

Fiji Ministry of Education English Curriculum Year 8

Units 6 - 10

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Unit 6 Floods and Droughts

Drought

“It’s raining again. What a nuisance!” we sometimes say when it rains and we have to go out. We complain but we all know that rain is necessary. We need water for drinking, cooking and washing. Water is more necessary for us than food, as we die of thirst more quickly than we die of hunger. However, we need water for our food too because food comes from plants which need water to grow, and from animals which need it to drink. If there is no rain for a long time, it is

called a ‘drought’.

Everyone must be very careful in their use of water during a drought. Sometimes it is rationed so that everyone will have a share. People who live in deserts or around the edges of deserts where there is only little water must always be careful not to waste any. Only animals or plants that have adapted to dry places can live in or near a desert.

These plants have ways of storing or saving water. Some have very hard or thick-skinned leaves as water is easily lost from soft flat leaves. Others have thick roots or stems with plenty of space to store water. The camel is an animal that can conserve water well and can do without water for a long time. Seashells have spaces inside their shells for storing water while the tide is out. In these ways, these animals and plants can continue to live in very dry times.

Animals and plants without these adaptations often die during a drought. On coral islands, the fresh water in wells and under the ground dries up during a drought and only the brackish or salty water is left. A drought is more serious on these islands than on the high islands, where there are rivers, and dams can be built.

Drought caused one group of people to leave their islands and to look for a home elsewhere. These people had moved to three islands in the Phoenix Group in 1938 because their own islands

in the Kiribati were over-crowded. They had built new homes and formed new communities. The islands were similar to their own and they were able to continue their own way of life. The people had all they needed in the good years when there was enough rain, but it was different in the drought years. Then the water in the wells became brackish and there was much less toddy for them to drink though they still had enough food and were able to get as many fish as usual.

After a series of droughts, the community leaders asked the government to allow them to move to a new area. There was no land available in their own country for them, so they had to move to a new country, the Solomon Islands. Here there was always plenty of fresh water. On this occasion, drought made a big change in the lives of the islanders as they had to get used to a new type of country and a new way of life.

Sometimes droughts do much more harm. Recently there was a disastrous drought in Africa. The countries along the southern edge, or margin of the Sahara Desert had seven years with scarcely any rain. The animals ate up all the grass and then began to eat the bark of the trees. When this was all finished, the animals died. The cattle died first as they are big animals and need plenty of water, but many sheep and camels which were used to living in dry places also died. Some herdsmen replaced their cattle with goats which can live in drier places. But they did a lot of harm because they killed the plants by eating the bark and roots and there was then nothing to stop the soil from being blown away. Because the drought lasted so long, the crops died before they produced any grain, or if they had grain it was only very little.

Usually, farmers do not eat or sell all their grain as they have to keep enough seed to grow crops the following year. Similarly, herdsmen do not eat or sell all their animals because they must keep some for breeding. However, during the drought in Africa the people had to eat all their grain and animals as they had nothing else. Some people were so hungry that they ate leaves, bark and roots when all their food was finished. In some villages, all the inhabitants died of starvation. In other places many people died, especially the very young and very old. There was not only suffering from hunger; because there was not enough food or water, the people became very weak and caught diseases easily. They lacked vitamins to protect themselves as the fresh fruit and vegetables were finished first. The sick had no strength to look for food.

They had no one to look after them as all the others were weak too from lack of food. Hundreds of people died. They were not buried, as no one was strong enough to dig their graves. This meant diseases spread even more easily among the people. Those who did not die were often weakened for life by illness. Others died because they ate animals which had died of disease.

Few of the fifty million people in the area would have survived this ordeal if they had not received help from other countries. It was brought to them by the United Nations and other organisations. First, they had to have food. This was difficult to distribute as the area was undeveloped. It did not have good roads and the drought had caused frequent dust storms. Some people became weak and died on their way to get food. In some places when there was rain, the roads turned into thick mud and the truck bringing food was bogged down in it.

However, many people were saved by the food given by other countries. Sick people also received medicine and many recovered. The farmers and herdsmen who survived the drought were given seed to grow crops, and animals to begin their flocks and herds again. Now they can produce their own food and live on it again.

Humans will not be able to avoid droughts, but much can be done to lessen the harm they do. If trees are planted, they keep the soil moist and hold it in place so that it is not blown away by dust storms. They also give shelter to other plants. On the desert margin, farmers and herdsmen need to be taught better methods which will prevent the soil from becoming

infertile or being blown away. It is better for them not to keep goats as they do too much harm to the plants.

These areas need help to get more wells dug and to set up irrigation so that they can make good use of the water that is available. Those in over-crowded areas will have to be encouraged to move to wetter areas where development is easier. If such things are done, the people living in dry areas have a better chance of surviving the ordeal if another drought does come.

QUESTIONS

A. Choose the best answers:

1. A drought is
 - (a) a week without rain.
 - (b) a place in a hot country.
 - (c) a place without any water.
 - (d) a very long time without rain
2. A camel does not need to drink often because
 - (a) it lives in dry places.
 - (b) it lives in wet places.
 - (c) it can keep water in its body.
 - (d) it eats plants that store water.
3. Farmers usually keep some of their grain because
 - (a) they want it for their animals.
 - (b) they want to plant it and grow more.
 - (c) they might need it in case of drought.
 - (d) they do not get paid enough for their grain.
4. A drought is most harmful to
 - (a) babies.
 - (b) teenagers.
 - (c) young men.
 - (d) married women.
5. Why is there more sickness during a drought?
 - (a) There are more germs in a dry place.

- (b) People are too poor to buy medicine.
 - (c) People become weak from lack of food.
 - (d) There is not enough water for people to drink.
6. "Few of the 50 million people in the Sahara would have survived the ordeal if"

This tells us that

- (a) almost all the people in the Sahara died.
 - (b) more than 50 million people stayed alive.
 - (c) many of the 50 million people did not die.
 - (d) hardly any of the people in the Sahara stayed alive.
7. Some people in Africa did not get the food supplied by the United Nations because
- (a) there was not enough food for everyone.
 - (b) it was impossible to take the food to them.
 - (c) there were not enough trucks to distribute the food.
 - (d) the people from the U.N. thought they had plenty of food.

B. Answer the following questions in a complete sentence.

1. How do plants adapt to dry places?
2. What happens to the water in wells on coral islands during a drought?
3. Why did the Phoenix Islanders go to the Solomons?
4. Why did the cattle in Africa die first?
5. What are the disadvantages of keeping goats?
6. Why were the dead not buried during the drought in Africa?
7. What happened to the people in the Sahara as a result of help given by other countries?
8. What did farmers and herdsman need after the drought?
9. Why is it good to grow trees?
10. What might be the result of doing all the things mentioned in the last paragraph?

Vocabulary

Do you know these words?

The following words are in bold face in the passage. Try to work out what they mean, and then fit them into the spaces in the sentences.

conserve replaced inhabitants lacked lack ordeal distribute

1. People who live in warm countries wear light, cotton clothes but theof cold places need much thicker clothes.
2. If you are running in a long-distance race, you should not run as fast as you can at the beginning. You shouldyour energy by running at a steady speed.
3. The old man's sons brought him some vegetables as hethe strength to go to the garden himself.
4. After the hurricane wethe old wooden classroom with a concrete one which is much stronger.
5. When the teacher saw that there was aof suitable reading books in the school library he organised a concert to raise money for more books.
6. The taxi driverhis old car with one which uses much less petrol.
7. Because of the water shortage, the Public Works Department will.....drums of water to those who need it.
8. Many of theof the Pitcairn Islands are descendants of the 'Bounty' mutineers.
9. After he was rescued, the young sailor who had spent four days in the sea told reporters about his.....

