

Fiji Ministry of Education English Curriculum Year 8

Units 11 - 15

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Unit 11: The Story of Sugar

A liking for sweet things seems natural to human beings everywhere. In ancient times, people used honey to sweeten their food and drinks. Today, sugar is the most widely used method of sweetening, with people eating more than 68 million tonnes of sugar every year. In some countries a single person eats about 50 kilos of sugar a year.

The juice of all plants contains some sugar, but nearly all the sugar we eat comes from only two of them: the sugar beet which is grown in Europe and North America, and sugar cane which can be grown only in a country with a warm, moist climate.

Sugar is an important food. It is one of the carbohydrates, the substances that supply our bodies with energy. It is quite possible to eat too much sugar just as it is possible to eat too much of any other food, but sugar in some form is needed to keep our bodies and minds healthy and active. Sugar cane is a sub-tropical plant and can be cultivated only in warm countries. The cane, from which we get our sugar, is really a giant grass with a smooth, jointed stem that grows to over three metres high. It has slender leaves and a soft, feathery tuft at the top of the stalk, which contains seeds.

It is easier to plant pieces of the stalks, for new plants will grow from the joints of the stalk cuttings if they are planted in furrows and kept moist and warm. In some areas, where the ground is very fertile, yearly planting is not necessary. The cane just keeps growing from its old roots year after year. The crops that come up without new plantings are called ratoon crops.

When a crop of sugar is ready to be harvested, the field may be set on fire to burn out the tangle of dead leaves and bits of dry stalk and to drive away the hornets which might sting the men harvesting it. Although this does little damage to the ripe cane it must be harvested and taken to the mill quickly.

Sugar cane is rather slow to ripen. In Cuba and Fiji it may take just over a year. In Hawaii it takes about eighteen months to two years before the sugar cane is ready for harvesting. It depends both on the climate and on the type of cane. When the sugar cane is ready to be cut, the plants turn dark purple, yellow, green or striped depending on the variety. The cane is cut off near the ground by men with long knives, but in some areas machines are used. The long cane is then stripped of its leaves and chopped into shorter lengths so that it can be handled more easily. It is then loaded into ox-carts, lorries or railway trucks and sent to the mill.

When the cane arrives at the mill it is weighed and cleaned. Then it moves on mechanical moving belts, or conveyors, while great blades chop and slash the cane to make it ready for the first crusher. This first crusher has two large metal rollers, which turn against each other.

When the chopped cane passes through these rollers, they crush the cane with tremendous pressure, extracting nearly 60 percent of the juice, which runs down into a tank. The cane is next put through a long series of rollers, each of which crushes the cane a little more and extracts a little more juice.

At the end of this process nothing is left but the woody part of the cane, called bagasse. It is so dry that it is used to fire the mill furnaces which heat the sugar boilers. After this, the juice is pumped up to the top of the mill, where it is mixed with a lime solution to keep it from fermenting, and then placed in special settling tanks. In the settling tanks most of the dirt, mud and other impurities in the juice sink to the bottom and are removed. After this more impurities are removed by filtering the juice.

Brown sugar, which comes in different shades from pale yellow to a dark rich brown, is sugar that has not had all the molasses [a thick syrup drained from raw sugar] taken out. As more molasses is removed, the sugar becomes whiter. Beet sugar is made in much the same way as cane sugar but it can be boiled to the required purity and does not need to have the colour taken out. On the other hand, while cane sugar is good to eat at every stage of the cleaning process, beet sugar cannot be eaten until the very last stage when all impurities have been removed.

In countries where cane cannot be grown, people used to import all their sugar and, in times of war, it was often hard to get. This is what led to the discovery and development of beet sugar. Beets, like cane, are thirsty plants. A single beet may take up as much as 65 litres of water in growing season. Beet fields in dry areas must be irrigated. Water is usually brought to the land from the mountain streams and kept in reservoirs until it is needed.

It takes beet about seven months to mature. When the crop has matured, the beets are lifted from the soil and their leafy tops are cut off to be used as cattle food. The beets are then taken to nearby factories where they are processed in much the same way as cane sugar, although the big rollers are unnecessary here because the sugar is not squeezed out but extracted by another process.

Today 35 per cent of the world's sugar output is beet sugar and 65 per cent is cane sugar. In Fiji, sugar is a major export. There are four sugar mills which are capable of making over, 400,000 tonnes of raw sugar a year. More than 90 per cent of Fiji's sugar production is exported, the local market and nearby territories use only about 20,000 tonnes a year.

QUESTIONS

A. Choose the best answers.

1. Sugar is an important food because
 - (a) it is found in plants.
 - (b) it gives our body energy.
 - (c) we cannot eat too much of it.
 - (d) a great deal of it is eaten every year.
2. Which statement is false about the planting of sugar cane?
 - (a) Sugar cane is usually grown from seed.
 - (b) Sugar cane is seldom grown from seed.

- (c) Sugar cane can be grown from stalk cuttings.
- (d) Sugar cane must be planted in warm moist soil.
3. A farmer will obtain ratoon crops only if
- (a) his farm has very good soil.
- (b) he grows his cane from seed.
- (c) he plants fresh cuttings every year.
- (d) his stalk cuttings are kept moist and warm.
4. The sweetest part of the sugar cane is in
- (a) the tuft.
- (b) the stalk.
- (c) the roots.
- (d) the bagasse.
5. In countries where no sugar cane could be grown, people decided to develop the beet sugar industry because
- (a) it was much cheaper to grow their own sugar beet.
- (b) more and more people preferred beet sugar to cane sugar.
- (c) they did not wish to be dependent on cane sugar imports.
- (d) beet sugar was considered more nutritious than cane sugar.
6. Sugar beet, instead of cane, is grown in some places because beet
- (a) requires less water than cane.
- (b) produces purer sugar than cane.
- (c) will grow in poorer soil than cane.
- (d) will grow in cooler places than cane.
7. The waste from beet sugar production can be used
- (a) to feed cattle.
- (b) to make molasses.
- (c) to make raw sugar.
- (d) to fire the furnaces.

B. Answer the following questions

1. Why do you think so much sugar is used in the world every year?
2. How does a farmer usually grow his sugar cane?
3. Why do farmers set fire to cane fields before harvesting?
4. Why does cane in some places ripen more quickly than in others?
5. What is the difference between the way we extract sugar from cane and the way we get it from beet?
6. What is used to heat the sugar boilers?
7. Why is it necessary to mix the cane juice with a lime solution?
8. What makes brown sugar brown?
9. How can brown sugar be made white?
10. What colour is beet sugar?

DICTIONARY EXERCISES

1. Sugar cane has 'slender leaves,What else can be slender? Find out from your dictionary what other words can go with 'slender' and what those expressions mean.
2. After the juice has settledWhat is the meaning of settle here? What is the meaning of 'settle' in the following sentences?
 - (a) A lot of Dutch people settled in South Africa.
 - (b) The dispute has not been settled yet.
 - (c) Who's going to settle the bill?
3. The word tuft appears in the passage. What does it mean? What words can you think of that can fit the phrase 'a tuft of'?

