

Fiji Ministry of Education English Curriculum Year 8

Units 16 - 20

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Unit 16: Stamps and Stamp-Collectors

If you look up 'Hobbies' or 'Leisure Activities' in an encyclopedia for young people, you will probably find an article about stamp-collecting. These articles often begin like this: All over the world, thousands of people collect stamps in their leisure time.'

I am not one of those thousands of people and I decided to try and find out two things about them. Why do they collect stamps? What do they actually do when they collect stamps?

I thought the best way to find out was to ask a few stamp-collectors, or philatelists, as some of them prefer to be called.

Some people said they collected stamps because they liked looking at the pictures on them, others said they just wanted to see how many different stamps they could get. Most school children said it helped them to learn more geography because it made them want to read about the countries their stamps came from. A few people said they liked to collect rare or unusual stamps because they were valuable and they liked to feel that they owned something precious. One man told me it was his way of saving money because some stamps become more valuable after a few years and he hoped to sell them at a profit. I also talked to some professional stamp-collectors who do not do it just as a hobby but as a way to earn a living. These people are called dealers. They buy stamps from all over the world and sell them to collectors. There were also some people collecting stamps to raise money to charity. Perhaps they shouldn't be called stamp collectors at all because they are not really interested in stamps. They collect hundreds of stamps from their own country and sell them to dealers. Then they use the money for such things as building hospitals or buying food for poor people.

Many people just said that they collected stamps because they were 'extremely interesting' or 'fascinating.' I thought this was a rather vague answer but I began to understand what they meant later.

I already knew a few of the answers to my second question about what stamp collectors do. I had seen some of the things they do. They tear the corners off envelopes and soak them in water to get the stamps off. They ask their friends who get letter from overseas to keep the stamps for them. They stand in queues at the post office or philatelic bureau whenever stamps with a new design are issued. They write letters to stamp dealers ordering packets of stamps. Then they arrange the stamps they have collected in special books called stamp albums, putting stamps from different countries on different pages.

However, I discovered that many philatelists do more than this. They don't just collect stamps, they love them and study them, often using a magnifying glass so that they can examine tiny details in the design.

The more they find out about them, the more fascinating their stamps become.

Apart from studying the stamps in their own collections, philatelists spend a lot of time reading about stamps in books and philatelic magazines. It is possible, for example, to find out when and why a particular stamp was issued and how many others like it were issued at the same time. philatelists are also interested in how stamps are designed and produced, what type of paper they are printed on, what type of ink is used and other detail of the manufacturing process.

By studying such things, philatelists discover many ways in which one stamp can differ from another. Even if two stamps look identical at first, an expert can sometimes find interesting details which make them different.

Stamps which are 'accidentally different' because of mistakes made by the printer or faults in the manufacturing process can be very valuable. Because such stamps are unusual, many collectors want to get one of them and so their price rises. Of course, the fewer of them there are the more valuable they become. Some unusual stamps have part of the design missing or printed upside-down; some have the wrong words on them or words which are misspelled. Some of those stamps were printed long ago but modern printers make mistakes too.

So I did find some answers to my questions about stamp_ collectors and began to understand why philatelists, or 'stamp-lovers, find stamps so fascinating. I also found that just as there are different types of stamps, there are different types of stamp-collectors. Beginners usually just try to collect as many stamps

from as many different countries as they can. Many of them don't worry very much if a stamp has a dirty mark on it or if the corner is slightly torn. Other collectors are interested only in stamps which are in very good condition. They handle their stamps very carefully, using tweezers to pick them up so as not to put fingermarks on them.

Some collectors are specialists they collect only a particular type of stamp. Specialist collectors may be interested in:

- (a) stamps from a particular country, continent or region,
- (b) stamps which have pictures of certain things on them such as flowers, animals, shells or famous people.
- (c) 'special issue' stamps i.e. those issued to mark important occasions or festivals.
- (d) stamps from a particular historical period e.g. only those issued before 1940.
- (e) stamps which have an unusual- shape.

Another interesting thing I discovered by talking to philatelists is that the governments of some countries get a great deal of money by selling stamps to collectors' all over the world. In fact some very small countries, such as the Pitcairn Islands, get most of their money this way. This is one reason why many countries change the design on their stamps quite frequently or have a great number of special issues. They know that each time they change the design, they will sell thousands of the new stamps to eager philatelists.

QUESTIONS

A. Choose the correct answer:

1. The writer started talking to stamp-collectors because he wanted to find out
 - (a) how stamps are designed and produced
 - (b) why people collect stamps and how they do it
 - (c) the best way to start stamp collection of his own
 - (d) how many different types of people collect stamps.
2. Some children told the writer that they learned more geography by
 - (a) looking at the picture of the countries on their stamps.
 - (b) finding more about the countries their stamps came from.
 - (c) trying to get stamps from as many different countries as possible.
 - (d) remembering the names of all the countries their stamps came from.
3. The word professional [paragraph 4] refers to someone who does something as
 - (a) a job.
 - (b) a hobby.
 - (c) a method of saving money.
 - (d) a way of getting more stamps.
4. Why would it be incorrect to give the name 'philatelist' to people who collect stamps just for charity
 - (a) They are not stamp-lovers.
 - (b) They collect hundreds of stamps.
 - (c) They are professional stamp-collectors.
 - (d) They collect stamps from their own countries.
5. Two stamps which are identical are
 - (a) very similar.
 - (b) exactly alike.
 - (c) different in many ways.
 - (d) different only in one small detail.
6. What is meant by the manufacturing process?
 - (a) Ways of studying stamps.

