have to take the first turning on the left," said Kim.
18. "Oh no!" said William.
19. "Maybe a ladder would help," said John.
20. "I don't want to go," said Seini.
21. "Please can I have some sweets? I promise I'll be good," said Kevin.
22. "Come here this minute," said Bill's mum.
23. "We must be very quiet," said Alex.
24. "Wait for me!" said Kay.
25. "That swing is very dangerous," said the man.
26. "Well done!" said the teacher.
41. "Hooray!" said the children.
27. "I always have to wash your dishes," said Miriam.

Grammar: Prepositions

A preposition is a word that shows a relationship between a noun (or pronoun) and some other word in the sentence.

Prepositions can show where people or things are located.

e.g. The girl walked **through** the door.

The preposition through describes where the girl walked in relation to the door.

e.g. My book is **under** the papers.

The preposition under describes where the book is in relation to the papers.

Prepositions can also show time relationships.

e.g. I went to the store **before** I made dinner.

Fill in the correct preposition. Choose from the following:

at above about after before behind by down during for from in in front of on out of over under to with

1. There were _____ a thousand people at the concert.
2. You must be _____ 18 in order to see the film.
3. We are travelling _____ the road.
4. He is suffering _____ an unknown illness.
5. I listened to the game _____ the radio.
6. How are you getting _____ at school?
7. Don't be impatient _____ us. We are trying!
8. Could I speak _____ Tom please?
9. We didn't see the whole performance because we left _____ the last act.
10. There were some beautiful pictures _____ the walls.
11. The march started in the park. _____ there we moved to City Hall.
12. Pessimism is bad _____ your health
13. He asked his mother _____ money.
14. I bought many things _____ my stay in New York.
15. My country is famous _____ historical sights.
16. I'm not _____ a hurry. I can wait.
17. Have you ever been _____ the theatre recently?
18. We arrived _____ the airport _____ time for the plane.
19. My grandfather died _____ cancer.
20. The resort lies about 1,500 meters _____ sea level.
21. His hands are _____ his face.
22. There's a chair _____ my desk
23. The thief jumped _____ the window.
24. Both of my neighbours can take care _____ the cat while you are gone.
25. I rarely think _____ the weather.

26. They were always arguing _____ silly things.
27. _____ first I found the work very tiring but _____ a few weeks I got used to it.
28. My house is _____ the end of the road.
29. The article was _____ yesterday's papers.
30. The classroom is _____ the fourth floor.
31. I applied _____ a few jobs last week, but nobody wrote back.
32. He wants two seats _____ the concert on Friday night.
33. You ought to be ashamed _____ yourself _____ coming in with dirty boots.
34. There's no point _____ going _____ car if we can't park near the theatre.
35. He started his training _____ November.
36. Whom did they vote _____ ?
37. The bus stopped _____ the corner of High Street and congress Avenue.
38. I love listening _____ classical music.
39. He is _____ Dallas, Texas but he was born in California.
40. She goes _____ church every Sunday.
41. It's 7 a.m. We need to leave _____ work at once or else we'll miss the bus.
42. I asked the policeman _____ some information.
43. The great player hit the ball _____ the net.
44. Can you find our holiday beach _____ the map?
45. Please turn _____ the volume of the radio. I'm getting deaf.

Spelling List

employer encouragement encyclopaedia entire negative regular rescue sentence
temperance themselves elevator resident

Activity: Scramble words: Unscramble the words below.

1. olpyemre _____
2. meeganuteocrn _____
3. iepacncladeyo _____
4. ertein _____
5. ineaegtv _____
6. aeulrrg _____
7. ecsuer _____
8. netseenc _____
9. ramceeetnp _____
10. eelvstshme _____
11. olevreta _____
12. dsineeRt _____

Activity: Missing Letters. Write the missing vowels in each word.

- a. _ n c _ c l _ p _ _ d _ _
- b. _ m p l _ _ _ r
- c. _ n t _ r _
- d. _ l _ v _ t _ r
- e. r _ g _ l _ r
- f. r _ s c _ _
- g. t h _ m s _ l v _ s
- h. r _ s _ d _ n t
- i. _ n c _ _ r _ g _ m _ n t
- j. s _ n t _ n c _
- k. n _ g _ t _ v _
- l. t _ m p _ r _ n c _

Activity: Generally Speaking: Write each spelling word for the group it best fits.

