

English Year 7

Units 1-5

Fiji Ministry of Education

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Unit 1: Survivors

Read the text below and answer the questions that follow.

The plan to go for a one-month sailing trip- cruising the ocean with their parent and some family friends -seemed like the vacation of a lifetime for Apenisa and his sister, Mere.

For a week the weather was beautiful with calm seas and a warm sun, straight from the paradise. This changed late one afternoon, when fierce storm clouds began gathering in the sky. As the wind picked up and began howling, Mere and Apenisa were sent below the decks by their parents and told to put on their life jackets. Mere clung to Apenisa , terrified. Apenisa' s heart thumped his chest as he tried to grab hold of something- anything - to stop them from being thrown about as if on a roller -coaster ride.

The skies were at their blackest when a terrifying crack boomed through the cabin. Apenisa thought it was lightning; never did he imagine that it was the sound of the boat snapping in two. Seawater gushed through the cabin, knocking the children off their feet and into the wild ocean. When his life jacket pulled him back to the surface, Apenisa could just make out the distant shadows of the adults in the blow-up life boat. They were screaming for him and Mere. Apenisa yelled back, but he couldn't be heard over the howl of the wind.

For the next few hours, the siblings clung desperately to each other as they were tossed around in the ocean like clothes in a washing machine. Apenisa woke up bruised and battered, but alive, on a sandy beach. Mere was next to him. He shook her awake. They hugged each other and cried as they thought about what might have happened to their parents. It was then that Apenisa noticed a large white shape at the other end of the beach. They bolted across the sand. It was their boat, half of it anyway- but there was nobody in sight.

They gathered a few useful items: a sewing kit, a fish knife, a piece of broken anchor and a few soggy blankets. Remembering a movie, he'd once seen, Apenisa used rocks to mark out the word "HELP" in the sand. He made it as large as he could, so the letters might be seen from far away. As he finished, Apenisa heard a loud grumbling from his tummy. It had been almost a day since his last meal. He felt dizzy from hunger, thirst and sunburn.

Mere suggested that they rest in the shade for a while, and the two fell asleep beneath the palm trees. Pouring rain woke the pair up some time later. Rain meant fresh water. Desperately, they licked the raindrops off leaves. By this time, they were so hungry it hurt. Using one of the needles from the sewing kit, Mere made a fishing hook, which she attached to a stick with some cotton. Apenisa found some oyster-like creatures in a nearby rock pool and decided they would make good bait.

For hours they sat with the fishing rod. By sunset their efforts had only managed to catch them two tiny fish. Reluctantly, Apenisa killed and gutted the small creatures with the fish knife, apologizing to the fish as he did it. The experience of eating cold, raw fish was even worse, but it was the only food they had.

Life continued like this for the next two weeks. They both ached with hunger and throbbed with sunburn. They were beginning to think they would have to live on this desolate island forever. Then early one morning, they heard the best sound of their lives. A large coastguard boat with horns blaring came steaming towards them. After jumping excitedly aboard the boat, the captain had some good news for them. "Your parents are safe and well back at our base. Looks like you're all survivors!"

The end

Use the discussion to identify the five steps of the problem -solving process:

1. Define the problem.
2. Consider possible solutions.
3. Evaluate possible solutions.
4. Decide on the best solutions.
5. Carry out the solution.

The characters in this story, 'Survivors', have several problems to solve. Answer the following questions:

1. What problems are Apenisa and Mere having?
2. How do they solve the problem?

Read the problem stated in the left-hand column. Fill in the solution column with the information from the passage.

Problem	Solution
The rough seas were making them tumble	Grab hold of something.
The boat snapped in two tossing them into the rough ocean.	
They were thirsty.	
They were hungry	
They didn't have any fishing line.	
They didn't have any bait.	

Comprehension Check

Answer the following questions in complete sentences.

1. What seemed like a vacation of a lifetime?
2. Why were Mere and Apenisa sent below decks?
3. What had happened to the ship?
4. How were the two children saved from drowning?
5. How did the children manage to survive on the island?
6. List the 10 nouns from the passage.
7. Look at the following sentences and arrange them in the order as they it occurred.
 - The children made a HELP message.
 - Mere made a fishhook.
 - Seawater rushed through the boat.
 - The children licked raindrops off the leaves.
 - The children found the wrecked ship.
 - The children put on their life jackets.

Word Knowledge: More about Ships

Match each word in the box to the clues below.

helm port aft hull starboard bow beam galley kayak companionway yacht canoe tugboat ferry dinghy submarine

1. ship's kitchen
2. left-hand side
3. warship that travels under water
4. width of a ship
5. towards the back of a ship
6. ship's body
7. used for pushing or towing other ships
8. ship's wheel
9. sailing pleasure craft
10. right-hand side
11. transports people across rivers and harbours

12. stairs
13. front of ship
14. American Indian boat
15. small rowing boat
16. small Eskimo boat used for hunting

Sentences: Four Kinds

Write each sentence using the correct punctuation. Write in brackets whether each is a statement, question, command or exclamation.

1. fish swim
2. do not smoke
3. are you going inside
4. these are the girls
5. what a beautiful day
6. is it raining
7. how tall are you
8. leave the room at once
9. what is the time
10. i love chocolate

Usage and Punctuation: 'Who' or 'whom'

"Who" replaces "he" or "she" in a sentence? "Whom" replaces "him" or "her". Apply this test to these sentences and use "who" or "whom" in the sentences.

1. I have no idea _____ will win the match.
2. The boy _____ I injured is recovering in hospital.
3. Anne, _____ I know well, is getting married soon.
4. The man to _____ you refer is my teacher.
5. The doctor _____ I consulted was an eye specialist.
6. Charles Dickens was a writer _____ lived in London.
7. From _____ did you receive a letter today?
8. I do not know _____ has the better eyesight.

Grammar: Common and Proper Nouns

A common noun is a word used to name ordinary things like table, tree, and egg. Proper nouns are special names of people, place, or things. A proper noun always begins with a capital letter.

Write the common nouns in one colour and the proper nouns in another colour, the following sentences.

1. The cow is grazing.
2. University of the South Pacific is the oldest university in Fiji.
3. Suva is the capital city of Fiji.
4. Raju loves roti and chicken curry.
5. On Friday Philip left his school bag at the bus stop.
6. Maria gave her brother a ball for Christmas.
7. In December my father is going on a business trip to Brazil.
8. Ropate was taken to the hospital last night.
9. Seini and Sumit took their fishing gear to Suva Point.
10. The boys were playing rugby at Farnival Park.

Dictionary Skills: Alphabetical order

Arrange the following words in alphabetical order:

1. brain brand branch bread braid bran braze brass bramble brave
2. bream briar breech bridge breeze breaker brew breed breath braid

Word Meanings: 'anchor ' and 'paradise'

Use 'anchor' and 'paradise' in two different sentences to show that each word has more than one meaning,(Write four sentences altogether).