- (b) The way mistakes are made.
 - (c) The way something is made.
 - (d) Ways in which stamps can be different.
7. If a Philatelist bought a stamp which had been wrongly printed, he would most likely feel
- (a) annoyed because it wasn't correct.
 - (b) happy because it must be very old.
 - (c) angry because he had been cheated.
 - (d) delighted because it might be valuable.
8. If you met a man who told you he collected only stamps with pictures of birds on them, what kind of philatelist would you say he was?
- (a) A dealer.
 - (b) An expert.
 - (c) A specialist.
 - (d) A professional.

B. Answer these questions:

1. Why is it sometimes possible to sell stamps at a profit?
2. How can you remove stamps from the envelope they are stuck on to?
3. Why do some philatelists use a magnifying glass?
4. Why are unusual stamps often expensive?
5. Why do some philatelists use tweezers?
6. Why do some countries change the design of their stamps so often?

Vocabulary

Do you know these words?

Try to work out their meaning for yourself and fit them into the spaces in the sentences. Then use your dictionary to check your answers. You will need to use some of the words in more than one sentence.

prefer vague rare details professional identical fascinating
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1. I can't tell the difference between Mrs Pillay's twin boys. They look to me.
2. People in Fiji play soccer and rugby for fun in their spare time but in Australia there arefootballers who get paid for playing.
3. Some types of shells are very uncommon. If you find one of theseshells it might be quite valuable.
4. I had a frightening dream last night. I can't remember all thenow but it was about a very fierce dog.
5. Samu is very interested in shells. He says shell-collecting is a hobby.
6. I asked Rakesh to tell me how to find Permal's house but his instructions were very..... He just said, It's somewhere near the hospital. You can't miss it.
7. I enjoy playing netball but most of my friendsvolley ball.
8. When someone stole Alipate's guitar, the policeman asked him to describe it carefully. He was pleased because Alipate remembered many smallsuch as tiny scratches on the back.
9. Alipate couldn't see the thief properly so he could give the policeman only adescription of the man.

Writing: A Recount

Purpose

To tell what happened in time sequence

Structure

Orientation: This provides background information

Events: The events are placed in chronological order

Concluding comments: These may include personal comments

Example: A Letter

Daring Station

RD 1003 North Road

Alice Springs NT 0954

Dear Sir and classmates,

This has been the best holiday that I have ever had. The day after school finished Mum and Dad packed the car and we headed off to the Northern Territory. It took about twenty-eight

hours to drive here and, on the way, we helped a hitch-hiker, rescued a flying fox and changed six tyres (my Dad did not like that part!).

When we arrived at the station, Mrs Daring gave me a horse of my own for the holidays. I explored all over the station and then when night came, I was given the loft to sleep in. During the first night I saw four satellites, two comets, and three planets.

The next three days were spent mustering the cattle and we had to sleep in tents. In that time, I had to save Dad twice as he kept falling off his horse. In the last week I went crocodile wrestling and saw a platypus in the river.

Looking forward to seeing you all again,

Love

Jacquie.

Now your turn to write a recount.

The Writing Process:

Make a draft.

Revise your writing.

Proof read it

Read it out loud and share it with a friend.

Unit 17: How Films are made

The man raised his gun and took aim. It was pointing straight at Pita's head. "No! Don't shoot!" he shouted, and dived under his seat. The people sitting near him in the cinema laughed and told him not to be scared. It was the first time Pita had seen a movie and he had got so excited that he thought the picture of the cowboy on the screen was a real man.

I wonder..

I think....

How could...

What will...

Most people do not behave like Pita when they go to the pictures. However, they often get so interested in the story that they shout and cheer at the exciting parts. They may shout, 'Look out!' when the hero is going to be attacked, and they may cheer and clap when he knocks his enemy out.

Some movies about such things as murders, ghosts and monsters can be terrifying. These very frightening pictures are called horror films.

Even though people know that such films are not true, they get very frightened. They are often still scared when they come out of the cinema, especially if they have to walk home in the dark. They might expect a ghost or a monster to jump out from behind a tree. Even when they get home, they might look under the bed to see that nobody is hiding there.

Few people who enjoy watching films know exactly how they are made. They do not realize that any tricks are re used by the makers of film to make them seem realistic or true to life.

There is a lot of work involved in the production of a film. First, a story has to be prepared. A new story may be especially written for the film, or story that has already been written may be used. Many famous books have been made into films in this way.

The story is then divided into short sections, or scenes, and the words the actors will say in each scene are written down. This is the dialogue. Instructions are also written for the photographers, or camera-men. The dialogue with the instructions written beside it, is called the script.

The director, who is in charge of making the film, chooses actors and actresses to play the parts of the characters in the story. The whole group of actors and actresses is called the cast.

In addition to the cast and the camera-men, a large team of people is needed to do such jobs as designing and making the costumes, making special furniture and other articles, and writing and playing the music.

You usually see a long list of the names of these people at the end of a film, with the director's name in the biggest letters. This list is called the credits.

Another thing the director has to decide is where to do the filming or shooting. If the story takes place in the Pacific Islands, for example, he may decide to shoot the film in Fiji. The majority of scenes in most films, however, are shot in a studio, which is a large hall especially equipped for making films.

Universal Studios is one of the Studios where films are made. The actual shooting of a movie may take many months. One short scene may be performed again and again until the director is really satisfied with it. The best pictures that have been taken are then selected and combined (joined together) to make the finished film. This is done so carefully that when we watch the film, we cannot tell that it was made by combining a lot of short scenes.

Universal Pictures, one of the largest film companies in America, has its studios in Hollywood, California. Visitors can go there and see demonstrations of how films are made, including some of the tricks used by film makers.