Writing

EXPLANATION TEXT

Explanation texts tell us how or why something happens. Its main purpose is to tell each step of a process and to give reasons.

Structure of an explanation text will include:

- opening with a general statement of what is to be explained
- a series of logical steps explaining the process until the steps are complete
- often accompanied by diagrams.

- concluding paragraph

Language features will include:

- technical words
- words that show cause and effect
- use of timeless present tense
- use of diagrams, flowcharts etc.

Explanation texts are often confused with information texts. Here are two differences that you should note:

- Explanation texts may have diagrams while information texts don't.
- They explain the 'how and why' while information texts don't.

Information texts simply give you information. Below is an explanation text of how to write an expository essay. Analyze it and get prepared to write a similar text of your own.

What type of sentences is mainly used in the text?

How does each sentence begin for each step?

What is the purpose of this text?

Who is the likely audience for this text?

Why does the author include a flowchart in this text?

Structure

- Title
- Series of logical steps explaining the process:
- Concluding paragraph.
- Use of Flowchart

How to write an expository essay

1. Choose a topic. Get ideas from a range of sources. An expository essay explains a topic in a logic and structure.
2. Introduce the topic. Make an opening (general) statement about the topic that will catch the reader's attention. It may be a question, a quotation, or the position that you will take.
3. Provide background information for the reader to help them understand what you are intending to write about- this is the context statement.

4. Write your thesis statement - state the position that you will take on the topic and how you will argue it with evidence in the body paragraphs.
5. Decide on the number of paragraphs that you will write to present your findings.
6. Begin each paragraph with a topic sentence. The topic sentence introduces the main idea of the paragraph. Include specific text evidence that supports the topic sentence. Explain to the reader the significance of the evidence you have provided. This is the analysis.
7. Connect each paragraph with a sentence or two demonstrating how each idea leads to the next. This the transition.
8. Conclude by providing the reader an overview of the main ideas discussed. Offer solutions and show the significance of the information you have highlighted where applicable.
9. Remember that writing is a process. You will need to make a draft, revise your writing, proof – read it before publishing it.

Analyze the following text by referring to the structure and the features noted above before you attempt to write one on your own.

Thunderstorms and Tropical Cyclones

What Makes Thunder?

Thunder is caused by lightning. The lightning makes the air around it very, very hot. The heat makes the air expand. It expands so fast that it makes a booming sound. This can sound like the sonic boom a supersonic jet plane makes.

What Makes Lightning?

During a thunderstorm, lightning flashes through the sky. Lightning is cause by electricity in the clouds. The electricity makes a big streak of light. This is the lightning that we see.

Lightning often shoots to the ground. It can destroy a tree and sometimes it can even hurt people. If you are outside during a thunderstorm, don't shelter under a tree, or stand in the open where lightning can strike.

What is Thunder?

The lightning rapidly heats gases in the air. The expansion of the gases causes thunder.

WRITING PRACTICE

Now it's your turn to write an explanation text. Remember your text can be in the form of a technical manual (such as a washing machine manual, how gears of a car work etc.) a textbook, an encyclopedia entry (such as the life cycle of a butterfly), a non – fiction books

Unit 7: Food and Cooking

Our Daily Food

Searching for food and eating are the main occupations of many animals. If you watch a herd of cows or goats during the day, you will find that the animals spend most of their day eating or searching for food. Birds, fish, lizards, spiders, flies and mosquitoes are always searching for food. There are some meat-eating animals such as lions, tigers, crocodiles, cats and dogs, which have a large meal and then rest, sometimes for several days. But in the wild, even these animals spend much of their time hunting for food and eating. Only man has organized his search for food, and only man has learned to cook his food. This gives him much more spare time in which to learn more about life, learn new skills and enjoy himself.

Among almost all other animal groups every individual is a hunter or food gatherer. But man has a different arrangement. Some people are armers, others work in food factories but a lot of people are not involved in getting food. They just buy it and eat it. Imagine seeing a cow coming along the road with a mouthful of grass to another cow or your dog delivering bones to all the neighbouring dogs! It is true, of course, that some animals such as birds help their young to find food and wild dogs and some other animals that hunt in packs share the food catch together but most animals think only of themselves and do not co-operate and help one another.

Another difference between man and animals is that man eats a great variety of food and he often cooks, freezes, cans, dries or smokes his food to preserve it. This means he can keep it longer without it going bad.

Another difference concerns what is eaten. Most animals eat only one kind of food. Cows eat grass, seagulls eat fish, lizards eat insects and pigs eat roots and other parts of plants. But humans eats many kinds of food. You only have to look round the market or in the groceries stores to see that this is true. Humans also likes to try new types of food and new ways of cooking food. However, in spite of the great variety of food that man eats and his knowledge of cooking and preserving food, his diet, is often bad for his health. Some people eat too much sugar and their teeth decay; others eat too much dalo or rice or bread and they get too fat' others don't eat enough fresh food and they become ill.

We all need to know about the value of different types of food so that we can make sure that we and our families are eating things which will keep us strong and healthy. Foods are grouped together according to what they contribute to our bodies. There are foods which provide our bodies with building materials. These are called body-building foods. Then there are those which supply us with energy and heat. These are called energy foods. The third group is made up of foods which protect our bodies from disease and so keep us healthy. These foods are called protective foods.

The main body-building foods are protein foods. These include meat, fish, chicken, crab, shellfish, octopus, seaweed, milk, cheese, eggs, peas and beans. As you know, these foods are available in the Pacific Islands.

The second group of foods is the energy food group, the carbohydrates and fats. There is no shortage of these on most of our islands. All our tropical root crops like taro, cassava, sweet potatoes and yams are common sources of carbohydrates. Other sources are breadfruit, banana, rice, flour and sugarcane. Sago (in the Solomon) is another common source. For fats, we have coconut and coconut products, butter, margarine, ghee, dripping and peanuts.

Until about the year 1912 it was generally thought that if we ate sufficient fats and carbohydrates, and sufficient proteins for body-building and repair purposes, then our bodies will be getting everything necessary for life and health. We now know that, in addition to fats, carbohydrates and proteins, our bodies require certain substances called vitamins and some minerals. We get them chiefly from dairy foods, fruits (especially fresh ones) and vegetables (green, yellow or white).

Now that we know the foods our body needs, we would do well to think about some ways of getting a balanced diet. It is important to know the variety of foods our bodies need. It is even more important to try and give our bodies this variety of foods. We should learn to plan our meals to make sure that we are getting the right kinds of food in the right proportions. We must not have too much of one kind of food and not enough of another. A balanced diet will contain a sufficient amount from each food group. In planning our meals we should ask ourselves these questions:

1. Have I included body-building foods?
2. Have I included protective foods?
3. Have I included sufficient energy foods to satisfy the appetite?

If a certain food is not available, we can eat another food of the same type instead. This means we can substitute one body-building food for another body-building food or one energy food for another energy food. Meat can be replaced by fish, crab, octopus, or seaweed. Cassava can be replaced by dalo, rice or breadfruit.

However, if we want a balanced diet, one type of food cannot be replaced by another type. We cannot substitute pawpaw for fish; biscuits cannot be substituted for coconuts; tea cannot be substituted for milk.