Word Stress

A. You will probably have some understanding of word stress already. The purpose of this introductory exercise is to remind you that when a word in English has more than one syllable, one of the syllables will be more heavily stressed than the others. The heavily stressed syllable is rather like the louder or heavier beat in some 'lali' or drum beats.

Repeat the following words after the teacher.

(a) Words stressed on the first syllable

SUGar CURtain GENTlemen

PUpil TWENTy SATisfied

ACtion FATHER DICTIONary

TAble LIbrary ALPHabet

(b) Words stressed on the second syllable

Unit 11

unTIL suPPOSE unPLEASant

deLIGHT forGET surprise

suggestion repeat deLICious

coRRRECT AuSTRALia

B. Many words which are closely related have different stress patterns.

E.g PHOTograph and phoTOGrapher.

Say the words and then the sentences that follow:

1. Fiji - FiJJan

Important visitors to Fiji are given FiJJan ceremonies of welcome.

CANada - CaNDian

Mr. Prasad has lived in CANada for ten years. He now talks just like a CaNADian.

2. LIbrary - liBRARian

When we visited the LIbrary the liBRARian who works there showed us how to find a book quickly.

3. ALPHabet - alphaBETical

If you don't know the ALPHabet properly it's difficult to put words into alphaBETical order.

4. PHOtograph - PhoTOGrapher

Mr. and Mrs Tabulevu wanted a PHOtograph of their children so when they visited the town they went to the phoTOGrapher's.

5. TELEphone - teLEPHonist

My sister works in the TELEphone exchange. She enjoys her work as a teLEPHonist.

6. SECretary - secreTARial

Arun wants to be a SECretary so she's going to take a secreTARial course when she leaves school.

7. ComPETitors - compeTition

So many comPETitors took part in the compeTition that it took the judges a long time to decide on the winner.

8. POLitics - poLtical

My father is very interested in POLitics. He enjoys going to political meetings.

9. JaPAN - JapaNESE

Those tourists have just arrived from JaPAN. They're all speaking JapaNESE.

10. CUrious - curiOSity

Young children are usually very CUrious about anything they haven't seen before. This curiOSity helps them to learn about things.

11. GRAMmar - gramMATical

Ramesh can't spell very well but his GRAMmar is quite good. When he writes a composition he hardly makes any gramMATical mistakes.

12. HIStory - hisTORical

Mrs Naidu is very interested in the HIStory of Fiji. She is writing a hisTORical play about the lives of the first indentured labourers.

13. TRIangle - triANGular

Some postage stamps are in the shape of a TRIangle. These triANGular stamps are popular with collectors.

14. exPLAIN - explaNATION

Mr. Tawake exPLAINed how the juice is squeezed out of sugar-cane. His explaNATION was very easy to understand.

Vocabulary

Do you know these words?

The following words are in bold face in the passage. Try to work out their meanings for yourself and then fit them into the spaces in the sentences.

substance moist filtered seldom process

1. My brothergets to school on time because he usually stays in bed too long.
2. Making thread from the cotton plant is quite a longwhich is carried out in factories.
3. Small seeds should not be planted in very dry soil. They will grow best in soil which is but not too wet.
4. In most towns, the water we get from the taps is pure and clear because it has been to remove all the impurities.
5. The end of a dog's nose is usually..... If its nose is dry, that is a sign that the dog is not healthy.
6. At the gold mine, gold is extracted from the rocks. Many tonnes of rocks have to be crushed and heated but at the end of theonly a few ounces of gold are obtained.
7. Most farmers use fertilizers on their land. Fertilizers contain.....which plants need to make them grow well.

Writing

PERSUASIVE TEXT – a letter of complaint

We write this type of letter when we want to complain about a problem with some goods or services and request that the problem be fixed. For instance we buy a product on hire purchase but something else is delivered or we are being served by a rude nurse or waitress or the customer service is not to our satisfaction.

Below is the structure of such a letter:

- appropriate letter format – this includes your address, the recipient's address, salutation and appropriate closing/ ending.
- the reason you are writing

- the reason you are complaining
- evidence to support your complaint
- persuasive techniques
- what you want to happen
- sum up your feelings

Language features include:

- formal style of writing
- personal pronouns
- passive verbs
- past tense
- cause and effect
- persuasive words
- adjectives

Letter of complaint

Box 281Nadi.

8th December, 2014.

Mr. Opetia Ravai,

The Chief Executive Officer, Water Authority Fiji, Suva.

Subject: Water Bill Grievance

Dear Sir,

I wish to voice my grievance in regards to the water bills that have been directed to me in the past few months.

I reside in Naua village, Nadi and have received different notices from different officers in regards to our water meter as follows:

- A disconnection notice of \$1,521.60 to the meter number ED 4179 was left on our water meter on 16th June 2014. No name or account number was written on this notice.
- Another disconnection notice of \$3,163.06 to the meter number ED 2517 was left on our water meter on 5th December 2014. This was addressed to Eneri Naivalu.

The meter numbers that were referenced in both the above notices do not belong to me. I do not know who the meter number ED 4179 belongs to. The meter number ED 2517 belongs to my neighbour and was registered under his father's name, Eneri Naivalu and is physically located on his premises. They have recently had a new meter connected which is registered to Bill Thomas (my neighbour).

My meter number is AF 365560, which I was recently informed by WAF officials was not registered. This was previously registered to my grandfather, also with the name Eneri Naivalu c/- Isimeli Tui. It is physically located on my premises. The WAF official who visited me on 5th December 2014 explained that my meter is physically located on Bill Thomas' premises. This is incorrect as my meter has always been located on my premises, as

when you close the meter AF 365560, the water supply to my home is stopped. The other meters do not affect the supply of water to my home.

I believe that the confusion is due to the names that both meters used to be registered under. My neighbour's meter used to be registered under Eneri Naivalu before he changed his meter and changed the name it was registered under (to Bill Thomas). My meter used to be registered under my grandfather's name, also Eneri Naivalu but which is now unregistered.

In my opinion, it would be simple enough to verify this by simply testing closing off one of the meters. If the meters ED 4179 and ED 2517 are closed, water supply to my home is unaffected. If the meter AF 365560 is closed, water supply to my home would be affected. I had suggested this simple verification test to the WAF officials who visited me on 5th December, but they seemed to think that there was no logic to this test.

I am pleading for your assistance on this matter please, as the bills are enormous and it would not be fair for me to pay for something that I have not used at all.

I can be contacted at the phone number mentioned below and look forward to hearing from your good office soon.

Have a blessed day.

Yours sincerely,

J.KubeJosua Kube

Ph: 968552

For you to do: Write a letter of complaint.

You bought the latest flat screen on hire purchase from Courts to watch the upcoming Gold Coast Sevens. However, when the screen was delivered to your house, you noticed that it was old and the electrical cords were broken. In addition to that the delivery arrived a week after the sevens tournament. Write a letter to the Manager showing him your dissatisfaction.

