

English Year 7

Units 6 - 10

Fiji Ministry of Education

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Unit 6: Fire evacuation procedure

Procedural Writing

Procedures are written to explain how something is done, in a series of sequenced steps.

They are organized by goal, material, method and evaluation.

Features of procedural writing include: detailed factual description, reader referred to in a general way (draw a line), linking words to do with time, tense is continuous

Vocabulary

fire alarm, automatically, evacuate, fire extinguisher, extinguish, inhale, toxic, elevators, stairwells

Fire evacuation procedure

1. Assist any person in immediate danger to safety, if it can be accomplished without risk to yourself.
 2. Immediately activate the building fire alarm system. This will automatically notify the fire department and get help on the way. It will also sound the fire alarm bells to evacuate the building and shut down the air handling units to prevent the spread of smoke. It is best to have the fire department respond and not be needed than to have them arrive too late for potential rescue.
 3. If you are in a building without a fire alarm system, dial 911 from a safe location to report the fire. If the fire is small enough, use a nearby fire extinguisher to control and extinguish the fire.
 4. Do not fight a fire if the following conditions exist:
 1. You don't know what's burning.
 2. The fire is spreading rapidly.
 3. You don't have the proper equipment.
 4. You can't do so with your back to an exit.
 5. The fire might block your means of escape.
 6. You might inhale toxic smoke.
 7. Your instincts tell you not to do so.
- If the first attempts to put out the fire do not succeed, evacuate the building immediately.
 - Doors, and if possible, windows, should be closed as the last person leaves a room or area.
 - Do not use elevators, use building stairwells.
 - Upon evacuation of the building, all should proceed to a designated meeting area where head counts can be taken.
 - Never re-enter a building without permission from the fire department.

Comprehension Skill: Sequencing

What do you do first? Arrange in order.

- Evacuate the building
- Assist any person in immediate danger
- Use a nearby fire extinguisher
- Activate the building fire alarm

Comprehension Check

Answer the following questions in complete sentences.

1. What happens when the building alarm system is activated?
2. What do you do when you are in a building with no fire alarm system?
3. When should a fire extinguisher be used?
4. What should you do when your first attempts to put out the fire does not succeed?
5. Why do you think elevators shouldn't be used in fires and what should you use instead?
6. What should be done upon evacuation of a building?
7. Why do you think no one is allowed to re-enter the building without the permission of the fire department?

Word Knowledge: Clothing Words

The words below are to do with your clothing. Match the words in the box with the clues. Use your dictionary.

dungarees, dhoti, habit, stole, lingerie, chaps, anorak, caftan, raglan, brogues, diaper, cravat, negligee, ermine
--

1. Leather trousers for riding
2. Garment worn by Hindus
3. Overalls made of coarse cotton
4. Thin nightie
5. Dress worn by nuns
6. Strip of fur
7. Waterproof jacket with hood
8. Men's scarf
9. Baby's nappy
10. Type of coat sleeve
11. Valuable white fur
12. Women's underwear
1. Leather trousers for riding
2. Garment worn by Hindus
3. Overalls made of coarse cotton
4. Thin nightie
5. Dress worn by nuns
6. Strip of fur

7. Waterproof jacket with hood
8. Men's scarf
9. Baby's nappy
10. Type of coat sleeve
11. Valuable white fur
12. Women's underwear
13. Strong leather shoes with decorative holes on surface
14. Loose garment with long, wide sleeves

Sentences: Singular/Plural

Re-write these sentences changing all singular words to plural.

1. Mr Waqa asked the girl to open her dictionary.
2. The family caught the punt across the river to the city at least once a week.
3. The frightened cat hid in the corner as the dog and the horse tramped by.
4. Miriama took her scissors, shears and needle and in a moment, she had created the most fantastic dress that her mother had ever seen.
5. Marika lost his shirt and shoes on Monday.
6. My friend bought me an orange at lunch time.
7. I had to write a thesis on the mango, which grows in Nadi.
8. A ship carrying a cargo of tuna was ransacked by a thief.
9. The lady ate jelly and strawberry.
10. My brother-in-law travelled with his baby in a boat.
11. The dwarf lived a long life with the princess.
12. A pigeon nests in the roof of the porch.
13. We found the larva of the caterpillar on the roof.
14. The volcano by the reef gave out gas.
15. The fireman saved the child from the burning building.

Usage and Punctuation: Dashes

Dashes create a change of direction in a sentence. They are stronger than a comma but not as strong as a full stop.

Dashes are used:

1. to indicate an explanation is coming.
2. to create dramatic effect (as in a newspaper headline).
3. to indicate an unfinished or interrupted comment.
4. (a pair of dashes) to indicate a group of words that provide an explanation or comment.

For example:

1. The teacher has a strategy – a strategy which will provide results.
2. They've made it – Finally!
3. 'I have to say that I –'
4. The entire school – students, staff and parents – were present at the Prize Giving Ceremony.

Copy these sentences. Put in the missing dashes.

1. I'm going to buy sweets lots of them.
 2. When he went to university his mum gave him a big pile of money enough to last him a month.
 3. The trip has been rescheduled for Monday maybe Thursday.
 4. Molly found her purse down the back of the sofa.
 5. There is only one meal worth eating pie and chips.
- ii. Copy these sentences. Put in the missing dashes.
1. Suzi wants to buy Mark a new pair of trainers I can see why.
 2. There is no room left in the hotel let me repeat: No Room.
 3. The dog a hairy beast jumped up at me.
 4. Permission is granted subject to the following conditions.
 5. The films all three of them took years to complete.

Grammar: Relative Pronouns

What is a Relative Pronoun?

A pronoun introducing relative clause: a pronoun that refers to a previously used noun and introduces a relative clause, e.g. 'that', 'which', or 'who' .

Choose one of the following relative pronouns who, which or whose to correctly fill in the blanks.

1. I talked to the girl _____ car had broken down in front of the shop.
2. Mr Singh _____ is a taxi driver, lives on the corner.
3. We often visit our aunt in Qamea _____ is an island off Taveuni.
4. This is the girl _____ comes from Australia.
5. That's Peter; the boy _____ has just arrived at the airport.
6. Thank you very much for your e-mail _____ was very interesting.
7. The man, _____ father is a professor, forgot his umbrella.
8. The children, _____ shouted in the street, are not from our school.
9. The car, _____ driver is a young man, is from Ireland.
10. What did you do with the money _____ your mother lent you?

Dictionary: Classification

Look these words up and write in brackets next to each one whether it is a tool, fruit, vegetable, fish, bird or weapon.

1. foil
2. perch
3. stiletto
4. rasp
5. kale
6. shag
7. sole
8. hod
9. damson
10. lentil

11. nectarin

12. Dodo

Word Meanings: 'evaluate' and 'inhale'

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

controlling

gossiping

knitting

fascinating

travelling

securing

qualifying

threatening

receiving

benefitting

transferring

enclosing

humid

bureau

bouquet

Use your dictionary to find the definitions of the spelling words.

New Words. Make New Words from the words in the list, e.g.

controlling: control, con, not, rot, troll

Other Word Forms:

Write other forms of each spelling word, e.g.

example: decorate: decorated, decoration

Sentence Construction

Write each spelling word in a sentence. Depending how you use the word, identify the part of speech it is (noun/verb).

Alphabetical order

Write the spelling words in alphabetical order.

Writing a procedural text

What is a procedure? A procedure tells how to do something.

Title: Tells what is being explained.

Goal: Tells what the procedure aims to produce.

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

Steps: Describes step by step how to complete the procedure

Check: How to check if the procedure worked

When writing your procedure, use:

Action Verbs e.g. Cut, stirs, mix, nail, glue

Precise Vocabulary, e.g. 3 level teaspoons

An example of a procedure: How to Make French Toast

Ingredients:

6 thick slices of bread

2 eggs

$\frac{2}{3}$ cups milk

$\frac{1}{4}$ teaspoon cinnamon

$\frac{1}{4}$ teaspoon nutmeg

1 teaspoon vanilla extract

Salt to taste

Directions:

1. Beat together egg, milk, salt, desired spices and vanilla.
2. Heat a lightly oiled griddle or skillet over medium-high flame.
3. Dunk each slice of bread in egg mixture, soaking both sides. Place in pan, and cook on both sides until golden. Serve hot.

