

English Year 7

Units 11 - 15

Fiji Ministry of Education

	page
Unit 11	2
Unit 12	9
Unit 13	20
Unit 14	33
Unit 15	43

Unit 11: Volcanoes

In this unit we will be looking at *explanations*.

Explanations explain how something works or happens. It explains, in scientific terms, the processes involved in an action, event or behaviour. They are written to provide us with more information thus adding to our store of knowledge.

Key vocabulary

appease, molten, vent, magma, lava, explosion, surface, dome, composite, shield

What are Volcanoes?

In the olden days, volcanoes were thought to be where the God of Fire lived. People believed this and when they heard rumbling deep in the earth, they thought the gods were angry. They tried to appease the Gods by bringing gifts so that volcanoes would not cause death and destruction in their village and towns. In the Hawaiian Islands, Pele was believed to be the Goddess of Fire while the Roman God of Fire was Vulcan. It is from Vulcan that we get the word Volcanoes.

A volcano is formed when molten rock or magma escapes to the earth's surface. This usually occurs in places where the earth's tectonic plates meet. There are some places where volcanoes are found in the middle of the plate, e.g. volcanoes found on the islands of Hawaii. The hole where lava and gases escape is called a vent. There are two types of vents: a hole in the ground or the top of a hill or mountain that was formed by lava.

Magma slowly builds up under the surface of the earth. When the pressure becomes too much it rises to the surface and causes an explosion of cinders, ash, gases and lava. When molten rock is in a volcano it is called magma but when it leaves a volcano it is referred to as lava. There are different types of magma therefore there are different types of explosions. There are 4 types of volcanoes: dome, cinder cones, shield volcanoes and strato or composite volcanoes.

Dome shaped volcanoes are shaped like a dome. After its first eruption, the vent or opening at the top of the volcano is sealed with hardened lava. This stops gases escaping and over the years pressure builds up inside the volcano until one day it explodes. The gas and ash can travel for many, many, many kilometres in the wind. The lava from dome volcanoes is thick and slow moving. It forms steep sides like cliffs on a side of a mountain. Cinder cone volcanoes are shaped like an upside-down ice cream cone. They can occur alone or in groups or fields. They are simple volcanoes made from piles of lava not ash. They are created from eruptions from a single opening in the earth's surface.

Strato or composite volcanoes are formed over many eruptions. The thick, slow-moving lava hardens then the next layer forms over it and hardens and it continues. These volcanoes are formed from layer after layer of volcanic ash and lava. It slowly builds up.

Shield volcanoes look like an ancient warrior shield. They have gentle slopes and very broad or wide sides. In most cases lava usually bubbles out gently from these types of volcanoes. Some of the largest volcanoes in the world are shield volcanoes. On the island of Hawaii, two well-known shield volcanoes are Kilauea and Mauna Loa. When volcanoes explode the hole left behind is called a crater. The crater of extinct or dead volcanoes may fill with water and turn into lakes. Exploding volcanoes at sea may also form new islands. Fiji is a volcanic island.

While volcanoes usually bring death and destruction it also, after some time, brings new growth and new life to an area.

Comprehension Skill – Categorize and Classify

- Categorize – To group things together because they are alike in some way, e.g., shapes
- Classify – To put things that have been categorized into groups based on a rule or characteristic, e.g., squares, circles, triangles

Draw up a table and write the information in the columns:

What is a volcano?	Where are they found?	What are the 2 types of vents?	What are the types of volcanoes?

Comprehension Check

1. How are volcanoes formed?
2. Where do we usually find volcanoes?
3. Explain the difference between magma and lava.
4. Describe the two types of vents.
5. Name the 4 types of volcanoes.
6. Define the following terms: crater and extinct volcano.
7. Quickly sketch the different types of volcanoes using the descriptions in the story as your guide.
8. What was the author trying to do- persuade, inform or entertain you?
9. List down 5 new things you learnt from this article.

Word Knowledge: More about Land

Use a dictionary to match the words in the box:

plateau atoll delta summit hill geyser magma escarpment

1. flat plain at the mouth of a river
2. coral islands
3. a hot spring sending jets of hot water
4. raised flat land.
5. molten rock
6. mount of earth
7. cliff like ridge of land
8. the top of a mountain

Sentences: Beginning with Linking Words or phrases

Linking words are also known as sentence connectors. They link from one sentence to the next making your writing coherent. They are placed at the beginning of sentences.

Types of linking words or phrases:

1. Reason, e.g. The reason for...
2. Comparison, e.g. similarly...
3. Sequence ideas, e.g. Firstly...
4. Contrast, e.g. On the other hand...
5. Order of importance, e.g. Most importantly....
6. Reason, e.g. Because of this

Place the correct linking words or phrases from the list above, in the space provided to complete the sentences.

1. Lyn did not go to the party. _____ this was that she sprained her ankle.
2. All this work must be done before the bell rings. _____ if you do not complete it, you will have extra homework.
3. We had to reach home quickly. _____ we caught the bus then we caught a taxi.
4. Mele will be going on the field trip. _____ you will not be going.
5. _____ you must not swim alone.
6. Terence helped build his parent's home. _____ you must help build your parent's home

Usage and Punctuation: Review Direct and Indirect Speech

Direct Speech: Words spoken by a person

Indirect Speech: Reporting what someone said

Change the direct speech into reported speech.

Example:

"I am hungry," said Tom. Tom said that he was hungry.

1. "Did you see the masked man" asked Pele.
2. "We must hurry or we will be late," exclaimed Mum.
3. "I will be having a party tomorrow," said Janice.

Change the reported speech into direct speech.

1. Aladdin asked Jasmine if she had seen his monkey.
2. Dad shouted for help.
3. Una said that she would be going to the fames that night.

Grammar: Compound Verbs

A compound verb is when we use 2 verbs together – an auxiliary verb and the main verb.

An auxiliary verb is also known as the helping verb, e.g. The dress Mela was looking for was in the wash.

"was looking" is the compound verb

Complete the exercise below by identifying and underlining the compound verb.

1. Tom was sleeping under the table.
2. She will come to the party.
3. The dog and cat were running away from the snake.
4. The baby has been crying for over an hour.
5. She will meet Tom at the radio station.
6. They have been gone for so long.

Dictionary Skills: Classification

Classify the words under the appropriate heading

food weapon dance tree animal tool

food	weapon	dance	tree	animal	tool

- | | | | | | |
|--------------|------------|-----------|---------------|-------------|------------|
| 1. rifle | 2. cha cha | 3. oak | 4. palm | 5. crossbow | 6. leopard |
| 7. pastries | 8. dagger | 9. chisel | 10. shrimps | 11. foxtrot | |
| 12. hedgehog | 13. waltz | 14. axe | 15. appetizer | 16. giraffe | |

Word Meaning: 'Layer and Build'

Write 2 sentences for each word to show that they have different meanings.

You should 4 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

university

scarcity

sincerity

wealthy

psychology

panicky

impossibility

humility

uniform

juvenile

souvenir

bulletin

supervisor

boulevard

Visual Warm-up(word shapes)

Draw word shapes for all the words on your spelling list.

Words ending in 'y'

Study the example below. Make a table and do the same for all the spelling words ending in -y.

Word	Part of speech	Meaning	Sentence
wealthy	adjective	rich	The king was very wealthy.

Fill in the blanks

Read the passage below. Use words from your spelling list to fill in the blanks.