Visitors to the studios are shown streets of houses used as scenery. From the front, they look like real buildings but there are no rooms inside and no backs to the buildings. Visitors also see how Film makers get pictures of houses on fire, aeroplanes and cars in flames and boats being wrecked. This is how it is done. In the studio they have small models of houses, aeroplanes, cars and boats, rather like toys. These are set on fire or wrecked while the camera-men take pictures. The pictures are then enlarged (made bigger) and become part of the film.

Sometimes, when there is a fight in a film you see people hitting each other with bottles or breaking furniture over each other's heads. The actors who do this don't really get hurt. The bottles are made of a type of plastic. The furniture is made of very light wood called balsa and is specially designed so that it will break easily.

Actors who are 'shot' in films don't get hurt either because the guns used in movies don't contain bullets.

When the trigger is pulled a 'blank' is fired which just makes a loud bang. Actors sometimes look as though they have been wounded and are bleeding but the 'blood', is really just a red-coloured liquid.

An actor who is going to get shot hides a packet of this liquid under his shirt. Then at the right moment he breaks the packet with his hand and the 'blood' pours out.

It is usually easier and cheaper to make films in a studio than to make them outside. But film-makers can use tricks with their cameras to make us think that the actors are outside when they are really in a studio.

Suppose the director wants us to think that someone is in a boat on the Pacific Ocean. He gets a moving picture of the sea. Then the actor gets into a boat in the studio. There is a screen behind the boat and the moving film of the sea is projected on to this screen. At the same time, a camera-man takes a moving picture of the boat and the screen with the film on it.

A similar process is used to make us think someone is driving a car along a road. The car in the studio stands still but a moving picture of a road is projected on to a screen behind the stationary car which an actor pretends to drive. When we see the film, we think the car is moving, but it is really the scenery behind it which is moving.

These are just a few of the tricks which visitors to the film studio are shown. Next time you feel like screaming when you see a monster on the screen, remember it is really just an ordinary actor in a cleverly made costume.

QUESTIONS

A. Choose the correct answers:

1. Pita dived under his seat because

- (a) he thought he might be killed.
- (b) the people near him laughed at him.
- (c) a man was really going to shoot him.
- (d) he knew that the picture wasn't a real man.

2. According to the passage people sometimes look under their beds because they

- (a) have seen a monster behind a tree.
- (b) have had to walk home in the dark.
- (c) have met a ghost on their way home.
- (d) have been frightened by a horror film.

3. The writer says many people who watch films

- (a) don't think that they are true to life.
- (b) know all about the tricks the makers use.
- (c) don't understand exactly how they are made.
- (d) Wouldn't enjoy them if they knew tricks were used.

4. What is the dialogue?

- (a) Instructions for the camera-men.
- (b) The words the actor actually says.
- (c) The group of actors and actresses.
- (d) Short sections into which the film is divided.

5. Where are the majority of scenes of most films shot?

- (a) In Fiji.
- (b) In a studio.
- (c) In a cinema.
- (d) In the Pacific.

6. When a film is being made, the same scene may be performed many times because

- (a) a lot of different pictures are needed to make a film.
- (b) a film is made of many short scenes joined together.
- (c) the director wants each scene to be as perfect as possible.
- (d) the director wants to make many copies of the same film.

7. If you see a burning house in a film it is probably

- (a) an enlarged photograph of a burning model house.
- (b) a burning house with no back or rooms inside.
- (c) a film studio which has been set on fire.
- (d) a picture of a real house on fire.

8. Actors who get 'shot' in films do not get hurt because

- (a) the blood is really just red-coloured liquid.
- (b) the guns which are used do not fire bullets.
- (c) they hide packets of liquids under their shirts.
- (d) there is a loud bang when the trigger is pulled.

B. Answer these questions in a complete sentence.

1. What does it show if people shout and cheer while they are watching a film?

2. Who chooses the members of the cast?

3. Why do you think the director's name is in the biggest letters on the credits?

4. If the actor breaks a chair over another actor's head, why does he not get hurt?

5. It says in the passage at the right moment the actor breaks the packet of liquid hidden under his shirt. When do you think it is the right time for him to break it?

6. Why do directors prefer to make films in a outside?

7. If you see someone in a film driving a car, in really moving?

VOCABULARY EXERCISE

Do you understand these words?

screen hero terrifying monster projected combined enlarged trigger
stationary cast

1. If he had pulled the, the gun would have fired.
2. I don't like horror films. They are too
3. The of the story was a brave young chief.
4. There were a lot of actors and actresses in the film. It had a large
5. They took a photograph of a small boy, and then they so that he looked like a giant.
6. Although the car was, it appeared to be moving on the film.
7. The film was shown on a, at the end of the classroom.
8. In many small school, classes 7 and 8 are.....and are taken by one teacher.
9. Jale had a terrifying dream in which was about to eat him alive.
10. When the movie projector was switched on, an image was onto the screen.

Writing: Drama (writing a play)

Purpose

To depict visual and auditory actions and interactions of characters.

Structure

Drama scripts are often a combination of various text types. They include directions and procedural aspects as well as direct speech.

Example: The Playground

Characters

Peter: A quiet boy and Mary's friend

Paul: The class tell tale

Mary: The school bully and Peter's friend

Mrs Green: Teacher on playground duty

Setting

The scene is set in a school playground at recess time. There is a lot of colourful sports equipment being used and the teacher on duty is walking around supervising the students while thinking about the next lesson. (Peter and Mary are playing with a hoop and some skipping ropes when Paul walks over)

Paul: *(pointing to Peter tied to the pole)* Um ah I'm dobbing. *(Turns and begins to run to the teacher)*

Mary: Wait, it's only a game. Come back and play with us. *(She chases after Paul, drags him back and ties him to the pole)*

Peter: *(In a soft voice)* I think you had better untie him or there'll be trouble. *(Points to the teacher walking across the playground)*

Mrs Green: Mary, what are you doing?

