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HOW TO USE THE BOOK

This book encourages students to work independently and collaboratively in class through pair work, group work or as a whole class.




Teachers are encouraged to use a variety of teaching strategies suggested in this book with other creative and innovative approaches to ensure English is taught in an enjoyable, exciting, creative and meaningful style using integrated approach for the maximum benefit of the students at Year 9 level.

Teachers must be very creative and resourceful to be able to contextualise the activities in each unit to suit the learning needs of their students and the texts studied, especially for Literature, if need be.

This book promotes the integration of the Listening, Speaking, Reading and Writing skills in the teaching and learning of English as reflected in the Year 9 Syllabus.

Teachers need to follow the syllabus as the guideline for coverage and assessment. Also, note that this text is not exhaustive. From time to time, teachers and students may have to refer to other texts and websites for additional notes and examples.

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Unit 1 Nature

LAND/WATER DEGRADATION

CLIMATE CHANGE

ENVIRONMENT



SUSTAINABLE DEVELOPMENT
PRESERVATION AND CONSERVATION



FRESHWATER RESOURCES

MARINE ECOSYSTEMS

Learning Outcomes

Upon successful completion of this unit, students are expected to:

- ✓ effectively use the English language rules in oral communication;
- ✓ identify parts of speech in sentences;
- ✓ apply English language rules in their writings;
- ✓ construct logical and grammatically correct sentences;
- ✓ link sentences using connectives;
- ✓ become responsible library users;
- ✓ develop planning and writing skills;
- ✓ develop creativity in personal writing styles;
- ✓ analyse poems being studied; and
- ✓ interpret information correctly from text types and apply knowledge.



Brainstorming

- ★ Think about as many words as possible associated with the theme **Nature**.
- ★ In groups, make a list of these words on charts. Present these to the class. Familiarise yourself with these words, definitions, synonyms and usage in our daily communication and writings.
- ★ Think about Fiji's natural environment and local surroundings of your home or school. Try **drawing** the surrounding around you. Give a theme or title to your drawing and write a short description of your drawing.
- ★ Visit your school library and in pairs, do **research** on any one of the following aspects and present this to the class: conservation of coral reefs and natural forests, climate change and its impacts, COP 23, role of children in protecting Mother Nature, sustainable development. [Your teacher may provide other topics. Be creative in your presentation: try using charts, advertisements, original pictures, technology etc.]

Parts of speech



Brainstorming

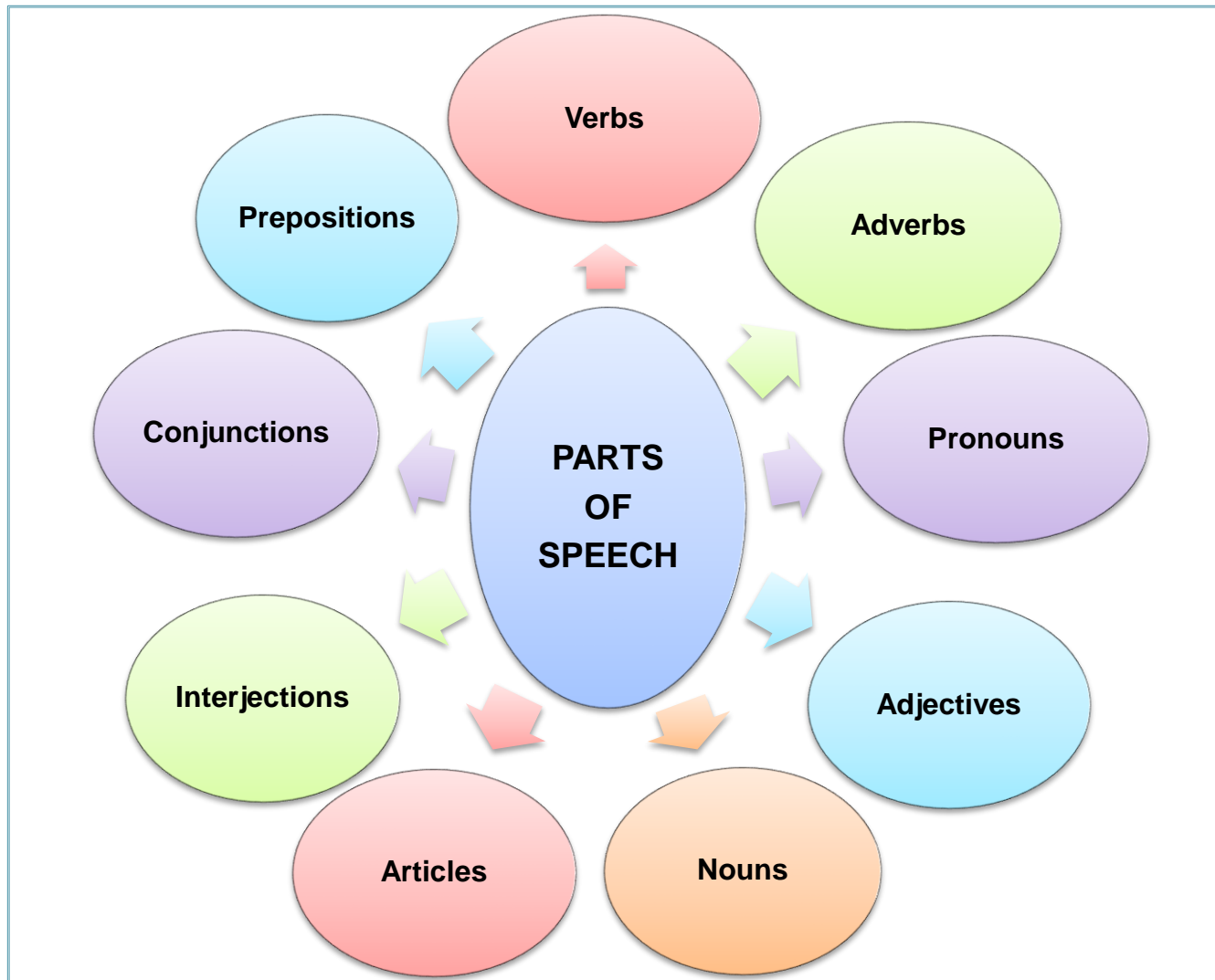
- What is a part of speech?
- How many parts of speech do you know?
- What are the functions of the different parts of speech?
- Why are parts of speech important in the learning English language?