There are other factors to be considered in the planning of a well-balanced diet. The way we live, the climate we live in, our ages and our jobs give us different food requirements. For example, people in very cold countries need to eat more energy foods as these help to keep them warm. Traditional and social customs also affect our food habits. For instance, in some countries in the South Pacific, people eat a lot of carbohydrates food - several pieces of dalo or cassava with a little fish and vegetables for a meal. Children are sometimes seen eating a large piece of dalo or sweet potato or a roti between meals. In some places the men eat first and get the best foods at meals. The women and the children can only 'have what is left over. There will probably be enough to fill their stomachs but perhaps not enough of every type of food to supply their requirements. On some islands, where carbohydrate foods are not available in great quantities, the people get a lot of protein from fish and other seafood, but very little carbohydrates with it.

Protein foods are the most expensive foods. This is particularly true in the case of animal proteins. Carbohydrate foods are plentiful, cheap, easily stored and prepared. There is a great danger that many people may eat too much of them and too little of the more expensive bodybuilding and protective foods. In this case, people in the villages can have a better diet than those who live in towns and earn very little money. The villagers can grow a variety of foods, and can fish in the sea or river. The person in town can only eat the foods he can afford to buy.

Yet we often find that many villagers do not have a well-balanced diet. Many children do not grow up strong and healthy. We now know a little more about what our bodies need. We know a little about the kinds of food we should eat. What are we going to do about it?

QUESTIONS

A. Choose the correct answer:

1. The writer says that one way in which humans are different from other animals is that humans

- (a) co-operate with each other to supply food.
- (b) do not eat as much food as most animals.
- (c) spend a lot of time eating and looking for food.
- (d) do not have any difficulty in getting enough food.

2. According to the passage, some people eat a diet which is not good for their health. This is due to

- (a) letting their food go bad.
- (b) not cooking their food properly.
- (c) eating too great a variety of foods.
- (d) not knowing what foods the body needs.

3. Why some foods called protective foods?

- (a) They help our bodies to fight disease?
- (b) They give us heat to protect us from cold?
- (c) Our bodies require them in only very small quantities.
- (d) Our bodies need protecting from their harmful effects.

4. Before 1912, people thought that it was enough to eat meals that contained

- (a) plenty of tropical root crops.
- (b) a variety of fruit and vegetables.
- (c) only fats, protein and carbohydrates.

- (d) large amounts of vitamins and minerals.
5. A balanced diet consists of
- (a) many different foods from the same group.
 - (b) the right proportions of fish, meat and milk.
 - (c) enough food from each of the three groups.
 - (d) the right proportions of cassava, taro and yam.
6. If you wanted a good diet and you couldn't get any fish, you could replace it with
- (a) butter
 - (b) chicken
 - (c) cassava.
 - (d) breadfruit.
7. The statement: The climate we live in ...gives us different food requirements' suggests that
- (a) people in hot countries need more fat than people in cold countries.
 - (b) Pacific Islanders need more protein than people in cold countries.
 - (c) Pacific islanders need less protein than people in cold countries.
 - (d) people in cold countries need more fat than people in tropical countries.
8. The writer says that in countries where it is the custom for men to eat, first, the women and children often
- (a) feel very hungry.
 - (b) eat too much protein.
 - (c) do not get a balanced diet.
 - (d) do not get enough carbohydrate

B. Answer the following questions:

1. What do many animals spend most of their time doing?
2. Give an example of animals that help each other to get food.
3. Name two ways in which man preserves food.
4. What do we need to know in order to give our bodies all they require?
5. Why are meat, fish, eggs, peas and beans all said to be in the same group?
6. What would you call your diet if you were getting the right kinds of food in the right proportions?

7. Why can't we substitute pawpaw for fish?
8. Why do some people eat too much carbohydrate?

Vocabulary

The following words are in the passage. Try to work out their meanings and then fit them into the space in the sentences.

organized energy substitute involved available substituted variety require requirements preserve

1. Football players have to run about a lot. You need a great deal ofto play football.
2. I don't like eating the same kind of food for every meal. It's much more interesting to have aof things to eat.
3. The play which Form 2 performed at the concert had a large cast so nearly everyone in the form wasin the performance.
4. Vegetableswater and sunlight when they are growing. If they don't get these, they won't grow properly.
5. A good way to fish is to smoke it. Smoked fish can be kept for a long time.
6. It is silly to eat biscuits instead of fish. You should not an energy food for a bodybuilding food.
7. After the hurricane had damaged the trees, there was very little fruitin the market.
8. Ramesh was going to write, 'Men require air and food,' but, he couldn't remember how to spell 'require.' He.....'need' for 'require' and his sentence meant the same.
9. Tom is very lazy. He's always sitting down doesn't seem to have anyat all.
10. At the school fair everyone knew what to do and where to go. Mr. Manoa made all the arrangements and the parents said he had the fair very well.

Writing

INFORMATION TEXT – A PRODUCT

An information text describes the characteristics of something. Its main purpose is to inform readers of the natural world. Unlike fictional narrative texts, information texts are based on facts.

The structure of an information text or report includes:

- an opening statement which may either have a short description of the subject, a definition or a lead sentence to capture interest.

- body paragraphs – each one is about a different aspect of the subject and begins with a preview sentence.
- a concluding statement (not always)

Language features will have:

- Factual writing involving jargons or technical words related to the subject
- Formal and impersonal language
- Present tense
- Passive voice

For homework, find a food packet from home that has product information about the food contents. Write down the information that you find.

OTHER FORMS OF INFORMATION TEXT

Non-fiction books contain information texts. Work with a partner to examine the structure and features of the text in a non-fiction book from your school library.

WRITING PRACTICE

Now it's your turn to write an information text. Your text can be in the form of an information booklet, an encyclopedia entry, a magazine article, non – fiction book, letter etc. The map instructions below will help you get organized before you start writing.

1. Choose the text form you will use and a topic that you like before you begin.

Understand what you are required to do.

2. Research your topic- find out the information that you need from various sources. Write them down.
3. Make an opening statement. This is the main idea of your text.
4. Pick the number of ideas you want, relating to your opening statement and write down details of the main ideas. These also become your body paragraphs. So if you pick 2 ideas, you will have 2 paragraphs.
5. Write your opening statement. It should capture the interest of readers!
6. Write your body paragraphs with the details.
7. Write your conclusion. (optional)

Grammar

Look at these sentences:

(a) This food has a lot of salt in it.

(b) This food is very salty.

A number of words connected with food and cooking are formed in a similar way. Make up sentences similar to (b) after each of the following:

1. This soup has a lot of water in it.

2. The curry has a lot of spice in it.
3. This tea has a lot of milk in it.
4. This food has a lot of pepper in it.
5. This fish has a lot of oil in it.
6. This stew has a lot of meat in it.
7. This meat has a lot of fat in it.
8. This cake has a lot of sugar in it.

Word Building Exercise: dis

A. Look at the following sentences:

Ana does not like playing hockey.

Another way of saying this is:

Ana dislikes playing hockey.

Change the following sentences in a similar way:

1. I didn't agree with what he said.
2. Some people don't approve of boys with long hair.
3. Some children don't obey their parents.
4. The referee didn't allow the goal.

B. Now look at this sentence:

The teacher was not pleased with Pio.

Another way of saying this is:

The teacher was displeased with Pio.

Do the same with the following sentences:

1. The man was not honest about his son's age.
2. Suli is not organised; her work is a mess.
3. The teacher was not satisfied with our work.
4. The man was not loyal to his chief.
5. The work on the new hotel was not continued because of lack of money.