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

Make a list:

Of all the verbs in the procedure. Underline the action verbs.

Write a procedure

Write a procedure on how to make a garden salad.

Title: Tells what is being explained.

Goal: Tells what the procedure aims to produce.

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

Steps: Describes step by step how to complete the procedure

Check: How to check if the procedure worked

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 topics for writing a procedure:

- How to make a paper aeroplane
- How to make a birthday cake
- How to play hand ball

Unit 7: Edward Jenner's discovery

The text for this unit is information narrative. An information narrative presents factual information embedded in an entertaining, imaginative narrative style. A biography could be written as an information narrative.

Vocabulary

Inoculation, vaccination, injected, preventing, attacked, smallpox, swelling, noticed, cowpox, effective
--

Edward Jenner

For many hundreds of years, people were afraid of the dangerous disease called smallpox. When a person catches smallpox, he has a fever at first. A few days later, small swellings appear on his body, mostly on the face. The swelling become sores. When the sores heal, ugly marks called scars are left on the skin. If the attack of smallpox is severe, the person usually dies.

The disease spreads easily from one person to another. If you touch a person who has smallpox or if you touch his clothes, you can get smallpox. You can also get smallpox by breathing the air that the sick person breathes out.

There was a lot of smallpox in Europe during the 17th century. Many people used to die every year after catching smallpox. Nobody knew how to cure smallpox but people noticed that if someone had smallpox once, he seldom caught the disease again. They also noticed that when smallpox attacked children, the effects of the disease were not very serious. That is why parents sometimes took their children to someone who was sick with smallpox. They hoped that the children would get smallpox, too. The children would not be harmed a great deal by the illness, and they would not catch smallpox again when they became adults.

Sometimes adult also tried to catch smallpox on purpose. They waited until someone had an attack of smallpox which was not severe. They then took some dry skin from the sores which had healed and they rubbed it on their bodies. Soon they became ill themselves but the illness was mild and they did not catch smallpox again. Some doctor scratched the arm of a person and rubbed dry skin from smallpox into the scratch. This was called smallpox inoculation. It was not very safe, because some people became very ill and died after one of these inoculations.

In the 18th century, an English doctor named Edward Jenner found a safe way of preventing smallpox. Jenner was born on May 17th, 1749. Many people believed that smallpox could not harm anyone who had already caught cowpox. Cowpox was not a harmful illness. It was sometimes caught by workers who milked sick cows. Jenner wanted to learn more about cowpox and smallpox. He found out that there were two different kinds of cowpox. People who had the first kind of cowpox sometimes caught smallpox. Those who had the second

kind did not catch smallpox. Jenner believed that if he could give people an inoculation with this second kind of cowpox, these people would not get smallpox later. Jenner wanted to try this immediately but at that time there was hardly any cowpox in the place where he lived. It was about twenty years before Jenner found the right kind of cowpox.

In 1796 Jenner found a girl who had the kind of cowpox that he wanted. Jenner took some liquid from the swellings on her hands and on May 14th he injected the liquid into the arm of an eight-year-old boy called James Phipps. Six weeks later Jenner scratched the boy's arm and rubbed dry skin from smallpox sores into the scratch. He wanted to see if James would catch smallpox after this. James did not become ill at all. He did not catch smallpox. Jenner was very happy. He had at last found a safe way to prevent smallpox. This way of preventing smallpox was later called vaccination.

At first, other doctor did not believe Jenner but later they found that vaccination was really effective. Thousands of people were given vaccinations. About 2,000 people used to die every year in Britain because of smallpox. After doctors began to use vaccination, the number of people who died of smallpox was only about 600 a year. Today, hardly anyone catches smallpox except in a few places in Africa and India. In these places doctors are working hard to get rid of the disease completely.

Jenner became famous. He died in January, 1823 but we still remember him today because he has helped to save many lives.

Answer the following questions in complete sentences.

1. Why were people very frightened of small pox?
2. How can a person catch small pox even if he does not touch a person who has the disease?
3. What might you notice about a person who has had small pox?
4. Why would parents hope that their children would catch smallpox?
5. Why is Jenner's way of preventing smallpox safe?
6. Why did Jenner want to find out more about smallpox?
7. What kind of people caught smallpox?
8. What was wrong with John Phipps?

Write your thoughts...

Because the basic principle of vaccination is scientifically sound, should we trust ALL forms of vaccination? Vaccinations need to be trialed and developed, and tested on animals for a period of 10 years. How would you feel about taking a vaccination that had not been tested for long-term effects and had not been tested on animals?

Word Knowledge: Antonyms/Ailments and Diseases

Antonyms

Choose the word that is nearly opposite in meaning to the word in capital letter.

1. COUNTERFEIT

- A. unmarked
- B. assumed
- C. fraudulent
- D. genuine
- E. specific

2. ABRUPT

- A. hurried
- B. impulsive
- C. methodical
- D. reluctant
- E. gradual

3. BYSTANDER

- A. participant
- B. detective
- C. colleague
- D. pedestrian
- E. witness

4. INFAMOUS

- A. sincere
- B. glorious
- C. notorious
- D. outrageous
- E. innocent

5. GRIM

- A. meek
- B. grave
- C. light-hearted
- D. hopeful
- E. passionate

6. FRUITLESS

- A. useless
- B. futile
- C. purposeful
- D. mirthful
- E. profitable

7. MURKY

- A. luminous
- B. charitable

- C. smoky
 - D. miserable
 - E. upright
8. UTMOST
- A. remotest
 - B. minimal
 - C. supreme
 - D. limitless
 - E. mediocre
9. COW
- A. condense
 - B. chill
 - C. comfort
 - D. startle
 - E. elate
10. LAVISH
- A. unsightly
 - B. petite
 - C. awful
 - D. economical
 - E. grand
11. WARY
- A. rash
 - B. conscientious
 - C. daring
 - D. thrifty
 - E. indiscreet
12. SUBSTANTIAL
- A. impoverished
 - B. affluent
 - C. insignificant
 - D. suffering
 - E. abundant
13. QUENCH
- A. stifle
 - B. soak
 - C. disappoint
 - D. allay
 - E. parch
14. NURTURE
- A. neglect
 - B. underestimate
 - C. mother
 - D. treasure

- E. detest
- 15. RECEDE
 - A. wane
 - B. advance
 - C. exaggerate
 - D. taper
 - E. stockpile
- 16. CORRUPT
 - A. wicked
 - B. dishonest
 - C. sanitary
 - D. principled
 - E. reliable
- 17. FIASCO
 - A. miracle
 - B. blunder
 - C. triumph
 - D. catastrophe
 - E. flop
- 18. POISED
 - A. collected
 - B. comfortable
 - C. distracted
 - D. unemotional
 - E. anxious
- 19. PEEVISH
 - A. morose
 - B. patient
 - C. flattering
 - D. crusty
 - E. excitable
- 20. IRATE
 - A. bitter
 - B. riled
 - C. courteous
 - D. content
 - E. annoyed

Ailments and Diseases

Match the word meanings below to the words in the word bank. Use your dictionary.