Raijeli was a _____ at the _____. She was also studying _____ . Her youngest child was a still a _____ and they were not _____ enough to hire a housekeeper. She decided that she would study when her son finally finished school.

Base words

Write down the base word for as many words as you can from the spelling list, e.g. scarcity – scarce

Flashcards

Work in pairs, make flashcards and then test each other out. You can have spelling flash cards, spelling-definition flashcards or spelling-icon flashcards.

Writing: an explanation

An explanation tells us how something happens or works. It usually uses scientific language to explain the process involved.

Structure:

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

Introduction: Gives a description

Explanation sequence: Of the part or elements in the process, e.g. Therefore...

Process: How/ why the thing or process works. Can include the cause.

When writing your explanation use:

- Noun Groups
- Passive Voice
- Adverbial Phrases
- Action Verbs
- Conjunctions and connectives
- Simple Present Tense
- Technical Language

Examples of Explanations:

- How do sound waves travel?
- Why do leaves change colour in autumn?
- How is wind created?
- How does the moon stay up?
- How do our eyes work?

How is Honey Made?

I've always wondered how honey was made. For many years I refused to eat honey because I thought it was a waste product of bees but then one day I decided to have some with my bread and it was delicious. So how is it made?

Bees go from flower to flower using their long tongues to drink nectar. Their tongue is nearly twice as long as their body. This helps them reach the nectar inside the flower.

They store the nectar in a special sac called a Honey Stomach. Inside the stomach the nectar is broken down into two sugars.

The Honey Stomach has special enzymes to help convert the nectar into two sugars called FRUCTOSE and GLUCOSE. When the bee returns to the hive, it spits the nectar from its Honey Stomach into one of the cells.

The heat in the hive helps water evaporate from the nectar and there you have it, delicious honey. The bees then cover the cell with a wax cap.

The next time you enjoy your bread and honey think of all the work that poor bee put into making it.

The explanation above uses technical terms. Use context clues to find the meanings of the words.

waste product, nectar, sac, enzyme, convert, hive

Write an explanation

Choose a topic related to how something works. Research and write.

- General statement
- Information
- Explanation
- Conclusion

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

Unit 12: Data Visualization

Figures, tables and charts are used to present complicated ideas in a way that is understandable and easy to read. Examples of data: pie charts, bar graphs, flow charts.

Simple results can be communicated through textual data and be the basis for presenting arguments. The purpose of such data is to persuade others to your point of view.

Comprehension

Read the text below and answer the questions that follow.

Sangeeta and her friends visited Suva as part of their educational tour. Suva is well-known for its wet weather. While in Suva they studied the weather pattern and recorded the details in the chart below.

Weather Pattern for 23rd – 29th June

Day	Temperature	Sunrise	Sunset	Rainfall
Monday	29°	6:00 am	6:55pm	28 mm
Tuesday	27°	6: 15 am	6:05 pm	30 mm
Wednesday	25°	6:30am	6:10 pm	36 mm
Thursday	27°	6:00 am	6:30 pm	25 mm
Friday	27°	6:25 am	6:30 pm	12 mm
Saturday	280	6:20 am	6:40 pm	0 mm
Sunday	270	6:18 am	6:40 pm	4 mm

Key Vocabulary

Average pattern judgment conclusion

After discussing the words and their meanings, write them down in your books. Use the information you have just learnt to help you complete the exercise below.

On _____ we have 12 mm of rainfall each month. This has been the _____ for a number of years. It is easy to make _____ about the weather when it is fairly similar every day. Now when I read the weather forecast it becomes easy to make _____ about the weather.

Comprehension Skill: Making inferences to draw conclusions

When we read we make judgements based on what we read, this is called drawing conclusions, e.g. I will need a jacket on Wednesday because it is both cold and wet.

Study the example and the chart and draw conclusions about:

1. Going to the beach. What kind of weather would we prefer if we are going to the beach?
2. Wearing warm clothes.
3. Not forgetting your umbrella at home. Which day was chosen for the trip? Explain your answer.

Comprehension Check

1. Which day had the highest temperatures?
2. The driest day was _____ while the wettest was _____.
3. How many days had the same temperature? Name them.
4. Which day had the most hours of sunshine?
5. When would they have most likely needed an umbrella?
6. Which was the shortest day?
7. Which day was the best day to go for a picnic and why?
8. Why would people want to store information this way?
9. What do you think is the author's purpose in producing a chart like this?
10. Can you see a relationship between the rainfall and sunrise and sunset? Explain your answer.
11. Why do you think charts are helpful?

Word Knowledge: Confusing Pairs

As/like Among/between Bring/take

TIP: To help you identify the proper word to use and when to use it make sure you know what part of speech it is.

i. As/Like

Use like as a preposition and not as a conjunction. The phrase after like should not have a verb. If there is a verb, use "as if". As, should be used to introduce an independent clause.

e.g. **Incorrect:** He sounds like he is speaking Hindi.

Correct: He sounds as if he is speaking Hindi.

Incorrect: He looks as his father.

Correct: He looks like his father.

Complete the exercise below. You may need to add an extra word.

1. Beni is playing as/like a champ
2. She spoke like/as (if) she was the leader.
3. Raphael walks around like/as (if) he is going to hit someone.
4. Mere bakes like/as (if) her mother.

ii. Among/Between

Between is used when 2 things are being considered. When there are more than 2 things, use *among*. e.g.

Incorrect: The food will be between Peter, Luke and John

Correct: The food will be shared among Peter, Luke, John.

Incorrect: The argument is among you and me.

Correct: The argument is between you and me.

Complete the exercises below.

1. The money was shared among/between Meena, Arti and Suman.
2. The apple was divided among/between Jared and Seth.
3. There was a conflict among/between all three parties.
4. The cat ran among/between the birds causing them both to fly off.

iii. Bring/Take

Remember: You bring to the speaker. You take from the speaker.

Incorrect: Are you going to bring cookies to the party?

Correct: Are you going to take cookies to the party?

Incorrect: I am waiting so don't forget to take my book.

Correct: I am waiting so don't forget to bring my book.

Complete the exercises below.

1. I will bring/take the boys to the pool.

2. Did she bring/take?
3. Tomorrow night I want to bring/take my boys home.
4. Semi will bring/take the books to my desk.

Sentences: Jumbled Sentences

The sentences below are jumbled. Rearrange them so that they make sense and are proper sentences. Place capital letters and punctuation marks in the correct place.

1. ate all/ Epeli and Manoa/ in the cookie jar/ all the cookies.
2. Very intelligent/ are/ Darshana and Shimran
3. went snorkelling/ scared of sharks/ he was/ although
4. all your work/ unless you finish/ go to the party/ you cannot
5. your behaviour/ to go to the movies/ if you are expecting/ have to change/ you will
6. very angry/ dad was/ last night
7. celebrated/ Meli and Manu/ yesterday/ their birthday
8. too cold/ the juice/ to drink/ was
9. complete the task/ until/ she could not/ finished playing /her friends
10. John and Sam/ the riverbank/ walking along/ Brenda saw

Usage and Punctuations: Hyphens

A hyphen is a punctuation mark. It is used to join words and to separate a word into syllables, e.g.

- Separate words: eye-opener
- Separate syllables: yes-ter-day

DO NOT confuse a hyphen with a dash

Things to Remember

Compound nouns can be two words, one word or a hyphenated word.