The parts of speech:

↪ point out its specific word function within the sentence.

↪ show us how the words relate to each other.

Parts of speech in English



Nouns

✚ Names of people, places, animals, events and things we can see, hear, touch, feel or think about, **for example (e.g.)** *Tevita, Raju,, Nadi, cow, party, desk, teacher, Fiji.*

Types of Nouns

(i) **Proper Nouns**

- ◆ names of people, places, titles, days, months, **e.g.** *John, Fiji, Australia, Sunday, Tina, March, His Excellency.*
- ◆ begin with capital letters.

(ii) **Common Nouns**

- ◆ refer to people, places or things in general, **e.g.** *sister, brother, town, sky, river, plate.*
- ◆ these are not capitalised unless they start a sentence.
- ◆ can be further divided into two main categories: **Countable Nouns** and **Uncountable Nouns**.

✚ Countable Nouns

- ◆ refer to something that can be counted, **e.g.** *boy, table, marble.*
- ◆ has a plural form, **e.g.** *boys, tables, marbles.*

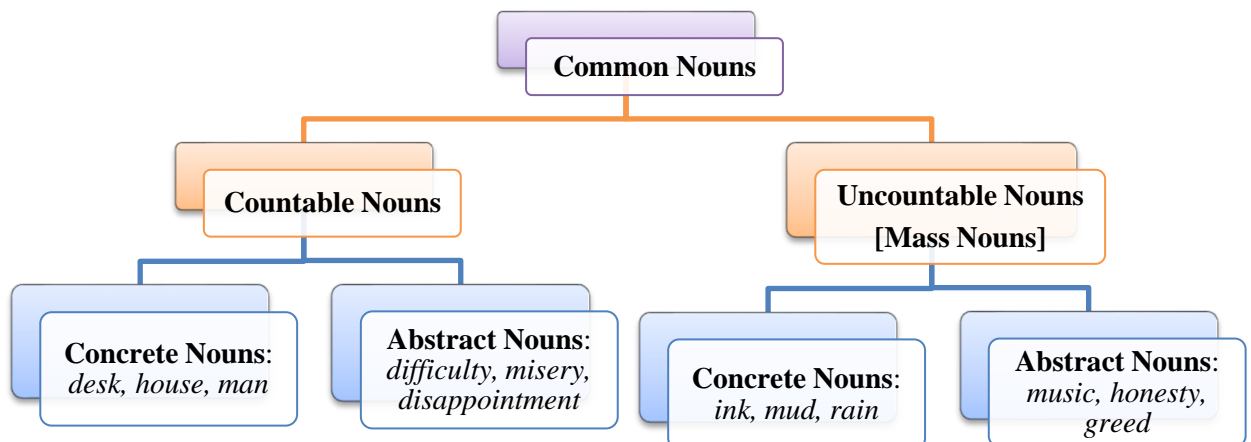
✚ Uncountable Nouns

- ◆ refer to things that cannot be counted, **e.g.** *love, music, water, rice, information, staff.*
- ◆ does not have a plural form.

✓ Countable and Uncountable Nouns are further sub-divided into **Concrete Nouns** and **Abstract Nouns**.

✚ Concrete Nouns - refer to people and things that can be seen, touched, smelled, heard, or tasted, **e.g.** *students, fish, cat, tree, perfume, coffee, soap, sound.*

✚ Abstract Nouns - refer to ideas, qualities, and emotions (things that cannot be seen, or touched), **e.g.** *love, honesty, happiness, time, music, anger, luck, skill, beauty.*



✓ Another type of Common noun is **Collective Noun**.