1. owner, employer _____
2. support, back-up _____
3. almanac, manual _____
4. complete, whole _____
5. pessimistic, depressing _____
6. normal, expected _____
7. free, liberate _____
8. judgment, punishment _____
9. restraint, control _____
10. winch, crane _____
11. occupant, inhabitant _____

Activity: Sentence Writing : Write a sentence using the word

1. employer _____
2. encouragement _____
3. encyclopaedia _____
4. entire _____
5. negative _____
6. regular _____
7. rescue _____
8. sentence _____
9. temperance _____
10. themselves _____
11. elevator _____
12. resident _____

Activity: Other Word Forms

Example: important- importance, importantly

Choose ten of the spelling words and write other word forms of these words.

Unit 18

Text type: Procedure

How to make a compost bin in a soft drink bottle

Things you need

- a 2-litre plastic soft drink or juice bottle, cut around the top (remove label)
- a spoon
- masking tape
- fruit and vegetable peels and pieces
- grass leaves
- one cup torn newspaper
- one cup of soil
- one dessertspoon of fertilizer
- two felt- tipped marking pens (different colours)
- water in a spray can

What to do

1. Add 20-30 millimetres of soil to the base of bottle. Then add 20-30 millimetres of fruit or vegetable scraps. Cover with a 5-millimetre layer of soil.
2. Continue to add layers until the bottle is full.
3. Place top back on bottle and secure with masking tape.
4. Draw lines on bottle to show levels of organic material and soil. Write date on bottles.
5. From time to time, spray water into bottle, to ensure compost is always moist.

Measure the level of compost at regular intervals.

Are the different materials breaking down to make compost?

Text type: Report - Netball in Fiji

Key Vocabulary: *involve competing consists umpires interact zones represent various premier minor identified consistently ranked excluding*

Reading: Netball in Fiji

Netball is one of the largest sports in Fiji, played mainly by woman and girls but men and boys also play the game. It is played in villages, schools, districts, and at the national level.

As a ball game it involves two teams of twelve players each, competing to score goals by putting a ball through a net. Each goal is worth one point. Each team has seven players on the court at one time. The players are positioned as goal keeper (GK), goal defence (GD), wing defence (WD), centre (C), wing attack (WA), goal attack (GA), and goal shooter (GS).

A netball court is divided into three, and these are called thirds. There is a centre third and two goal thirds. A game consists of four quarters of fifteen minutes each with a three-minute break at the end of the first quarter and the third quarter. At the end of the second quarter or half time there is a five-minute break. Two umpires control the game from opposite sides of the court.

Many villages hold netball competitions as part of fun days and as a fundraising activity. These competitions could be only for the villagers themselves or they might invite teams from neighbouring villages or even from towns to compete. It is a good way to improve community togetherness, and to interact with new people.

Schools and districts hold competitions too. Primary schools are divided into districts and secondary schools into zones throughout Fiji. All the schools in one district or zone will compete against each other in various grades, and the winner of each grade will represent the district or zone in a national schools' competition. Primary schools have six grades based on age. These are under 9, under 10, under 11, under 12, under 13, and the under 14 grades. In the secondary schools competition, there are four grades only: the under 15, under 17, under 19 and the open grades. The National Secondary Schools Netball Championship is held in August of every year at the end of term two whereas the national primary schools' netball championship is held in the first week of the term two school holidays.

In districts, various clubs put teams together to compete against other club teams. Usually there will be at least two grades, a premier grade and a minor grade. Some districts might have three grades such as an A grade, B grade and C grade. At the end of their competition, district teams are chosen to represent their district in the national netball championship. This is held in August of every year usually in the first week of the term two school holidays.

At the national championship, players are usually identified to attend trials for the Fiji netball squad. The squad can be between thirty-five to twenty-five players. From this squad the Fiji netball team is selected to represent the country at various

competitions. The Fiji team has consistently ranked in the top ten in the world, including fifth in 2010-2011. It has for many years been the highest ranked team in the Oceania region excluding Australia and New Zealand. Netball is a fun and exciting way to make new friends, keep fit and learn to work as a team. It is also a great way to involve not only families but communities as well.

Together as a class prove that each game takes 1 hour and 11 minutes.