If you are unsure check your dictionary. If you can't find it in the dictionary, treat the noun as separate words.

Compound verbs appear as one word or are hyphenated. If you cannot find it in the dictionary then you hyphenate it.

Separate the following words into syllables using hyphens.

e.g. yes –ter-day

1. Wednesday
2. Saturday
3. everybody
4. palace
5. alienated
6. prosperous
7. advantage
8. behaviour

Choose sentences that use hyphens correctly.

1.
 - a. Could you hold up the bottle for me?
 - b. There was a hold up on the Kings Road.
2.
 - a. She enjoys twelfth – century books.
 - b. I love twelfth – century book.
3.
 - a. Take my dress of- the- peg.
 - b. I bought an off –the – pig dress
4.
 - a. Did the car breakdown?
 - b. There was a breakdown in a communication.

Re-Write these sentences using the Hyphens correctly.

1. My sister in law is a nurse.
2. The astronauts make their re-entry tomorrow.
3. The cushions had petal like decorations.

4. The armchair was a blue green color.
5. We caught fifty five fish in three quarters of an hour.
6. The doorman is an ex boxer and pro communist.
7. Basically there are forty three children in my class.
8. The fire fighters had their pre enrolment ceremony at their Headquarters.
9. It was unlike of the ex-students to behave in that manner.
10. Mere was lost in the city for three quarters of a day.
11. The man boasted of his self promotion to the new job.
12. The librarian told us to stack the non-fiction books on the shelf.
13. The thief was caught red handed by the police.
14. Raymond re entered the army after twenty two years.

Adverbs

Adverbs modify verbs, adjectives or other adverbs. They add meaning to them. There are different kinds of adverbs.

- degree
- frequency
- place time
- manner

Adverbs of manner

They answer the question 'how'?

How did Iki run? He ran slowly.

How did she look at the dog? She looked at the dog angrily.

Activity: List other adverbs of manner.

Adverbs of Time

They tell us when something takes place.

She went shopping yesterday.

He came home last night.

Other adverbs of time – soon, after, before, now, early, today, tomorrow

Activity: List other adverbs of time

Adverbs of Place

They tell us where something is or where it took place.

I have looked everywhere.

I can't find her anywhere.

She is hiding over there.

Other adverbs of place: above, below, underneath, upward, backward

Activity: List other adverbs of place.

Adverbs of Frequency

Tells us how often something happens.

We go to the pageant annually.

I get paid fortnightly.

They always clean up after an activity.

Activity: List other adverbs of frequency

Adverbs of Degree

-answers the question "To what extent?" e.g.

This is rather easy.

These mangoes are very green.

I am almost done.

Activity: List other adverbs of degree

Identify the adverbs in the sentences below.

1. He marched briskly around the room.
2. A quiet voice whispered from below.
3. We would often go to the market on Saturday.
4. The test was so difficult.
5. She went to the movies last night.

Explain your answer for the activity above, e.g. He ran slowly to the car.

slowly = adverb of manner. It tells us how he ran.

Use each of these adverbs in a sentence.

here quietly ahead somewhere there nosily regularly afterward

Improve the story below by adding adverbs. Use an adverb only once.

My old brown cow, Daisy, chewed grass _____ by the fence _____ she lay down to sleep. Mary looked _____ for her but she could not find her _____. Daisy was hidden by the _____ long grass making it _____ difficult to see her. This has happened so _____ that they need to cut the grass _____.

Dictionary: Beginning with auto

'Auto' is a Greek root word meaning self, same, one.

See if you can work out what these words mean without using a dictionary.

automobile autograph autopilot autocrat autobiography autocade

Here are clues to help you.

- a piece of writing
- a procession
- to write
- to rule
- able to move
- to guide

Once you have worked out the meaning of each word, check your dictionary to see if they are correct.

Word Meanings: Chart and Weather

Write 2 sentences for each word showing that you understand the differences in meaning.

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

jealousy

democracy

authority

celery

economy

guarantee

graffiti

puny

confetti

committee

failure

miniature

procedure

maneuver

brochure

nurture

Synonyms

Match these synonyms to words in your spelling list:

1. Power

2. Suspicion

3. Encourage

4. Movement

5. Tiny

6. Flyer

7. Reduced

8. Weak

9. security

Sentence Construction

Use all the synonyms in Activity 4 to write sentences.

Visual warm-up

Choose any ten words and draw their shapes in your book. Get a partner to try and work out which word it is. Once they get it correct fill in the letters.

Data visualization

Data visualization is looking at information in the form of numbers, words or images that help construct and support an argument.

Structure:

Title: A clear descriptive title above the body of the table – it tells the reader what the table is about and how it is organised. Read from top down.

Column titles: Should be brief and descriptive. Purpose – to simplify and clarify the table allowing readers tread and understand the parts quickly.

Table body: Where data is located. Can be in numbers or words.

Examples of Data Visualization: charts, tables, graphs, maps

Study this table

Mr Singh wants to export vegetables to Samoa but needs to know the availability of the vegetables. Below is a table prepared for him by the Ministry of Agriculture.

Availability of Seasonal Vegetables

Month	Cabbage	Tomatoes	Beans
January- March	200 tons	200 tons	275 tons
April-June	250 tons	400 tons	350 tons
July-September	400 tons	800 tons	300 tons
October-December	300 tons	300 tons	285 tons

Analyse the data above.

1. In which quarter should Mr Singh export Cabbage _____, Tomatoes _____, and Beans _____.

2. Which vegetable is readily available all year around? _____

3. In-season prices are Cabbage= \$200/ton, Tomatoes= \$250/ton, Beans=\$300 /ton. Off-season prices are Cabbage= \$300/ton, Tomatoes= 350/ ton, Beans= \$400/ton.

Mr Singh wants to export 125 tons of a vegetable to Samoa. Which is the preferred vegetable to export in-season and off-season? Prove your answer with calculations.

Prepare your own data visualization table...

In groups, conduct research on a topic of your choice. Collect the data and plot it in table form. From the available data make some conclusions.

Examples of research topics:

1. Favourite sports – cricket, tennis, soccer, rugby

Interview 5 girls and 5 boys. Ask them to choose their favorite sport. Show how many girls and how many boys like which sports the most.

2. Favourite fruits – banana, mango, pineapple, apple
3. Jobs done at home – ask students which is the main job they do to help at home.

Unit 13: The solar system

This unit focuses on Report Writing. Reports are written to describe or classify the way things are or seem to be. They organise and record information.

Reports are organised by: classification, description and summarising comment.

Key Vocabulary

Use the context to work out the meaning of the key vocabulary.

massive comets atmosphere temperature meteoroid shooting extremely orbits
debris asteroids

Comprehension

Read the text below and answer the questions that follow.

The solar system

The Sun is the star at the centre of our solar system. In our solar system, there are eight planets and their moons, as well as asteroids and comets, which travel, or orbit, around the sun.

The Sun:

- is a medium-sized star and is about 93 million miles from Earth.
- weighs 300,000 times more than Earth even though it is made up of gas.
- has a surface temperature of about 6000°C while its core is about 15 million° C.
- is about halfway through its life and will burn for another 5 billion years.

The planets of our solar system:

Mercury:

- is the closest planet to the sun.
- is very hot during the day (430°C) but very cold at night (-180°C).
- takes only 88 Earth days to orbit the sun.

Venus:

- is the hottest planet in our solar system.
- is surrounded by thick, orange clouds.
- shines so brightly in the evening that it is known as the Evening Star.