↳ **Collective Nouns** - refer to groups of people, animals, or things. **e.g.** *audience, family, pack, government, team, army, school of fish, flock of birds.*

↳ A **plural** collective noun takes a **plural verb**, **e.g.** *Families enjoy this restaurant.*

↳ A **singular** collective noun usually takes a **singular verb**, **e.g.** *Our family enjoys this restaurant.*

☞ Nouns can either be **singular** or **plural**, for example:

▶ Singular number denotes only **one** object, **e.g.** *boy, girl, man.*

▶ Plural number denotes **more than one** object, **e.g.** *boys, girls, men.*

Plural forms of Countable nouns

Regular Nouns <i>add -s</i>		Nouns that end with s, x, ch, sh or z <i>add -es</i>		Nouns that end with f or fe <i>add -ves</i>		Nouns that end with vowel + y <i>add -s</i>		Nouns that end with consonant + y <i>drop y & add -ies</i>	
Singular	Plural	Singular	Plural	Singular	Plural	Singular	Plural	Singular	Plural
car	cars	glass	glasses	calf	calves	day	days	city	cities
book	books	box	boxes	knife	knives	boy	boys	lady	ladies
house	houses	watch	watches	life	lives	monkey	monkeys	duty	duties
apple	apples	dish	dishes			donkey	donkeys	baby	babies
		quiz	quizzes						
Irregular Nouns		Nouns that end with vowel + o <i>add -s</i>		Nouns that end with consonant + o <i>add -es</i>		Nouns with no plural form		A change of end letters: <i>-us to -i; -um to -a</i>	
Singular	Plural	Singular	Plural	Singular	Plural	Singular	Plural	Singular	Plural
man	men	bamboo	bamboos	hero	heroes	deer	deer	stimulus	stimuli
woman	women	studio	studios	cargo	cargoes	fish	fish	syllabus	syllabi
mouse	mice	radio	radios	potato	potatoes	sheep	sheep	medium	media
foot	feet	video	videos	echo	echoes	dust	dust	curriculum	curricula
child	children					gold	gold		



Activity

A. Identify the **nouns** in each sentence given below.

1. Children love cats and dogs.
2. The boys enjoyed their visit to the museum.
3. Snehal has a red dress.
4. Anjana loves dancing.
5. Suva is the capital of Fiji.

B. List as many examples of **Proper Nouns** and **Common Nouns** in the table below.

Proper Nouns	Common nouns				Collective Nouns
	Countable Nouns		Uncountable Nouns		
	Concrete Nouns	Abstract Nouns	Concrete Nouns	Abstract Nouns	

C. From the following list of **noun types**, select all of those that apply to the nouns below.

common	proper	singular	plural	concrete	abstract	collective
--------	--------	----------	--------	----------	----------	------------

- | | |
|--|----------------------|
| 1. Fijians - <u>proper, concrete, plural</u> | 5. bus - _____ |
| 2. Tavua - _____ | 6. fishermen - _____ |
| 3. honesty - _____ | 7. cravings - _____ |
| 4. happiness - _____ | 8. policemen - _____ |

D. Collective Nouns

- (i) Identify the **collective noun(s)** in each sentence given below.
- (ii) Write an original sentence using the identified **collective noun(s)**.

- Karana was attacked by a pack of wolves.
- The army of soldiers walked across the land.
- The flock of geese flew over the river.
- A swarm of bees attacked the forest ranger.
- The convoy of trucks drove down the street.

E. Plural Nouns

- (i) Write the **plural form** of each singular noun given in the table below.
- (ii) In **pairs**, write a **sentence** with each plural form.
- (iii) Share your sentences with the class.

The first one has been done for you.

No.	Word	Plural form	Sentence Example
1.	chair	chairs	My mother put out the chairs before the guests arrived.
2.	reward		
3.	ocean		
4.	fish		
5.	child		

Pronouns

↪ A pronoun is a word that is used to refer to someone or something when you do not need to use a noun, often because the person or thing has been mentioned earlier.

Types of Pronouns

1. Personal Pronouns

↪ take the place of specific nouns (the names of people, places, or things) and help avoid repetition.

↪ The two types of personal pronouns are:

- (i) **Subjective Pronouns** - replace the name of the **subject** in the sentence, **e.g.** *I, you, he, she, it, they, we.*
- (ii) **Objective Pronouns** - take the place of the **object** in the sentence, **e.g.** *me, you, him, her, it, us, them.*

Note:

- ◆ Use an objective pronoun **after** a preposition: *This watch is a present from Mary and me.*
- ◆ Put yourself last: *My friend and I – **NOT** I and my friend.*
- ◆ Make sure your pronoun agrees with the word it replaces or refers to.

2. Possessive Pronouns

↪ indicate ownership and do **not** need an apostrophe, **e.g.** *my, mine, your, yours, his, hers, its, our, ours, their, theirs.*

↪ are usually used at the end of the sentences, **e.g.** *This book is **mine**; That bicycle is **his**.*

3. Demonstrative Pronouns

↪ draw attention to the subject, **e.g.** *this, these, that, those.*

↪ *This, these* – refer to someone or something near the speaker.

↪ *That, those* - refer to someone or something at a distance.

4. Relative Pronouns

☞ are used to link two statements about a person, animal or thing.