Structure:

- Inside address
- Address of recipient
- Salutation

- Introduction: Reason for writing
- Body: Reasons for complaint
- Evidence
- What you want to happen
- Ending: Sum up how you feel
- Closing
- Signature

We close with 'sincerely' if we know the name of the person we are writing to, and 'faithfully' if we don't know their name.

Grammar Exercises

A. Rewrite the following sentences, using expressions ending in - ed.

Example:

The boy has dark hair.

He's a dark-haired boy.

1. These shoes have high heels.
2. The stool has three legs.
3. Her dress has short sleeves.
4. Mr. Jones has short sight.
5. The girl has fair skin.
6. The camel has a hump on its back.
7. The giraffe has a long neck.
8. This glass has a long stem.
9. Tomasi has bad manners.*
10. Jane has good manners.*

*In Nos. 9 and 10 the words 'bad' and 'good' are usually changed as well. To what? If you don't know, check in your dictionary.

B. Rewrite the following sentences, using the pattern shown in this example:

Tom is ten years old.

He's a ten-year-old boy.

1. The men work five days a week.
2. They signed a contract for three years.

3. The government announced its plan for the next five years.
4. The journey lasted eight months.
5. This ruler is 20 centimeters long.
6. My friend is 2 metres tall.
7. This oil drum holds 22.5 litres.
8. The packet contains 200 grams of tea.
9. He was asked to give a talk for live minutes.
10. The new boat is 12 metres long.

Unit 12: Space Exploration

Astronauts

Many of you have thought about what you would like to be when you grow up. Some of you may day-dream about being a great hero, a sports champion or famous for some other reason. You may imagine yourself receiving a gold medal at the Olympic Games or being a famous astronaut, or the first person to stand on a distant planet.

It is very enjoyable to day-dream about such things sometimes, but the life of a real astronaut is hard work and can be very dangerous.

What is an astronaut and what exactly does he have to do? Before 1961 astronauts existed only in story books. No human being had really been out in space, although many people had written stories about imaginary journeys in space and visits to other planets.

However, on April 12th, 1961, a Russian called Yuri Gagarin became the first man to travel in space. A rocket carried his spacecraft almost 320 km away from the earth. He then went right round the earth once, reaching a maximum speed of 27,200 km per hour. Gagarin was in space for almost two hours before returning safely to the earth.

The following month, an American called Allan Shephard also made a short journey into space. These two men were the first space explorers, or astronauts.

In the past, the great explorers of the earth were tough, courageous men. Early Polynesian explorers travelled great distances in the Pacific Ocean searching for undiscovered islands. Later, men like Captain Cooks sailed into unknown seas. Other men explored the big rivers of Africa and the frozen regions round the North and South Poles. All those explorers risked their lives, facing great dangers such as rough seas, hidden reefs, dangerous animals and unknown diseases.

The modern explorers of space, the astronauts, also face great dangers. The dangers they face may be different from those faced by the old explorers of the earth but they are just as real. In a way, the unknown dangers astronauts face in space are more frightening because we know so little about space.

Astronauts risk their lives every time they are launched into space in the tiny spacecraft on top of the huge rockets that carry them away from earth. They leave the familiar world behind them and with it all the things that are needed to keep human beings alive. In space, there is no air to breathe, no water to drink and no food to eat. Unless they take these things with them in the spacecraft, astronaut cannot survive in space.

There are many other dangers and difficulties faced by astronauts. Scientists knew about some of these risks of space travel long before men went into space. They knew, for example, that astronauts would have to be protected from certain rays of the sun called radiation. Radiation can damage or destroy the cells of the body. Scientists also realised that the rockets carrying the spacecraft away from the earth would have to travel at very high speeds – speeds much faster than men had ever travelled before. They realised that the

human body would have to be protected from the effects of such high speeds. They also knew that one very great risk was that something might go wrong with the spacecraft. If that happened, the astronauts might never be able to return to earth. Unless they could repair the spacecraft themselves, they would die in the vast, lonely emptiness of outer space.

In spite of all these dangers, there are always brave men and women who are ready to risk their lives exploring space. However, it is not easy to become an astronaut. They are chosen very carefully and have to meet very high standards.

In America, for example, the first men to be selected for astronaut training had to meet the following requirements: they had to be experienced aeroplane pilots, they had to be under 40 years of age, extremely fit and healthy and no more than 180cm tall. A very tall person would find life in a small spacecraft most uncomfortable. They had to be very intelligent and have a university degree in either science or engineering.

When the men had been selected, they began their training, which was long and difficult. The scientists in charge of training the first astronauts wanted to give them an idea of what it would be like travelling in a spacecraft. They wanted them to experience some of the things that might happen to them out in space.

This was not easy of course, as nobody had been in space before so nobody could be sure what it would be like. However, the scientists could predict some of the things that were likely to happen.

During their training, the astronauts wore space suits like those they were going to wear to protect them in space. Protected by their space suits, they were shown what it would be like in very hot and very cold conditions. They were also put in machines which spun them around and tumbled them about to give them the feeling of what to expect when the rocket took off at high speed. They were thrown into the sea and dropped in deserts so that they would learn to cope with the conditions in any place they might land. Of course, they also learned a great deal about the spacecraft they were going in and how to control them.

In this way, the first group of American astronauts was selected and trained. Eventually, in July 1969 after years of training, practice, and experiments two astronauts landed on the surface of the moon. Their names were Neil Armstrong and Edwin Aldrin. Since then, hundreds of astronauts from many countries, including more than 10 women, have been crew members on the increasing number of space missions. (There were 125 flights between 1961 and 1986).

The amount of time spent in space is also increasing. In March, 1992, a Russian cosmonaut called Sergey Krikalev arrived back on earth after spending 313 days in space.

Astronauts like Armstrong and Aldrin have become very famous; their names are all over the world. But there are hundreds of other people involved in the American and Russian space programmes. Although these people do not go out into space, they are also essential in the work of exploring space. They plan the space programmes. They design and build the

rockets and space craft. They invent and make all other equipment and instruments used by the astronauts.

The aerospace technology, as it is called, is used in many ways which affect our lives here on earth. There are far more than 30,000 'spin-off' applications in fields such as medical science, computer science, solar energy projects, building materials and telecommunications.

These aerospace scientists may not need to be as brave as the astronauts who use their technology but they are just as important. Without them, the astronauts could never leave the earth, and without the astronauts our knowledge of the universe would be less than it is.

QUESTIONS

A. Choose the correct answer:

1. On the first space flight, 27,200km per hour was Yuri Gagarin's
 - a. Lowest speed.
 - b. Average speed.
 - c. Greatest speed.
 - d. Speed most of the time.

2. The writer suggests that Captain Cook and Yuri Gagarin were similar in some ways. One similarity is that
 - a. They were both very brave men.
 - b. They were both killed while exploring.
 - c. Cook discovered new islands and Gagarin discovered new planets.
 - d. Gagarin was the first astronaut and Cook was the first explorer.

3. What do we mean when we say that the dangers faced by astronauts are just as real as those faced by early explorers of the earth?
 - a. Only the early explorers had to face real dangers.
 - b. Only the new explorers had to face real dangers.
 - c. The early explorers didn't experience any real danger.
 - d. Both early and new explorers had to face real dangers.