Word bank

Tonsillitis, baldness, coma, carbuncle, arthritis, tetanus, dandruff, mumps, glaucoma, asthma, influenza, hernia, malaria, ulcer, amnesia, measles, pneumonia, dyslexia, jaundice, leprosy, trauma, melanoma, callus, thrombosis, lumbago

1. painful inflammation of joints
2. eye disease
3. pain in the back
4. disease spread by mosquitoes
5. yellowing of skin
6. difficulty in breathing
7. loss of hair in the head
8. hard, thickened area of skin
9. infectious disease which causes spots
10. deeply unconscious
11. sore throat
12. deep- seated skin infection worse than a boil
13. inflammation of lungs
14. infection causing lock jaw
15. greasy scales on the scalp
16. viral infection of nose and throat
17. open sore
18. memory loss
19. brain disorder that causes difficulty in difficulty in reading spelling.
20. disease of skin and nerves causing extensive deformities
21. tear in stomach muscle
22. disease in which neck glands swell
23. suffer from sudden shock

24. clotting in blood vessel that can cause sudden death
25. mole that can be cancerous

Sentences: Complex Sentences

A complex sentence contains a main clause and one or more subordinate clauses.

For Example: The dragon that had been sleeping soundly, opened its deadly eyes as the hero approached with a sword in his hands.

Make complex sentences by joining the sentences using one of the conjunctions in the box.

although, because, until, before, which

1. The dog howled with pain. His leg had been injured by the big bad wolf.
2. The tired woman cooked dinner. She washed the dirty clothes.
3. Malcolm came to visit his sick mother. Victor got into a bad accident.
4. The sly cat had been sleeping soundly. He opened his eyes at the sound of music.
5. The manager of the company will spend five years in the old Korovou Prison. He bribed another businessman.
6. The naughty boys were shouting. Their teacher walked into the room.
7. Milika attended the Women's meeting in Levuka. She was ill.

Usage: Unnecessary Words

Write down the word that is not necessary and which does not change the meaning of each sentence.

1. Have you got any fresh strawberries today?
2. We were all unanimous in voting her the class captain.
3. The policeman, when he saw the robber, he sprinted after him.
4. Mum cut the apple for us into four quarters.
5. After watching the parade I returned back home.
6. The old man slowly ascended up the ladder with the pot of paint.
7. He and I can both sit on the back seat going home.
8. Mrs Mata lived by herself also with her pet.

9. Many shoplifters are being caught out lately.
10. The two twins were dressed alike and carried identical bags.
11. The return trip back to Australia by ships was pleasant.
12. The taxi and the truck collided together at the crossroad.
13. It seems as if Dad has to rewind the clock again every week.
14. I always make sure I cross over the street on a zebra crossing.
15. We chatted for so long that we missed out the food that was being starved.

Grammar: Noun Clauses

Noun clauses do the work of nouns. They can be the subject or object of sentence.

Example of a subject:

What my dad grows in the garden is good to eat.

What my dad grows in the garden is the subject.

To find the subject, ask *who* or *what* in front of the verb.

Verb: eat

Question: What is good to eat?

Answer: What my dad grows in the garden.

Example of an object:

I know what makes flowers grow.

what makes flowers grow is the object of the verb 'know'.

To find the object, ask who or what **after** the verb. verb

Verb: know

Question: Know who or what?

Answer: What makes flowers grow.

1. Write down the subjects of the verbs in these sentences.
 - a) What is in the fruit shop **was** once in the garden. (**What was?**)
 - b) What I eat makes me **grow**.

- c) Where the carrots grow is not easy to **see**.
- d) Who took the mangoes **is** a mystery.
- e) That the weather was real dry **was** a real problem for farmers.

2. Write down the objects of the verbs in these sentences.

1. They **heard** what you said. (*They heard what?*)
2. I **asked** where the money was kept.
3. We **saw** that the boy was winning.
4. The gardener **believed** that you should water your garden every day.
5. We **knew** that we would plant in the garden.

Dictionary Skills: Words beginning with "para"

paramount, paraphrase, paradox, paraphernalia, paramilitary, paragraph, paraffin, parasite, paraplegic
--

1. having a military structure
2. contradicting statement
3. chief in importance
4. miscellaneous belongings
5. used to organize a piece of writing
6. oil from petroleum
7. cannot move arms or legs
8. lives off another organism

Word Meanings: 'effective' and 'inject'

Use effective and inject in two different sentences to show that each word 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:

extraordinary

laboratory

genuine

unnecessary

anniversary

pedestrian

musician

elementary

secretary

boundary

companion

imaginary

stationary

foreign

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

1. _xtr__rd_n_r_

2. l_b_r_t_r_

3. b__nd_r_

4. c_mp_n__n

5. g_n__n_

6. _nn_c_ss_r_

7. s_cr_t_r_

8. _rd_n_r_

9. _m_g_n_r_

10. st_t__n_r_

11. p_d_str__n
12. f_r__gn
13. m_s_c__n
14. _l_m_nt_r_
15. _nn_v_rs_r_

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

1. lab, workshop
2. birthday, centenary
3. basic, straightforward
4. edge, limit
5. fantasy, pretend
6. regular , common
7. astonishing, amazing
8. escritoire , bureau
9. gratuitous , superfluous
10. stationary, stationary
11. overseas, alien
12. authentic, unadulterated
13. singer , instrumentalist
14. walker, person on foot
15. cohort, mate

Other Word Forms:

example: important- importance, importantly

1. laboratory
2. anniversary
3. elementary
4. boundary

5. imaginary
6. ordinary
7. extraordinary
8. secretary
9. unnecessary
10. stationary
11. foreign
12. genuine
13. musician
14. pedestrian
15. companion

Scrambled Words

Find the words in your spelling list.

1. oatrbyora
2. varnsaeiryn
3. atnemrleey
4. dbyrauon
5. argianyim
6. onrirday
7. yartnideorxra
8. rtsaercye
9. eesrcnsynua
10. atyiroatns
11. nofgire
12. guinene
13. sumician
14. esdetinrpa
15. inocmpona

Writing

What is an information narrative?

An information narrative text is written to entertain, inform, describe, or extend the readers imagination. Factual information is often woven into the structure.

Structure:

Title: It is usually something that gets attention of the reader

Orientation (Setting): The starting point of a story. It tells who begins the action and when and where it begins.

Series of events: The event that starts the action and involves the characters in some problem. The events that happens that as the characters try to solve the problem.

Resolution: Tells how the problem is solved.

Conclusion: Tells what has come from the experience.

When writing your information narrative use:

- Factual Information - facts
- Action Verbs - verbal and mental processes e.g. found, wondered, threw, trembled
- Spoken Verbs -said, whispered, yelled
- Past tense - came across, stumbled, thought
- Conjunctions and connectives (linking words to do with time) - ...when, then, first, next
- Factual Information
- Descriptive language

Examples of information narrative:

- Poetry
- Speech
- Joke or riddle
- Song – social comment
- Cartoon
- Biography

Purpose of information narrative:

- to amuse
- to entertain
- to describe

Example of an information narrative:**Where do writers get their ideas?**

Every writer would give a different answer. An idea is a thought or a plan formed in the mind, and is based on everything a writer does.

The American Author, Dr Seuss, once visited Australia and told them how he 'got' his idea for his book Horton Hatches the Egg.

When Dr Seuss drew his pictures, he used huge sheets of tracing paper. One day, he began sketching funny elephants and, later on, some strange -looking trees.

He was called out of the room, and when he came back the wind had blown the sheets of tracing paper all over the floor. Right in the middle he saw that a large elephant had blown on top of a tracing -paper tree.

"Now what's the elephant doing there? he asked.

And that's the story of how Horton came to be written. The idea came from two sheets of tracing paper.

Look in the passage to find:

1. Proper nouns. Write them in red.
2. Time words such as 'later'. Write them in black.
3. List the action verbs such as 'drew'.

Write an information narrative...

My Special Person

Choose someone you admire - a relative or any person who is special to you. Tell us about this person. What is so special about him or her?

Provide accurate facts about the person.

Use strong adjectives to describe the person.

Don't spend too much time on what this person looks like.

Give examples of ideas, actions, involvements and events.

At the end we should know about this person's character; what kind of person he or she really is.

You can choose a person that impressed you from one of the biographies you have studied, or it can be someone known to you.

When finished your first draft:

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

Riddles

1. What has a face and two hands but no arms or legs?
2. What five-letter word becomes shorter when you add two letters to it?
3. What word begins and ends with an „e“ but only has one letter?
4. What has a neck but no head?
5. What type of cheese is made backwards?
6. What gets wetter as it dries?