Earth:

- is sometimes called the water planet because 70 percent of the Earth's surface is covered in water.
- is the only planet in our solar system known to have living things.
- takes one year (365) to orbit the sun.

Mars:

- is often called the red planet because it is covered in red dust.
- Have ice caps at its poles.
- Have two moons which are shaped like potatoes.

Jupiter:

- is a giant planet, one thousand times bigger than Earth.
- is made of gas.
- has massive storms that can last for hundreds of years.

Saturn:

- is best known for its rings which are made of ice, dust and rocks.
- is the second biggest planet.
- has more than 30 moons.

Uranus:

- is blue-green in color.
- has eleven narrow rings around it.
- is very cold and icy.

Neptune:

- is a stormy planet with strong winds.
- is blue in colour and has four rings.
- is extremely cold.

Pluto: Dwarf Planet

- is no longer considered a planet.
- is about the size of our moon.
- takes 248 Earth years to orbit the sun.

Comets, Asteroids and Meteoroids.....

Comets are balls of dirt and ice that orbit the sun. When a comet passes close to the sun, it begins to melt. This creates the comet's tail.

Asteroids are pieces of rock. Most of them orbit the sun between Mars and Jupiter.

Meteoroids are pieces of stone debris that travel in space. If a meteoroid falls into the Earth's atmosphere, it burns up and glows. This is called a meteor. If you have ever seen a shooting star in the night sky, you have actually seen a meteor!

Comprehension Check

Answer the following questions in complete sentences.

1. How many planets are in the solar system?
2. How long will the sun keep burning?
3. Which planet is the closest to the sun?
4. Which planet is known as the Evening Star? Why?
5. Which is the largest planet?
6. Which planet is about the same size as Pluto?
7. Why do meteors glow they shoot through our sky?
8. Which planet is no longer considered a planet?

Adverbial Phrases

Example:

“Here, take it!” cried Nisha, passing the book to Simon.
“Here, take it!” cried Nisha, *hurling the book at Simon’s feet.*

The words that Nisha says are the same, but adding an adverbial clause changes the meaning of the sentence by telling the reader *how* she does it.

Choose an adverbial clause from the box to add to these sentences.

...trying to pull free. ...as he peered at the map. ...wishing that she had been listening.
...jumping on her bike. ...rummaging in her PE bag. ...grabbing hold of his arm

1. “What was the question, Miss?” mumbled Lusi, ...
2. “We are lost,” groaned Jone, ...
3. “And where do you think you are going?” demanded Mum, ...
4. “I’ve forgotten my ballet kit,” sighed Ani, ...
5. “Let me go,” pleaded Tomu, ...
6. “I’ll race you!” laughed Aradhana, ...

Usage: Commas that Change Meanings

Look at this sentence:

The policeman, who had been running for 5 minutes, had to take a rest.

In this sentence two commas have been used to add a clause. A clause is an extra piece of information. The sentence could have said:

The policeman had to take a rest.

But a clause makes the sentence more detailed.

Copy the sentences into your book and then work out where the commas need to go.

1. Slow children crossing.
2. Look at that huge hot dog!
3. The little girl who was wearing a red dress got up and left the room.
4. The cricketer wearing his new helmet was ready to go out to bat.
5. Everybody including the people wearing blue should leave through the red door.
6. My pizza which had tomato and cheese on it was the best I've ever tasted.
7. The oldest boy in school who happened to be the smartest won the monthly cup.
8. That old grey chair which has been sitting here all the time had the winning ticket on.
9. Waking from a sound sleep I felt groggy.
10. Mr. Ramos will the jazz band meet after school today?
11. The treasure chest held emeralds diamonds and rubies.
12. In the aisle with the baked goods you will find the bread crumbs.

Grammar: Verb Tense

Tense refers to time. Simple tenses are present, past and future tense.

Simple Present Tense: Using the Verb "To be"

Write the correct form of "to be" in present tense.

I am; He ___; She ___; We ___; They ___

Simple Past Tense

Write the correct form of "to be" in past tense.

I was; He ___; She ___; We ____; They ____

Continuous form of tense

The continuous tense form tells us that an action or process *is, was or will be* continuing.

1. the present continuous ("I am going")
2. the past continuous ("I was going")
3. the future continuous ("I will be going")

Write the present tense for the verbs in bracket:

My name (be) _____ Tomasi. I (be) _____ fifteen years old. I live on a farm. It (be) _____ in the Seaqaqa. It is quiet in Seaqaqa. It (be, not) _____ loud in the country. I wake up early. Sometimes, I wake up before the sun rises. Sometimes, it (be) _____ still dark when I wake up. But I don't mind. I like waking up that early. I like the way the country looks in the morning.

The first thing I do after I wake up is milk the cow. After I (be) _____ finished milking the cow, I bring the milk to my mom. I think she uses it to make breakfast. She makes a delicious breakfast. My mom (be) _____ a really good cook.

Next, I feed the pigs. One time, I asked my mom how come my little sister doesn't feed them. She said it is because my sister (be, not) _____ strong enough. But I still don't understand. She is almost as strong as me! I guess my mom doesn't want my sister to get hurt. After all, the pigs can (be) _____ pretty rough, especially when they (be) _____ hungry.

The last thing I do (be) _____ (feed the chickens. That (be) _____ easy. I just throw some food down on the ground and they run out and eat it. While the chickens _____ eating, I go into their house to collect their eggs. Chicken eggs (be) _____ really good to eat. They (be) _____ easy to cook too. That is what I do in the mornings. I (be) _____ pretty busy

Write the past tense for the verbs in bracket:

When Lealani (be) _____ seven years old, she (do, not, like) _____ piano lessons. She (do, not, like) _____ to practice, and sometimes she even (cry) _____ when it (be) _____ time to practice. Finally, she (stop) _____ taking lessons. Some of Lealani's friends (do, not, quit) _____ their lessons. They (continue) _____ to play. After much practice, they (learn) _____ to play very well.

About ten years (pass) _____ before Lealani (become) _____ interested in music or the piano again. After she (graduate) _____ (12) from high school, Abby (decide) _____

that she (want) _____ to study music in college. She (call) _____ the lady who (teach) _____ her when she (be) _____ a little girl. The lady (say) _____ she would teach Lealani again. The lady (need) _____ someone to help her daughter with homework. Abby (say) _____ she would help with homework in exchange for lessons. Because of this, the piano lessons (cost) _____ her nothing! She (work) _____ very hard to catch up. Now she is making good progress.

Soon she will go to college, majoring in music.

Future Tense

Fill in the spaces with the future tense form of the verb in brackets.

Ritesh (graduate) _____ from University of the South Pacific next month. He is trying to study for final exams, but he is thinking a lot about his vacation plans. He (travel) _____ _____ to England for a month during the holidays. His plane (leave) _____ on November 14th, and (fly) _____ from Nadi Airport to Gatwick International Airport in London. Thomas decides that he (quickly, call) _____ his mother, Reshma.

Ritesh: Hi, Mom.

Reshma: Ritesh! Hi! I thought you would be busy with finals.

Ritesh: Well, I am, but I want to talk to you a little about England.

Reshma: Sure, okay.

Ritesh: Before I go sightseeing in London, I (visit) _____ the town of Edenbridge, where my cousins live.