Use details from the story to prove the following statements –

- Netball is a popular sport.
- Only the best are chosen to attend trials for the Fiji Netball Squad.

Comprehensive Check

1. Why does one say that netball is one of the largest sports in Fiji?
2. My team is playing in the club championship rounds. They need new uniforms. Only players get to wear the uniform. How many uniforms must we buy?
3. What do the following symbols mean?

GS – _____

GK – _____

WA – _____

WD – _____

GA – _____

GD – _____

C – _____

4. Who do you think 2 umpires are needed to control a game?
5. What is the difference between the premier grade and the minor grade?
6. From which grade would the selectors choose from to join the National Squad?
7. How does netball help a community?

Word Usage: Much and Many

Much is used for things that you cannot count while many are used for things you can count. e.g. Is there much sugar left? Are there many oranges in the bin?

Complete the sentences below by using either much or many in the blank spaces.

1. There weren't _____ people at the show.
2. Do you know if we have _____ flour left in the bin.
3. How _____ love do you have for children?
4. Are there _____ packets of biscuits left?
5. There wasn't _____ dalo in the market
6. How _____ bundles of dalo did you buy?

Dictionary Skills: Alphabetical Order

ponder prejudice preposterous prepared pride positive potent pray pretentious

Place the words above into alphabetical order. For each word place the part of speech symbol by the word. e.g. pray – v (verb)

Choose 3 of the words and write a sentence for each word.

Spelling List

employer
encouragement
encyclopaedia
entire
negative
regular
rescue
sentence
temperance
themselves
elevator
resident

Activity: Dictionary Work

In groups, look for the meaning of the words. Plot it on a chart with pictures or drawings of the word. Arrange your words so that it makes a big poster.

Activity: Sentence Construction

Make up sentences in your groups and write them down.

Text type: Report - Track and Field Events

The word –field- refers to athletic sports actually done on the field. Field events include pole vault, high jump, and long jump. In pole vault the athlete uses a pole for jumping or vaulting. Other sports included in field events are the javelin, discus and shot-put.

Originally track, referred to the path for running, now it refers to sports held on the track itself. A track meet is when runners come together to test how fast they can run. You usually have the 100m, 200m, 400m, 800m 1500m and, of course, the relays.

Another event is the decathlon. The word is derived from the word –deca (ten), and –athlon, (contest). The modern decathlon consists of 10 events:100 m sprint, long jump, shot-put, high jump, 400 metres sprint, 110 metres hurdles, discus, pole vault, javelin and the 1,500 metres.

In a broad sense, athletic sport includes cycling, team sports, and -track and field-events. Cycling is an event in the Olympic games and so are sports such as soccer, basketball, volley ball and hockey. In the 2016 games a new sport will be played, 7-a-side rugby. That will be Fiji’s chance to win a medal, won’t it?

Activities:

1. List down all the words related to sports. Divide them into 4 categories: Field Events, Track Events and Team Sports and Others. Place each word under its correct heading. How many sports specific vocabulary words have you discovered?
2. Draft a report on one of the games played in school.

Sentence: Inverted Sentences

A sentence is made up of a subject and a predicate. The subject usually comes first.

In an inverted sentence the predicate comes before the subject.

e.g. Walking down the road Mary saw the thief clearly.

In this example, you notice that the main verb comes before the subject - Mary.

Invert the following regular sentences.

e.g. The thief is here! – Here is the thief.

1. The book I wanted to read is here.
2. The puppies drank from the big bowl.
3. My letter was included in the parcel.
4. Karan hit his head when he fell down.

Spelling List

fireproof

frighten

crisis

hyphen

minus

private

scientific

silent

violence

strive

pollute

pollution

potatoes

tutor

unite

Activity: Alphabetical Order

Place all the words in alphabetical order.

Activity: Dictionary Work

Use a dictionary to find all the meanings of the word. Write them down in your books.

Activity: Spelling Words - Missing Letters

Fill in the missing letters.

1. m _ n _ s
2. p _ t _ t _ _ s
3. t _ t _ r
4. p r _ v _ t _
5. f r _ g h t _ n
6. v _ _ l _ n c _
7. _ n _ t _
8. s c _ _ n t _ f _ c
9. p _ l l _ t _
10. s t r _ v _
11. s _ l _ n t
12. f _ r _ p r _ _ f
13. c r _ s _ s
14. p _ l l _ t _ _ n
15. h _ p h _ n

Activity: Srambled words

Use your spelling skills to unscramble the words below.