C. Rewrite the following sentences, using a word beginning with dis to replace the phrase in bold face.

Example: My little brother does not like playing alone. My little brother **dislikes** playing alone.

1. This dog does not obey his master sometimes.
2. Michael's father was not pleased with his report.
3. The committee members did not agree with the chairman.
4. Mere's father did not approve of her marriage to a "foreigner."
5. Our headmaster was not satisfied with the results of the examination.

DICTIONARY EXERCISE

Write the following names in alphabetical order:

Lusi, Sushila, Vincent, Salote, Kamal, Peter, Isimeli, Tebuaki, Mildred, Tupeni.

Do the same for:

Morris, Mohammed, Makereta, Mikaele, Mahendra, Etuate, Emiliana, Esiteri, Elaisa, Eliko.

Unit 8: Environment

The Rabbit Problem in Australia

When people move from one area of the world to another, they often take animals or plants with them to remind them of home. This can have unexpected results and sometimes causes serious problems. A good example of this is the way rabbits became a serious and expensive problem in Australia.

At one time, there were no rabbits in Australia. Then, near the beginning of the nineteenth century, an Englishman and his family emigrated from England to Australia. They went to live on the island of Tasmania, in Southern Australia. The Englishman was very happy there, but there was one thing he missed-rabbits.

He wrote a letter home to England asking a friend to send him a few rabbits and eventually twenty-four of them arrived. The man treated them as pets and allowed them to multiply. A few years later another settler took some of their descendants across to the Australian mainland and set them free there. Then, in 1859, a settler called Thomas Austin imported another twenty-four rabbits from England and set them free on his farm.

The conditions in Australia suited the rabbits. The climate was good for them, there were few diseases there which affected rabbits, and they had very few enemies. A few rabbits nibbling the grass cause little damage but thousands of rabbits can eat a great deal of grass. They can completely destroy the valuable pasture a farmer needs for his

sheep and cattle. Unfortunately for the farmers in Australia, rabbits can multiply very rapidly, especially when the conditions suit them and they are healthy. A female rabbit starts having babies when she is only about six months old. She gives birth to litters of five or six babies at one time and she can have about five litters in one year. Six or seven months after producing her first litter she may become a grandmother, as her daughters will be producing their own first litters by then.

Only five years after importing his twenty-four rabbits, Thomas Austin had thousands of them on his land, eating his grass and other crops. Using dogs and guns he killed twenty thousand rabbits in one year, but he estimated that there were still another ten thousand left alive which would soon increase to thousands more.

The rabbits from Tasmania had been multiplying rapidly, too, and as the rabbit population increased, they began to spread to other parts of Australia, causing widespread damage to crops and pasture. By 1883 there were millions of rabbits. They had become such a serious problem that the government of New South Wales passed a law called The Rabbit Nuisance Act. This law said that every farmer must destroy as many of the rabbits on his land as possible.

Farmers used dogs, cats, guns, traps and poison in their attempts to get rid of the rabbits. They destroyed thousands of them, but it didn't matter what the farmers did, there were so many rabbits and they multiplied so rapidly that there were millions left alive.

As the rabbits spread west across the country, the farmers in Western Australia grew very worried. They tried to keep them out of their state using cats. Thousands of cats were taken to places where rabbits were living. At first, this was very successful, but, after killing and eating so many rabbits, the cats grew tired of them. Eventually, the animals became friends and it was discovered that cats and rabbits were living peacefully together, sharing the same burrows.

The government was determined to keep the rabbits out of Western Australia and proposed that fence should be built right across the country. Some people laughed at this idea. They thought that the proposal was ridiculous as the fence would have to be 1,800 kilometers long. A fence as long as that would be very expensive.' But the government and the farmers said that if they didn't build the fence it would cost even more money as the rabbits would destroy all the pasture in Western Australia. That would be much more expensive than the fence.

So the fence was built, but by the time it was completed it was already too late. There were rabbits on both sides of it. A second fence was built a hundred kilometers further west, but the same thing happened. The rabbits were on the other side before it was completed.

The Government was still determined to save the farms of Western Australia from the rabbits, so a third fence was built. Quite a lot of rabbits got through this fence too. The three fences were not completely successful, but if they had not been built there would have been even more rabbits in Western Australia.

Meanwhile, millions of rabbits continued to destroy the grass throughout the rest of Australia, and farmers continued to spend thousands of dollars trying to get rid of them. Then, in the nineteen fifties, scientists discovered a way of destroying millions of rabbits. They found a disease which was fatal to rabbits but did not harm other animals. This disease, called myxomatosis, is carried from one rabbit to another by mosquitoes and fleas. The scientists took some rabbits which were infected with (myxomatosis and set them free in Australia. The disease spread rapidly, killing millions of rabbits.

In this way the Australian farmers 'rabbit problem was solved. However, if only those early settlers had thought more carefully before importing a few rabbits from England, there would never have been a problem at all.

QUESTIONS

Find the answers to the following questions as quickly as possible. Do not read each sentence in the text intensively, but just skim through the passage looking for the answers.

1. Where did the first rabbits imported into Tasmania come from?
2. In what year did Thomas Austin import twenty-four rabbits?
3. How many litters can a female rabbit have in one year?
4. What did Thomas Austin use to kill twenty thousand rabbits?
5. In which year was The Rabbit Nuisance Act passed?

6. What did the farmers of Western Australia use first to keep out the rabbits?
7. How long was the first fence built to keep the rabbits out of Western Australia?
8. How many fences were built altogether?
9. When did scientists find a way to destroy millions of rabbits?
10. What is the name of the disease which killed millions of rabbits?

A. Chose the correct answers:

1. The Englishman who emigrated to Tasmania imported some rabbits because

- (a) he liked rabbits very much.
- (b) he thought they would eat weeds.
- (c) he was going to start a rabbit farm.
- (d) he knew they would cause problems.

2. There were no rabbits on the Australian mainland until

- (a) Thomas Austin released twenty-four on his farm.
- (b) A settler imported some from England.
- (c) A man took some from Tasmania.
- (d) A settler imported some in 1859.

3. Rabbits became a nuisance in Australia mainly because

- (a) they multiply very quickly.
- (b) it is difficult to kill a rabbit.
- (c) one rabbit eats a lot of grass.
- (d) they keep moving from place to place.

4. A female rabbit can become a grandmother at a very early age because

- (a) she can have five litters in one year.
- (b) she can give birth to six babies at one time.
- (c) her daughters can have babies at seven month's old.
- (d) female rabbits always give birth to a lot of daughters.

4. After Thomas Austin had killed twenty thousand rabbits he

- (a) considered that his farm was safe from rabbits.
- (b) knew that he had not solved his rabbit problem.

- (c) believed that the other rabbits would leave his farm.
- (d) thought that he had destroyed all the rabbits on his land.
5. After the Rabbit Nuisance Act was passed, farmers in New South Wales
- (a) killed most of the rabbit but a few escaped.
- (b) killed more rabbits but more came from Western Australia.
- (c) killed thousands of rabbits and drove the rest into Western Australia.
- (d) killed thousands of rabbits but there were millions left on their land.
6. Farmers first tried to keep the rabbits out of Western Australia by using
- (a) cats.
- (b) fence.
- (c) guns and dogs.
- (d) traps and poison.
7. People thought that the proposal to build a fence across Australia was foolish because they knew that
- (a) it was already too late.
- (b) it would cost a lot of money.
- (c) it wouldn't keep the rabbits out.
- (d) it was impossible to build such a long fence.
8. If the government had not built three fences across Australia there would have been
- (a) no rabbits in Western Australia.
- (b) fewer rabbits in Western Australia.
- (c) hardly any rabbits in Western Australia.
- (d) many more rabbits in Western Australia.
9. Before releasing rabbits with myxomatosis in Australia scientists must have made sure that the disease
- (a) would not spread too quickly.
- (b) would not affect human beings.
- (c) would kill every rabbit in Australia.
- (d) would kill mosquitoes as well as rabbits.