Unit 8: Food, glorious food

Poetry

Poetry helps the reader to think about familiar things in different language, rhythm, rhyme and structure to capture the essence of a feeling, thought, object or scene. Forms of poetry include cinquain, haiku, limericks, diamante, lyrics, ballads, humorous verse.

It is literary text that uses words in imaginative ways to express an idea or describe a subject.

Poetry is often written with the expectation that it will be read aloud, making the language, sound patterns and rhythmic qualities an important part of the meaning.

Some poems may make use of rhyme while others use a free verse form.

Vocabulary

Use the context in the poem below to work out the meaning of the key vocabulary.

Precious, ditty, journey, esophagus, squirted, glorious, jostle, chemicals, astounding, garbage, energy

So that's where my Lunch goes!

Food, glorious food

It's what keeps you going every day.

This little ditty will hopefully help

To explain how it goes on its way.

The journey begins in the mouth

Where you'll get such a wonderful taste.

Then it twists and turns its way down

Till it exits at the end as waste.

Down the esophagus or gullet it goes

Together with lots of saliva.

And if you find that you don't vomit or choke

Your meal will continue on further.

Next it moves into your stomach

Which it enters with quite a rush.

Here it gets squirted with chemicals
And is jostle till it turns into mush.
Now, the small intestine is truly astounding
As it's more than twenty feet long.
It's from here that the good stuff gets into your blood
And makes you grow big and strong.
But there's still some work to be done
As the large intestine gets into the act.
It removes the precious water and salt
And leaves behind garbage, that's a fact.
Finally, for what is left behind
They journey is almost over.
It's time for you to go to the loo
Or the yard, if your name is Rover.
At last your meal is done
And your body has what it needs.
It now has the energy to keep going
Until the next time it feeds

Comprehension Skills: Understanding Poetry

Comprehension Check

Answer the following questions in complete sentences.

1. Where does your food's journey begin?
2. What is another name for your esophagus?
3. Where is food squirted with chemical?
4. How long is the small intestine?
5. What is the purpose of the large intestine?

Word Knowledge: Foods we eat

Match each word in the box to the clues below. Use your dictionary.

lobster mutton cashew sausage hamburger spaghetti salmon muesli yoghurt oyster
scallop venison fudge mango chop suey muffin strudel poultry sirloin macaroni

1. chopped meat and filling in a skin
2. made from sour cream
3. long thin pasta
4. a tasty nut
5. minced meat inside a bun
6. meat from sheep
7. expensive shellfish
8. fish with pink flesh
9. cut of beef
10. breakfast cereal
11. any domestic fowl we eat
12. tropical fruit
13. shell fish found on sea bed
14. round spongy food we eat
15. shellfish eaten raw
16. cake of thin pastry filled with fruit
17. thick pasta
18. Chinese dish
19. meat from deer
20. soft chewy sweet

Sentences: Subject and Predicate

Sentences have two parts. One part, the subject, explains the person or thing we are talking about. The subject may consist of one word- a noun, or other describing words.

Jill climbed the hill. (The subject is the noun 'Jill' - one word only)

A girl named Jill climbed the hill. (The subject consists of the noun and describing words)

Subjects can contain a noun plus adjectives:

A stray dog came into the school.

Subjects can come in various positions in sentences:

In the corner near the table stood the grandfather clock.

Why does that man talk so much? There was a mouse in the cupboard.

Opening the door the little girl came in.

During the holidays my aunt stayed with us.

The other part, the predicate, is made up of whatever is said about the subject. It must have a verb and may have other words that tell us more about the verb.

Tevita swam. (The predicate is the verb swam.)

Tevita swam several lengths of the pool. (The predicate includes the verb and other words)

Write out the subject of each sentence. (To find the subject, ask WHO or WHAT in the front of the verb. The answer is the subject)

1. Wame stepped into the room.
2. I like Christmas cake.
3. A stray dog limped past our school.
4. Boxes of pineapples were piled up to the ceiling.
5. Justin Bieber, the latest pop singer, is appearing on television.
6. Often Mere calls in to our house.
7. Our radio broke down.
8. A vase of flowers stood on the table.
9. Slowly we prodded up the muddy road to the village.
10. How did Mathew break his arm yesterday?

The simple subject of a sentence is the main word in the complete subject. It is always a noun or a pronoun. Sometimes, the simple subject is also the complete subject.

Example: *Most birds* can fly.

Example: *They* can fly because they have wings.

The beautiful young girl looked at herself in the mirror.

The phrase, *The beautiful young girl*, is the subject. The simple subject is *girl*.

The phrase *looked at herself in the mirror*, is the predicate. The simple predicate is just the verb, *looked*.

For each sentence below, write out the subject and underline the simple subject.

1. Meena typed on the computer keyboard.
2. The first grade teacher wrote the lesson on the board.
3. The ridiculously tall hat blocked my view in the Village 6 Cinemas.
4. My favorite video game was on sale at the store.
5. The energetic children ran around on the playground.
6. The lady with the hairnet on served lunch in the cafeteria.

iii. In each sentence below, underline the predicate, and circle the simple predicate.

7. Alan and Bryan walked to the store on Votua Road after school.
8. The enthusiastic fans cheered when they saw the soccer game score.
9. The tired principal got into her car at the end of the day.
10. Mrs. Sautu's students went on a field trip to the museum.
11. We met our neighbour's at Singh's Curry House, the Indian restaurant.
12. My Aunt Sally quizzed me on the multiplication facts last weekend.

Punctuation: Apostrophe (')

The apostrophe is used to show where letter have been left out. The apostrophe is used when words are shorted or formed into contractions.

I have - I've

I am - I'm

Apostrophes are also used to show ownership.

Alipate's book

Ramu's story

When the person possessing the object is singular, the apostrophe goes before the 's'.

the boy's bat = the bat of one boy

the girl's dress = the dress of one girl

When 'possession ' is by more than one, the apostrophe follows the 's'.

the boys' bats = the bats of more than one boy

the girls' dresses = the dresses of more than one girl

We also add 's ' to plural nouns that do not end in 's'.

the children's toys and men's clothes.

Rewrite these sentences. Shorten the words and then put in the apostrophe.

1. Do not hit Jane.

2. They have bought two dancing dogs.

3. I am fed up.

4. He is fully responsible.

5. There is a strange dog in my yard.

6. Terry did not play last night.

7. It is his fault.

8. You have told me all I need to know.

ii. Using the apostrophe, write the correct version of these phrases.

1. the cup of Dick

2. the letter of the boy

3. the dog of the man

4. the bags of the pupils

5. the nest of the birds

6. the saw of the carpenter

7. the car of Renu

8. the boats of the fishermen

9. the flowers of the neighbours

10. the coconut scraper of Tomu

Grammar: Adjectives

An adjective is a word that modifies, or describes, a noun or a pronoun. They tell what kind, which ones, how many, what position or what colour.

Example: Ripe apples fell from the tree.

A predicate adjective follows a linking verb and modifies the subject of the sentence.

Example: The apples are red and shiny.

The present participle and past participle verb forms are sometimes used as adjectives and as predicate adjectives.

Example: We heard alarming news.

Proper adjectives are formed from proper nouns. Like proper nouns, they begin with capital letters. *Example:* Irish lace French perfume.

Articles

a and *an* are indefinite articles that refer to one of a general group of people, places, things, or ideas. *The* is a definite article that identifies specific people, places, things, or ideas.

Identifying Adjectives

Write out the sentences below. Underline the adjectives in each sentence. Underline the articles twice, (with 2 lines). Circle the proper adjectives, adding capital letters where needed.

1. The brown shoes may be old and worn, but they are also comfortable.
2. Solemn guards stand outside important foreign buildings.
3. When I am cold, I like nestle cocoa and cookies.
4. If I feel warm, I enjoy a tall glass of cool juice.
5. Bill plays the electric guitar, but he wants to learn Spanish classical guitar.
6. A sandy desert can be hot, dry, and silent.