1. ifrFoeorp _____
2. iehFtnrg _____
3. sriCis _____
4. pnHeyh _____
5. nsuiM _____
6. taPrieV _____

7. fetnScicii _____

8. itnSle _____

9. Voceneil _____

10. vritSe _____

11. lPeoltu _____

12. ItunooliP _____

13. Poetsato _____

14. touTr _____

15. enuti _____

Word Knowledge: Antonyms

Antonyms are words that mean the opposite of a given word. e.g. big, small, happy, unhappy

Write down the antonyms of the following words.

1. up _____ 6. quietly _____

2. low _____ 7. always _____

3. tight _____ 8. dry _____

4. pull _____ 9. out _____

5. stand _____ 10. that _____

Some antonyms are formed by using prefixes – in, dis, un, im

e.g. possible – impossible

honest – dishonest

lock - unlock

accurate – inaccurate

Sentences Compound Sentences

These are 2 sentences joined together using a joining word. Our joining words will be “and” “but” and “while”

e.g. I walked quickly. I missed the bus.

I walked quickly, but I still missed the bus.

Join the following sentences to make them compound sentences.

1. I caught a taxi. I was late.
2. Peter ate the pie. Tom ate the pie.
3. Sera washed the dishes. Bob swept the floor.
4. We tried our best. We did not succeed.
5. Sheena went to town. She met Rahil.
6. Nisha helped Neha. Peni played with the baby.

Punctuation: Contractions

Contractions are shortened forms of words. We usually contract 2 words to make one word only.

e.g. it is - it's

we are - we're

did not - didn't

We usually use contractions when we speak and the full word or words when we write.

Change each sentence into its written form. The first three are done for you.

1. He's gone to town. He has gone to town
2. He's at home. He is at home.
3. He's working in the garden. He is working in the garden.
4. She's hungry. _____
5. The dog isn't hungry. _____
6. It's just eaten all the food. _____
7. It's a greedy dog. _____
8. Mere hasn't gone yet. _____

9. She's waiting for Joana. _____
10. We've done our work. _____
11. We'll have a rest now. _____
12. We haven't got any more _____ work to do

Spelling List

appearance
appointment
arithmetic
capacity
multiple
muscle
salute
pumpkin
spaghetti
surrounding
unbelievable
struggle
support
comfortable
luggage

Activity: Dictionary Work – Group work

Divide the words amongst your group and use a dictionary to search for the meanings of the word. Plot them onto charts and draw a little picture to help explain what the word is. Display your chart in the classroom.

Activity: Proofreading

Find the correctly spelt words.

1. apearance, appearance, appearence
2. pumkin, pumpkin, pumbkin
3. surroundng, surronding, surrounding
4. laggage, luggage, lugagge
5. unbelievable, unbelieveable,

Re-write these sentences without any mistakes:

We had multible chances to plant pumkins but our surrondings were not good. It was a huge stragle. We just didn't have the capcity to plant so much with so little land.

Activity 5: Alphabetical order

Write down all the spelling words in alphabetical order.

Prefixes

Add prefixes to change these words into antonyms:

1. able _____
2. known _____
3. obey _____
4. advantage _____
5. patient _____
6. polite _____
7. direct _____
8. visible _____

Opposites

Match each word in List A with an opposite in List B.

- | <u>List A</u> |
|---------------|
| kind |
| polite |
| proud |
| peace |
| failure |
| buy |

- | <u>List B</u> |
|---------------|
| rude |
| humble |
| success |
| cruel |
| sell |
| war |

Unit 19

Text type: Biographies

A biography provides the life details of a person, usually presented in chronological order. It includes precise details of a person's life events.

Building Background

Have you ever wondered how someone's career began – as a sports person, a doctor, a teacher? What made them decide to choose that career? What are your parents' careers? Why did they choose that?

Key Vocabulary: *roped schedule undergoing intensive unity considers advocating elimination aspiring*

Reading: Taraima Rara

Taraima Rara Mitchell is a member of the 2013 Fiji Netball Squad. She was born in 1982 at the Waiyevo hospital in Taveuni and is from Bureiwai, Nakorotula in Ra. She comes from a family of 4 sisters and 7 brothers.