Spelling

association pronunciation description precipitation quotation liquidation
congratulations organization illustration abbreviation competition introduction
commotion eruption cancellation interruption

S-H-A-R-P Word Study Procedure

See the word

Hear the word

Adopt the word

Record the word

Proofread the word

Vowel Hunt: Fill in the missing vowels and write the spelling words.

1. _ b b r _ v _ _ t _ _ n

2. p r _ n _ n c _ _ t _ _ n

3. c _ m m _ t _ _ n

4. _ n t _ r r _ p t _ _ n

5. q _ _ t _ t _ _ n

6. l _ q _ _ d _ t _ _ n

7. _ l l _ s t r _ t _ _ n

8. _ s s _ c _ _ t _ _ n

9. d _ s c r _ p t _ _ n

10. _ r _ p t _ _ n

11. p r _ c _ p _ t _ t _ _ n

12. c _ n g r _ t _ l _ t _ _ n s

13. c _ m p _ t _ t _ _ n

14. _ r g _ n _ z _ t _ _ n

15. c _ n c _ l l _ t _ _ n

16. _ n t r _ d _ c t _ _ n

Scrambled Words

1. bivbaeortnai _____
2. indoicsprte _____
3. naignosotluacrt _____
4. comotonmi _____
5. ponioceomit _____
6. ainatcolnelc _____
7. sosaacointi _____
8. etpinruo _____
9. nriieturonpt _____
10. ioititperapnc _____
11. ailnodtuiqi _____
12. idutirntcoo _____
13. znaogtirnaio _____
14. prooctinnuan _____
15. iutnotqoa _____
16. itlusroilatn _____

Writing and shaping activities

A Recount tells about events that happened to you or to other people.

Title - A brief name for the experience or event

Orientation - Tells when and where the event began and who was there

Events - Tell the events in the order that they happened

Ending - Tell how the experience ended and some thoughts you may have about it

In writing a recount use the following:

- Reported Speech – e.g. Many residents say..., A number of newspapers have reported...
- Past tense – e.g. was, went, came
- Quoted Speech – e.g. The police officer yelled " Stop"!

- Reported Speech – e.g. The police officer called to the thief to stop.
- Conjunctions and connectives – e.g. when, then, first , next
- Noun Groups

How to write a recount

1. Answer the 4 questions - who? what? when? where? why?
2. Write about something that has happened in the past
3. Write about what happened in order.
4. Use time connectives, e.g. This morning, next, meanwhile, soon after
5. Write in the past tense
6. Include powerful verbs, e.g. roared, scampered, struggled
7. Zoom in on the part that would appeal to the reader the most
8. Include detail and descriptive language to interest the reader
9. Give your opinion and refer back to the opening statement in the conclusion

A Recount: A Day in My Life

Hi

My name is Jone, and I am ten years old. I live in a village called Somosomo in Taveuni. I make up lots of stories. Here is a story of what I did yesterday.

I got up, put on my clothes, came out of the bedroom and finished of my homework. Then I had breakfast, fed my chickens and went off to school.

After school, I walked home, did half my homework. I played soccer with my brother for a while, then watched TV, had my shower, had my dinner, had family devotion and then went to bed. So that was my day, and most week days are just the same.

Boring, isn't it?

Jone

Writer's challenge

1. The first paragraph always sets the scene. look at the first paragraph above, answer these questions:

a) Who is it about? _____

b) Where did he live? _____

c) What does he like doing? _____

d) When did the events happen? _____

2. This recount has many verbs in the past tense. There are four such verbs in the second paragraph. Can you list them?

1. _____ 2. _____

3. _____ 4. _____

Write a recount yourself...

Jone's recount is a bit dull. He could have used details to add interest. For example, 'walked' 'home' could be 'trudged home', and instead of 'I got up, put on my clothes', it could be 'Oh, no! The alarm! I got up; put my ugly uniform....' Write a typical day or a special day in your life. Do not forget to include the interesting details.

Structure

- Title
- Orientation
- Sequence of events
- Event 1 Something that happened first
- Event 2 Second thing that happened
- Next Events Start a new paragraph for each new event
- Conclusion A personal comment about the main event

Revise and Edit

R -Replace words, phrases and sentences with more effective ones

I -insert better words, phrases and sentences

D-Delete ineffective words, phrases and sentences

SPELLCHECK

More to do

Write a letter to your grand parent or friend whom you have not seen for a while. Recount some of the interesting or unusual things that have happened to you over the past weeks. Ask for a reply.

Unit 2: Doughnuts

Discussion

- How many of you enjoy eating?
- What types of food do you like?
- Have you eaten food from another country?
- What about cooking? How many of you know how to cook or bake?

The text for this unit is procedure. Study what a procedure is and try to distinguish the features of a procedure in the recipe "Doughnuts. "

Procedure Writing

A procedure tells us how to achieve a goal or an outcome through a series of steps. These steps are in order or in sequence.

Key Vocabulary

Write these words in your books. Use them in sentences orally.

divine assemble ingredients sift supervision knead
--

Comprehension

Read the text below and answer the questions that follow. This is an example of procedural writing.

Doughnuts Galore!

Have you eaten delicious doughnuts with your favourite topping? Yum...that fresh just-cooked smell is divine. Then you get to sink your teeth into topping and soft, fluffy doughnuts. I'm hungry now so let's make doughnuts.

Remember if you're wanting to make this then you need mum or dad's permission.

The first thing we do is assemble our ingredients.

Ingredients

3 cups of flour

1 cup of warm water

1 teaspoonful of baking powder

1 cup of powdered milk

¼ cup of oil

¼ cup of sugar

1 egg

¼ teaspoonful of salt

1 tablespoon of yeast

Lots of extra oil for frying

Method

1. Place your warm water, yeast, sugar, salt, milk, oil, sugar and egg into a basin.
2. Stir the mixture very well.
3. Sift your flour and your baking powder into a separate basin
4. Add your flour mix into the basin of ingredients – 1 cup at a time.
5. Stir this mixture really well before you add the next cup. It should now look like roti dough.
6. Pour a little oil onto your hands and knead your dough very well (approximately 10 mins).
7. Roll your dough back into a ball, cover it with a tea towel and leave it to rise (10 mins).
8. Divide the dough into 2 and knead each section for another 2 minutes.
9. Roll out your dough into a very thick (2cm) roti.
10. Cut out your doughnut shapes. If you don't have a doughnut cutter use a cup and a bottle cap.
11. Place your cut doughnuts onto a well-oiled tray or board. Leave space for it to rise. After 5 minutes it is ready to cook.
12. Pour oil half way up a pot that is big enough to cook 4 doughnuts at a time.
13. Heat the oil up and then place your doughnuts into the oil.
14. Fry on both sides until golden brown.
15. Place them into a tray and when they have cooled top them with your favourite topping.

ENJOY!