Using Adjectives

Add an adjective to each sentence to replace each blank line.

1. _____ birds circled the _____ harbour.
2. The jungle was alive with the sound of _____ creatures.
3. The _____ guests were dressed in their _____ clothes.

4. The _____ audience applauded the _____ performance.
5. The artworks in the museum were _____ and _____.

Dictionary Skills: What Kind of Doctor?

paediatrician neurologists orthopaedist psychiatrist cardiologist ophthalmologist dermatologist radiologist
--

1. treats heart complaints
2. treats children's disease
3. treats eye diseases
4. treats mental diseases
5. treats skin diseases
6. studies x-rays
7. treats nervous diseases
8. treats broken bones

Word Meanings: 'Precious' and 'glorious '

Use precious and glorious in two different sentences to show that each word 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

ancestor
grammar
popular
extinguish
conductor
murmur
exchange
compressor
encounter
extinct
instructor
character
execute
traitor

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

1. _xt_ng__sh
2. _nstr_ct_r
3. p_p_l_r
4. c_nd_ct_r
5. c_mpr_ss_r
6. tr__t_r
7. _xch_ng_
8. _xt_nct
9. ch_r_ct_r
10. gr_mm_r
11. _nc_st_r
12. m_rm_r

13. _x_c_t_

14. _nc__nt_r

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

1. predecessor, forerunner

2. instrumentalist , composer 3. mechanical device , increases pressure

4. coach , trainer

5. defector, spy

6. personality, quality

7. meet, come upon

8. admired, trendy

9. mutter , mumble

10. syntax , sentence structure

11. replace , switch

12. implement, accomplish

13. quench, douse

14. destroyed, vanished

Scrambled Words

1. crnetaos

2. onuccdrto

3. rspmorsoce

4. ttsonrurci

5. traroit

6. tcearhcar

7. cetrnoenu

8. uropapl

9. mumrru

10. amrgamr

11. ghncexea

12. teuexec

13. esnixuhgti

14. nxticet

Other forms of the word

example : important- importance, importantly

1. ancestor - _____
2. conductor - _____
3. compressor - _____
4. instructor - _____
5. traitor - _____
6. character - _____
7. encounter - _____
8. popular - _____
9. murmur - _____
10. grammar - _____
11. exchange - _____
12. execute - _____
13. extinguish - _____
14. extinct - _____

Write the words from the spelling list in alphabetical order.

Writing: Poetry

Poems with a purpose

Poems can be used to:

- to express a feeling
- to capture a mood or moment
- to tell a story
- to describe someone or something
- to amuse or entertain

Some features of poetry:

- Rhyme: similar end sounds, e.g., round/frowned, white/tonight

- Sense Words: words that appeal to sight, smell, taste, touch, hearing, e.g. glisten, thorny, sour
- Figurative Language: Imaginative comparisons between unlike things, e.g. 'Spring arrived laughing'; 'Flowers covered the hillside like a quilt'.
- Wordplay: clever or funny uses of meanings, sounds, and nonsense. Example: I scream/ You scream/ We all scream for ice cream.
- Stanzas: a series of verses

Types of poems

a) Sound Poems

Example: The Supermarket

Trolleys banging,
Mummies talking,
Music playing,
Babies crying,
Cash registers ringing,
I want to go home.

b) Acrostics

A poem in which certain letters of the lines, usually the first letters, form a word or message relating to the subject.

Example 1: The outback

Dust and drought
Reddening the sky
Outback dustbowl
Unrelenting thirst
Goading our resolve
Heat and dust
Testing our faith

Example 2: Granny

Gives me hugs
Rubs my knee when I fall
And makes yummy food
Never yells at me,
Never complains,
Yes I love my granny.

c) Rhyming Couplets

Children first need a lot of practice with rhyming words, e.g. songs and nursery rhymes. It is important to brainstorm rhyming words with the children before you begin e.g. bear, there, where, lair, mare, hair, chair, glare, pear, pair, stair, tear, wear etc.

Examples:

Humpty Dumpty went to the shop, to buy himself a ...lollipop

A fat cat - sat on a mat

I like jam - with a piece of ham

d) Free Verse

A poem that does not use traditional rhythm or rhyme, and therefore often sounds like natural speech.

Example: The colours of nature

Trees are green.

The sky is blue.

A sunset is pink

Flowers come in all colours.

e) Colour Poems

Choose a colour then just repeat the colour at the beginning of each sentence. e.g.

Black

Black is my cat

Black is burnt wood

Black is the night sky

f) Alliteration

Start with a verb and think of ways to describe the verbs using the letter it starts with, e.g.

Sailing

Silently sailing,

Swiftly sailing,

Surely sailing

Sailing, sailing, sailing

g) Limerick

A poem of five lines, with humorous intent and a strict rhyme scheme.

In limericks line one, two and five rhymes, and line three and four rhymes.

Example:

There was a young man from Peru
Who found a large mouse in his stew
Said the waiter, "Don't shout
And wave it about
Or the rest will be wanting one too."

h) Haiku

A form of Japanese poetry which uses three lines and 17 syllables arranged in the pattern 5, 7, 5.

Example: This is a translation of a traditional haiku by Basho:

The first cold shower

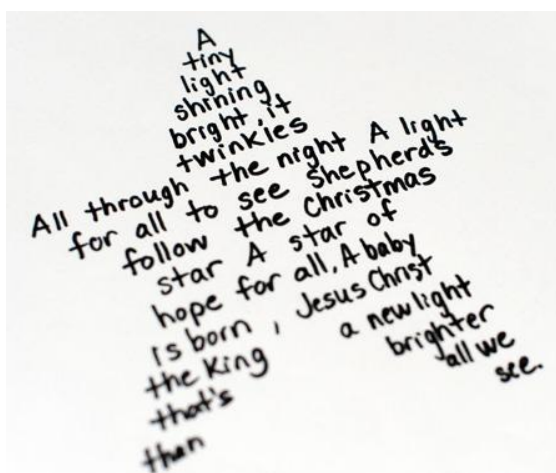
Even the monkey seems to want

A little coat of straw

i) Shape poems

A poem which creates a visual image on the page. It is meant to be viewed rather than read aloud.

Example:



j) Lyric poem

A poem which expresses the personal feelings and thoughts of a speaker. Three common themes in traditional lyric poems include:

- Love
- Lamentation (sadness)
- Nature

Look up Song of Solomon Chapter 2 in your Bible and choose 4 consecutive verses that could be called a lyric poem.

k) Ballad

A long poem (or song) that tells a story through a series of stanzas. Most ballads have these elements:

- An abrupt beginning

- Simple language
- A story told through dialogue and action
- A chorus
- Four-line or six-line

Example of a ballad:

Poor old lady, she swallowed a fly.
 I don't know why she swallowed a fly.
 Poor old lady, I think she'll die!

Poor old lady, she swallowed a spider,
 It squirmed and wriggled and turned inside her.
 She swallowed the spider to catch the fly.
 I don't know why she swallowed a fly.
 Poor old lady, I think she'll die!

Poor old lady, she swallowed a bird.
 How absurd! She swallowed a bird.
 She swallowed the bird to catch the spider.
 She swallowed the spider to catch the fly.
 I don't know why she swallowed a fly.
 Poor old lady, I think she'll die!

Poor old lady, she swallowed a cat.
 Think of that! She swallowed a cat.
 She swallowed the cat to catch the bird.
 She swallowed the bird to catch the spider.
 She swallowed the spider to catch the fly.
 I don't know why she swallowed a fly.
 Poor old lady, I think she'll die!

Poor old lady, she swallowed a dog.
 She went the whole hog when she swallowed the dog.
 She swallowed the dog to catch the cat.
 She swallowed the cat to catch the bird.
 She swallowed the bird to catch the spider.
 She swallowed the spider to catch the fly.
 I don't know why she swallowed a fly.
 Poor old lady, I think she'll die!