Examples

<i>who, whom</i>	-	people
<i>whose</i>	-	people, animals (to indicate possession)
<i>which</i>	-	items, animals
<i>that</i>	-	people, animals, items



Activity

A. Replace the underlined words in the sentences below with the appropriate **pronouns** from the box.

I you she her he him we us it they them their

1. I saw Rohan going towards the shop and I asked Rohan for a lift.
2. Although Christy likes to play computer games, Christy does not play often.
3. Janice is a nice girl. I like Janice a lot.
4. Manasa and Sanjay ordered lunch and Manasa and Sanjay ate it together.
5. My friend and I went to the movies. Later my friend and I had lunch together.
6. Lucy and Valani went to visit their grandmother. Lucy and Valani's grandmother was very sick.
7. Mr. and Mrs. Singh don't live in a rented house. Mr. and Mrs. Singh live in their own house.
8. Taitusi loves his grandparents a lot and Taitusi likes to visit his grandparents every week.
9. The students heard a loud noise and the students ran outside to see what the noise was.
10. Sunia was a famous reef fisherman in his village. Sunia holds the record of being one of the best fishermen.

B. Choose the correct word(s)/phrase(s) from the brackets and fill in the gaps in the sentences given below.

1. At six o'clock, _____ (I with my sister, my sister with me, my sister and I) decided that it was time for _____ (us, we) to go home.
2. I saw a woman drop a bunch of keys, so I picked _____ (her, it, them) up and gave _____ (it, they, them) to _____ (she, her, him).
3. A policeman saw my brother and _____ (me, I) he stopped _____ (we, us, I) and wanted to know where _____ (they, us, we) were going.
4. When we approached my friend's home, we saw that _____ (they, it, its) was on fire.
5. Don't leave your clothes there. Put _____ (them, it, they) away neatly.

C. Possessive Pronouns

Fill in the blank spaces in the sentences given below with the appropriate **possessive pronoun**.

1. This room belongs to my sisters. This room is _____.
2. My uncle bought that bicycle last year. It is _____.
3. Her mother drew the picture. It's _____.
4. My father and I made that table. It's _____.
5. His running shoes are newer than _____.

D. Demonstrative Pronouns

Fill in the blank spaces in the sentences given below with the appropriate **demonstrative pronoun**.

1. Do you see _____ horse over there?
2. _____ is the best novel I have ever read.
3. _____ are my uncle's children. They are staying with us.
4. Hello, is _____ you, John?
5. _____ roses on that table are from my garden.

E. Relative Pronouns

(i) Fill in the blank spaces in the sentences given below with the appropriate **relative pronoun**.

1. I know the girl _____ won the first prize at the concert yesterday.
2. Animals _____ attack people are usually killed.
3. The girl, _____ dog was killed in an accident yesterday, has refused to eat.
4. The man, _____ she met yesterday, is my neighbour.
5. The boy _____ sits next to me can speak French.

(ii) Combine the sentences given below using the relative pronouns. **Note** : You may have to add or omit some words.

For example : That is the shop. It caught fire last night.

That is the shop **which** caught fire last night. (**that** can also be used)

1. This is the novel. I bought it yesterday.
2. That is the man. He saved two children from drowning yesterday.
3. Those boys live near the sea. They can swim well.
4. Ms Jones is our school Principal. Her son is a famous soccer player.
5. Mr Thomas is a good teacher. We all appreciate him.

Verbs

☞ Are doing words which denote action, e.g. *run, sing, walk, tease, laugh, chase*.

☞ Without a verb, a sentence will be incomplete.

☞ A verb can be either **regular** or **irregular**.

👉 **Regular verbs** - form their past tense and past participles by adding **-ed** or **-en**, for example:

Present tense	Past tense	Past participle
walk	walked	walked
talk	talked	talked
work	worked	worked

 **Irregular verbs** - form their past tense and past participle forms in different ways, *for example*:

	Present tense	Past tense	Past participle
1. Verbs that remain the same.	put	put	put
2. Verbs that remain the same in past tense and past participle.	sit	sat	sat
3. Verbs that totally change (new spelling).	drink	drank	drunk



Activity

A. Circle the **verbs** in each sentence.

- Divesh prefers studying with his friends.
- Rini's feelings were hurt by Ana's actions.
- The boys loved their kitten.
- It was easy for Diya to write her story.
- She jumped into the river to save her dog.

B. Use the following **verbs** to write original sentences.

1. ride 2. play 3. cook 4. remember 5. collide

C. Regular and Irregular Verbs

(i) Change the following verbs into correct tenses and forms.

Present tense	Past tense	Past participle	Regular or Irregular
call			
shake			
fly			
read			
dance			
become			
forget			

(ii) Complete the following sentences using the past tense or past participle form of the verb given in the brackets.

- The farmer who lives near the river has _____ better days. (see)
- The baby girl has _____ all the milk in the bottle. (drink)
- My father _____ (go) to see the doctor last week.
- Shelly _____ (buy) two new dresses last month.
- My mother _____ (put) away all the books.

Adjectives

☞ Describe or modify a noun or a pronoun which give information such as, number, appearance, quality, e.g. *old, red, good, big, healthy, beautiful.* Shivani wore a **red** dress. She looked **elegant**.