B. Answer the following questions in a complete sentence.

1. Why was Australia a good place for rabbits to live?
2. Why were rabbits harmful to farmers?
3. According to the passage, about how many babies can a female rabbit produce in one year?
4. Why was the attempt to keep rabbits out of Western Australia by using cats not successful?
5. Why did the government say it would cost a lot of money if they didn't build a fence?
6. How did scientists finally solve Australia's rabbit problem?
7. If the early settlers had thought more carefully, what might they have decided to do?

Vocabulary

The following words are in bold face in the passage. 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 some of the words in more than one sentence.

emigrated estimated missed get rid of descendants ridiculous conditions pasture
fatal

1. When Saimoni first went to a boarding school hehis friends at home very much.
2. Many diseases which used to bedo not kill people now because cures for them have been found.
3. It does not rain as much in Western Viti Levu as it does in the East so thefor growing sugar are better in Lautoka than they are in Nausori.
4. Mr. Robinson doesn't live in Fiji anymore; heto New Zealand last year.
5. The health inspector said we couldthe mosquitoes if we destroyed the places where they lay their eggs.
6. The reporter didn't count the people at the match but he..... that about 3,000 people watched the game.
7. Aaccident is one in which someone is killed.
8. Many people in Fiji areof cane-farmers who came from India a long time ago.

9. A farmer who wants to keep animals that eat grass, such as sheep or cows, needs a farm with plenty of good

10. On Mufti Day, Joeli looked.....wearing a coconut hat, a smart shirt, rugby shorts and his grandmother's bedroom slippers.

Writing

PERSUASIVE TEXT – a poster

In a persuasive text the writer uses words to convince readers that the writer's opinion is correct in regard to an issue. Sometimes in the writing, readers are persuaded to perform an action – just to get them to agree with the writer's position. Some forms of this text would include advertisements, posters, letters to the editor and catalogues.

Persuasive writing is structured to include:

- opening statement of the case to be argued
- elaboration supported by evidence/ facts
- skeleton framework- bullet points
- conclusion: reiteration of the facts and often gives recommendation for action

Features are:

- Problem- solution. Persuasive texts highlight a problem and then offer solutions. People will not act unless a solution to a problem they have is provided.
- benefits
- logical constructions and connectives with reasoning
- use of emotive and rhetorical language to persuade
- actions step words

Class activity

Draw up a poster to argue the need for responsible disposal of rubbish.

Another form of persuasive writing: Dialogue

Sam: Look Mum! Ice cream! Buy me an ice – cream! Please! You have to buy me one! It's my favourite! Please! Please Mum! It's not fair! I want an ice cream.

Ben: Mum, Mum can I have one as well?

Mum: No!

Sam: But....That is so unfair! Dad would think so too if I told him.

Mum: O.K I'll buy you one if you'll be quiet.

An persuasive speech: The benefits of family farming

Did you know that households in developing countries such as Fiji spend 70-80 % of their disposable income on food alone?

Did you know that there are an estimated 842 million hungry people in the world? And yes this number will increase with the climate change that we are currently facing.

The solution to all these issues lies in family farming. You might be wondering what exactly family farming is. The international Food and Agriculture Organisation views family farming as: (I quote)

“All family based agricultural activities which are linked to several areas of rural development. It is a means or organizing agricultural, forestry, fisheries, pastoral and aquaculture production which is managed and operated by a family and predominantly reliant on family labour, including the labour of both women and men. “(end of quote)

In very simple terms family farming is a family working in an organized way on the farm whether it be on crops, on fishponds, or raising animals.

Family farming has proved to be beneficial in so many ways: Firstly, and most importantly it feeds a family, a community, a nation and the world at large. The Food and Agriculture Organisation reveal that 70% of the world’s food products are produced by family farmers. This figure is a clear indication that their work is crucial in not only feeding the world but in combatting hunger and malnutrition.

Secondly family farming protects biodiversity and the environment. Family farmers use a variety of farming techniques such as crop rotation, contour farming and integrated pest management to adapt to the various environments which become a source of biodiversity. This does not only preserve the traditional knowledge that was passed down by our forefathers, but it also helps to support the healthy functioning of our ecosystem – our environment.

The knowledge of Vula I Nuqa Levu, Vula I Cukicuki and Vula I Balolo was not only in the head.... they transferred it to their hands to preserve their land. In addition, our traditional family farming practices is recognized as more resilient to the impacts of climate change due the wealth of knowledge on coping with natural disasters accumulated over the years either from our forefathers or experience. This helps us preserve our cultural values – our land – our environment – our Fiji.

Thirdly, family farming is indistinguishably linked to national and global food security. Growth in agricultural production to meet rising global needs using large scale farming practices is unsustainable. Most research has shown that there is an inverse relationship between land size and productivity. Family farmers wisely manage their lands to sustain high levels of productivity despite having less access to productive resources. Our future food security therefore lies in family farming.

Friends, that 76% of our fellow rural counterparts who are viewed as poor need not look further but their own backyards for a start.

Don't you think it is ironic that out of the estimated 842 million hungry people, three quarters of them are in rural areas? The food is just in their back yard where they could start their small family farms! Don't you think that the 70-80% of our parents' income spent on food alone could be saved if we made use of backyards with family farming?

Thank you all for listening.

Questions:

1. Who is the likely audience for this text?
2. What is the orator trying to persuade listeners to do?

Writing Practice

Choose one form of persuasive text – a poster, a dialogue or a written argument - and write your own persuasive text to convince someone of what you believe or about something what you want to happen.

Unit 9: Wealth from the Sea

In the past, people did not use to buy the things they wanted. Instead, they would get them by giving something else they had in return. This system is called barter. Later, man learned the usefulness of money and now he can buy the things he needs. But money has to come from somewhere. So it is not surprising that the islanders of the South Pacific use the sea to provide them with money.

In the Solomon Islands the first money ever used came from the sea. It is called shell money, and it is made from small pieces of the Spondylus shell. These small pieces are carefully smoothed and rounded, and then threaded on to long strings. Strings of shell money are still necessary in some places, especially when a price has to be paid for a bride. A young man must pay the girl's father with shell money.

The Solomon Islanders get money from the sea in different ways also. Certain things can be collected and sold to traders. For example, sea-cucumbers, or beche-de-mer, are collected and dried and then sold to Chinese exporters. These exporters also buy sharks, fins which are used for making a kind of soup. Turtle shells and trochus shells, which are used for making buttons and jewellery, can also be sold. By selling these things from the sea, islanders can earn money. But the Solomon Islanders do not earn much money from the sale of these things. So when some Japanese businessmen came to the islands and asked if they could build a factory for canning fish, they were welcomed.

Since the opening of the factory in October 1973 more money has been coming into the country. The place the businessmen chose for the factory was a small town called Tulagi in the central Solomons. Although it is a small place, Tulagi has a fine, safe harbour which large fishing ships need. The waters of the Pacific around the islands are full of skipjack tuna.