Sequencing/Order of Events

1. List the 14 verbs that begin each instruction.
2. Choose 5 verbs and write instructions for boiling an egg. Remember they are imperative sentences – they must begin with a verb.
3. Write down a set of instructions to make a hot drink (tea, lemon leaf tea or cocoa). You should have 4-6 steps.

Comprehension Check

1. Your dough should resemble another dough. What other dough is it?
2. What colour should my cooked doughnut be?
3. After I have sifted the dry ingredients (flour and baking powder), what do I do with it?
4. What do you use to knead?
5. Step 6 advises us to pour a little oil onto our hands. Why do you think they want us to do this?
6. Why wouldn't you want to cook more than 4 doughnuts at a time?

Word Knowledge: More about Cooking

Match the verbs in the box with its meaning below.

Baste
broil
roast
bake
sauté (Pronunciation: saw-tey)
coat
scald (Pronunciation: skawld)
stir-fry
marinate
blend
smoke
blanch
dressing
stuff
stew

Meanings

1. To cook by direct exposure to heat
2. To drop in then remove from boiling water for a few minutes only
3. To cover with a layer of flour, breadcrumbs etc
4. To fill chicken or meat with other food
5. To moisten meat while cooking
6. A source of food
7. To scald briefly and then drain

8. To combine by mixing smoothly
9. To cook by direct heat on a gridiron
10. To soak into flavoured liquid like soy sauce
11. To cook by simmering or slow boiling
12. To cook overheat quickly, stirring constantly
13. To cook with dry heat in an oven
14. To cure or preserve meat, fish etc.
15. To cook or brown in a small amount of oil or fat

Beginning Sentences with Present Participles

Present participle is when we add the suffix – ing to the base form of a verb. Base form of verb + suffix – ing = present participle e.g. laugh + ing = laughing.

We can begin sentences using present participles. Holding tightly to the ball, he ran towards the goal.

Holding – is a present participle

Tightly – is an adverb

Holding tightly to the ball - is a participle phrase that includes an adverb

Complete the sentences below. Choose a present participle and an adverb from the boxes below to begin our Sentences.

Present participles:

struggling holding smiling screaming shouting *diving dancing *laughing

Adverbs:

angrily uncontrollably crazily madly grimly foolishly *desperately *hysterically

* Words already used below

Use the words only once

1. _____ the wrestler freed himself.
2. _____ the spectators' _____.
3. _____ Donna _____.

4. _____ the teenagers _____
5. _____ the survivors' _____.
6. Diving desperately the seagull _____.
7. _____ the singers fans pushed over the barrier.
8. Laughing hysterically the girl _____.

Usage and Punctuation: Commas

A non-restrictive clause or phrase gives information that is not essential to the meaning of principal clause.

Phrases - a collection of word where subject is not doing something

Clause - a collection of words that has a subject actively doing something.

A comma is used to set apart non – restrictive clauses or phrases.

e.g. The man, whom I knew, was killed in the car crash.

Using commas, write and punctuate these sentences correctly. Place capital letters where needed.

1. the airbus which flies regularly to Hawaii was made in france.
2. the boy who stole the pig is my neighbour.
3. romy who delivers mail is a nice man.
4. the doctor who is a family man lives in suva.
5. my dog who is dying is a wonderful pet.

Grammar: Negatives

Negatives are words that mean “no” or “not”

no not none never neither hardly

A common error students make is using double negatives in a sentence.

e.g. Incorrect – Mary didn’t not go to town (Double negative)

Correct – Mary didn’t go to town.

Rewrite each of the sentences below to correct the double negative.

1. She had not done nothing about the problem.

2. There isn't nobody who can cook like my mum.
3. Since watching the movies, he can't never enough about Harry Potter.
4. Samu didn't never plan to do that.
5. He wasn't never curious about his birth mother.
6. I don't hardly go there.
7. Neither Mary nor the lamb never went to school.
8. None of my brothers never went to war.
9. Christopher hadn't no worries about the exam.
10. Neither John nor Peter hardly went to the games.

Dictionary Skill : Word Meanings

Approximate [adj]

Approximate [v]

Approximating

Approximately [adv]

Approximation [n]

Find the meanings of the different word forms of approximate. Use them in sentences.

Word Meaning : 'Pour' and 'Stir'

Write 2 sentences for each word to show you understand the different ways they are used.

Spelling

SHARP Word Study Procedure

See the word

Hear the word

Adopt the word

Record the word

Proofread the word

Visual Warm-up(word shapes)

Draw all the word shapes on the spelling list.

incredible

admittance

influence

nuisance

capable

valuable

adjustable

grievance

endurance

changeable

absence

assistance

irresistible

innocence

reasonable

accessible

How to write a procedure

Title: Tells what is being explained.

Check: Tells what the procedure aims to produce.

Goal: Describes or lists what is needed to complete in the procedure

Needs: Describes step by step how to complete the procedure

Steps: How to check if the procedure worked

When writing a procedure you should use:

Action Verbs – e.g. cut, stir, mix, nail, glue

Precise Vocabulary – e.g. whisk vigorously, lukewarm, 3 level teaspoons

Complex Sentences – e.g. ...so that..., ...if then...

Example of a procedure

How to Make Pancakes

Ingredients:

- 1 cup flour
- 1 tablespoon sugar
- 2 teaspoons baking powder
- 1/4 teaspoon salt
- 1 egg, beaten
- 1 cup milk
- 2 tablespoons vegetable oil

Method:

1. Mix the flour, sugar, salt and baking powder in a bowl. Make sure the batter is well mixed.
2. In another bowl, beat the egg then add the milk and oil. Mix until it is thoroughly combined.
3. Add the wet and dry ingredients and whisk them together for about a minute. The mixture will be a bit lumpy.
4. Heat $\frac{1}{2}$ a teaspoonful of butter in a large frying pan.
5. Pour about a third of a cup of batter into the pan – more or less depending on the size you want.
6. It will take about two minutes to cook the first side. You will know it is cooked when bubbles form on the top.
7. Flip it over and let it cook for a minute more. When the pancakes are golden brown, put them on a plate and enjoy.

Yummy! Perfection!

In procedural texts, we use sentences that begin with verbs and are stated as commands; for example, 'Place the top...'

1. Write out the sentences which begin with action words (verbs). What type of sentences are they?
2. List all the verbs in the procedure.

Now write your own procedure. Here are the steps:

- Title
- Materials
- Sequence of steps
- Evaluation

Unit 3: Responsible pet ownership

By making sure your pet has plenty of space, clean conditions, a safe comfortable shelter, food, water and companionship, you are helping them to remain happy.

Just like us, pets love to be safe, happy and healthy. A healthy pet is usually a happy one. If your pet is looking unwell or behaving differently it is a good idea to take them to a vet. It is also important that dogs and cats are not infested with fleas. Regular washing of your pet is important.

Apart from the obvious responsibilities of providing food, water, shelter, exercise, companionship and vet care for your pet, there are also many rules for pet owners. Just like there are rules at school to keep you safe and happy, there are special rules that we need to follow in our community when we own a pet.