☞ There are **three degrees of adjectives** and these are used for comparison (refer to the table below).

Degrees of Adjectives		
Positive adjective: used to describe only and not to compare.	Comparative adjective: used to compare two things or people.	Superlative adjective: used to compare more than two people or things.
Examples		
small young happy useful	smaller younger happier more useful	smallest youngest happiest most useful



Activity

(i) Identify the **adjective(s)** in the sentences given below.

- I have two elder brothers and one younger sister.
- The Blue group discussed their common personalities.
- They prefer meeting in small groups.
- She enjoyed the hot, delicious curry.
- Jone looked very handsome in his pink shirt.

(ii) Write original sentences using the following adjectives and share your sentences with the class.

- | | | | |
|------------|-------------------|----------------------|------------|
| 1. cheaper | 2. most expensive | 3. least interesting | 4. happier |
|------------|-------------------|----------------------|------------|

(iii) Fill in the missing spaces in the table given below.

Positive	Comparative	Superlative
high		
	more difficult	
		most interesting
dangerous		
little		
	newer	
		most careful
modern		
beautiful		
shy		

Adverbs

- ☞ Modify or describe verbs, adjectives, or another adverb. These tell us about actions: when, where, how and to what degree.
- ☞ Most adverbs are formed by adding **-ly** to an adjective, **e.g.** *seriously, silently, quickly, fully, nearly.*

Activity

Identify the **adverbs** in the sentences given below.

1. Mrs Ali listened quietly and patiently to my explanation.
2. The brothers ran excitedly around the big garden.
3. Bob worked busily on his project, which was done quickly.
4. The Green team likes to do things casually and slowly.
5. Ms Young laughed loudly.

Articles

- ☞ Are sometimes considered as one of the parts of speech.
- ☞ are noun pointers, **e.g.** *the sun, an apple, a boy*

Types of Articles	
Definite Article <ul style="list-style-type: none">▪ refers to something specific, e.g. <i>the</i>	Indefinite Articles <ul style="list-style-type: none">▪ refer to something general, e.g. <i>a, an</i> Note : we use an before a vowel sound
Sentence Examples <ul style="list-style-type: none">◆ Please hand me a pen. (<i>any pen will do</i>)◆ Please hand me the pen. (<i>there is a specific pen that I want</i>)◆ My father is an honest man (<i>the first letter is a consonant but the word begins with a vowel sound</i>)	

Activity

A. Choose the correct **article** in brackets in the sentences given below.

1. Ms Williams used to be (**a, an, the**) teacher.
2. I thought I saw a cat creeping into the bedroom but when I looked, (**a, an, the**) cat wasn't there.
3. During (**a, an, the**) school holidays, Jim often spends a lot of time reading.
4. It's very hot, isn't it ? Would you like (**a, an, the**) ice-cream?
5. Tevita is (**a, an, the**) very considerate driver. He always practises road courtesy.

B. Fill in the blank spaces in the sentences given below with the appropriate **article**.

1. Samuela is _____ good soccer player. He also teaches soccer to _____ students of my school.
2. He is _____ very strange man.
3. As I was walking along _____ sandy beach, I spotted _____ bottle floating in the water. I picked up _____ bottle and saw that there was _____ note in it.
4. Thomas has always been interested in cooking. He plans to be _____ chef one day and open up his restaurant.
5. I usually try to do _____ little exercise before dinner.

Conjunctions

☞ Are joining/linking words. These join words, phrases, or clauses. Some examples are : *and, yet, but, for, nor, or, so*



Activity

A. Identify the **conjunction(s)** in the sentences given below.

1. I like cooking and eating, but I don't like washing dishes afterwards.
2. Laura is exhausted, yet she insists on dancing till evening.
3. Either Poonam or Luisa will reach home first.
4. They took shelter because it was raining.
5. We finished our assignment so we could go.

B. Write sentences using the following **conjunctions**. Share your sentences with the class.

- | | | | | |
|--------|-------|--------|------------|----------|
| 1. yet | 2. so | 3. but | 4. because | 5. until |
|--------|-------|--------|------------|----------|

Interjections

☞ Words which express emotions, such as, surprise, pain, shock or fear.

☞ Interjections are usually followed by an exclamation mark, **e.g.** *Oh! Hey! Great! Oops! Well! Stop!*