4. Astronauts have to take many things with them in their spacecraft. Which of the following would an early explorer of the earth certainly not need to take with him?
 - a. Air.

b. Food.

c. Water.

d. Clothing.

5. According to the passage, if something went wrong with a spacecraft when it was out in space, the astronauts would

a. Certainly die in space.

b. Return to earth at once.

c. Try to mend it themselves.

d. Be unable to help themselves.

6. If the following four men had applied to be trained as astronauts in America, which one might have been accepted?

Age	Height	Previous Experience	Qualifications
A. 35	182 cm	Aeroplane pilot	Degree in Science
B. 38	178 cm	Airforce pilot	Degree in Engineering
C. 39	179 cm	University professor	Degree in Science
D. 40	180 cm	Explorer	Degree in History

7. One of the main difficulties faced by the scientists who trained the first American astronauts was that

a. People were unwilling to risk their lives in space.

b. There wasn't enough time to train them properly.

c. They didn't know how to protect them from radiation.

d. They didn't know exactly what it would be like in space.

8. Which of the following are just as important as the astronauts?

a. The people who design the spacecraft.

b. The people who make the equipment.

c. The people who plan the programme.

d. All of the above.

B. Answer the following questions:

1. What kind of astronauts might you have read about in 1950?

2. In which year and month did the first American astronauts go into space?
3. What were some of the dangers faced by the explorers of the earth?
4. Why do astronauts have to take their own air with them?
5. What would happen to an astronaut who wasn't protected from radiation?
6. When the astronauts were being trained on earth why did they wear space suits?
7. In their training, why were the astronauts spun around and tumbled about?
8. There are hundreds of people involved in the Russian and American space programmes. Which of them actually go out into space?

Vocabulary

Do you know these words?

Try to work out the meanings of these words from the context of the passage, and then fit them into the spaces in the sentences. You will need to use some of the words more than once.

imaginary maximum courageous survive risk protected
 experienced cope with

1. My father has been repairing outboard motors for about twenty years. He's a very mechanic.
2. Do fairies really exist or are they just little people?
3. Sefanaia Sukanaivalu was a very man. He was awarded a medal for his bravery.
4. It is very dangerous to go swimming in some places because there is a great of being attacked by sharks.
5. In the end of term test, several children got the mark, which was 50 out of 50.
6. Human beings need air and water in order to stay alive. They cannot without them.
7. The lowest temperature yesterday was 20°C and the temperature was 25°C.
8. Unless food is from flies, it may make you ill.
9. There were so many people injured by the earthquake that the hospital couldn't them all until extra doctors arrived.
10. The manager of Moce Bus Company selects his drivers very carefully. He employs only drivers who have been driving for at least five years.

Writing: Explanation

Purpose: To explain how and why things occur.

Structure

Definition: Defines the phenomenon.

Operation: Uses a series of logical statements which outline how or why something works.

Application: Gives application for the phenomenon.

Conclusion: Concluding statement or summary.

Example:

How do Grasses Pollinate?

Pollination describes the process whereby grass seeds germinate. Pollination for grasses begins with tiny flowers, usually about five millimetres long, which have no petals or sepals. A grass flower opens only once for about an hour or so. Some grasses open early in the morning. Others, like wheat and oats, open in the afternoon.

On a dry, sunny day when the temperature is right, these tiny flowers split open and spout out pollen. After the male part of the plant discharges the pollen, the female pistil pushes up to receive the pollen floating around in the air from other plants. When exactly the right pollen grain arrives at the tip end of a pistil ready to receive it, the material adheres to the sticky stigma.

Like a tiny plant suddenly coming to life, it begins to grow. Soon a long tube has grown down inside the pistil until it reaches the ovules then an egg, or seed is produced with the characteristics of the two plants.

Write an explanation

Why do we feel dizzy when we spin around?

Work with a partner to find out what dizziness is before you write.

Grammar:

A. Rewrite the sentences below changing *when* to *if*.

1. When the weather is very hot, we feel sleepy after lunch.
2. When he writes carefully, he doesn't make any mistakes.
3. When a boat gets full of water, it sinks.
4. When there isn't enough rain, the sugar cane doesn't grow properly.
5. When a mosquito lands on a place that has been sprayed, it dies.

B. Rewrite the following sentences using *if*.

Example:

Freeze water and it turns to ice.

If you freeze water, it turns to ice.

1. Walk about in the rain and you'll get wet.
2. Prick a balloon and it bursts.
3. Miss the bus and you'll have to walk.
4. Eat good food and you'll be fit and healthy.
5. Add a little more salt and the soup will taste much better.

C. Read this paragraph carefully first and then complete the sentences that follow it.

There are a few things you should know if you want to grow good vegetables in your garden. First your vegetables should receive plenty of sunlight. Sunlight is necessary for the plants to grow. If they are always in the shade, your vegetables will be very small or they may not grow at all. The soil should be good and free from weeds. Too many weeds in your garden will choke your vegetables or use up the minerals from the ground that your vegetables small. You should keep your plants free from insects and other pests which might eat their leaves. The ground around the plants should be hoed o enable all the moisture to reach the roots. If it does not rain, you should water your plants. Plants need plenty of water to help them grow. A garden that has been well looked after will reward you with a good crop of vegetables. If your vegetables are big and healthy, people will want to buy them when you take them to the market, but they will not be interested in small, poor-looking vegetables.

- a. If your vegetables do not receive enough light, they
- b. If your garden is not free from weeds, they
- c. If you do not keep your garden free from pests, the pests
- d. If your garden does not get enough water, the plants
- e. If it does not rain a lot where you live, you
- f. If your vegetables are not big and healthy, people

Unit 13: Time and its measurement

In this passage we are going to look at some of the ways in which time has been measured. One way of measuring time is to find something that moves at a constant rate. This could be the sun moving across the sky or the hands of a clock moving round the face of the clock. Another way of measuring time is by watching things change. For example, we may say we'll do something when the sugar cane is ready for harvesting.

It is likely that Man has always measured time by thinking in terms of days and nights. These, of course, are caused by the movement of the earth. The earth turns at a constant speed all the time making it appear as if the sun moves across the sky. Really it is the earth that is moving across the sky during the day and disappearing at sunset to make the night.

The sun is very important and it is not surprising that at one time most people believed the sun was a god. Our ancestors used the sun to count the days and to tell whether it was morning, afternoon or night. They did not use it to measure small periods of time. The Ancient Egyptians used this fact and divided the day into hours. They were able to measure the hours during daytime by using a sundial.

The sundial was made of stone or stone and metal. It had a rod sticking out from the center of the face of the sundial. There were marks on the face of the sundial and these marks told the time. When the shadow of the rod moved from one mark to the next, it meant a unit of time had passed.

The sundials, however, were bad timekeepers because the sun rises and sets at different times during different seasons. Sundials were also useless at night time and on days when clouds hid the sun. Therefore, other things were invented.

One of these inventions was the water clock. This was a container or basin of water which had a small hole in the bottom. The water dripped out slowly and the level in the container became lower. There were marks on the side of the container. As the water level in the container went past a mark it meant that a certain time had passed. Rich Romans and Greeks had slaves who called out the hours and filled the container when it was empty.