She got roped into playing netball quite by accident. Her mom, a primary school teacher, was also the netball coach in school. She needed one more player during a training session and asked Taraima to step in. Ima has been playing ever since. She moved on to Dudley High School where she continued playing, improving each step of the way.

At 193cm/6 ft 3 inches tall, she has the ideal goal shooter (GS). A position she has been playing for the last 10 years on the Fiji National team. She also plays goal attack (GA).

As a national netball rep, Taraima has to keep fit. Her day can start as early as 5:00am where she has to be at the gym to exercise with the rest of the team. After an hour or two of gym work, they hit the pool where they "run-in-water" and swim for half an hour to an hour. On days they don't go to the gym, they may go running for an hour and do pool work for another hour. This is part of their training schedule.

When they are undergoing intensive training, they spend 2 hours in the morning and 2 hours in the evening training. As game time approaches, they concentrate on court attack. This is when they actually practise games or learn new skills on the court. Training as a team is important as it helps the girls get to know each other better and build unity.

Taraima married Jonathan Mitchell in 2009 and they currently have 2 sons, Henry (3 years old) and Mosese who is 2. Apart from netball, Ima, as she is sometimes called, enjoys swimming, cooking, reading, photography and of course, coaching netball. Her favourite colour is blue, the colour of our Fiji flag and the Fiji Netball uniform.

She considers her husband Jonathan and her mum as her role models while Shanelle Jane McMahon- the goal attack for the Australian Diamonds- is her favourite Netball player. Aside from her busy schedule, Taraima is also the Netball Ambassador advocating for elimination of violence against women.

To aspiring netball players, her advice is to believe in yourself no matter what. Always be humble in everything you do, work hard in school and most importantly to always honour your parents.

Comprehension Skill: Asking Questions

To better understand the meaning of the text, good readers ask themselves questions.

1. What is the purpose of this text?
2. What is the author trying to tell me with this biography?
3. Do I know something more about this topic?
4. What message do I get from reading this piece?
5. What type of person would I have to be to be able to keep a schedule like this?

Comprehension Check

1. Who is this article about and what is she known for?
2. Where is Taraima from?
3. Explain how she got interested in Netball.
4. How tall is Taraima and why is her height an important factor?
5. What other interests does Taraima have?
6. Should women continue to play a sport after they are married and become mothers? Why or why not?
7. What is her message to aspiring netballers and to the rest of us?
8. List down the different roles Taraima has.

Word Knowledge: More on Roles

As a class, discuss the roles listed below then complete the activity

List of roles:

Sports person, mother, friend, sports ambassador, daughter, sister, wife, coach, cook, team player

For each role listed, write down the characteristics a person should have, to be able to carry out their role more effectively. Work in groups.

Grammar: Apostrophe of Possession

The apostrophe is a very small but important mark. Unfortunately, it has been used incorrectly too many times.

Possession is when you show that something belongs to someone else or something else.

Singular - note the position of the apostrophe.

1. Jonathan's bag is green.
2. Taraima's left hand was sprained.
3. The cat's tail was so fluffy.

Plural - note position of the apostrophe.

1. All the players' bags were ransacked in the changing room.
2. The cats' owners bought them lots of food before the storm.

For plural nouns;

NOTE: For nouns that end in -s, the apostrophes come after the s.

For nouns that don't end in -s the apostrophe comes before the s. e.g.

cats' dinner

dogs' bones

children's games

women's shawls

Place apostrophes in the correct position in the sentences below.

1. The netball coach checked Imas bags.

2. The ladies baskets were full of delicious pies.
3. The cars horns made a huge racket around the neighbourhood.
4. The officers weapons were ready to fire.

Rewrite the phrases using apostrophes.

e.g. the wings of the eagle = the eagle's wings.

- a. the bounce of the ball
- b. the scream of the spectators
- c. the whistle of the coach.
- d. the cheers of the crowd.

Spelling List

coupon

routine

rumour

rural

whose

who's

horizon

honourable

storage

freight

noisy

studios

knowledge

quote

cooperation

Dictionary Skills: ei or ie

Use your dictionary to help you spell the following words.

Complete each word by placing either 'ei' or 'ie' in the blank spaces.