Activity

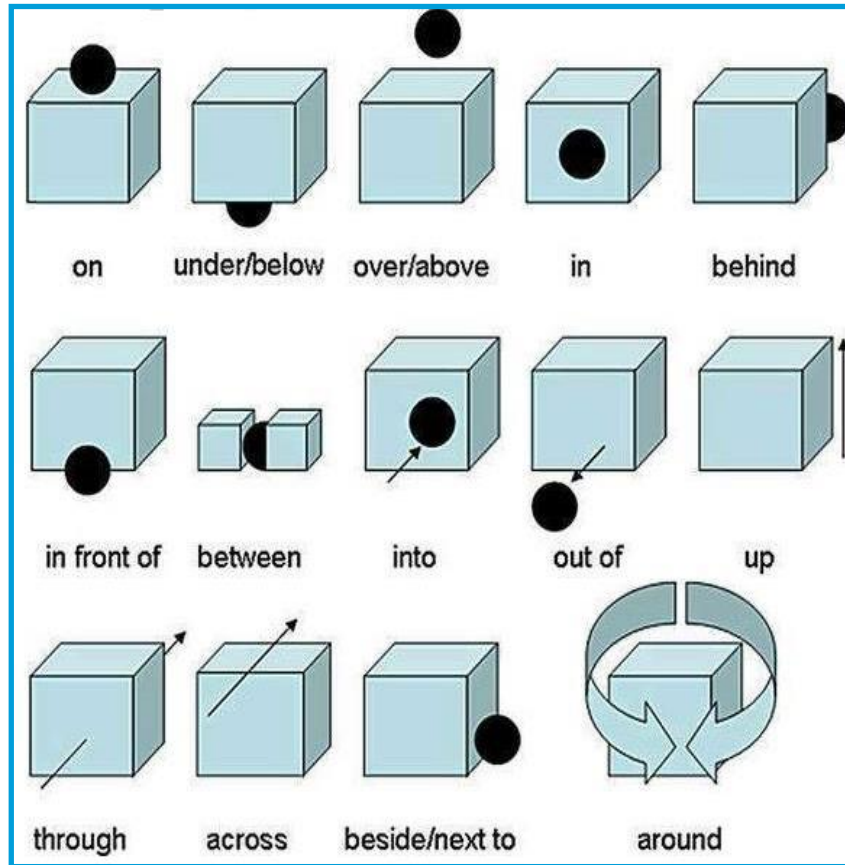
A. Identify the **interjection(s)** in the sentences given below.

1. Wow! That was an amazing match.
2. Ouch! I stepped on a thorn!
3. Our team won! Yeah!
4. Oops! She dropped the birthday cake!

B. Write four sentences using different interjections. Share your sentences with the class.

Prepositions

☞ Indicate the relationship between nouns and pronouns in a sentence. It also refers to words that specify location or a location in time, *for example*:



Activity

Fill in the blank spaces in the sentences given below with the correct **prepositions**.

1. The Fijian Government provides all students _____ free textbooks.
2. A strange thing happened _____ me a few days ago.
3. Joana decided to give up netball so that she could concentrate _____ her studies.
4. I hope you succeed _____ getting what you want.
5. As I was coming out of the room, I bumped _____ somebody who was coming in.
6. Your laptop is on the table _____ the sofa.
7. Mr Tim was very specific _____ the instructions.
8. The little girl had once been badly frightened _____ the neighbour's dog. Since then, she has been very afraid _____ dogs.
9. These photographs were taken _____ a friend of mine.
10. Shall we get a taxi or shall we go _____ foot?

Word Forms

- ☞ Many words can take on several different grammatical forms.
- ☞ *For example*, the word **satisfy**: can be a noun (*satisfaction*), an adjective (*satisfactory*, *satisfied*), a verb (*satisfy*) or an adverb (*satisfactorily*).
- ☞ Word forms can also change for reasons related to tense and singular/plural variation.



Activity

A. *Change the form of the word in brackets to fit in correctly in the sentences given below.*

1. The dancer shared with the audience his _____ (**humility**) background.
2. Whenever I meet my old teacher, I greet him _____. (**respect**)
3. _____ (**Happy**) is a value that we all should have.
4. She _____ (**reverse**) into a parking space.
5. I was _____ (**disappoint**) to find out that they had already left.
6. He was very _____ (**anxiety**) because the big day was drawing closer.
7. I can't really say with _____ (**certain**) if all these will work.
8. Shaun has got an _____ (**except**) sense of humour.
9. The _____ (**young**) of today will become the leaders of tomorrow.
10. Learning is a _____ (**continue**) process in our life.

B. Gap filling

Use the words in brackets to form a new word that fits into the blank spaces.

What it takes to be happy?

According to experts, the way you spend your free time is vital to your general _____ (**happy**) and _____ (**get**) the right balance is very important. It goes without saying that physical _____ (**fit**) is the key, so everyone's leisure time should include some form of exercise, _____ (**ideal**) something that you find _____ (**enjoy**).

Most people also gain _____ (**satisfy**) from doing something _____ (**create**), such as painting, cooking or gardening. However, not all your free time activity should be solitary or you may end up _____ (**feel**) lonely. _____ (**Companion**) is also important to most people's sense of well-being but you must find the right kind of social _____ (**interact**). Joining a _____ (**society**) group like a choir or a dance class is likely to be much more _____ (**benefit**).

Adapted from: <https://www.english-grammar>

Reading



A WRITER only begins the book. A READER finishes it.

Samuel Johnson

Benefits of reading

- 📖 Improves grammar, spelling, vocabulary and pronunciation.
- 📖 Boosts imagination and creativity.
- 📖 Enables learning of new ideas, information, people and places.
- 📖 Strengthens critical and analytical thinking.
- 📖 Improves focus and concentration and develops the mind.
- 📖 Improves writing skills.
- 📖 Good source of entertainment.
- 📖 Leads to self-improvement.
- 📖 Improves understanding of the issues, places, life etc.
- 📖 Improves fluency and communication skills.
- 📖 Helps build independence and self-confidence
- 📖 Develops a positive attitude towards reading and reading skills.
- 📖 Leads to future academic success.