Unfortunately, it is when animals are acquired with little forethought or for the wrong reasons or when they not managed responsibly, problems occur. As a responsible pet owner, you have an obligation to care for the health and wellbeing of your pet, as well as a duty to ensure their activities don't interfere with your neighbours or the environment.

Responsible pet owners ensure that their pet don't cause a noise nuisance. Many people keep animals for companionship. However, noisy pets may greatly reduce the quality of life for neighbours and increase neighbourhood tensions. While barking dogs are the most common problem, other animals such as birds and poultry can also cause a noise nuisance.

Unpleasant smells caused by inadequate cleaning can also prevent neighbours from enjoying their property. Failing to clean up after your pet has fouled in an enclosed area can lead to an unpleasant build up which causes flies and smell. Dispose of faeces regularly. Simply bag it, and place in your domestic bin on a daily basis.

All domestic animals must be contained to their property at all times. It is the pet owner's duty to provide a suitable enclosure or fencing to prevent them from escaping. Wandering pets are in danger of becoming lost, being injured from fights, being hit by a car, preying on wildlife, and can annoy neighbours by damaging gardens, destroying private property or fouling footpaths and lawns.

Any dog that is taken into a public place must be kept on a leash at all times and it remains the dog owner's responsibility to pick up and dispose of the dog's droppings. Even if your dog is well behaved and friendly, you can never know how they may react under unusual circumstances.

If you own a pet and do not intend to breed from it, have it desexed. Desexed pets make better companions. Many cats and dogs are bred by accident, because owners don't get around to desexing their pets. It is possible for cats to breed from as young as four months of age! Thousands of healthy cats and dogs are euthanased each year in shelters and pounds. This is because not enough homes can be found for them – we have an 'oversupply' of pets.

Words and their meanings

Write the meanings of these words:

companionship infested forethought obligation wellbeing poultry faeces domestic
fouling leash dispose desexed euthanased

Comprehension check

1. What does a responsible pet owner need to provide for their pet?
2. What problem can a pet be to neighbours?
3. How can you solve these problems?
4. What should you do about dog faeces around your house?
5. What can you do about fleas?
6. When should you take your pet to the vet?
7. Why should you keep your dog fenced in and not wandering in the neighbourhood?
8. If you take your dog to the park, what should you do?
9. Why should pets be de-sexed?

Word Knowledge - Synonyms

A synonym is a word with a similar meaning to another word. *For Example:* huge = great, big
Write the Synonyms for the Following words. Use your dictionary if you need to.

1. seat _____
2. spin _____
3. retrieve _____
4. high _____
5. leap _____
6. row _____
7. stain _____
8. merge _____
9. apply _____
10. watch _____
11. build _____
12. fall _____
13. meet _____
14. blink _____
15. feel _____
16. steal _____
17. little _____
18. poor _____
19. crown _____

Sentences. Beginning With Past Participles

For Example:

- a) The town was attacked by the enemy. It was easily captured.
- b) Attacked by the enemy, the town was easily captured.

Join the Sentences Below using the past participle.

1. The rider whipped the horse. The horse galloped out of the town.
2. The wind blew the leaves. They piled up along the wall.
3. The captain steered the ship. The ship entered a narrow harbour.
4. The bullet hit the thief. He collapsed in a heap.
5. A snake bit the dog. The dog nearly died.
6. A stone hit the car. It veered off the road.
7. Lightning struck the tree. The tree burst into flames.
8. The house caught fire. Lightning struck.
9. The tree looked pretty. It was covered with coloured lights.
10. The forger was copying the drawings. They were real.

E. Punctuation. Better Words.

Write the sentences below using the words from the box, in place of the underlined word.

gained enjoyable beautiful delicious recuperated won friendly polite comfortable arrived received mounted crowd interesting became neat piece scored

1. I got sick yesterday.
2. She read a nice book.
3. Give me a bit of cake.
4. She got a goal in the last match.
5. I got a letter from my aunt.
6. A lot of people were at the grounds.
7. Deborah has nice writing.
8. Josaia got on a horse.
9. My brother got better.

10. We had a nice time in Labasa.
11. Epele got the best mark in the test.
12. Our doctor is nice as he talks to everyone.
13. Jane is a good girl as she says, 'please' and 'thank you'.
14. Mrs. Johns got home from Melbourne last night.
15. We had a nice meal at the restaurant.
16. The scenery in Taveuni is nice.
17. Kaitlyn got a trophy for swimming.

Grammar: Collective Nouns

A Collective noun names a group of things or people. For example: *A bunch of grapes, a fleet of ships.*

Write the collective nouns from the box that would be best used for these groups.

bunch army pack school team string class herd flock swarm band library nest
suite convoy

1. sheep - _____
2. bees - _____
3. football players - _____
4. bananas - _____
5. wolves - _____
6. cattle - _____
7. school students- _____
8. soldiers - _____
9. fish - _____
10. beads - _____
11. musicians - _____
12. trucks - _____
13. eggs - _____
14. furniture - _____
15. books - _____

Dictionary Skills: Guide Words

In brackets are pairs of guide words from a dictionary page. Next to them are three words – one of which could be found on that page. Write the one word out of the three that would be on the top of the dictionary page.

1. (fortification found) fountain forsook forward
2. (headpiece heart) hazy health hearth
3. (powerful prank) praise pair powder
4. (lotion low) loosing lowly lounge
5. (meeting memoir) melody medley memorable
6. (dodgy dole) dolphin doily document
7. (quickly quit) quiz quintet quicken
8. (feature fauna) faulty federate feathery
9. (offensive offset) official offend offspring
10. (hit hock) hither hiss hold
11. (shrivel shuttle) shrill sickly shudder
12. (peer peak) penal peace pear

Word Meanings: 'Regards' and 'Ordination'

Use each word in two separate sentences to show that each has two different meanings. Write four sentences altogether.

Spelling

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

complement

accomplishment

achievement

amusement

environment

involvement

movement

descendant

category

scenery

cemetery

stationery

A. Re-arrange the spelling words in the list in alphabetical order. (A- Z).

B. With the help of your dictionary find the definitions of the spelling words.

C. There is one word missing from the following sentences. Use the list of the spelling words to help you fill the blanks.

1. The photographer loves to take photos of the _____ on Korovou Highway.

2. Jesus was a _____ of David.

3. It's always nice to _____ each other after a hard day's work.

4. The teacher reminded the children to buy their _____ for the exam.

5. The rugby team's greatest _____ was winning the World Cup.

6. Marion saw a _____ in the bushes and thought it was a cat.

7. The little boy found a puppy by the _____.

8. Fredrica's _____ in Girl Guides has led her to be one of the speakers at the International Women's conference.

9. The boys were found loitering in the _____ park on Friday afternoon.

10. The best milk to buy is _____ A milk from Fiji.

11. Always keep our _____ clean.

12. It was a great _____ for Banuve to win the *Blue Ribbon* Event.

Writing a transaction

A Transactional text is used to sustain relationships and involves simple interactions and negotiations, often in the form of letters, cards, invitations and agreements.