One thousand years ago rich people used the candle clock. This was another way of measuring time without using the sun. A candle was marked evenly so that it would take one hour for the candle to burn from one mark to the next. These candle clocks could not measure time very accurately because if there was a strong wind the candle would burn more quickly. Also, in those days candles were very expensive and few people could afford them.

Another way of measuring time was by the use of an hour glass. The hour glass was made of two glass containers, one on top of the other and joined by a very small hole. There was enough sand in the containers to almost fill one of them. The ends of the containers were sealed off, or closed, so that no sand could escape. The hole that joined the two containers only let a certain amount of sand pass through at a time. It took the sand one hour to pass

through the hole from the top container to the bottom one. Then someone would turn the glass over.

The hour glass was not invented until about 500 years ago. At that time preachers used them to time their sermons. Some people still use them today when cooking. Most of those used today in the kitchen are used to measure the time it takes to boil an egg - about four minute.

Our ancestors in the Pacific did not have watches or clocks to tell the time. There were no calendars so they did not keep count of the days, weeks, months and years. They measured time by the moon, saying,

“It’s full moon” or “It happened just before the new moon”. Each day had a name and the name told the people which crop to plant or whether it was a good time for fishing. For example, the thirteenth night in the month, which in Rarotonga was named Ua, was said to be a good night for fishing and the day was a good day for planting bananas. Three nights during the month were bad for fishing because it was said that these were nights when there were ghosts about. On those nights people stayed at home. The time when the moon could not be seen at all was said to be a bad time for planting bananas. Bananas planted at this time would grow but later they would fall to the ground and rot.

Long after the day had been divided into 24 hours, people decided to use more accurate measurements of time. An hour was therefore divided into sixty equal parts. These were called minutes. (The word minute means very small.) Each minute was later divided into even smaller parts and these were named seconds.

Mechanical clocks, which are clocks with man-made moving parts in them, probably came into use in Europe during the thirteenth century. The earliest ones consisted of a weight attached by a rope to a metal drum. As the twisted rope unwound the drum turned and moved another piece of the clock which struck a bell at regular intervals. Obviously a clock of this kind would be very big and not suitable for a house. Dials and moving hands on a clock to indicate the time were not invented until the 1400’s.

Today we have many different kinds of clocks and watches. Some wrist watches are round, some square. Some are made of gold, some of silver and some of steel. There are watches that need winding up every day and watches that are automatic and need no winding up at all. Some watches tell you the date as well as the time. There are even watches that will work deep under water without getting damaged.

Many of the clocks seen today work by electricity which powers a small motor inside. The motor turns at the same speed all the time so the clock keeps accurate time. Some electric clocks have moving numbers instead of the round face with the moving hands that we are used to. These are called digital clocks.

As we can see, man has come a long way since his ancestors watched the sun to tell the time. Now the time has come for you to try and answer the following questions.

QUESTIONS

Choose the best answer:

1. It is likely that people have always measured time by observing

- (a) clocks
- (b) shadows
- (c) crop growing.
- (d) the sun and the moon.

2. What do you think was probably the first unit of time for man?

- (a) A day
- (b) A year.
- (c) An hour.
- (d) A month.

3. Which statement is not true?

- (a) Sundials were useless at night
- (b) Sundials were bad timekeepers
- (c) Sundials were invented by the Egyptians.
- (d) Sundials were very accurate timekeepers.



4. Which of these statements about a water clock is not true?

- (a) It was possible to use this clock only during daytime.
- (b) It had marking on its side to show what time has passed.
- (c) It had a hole in the bottom which allowed the water to drip out.
- (d) It was necessary for someone to lift up the container after a certain time.

5. How do you suppose an hour glass got its name?

- (a) It took an hour to make one.
- (b) The falling sand measured one hour.
- (c) It was first used to divide the day into hours.
- (d) It was first used by preachers to tell them the time.

6. The candle clock was not used by people very much because

- (a) it was not marked properly.

(b) it was very costly to buy candles'

(c) it could be used only during the night.

(d) it needed a lot of wind to make it burn.

7. After Man divided the day into hours he next

(a) divided the week into days.

(b) divided the hour into seconds

(c) divided the hour into minutes.

(d) divided the minute into seconds.

B. Answer the following questions in a complete sentence.

1. The sun and the stars seem to move across the sky. What is really happening?

2. Who divided the day into hours?

3. Why is the sundial not useful at night?

4. Name two ways in which people long ago measured time without using the sun or moon?

5. In Rarotonga, three nights of the month were thought to be bad for fishing. Why?

6. What are mechanical clocks?

7. What is a digital clock?

Vocabulary

Do you know these words?

The following words are in bold face in the passage. Try to work out the meaning of each for yourself and fit them into the spaces in the sentences below.

ancestors accurate preachers unwound sermons indicate

1. The soldiers were practicing their rifle shooting. Most of the soldiers were very with their shots and, always hit the target.

2. In his, the minister always told the people they must have faith in God.

3. Ram found that their goat, which had been tied to a post, had got the rope all tangled around the post.

He therefore freed the goat and thenthe rope from around the post.

4. Some.....have very powerful voices. When they speak, everyone in the Church can hear them without any trouble.
5. Many players, when playing soccer, make hand signals to their team-mates. They do this towhere they want the ball to be kicked.
6. We will never know exactly how our lived until someone invents a “time machine” that will carry us back into the past.

Writing

Narrative

Purpose: To relate a story that is imagined or factual; sometimes to teach a lesson or explain phenomena.

Structure

Orientation: Sets the scene, time and/or characters of the story. (Who, what, when, where.)

Complication: Problem arises which initiates a chain of events.

Sequence of Events: Consequences of complication are explored through time-sequenced events.

Resolution: Complication resolved and tension dissipates.

Coda: (Optional) The moral, lesson, or literary ending.

Features:

- Specific characters with defined identities.
- They can be people, animals or things that are important to the story;
- Uses detailed noun groups to create images in reader’s mind;
- Often uses time connectives to sequence events throughout the story;
- Verbs focus on action, feelings, thought and speech;
- Usually written in past tense (this may change during dialogue);
- Written in first or third person.

Example: A Russian Legend

The Golden Palace supposedly contained everything a child could desire, and all children sought to do something good so that they might obtain the key to the palace.

One child brushed her hair and cleaned her shoes, but the gatekeeper turned her away with the admonition to do something good for somebody else.

She went out in search of that someone and found a beggar into whose hand she poured all the precious coins she had saved. Having completed her mission, she rushed back to the

golden palace. But again, she was turned away. The gatekeeper noticed her disappointment and encouraged her to try again.

Upon returning to the town the little girl saw an old woman carrying a heavy bundle up a steep hill. She ran to the lady, took the bundle, and raced up the hill. Depositing the bundle at the top, she dashed down the hill, headed for the castle. and demanded the key. But again, the Gatekeeper turned her away. This time she was thoroughly disappointed, and, though told to try again, she completely gave up. "I don't want the key anyway," she muttered to herself.