Reshma: Great! That (be) _____ fun. It (not, be) _____ hard to get to Edenbridge. It is southeast of London. From the airport, you (ride) _____ a British Rail train to Victoria Station. Another train (take) _____ you to Edenbridge.

Ritesh: That sounds easy. I looked at the town's website. Edenbridge is called "The Garden of Kent." I (stay) _____ in an old manor house which has been made into an inn. The gardens there are beautiful, and there is a pool.

Reshma: Perfect. I bet that you (swim) _____ in that pool! Have you contacted your cousin, Will?

Ritesh: Yes, we plan to meet early on Saturday. Then, we (tour) _____ Hever Castle, the Great Stone Bridge, and the ancient Parish Church.

Reshma: What fun. This is a trip that you (never, forget) _____ !

Now, you had better go study so you (not, fail) _____ your exams.

Present Continuous Tense

In the spaces with the correct form of the verb in present continuous tense.

Note: These sentences use verbs and adverbs. An adverb says something more about the action of a verb.

Example: Violet (gracefully, dance) is gracefully dancing a ballet.

Example: Paul (wisely, check) is wisely checking the oil in his car.

1. The breeze (softly, blow) _____ on our faces.
2. The dog is very hungry. He is (quickly, eat) _____ all of his food.
3. The chestnut racehorse (already, cross) _____ the finish line. Its owner is very happy.
4. Jonathan (rarely, exercise) _____, now that he is in college.
5. Mrs. Bale (angrily, yell) _____ at the man who hit her car.
6. Be careful! You (almost, spill) _____ the paint.
7. The police (abruptly, stop) _____ traffic at the intersection.
8. Wasu (nervously, ask) _____ Tina for a date.
9. Dr. Wong (calmly, explain) _____ the operation to the patient's family.
10. The little girl (shyly, talk) _____ to Santa Claus. She wants him to bring her a puppy!

Past Continuous Tense

Fill in the spaces with the correct form of the verb in past continuous tense.

Note: In this exercise, adverbs, like still, already, usually, frequently, slowly and others—are used in past progressive verbs. An adverb tells us something more about the action of the verb. It is said to "modify" the verb.

Example: Two turtles (slowly, cross) were slowly crossing the dusty road when we passed by.

1. When I was young, Grandma (usually, bake) _____ bread on Monday mornings.
2. When he attended football games, Satend (always, wear) _____ his team's colours.
3. Although you bought a beautiful new car, you (still, drive) _____ your old one when we saw you downtown.

4. When we arrived at the track meet, Juanita (already, run) _____ the 100-meter race.
5. Seagulls (frequently, steal) _____ from the fishermen's nets as they pulled them in.
6. The Chand's (rarely, travel) _____ during the year they remodelled their home.
7. Joyce (sometimes, make) _____ pottery when the phone rang, so she could not answer.
8. Manasa was resigned; his father (never, come) _____ back home again.
9. The two roommates (normally, clean) _____ their apartment on Saturday afternoons last semester.
10. As he sat by the sunny window, the novelist (quickly, write) _____ the first chapter of his new book.

Future Continuous Tense

Fill in the spaces with the correct form of the verb in future continuous tense.

Note: The future continuous tense describes actions which will be ongoing in the future.

Example: Sarah (run) will be running a marathon Saturday.

Example: Sarah (run) is going to be running a marathon Saturday.

1. Professor Ram (teach) _____ history next semester.
2. I (clean) _____ the house while you are doing the laundry.
3. The forecast says that it (rain) _____ all night.
4. Grandma (smile) _____ when she answers the door.
5. On Tuesday, the girls (take) _____ a taxi to the airport.
6. The plumber (connect) _____ the water pipes to the house tomorrow.
7. Brian (supervise) _____ the construction crew for a few days.
8. The Toro's (fishing) _____ while they are on vacation.
9. Selai (play) _____ the solo for the concerto.
10. Joel and Rani (look) _____ for a new house while they are in Suva.

11. In order to earn a badge, the scouts (learn) _____ to tie knots this Thursday.

12. The pastry chef (bake) _____ pies early tomorrow morning.

Dictionary Skills: Misspelt Words

Correct each word that is misspelt. Use your dictionary to help you.

1. reccomend
2. specemin
3. neccessary
4. regretible
5. acomplish
6. woolen
7. pronounciation
8. irrisistable
9. rthym
10. parraffin
11. embarassment
12. sintillate

Word Meanings: 'massive' and 'debris'

Use massive and debris in 4 different sentences to show that each word has more than one meaning,

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

committed

mysterious

transmitted

qualified

misbehaved

spacious

benefitted

nervous

distinguished

resigned

delayed

travelled

accompanied

various

transferred

infamous

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

1. tr_v_ll_d

2. r_s_gn_d

3. _nf_m__s

9. tr_nsm_tt_d

10. n_rv__s

11. m_st_r___s

4. d_l__d

5. sp_c___s

6. v_r___s

7. q_l_f__d

8. c_mm_tt_d
12. m_sb_h_v_d
13. d_st_ng_sh_d
14. b_n_f_tt_d
15. _cc_mp_n_d
16. tr_nsf_rr_d

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

1. faithful, dedicated
2. assistance, advantage
3. deferred, postponed
4. go along with, attended
5. distinguished, distinguished
6. skilled, trained
7. behaved badly, be naughty
8. transported, reassigned
9. broadcasted, send out
10. submissive, acquiescent
11. toured, moved
12. a variety of, a mixture of
13. roomy, drudgery
14. worried, panicky
15. unexplained, mystifying
16. renowned, legendary

Scrambled Words

Write the words from your spelling list.

1. imtmocdet
2. ftetibdeen
3. ylaedde
4. ieancoapdcm
5. diuniesghdtsi
6. duqifaeli
7. hsdamiebev
8. sradrtenfre
9. mtetsrtandi
10. insgeder
11. evldraetl
12. aiousrv
13. ssoapciu
14. snvoeru
15. usmsetyiro
16. nmsaiufo

Write a report

A report tells us about what a thing is, what a thing looks like, where it is found and what it can do.

Structure:

Title: Tells what the thing is

Classification: Tells where the thing lives or is found.

Description: Tells what the thing has and what it looks like.

Dynamics: Tells what the thing can do

Example of a report: Jupiter

Jupiter is the largest of the nine planets in the solar system. Jupiter is bigger and heavier than all the other planets added together. More than 13000 Earths would fit inside it. It is a huge ball of liquid wrapped in gas clouds, and is mostly made of hydrogen and helium, like a star.

Jupiter's most obvious feature is its Great Red Spot, which is a storm that has been raging for at least 300 years. Its striped appearance is due to its rapid rotation. This massive planet takes less than 10 hours to rotate.

Jupiter has 16 moons. With its newly discovered rings, it is certainly one of the most interesting and complex planets to study.

Proper nouns

Most reports contain a lot of special names of things and places. These are called proper nouns. Proper nouns always begin with capital letter. **Find and list the proper nouns in the report above.**

Write a report...

Choose a topic you are interested in. Use a non-fiction library to help you. Do not copy directly from the book. Instead make headings and use dot point under headings to make a summary. Then use your draft to write a piece of information.

Use paragraphs and add pictures or diagrams.

First revise and edit your draft.

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

Publish

Unit 14: Lightning

This unit will focus on explanations.

Explanations explain how something works or happens. It explains, in scientific terms, the processes involved in an action, event or behaviour. They are written to provide us with more information thus adding to our store of knowledge.