Mary: We are playing Indians Mrs Green. *(Smiles sweetly)*

Mrs Green: *(Absently)* Well don't play too rough then. *(She walks away)*

Paul: Mrs Green, Mrs Green wait!! *(The teacher keeps walking away).* Help! I want to... *(Mary stuffs a sock into Paul's mouth.)*

Structure

- Information about characters
- Explanation on how to set the stage
- Procedural text to give instruction
- Dialogue

Now it's your turn to write a play script. You can do this in groups.

Unit 18: Careers

Training To Be a Nurse

Susie did not think of becoming a nurse until she was sixteen. One morning, she burned herself quite badly while she was cooking and had to stay in hospital, for several days. The nurses were very kind to her, and as she watched them looking after the other patients in the ward, she began to realize how important their work was.

When she came out of hospital, she talked to her friends about training to be a nurse. One of them said "I wouldn't be a nurse. My mother is a nurse at the hospital and she has to work very hard. She often has to work at night. I wouldn't like that. "Neither would I," said another girl. "I feel sorry for sick people but I wouldn't like to look after them".

"Well, I would," said Susie. What would happen to the hospitals and all the patients in them if everybody felt like you two?

"But if I didn't really want to be a nurse, I wouldn't be a very good one, would I?" said her friend. "My mother enjoys her work in the hospital but she says some girls start training to be nurses just because they like their uniform or because their friends want to be nurses.

They don't think about it properly first. Then, when they start working in the hospital, they are unhappy because they don't really like it. She says unhappy nurses make unhappy patients."

"Yes, I'm sure that's true," said Susie. "Do you think if I come to your house one day, your mother will talk to me about nursing?" "Of course," said her friend. "Come on Friday evening she won't be at work then."

So Susie went to talk to Nurse Koroi, her friend's mother. "Nursing is often very hard work. Susie," said Nurse Koroi, "and the training is hard, too. There's so much to remember and you have to learn how to do everything properly.

Some girls don't like having to study so hard, and some don't like having to do exactly what they're told all the time. But if you really want to be a nurse, I'm sure you'll enjoy looking after the patients and watching them get well again.

And you'll understand that all the studying you have to do is just to teach you more about diseases and the human body so that you can take care of people better."

Nurse Koroi told Susie a lot of things about the nurses' training course, and about things that happen in hospitals and health centres. Susie decided that she really did want to become a nurse.

Susie's teacher advised her to apply for a place in the School of Nursing. She filled in a form and a few weeks later, she was asked to go for an interview.

Just before the interview, Susie was so nervous that her legs were shaking, She felt rather sick and her throat felt dry. However, the people who interviewed her were very kind. They asked her a few questions about herself and she soon began to feel better.

A few days after the interview, Susie got a letter saying that she could start the course at the School of Nursing in February.

During the first twelve weeks of the course, Susie and the other girls spent a great deal of time listening to lectures and studying books. They learned a lot of things about the human body. They learned the names of bones, and muscles and what part each one plays when we move. They learned about what the organs such as the heart, stomach, kidneys and liver do inside the body.

They also learned a great deal about different types of food. In a few years' time, many of you will be nurses in charge of health centers," said their teacher. "It is very important that you should know what advice to give to the mothers of young children. If they want their children to grow up strong and healthy, they must give them the right kinds of food. Some mothers do not realize that most of our local traditional foods are much better for their children than things like sweets and biscuits. They think that things that cost money must be better than things they can grow in their gardens. It will be part of your job to give them advice about food."

The girls also studied how babies grow and develop inside their mothers and they learned how to help mothers give birth. As well as studying, there were many things they had to practice doing. One room at the school was like a small hospital ward. There, they practiced how to make beds properly so that patients would be comfortable. In one of the beds there was a dummy patient, like a big doll. The girls practiced making the bed with the patient in it and they learned how to wash a patient who cannot get out of bed. Sometimes some of the girls pretended to be patients and the others practiced things like taking their temperature or putting bandages on various parts of the body.

Twice a week, Susie and her friends went to the hospital. At first, they watched the other nurses but soon they were allowed to help. In the hospital, Susie began to understand why they were learning so many things at the School of Nursing. She was glad she had practiced doing things to the dummy patient and her friends before she had to deal with real patients who were sick and sometimes in pain.

After twelve weeks of training, Susie and her friends had an examination to see if they understood what they had been studying. It was hard for Susie to remember the long medical words doctors use for some diseases and parts of the body, but she did her best and got a good mark.

Susie has been at the School of Nursing for two years now so next year will be her final year of training. She spends most of her time working in the hospital and is very glad she decided to become a nurse.

QUESTIONS

(In questions 1 and 2 you must look back at the passage to find the exact words she is talking about)

A. Choose the correct answer:

1. When one of the girls said “Neither would I” she meant
 - (a) she wouldn’t like to be a nurse.
 - (b) she wouldn’t like to work hard.
 - (c) she wouldn’t like to work at night.
 - (d) she wouldn’t like to look after sick people.
2. When Susie said “Well, I would,” she meant she would like
 - (a) to work hard.
 - (b) to be a nurse.
 - (c) to work at night.
 - (d) to look after sick people.
3. According to her daughter, Nurse Koroi thinks
 - (a) nobody really enjoys working in a hospital.
 - (b) more girls should be encouraged to become nurses.
 - (c) some girls choose this career for the wrong reasons.
 - (d) many people like training for jobs but don’t like working.
4. When Nurse Koroi talked to Susie she
 - (a) told her she would enjoy her training.
 - (b) tried to persuade her to become a nurse.
 - (c) advised her to apply to the School of Nursing.
 - (d) told her both good and bad things about nursing.
5. Susie’s lecturer told the girls that
 - (a) sweets and biscuits cost too much money.
 - (b) children should be given traditional foods.
 - (c) mothers should grow more in their gardens.
 - (d) local foods are old-fashioned and unhealthy.
6. One of the rooms at the School of Nursing was like a hospital ward so that

- (a) nurses who were sick could sleep there.
- (b) nurses could do part of their training there.
- (c) nurses who imagined they were sick could go there.
- (d) nurses could look after patients from the hospital there.