On the way home she heard a whimpering in the bushes. Trailing the cry to its source, she found a dog caught in an animal trap. She tried her utmost to release the dog, and her hands were bleeding before she finally succeeded. Then she tore off strips of her dress to make bandages and wound them around the dog's bruised paw.

Suddenly the gatekeeper from the Golden Palace appeared before her and offered her the key. "But," she protested, "I don't deserve the key. I didn't help the dog for the key. I forgot all about the key."

The old gatekeeper fondly said, "You forgot yourself, dear child. The key is for those who forget themselves."

Extract from Sakae Kubo: Calculated Goodness

Orientation: Introduces the setting

Complication: Child wants the key but does not know how to get it

Sequence of events: The child trying different ways to get the key

Repeat event: Action which leads to resolution

Resolution: The child received the key

Coda: The moral of the story

Your turn to write a narrative

Everyone can make a difference.

Does your school, club or team need help with work or money? Write a story

to help. Prove in your story that everyone really can make a difference. Every little really counts.

First retell the Bible story of the widow's mite, Luke 21:1-4

Now write a modern-day example of this story.

Unit 14: Communications

The Development of the Radio

The radio today is very different from the first radios. Its invention and development is the result of the work of many people. Its inventor, Guliemo Marconi, was one of these people. He was an ambitious teenager whose dream was to try to find ways of sending messages through the air without using any wires.

He finally succeeded in 1895 and named his invention the 'wireless'. This distinguished it from the telegraph and telephone, which were used for sending messages over long distances through wires. Although the name 'wireless' was later changed to radio, the term 'wireless' is still used today by some people.

A short time after its invention, scientists experimented with a device that made many sparks to send out electrical waves by radio. The sparks made a high-pitched whining sound. Messages were sent by interrupting the sparks, making their whine last for a longer or shorter time. The result was a series of 'beeps'. A long 'beep' was called a dash; a short 'beep' was called a dot. Letters were represented by combinations of dots and dashes. The combinations were made according to a code called the International Morse Code, which was much like the Morse Code that telegraph operators had been using to send messages over their telegraph wires.

With the Marconi wireless aboard, ships were now able to call for help over long distances when they were in trouble. Before the wireless, ships in distress could only raise flags and fire rockets as signals that they needed help. The flags and rockets could be seen only by ships that were not over the horizon from the troubled ships; but wireless signals could be received by ships hundreds of kilometers away.

However, Marconi's wireless could not be used for sending speech. The electrical waves, which are used to carry sound, could only be made in pulses which could send 'beeps', but not in the continuous flow needed for music or speech. Other inventions would have to be made before speech could be sent or received by radio.

More than ten years later, American scientists and engineers invented the radio valve, or 'tube'. This made it possible to send human speech over the air by radio. The tube looked something like a light bulb so that a radio which held them had to be fairly large. Some of the early, radios were higher than a table top if you stood them on the floor.

On Christmas Eve, 1906, wireless operators on ships in the Atlantic Ocean were startled to hear strange sounds coming from their wireless receivers. First they heard a man's voice saying there was going to be a broadcast. Then they heard a recording played from a gramophone followed by a passage read from the Bible. Finally, the man wished his hearers Merry Christmas. The wireless operators, who had never heard anything but dots and dashes coming from their receivers, were amazed. To make sure they were not dreaming, they asked other members of the crew to listen. They were hearing the first radio broadcast.

At first, most people thought of radio as a tool with which one person could communicate with another. But later, the idea of broadcasting was developed.

In 1948, John Bardeen invented the transistor, which completely changed the appearance and performance of the radio. A transistor is a small electronic device that does the same tasks as a valve, or tube. For most uses, a transistor performs these tasks as well as a tube. For some uses, the transistor is better.

Transistors are very small when compared to the tubes. Most tubes are about as long as a matchbox. Large tubes may be 60 cm long and even the smallest tubes are the size of a peanut. Some transistors are the size of the rubber at the end of a pencil; other transistors are smaller. They are not thicker than a piece of sewing thread and are only as long as the letter 'i'. Some, such as those used in earth satellites, where small size and lack of weight are important, are no bigger than the full stop at the end of the sentence.

The small size of transistors has made possible electronic devices that could not have been made with the larger tubes. For example, a pocket size transistor radio can contain nine transistors; a radio with nine of even the smallest tubes would be the size of a book. The smallest hearing aid using tubes has a small box

that the user keeps in his pocket and a wire runs from the box to the user's ear. Hearing aids made with transistors are so small the whole device can be fitted inside the ear piece of a pair of glasses. The whole electronic circuit of the hearing aid is one-tenth the size of a match head.

Another application of these electronic devices is the radio telephone. Radio-telephones are used in many places where ordinary telephones cannot be installed. Isolated countries and communities on islands, in deserts, forests, and mountainous regions are linked by radio-telephone in many parts of the world. Thus, by means of radio, people can communicate with others.

Radio has become so much a part of our lives that in some places many stations broadcast programs 24 hours a day. It serves man as a valuable tool in communication. In some countries it is used for educational programs. It keeps us informed about the rest of the world through news broadcasts. It tells us about weather through weather reports and forecasts. It gives us information about prices in our local markets. It gives information about sports and other events through commentaries and sports reports. It also persuades us to buy things through advertising. And we all enjoy listening to our favourite songs and music. Little did the early inventors know how useful their invention would become.

QUESTIONS

A. Choose the best answers.

1. Marconi's invention was called the wireless because

(a) it had no wires in it.

(b) it worked like the telephone.

- (c) it could carry messages without wires.
 - (d) it used fewer wires than earlier radios.
2. How was Morse Code sent by wireless?
- (a) By sending dots and dashes over the air.
 - (b) By sending sparks called “beeps ‘over the air.
 - (c) By interrupting the ‘beeps ‘to send sparks over the air.
 - (d) By interrupting the sparks to make ‘beeps ‘over the air.
3. Which of the following statements is false?
- (a) Morse Code was invented before the wireless.
 - (b) The wireless was invented before the telephone.
 - (c) The first wireless could not send human speech.
 - (d) Some transistors are smaller than the head of a pin.
4. The invention of the transistor enabled scientists
- (a) to broadcast human speech.
 - (b) to develop television programs.
 - (c) to build smaller electronic devices.
 - (d) to communicate with more people.
5. One of the best things about the transistor is that
- (a) it is very small but effective.
 - (b) it does not have any wires in it.
 - (c) it always works better than a tube.
 - (d) it has made the invention of hearing-aids possible.
6. Which of the following statements is true?
- (a) Radio was first used for broadcasting purposes.
 - (b) Radio is used in some countries to educate people.
 - (c) Marconi sent out the first radio programme on his wireless.
 - (d) Marconi and Bardeen worked together to develop transistors.

B. Answer the following questions in a complete sentence.

1. Why does the writer say that many people were involved in development of the radio?

2. Why were wireless operators so surprised to hear voices over air in 1906?
3. How did the invention of the transistor change the radio?
4. Why would transistors be good for satellites?
5. What makes it possible for a modern hearing-aid to be fitted in earpiece of a pair of glasses?
6. How do ships benefit from having the wireless on board?