Today you will read an article titled “What is Lightning?”. Are you scared of lightening? Let us see what all the fuss is about.

As part of our comprehension skill exercise, we will complete a chart.

- What I **know**: List down all you know already about lightning
- What I **want** to know: List down what you want to know about lightning
- What I **learnt**: After reading and discussing the story list down all the things you learnt about lightning.

Draw up a table:

What I know	What I want to know	What I learnt

Before reading the selection

- List down all you know about Lightning
- List down what you want to know about Lightning.
- After reading the selection
- After reading and discussing the story list down all the things you learnt about lightning.

Key Vocabulary

frightening, globe, mystery, bolts, fortunately, spark, circuit, dreaded, occurs, expands

Complete the cloze exercise using words from the key vocabulary list. (Use the dictionary for help).

A _____ flashes through the night sky filling people with _____. The air _____ and “boom!” the silence is broken. Around the _____ it is a _____ experience when it _____. _____ it is no longer a big _____, we now understand how lightening occurs.

NOTE: Not all the words are used and one of the words is in a different word form.

Comprehension

Read the text below and answer the questions that follow.

What is Lightning?

Lightning is both exciting and frightening. It is also a powerful force if not the most powerful in the world. Many lives are lost each year from lightning. Every year thousands of fires across the globe and hundreds of buildings are damaged due to lightning strikes.

For thousands of years lightning and thunder remained a mystery to many people. In fact, it would terrify them. In different parts of the world people had their own stories about thunderstorms. In China some believed there was a Mother of Lightning who threw down electric bolts to earth. In Norway people thought the God of Thunder, Thor, made thunder claps with his hammer. Fortunately, scientists now understand what is lightning and thunder.

Basically, lightning is just a huge spark of electricity. These sparks can remain within the cloud, jump from cloud to cloud or from the cloud to the ground. They are made up of positive (+) and negative (-) electrical charges that move quickly through the cloud. The positive charges are usually found at the top of the cloud while the negative charges are found at the bottom. When positive charges are on the ground a huge spark can occur between the cloud and the ground.

The positive charges and the negative charges join and the circuit is now complete.

Thunder, that dreaded sound after a lightning strike, occurs at the same time as lightning. The flash of light or spark heats the air surrounding it to five times hotter than the surface of the sun. The air expands at a super-fast speed and explodes. This is thunder.

Light waves are faster than sound waves therefore you see the light first and hear the thunderclap later. It is just slower at arriving. If you hear thunder about 2 seconds after the lightning flash then it is about half a mile from you.

That's just way too close for comfort, isn't it?

Comprehension Check

1. Why is lightning considered dangerous?
2. Thunder dangerous or scary?
3. a) Where did the people of China think lightning came from?
b) What about the people of Norway?
4. What is lightning?
5. How is it formed?
6. Why does it take thunder longer to reach us?

7. How far away is the lightning storm if the thunder arrives
a) 1 minute later b) 2 minutes later c) straight away

Word Knowledge: Analogies

A comparison made to show a relationship between something, usually a likeness.

Work out the relationship between the first pair of words. Then fill in the blank with a word that creates the same relationship between the second pair of words.

1. **Happy** is to **joyful** as **sad** is to _____
2. **Inflate** is to **deflate** as **strong** is to _____
3. **Hot** is to **cold** as **sweet** is to _____
4. **High** is to **low** as **quick** is to _____
5. **Brother** is to **sister** as **Father** is to _____
6. **Car** is to **drive** as **horse** is to _____
7. **Knife** is to **cut** as **spoon** is to _____
8. **Cake** is to **bake** as **fish** is to _____
9. **Broom** is to **sweep** as **brush** is to _____
10. **Heart** is to **love** as **head** is to _____
11. **Elbow** is to **hand** as **knee** is to _____
12. **Down** is to **up** as **small** is to _____
13. **Tired** is to **sleep** as **hungry** is to _____
14. **Day** is to **week** as **minute** is to _____
15. **Sky** is to **blue** as **grass** is to _____
16. **Fish** is to **aquarium** as **bird** is to _____
17. **Milk** is to **refrigerator** as **ice cream** is to _____
18. **Red** is to **pink** as **black** is to _____
19. **Hair** is to **comb** as **teeth** is to _____
20. **April** is to **March** as **Thursday** is to _____

Write the letter of the word that creates the same relationship between the second pair of words as there is between the first pair.

1. HANDLE is to DRAWER as KNOB is to:
a. KNOCKER

b. DOOR

c. HINGE

d. HOUSE

2. RECTANGLE is to SQUARE as OVAL is to:

a. CURVE

b. TIRE

c. CUBE

d. CIRCLE

3. EYES are to SIGHT as EARS are to:

a. SOUND

b. HEAR

c. NOISE

d. GLASSES

4. CLASS is to TEACHER as TEAM is to:

a. PLAYERS

b. GAME

c. COACH

d. CAPTAIN

5. PEBBLE is to BOULDER as HILL is to:

a. MOUNTAIN

b. VALLEY

c. HEIGHT

d. ROCK

6. CLOSE is to NEAR as DISTANT is to:

a. LENGTH

b. BESIDE

c. SMALL

d. FAR

7. BARK is to TREE as SKIN is to:

- a. KNEE
 - b. PERSON
 - c. FUR
 - d. SCALE
8. REVERSE is to FORWARD as DOWN is to:
- a. GEAR
 - b. RAISE
 - c. LIFT
 - d. UP
9. BIRD is to NEST as PERSON is to:
- a. JOB
 - b. SHOES
 - c. BED
 - d. LIVING ROOM
10. TADPOLE is to FROG as KITTEN is to:
- a. CAT
 - b. DOG
 - c. FISH
 - d. TURTLE

Sentences: Euphemisms

We use euphemisms when we try and make something sound good. It is better to be more direct or to the point, e.g. My cat was struck by lightning and has finally departed from this world.

Direct sentence – My cat was struck by lightning and died.

Rewrite the sentences using more direct words. The euphemisms are underlined.

1. The sanitary engineers vehicle woke me up when emptying our garbage cans.
2. The retired master is often under the influence of alcohol.
3. The little boys were so energetic and athletic they broke the toys.
4. My pay has been adjusted downward.
3. To her great embarrassment, Eileen's mother called her pleasingly plump.

Usage and Punctuation: Must, have, and ought to

When do we use must, have and ought to?

You must complete your work before the storm.

This is an order or a command.

You have to complete your work before the storm.

This is circumstantial meaning it depends on what's happening around you.

You ought to complete your work before the storm.

This is the opinion of the speaker. (Opinion: personal view or belief)

Use must, have (has) or ought to, to complete the following sentences. You may need to add extra words.

1. I think that you _____ take time to take shelter from the storm.
2. You _____ stay inside during a lightning storm.
3. You _____ block your ears during a thunder storm.
4. Thor _____ stop making all that noise, it's giving me a headache.
5. For a complete circuit, positive charges and negative charges _____ join.
6. If you are scared during a lightning strike, you _____ close the curtains.
7. Merewalesi is still weak and I _____ help her when she walks across the room.
8. "Passengers _____ not smoke on the bus," warned the driver.
9. Jale looks so pale; he _____ see the doctor.
10. You _____ be more polite to your elders.
11. "You _____ take your own pencil and ruler into the examination," said the teacher.
12. The taxi has arrived, so I _____ to say goodbye.