Example of an agreement:

14 Vuna Road
Nabua.
11th August 2015.

Dear Anna,

Thank you for answering my advertisement in the school newsletter about adopting my puppy. He is a very special puppy. He is white and fluffy and extremely timid. He has already been de-sexed. I will be very sad to lose him and I want him to go to a good home. That is why I am asking you to sign this agreement. If you adopt him you will have to agree to the conditions below.

This agreement is between Anna Bogi and Flora Brown.

Anna Bogi agrees to adopt the puppy under the following conditions.

- Feed him every day.
- Brush his fur all over twice a week and wash him once a week.
- Promise to look after him day and night.
- Do not let him wander on the road.
- Provide him with a special rug to sleep on.
- Give him lots of love.
- Take him to the vet immediately when he is sick.
- Find him a good home if you get can no longer look after him.

Signed by _____ (Anna Bogi)

Signed by _____ (Parent of Anna Bogi)

Signed by _____ (Flora Brown)

Write an Agreement

Imagine that the class leaders in your grade have been given the responsibility of helping to draw an agreement for the end of the year school camp. You have been appointed to write up the rules of agreement for your class.

Brainstorm as a class first and then complete the agreement.

Deuba Christian Outdoor Camp

Book now for Next Year.

- Great Activities including:
- Giant Swing
- Kayaking
- Leap of Faith
- Mountain Climbing
- Swimming
- Also, environmental activities

Accommodation for 110.

Fully accredited

For further enquiries phone:

3312-423/980453

DRAFT AGREEMENT

For Year _____ behaviour at school camp

This agreement is between _____ (insert year and school)

And _____, Head Teacher of the School (insert name of head teacher)

We agree to the following rules and conditions while we are on our end-of-year camp:

Signed: _____ Date: _____

(student)

Signed: _____ Date: _____

Unit 4: Corruption

Class Discussion

- What do you think corruption is?
- Do you know of any stories of corruption?
- How can you stop corruption?

The text for this unit is explanation. Study what an explanation is and try to distinguish the features of an explanation in the passage "Corruption". Explanations are written to explain how something works or the process involved in actions, events or behaviour, e.g. How does a rainbow occur?

Vocabulary

corruption governance norm adhere procedures policies regulations manipulate unethical dodged

Why you should be worried about Corruption?

Corruption threatens good governance, fair business practices and sustainable development. It encourages social and economic gaps in Fiji, whereby the rich get richer and the poor sink further into poverty.

Corruption has become so deeply rooted in the public service that for years, it has become a norm that is widely accepted in Fiji.

Causes of Corruption

- Weak self-control of an individual – Greed and pressure to accumulate wealth as fast as possible and live a lifestyle beyond normal income.
- Weak controls in Government departments – Public officials do not adhere to procedures, policies and regulations and there is no follow up in place to monitor the performance of public officials especially departments prone to corrupt activity.
- Outdated Laws and Procedures – Individuals manipulate the intention of legislation/policies/procedures for their own personal gain.

Signs and Symptoms of Corruption

- Sudden change in lifestyle
- Possession of unexpected property/wealth
- Frequent practice of overtime work although workload has been reduced
- Refusal for transfer or promotion.
- Close relationship with distributor/contractor and the said distributor/contractor refuses to deal with other public officials.

- Unusual involvement with other departments or contractors outside their normal work responsibilities.

RED FLAGS

Red flags are early warning signs of something unethical. Developing mature decision-making skills involves recognizing problems when they occur.

How can you tell when you are facing issues that have unethical dimension?

The following may help.

- Frequent use of words such as right or wrong; conflict of interest; bottom line; ethics; and values.
- Desire to call the state regulatory agency or professional hotline.
- Making lists of advantages and disadvantages of an action.
- Feeling torn between two or more values, goals, or parties.
- Wondering how the outcome of this problem would look in the newspaper headlines.
- Loss of sleep.
- Use of expressions such as: “Well, maybe just this once....”; “We’d better look the other way.....”; “No one will ever know....”

Comprehension Skills:

Re-read the article on corruption and make a list of points under these headings:

- Topic
- Main Idea
- Supporting Details

Comprehension Check

Answer the following questions in a complete sentence.

1. What does corruption threaten?
2. What is one cause of corruption?
3. List down three signs of corruption?
4. What are red flags?
5. What do you think is the purpose of this article?
6. Which group of people is the article aiming at?

7. How do you think the statement “the rich get richer and the poor sink further into poverty” may mean?
8. The line “We’d better look the other way” What do you think this means?
9. Why do you think you will not sleep well?
10. Where do you think this article is from?

Word Knowledge: Homophones

Homophones are words that sound the same but are spelled differently and have different meanings. For example: pale (a light color) pail (a bucket)

Write homophones for the following words.

1. bred - _____
2. cereal - _____
3. ceiling - _____
4. peace - _____
5. presents - _____
6. hoarse - _____
7. patience - _____
8. pain - _____
9. whale - _____
10. need - _____
11. time - _____
12. course - _____
13. herd - _____
14. cell - _____
15. creak - _____
16. sail - _____
17. suit - _____
18. raise - _____
19. break - _____
20. flower - _____

Sentences: Compound Sentences

A simple sentence has one idea.

A compound sentence consists of two or more simple sentences put together. In the compound sentence, each verb has a different subject.

The sentences are joined three ways.

1. By a comma and coordinating conjunction (and, but, yet, so, or, for, nor.)

Example: Martha has been painting her room, but Sunita went to the movies.

2. With a semicolon (;)

Example: Mrs. Ali likes to play chess; Shobna is her favorite partner.

3. With a semicolon and a conjunctive adverb (then, however, therefore, consequently, etc.)

Example: Our trip to Taveuni took eighteen hours; consequently, we are exhausted.

Identifying Compound and Simple Sentences.

Place "S" for simple or "C" for compound after the sentence.

1. I haven't seen Anna lately, and I won't see her again until December.
2. Mr. Tuilada listens to the news every night, and then he goes to bed.
3. Juliet is going to Hawaii today and will return home on November 25th.
4. Will you wait for me, or do you want to go ahead?
5. The children argue and wrangle over every little thing.
6. We had nearly finished our thirty-six holes of golf, and I was exhausted.
7. I had originally planned to attend the meeting; however, now I think I can't.
8. Mrs. Tamani likes to drive; she finds it relaxing.
9. Marica is afraid of the water; consequently, she had trouble passing the swimming test.
10. Should I wash the clothes, or do you want to do it?
11. Ellen was calm after the accident, but Jane was very nervous.
12. On their vacation, the Smiths fished and swam every day.
13. The Millers and the Fishers like to attend concerts together.
14. I did my grocery shopping today; consequently, our cupboard is full.
15. The President will hold a press conference today.
16. Raksha and Vasiti went to the Hibiscus Festival together.