VOCABULARY EXERCISE

Do you know these words?

Try to work out the meaning of the following words from the passage, then fit them into the spaces in the sentences.

device(s) startled amazed communicate installed

1. I was.....to find that my transistor radio was able to pick up a broadcast from as far away as the All-India Radio Station.
2. Since Suresh was dumb, he had towith people by making signs with his hands.
3. Yee Chee has invented awhich makes it easy to open tin cans very quickly.
4. A public telephone has beenat the post office.
5. A sudden loud noise outside my homeme so much that I dropped the plate I was holding.
6. Scientists are always trying to inventthat will make the life of the housewife in the kitchen easier.

Writing: Information Report

Purpose: To organise and record information about a whole class of things.

Structure

Opening Statement: Often a definition or a general statement on the topic.

Facts: Sequenced facts that build a description of the topic.

Summary (Optional)

Grammar Features in an information report

- Uses nouns to describe a whole class of things.
- Uses some action verbs when describing behavior.
- Uses linking verbs (is, are, have)
- Uses timeless present tense
- Uses factual descriptive language
- Uses technical terms
- Uses paragraphs with topic information
- Uses pronouns

Example:

Hummingbirds

There are about 400 different kinds of hummingbirds that live in the Western Hemisphere at all altitudes and climates from forest to high mountains to deserts. They range in size from the tiny Cuban Hummingbird only 2cm long to the largest variety, a native of the Andes measuring twenty centimeters.

The hummingbird is like a glittering fragment of rainbow. Few birds are so brilliant and able to flash iridescent colours with such intensity and beauty. As the bird turns its body, what at first appeared black flashes shows brilliant metallic hues.

Almost everything about a hummingbird denotes speed. The hummingbird's wings beat seventy-five times a second. They are the only birds that can hover indefinitely, fly backwards, forwards or sideways.

Bathing quickly on the wing, they dash under a small waterfall, plunge into clear pools, or flutter through dewy leaves. Their tiny nest, a work of art beautifully camouflaged, is often built in a single day. Though built in plain sight, it is often invisible.

Usually twins hatch from pea-sized eggs. These naked, blind babies must receive food every few minutes at first. The mother inserts her long bill into the wide-open mouths, literally pumping food into the young ones.

As you see the blur of the hummingbirds as they dart from flower to flower take time to remember the One who created them.

By E and J Lantry (1976) Stop Look and Listen. Review and Herald: Washington.

Your turn to write an information report.

Use the structure and the features above to write an information text on a topic of your choice. You will need to research information from non-fiction books or the Internet.

Unit 15: Exploration

Captain James Cook

James Cook was the son of an English farm labourer. He became a famous sea captain because he was an excellent navigator and map-maker. His first voyage to the Pacific earned him the respect of the British people and the king. This first voyage proved three important things.

It proved that Australia was a fertile country, New Zealand was two separate islands, and that there was a sea passage separating Australia from New Guinea. Scientists in those days believed that somewhere in the south there was a large, undiscovered continent.

On July 13th, 1772 two ships set off to find it. They were the "Resolution" under Cook's command, and the "Adventure" under Captain Tobias Furneaux. This was Cook's second voyage.

The ships went first to Cape Town in South Africa, where they took sheep, goats, pigs and fowls on board. Captain Cook fed his men well and they didn't get scurvy, a disease which killed many sailors in those days.

The "Resolution" sailed south-east through great mountains of ice called ice-bergs. The temperature was low and the air was icy. On 17th January, they crossed the Antarctic Circle. Everywhere there was snow and ice, and soon the whole sea seemed to have frozen around them. In February there was a thick fog in the area. The "Adventure" and the "Resolution" became separated in the foggy weather. The two captains had agreed to meet in Queen Charlotte Sound in New Zealand if such a separation happened, and Captain Furneaux headed there immediately. Captain Cook remained to explore the snowy waters until March, when the coldness drove them north-east to New Zealand. On May 18th in Queen Charlotte Sound the "Resolution" met with the "Adventure" again, and they set off to explore the Pacific east and north of New Zealand.

The two ships made for Tahiti first. There they headed for Vaitepiha Bay, where they ran into trouble. The sea became very calm, and the "Resolution" began to drift towards the reef. Just as Cook had despaired of saving his ship, a breeze came up and he was able to steer the "Resolution" clear. Cook had been to Tahiti before, and when he came ashore he was greeted with excitement. The Tahitians wanted Cook to stay with them and the mild humid weather was very pleasant. However, it was important to move on, so when the ships had been stocked with food and supplies, they set off once again. Captain Cook decided to take a Tahitian boy called Odiddy with him, while Omai, another Tahitian, went with Captain Furneaux on board the "Adventure". This was a great adventure for the two young Tahitians.

On 23rd September, Cook made another discovery. He sailed close by the island group which was to be named after him. This was the atoll of Manuae in the Southern Cooks. Cook named it Hervey Island after his friend Captain Hervey, but he did not stop there.

Cook was searching for the island of Middleburg which is now called Eua, and is the most southern island of Tonga. After some days an observant sailor sighted that island. The people were very friendly and offered the crew kava to drink. Captain Cook's diary was full of praise for the orderly gardens and clean houses of the people of Eua. The discoverers found that although the language was difficult for them to understand, in many ways the Euaans were similar to the Tahitians. The way they made their cloth, for example, and their good sense of fun was the same as the Tahitians.

The two ships moved on to Tonga Tapu, which was not far from Eua. The people were friendly and did not distrust their visitors. When the ships left Tonga Tapu, the decks were piled high with coconuts, yams and bananas. They also took 150 live pigs and 300 fowls. Cook called these islands the Friendly Islands, because the people had treated them with such friendliness.

The two ships were separated again on the return trip to New Zealand and the "Resolution" crossed the Antarctic Circle once again. They travelled through ice and snow until it was impossible for them to go any further in that direction.

The 'Resolution'

It was a long way back to the Pacific, but Captain Cook decided to return there for another six months. The crews were glad to leave the wintry wilderness, as they felt that their bones had begun to freeze. The ships returned to the warmth of the Pacific. They visited Easter Island, the Marquesas Islands, and then went on to Tahiti to return Odiddy to his people. Cook found the Tahitians happy and friendly towards the visitors.

He discovered that the Tahitians prized the red parrot feathers that the crew had brought back from the Friendly Islands. Cook now refitted his ships, said a sad farewell to Odiddy, and set off to find some islands known as the Great Cyclades.

On Thursday, 16th June, 1775, Cook passed another atoll of the Cooks Soup. No people could be seen on the island and Cook did not land. He named it Palmerstone Island after one of the lords in charge of the navy. A strong easterly wind helped the "Resolution" on its way and, four days later, Niue was sighted.

Cook and some of his officers went ashore in two boats. A group of islanders appeared and one threw a

rock at the explorers. Cook's men fired their muskets and the islanders vanished into the trees. Cook and his men rowed along hoping to find other islanders willing to be friendly. They landed near Alofi but could not climb the steep cliffs. They rowed further round the coast until they saw four canoes tied up. There was no sign of life.