Grammar: its and it's

Be careful not to confuse the possessive pronoun *its* with the contraction *it's*.

Possessive: The dog licked *its* paw.

Contraction: *It's* time for the dog to eat.

Proof read the journal entry below. Jone has confused the possessive pronoun its with the contraction it's. Rewrite the journal entry correctly. Do not use contractions.

Its scary listening to an electrical storm. My friends and I hide under the blankets when it's around. They are leaving today. It's been great knowing them. I will miss them especially their dog, Mitzy. It loves playing with its tail. It usually spins round and round and then falls over.

Oh well it's been a long day and it's now time to hit the sack. Night everyone....WAIT! Is that thunder I hear? Oh no! It's going to be a long night.

Dictionary Skills: Weather Words

Look up the meanings of the words below in the dictionary.

Word meanings: 'charges' and 'waves'.

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

evident

inconvenient

obedient

innocent

intelligent

tournament

superintendent

brilliant

abundant

deodorant

fragrant

pleasant

informant

restaurant

Study the example below and do the exercise for any 8 words on the list.

Word/part of speech	Meaning	Sentence
Restaurant - noun	A place where customers are served food	Susan ate at the new restaurant

Word in a Series (Synonyms)

Choose a word from the spelling list to complete the series.

1. Obvious, apparent
2. Plenty, overflowing
3. Friendly, delightful
4. Spy, tattletale
5. Bright, vivid
6. Blameless. Guiltless

7. Submissive, dutiful
8. Cafeteria, bistro
9. Difficult, untimely
10. Smart, gifted
11. Manager, controller
12. Scented, aromatic
13. Competition, contest
14. Roll-on, Spray

Word Sorting

Sort all the words in the spelling list into alphabetical order.

Proofreading exercise

Correct the misspelt words in the paragraph below.

We went to the tornament and our boys were brilliant. It was evdent that they had trained very well together. They were obdient to all the coach had taught them and showed that they were also inteligent in their game plan. Although practices were inconvinient they still tried their best to be there and the abundunt skills they displayed.

Writing: What is an explanation?

An explanation tells us how something happens or works. It usually uses scientific language to explain the process involved.

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

Explanation sequence: Gives a description

Process: How/ why the thing or process works. Can include the cause.

Conclusion: Concluding statement may have the effects of the whole process.

Examples of Explanations:

How do sound waves travel? Why do leaves change colour in autumn?

What causes the doldrums?

The doldrums are one of the five primary wind belts that circulate the planet. They consist of calm light breezes or sudden squalls that usually occur over the ocean. They are considered a meteorological phenomenon.

There are two areas of doldrums – one in the Atlantic Ocean, between the west coast of Africa and the north-east coast of South America and the other in the Pacific Ocean off the north-west coast of South America.

Masses of air are brought into the region by trade winds. After being heated in the tropics they are forced upwards. This causes a belt of low pressure to form. Surface winds are practically non-existent in these areas and weather is mostly hot and humid.

Sailing ships were often delayed in these areas, the most famous of which belonged to Christopher Columbus. In 1492, three of his ships were stranded for weeks because of the doldrums.

The explanation above uses technical terms. Use a dictionary to help you find the meaning of the words.

squalls, meteorological, phenomenon, trade winds, humid, pressure

Doldrums can also mean ...

In the doldrums - you cannot be bothered doing anything. You mope around lifeless. When ships are in the doldrums, they too cannot do anything because there isn't enough wind.

Write an explanation...

How does the water cycle work? Research and write. Draft your explanation using the template below to guide your writing.

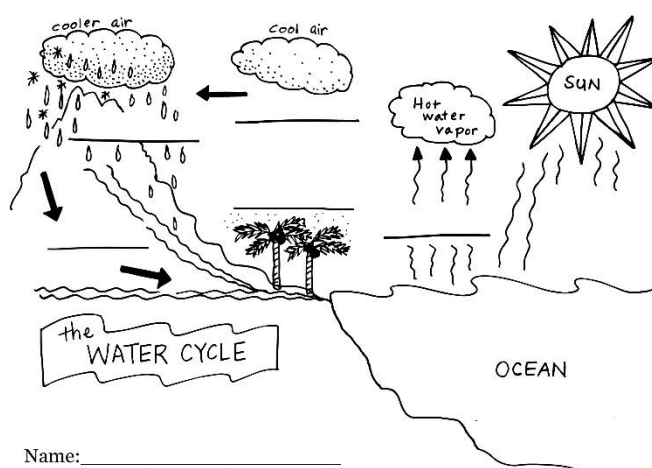
- General statement
- Information - about the topic
- Explanation - how and why something works
- Conclusion

Use technical language: evaporate, condensation, vapour, precipitation.

Use the diagram to help you.

Revise and Edit

SPELLCHECK



Unit 15: Cell phones

This unit will focus on persuasive texts. Persuasive texts are written to argue or persuade. They promote the writer's point of view and try to get the reader/ listener to agree with their view.

Key Vocabulary

fast-paced, norm, communicate, tense, blares, inappropriate, beforehand, retrieve capture, mentioned

Scan through the article and using the context clues, try to figure out what each word means. Look at the title of the article - Are cell phones becoming a social problem? What do you think you will learn from this article? Write down your prediction before reading.

Are Cell Phones Becoming a Social Problem?

In today's fast paced world cell phones have become the norm. Everyone has them. People feel lost if they don't have a phone on them. Yes, they are a great way to communicate but have you noticed that they are creating such a huge social problem. People are forgetting their manners.

Think of the last time you watched a movie – you are on the edge of your seat watching for something to happen or trying to hear what they are going to say and into the tense silence someone's ringtone blares? Don't you just want to scream?

What about the time your friend made you feel so unimportant by cutting you off in the middle of your sentence just to answer a call? Even worse was when she read your text messages that just came through.

Have you noticed how everyone is suddenly deaf while speaking on the phone? People don't feel comfortable when someone is shouting down a phone and even worse saying inappropriate things. It should be remembered that a phone does have a speaker so speaking in your normal voice will not be a problem – they can hear you.

If you could spend as much time writing an essay as you did texting, you'd soon write a book. Lots of people have their eyes and fingers glued to their mobiles even while people are speaking. Let someone know beforehand if you are expecting a call and if you have forgotten to tell them, let the call go to voicemail. You'll soon be able to retrieve it

Horror of Horrors! You open your Facebook page and guess who's looking right at you with a silly expression – Yes, you! Without you realizing it, one of your friends decided to capture that crazy moment you had together. Many phones if not all, have cameras and photos should never be taken without permission. So while it's fun to take photos we must always ask before we start clicking.

Are cell phones a social problem? They will be if we continue with the behaviour mentioned. Cell phone etiquette must now be the norm.

Firstly, we need to respect the rules around us. For instance, lots of places have rules about the use of cell phones and we must follow them. The silent or vibrate option is there for a reason. In the new digital age a few simple rules, if followed, will help us get along better. Instead of focusing all your attention on a piece of plastic and metal, try and get along with others. After all, your phone cannot do what a friend can. Let's not make cell phones a social problem, remember people are more important.

Comprehension Skill: Problem Solving

There are 5 steps to solving a problem.

Step 1 – Define the problem

Step 2 – Consider the possible solutions

Step 3 – Evaluate the possible solutions

Step 4 – Decide on the best solution.

Step 5 – Carry out the solution.

Problem: I am having a surprise birthday party for my mother tonight but I can't get her to visit my aunt so that I can prepare. What can I do?