17. Mr. Baba looked angry; accordingly, I wasn't eager to introduce myself.
18. Shall we have a picnic, or would you like to eat inside?
19. Dan showered and dressed in his best clothes.
20. The ice cream was partly melted; nevertheless, it tasted good.

Join the following sentences together to make compound sentences.

Choose the most suitable conjunction from the list below. Use each conjunction once only.

and because so as but or

1. I enjoy reading. I don't enjoy cooking.
2. Ben is thoughtful. He always plays with me when I'm lonely.
3. Kate walked home from school slowly. She was tired.
4. Babies cry all of the time. They can get some attention from their mum.
5. Year Five is a hardworking class. All of the children want to do well at school.
6. I can use simple sentences in my writing. I can use compound ones to make it more interesting.

Usage and Punctuation: Punctuating a Poem

See if you can write and punctuate this poem by Olimiva Luveniyali. She used two commas, a hyphen and a question mark. Do not forget to begin each new sentence with a capital letter.

she sits with tears on her cheeks her cheek on her hand the child in her lap weary rough pointing at me do you care

Grammar: Noun Plurals

When making plurals some nouns need to be changed or added to, and some words stay the same.

Write the Following nouns as plurals.

For Example: box – boxes.

1. photo - _____
2. ostrich - _____
3. moose - _____
4. shelf - _____
5. potato - _____
6. wolf - _____
7. gas - _____
8. aircraft - _____
9. mosquito - _____
10. room - _____
11. life - _____
12. glass - _____
13. foot - _____
14. echo - _____
15. volcano - _____

Change the following sentences to Plurals.

1. Mr. Seru asked the student to open his dictionary.
2. The frightened kitten hid behind the shelf as the dog tramped by.
3. Bill brought the flower and hid it in the room.
4. The lawyer was paid a million dollars for winning the case.
5. The boy crossed the bridge to get to the field.

Dictionary: Beginning with 'bio'

Find a word that begins with 'bio' that goes with each clue. Use your dictionary to help you.

1. To break down by bacteria - _____
2. Removing a small tissue from your body to test for disease - _____
3. Study of all living things - _____
4. Story of a persons' life written by someone - _____
5. Relating to a family member - _____
6. Theory - _____
7. Pattern of one cycle - _____

Word Meaning : 'Dodge' and 'Adhere'

Write 2 sentences for each word to show you understand the different ways they are used.

Spelling

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

principle

principal

paralysis

paralyze

analyse

analysis

advise

advice

idle

idol

oases

oasis

capital

capitol

a) Re – arrange the spelling words in the list in alphabetical order from A-Z.

b) 10 words are incorrectly spelt. Find them and write them.

b) princeapal

c) capityiol

d) capital

e) idol

f) paralize

g) paralysis

h) analise

i) analysis

j) principel

k) oasus

l) oacis

m) advize

n) idel

o) advase

c) Make two or more new words from the Spelling list. The first one is done for you.

1. principle: prince, rice, price, clip, rip,
2. principal: _____
3. paralysis: _____
4. paralyze: _____
5. analyse: _____
6. analysis: _____
7. advise: _____
8. advice: _____
9. idle: _____
10. idol: _____
11. oases:

Writing an Explanation

Explanation

Explanations are written to explain how something works or the process involved in actions, events or behaviour, e.g. How does a rainbow occur?

Explanation texts are organised by: a definition or statement, and a sequenced explanation.

General statement - introducing the topic of process being explained

Information - provide extra information about the topic

Explanation - write in order how and why something works or occurs

Conclusion - provide a final explanation

Example of an explanation:

How to make an organic compost for your family garden

To grow beautiful flowers or tasty vegetables, gardeners often put compost in their soil. Compost is produced by allowing vegetable matter to decompose naturally.

How do you start?

First, the compost's ingredients have to be collected. Any raw vegetable or plant material is suitable, including leaves grass, vegetable peelings and fruit cores. To introduce helpful bacteria into the compost, some garden soil is also mixed in.

Where do you put it?

Next, the compost mixture is put into a special composting bin, or piled up in the corner of the garden. The compost is left alone for many months while nature does its work.

What turns it into compost?

Microbes, such as bacteria and fungi, soon begin to rot the vegetable material. As a side-effect, natural warmth is produced in the compost. This, in turn, helps to speed up the process. Eventually, natural decomposition transforms the waste vegetable material into soft brown compost.

What is the compost used for?

Finally, gardeners either dig the compost into the soil or spread it on the surface. Compost replaces nutrients in the soil, because it contains nitrogen and other important elements.

Write an explanation...

Write an explanation of **'how plants make food'**. You may need to look up photosynthesis in a dictionary or encyclopaedia.

Revise and Edit

R -Replace words, phrases and sentences with more effective ones

I -insert better words, phrases and sentences

D-Delete ineffective words, phrases and sentences

SPELLCHECK

More to do: Write an explanation about any topic that interests you.

Unit 5: Choices

Building Background (Class Discussion)

- Have you ever done something that you regretted later?
- Did you get punished for it? Each of us has choices to make every day of our lives.
- With these choices come the consequences. Should I go to school or stay home? Should I eat rice or roti?

Sometime the choices you make doesn't really matter because it doesn't hurt you or anyone else but then there are times that our choices become very important. It matters because it affects not only you but those around you. Be wise, think carefully because the choices you make will determine the consequences you receive.

Our story today is about a boy who made a poor choice and unfortunately had to pay the consequences for his actions. As you read think about the author's purpose.

The following story is an example of a narrative. A narrative tells a realistic or imagined story. (It can be true or made-up.) It is written to entertain, stimulate, motivate, guide and teach the reader.

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

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

Examples of narratives:

Myths, legends, fables, fairytales, short stories, novels and picture story books

Key Vocabulary

vague, belligerently, initiated, contraption, sullenly, dismay, shuffled. etched, subdued, ranting, raving
--

Scan through the story and use the context clues to find the meaning of the words above. Discuss them as a class. Draw little icons by each word to help you remember them.

Crime Never Pays

"Johnny? Johnny? Johnny, are you okay? Oh my goodness! Someone help! Help! Please help!" cried Mrs Tuni.

It all began on a cool summer day. Johnny and his friends, Mariko and Nitesh, were helping Mr Tunni clean the garage. There was so much rubbish everywhere - well it wasn't useful anymore, so in Johnny's eyes that was rubbish.

They "Ood and Ahhd" over everything they took off the shelves. For Johnny most of the things were vague memories of the past. On the other hand, Mr Tunni had tons of information about each piece of item.

"What's this for Johnny?" inquired Mariko. "It looks interesting."

"How should I know?" replied Johnny belligerently. He was feeling irritated. He wanted the work to be over and done with. There was a game to be played at the park and of course people to meet.

"Why did dad have to pick today, of all days?" Johnny thought to himself.