The men went to inspect the canoes. Suddenly the Niueans ran from the bush towards the strangers. Cook tried to show that he and his men were friendly but the Niueans did not trust them. They threw darts and the Englishmen fired their muskets into the air. This stopped all except one, who threw a spear at Cook. The Captain fired at the man but his gun did not go off. More of Cook's men then came ashore and fired at the Niueans. Then the

seamen returned to their ship. Cook named Niue, Savage Island. It was true that the Niueans looked savage. They painted their bodies black and carried weapons.

The "Resolution" reached Maewo, the north-eastern-most island of the group which was then known as the Great Cyclades. Once again Cook's men were attacked with arrows. The natives came to the ship in canoes and some even climbed aboard. One aimed an arrow at the captain who shot at him in return. More arrows flew towards the visitors. The ship's cannon was fired over the heads of the crowd, who were afraid and hurried back to shore. On Eromanga, Cook's men were met with more distrust but, when they reached Tanna, they found the people friendly so they stayed for a fortnight. Cook noticed that the men of Tanna were lazy and left all the hard work to the women. Cook did not approve of that. Cook left the area in August and he named the whole group the New Hebrides.

The "Resolution" sailed on to New Caledonia where Cook found the people friendly and happy. He then returned to New Zealand, stopping at and naming Northfolk Island on the way. The "Adventure" was not there. Later, Cook found out that the Maoris had killed ten men from the "Adventure" and Furneaux had returned to England.

Cook set sail for home and, with a strong westerly wind, covered over seven thousand two hundred kilometers in five weeks. He sailed round South America and looked again for the Southern Continent. He was sure now that it did not exist and continued home. The voyage ended on July 30th, 1775. It had taken three years and eighteen days.

QUESTIONS

A. Choose the best answers.

1. The chief purpose of Cook's second voyage was
 - (a) to find out if Australia was fertile.
 - (b) to prove that New Zealand consisted of two islands.
 - (c) to search for a large, undiscovered continent in the south.
 - (d) to look for a passage between Australia and New Guinea.
2. Captain Cook decided to head for New Zealand when
 - (a) he became worried about the foggy weather.
 - (b) he realized the two ships had become separated.
 - (c) he remembered his agreement to meet the "Adventure" there.
 - (d) he could no longer bear the low temperature of the Antarctic.
3. Cook's ships was in danger of being damaged in Tahiti because
 - (a) the wind dropped so the ship could not be steered.
 - (b) a breeze came up and drove it towards the reef.

- (c) Cook couldn't find the passage through the reef.
 - (d) Cook steered the ship too close to the reef.
4. Why did Cook not stay long in Tahiti?
- (a) He didn't like the mild, humid weather there. Unit 15
 - (b) He thought the Tahitians were not very friendly.
 - (c) He kept two young Tahitians on board his ships.
 - (d) He had to continue his exploration of the Pacific.
5. In what way did Cook find the Euans similar to the Tahitians?
- (a) They spoke the same language.
 - (b) They distrusted all strangers.
 - (c) They made a similar type of cloth.
 - (d) Their gardens were neat and orderly.
6. What was the main reason that the crew of the "Resolution" was glad to return to the Pacific from the Antarctic?
- (a) They did not like the cold weather in the Antarctic.
 - (b) They liked the beautiful islands in the Pacific.
 - (c) (c) They could go to Tahiti to drop the two boys.
 - (d) They liked the beautiful islands in the Pacific.
7. Which statement is true about the Tahitians?
- (a) They did not want Odiddy and Omai to leave Tahiti.
 - (b) They liked the red parrot feathers from Tonga very much.
 - (c) They threw darts and rocks at Captain Cook and his men.
 - (d) They were very happy when Cook and his men finally left.

B. Answer the following questions in a complete sentence.

1. Why did the "Adventure" leave the Antarctic in February 1773?
2. Where did Captain Cook go after the two ships were re-united?
3. Why were the Tahitians excited to see Cook?
4. When were the Cook Islands first discovered?
5. Why did Cook call Tonga "The Friendly Islands"?
6. Why did Cook call Niue, Savage Island?

7. Cook saw something in the New Hebrides that he did not like. What was it?
8. In this story we are told that Captain Cook was attacked twice. Where and how was he attacked?

Vocabulary

Do you know these words?

Try to work out the meanings of the following words, then fit them into the spaces in the sentences.

proved observant similar approve exist

1. Some people believe that there are ghosts and devils but others don't believe that such things
2. Oranges look to lemons but they don't taste the same.
3. The first time Mr. Tuilomaloma taught us after the holidays, Anaseini, who is very, noticed that he was wearing a wedding-ring so we knew that he had got married.
4. I took Kishore's case home by mistake because it is very to mine.
5. Some people don't like to see girls with short hair and others don't of boys who have long hair.
6. Many people said that it was impossible to make a machine which would fly but the Wright brothersthat it could be done.
7. Some types of birds look very..... but if you are you will be able to see many small differences between them.

Writing: Discussion

Purpose: To present contrasting views on an issue

Structure

Statement of Position: This is the basic position that is being discussed. Background information and overview often included.

Argument: Arguments for and against the basic position are written in a logical sequence with supporting evidence. The arguments for are usually presented first.

Summary: This can be recommendations, a summative evaluation of the arguments, personal conclusions, or open choice for the audience.

Grammar Features of a discussion

- Uses generalized nouns.
- Uses intricate noun groups
- Uses a variety of verbs (action, speech and mental).
- Uses causal connectives that indicate reasoning (therefore, so, firstly).
- Uses varying degrees of modality (perhaps, should, must)
- School Lunches

Example: School Lunches

Many people believe that yoghurt is good in school lunches. A healthy lunch is most important for growing children. Yoghurt is nutritious as well as delicious and children love it.

In our culture, we now eat a lot of bread, which was not part of our traditional culture. School lunches now often consist of sandwiches. It is time for a change. Carrot sticks, fresh fruit, salad and possibly yoghurt could be included in school lunches.

In many families both parents are working and yoghurt is a good and easy selection for the children's lunches. However, there can be many problems with yoghurt in school lunches.

One down-side of yoghurt in the school lunch is that it could stay in the school bag during 30-degree temperatures without an ice pack. This means then yoghurt could go 'off' and give the student food poisoning. Then there are the times that the yoghurt has had an accident and it is all over the homework, the show and tell, and the jumper. Sometimes the broken yoghurt is not noticed until it is lunch time and the students have to ask the teacher for help. So by this time the yoghurt has set to a sticky consistency and the smell is not nice.

In conclusion, yoghurt is a good food for the students but there is definitely a great risk in school bags.

Structure

- Statement of Position
- Arguments for
- Arguments against
- Summary

Your turn to write a discussion

Write a discussion about home-made clothes.

Some children refuse to wear hand-knitted clothing because 'it doesn't look like a shop bought one. Choose one of these statements and write some arguments for and against:

A. Home-made clothes are better than shop-bought ones.

Or

B. Shop bought clothes are better than home-made ones.