7. Why did the girls practice washing a dummy patient?

- (a) They wouldn't hurt a dummy if they made mistakes.
- (b) The dummy couldn't get out of bed to be washed.
- (c) It wouldn't matter if the dummy got wet.
- (d) Girls always like playing with big dolls.

B. Answer the following questions:

1. When did Susie first start to think about becoming a nurse?
2. Do you think Susie thought hard before choosing a career?
3. Some girls decide to become nurses for the wrong reasons. Why do these girls decide to be nurse?
4. Why do some girls dislike training to be nurses?
5. Susie learned the names of many parts of the body. What else did she learn about them?
6. Imagine you are Susie talking to a baby's mother. Write down some of the advice you would give her about feeding the baby. Use the names of real foods.
7. How long is Susie's training course?

VOCABULARY EXERCISE

Do you know these words?

Try to work out their meaning for yourself, fit them into the spaces in the sentences, and then use your dictionary to check your answers. (You will need to use one of the words into two different sentences)

realize properly interview interviewed organs

1. Be careful how you tie the hook on your fishing line. If you don't tie it on it will come off and you will lose your fish.
2. When my sister applied for a job in the bank she wasby the manager.
3. During herat the bank my sister kept wanting to laugh because the manager couldn't pronounce her name.....
4. Before Susie became a nurse she didn't understand what the liver does. She did not..... that it is one of the most importantin the body.

Writing: Exposition

(Argument and Persuasion)

Purpose

To present logical, well-ordered statements or arguments from a particular viewpoint.

Structure

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

Argument: Arguments for the basic position are written in a logical sequence with supporting evidence.

Summary: This can be a re-statement of the issue, a summative evaluation of the arguments or personal conclusions.

Example; Danger Pay

Kindergarten teachers should definitely get an extra wage allowance: Danger money! There are three main dangers that the kindergarten teachers must face.

First, at the beginning of the school day, a mother drags her screaming daughter into the classroom and shouts, 'Here, you take over. I can't do a thing with her!' She is not dressed in uniform and she has not had breakfast. The mother then shoves clothes and food at the teacher and runs out the door. The result is a sudden panic attack.

Secondly the teacher may come to school feeling fit and healthy but then just after recess, during quiet time, someone decides to share his breakfast with the floor. All the other students race for the door. The kindergarten teacher must use crowd control tactics, keep the class in order, clean up the mess, deodorize the room and resume teaching, leaving the teacher with a panic attack and an upset stomach.

Finally, there is water on the knee. After lunch when it is show and tell time, one student somehow silently sits on the teacher's knee. The unsuspecting teacher begins to notice the first warm trickle. Then it is too late! The deed is done; the teacher has a panic attack, an upset stomach and a wet patch on the knee.

Because of these issues, kindergarten teachers must receive danger money. If they do not receive this money, then there will be a major shortage of kindergarten teachers in the future, which will cause far reaching implications for our society.

Write an argument.

- Statement of Position
- Argument
- Summary

A cause for concern

Think of an issue at school about which you feel strongly. It could be:

- Bullying
- Homework
- Littering
- Or any other topic you wish to write on.

Unit 18: Carpentry

How Daniel Became a Joiner

When Daniel went to secondary school, he began to learn a few new subjects. One of these new subjects was woodwork. Every Thursday afternoon, he went with the other boys in his form to the workshop for their woodwork lesson. At first, Daniel was very surprised to see all the different tools in the workshop.

While he was still in primary school, he used to help his father to repair the roof of their house and nail hurricane shutters over the windows when there was a hurricane warning. He had also helped to put up some new shelves in the kitchen for his mother. They had used only a saw, a hammer and a few nails, or a screw driver and screws for these jobs. In the workshop, he saw chisels, mallets and various types of saws all arranged neatly on racks. There were long wooden rulers which folded up and short steel rulers. There were planes for making the wood smooth. Fixed to the work-benches, were vices for holding the wood firmly, and there were many other things which Daniel did not understand at that time. But he loved the way everything was arranged so neatly, and the way the tools gleamed in the sunshine.

Most of all, he loved the smell of the wood which the bigger boys had been planing or sawing. As the weeks went by, Daniel learnt more and more about woodwork. He learned how to hold a saw properly so that he could saw in a straight line. He learned how to measure very accurately and how to make marks on the wood before beginning to use a saw or chisel. He learned about the safest way to hold a chisel so that if it slipped, he wouldn't get injured. Mr Tora, the woodwork teacher, was always very cross if the boys did silly things which were dangerous. "You'll never be a good joiner if you don't hold the tools properly and safely," he used to say. "And you'll never be a joiner at all if you chop your finger off."

Daniel enjoyed the woodwork lessons and became quite skillful. He made a small table and took it home to show his parents. They were both delighted with it. His mother said, "I've always wanted a little table like that. It will be just right to stand a vase or bowl of flowers on. We'll put it over here under the window."