These are the fish which the factory needs. The fishing ships, which come from Japan, Korea and Formosa are allowed to catch 30,000 tonnes of skipjack for the factory each year. The fish are caught by large fleets of fishing ships which go far out into the waters around the islands. Sometimes the ships stay at sea for several weeks. They do not return until they have caught a big load of fish. There are two types of ships in a fishing fleet. The biggest ship, which is called the mother ship, has huge refrigerators on board for freezing and storing the fish. The other ships in the fleet are all catcher ships. These carry the fishermen who catch the tuna.

Two different methods can be used for catching the tuna. One way is to use long lines with baited hooks hanging from them. These lines are lowered into the water from the back of the ship and are sometimes several hundred meters long. The position of the lines in the sea is shown by glass balls or floats which have flags fixed to them.

The other way of catching the fish is by using long poles with lines attached to them. The lure on the end of the line is a small bunch of feathers, with the hook hidden inside. The fishermen do not have to put new bait on the line after they have caught a fish. They can simply throw the line back into the sea, ready for the next fish. This method of fishing is very hard work for the fishermen employed on the catcher boats. A skipjack tuna can weigh as

much as 200 kilos and even a small one weighs about ten kilos. When a catcher boat finds a school of tuna, the fishermen have to catch as many as they can as quickly as possible.

When the fish are caught, they are packed in ice on the catcher ships. This is to prevent them from going bad. Later they are transferred to the mother ship where they are refrigerated and frozen. When the refrigerators are full, the mother ship sails back to the factory at Tulagi. When the fish have been unloaded from the ship, they are washed and cleaned and the scales are removed. They are gutted by cutting off the heads and removing the insides. After the fish have been cleaned in this way, they are frozen and put into the cold store. The temperature in this very large room is minus 19 degrees C. It is so cold inside that the workers who stack the fish must wear special warm clothing to keep them from freezing. They only stay inside for half an hour at a time. Then they must go outside into the warm sunshine, while a different group of men go inside to work.

Before the fish are canned, they have to be cooked and graded. They are sorted into two grades. The high grade, or best pieces of fish, is put into cans with one kind of paper label and the rest are put into other cans. The cans of high-grade fish will be sold at a higher price than the others. The colourful label describes what is in the tin: "Taiyo Skipjack Tuna."

The factory at Tulagi is not the only one in the South Pacific. Others have been built in American Samoa, Fiji, Papua New Guinea and New Caledonia. The countries which have helped to build them are America and Japan. The factories are very important to the economy of the South Pacific countries because they earn money from the export of the canned fish, which is sold to Japan, America, Australia and many other countries.

The fishing industry is important in other ways, too. The people of those countries where factories have been built can now buy tinned fish very cheaply. It saves the countries money, too, because less tinned fish is now imported. Also, many islanders have found jobs in this industry. For example, the factory at Tulagi employs one hundred and fifty people. Many men work on the catcher boats and they earn very high wages.

Already the factory at Tulagi needs to expand. And as the search for more protein foods goes on, the sea and its gift of fish will become more important to us all, and to the economy other countries we live in.

QUESTIONS

A. Choose the correct answer

1. The first money used in the Solomon came from
 - (a) the trochus shell.
 - (b) Chinese exporters.
 - (c) the Spondylus shell
 - (d) selling sea-cucumbers.
2. The Japanese businessmen were welcomed to the Solomons because they were going to

- (a) buy turtle and trochus shells.
- (b) make a new harbour at Tulagi.
- (c) help the people to earn more.
- (d) sell pearl button and jewellery.

3. Why was Tulagi chosen as the place for the factory?

- (a) It is a small place.
- (b) It has a good harbour.
- (c) There is a lot of fish in the harbour.
- (d) The Japanese were made welcome there.

4. Why is the mother ship the biggest in a fishing fleet?

- (a) It has to carry all the fishermen.
- (b) It has to store all the fish caught.
- (c) It has to carry 30, 000 tonnes of fish.
- (d) It has to stay at sea for several weeks

5. Why is the work hard for the fishermen on the catcher boats?

- (a) It is very cold on board.
- (b) The work is very dangerous.
- (c) They do not earn much money.
- (d) The fish must be caught quickly.

6. When the fish are caught, what is the first thing that happens to them?

- (a) They are packed in ice.
- (b) They are cleaned and gutted.
- (c) They are cooked and graded.
- (d) They are frozen on the mother ship.

7. Why do the cold store workers stay inside for half an hour only?

- (a) It is too cold to stay inside longer.
- (b) They can finish their work quickly.
- (c) So some other men can do some work.
- (d) They have to do other jobs in the factory.

8. The canning factories are important to the countries in which they have been built because

- (a) they increase tourism in the area.
- (b) they help to catch all the tuna fish.
- (c) they help the countries economically.
- (d) they provide tinned fish at a high price.

B. Answer the following questions in a complete sentence.

1. When do people still use shell money in some places in the Solomons?
2. What are some of the things Chinese exporters in the Solomon Islands like to buy?
3. Has the Tulagi factory been a success in the Solomons? Give your reasons.
4. How is a mother ship different from a catcher ship?
5. Describe what the floats with flags are used for.
6. What is meant by 'gutting' fish?
7. What is meant by grading, fish?
8. List three ways in which the factories have helped south pacific countries.

Vocabulary

The following words are in bold face in the passage. Try to work out the meaning for yourselves and then fit them into the space in the sentences.

Fleet transferred expand employs lowered graded attached

1. On the way to Tavua, our bus broke down but the company sent another bus very quickly. As soon as we had our luggage to the new bus we set off again.
2. So many children want to attend the new school that the committee has decided to it next year by adding two more classrooms.
3. The new soap factory..... only twenty people this year but there will be jobs for another fifteen next year.
4. Our ship anchored in deep water about 300 metres from the shore. The sailors a small boat into the water and rowed us to the island.
5. Mr. Camatwo workmen to help him on his farm.

6. The Marine Department has a large of ships.
7. We won't know how much money we'll get for our copra until it has beenIf it is the best quality, we'll get a good price.
8. The cook on the ship a bucket into the sea to get some water to cook the rice.
9. Eroni fished for an hour without catching anything but when he a smaller hook to the end of his line he caught two fish in ten minutes.

A POETRY TEXT: LYRIC POETRY/A SONG

Poems have many different purposes, for instance to entertain, to tell a story to convey information or just to share a feeling. They are often grouped by theme, structure, form or language features. Poems can be found in these three main genres of poetry: lyric, narrative, and dramatic.

For the purpose of this writing, we will focus on lyric poetry. Lyric poetry expresses thoughts and feelings of a poet. The term lyric is what we now refer to as words of a song. So songs are forms of poetry. Writers address the reader directly, portraying his or her own feelings, state of mind and perceptions.