1. bel__ve
2. rel__ve.
3. c__ling
4. n__ce
5. w__rd
6. s__ze

Once you have completed the exercise, write down all the words in alphabetical order.

Activity: Sentence Construction

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

Activity: Dictation

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

Unit 20

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 organised according to settings or events leading to a problem and a solution.

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

Reading: A Dream Fulfilled

10 – 9 – 8 – 7 – 6 – 5 – 4 – 3 – 2 – 1 - LIFT OFF! Watching the space shuttle lift off into the air was the beginning of a little girl's dream to one day walk among the stars, way, way up in the sky.

The dream of becoming an astronaut for Annabelle Smith all started when she was just a five-year old child. She was watching a space program on the television when all of a sudden she turned to her parents and exclaimed, "Daddy! Mummy! I want to be an astronaut when I grow up...I want to live among the stars." Her parents smiled at each other and thought deeply about what their daughter had told them. From then on, she did not let anyone, even her family; stop her from following her dreams.

Annabelle Smith knew that she wanted to be an astronaut as she was fascinated by the various stars, planets, constellations, moon landings and real-life space crafts she often watched on television and in internet shops near their home. On some clear nights she liked to lie outside, watch the stars and dream of walking on the moon. To her enjoyment, even her parents joined her in counting and naming the different stars. Annabelle also had a huge but old telescope in her room that she used on nights that were too cold.

When Annabelle Smith went into high school, she loved to work on school science projects and spent a lot of time at the school library reading books about science and space travel. She also spent hours in the science lab and was considered a science geek by other students. By the time she finished high school, she was awarded the most outstanding student in science and maths.

One of her prizes was a brand new i-pad. The world of technology was now at her fingertips. She could research things on the bus, in the park or wherever she was.

Although she had left high school, her teachers continued to encourage her to work hard at pursuing her childhood dream. They always sent her emails every week. She attended the university nearby and in honour of her hard work; the computer company gave her a computer to use. For her it was a blessing as she was able to research and complete all of her assignments. She went on to graduate with a Bachelor of Science degree. She passed with flying colours.

While doing her science degree, she had also taken courses in chemical engineering. This was needed in the space and aeronautic programme. Anne's parents and the townsfolk were always there to support to help her achieve her dream.

Finally, Anne was ready and she applied for a job in the aeronautics and space industry. Out of the thousands of applicants, Annabelle was the one they chose. Her parents could not contain their tears of joy when they heard the wonderful news.

She had to undergo intensive training at the space centre before she went into space. At last, the long wait was over. The space shuttle "Adios Amigo" was ready for lift off. Annabelle sat tightly strapped into her seat, her heart pounding with excitement. The whole shuttle vibrated and suddenly it was lift-off.

Annabelle Smith was shooting high up into the sky, finally fulfilling her childhood dream.

Comprehension Skill: Ask Questions (to better understand the text).

1. What is the author's purpose for writing this piece?
2. What can I learn from Annabelle Smith?
3. How do I feel about this young woman's experience?
4. What can I do to help support others fulfil their dreams?
5. What do I want to be when I grow up and how can I achieve it?

Comprehension Check

1. What got Annabelle interested in being an astronaut?
2. What was something she liked doing at night?
3. As a child, how did her parents encourage her dream?
4. "The world of technology was at her finger tips"....what does this expression mean?
5. Why do you think Annabelle's parents constantly emailed her?

6. "...could not contain their tears of joy"...Explain what you understand by this phrase.

Word knowledge:

planets star space shuttle observatory orbit solar system navigator astronomy meteor comet

Match the words above with its meaning below.

1. To circle or go around something. _____
2. A building or station where one can go to view the stars. _____
3. A burning ball of gas. _____
4. A celestial or heavenly body orbiting or going around the sun. _____
5. A space craft. _____
6. The study of the universe, especially planets and stars. _____
7. An astronomical object that leaves a long trail as it passes by close to the sun.
8. A mass of rock that burns up after entering the earth's atmosphere. _____
9. A person who directs the course or route we should take. _____
10. Contains the sun, moon, planets, stars and other astronomical bodies. _____

Proofreading

Proofread – to read in order to detect and mark errors to be corrected.

Proofread the article below and correct all spelling, grammar, and punctuation errors. Rewrite it into your exercise books.