Daniel made a few more small things for the house. Then one day, his sister and her husband came to visit them. His sister was going to have a baby but they didn't have a cot for the baby to sleep in. "If you'll buy some wood," said Daniel, "I'll ask Mr Tora if he'll let me make you a cot after school. He often works in the workshop for a few hours after school so I'm sure he won't mind if I stay too."

Daniel's sister was very happy. Her husband brought Daniel some wood and Mr Tora helped to draw some plans for the cot. Daniel planed the wood very carefully. He wanted to make it very smooth so that there would be no rough places where the baby's finger might get hurt.

While he was working, Daniel used to wonder what the baby would look like. "If the baby's a boy, he'll be my nephew, and if it's a girl, she'll be my niece," Daniel said to Mr Tora. "And you'll be Uncle Dan," said Mr Tora.

One day, the careers teacher asked the boys what jobs they would like to do when they left school. Daniel didn't have to think for very long. "I'd like to be a "Good," said the careers master, I know you're good at woodwork. I saw that lovely cot you made for your project. I will talk to Mr Tora about it."

Mr Tora said he would write to a firm that made furniture and ask if Daniel could become an apprentice. "What's an apprentice?" asked Daniel. Mr Tora explained that an apprentice is someone who is learning how to do a job. While learning, you will also be working," he said, "so you'll get paid as well. If you work hard, and the manager of the firm is pleased with you, you'll be able to go to the Technical school on certain days and learn more about woodwork."

Mr Tora wrote the letter, and the manager sent for Daniel. "I'm always glad to have boys who are recommended by Mr Tora," he said. "He's taught some of our best apprentices."

A few weeks later, Daniel started work as an apprentice joiner. The firm he worked for did not only make furniture. They made window-frames, doors and door-frames for a builder. Sometimes Daniel was allowed to go with the carpenters and watch them fitting the doors and window-frames in new buildings.

One thing Daniel couldn't understand at first was why some people were called 'joiners' and some 'carpenters'.

"Carpenters work on buildings,' said one of the workmen. "They put the beams up for the roof, they fit doors, window frames, and wooden floors. Joiners usually stay in the workshop and make things there. People who make only furniture are often called cabinet- makers.

After Daniel had worked for a few months, the manager of the Firm asked him if he would like to attend classes at the Technical School. Now, Daniel goes there every Wednesday. He is growing more skillful and has passed his first examination. He still makes things for his relations. At the moment he is making a very small cot for this little niece to keep her doll in.

QUESTIONS

A. Choose the correct answers:

1. Daniel was surprised when he first went to the workshop because

- (a) it was a new subject for him.
- (b) everything was arranged neatly.
- (c) there were many kinds of tools.
- (d) he didn't understand what the tools were used for.

2. The thing Daniel loved most about the workshop was

- (a) the smell of the wood.
- (b) the many different tools in it.
- (c) the way the tools were arranged.
- (d) the way the tools gleamed in the sun.

3. The first thing Daniel made was

- (a) a cot for his sister.
- (b) a cot for his niece's doll.
- (c) a small thing for the house.
- (d) a small table for his parents.

4. Mr Tora helped Daniel to

- (a) plan the cot.
- (b) plane the cot.
- (c) build the cot.
- (d) paint the cot.

5. How did the manager of the firm find out that Daniel wanted to be a joiner?

- (a) Daniel wrote him a letter.
- (b) Mr Tora wrote him a letter.
- (c) Daniel's father wrote him a letter.
- (d) The career master wrote him a letter.

6. Which of the following is true of all apprentices?

- (a) They work very hard.
- (b) They learn while they work.
- (c) They go to Technical Schools.
- (d) They work without being paid.

7. The manager was glad to have Daniel because

- (a) he wanted to be a joiner.
- (b) he was good at making cots.
- (c) he was recommended by Mr Tora.
- (d) he had attended the Technical School.

B. Answer the following questions in a complete sentence

1. What were some of the first jobs Daniel did to help his father?
2. What is a vice used for?
3. Why is it necessary to learn the proper way of holding a saw?
4. When did Mr Tora get angry?
5. Why is it possible for Daniel to use the workshop after school?
6. Why did Daniel plane the wood for the cot very carefully?

Vocabulary Exercise

Do you know these words?

Try to work out what they mean for yourself, fit them into the spaces in the sentences, and then use your dictionary to check your answers. [You will need to use one of the words in two different sentences].

gleamed skillful apprentice accurately recommended

1. At first the youngwasn't allowed to do difficult jobs but he soon learned the work and was given more interesting things to do.
2. As the band marched past, we admired the men's uniforms and the way their polished buttonsin the sun.
3. This is a beautiful mat. The person who wove it must be very
4. I'm sure I'll enjoy this book, it was.....by my friend Rakesh and we always like the same stories.
5. Sammy is a rugby player but he's still too small to play in the senior team.
6. If you want to catch a fish with a spear, you have to throw it very

Writing: Poetry

Purpose

Poetry is for description, criticism, argument or praise

Structure

Conveying sound and imagery are the main aims of poetry. Each type of poem is individually structured.

Types of poems:

1. Acrostic

The initial letters in each line form a word or phrase.

Example: BIBLE

Beautiful

Inspired word of God

Begins with the Creation

Living

Everlasting

2. Ballad

Ballads usually tell a story about a hero.

They are often set to music

Example:

There was once a boy named David

Who tended father's sheep.

He used to play the harp and sing

But never would he sleep.

Until one day his father asked

For him to take some lunch

To his brothers who were at war

With the Philistine bunch.

Goliath came onto the scene

He was an enormous man.

No Israelite would go and fight,

So David raised his hand.
'If none of you will go and fight,
May I go out and try?
I have my sling, my faith, my God,
We can't let this pass by!'
So David with his one small sling
Went out and met the giant,
On his way he picked up stones
On God he was reliant.
One small stone went in the sling
Around and round it spun,
The stone went sailing through the air,
Goliath's down! We've won!
So when you have an enormous task
And the problems are all new,
Just ask the Lord to be with you,
And He will guide you through.