Poor old lady, she swallowed a cow.
 I don't know how she swallowed a cow.
 She swallowed the cow to catch the dog.
 She swallowed the dog to catch the cat.
 She swallowed the cat to catch the bird.
 She swallowed the bird to catch the spider.

She swallowed the spider to catch the fly.
I don't know why she swallowed a fly.
Poor old lady, I think she'll die!

Poor old lady, she swallowed a horse.
She died, of course.

l) Soliloquy

A poetic speech in a play that is spoken by a person alone on stage as if there were no audience present, or as if the audience is the speaker's confidante.

A famous soliloquy from William Shakespeare's play, "Hamlet", written 1600:

To be or not to be – that is the question:
Whether 'tis nobler in the mind to suffer
The slings and arrows of outrageous fortune,
Or to take arms against a sea of troubles
And, by opposing, end them. To die, to sleep...

m) Cinquain

A poem with a standard syllable pattern, like a haiku, of five lines and a total of 22 syllables in the pattern: 2, 4,6,8,2.

Example:

Magpies
in my garden
pilfering the insects
lift their throats to sing and warble
Magic

n) Blank verse

A poem without rhyming lines, but often with a rhythmic pattern

Example:

Sandcastles by Kae Steiner (NZ)

The friendly waves
Race to shore
To tickle the toes of the children
Gathering sand

To build sandcastles on the beach
Shadows of late afternoon gather
One by one the crowds desert the beach
Storm clouds gathering
Over the restless sea
The wind whips
Around the already battered palm trees
That guard the shoreline
Gulls fly inland to escape

Write a poem

Work with a partner or in a group to brainstorm ideas for a poem. Decide which type of poem you are going to write, and what your poem will be about. Then use the ideas generated in the brainstorm to write a poem of your own.

Write a draft copy before publishing.

There is no one way to write a poem. In fact, there are many ways, and many different forms! Sometimes it is the meter of the poem that gives you the form, sometimes it's the content, and sometimes it is the organization of it.

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

For fun: riddles

1. Why did the boy bury his flashlight?
2. Which letter of the alphabet has the most water?
3. What starts with a 'P', ends with an 'E' and has thousands of letters?
4. What has to be broken before you can use it?
5. Why can't a man living in New York be buried in Chicago?
6. What begins with T, ends with T and has T in it? A teapot
7. How many letters are there in the English alphabet?
8. Which month has 28 days?

Solutions For Riddles

1. Because the batteries did; **2.** The C; **3.** The post office; **4.** An egg; **5.** Because he is still living; **6.** A teapot; **7.** There are 18: 3 in 'the', 7 in 'English', and 8 in 'alphabet'; **8.** All of them of course

Unit 9: Blue Whales

In this unit we will be studying Report Writing.

Reports are written to describe or classify the way things are. They organise and record information.

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

The information on Blue Whales is an example of a report.

Key Vocabulary

Write down all the words and their meanings into your book.

Dinosaurs, mammals, unfortunately, creatures, krill, blowhole, prey, spots, endangered, protect

Blue Whales

Blue whales are the largest creatures that have ever lived - bigger even than the largest dinosaur. Blue whales can grow to more than 100 feet in length and can weigh up to 190 tons. They are as long as six medium cars and about as heavy as 2000 men.

The top part of the blue whale's body is blue-grey with light spots, while the lower part is pale grey to white.

Blue whales live in most oceans of the world and feed on krill which are small shrimp-like animals. They can eat up to 8 tons of krill a day.

Blue whales are not fish -they are mammals. They breathe air through their lungs just like other mammals. However, they can hold their breath for long periods of time, breathing out air through a blowhole when they surface. They give birth in the same way as dogs and cats and feed their 7 metre-long newborn calves on mother's milk.

The blue whale's most common enemies are killer whales and humans. They are sometimes hunted illegally or get caught up in fishing nets. These large animals can do little to protect themselves and are easy prey.

Unfortunately, blue whales are now an endangered species, which means they are in danger of disappearing forever. Many countries have now passed laws to protect the remaining whales.

Make a summary of the information

What's the main idea?

What are the other main points? What are the supporting details? (Use dot points.)

Comprehension Check

Answer the following questions in complete sentences.

1. The top part of the blue whales is _____.
2. How many medium cars could fit along a blue whale?
3. What kind of animal is a blue whale?
4. What do blue whales eat?
5. How do blue whales have their young?
6. Why are blue whales endangered?
7. Fill in the blank spaces

The blue, humpback, sperm and killer are all types of _____. Whales, dolphins and seals are mammals that live in the _____. Whales are huge animals that breathe oxygen like humans. They can hold their _____ for a long time but they must come to the _____ to get air. They don't have gills like fish. Some whales are known to sing to _____ in their pod.

Word Knowledge: More about the Ocean

1. **Match each word in the box to the clues below. Use your dictionary. Work in groups, each group taking a number of words each. Then each group can share their findings.**

Stingray, food chain, abalone, atoll, spring tide, sediments, sea turtle, benthos, biodegradable, neap tide, trench, nodules, kelp, eel, coral, tsunami, anemones, octopus, sonar, oceanography, Mid Atlantic Range, star fish, Fringe, tidal power, sponge, reef, rift, zones, crab, jellyfish, hydrophyte

1. Small pieces of things that drift to the bottom.
2. Name used for any plant that is specifically adapted to live in water.
3. Underwater volcanic mountain range.
4. A coral island or group of islands that surround an area of shallow water called a lagoon.
5. Mineral lump found on the ocean bottom.
6. Results when the pull of the sun is at right angles to the pull of the moon.
7. Neap tides are not as high as normal tides. Usually occurs when the moon is near its 1st & 3rd quarter.

8. An arrangement of all things into levels, with higher forms of life eating the forms below them to survive.
9. A marine snail found in most wild and tropical seas. Its shell is used to make mother-of-pearl costume jewellery.
10. A sea animal that has no backbone and
8. An arrangement of all things into levels, with higher forms of life eating the forms below them to survive.
9. A marine snail found in most wild and tropical seas. Its shell is used to make mother-of-pearl costume jewellery.
10. A sea animal that has no backbone and feels like jelly. It has a rounded bell-shaped body with dangling tentacles. Small hairs on the tentacles can cause a painful sting.
11. An animal with a hard, flat shell, 8 legs, and 2 claws in the front. It moves sideways to go from place to place.
12. An instrument that uses sound waves to locate objects in the water.
13. Plants and animals that live on the ocean bottom.
14. Can be broken down especially by the action of bacteria.
15. Submerged platforms of living coral animals that extend from the shore into the sea.
16. Electricity made from the moving water of tides.
17. Brown seaweed.
18. A wide, flat ocean fish with sharp spines on its whip-like tail. These spines can cause painful injury.
19. A snakelike fish that lives in fresh or salt water.
20. Reptiles with long shells, they live in warm seas throughout the world. Females leave the water only to lay eggs. Males usually never leave the water once they hatch.
21. A system of cracks in the ocean floor through which lava rises.
22. A huge ocean wave caused by an underwater earthquake or volcanic eruption. Also called a tidal wave.
23. Results when the pull of the earth combines with the pull of the moon to produce tides that is higher than normal. Usually occurs during new full moon time and new moon time.
24. A deep narrow valley in the ocean floor.
25. A colourful, stone-like material that forms from the skeletons of small sea animals.
26. An underwater animal with a skeleton that has many holes and absorbs water.

27. A saltwater animal with a soft bulb-shaped body and 8 long arms covered with rows of suckers.
28. An animal that looks like a flower. It can move slowly but usually remains fixed to a rock or other surface.
29. The science having to do with the study of the ocean and the things that live there.
30. a sea animal whose flat body has 5 or more arms spreading out in a star shape from its centre.

Sentences: Beginning with verbs

Verbs tell us what the subject is doing in the sentence. These sentences open with verbs to grab the reader's attention. **Make a list of the verb openers in the sentences below.**

Example: **Accept the gift** from your friend.