Tips to improve reading

- 📖 Form a habit of reading.
- 📖 Read all text types [notice boards, newspapers, magazines, care labels on clothes, information on food packaging, books etc.]
- 📖 Read for pleasure.
- 📖 Keep mental note of new vocabulary or words.
- 📖 Try to list down new words and guess its meaning and usage.
- 📖 Note new information to look up later.
- 📖 Try to read with consistency and avoid intervals.
- 📖 Recall names, places and events you read.
- 📖 Use information read or knowledge from readings in your conversations and writings.



Reading Practice

Read aloud:

habit
coconut
chocolate
surfing
mangrove
education
marketing
emphasis
attitude
chicken

I love to read. It is one of my hobbies. Reading can be fun if you want to know about things and places. It becomes possible to visit a place without even going there!

Tongue Twister

Betty bought a bit of butter but the butter was too bitter.

To make the bitter butter better, Betty bought some more butter.



Brainstorming

- ↻ What is sustainability?
- ↻ Why are mangroves important?
- ↻ What are some ways in which human beings depend on sea/river resources?
- ↻ What do you understand by marine biodiversity and how is this being endangered by human beings.



Comprehension passage



Read out aloud

Read the passage below and answer the questions that follow

Environmental Sustainability in Fiji

Fiji's coastal and marine environments are of much importance in both economic and social terms; they are key to tourism, transport and food provision and also hold significant cultural values. However, marine **biodiversity** is **endangered** by **unsustainable** fishing practices (the use of poisons and explosives for example), overfishing and the introduction of **alien** species.

- 5 Pollution in these environments is also a threat, to which various sectors contribute: agricultural chemicals escape into waterways through run-off, solid waste **accumulates** on beaches and coastal areas in part due to a lack of municipal waste collection **strategies**, irresponsible management of tourist developments means sewage and other waste is dumped into the sea along with industry and mining waste, and given Fiji's importance as a transport hub, oil spills
- 10 can be observed almost daily around the large ports, with shipwrecks and abandoned marine vessels not uncommon.

Moreover, the **degradation** of mangrove **ecosystems** and coral reefs, important habitats and homes for biodiversity in themselves, is set to intensify the country's environmental concerns. Both of these environments provide protection against coastal erosion and mangroves absorb

15 excess nutrients from treated sewage **effluence**, thereby reducing the impact of waste water. WWF has deemed Fiji's coral reefs "historically healthy" but notes the threat posed to them by activities such as pollution, bleaching and coastal development. Mangrove ecosystems are also threatened by coastal development and by waste disposal and firewood collection.

- 20 With the **degradation** of these natural coastal protection systems, the effects of climate change are all the more severe. Sea level rise is already a reality; some crop areas have already been **contaminated** by salt water and the government has moved populations from certain islands to the mainland. The lack of coastal protection also makes Fiji increasingly vulnerable to the extreme weather events associated with climate change. Many reports point out that island nations like Fiji are the first to suffer from climate change, despite being insignificant
- 25 contributors.

Adapted from: <http://www.education4sustainability.org>



Activity

A. Multiple Choice

- The term **endangered** in the first paragraph means
 - species about to migrate.
 - species about to finish.
 - species are preserved.
 - species about to be extinct.
- The antonym of the word **accumulates** in paragraph 1 is
 - dissipate.
 - acquire.
 - accrue.
 - bulk.
- One of the major causes of mangrove degradation mentioned in paragraph 2 is
 - sewage effluence.
 - coastal development.
 - soil erosion.
 - oil spills.
- The word **contaminated** in the last paragraph is defined as
 - unwanted gaseous substance.
 - unwanted solid substances.
 - impurity of natural resources.
 - cleansing of rivers and streams.
- One of the main environmental issues that Fiji fights today is
 - water pollution.
 - climate change.
 - bush fires.
 - air pollution

B. Short Answer Questions

Answer the following questions in complete sentences.

- Why are coastal and marine environments important in both economic and social terms?
- What are the unsustainable practices mentioned in paragraph 1?
- List **three** ways in which marine biodiversity is endangered as mentioned in paragraph 1.
- Identify **two** important habitats for diverse marine life from paragraph 2.
- Describe the effects of sea level rise as mentioned in paragraph 3.