Work in groups and to come up with a solution. Each group can share their solution with the class. If possible, perform a skit. Discuss the best solution.

Comprehension Check

1. What is the purpose of this text?
2. Why do you think there are so many questions in the text?
3. Who is this text directed to?
4. What is the main issue?
5. List down at least 3 ways cell phones can be a problem.
6. How can this problem be solved?
7. "In today's fast-paced world cell phones have become the norm". – What does this mean in your own words?
8. Explain cell phone etiquette?

Word Knowledge: Suffixes – able

Suffixes are added to base words. When the suffix is added it forms a different part of speech. This is how many verbs are changed into adjectives.

This is also a way we can decode the word to find out what it means.

Decode – breakdown, e.g. changeable - change + able

The suffix ‘*able*’ means “having the ability to do something”.

Changeable = the ability to change

Comfortable = _____ (base word) + _____ (suffix)

The suffix –able means the ability to do something

Comfortable means _____

Change the following words (verbs) into adjectives by adding the suffix –able

Decode the word and explain what it means.

Note: Check the spelling of the new word.

VERB NEW WORD MEANING

1. Communicate
2. Forget
3. Notice
4. Retrieve
5. Social
6. Mention
7. Respect
8. Place
9. Do

Sentences: Kinds of Adjectives

There are 3 kinds of adjectives.

- Adjectives of quality
- Adjectives of quantity
- Demonstrative or distinguishing adjectives

Adjectives of Quality tell us more about what a noun is like, e.g. In today's **fast-paced** world cell phones have become the norm.

Adjectives of Quantity express how much or how many of a thing.

Demonstrative adjectives point out, or distinguish, one thing from another.

e.g. ...that crazy moment ...

Demonstrative adjectives are: *this, that, these, the, those, such, same*

For you to do:

- a) **Identify 2 phrases with adjectives of quality from the text.**
- b) **Identify 2 phrases with adjectives of quantity from the text.**
- c) **Identify 2 phrases with demonstrative adjectives from the text.**
- d) **More Practice**

Improve the following sentences using adjectives of quality, quantity or demonstrative adjectives.

1. Jack and Jill went up the _____ hill.
2. The creek flows under _____ walkways.
3. That is _____ a lie.
4. You have _____ text messages left.
5. Did you have _____ to eat?
6. Do you know _____ girls?

Usage and Punctuation: Change of Speaker

When the speaker changes, the tense will also change.

Speaker 1: "Are cell phones a social problem?" asked the Teacher.

Speaker 2 reporting: The Teacher asked if cell phones were a social problem.

Speaker 1: "People are forgetting their manners," said the Teacher.

Speaker 2 reporting: The Teacher said that people were forgetting their manners.

Complete the following activity by reporting what speaker 1 said.

1. Speaker 1: "Don't you just want to scream?" asked the Teacher.

Speaker 2:

2. Speaker 1: "We must seek permissions before we take anyone's picture," said Manu.

Speaker 2:

3. Speaker 1: "Have you noticed how everyone is suddenly deaf while speaking on the phone?" asked Manu.

Speaker 2:

4. Speaker 1: "You don't need to shout over the phone," said Manu

Speaker 2:

5. Speaker 1: "You'll soon be able to retrieve your voicemail," said Manu

Speaker 2:

Grammar: Prepositional Phrase

A prepositional phrase is a group of words containing a preposition, a noun or pronoun object of the preposition and any modifiers of the object, e.g. We found the battery for the phone.

A prepositional phrase will function as an adjective or an adverb.

As an adjective the prepositional phrase will answer the question – Which one?

e.g. The cell phone on the floor belongs to me

Which cell phone? The one on the floor.

As an adverb it answers the question How? When? or Where?

e.g. Manu lost his phone at the stadium.

Where did he lose his phone? At the Stadium.

Manu lost his phone on Wednesday afternoon.

e.g. When did he lose his phone? On Wednesday afternoon.

Manu's phone fell out of the bag, and can't be found.

How did he lose his phone? It fell out of the bag.

Identify the prepositional phrases in the sentences below.

1. Before class, Mary switched her phone off.
2. The phone in my bag belongs to Peter.
3. The message from Sanjay was sent to the wrong person.
4. Seru, along with others had to switch his cell phone off.
5. During the movie Beni and Makolo played games on their phone.

Word Meanings: 'Capture' and 'notice'

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

Spelling

Below are activities to help you become a better speller and to prepare you for your spelling test.

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

gradual

hospital

identical

illegal

individual

fundamental

obstacle

artificial

bicycle

commercial

encircle

dismissal

vertical

diamond

diameter

Hygiene

Dictionary Skills:

- A. Place all the words in alphabetical order.
- B. In groups, search for the meaning of the words. Write them down in your book.
- C. Choose any 5 words and use them in sentences.

Phonics

List the words according to the first vowel sound.

Word in a Series (Synonyms)

Choose a word from the spelling list to complete the series.

1. Slow, steady, _____
2. Distinct, specific, _____
3. Ring, enclose, _____
4. Fake, mock, _____
5. Sacking, removal, _____
6. Span, thickness, _____
7. Hindrance, complication, _____
8. Profitable, money-making, _____
9. Essential, important, _____
10. Dishonest, unlawful, _____

Proofreading exercise: Correct the spelling of the following words

1. obstakle
2. fandamentol
3. Higeen
4. artifishal
5. vertikle
6. individal
7. commershal

8. encircle
9. eyedentikle
10. elegal

Writing

A persuasive text is used by a writer to persuade others. It is also used to criticize and review ideas and actions.

Structure:

Title: short statement about the topic.

Overview: A brief statement of the writer's view of the main topic

Reasons: The points supporting the writer's view. (The writers view can be for or against the topic)

Conclusion: Summing it up

Persuasive text can be presented as:

- essays
- editorials
- letters to the editor
- speeches
- advertisement

Example: Is TV bad for children?

TV watching for children is a hot topic. While some people believe TV is a bad influence encouraging bad habits, others believe TV provides educational material and models good behaviour.

On the one hand, TV can provide information that kids need. Programs such as Fiji One News, Pacific Way provide up to date news that helps children understand the world around them.

Additionally, TV promotes and demonstrates good habits such as participating in sports and eating healthily. On the other hand, TV advertisements encourage children to be greedy and thoughtless consumers.

Also supporting this view is the idea that children should learn about sport and health issues by actively engaging in these pursuits rather than simply watching them.

In conclusion, while TV can be educational and promote healthy choices it can also encourage bad habits.

Persuasive text always gives arguments and evidence. Imagine you do not agree with the above passage. Present an argument and supporting evidence for your point of view.

Write a persuasive text...

Before writing a persuasive text you must:

- First establish a topic and a point of view on that topic.
- Research that topic and find evidence and facts to help support your point of view

The structure of a persuasive is important!!!!

1. Title
2. Overview
3. Reasons
4. Conclusion

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

Examples of topics for persuasive writing:

Should sugary foods and drinks be offered in school cafeterias?

Do all students need to learn a foreign language?

Is online or homeschool an effective way to learn?

Should standardized tests determine whether or not you go on to another year level?

Key phrases to use in persuasive writing:

'In my opinion...'

'I feel that...'

'Others must agree that...'

'It seems to me that...'

'Some people believe that...'

'For this reason...'

'I agree that...'

'On the other hand...'

Firstly...Secondly....'