1. Bang the drum loudly at the concert.
2. Calculate the difference between five and seven.
3. Decorate the hall for the holidays, please.
4. Encourage your children to read every day.
5. Fix the hole in the boat so that it will float.
6. Gather up the dishes and we will wash them together.

Find the verb in the following sentences. Then re-write the sentences using the verbs as sentence openers.

1. Several people are walking around the mall.
2. Hissing, the snakes slither through the tall grass.
3. Mr. Burns agreed that the car would not move.
4. Snow covers the ground like a fluffy, white blanket.
5. Their boots were filling with water.
6. Flocks of swans honk as they fly North in Spring.
7. Behind the door, the coats are hanging.

Match the beginning verb phrase with the sentence ending.

1) Don't tell	A) the newspaper.
2) Mary reads	B) in a restaurant tonight.

3) The construction crew built	C) a trench across her yard.
4) Tom will eat 5) Were you asleep	D) anyone my secret. E) six inches this year.
6) She is digging	F) when I called you?
7) My daughter has grown	G) the bridge.

Now re-write the sentences using the verbs as sentence openers.

Example: *Don't tell anyone my secret.* The changed sentence would be: *Tell no one my secret.*

Punctuation: Using the Comma

Commas are used to separate words, phrases, or clauses that occur within the sentence. These added words may add extra information but they don't change the meaning of the sentence.

Separating Words

Mr Smith, our gardener, has moved to Nadi.

Put in commas where they are needed.

1. Discount Flights my mum's company is offering a great holiday to New Zealand.
2. Fiji Airways the Fijian airline will fly you there.
3. Josephine my sister wants to be an airline flight attendant.
4. Suva the capital city is very windy.
5. Dad's company, 'Sidal's Automotive', will pay his fare.

Separating Phrases

That boy, at the far end of the beach, is my brother.

Put in commas where they are needed.

1. That holiday shown in the brochure looks exciting.
2. The cost for many good reasons is kept low.
3. That cruise sailing to Australia sounds very interesting.
4. The brochure with the picture of the Fijian warrior on it is very attractive.
5. Mount Victoria in Fiji is Fiji's highest mountain.

Separating Clauses

The trip, which we planned last year, had to be cancelled.

Put in commas where they are needed.

1. Jale Waqa who is our travel agent did a good job.
2. The bus which was always overcrowded never ran on time.
3. Joeli who wants to be an airline pilot is learning Japanese.
4. Taveuni which hardly has a town has a unique flower called Tagimoucia.
5. The brochure which is on the front desk gives information about a trip to Japan.

Grammar: Comparative and Superlative Adjectives

Identifying and Using Comparative and Superlative Adjectives

For each sentence, write the adjective form that completes the sentence correctly.

Then write whether it is comparative or superlative.

1. My new blanket is (softer, softest) than my old one.
2. Kim is the (older, oldest) of my three sisters.
3. Sirius is the (brighter, brightest) star in the southern sky.
4. Miriama's memory is (worse, worst) than mine, but Ben's is the (worse, worst) one of all.
5. The (most unusual, unusualest) costume was awarded the prize.
6. David's interest in conservation is (more strong, stronger) than that of most people.
7. The (more beautiful, most beautiful) time of day at the lake is the morning.
8. Kings Road is (longer, more long) than Queens Road.
9. Fizah has little interest in ballet, but Rita is even (less interested, least interested) than Fizah.
10. I think that my roses are the (prettiest, more pretty) flowers in my garden.

Dictionary Skills: Word Meanings

Choose one or more words from the bracket that means the same as the first in each exercise.

13. sham (guilty, pretend, shine)
14. remnant (leftover, traveller, painting)
15. repast (meal, history, sleep)
16. caulk (fill gaps, refuse, argue)

17. yew (mineral, tree, liquid)
18. tally (paw, cry, score)
19. devise (break, hate, plan)
20. wrath (ghost ,anger, wreck)

Word Meanings: 'Protect' and 'Prey'

Use *protect* and *prey* 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

accurate

vigorously

extremely

politely

unfortunately

legibly

immediately

ordinarily

consequently

sincerely

obviously

absolutely

frequently

adequate

supposedly

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

1. p_l_t_l_
2. fr_q__ntl_
3. s_pp_s_dl_
4. _cc_r_t_
5. c_ns_q__ntl_
6. l_g_bl_
7. _rd_n_r_l_
8. _mm_d__t_l_
9. _bs_l_t_l_
10. _bv__sl_
11. s_nc_r_l_
12. _nf_rt_n_t_l_
13. _xtr_m_l_
14. v_g_r__sl_
15. _d_q__t_

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

1. energetically, enthusiastically
2. regrettably, unhappily
3. evidently, allegedly
4. genuinely, truthfully
5. graciously, respectfully
6. apparently, perceptibly
7. generally, usually
8. readable, clearly
9. regularly, habitually
10. tremendously, particularly
11. completely, extremely

12. thus, accordingly
13. instantly, instantaneously
14. sufficient, satisfactory
15. precise, perfect

Scrambled Words

1. iyusg l voor
2. ytftun e anlruo
3. dslpeuopys
4. cnlysreie
5. iteypoll
6. lsuvoyoib
7. yoadrlirin
8. blyileg
9. uyfnteqhre
10. ryxleeemt
11. slaeyoutlb
12. tulneyocqnes
13. imtmeiydale
14. uaqeadte
15. crcaeuat

Other Word Forms:

example: important- importance, importantly

1. vigorously - _____
2. unfortunately - _____
3. supposedly - _____
4. sincerely - _____
5. politely - _____
6. obviously - _____
7. ordinarily - _____
8. legibly - _____
9. frequently - _____
10. extremely - _____

11. absolutely - _____
12. consequently - _____
13. immediately - _____
14. adequate - _____
15. accurate - _____

Writing 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.

Title: Tells what the thing is.

Classification: Tells where the thing lives or is found.

Description: Tells what the thing has.

Locations: Tells what it looks like.

Dynamics: Tells what the thing can do.

When writing your report, use:

Timeless Present Tense- e.g.Vultures circle their prey,.... is a popular holiday destination

General Nouns -ski resort, rock musician, mountain goat.

Technical Terms – Dolphins are mammals..., is situated on the Date Line

Rational Process ...Jupiter is the largest planet in our solar system; unlike rabbits the young foxes are born fully haired

Example of a report: Mangroves

Mangrove Trees A mangrove is a tropical marine tree or shrub. Mangroves have special aerial roots and salt-filtering tap roots that enable them to thrive in brackish water (brackish water is salty, but not as salty as sea water). There are several species of mangrove trees found all over the world. Some prefer more salinity, while others like to be very close to a large fresh water source (such as a river). Some prefer areas that are sheltered from waves. Some species have their roots covered with sea water every day during high tide. Other species grow on dry land, but are still part of the ecosystem. Mangrove need to keep their trunk and leaves above the surface of the water. Yet they also need to be firmly attached to the ground so they are not moved by waves. There are three types of mangrove roots that play an important role for it:

1. Support roots which directly pierce the soil.

2. Level-growing roots which twist upwards and downwards, with the upward twists emerging on the water surface.
3. Level-growing roots whose downward twist (sub-roots) appear on the water surface.

Any part of a root that appears above the water flows oxygen to the plant under water surface. As the soil begins to build up, these roots produce additional roots that become embedded in the soil.

Most reports contain a number of actions verbs. List the action words found in the passage above.

Write a report... Write a report on a topic of your choice. Use a non-fiction library book to help you.

1. Collect information under headings. Make list of facts using dot points under the headings
2. Draft your report – Remember...
 - Classification – What is it?
 - Description - organize into paragraphs
 - Conclusion – emphasize one main point. It can include your opinion, e.g. on how to protect whales
3. 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 10: Why should we recycle?

This unit will focus on Persuasive Texts.

Persuasive texts are written to argue or persuade. They promote the writer's point of view.