3. Catalogue Poems

- Creates a list to provide a collage of images about a particular idea.
- Does not necessarily have to rhyme.
- Each line does not necessarily have to start with the theme.

Example:

Green is the grass
Green is some glass
Green on the trees
Green on my knees
Green is so cool
Green is a jewel

4. Cinquain

Five line poem to present an image.

Line 1: one word to state subject

Line 2: a word description

Line 3: a word description

Line 4: a word comment

Line 5: a one-word comment

Example:

Pathfinders

exciting, challenging

full of fun

campouts are the best

great!

5. Diamante

A six- line poem

Line 1: a word to name first subject

Line 2: adjectives

Line 3: -ing words

Line 4: 2 nouns related to first subject then two nouns to introduce second subject

Line 4: three -ing words

Line 5: two adjectives

Line 6: one word to name second subject

Example:

Caterpillar

soft, white

crawling, creeping, eating

feet, cocoon, colours, wings

flitting, flying, fluttering

vivid, beautiful

butterfly

6. Haiku

Japanese poem with three lines that describes some aspect of nature

Line 1: 5 syllables

Line 2: 7 syllables

Line 3: 5 syllables

Example:

Fire comes from its mouth

Its stomach grumbles and groans

Volcano erupts

7. Limerick

A five line poem which tells about something funny.

Lines 1,2 and 5 rhyme (3 strong beats)

Lines 3 and 4 rhyme (2 strong beats)

Example:

There once was a girl from Barcoo,

Who could not decide what to do.

She first was a nurse,

And then drove a hearse,

And finally tried teaching too.

Writing Practice: Choose any form of Poetry above and write a poem.

Unit 20: Finding a job

Mr Turu is a careers adviser in one of the big schools. He has been teaching for five years but has become very interested in helping school-leavers to find suitable and interesting jobs.

We visited Mr Turu in his office and listened to all the things he had to say about what he does:

- Show interest in spoken texts and respond to ideas expressed.
- Read and identify events in a story

“Many pupils come to see me to get some idea of the kinds of jobs they might do when they leave school. They’re in and out of this office all day, and that’s exactly what I want.

I feel that young people should start thinking about careers very early. It doesn’t matter if they change their minds along the way, but they have to think about all the different things which they are interested in.

Deciding on a job is becoming more difficult. Ask any school-leaver why he leaves it to the last minute to make up his mind and there will be plenty of different answers. Some will say that they want to enjoy school without worrying about what they will do later, and some say that they don’t know what they want to do anyway. They should all think about jobs but some kids don’t want to. That’s the trouble.

Take an average class. There are opportunities for them, as long as they go out and look for them. But, of course, sometimes they don’t know where to look and that’s where I can help. There are all sorts of things which they could try. They can get jobs which need no previous experience or, if they studied subjects at school to suit the career they want, they may have some skills before they start.

Let’s have a look at some cases I’m working on at the moment. Here’s Tunui. His ambition is to be a barber and he’s already very good at giving his family and friends haircuts. Hair dressing is a job that I know he would enjoy. He says that once he has been fully trained, he will open his own barber’s shop.

Then there’s Tui, who wants to be a fireman at the airport. That’s a job which requires real physical fitness and efficiency. He has already been down to the Fire Station and some of the men there showed him what firemen have to do. He came back to school all excited and determined to do his best, if his application is accepted.

And here’s Mere. She’s not very sure what she wants to do at the moment, but I’m trying to show her as many different jobs as possible. She’s very good with her hands and is learning to type and to use the computer. In fact,

although she has been learning how to do these for only a short time, she uses them very well indeed. So I think she might work as a typist or a secretary in a government office or a private business.

Billy is an interesting case, too. For a long time he couldn't decide what to do but he finally made up his mind to be an engineer. He will probably go and study engineering at the Fiji National University, Institute of Technology or go overseas. That will require a lot of time and hard work but I know that Billy can do it. Nothing will change that boy's mind.

Tu is a good writer and, even though her parents would prefer her to work in an office, I know that her real ambition is to be a journalist and write for the newspaper. I took her down to the newspaper offices the other day and we had a good look around. We saw all the editors, reporters, typists and photographers at work. We even watched a workman actually printing of the pages.

I know that Tu likes the idea of being a journalist much more than she likes the thought of being a secretary or a typist. I think she's a very good writer.

Excuse me for a minute. My telephone is ringing. Hello? Yes, hello, Mr Kavana. How are you? Oh that's good. How can I help you? You're short of staff? I see. Yes, one of our school-leavers, Harry, is very interested in becoming an electrician. I think he has helped his father with electrical work before. Would you like to see him? Yes. That's fine. I'll bring him down myself.

Twelve o'clock? Yes, I think so. All right. I'll see you later. Thanks. Goodbye. That was Mr Kavana. He's the manager of a big electrical firm. "I'm glad he rang. At least I can take the boy down and let him look around the place. He may not want to work there but at least he'll have the chance to make up his own mind. Anyway, it's a good place to work, I believe. One of my uncles was a watchman there at one time and he said that the staff was always very happy.

He found it very satisfactory, too. Oh yes, and let me show you this letter from Rima. She went to New Zealand, for a holiday and got offered a job with very good pay. But she decided to come back here instead. I think she wants to become a professional dressmaker and manage her own dress shop. It will be a hard job for her to get started, but once she gets going, it will be all right. She'll just have to work hard, that's all.