Structure of songs includes:

- title
- verse- with the first verse setting up the theme for the song
- chorus- contains the main message of the song that is worth repeating
- bridge – is a progression that allows the chorus to be repeated

Language features include:

- use of emotive words
- use of rhyming words
- Use of imagery by the use of adjectives
- figures of speech e.g. metaphor, simile, personification

PRAISE HIS NAME by Jeff and Sheri Easter

When you're up against a wall
 And your mountain seems so tall
 And you realize that life's not always fair
 You can run away and hide
 Let the old man decide
 Or you can change your circumstances with a prayer

When everything falls apart
Praise His Name
And when you have a broken heart
Just raise your hands and say
Lord, you're all I need
You're everything to me
And you'll take the pain away
When it seems you're all alone
Praise His Name
When you feel you can't go on
Just raise your hands and say
Greater is He that is within me
You can praise the hurt away
If you'll just praise His Name
You can overcome
By the blood of the lamb
And by the word of your testimony
You'll see the darkness go
As your faith begins to grow
You're not alone, so how can you be lonely
Source: www.lyricfreak.com

Structure:

Title

First verse: sets up the theme for the song

Chorus

Second Verse

Bridge

WRITING PRACTICE

There are many different ways of writing a poem or a song. Work with a partner to write a lyric poem/ a song. You can follow the steps below to guide you.

STEP ONE

Start with the title. Create a phrase that sums up the heart of your song's message. Try using an image or action word in your title to make it interesting

STEP TWO

Make a list of questions suggested by the title. What does the title mean?

Why are you saying that? How do you feel about it?

STEP THREE

Decide on the song structure: how many verses? Will it have a bridge?

STEP FOUR

Answer one question in the chorus and one in each verse. Select the question you want to answer in your chorus. Look for images and action words to bring your answers

to life. What emotion are you describing?

STEP FIVE

Connect your verse and your chorus. Make it a smooth transition.

STEP SIX

Build your second verse and bridge

Grammar

A. WORD BUILDING EXERCISE - ful

Look at these sentences.

(a) (i) Mother said I was a great help in the house.

(ii) Mother said I was very **helpful** in the house.

(b) (i) Permal is a boy who always tells the truth.

(ii) Permal is a **truthful** boy.

Read the sentences below. Complete the second of each pair of sentences by building a word using—**ful**

1. The nurse lifted the child with great care.

The nurse was verywhen she lifted the child.

2. The man had many cuts which gave him great pain.

The man had many cuts which were very

3. Everyone showed a great deal of respect to the chief.

Everyone was veryto the chief.

4. The man's house was painted in several bright colours.

The man's house was very.....

5. A snow plough wouldn't be of much use in Fiji.

A snow plough wouldn't be very.....in Fiji.

6. This new engine has a lot of power.

It's a veryengine.

7. Our annual concert was a great success.

Our annual concert was very.....

8. Pests can do a lot of harm to our crops.

They are very to our crops.

9. The woodcarver has a great deal of skill.

He is a verycarver.

10. It's best to build a fish canning factory in a place where there is plenty of fish. It's best to build a fish canning factory where fish is.....

B. SUFFIXES

Complete the following sentences by filling in the spaces with suitable words:

e.g. Permal is a boy who always tells the truth. Permal is a truthful boy.

1. Sushila's new saree is very brightly coloured.

Sushila's new saree is very.....

2. The engine of our boat doesn't have much power.

The engine of our boat isn't very.....

3. Smoking cigarettes can do your health a lot of harm.

Smoking can be veryto your health.

4. The shop assistant didn't give much help.

The shop assistant was not very.....

5. Bob had a fish hook in his finger which gave him a lot of pain.

The fish hook in Bob's finger was very.....

6. We have always shown respect to our elders.

We have always beento our elders.

7. The new fish cannery is a great success.

The new fish cannery is very.....

8. Ali always takes great care when he drives his new speed-boat.

Ali is alwayswhen he drives his new speed-boat.

9. The man showed great skill in woodcarving.

The man was a verywoodcarver.

10. Tevita is always boasting.

Tevita is aboy.

Unit 10: Animals in captivity

If you were walking on a quiet street at night and suddenly heard the roar of a lion or the screech of a monkey, you might think you were imagining it; but this is a common occurrence in many cities of the world where there is a zoo. A zoo is a kind of park where many kinds of animals are kept and are shown to visitors.

The zoo brings to the city the strange and fascinating animals of lands both near and far. Few people find it possible to visit such places as the jungles of Asia or the grasslands of Africa to see the animals, whose homes are there. Many people who live in large cities cannot even visit nearby farms or the wild areas of their own country. At the zoo, however, people may see in captivity the wild animals they read and hear about.

Zoos today do more than just show people various animals. They preserve many species of animals which might become extinct if they were not protected. Rapidly growing human populations are destroying many of the places where these animals live. As man needs more land for farming and houses, the animals are forced into smaller and smaller places.

Unless these animals are given protection now, many of them may become 'extinct'; there will not be any of these species, or kinds of animals, left alive on earth. This has already happened to many animals and many others are rapidly disappearing. Modern zoos are providing this protection and, by breeding these animals which are in danger, they may save rare animals for future generations.

Zoos contain many different types of animals, such as tigers, elephants, lions, giraffes, crocodiles, monkeys, birds and fish. Some of the larger zoos have as many as 10,000 animals, including many different types of birds and fish.

The older zoos are areas with fences around them and buildings containing caged animals. Lions, tigers and other wild animals are kept in one building, monkeys in another. But animals kept in cages are not very happy animals. Modern zoos try to show the animals in surroundings that look as natural as possible.

Visitors to a modern zoo are surprised to look across a small open plain and see lions apparently free to wander about as they please. Nearby are ostriches, antelopes and zebras feeding quietly at the edge of a water-hole. They are not afraid of the lions because they are separated from them by wide, deep trenches, or moats. Moats also separate the visitors from the animals. The moats are cleverly hidden with plants and the visitor does not notice them. He feels that he is seeing the animals living wild in their natural homes.

Few people realize how much hard work and planning is needed to keep even the smallest zoo running. At the head of the zoo is a director. Under him are people - who are in charge of the different departments. There is a man in charge of birds, another man for monkeys and so on. Every large zoo has a hospital under the direction of a veterinary surgeon. A veterinary surgeon, commonly known as vet, is a doctor who specializes in treating animals.

The animals are fed and their living quarters are cleaned by keepers. Keepers are very important zoo workers. The happiness and health of the animals depends largely upon how well they like their keepers.

Often there is a deep affection between these men and their animals. Nearly every child and adult enjoys the zoo, but how about the animals? Many people wonder if it is cruel to take animals away from their homes and keep them behind bars and trenches where thousands of human beings stare at them.

It seems certain that animals are better off in zoos than in their natural surroundings. In the wild, animals are often hungry and sick. They may roam far and wide, but they do so to find food, not because they love the open spaces. They have many enemies and must often fight to protect themselves, their mate and their young. Very few live to an old age.

Many kinds of animals have a great need to feel safe. They want an area, however small, which is their own territory. On rare occasions when an animal escapes, it usually comes back to its own place. Often the animals walk back through the open cage door all by themselves.

Zoos are not a new idea. The first zoo was founded about 1100 B.C. by the Chinese emperor Wu Wang. He wanted the zoo so that he could study the animals. Today, a large zoo located in the heart of any big city may entertain more than 100,000 people on a pleasant sunny day.

Let us imagine we are walking around in a zoo right now. There are lots of trees and flowers and people and animals wherever we look. In a closed off area to our right we have a kangaroo. The kangaroo has soft, pale hair and big brown eyes. She is sitting up on her two large hind legs. There is a baby kangaroo in her pouch, and he is looking out at us. Perhaps he is frightened, but his mother is not. She is eating some leaves.

On our left we see a camel with very long legs, large feet and a hump on his back. Camels are usually found in the desert and they use the humps on their backs to store fat which they use for energy on long journeys. Our camel has big brown eyes and his hide is pale brown. He seems very tall so we have to look up to see him.