"Mr Tunni, can you tell us what's this for?" asked Mariko holding out this little blue contraption.

"Hmmm...let me see if I can remember," replied Mr Tunni. He took it out of Mariko's hands and turned it over and over. "I am not too sure...wait let's call Mrs Tunni and ask her. Mary, Mary..."

"Yes. Who's that?" Mrs Tunni answered.

"Dear, can you come out here for a second?"

"I am in the middle of baking brownies, Of course I can't come out," she shouted.

"Come on boys, forget that rubbish and let's move on. We have a game to catch - remember," said Johnny.

"But....," said Mariko.

"No buts. Just move it," he replied nastily.

"Hey Johnny! Take it easy bro. We're here to help, not fight," commented Nitesh.

"Yes Johnny... where is your manners? You should be grateful that your friends offered to help," replied Mr Tunni.

"But we're going to miss the game at this rate," whined Johnny getting more and more upset. In fact, he was so upset that he hit the blue contraption right out of Mr Tunni's hands. It fell to the floor and broke in two. Just then Mrs Tunni poked her head around the door.

"What's all the fuss about?" she asked.

You could have heard a pin drop; it was all so quiet.

"What's the matter?" she asked.

Mariko and Nitesh looked at each other uneasily. Everyone in the neighbourhood knew what a bad temper Mr Tunni had. Johnny just stared on sullenly.

“Hon, is something wrong? I thought you wanted to show me something,” asked Mrs Tuni.

“Wrong! Wrong! Just look at,” exploded Mr Tuni, pointing to the floor while struggling to get the words out.

Mrs Tuni looked down and dismay came over her face.

She slowly walked forward, bent and picked up the blue pieces. As she held on to them silent tears tracked down her cheeks.

Slowly she looked up.

“What happened? Who did this?”

“It was an accident ma,” started Johnny. No sooner had he said the words did his father begin shouting.

“Accident! Accident! Come here boy and I’ll show you what an accident is,” shouted Mr Tuni. He was beside himself with rage.

“Dear – please – enough,” implored Mrs Tuni as more tears rolled down her cheeks.

‘Oh Johnny! How could you? Don’t you know that this belonged to your brother Nick?’ she whispered quietly.

Nick had died eight years ago in a boating accident. Johnny barely remembered him but he sure was tired of hearing Nick’s name. Every time anything happened someone would bring up Nick’s name.

“Isa Nick...remember when Nick used to. What would Nick do.....?”

He was seriously sick of hearing Nick’s name.

“How was I supposed to know it belonged to Nick,” he muttered.

“Whether it belonged to Nick or not, you did not have to break it,” Mrs Tuni quietly commented.

‘What’s wrong with him? Mariko? Nitesh? Have you noticed anything wrong lately?’ questioned Mr Tuni.

Nitesh and Mariko quickly glanced at each other and looked down. Mariko shuffled his feet while Nitesh’s head sunk lower and lower. Both boys could feel Mr Tuni’s hard eyes on their heads. They began to feel uncomfortable.

“Boys? Do you know something that we don’t?” inquired Mrs Tuni.

“Uh...Uh...ummmm,” began Mariko.

“Speak up boy! Speak up!” Mr Tuni’s voice boomed across the garage.

Nitesh decided he had better give his two cents worth before they really got into trouble. He glanced over at Mariko who gave a quick nod.

“Well, we have noticed that Johnny disappears every afternoon after school. We tried to follow him one day but he got angry. He chased us away and when we kept after him, he started throwing stones at us and swore.”

“What? He swore!” exclaimed Mrs Tuni.

“Yes, well, we climbed up a tree after he left and were able to spy on him. We saw him speaking to this strange looking man. Next thing we saw them exchanging things. Mariko thinks it was drugs but I don’t know. Maybe it was, maybe it wasn’t. I really don’t know.”

“That’s it. Come on let’s go,” shouted Mr Tuni. He stormed out of the garage. Mrs Tuni, Nitesh and Mariko ran after him. The two boys looked at each other, worry etched on their faces.

“Show us the way boys. Come on, show us the way,” growled Mr Tuni.

Mariko ran to the front and quickly led the way. They approached the path and Mariko put up his hand...Shhhhh.....

Everyone stopped, looked around then quietly moved forward. After five minutes Mariko put his hand up again and signalled to stop.

“What’s wrong!” hissed Mr Tuni.

“Shhhhh...I can hear something. Quickly take cover in those bushes,” whispered Mariko.

Suddenly they heard loud voices.

“Where’s my money?” demanded a strange voice.

“I’ll get it, I told you I would.”

“That’s Johnny’s voice,” whispered Mrs Tuni.

Whack! Boom! Whack!

“Oi!” yelled Mr Tuni.

He jumped out of the bush. Johnny was bent over in pain. The strange looking man tried to run away but Nitesh and Mariko tackled him to the ground. They managed to subdue him. They grabbed his backpack and pulled out a brown parcel. As they pulled it out the bag fell and burst open. White powder spread all over the ground. Nitesh looked at Mariko and mouthed, "Drugs."

Mr Tuni was ranting and raving while Johnny was moaning in pain.

“Johnny? Johnny? Johnny, are you okay? Oh my goodness! Someone help! Help! Please help!” cried Mrs Tuni.

Mariko quickly pulled out his phone and called the police while Nitesh sat on the strangers back so that he couldn’t move.

In the distance they could hear the sound of sirens getting louder and louder.

Johnny had stopped moaning and Mrs Tuni stood by him, rubbing his back.

“Mum, dad. I am so sorry. I don’t know what I was thinking of. I am sorry. Please, please don’t let the police take me,” whimpered Johnny.

“I am sorry son but this is one lesson you will have to learn the hard way,” replied Mr Tuni.

“But honey....”

“No Mary. Johnny has to learn the hard way,” said Mr Tuni.

Mariko and Nitesh bowed their heads, sadness etched on their faces.

That day was a wakeup call for all of them. Mr and Mrs Tuni were hurting but they knew that sometimes one had to be cruel to be kind. Nitesh and Mariko learnt that it never pays to fool around with drugs and poor Johnny, he learnt what the inside of a police cell looked like. He was a special guest of the Korovou Correction Centre for two long years.

Comprehension Skill: Literature Circle

Divide the class into 6 groups.

1. Action Tracker/Summarizer
2. Character Captain
3. Speaker of the House
4. Literary Luminary
5. Connector
6. Talented Artist

1. Action Tracker/Summarizer

You keep track of the action in the story. Complete the following table to share with the rest of the class.

In the beginning	In the middle	At the end

2. Character Captain

List down the main characters in the story. Describe the characteristics they have and give examples.

Mr Tuni – Bad tempered. He finds it difficult to control his temper.

Mrs Tuni –

Johnny –

Nitish –

Mariko –

3. Speaker of the House

As a group write out at least 4-6 questions whose answers can be inferred from the clues in the story e.g. Did Mrs Tuni love and miss Nick?