There is quite a bit of unemployment now so jobs are sometimes quite hard to get and, if a person is unemployed, things can be very difficult. And the ordinary working-man is not quite what he used to be either. Now we have such things as trade unions and strikes. For this reason, people have more pleasant, modern surrounding to work in and often the management will modernize things especially for its workers.

People have more chances now of being trained for a profession, if this is what they want, and better chances of earning a good wage or getting a good salary. This is a lot better than the days when people were paid so little that we could almost have called them 'unpaid labourers'."

QUESTIONS

A. Choose the best answers:

1. Mr. Turu's job is

- (a) to teach school-leavers interesting jobs.
- (b) to train young people to be more efficient.
- (c) to help school-leavers decide on suitable careers.
- (d) to make young people get interested in office work.

2. Mr. Turu believes that

- (a) it is wrong for young people not to think about jobs.
- (b) it is easy to find suitable jobs for every school-leaver.
- (c) young people should not change their minds so often.
- (d) school-leavers should not worry about what they will do later.

3. Why do young people come to Mr. Turu's office?

- (a) To learn how to earn a good wage or get a good salary.
- (b) To get advice about what jobs they can have after leaving school.
- (c) To set some professional training in jobs of their own choice.
- (d) To find out how to enjoy life at school without worrying about jobs.

4. Some young people refuse to worry about their future because they

- (a) don't want to work hard.
- (b) think it is easy to find work.
- (c) know there are no jobs available.
- (d) want to have a good time while still at school.

5. Mr. Turu believes he can be most helpful when

- (a) people need information about the opportunities there are.
- (b) school-leavers know exactly what they want to do.
- (c) pupils study subjects are appropriate to their job.
- (d) there is a lot of unemployment.

6. As well as meeting young people in his office, Mr. Turu
- (a) tells them what job to take up. Unit 20
 - (b) runs training courses for school-leavers.
 - (c) gives advice to employers and trade-unions.
 - (d) takes pupils to places where they might work.
7. Harry is going to see the manager of a big electrical firm because
- (a) he might get a job there.
 - (b) he has decided to work there.
 - (c) the manager has offered him a job.
 - (d) Mr. Turu has told him to work there.

B. Answer the following questions:

1. How can a school-leaver find out what job might be suitable for him/her?
2. How can Mr. Turu help a school-leaver to find a job?
3. According to Mr. Turu, how can Rima become a successful dressmaker when she returns?
4. In what ways have conditions for the ordinary working man changed?
5. Who else does Mr. Turu help in addition to young people?
6. Why could some people in the past be called 'unpaid labourers'?

Vocabulary Exercise

Try to work out what they mean and then fit them into the spaces in the sentences.

ambition prefer employment modernize

1. My young brothers seldom help my father and me in the vegetable garden. Theyto go fishing in the lagoon.
2. Charles Whippy goes out fishing a lot and tries to catch big fish. His one is to catch the biggest fish ever caught off the Lodon coast.
3. If Charles Whippy wants to catch a very big fish, he'll have to use more than just a fishing line and worms. He will have to.....his fishing gear.
4. When I leave school, I will get a job in Lautoka city. There are more chances of..... there than in Vatukoula.
5. Some older people.....to walk to work than to go in a car because walking gives them the exercise they need.

Writing: A narrative poem or a narrative story

Choosing a Job

Discuss in class what you want to do when you leave school. Try to be realistic about the future and keep the following in mind:

- (a) work available in the area.
- (b) the qualifications, skills, interests, etc., needed for the job you have chosen (e.g. what school subjects you will need to be good at).
- (c) your suitability for the job.
- (d) some of the good and bad points about the job you have chosen.

Before you write your story or poem, read the following:

a) Narrative poems

What shall I be?

What Shall I Be?

When I grow bigger,

What shall I be?

A painter, a porter,

A sailor at sea?

A driver, a gardener,

I'm sure I can't tell.

But whatever it is,

I shall work at it well.

My Father

Some father works at the office, others work at the store,

Some operate great cranes and build up skyscrapers galore,

Some work in canning factories counting green peas

into cans, some drive all night in huge and thundering removal vans.

But mine has the strangest job of the lot.

My Father's the Chief inspector of - What?

Oh don't tell the mice, don't tell the moles,
My Father's the Chief Inspector of HOLES.
It's work of the highest importance because you never know
What's in a hole, what fearful thing is creeping from below.
Perhaps it's a hole to the ocean and will soon gush water in tons.
Or maybe it leads to a vast cave full of gold and skeletons.
Though a hole might seem to have nothing but dirt in,
Somebody's simply got to make certain.
Caves in the mountain, clefts in the wall.
My Father has to inspect them all.
That crack in the road looks harmless. My Father knows it's not.
The world may be breaking into two and starting at that spot.
Or maybe the world is a great egg, and we live on the shell,
and it's just beginning to split and hatch; you simply cannot tell.
If you see a crack, run to the phone, run!
My father will know just what's to be done.

b) Narrative stories

When I leave school, I want to be a fisherman. Quite a lot of the older boys I know have jobs on the boats that go out fishing from our village. I have been out fishing with my cousin several times and I find the work very interesting.

I think I would be a good fisherman. I prefer working outside to working indoors. I am quite strong and fit and I am never sea-sick.

People will always want fish to eat so I will always have work to do. It is a well-paid job too because the price of fish is quite high these days. Some people say they wouldn't like this job because fishermen often have to work at night and sometimes, they get dirty and smelly from handling the fish. But I don't mind sleeping during the day and if I get dirty and smelly, I can have a bath.

Write a narrative poem or story about choosing a job.

The Writing Process: (1) Make a draft. (2) Revise your writing. (3) Proof read it. (4) Read it out loud and share it with a friend.