The following article, 'Why should we recycle?' is an example of a persuasive text.

Key Vocabulary

Recycling, landfills, reusing, energy, transport, materials, pollution, factories, aluminium
--

why should we recycle?

Recycling is a very important thing to do in our modern world and everybody should do it. Many millions of tons of waste are dumped in landfills every year. As much as 80 percent of this can be recycled.

Natural resources such as forests and oil supplies will run out if we don't recycle. If we recycle, we are helping our planet by reusing things more than once. Recycling can save energy. We use a lot of energy to make metals like aluminium and steel. The fuel used to make one aluminium can could be used to make lots of recycled cans. This is because we have to mine raw materials from the ground, transport them and then melt them to make new cans.

Recycling can save money. By recycling things like glass, plastics and paper we are saving money on the cost of producing new products made from raw materials. Recycling allows us to continually use the same materials for the same purpose. For example, glass is made into bottles over and over again. Recycling cuts down on pollution. Many new items are made into factories which pollute our air and water.

If we follow three simple rules – reduce, re-use, and recycle – we will help our planet by using less, reusing what we already have and recycling waste materials.

Be smart and save our planet, follow the 3R's..... reduce, reuse and recycle.

Comprehension skill: Author's Viewpoint

1. What is an example of natural resource?
2. Why is recycling important?
3. In a year how much can we recycle?
4. What do we use metals for?
5. How can you help our planet?
6. What does recycling reduce?
7. Why does the writer want us to save our natural resource?

8. What is the most important information given in paragraph two?
9. What do you think is the purpose of this text?

Word Knowledge: Acronyms

Acronyms are abbreviations made from the first letters of words. Acronyms are usually pronounced as whole words. For Example: instead of saying ay-en-zed-ay-cee we say ANZAC (Australia.)

Use a Dictionary where necessary to help you write these abbreviations in full.

1. gym: _____
2. exam: _____
3. Dr: _____
4. Rep: _____
5. PTFA: _____
6. Prof: _____
7. cap: _____
8. Rd: _____
9. DOB: _____
10. RIP: _____
11. TLC: _____
12. PC: _____
13. PM: _____
14. ATM: _____
15. SPCA: _____
16. FNPF: _____
17. NSW: _____
18. Mt: _____
19. Maths: _____
20. X-mas: _____

Sentences: Subject – Verb Agreement

In any sentence the subject and verb must agree with each other.

A singular subject takes a singular verb. *Example:*

*Keleni (singular) **runs** a kindergarten.*

A plural subject takes a plural verb. *Example:*

*The sailors (plural) **are** going ashore later.*

Complete the following sentences by choosing the correct present tense verb.

1. Kelera and I (carries/carry) lunch to school.
2. The netball team (practice/practises) at Bidesi Park.
3. Peter and Raju (visit/visits) me regularly.
4. Bob, the bus driver (was/is) guilty of the offense.
5. Joshua and Jerry (is building/are building) that pig pen.

6. The naughty boys (are/is) sitting outside.
7. The teacher will (bought/buy) a new book for the class.
8. Nancy our art director (is holding/are holding) an art exhibition.
9. The boys (play/plays) rugby every Saturday.
10. Lisa (plant/plants) roses beside her house.

Usage and Punctuation: Semicolon

A semicolon is used to separate two clauses when the second is an alternative or opposing statement to the first one. It can also be used when the second statement is a conclusion drawn from the first. Note that certain words are used to link the two clauses.

I must buy a ticket; otherwise I will miss the show. (alternative)

He is a poor player; still he might win. (opposing)

She worked hard; therefore she passed. (conclusion)

Put a semicolon where necessary.

1. I told Sofi not to go out on Monday however she has disobeyed me.
2. You will need a warm coat otherwise you will be frozen in Tasmania.
3. The weather in Suva was wet nevertheless we enjoyed ourselves.
4. Please hurry up otherwise you might miss seeing the Duchess of York's baby on television.
5. I shall be away in Labasa in February therefore I cannot meet captain Lino.

Grammar: Simple Verbs

Verbs are words that tell us about actions or feelings in sentences.

A simple verb is usually one word that comes after the subject of the sentence.

For Example: The ball bounced. The children ran. Jone climbed the tree.

Verbs answer questions such as: What are you doing? What did they do? What will he do?

Make a list of the simple verbs in these sentences.

1. The ball rolled down the steep slope.
2. It charged across the road.
3. The children screamed.
4. It came to a village.
5. People leapt frantically out of its path.
6. They ran as fast as they could.
7. He drove the bus.
8. They caught the ball.
9. It swam across.
10. It smelled bad.
11. They watched from afar.
12. The children sat down.
13. The balloon burst.
14. The baby cried frantically.
15. They danced wildly

Words beginning with 'tri'

Match the words from the box with the following clues. Use your dictionary to help you.

Trivial, triple, tripod, triceps, trio, triangle, triplets, triplicate, triathlon, tributary

1. To make 3 copies of a document
2. Group of three
3. One of three children born at the same time
4. An Olympic sport with 3 activities in the one event
5. to multiply by three
6. An off-shoot of a river
7. A three-sided figure
8. A three-legged stool
9. Unimportant
10. A muscle having three points of origin

Word Meanings. 'material ' & 'transport'

Use each word in two separate sentences to show 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

1. evident
2. inconvenient
3. obedient
4. innocent
5. intelligent
6. tournament
7. superintendent
8. brilliant
9. abundant
10. deodorant
11. fragrant
12. pleasant
13. informant
14. restaurant

Make new words from the list above, e.g., evident - ten, tin, den, vent, net

Alphabetical Order

Put the spelling words in alphabetical order from A – Z.

Missing Word

One word is missed out in the following sentence. Fill in the blank with a word from the spelling list.

1. The hockey _____ will be held in Levuka this year.
2. Ana will meet Fina for dinner at the _____ on Friday.
3. The _____ child didn't know what was going on.
4. Dad got a _____ surprise for his birthday.
5. The _____ supply of vegetables was evident in the market on Saturday.
6. The _____ from Nabua Police Post visited our class last week.
7. It was _____ from the exam results that they didn't study.
8. She had a _____ idea.
9. It's always wise to put on _____ after a good bath.
10. It was _____ of her to be late.
11. The _____ was caught in Russia.
12. Rachael is an _____ child.
13. Julie loves the _____ smell of Makosoi.
14. Samantha is a very _____ girl.

Writing a persuasive text

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

Format:

Title: A 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

When you write your persuasive text, use:

Reported Speech-Many residents say..., a number of newspapers have reported...

Technical Terms -Fiji's ecosystem..., Multi story building, Leisure Time

Evaluative Language - It is extremely important that we..., It is not our responsibility...

Conjunctions and connectives (linking words)- ...because..., ...therefore..., firstly , secondly

Thinking Verbs- Many people believe...

Modal Verbs - We must take care...

Example of a persuasive text: Rubbish in the park

It's sad to see the amount of rubbish left behind at Albert Park after the week-long Hibiscus Festival. It simply shows that we still have some very lazy people who are least bothered to put rubbish in the rubbish bins provided.

I'm sure CCTV cameras that were used to trace missing children during the festival could be used to take these people to task as it will act as a good source of evidence. The money collected from fines could be given to the Hibiscus charity chest.

On the other hand I hope come next year the contestant chosen to represent Suva City Council advocates on the importance of using rubbish bins at the festival and taking a positive stance on environmentalism. This way we will not need volunteers to clean others trash.

Avineel Kumar, Nadi

Write a persuasive text...

Choose an issue that you feel strongly about. It could be about the environment, technology, littering, chores or a topic of your own choice.

More for writing an argument:

- Should school students wear school uniform?
- Should junk food be sold at school?
- Should people be allowed to own guns?

How to write a persuasive text:

- A **statement of position** explaining which side of the argument you agree with.
- **Evidence** for your argument.
- A **summing up**, where your position is re-stated, a conclusion is drawn, a question is posed or there is a call for some action.

Then:

- Proof read
- 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