Yes she did, she cried when she saw the broken blue contraption. It belonged to Nick. She also spoke about Nick a lot.

4. Literary Luminary

Luminary is like a light – something bright and noticeable.

Which paragraph or sentence stood out to you and why? Copy down the paragraph or sentence. Complete the table below, an example has been provided.

e.g. She slowly walked forward and picked up the blue pieces. As she held on to them silent tears tracked down her face.

5. Connector

The connector makes connections between what happened in the story and similar things that have happened to themselves, e.g.

- This story is similar to what I went through when I spoke rudely and hurt my mother's feelings. When I saw her crying I felt very bad.
- This is similar to a story I read about a little boy whose parents used him to carry drugs. They always gave him 2 lunch boxes. One was filled with drugs and an old man would be waiting for him in school.
- This story relates to what I saw in a movie. Students made bad choices and were caught doing wrong.

6. Talented Artist

This group creates a poster/picture as a cover for the story. It must relate to the story.

After each group has finished their assigned topic, they now present to the rest of the class.

Comprehensive Check

Read the story again before attempting to answer the question below.

1. What were the Tuni family doing?
2. Why was Johnny feeling irritated?
3. How would you describe Johnny as a person?
4. What was Mr Tuni known for?
5. Mr and Mrs Tuni questioned Mariko and Nitesh, how could you tell that they were scared?

6. Mr Tuni said that Johnny had to learn the hard way.

a) What did he mean by this?

b) Why did he want Johnny to learn the hard way?

7. What do the following expressions mean?

“... one had to be cruel to be kind.”

“... it never pays to fool around with drugs.”

8. What is a lesson you have learnt from this short story?

Word Knowledge: Word building

Use the prefixes and suffixes in the boxes below to make new words.

Prefixes: mis, in, dis, im, un, ir

Suffixes: able, ible, ful, less, ence, ance

allow

regular

carriage

convinced

essential

possible

credible

truth

famous

active

change

hope

ignore
annoy
appear
diligent
sever
convey
imagine
laugh
dishonour
care
behave
mature

Use 2 of your new words to write sentences about Johnny.

Sentences: Direct to Indirect

Write the following sentences in reported (indirect speech)

e.g. "Hey Johnny! Take it easy bro. We're here to help, not fight," commented Nitesh.

Report speech

Nitesh commented that Johnny should take it easy as they were there to help and not fight.

1. "Yes, Johnny...where is your manners? You should be grateful that your friends offered to help,"

Mr Tunj told...

2. "What's all the fuss about?" asked Mrs Tunj.

Mrs Tunj asked

3. "Boys? Do you know something that we don't?" inquired Mrs Tunj.

Mrs Tunj inquired if

4. "Where's my money?" demanded a strange voice.

Usage and Punctuation: Four Kinds of Sentences

There are many examples of the four kinds of sentences in the story.

Commands, Questions, Statements and Exclamations.

Identify 2 of each sentence type in the story. Write them into your books and watch carefully for the punctuation marks.

Grammar: Direct Speech

Rewrite the following in direct speech. Place all the punctuation marks in the correct place.

Mr Tuni: Where are you going?

Johnny: I am going to town.

Mrs Tuni: Don't go to the movies.

Johnny: Who said I was going to the movies?

Dictionary Skills: Beginning with 'poly'

polynomial polynesian polyethene polymer polyester polygon
--

1. Place all the words in the box in alphabetical order.
2. Use a dictionary to help you match the words with the following nouns.
 - a) plastic
 - b) compound
 - c) figure
 - d) race
 - e) names
 - f) fabric

Word Meanings: Cover and piece

Use each word in two separate sentences to show that it has more than one meaning. Write four sentences altogether.

Spelling

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

culminate

concentrate

appreciate

alternate

candidate

fabricate

irate

negotiate

tolerate

hesitate

violation

recognition

subscription

situation

emotion

Pair Share

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

Jumbled Words

1. triea _____
2. stuaioint _____
3. treeloat _____
4. imenoot _ _____
5. atrenteall _____
6. troccennate _____
7. fricabate _____
8. teteaoing _____
9. inviolat _____
10. creotioning _____

Icons

Choose any 10 words 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. Mr Nitesh Nand was a _____ in the elections.
2. Johnny made it a goal to _____ on his studies.
3. That is a traffic _____ violation.
4. She was in a bad _____ so we decided to help her.
5. You have to pay a yearly _____ we you want to receive your magazine in the mail every month.
6. The festival will _____ in a grand ball at the end of the week.
7. If you _____, you may be able to get a pay rise.
8. The old man showed no _____ as he was sentenced to life imprisonment.

Writing a narrative

Narratives have three main parts with an optional fourth part.

Examples of Narratives

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

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

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

Resolution: Were the major problem is solved.

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

Example of a narrative

The Shark

Evan was walking along a deserted beach at dawn. In the distance he saw a young woman and a small boy.

Suddenly the little boy ran down to the waterline. The young woman shouted and ran after him but he did not stop. A huge wave swept over him and he was gone.

Evan raced towards the sea. He heard a shout. He spun around and saw the young lady pointing. When he looked back his heart almost stopped. A dorsal fin was slowly approaching. What should he do?

“Please! Please! Help me!” shouted the young woman. What could he do? He couldn’t leave that poor child alone. All these thoughts crowded his head.

He dived in and swam as hard and as fast as he could. He reached the limp body, grabbed him around the neck and began swimming for shore. The fear of a shark attack made him swim as though demons were after him.

His leg hit the sand. He felt arms dragging him forward. Together they stumbled onto the shore. They looked back and saw the shark circling nearby. Thank goodness they were safe.

The young lady, Nina, quickly called an ambulance and we were soon on our way. The last I saw of Peter; he was smiling happily in bed surrounded by his family.

Vocabulary

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

- overwhelming _____
- toppled _____
- pounce _____
- stealthily _____
- rustle _____
- crouched _____
- soared _____

Write a narrative....

Write a narrative on a topic of your own choice. Plan your story:

- **Setting:** Where and when did it take place?
- **Characters:** who are they? What are their names? What do they look like? Describe their personalities.
- **The plot:** what is the story. How does it start? What is the climax? Is there a problem to be solved? What is the resolution?
- **Dialogue:** What do the characters say to each other? Find other words for “said”, (e.g. explained, mentioned, cried, shouted, whispered, commented.)
- **Use a variety of sentence beginnings.**
- **Use descriptive language** – interesting adjectives

Revise and Edit

- **R** -Replace words, phrases and sentences with more effective ones
- **I** -insert better words, phrases and sentences
- **D**-Delete ineffective words, phrases and sentences
- **SPELLCHECK**

Story ideas for writing a Narrative:

- An underwater discovery
- Footprints in the sand
- Marooned on an uninhabited island
- Storm approaching
- The fire
- The storm
- The secret cave
- The treasure map
- Crash!
- Lost in the bush
- The holiday of a life time
- Pet rescue