Nearby, a reindeer is eating. He has big horns called antlers on his head and he looks very fierce. He chews his food loudly and he shakes his head, but he does not scare us as much as the next animals that catch our eye. They are the lions and tigers.

Most of them are lying in the sun and don't look very fierce, but we know that they can be. Many people are watching them and all the small children hold on to their mothers and fathers whenever one of the lions lets out a loud roar.

Lions and some other animals are not seen only in a zoo; some can be found in a circus. A circus could be called a travelling zoo because it goes from place to place with all its animals, But a circus is not just a travelling zoo. The animals do tricks and people perform as well. There might be an act put on by an elephant standing on a small barrel and holding a ball,

or a trumpet, or a teapot full of water. Or there may be many elephants, dancing to a tune played by the circus musicians.

Sometimes an elephant, big and fat and heavy, may hold his huge foot over his keeper who is lying on the ground while the audience watches in excitement. Often you will see a man perform in a cage with several lions. He will attract the animals by cracking his whip and sometimes may even put his head in the mouth of one of the lions. He may also make the lions stand up and roar. This always gets a lot of applause from the audience.

Also in a circus there are clowns, men dressed up in funny clothes. They do silly things to make the audience laugh and they often perform with dogs and monkeys. The monkeys are funny animals and they are often dressed up in a suit of clothes, like people. They might be trained to ride little bicycles, or push a cart. They can sit at a little table and pretend to be having tea. All these things are good entertainment and circuses are always a great attraction when they arrive in a town or a village.

A. Select the best answer:

1. Which of these statements is false?

- (a) Zoos help preserve some species of animals.
- (b) Zoos contain many different types of animals.
- (c) Zoos have only animals that are wild and dangerous.
- (d) Zoos allow people to see animals they would not otherwise see.

2. Some animals are becoming extinct because

- (a) man is causing diseases which kill them.
- (b) man is catching them for the zoos and circuses.
- (c) man is killing them to make more room for people to live.
- (d) man is moving into their natural homes and forcing them to leave.

3. In a modern zoo, animals are not afraid of their traditional enemies because

- (a) they are all happy and well-fed
- (b) they all live in their own natural homes.
- (c) they are kept in areas separated from each other
- (d) they have been trained to live together peacefully.

4. The first zoo was established because

- (a) the ruler of a country wanted to study animals.
- (b) the veterinary surgeons wanted to study animals.
- (c) people wanted to see many types of different animals.

(d) the Chinese wanted to show others how to start a zoo.

5. A circus could be called a travelling zoo because

(a) the animals do tricks wherever it goes.

(b) it takes its animals from one place to another.

(c) the animals have to do a lot of travelling by train.

(d) people often have to travel great distances to see one.

6. The clowns we see in a circus are

(a) men dressed in funny clothes.

(b) animals dressed in funny clothes.

(c) animals trained to do various tricks.

(d) the keepers of the dogs and monkeys

B. Answer the following questions in a complete sentence.

1. Besides showing people various kinds of animals, what does a modern zoo do?

2. How do many modern zoos differ from older ones?

3. Mention two advantages that an animal in a zoo has over an animal in its natural surroundings.

4. What does a zoo-keeper do?

5. What makes the job of a zoo-keeper so important?

6. What does a vet do?

7. What happens sometimes when an animal escapes from a zoo?

8. Why is a circus more than a travelling zoo?

9. What is the job of the clowns in a circus?

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.

specializes occurrence species rare surroundings

1. It is much more pleasant to work in clean and quietthan in dirty, noisy places.
2. Dr. Cama works in the eye department of the hospital. Hein the treatment of eye diseases and eye injuries.
3. Some places have very few earthquakes but in others earthquakes are quite a common.....
4. Many people who work in cities like to spend their holidays in peaceful far away from busy towns.
5. Golden cowries are very hard to find so they are valuable because they are.....
6. There are many..... of animals which have already died out.
7. We don't normally have hurricanes in July. A hurricane at that time of the year would be a very unusual.....

Writing

A NEWSPAPER ARTICLE

A newspaper article discusses current or recent news of either general interest or of a specific topic. It requires a different style of writing compared to a narrative writing. It is usually written in a triangle format. The most important information is included in the opening paragraph: this includes the who, what, where, why and how. Newspaper writers put it this way because they know that that most readers do not read through the entire article.

A newspaper article will have the following structure:

- headline – usually four or five words to attract the interest of the reader by informing them what the story is about in a short and interesting way.
- by – line – who wrote the article
- lead paragraph– sets the scene and summarises the main points of the article (the who, what, when, where and how)
- the body – provides more details about the event.
- quotes – in speech marks
- photograph and caption (but not always)

Some of the features include:

- bold head line

- past tense verbs
- proper nouns
- time words

Animals can be impounded by Shayal Devi

Friday, February 28, 2014

THE LTA says people should secure their animals to prevent accidents similar to the one that claimed the life of 45-year-old taxi driver, Nirbhai Chand last Saturday.

Mr. Chand died after his taxi hit a horse on Denarau Rd last week. LTA spokesman Iliesa Sokia said the onus was on animal owners.

"Section 56 of the Seizure and Disposal of Animals of the Land Transport Act stipulates that any animal found tethered, wandering, straying or lying on a public street may be seized by a police officer or authorised officer," he said.

"The animal can be sent or taken to a pound, subject to the Pound Act, and the owners of the animal are liable for the prescribed fees and penalties under the Land Transport Act and Pound Act.

"Subject to sub regulation three to four, a police officer may seize and dispose of any animal found tethered, wandering, straying or lying on a public street and upon seizure all rights of the owner of the animal is forfeited."

Mr. Sokia said when animals were found on public streets, LTA's duty was to inform the police.

"This is because it becomes a road hazard and a distraction to motorists whilst behind the wheels."

Now it's your turn to write a news article! Write an article about the problem of dogs in Fiji roaming the streets, uncared for. Don't forget to think of a smart headline to get your readers attention.

Structure summary

- Headline
- Opening- line
- Lead paragraph
- Body
- Quotes
- Photograph
- Caption

Grammar: Sentences

A. Read this paragraph carefully. Then complete the sentences that follow and also answer the questions.

One day Tomasi felt hungry. He saw a mango tree and began to climb it. A branch snapped and Tomasi fell to the ground and broke his leg Tomasi could not play football on Saturday because he had broken his leg. His team lost and everyone said they would have won if Tomasi had been playing.

1. If Tomasi had not been hungry, he
2. If a branch had not snapped, Tomasi
3. If Tomasi had not fallen, he
4. Tomasi would have played football on Saturday if
5. Tomasi's team would not have lost if

B. Complete the sentences by making up your own information.

Example:

Samu used to play soccer on Saturday afternoons but now.....

This could be completed in many ways:

- he prefers to go fishing.
- he goes fishing.
- he would rather play volleyball.
- he's too busy.
- he has to help his father in the garden.

1. Mr. Bhindi used to work in his shop every day but now.....
2. I used to enjoy films about space but now.....
3. Satish used to be the noisiest boy in the class but now.....
4. I used to think that there were little men inside the radio but now.....
5. The girls used to have netball practice on Thursday afternoons but now.....
6. We used to grow a lot of sweet potatoes in our garden but now.....
7. Kelera used to eat very little and she was very thin but now.....
8. Afzal used to suffer from asthma but now.....
9. The "Tui Levuka" used to call at our island once a month but now
10. We used to visit our grandparents every Sunday but now.....