Mrs. Jones helped John and Peter to make a kite it was hard work but they managed to finish it in time for the parade. At the parade There kite one first price. They won \$200 dollars. Mrs. Jones were very proud of them. Mum dad and me was also proud of them

Spelling List

wrinkle

vision

poem

poet

roam

solar

strain

jealous

choir

scarcely

trophies

grateful

Activity: Alphabetical order

Place all the words in alphabetical order then look up all the meanings of the words in the dictionary.

Activity: Sentence Construction

Use the words in sentences.

Activity: Dictation

Your teacher will dictate a paragraph using the words on the spelling list.

Text type: Transaction

LETTER OF INVITATION FOR MY CHILD'S BIRTHDAY PARTY

Dear Janet,

How are you and your little ones? It's been quite some time, but nevertheless, a perfect occasion is approaching for us to catch up and celebrate.

Our daughter Maria is turning 11 on 28th Aug, 2013 and we are organizing a birthday party at our place and inviting some friends and family. We would like to have you and your children at the party. Here are the details of the party!

- Venue – Our home – 23 Namena Road, Nabua.
- Time: 3.00p.m – 7.30 p.m.
- Date: Sat Aug 28, 2020

Please note that there will be various party games and food for the kids and adults! We are really grateful for the blessing that Maria has been to us and we would like to share the joy with you all.

Do convey to us your plans so that we can pick you guys from the bus station. Pass our regards to Arthur and lots of love to your little angels.

Looking forward to seeing you,

Doreen Brechterfield

Comprehension Skill: Noting Details

Details are important to 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

1. Together, read the letter.
2. As a class, list the details that give information of the birthday party

Comprehension Check

Answer the following questions with complete sentences.

1. Who is being invited to the party?
2. Whose birthday is it and how old will she be?
3. Where will the party be held?
4. When is the party?
5. What time will the party start?
6. What types of games and food do you think will be available at the party?

7. Who do you think is Doreen Brechterfield?
8. Do you think this will be a big party or small party? Explain your answer.

Proverbs

What is a Proverb?

A Proverb is a short well-known saying that expresses an obvious truth and often offers advice.

Match the proverb in List A with its meaning in List B.

List A

1. You can't judge a book by its cover.
2. Actions speak louder than words.
3. A chain is only as strong as its weakest link.
4. There's no place like home.
5. Practice makes perfect.
6. Two heads are better than one.
7. You can't make an omelet without breaking a few eggs.
8. When in Rome do as the Romans do.
9. Too many cooks spoil the soup.
10. No man is an island.
11. Cleanliness is next to Godliness.

List B

- A. Act the way that the people around you are acting, when you notice that people do things differently than you're used to.
- B. You can't live completely independently. Everyone needs help from other people.
- C. Your own home is the most comfortable place to be.
- D. When you try to do something great, you'll probably make a few people annoyed or angry. Don't worry about those people; just focus on the good results.

E. Be clean.

F. Just saying that you'll do something doesn't mean much. Actually, doing it is harder and more meaningful.

G. When there are too many people trying to lead and give their opinions, it's confusing and leads to bad results. Jobs and projects should have one or two strong leaders.

H. You have to practice a skill a lot to become good at it.

I. Different people have different ideas about what's valuable.

J. Things sometimes look different than they really are. A restaurant that looks old and small might have amazing food, for example.

K. When two people cooperate with each other, they come up with better ideas

Metaphors

A metaphor is a device used by writers to make a comparison between two things without using like or as. For Example: Semi is the best swimmer. Semi is a fish.

We are comparing Semi to a fish.

Study the metaphors below and identify what is being compared. The first one is done for you.

1. The secretary in the office is an angel. (secretary = angel)
2. I dislike the thief. He is a snake.
3. His eyes were like daggers.
4. A voice of thunder rang loud and clear.
5. The driving test was a breeze.
6. Your tongue is a two-edged sword.
7. My nanna is full of pearls of wisdom.

Spelling List

passenger

appointment

vegetables

noticeable

contagious
honourable
demonstrate
encouragement
descendant
potatoes
performance
trophies
poem
rural
grateful

Activity: Sentence Construction

Use the words to make up sentences. Depending how you use the word, identify the part of speech: (is it a noun/verb).

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: Dictation

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