C. Vocabulary

*Find the **meaning** of the following words using a dictionary.*

- sustainability
- biodiversity
- alien
- endangered
- strategies
- unsustainable
- degradation
- ecosystems
- accumulates
- effluence

D. Sentence Writing

*In **pairs**, write original sentences using any **five** of the above vocabulary. Share your sentences with the class.*

E. Parts of Speech

The paragraph given below is from the above comprehension passage. *Identify the appropriate **Part of speech** for the words in bold.*

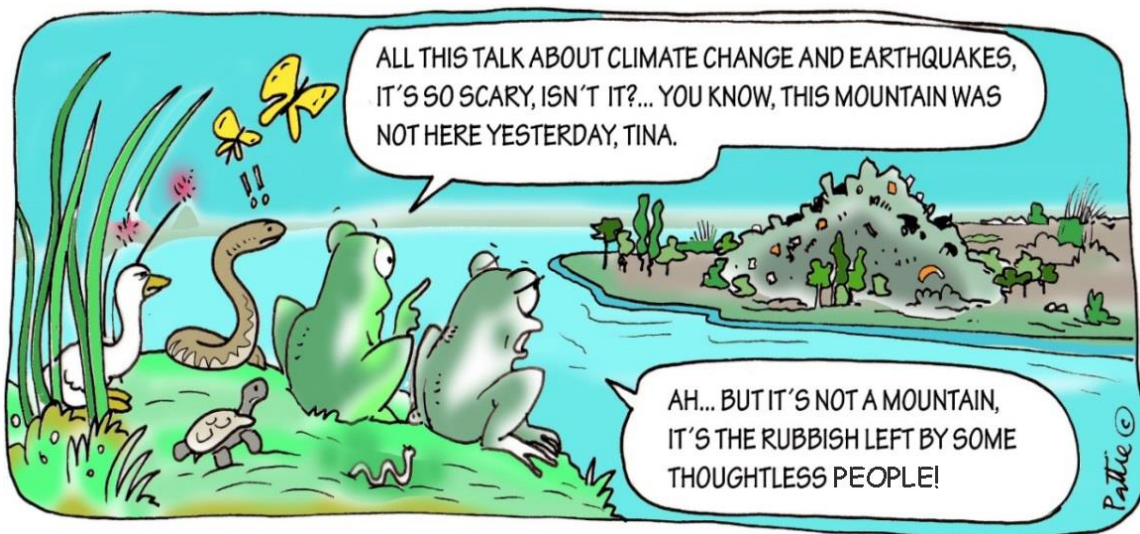
Moreover, the degradation of mangrove **ecosystems** and coral reefs, **important** habitats **and** homes **for** biodiversity in **themselves**, is set **to** intensify **the** country's **environmental** concerns. Both of **these** environments **provide** protection **against** coastal **erosion** and mangroves absorb **excess** nutrients **from** treated sewage **effluence**, thereby reducing the impact of **waste** water.

F. Paragraph Writing

*Plan and write a paragraph on the topic: **Effects of climate change in Fiji.***

G. Cartoon Interpretation

*Study the cartoon below and discuss in **pairs** what message it portrays to its readers. Share your discussions with the class.*



Adapted from: <http://archive.ramsar.org>

H.

Research and Presentation

- ↪ In **groups**, conduct research on the topic : **Environmental Sustainability in Fiji.**
- ↪ Present your ideas in any form such as: poster, essay, poem, story, or letter. Be creative.
- ↪ Engage in class discussions.



A. Parts of Speech

Identify the **part of speech** in bold prints in the passage given below.

Save the Forest

The evolution of people and animals was only possible because of plants. Plants are the base of the food chain and the source of energy for almost all life on Earth. Forests are ancient, mature communities of plants and animals, with homes and places for thousands of species. Forests give us oxygen, food, shelter, medicines, fuel, and furniture. Forests protect us from the heat of the sun, and from wind, cold, and rain. Forests maintain the balance of nature, the environment, the climate, the weather, and the composition of the atmosphere. As a matter of fact, forests are our life. But what are we doing? We are destroying the forests, meaning we are destroying our life and our future. All the problems we face today are made worse by deforestation. If we are thinking beings, we must save plants and forests, because they save us.

Source: <https://soapboxie.com>

B. Proofreading

Identify the error(s) in the following sentences and write the correct answers.

1. We were studying punctuations in our class before the recess.
2. I have just made friend with a new girl in our class.
3. The len in this camera is not good; you must get another one.
4. Mary burst into tear when she heard the sad new of John's death.
5. If taxes are increased, the poors will be affected.
6. The jury are just coming back to its seats.
7. Some african countries have been badly affected by drought.
8. Most of the traffics on this road stop at night.
9. fiji is a beautiful country.
10. This committee are a temporary one and will soon finish its work.

C. Word Forms

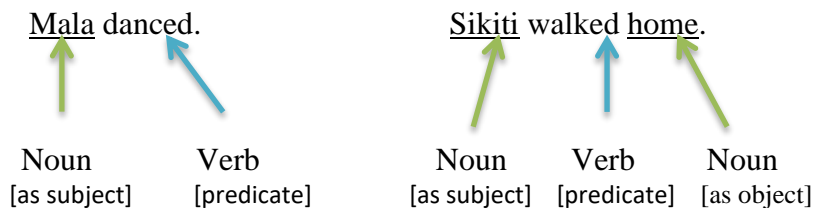
Change the form of the word in brackets to fit in correctly in the sentences given below.

1. "This is a _____ (**person**) matter, please don't interfere," shouted the irritated man.
2. Political _____ (**stable**) is essential for a country's economic progress.
3. The latest _____ (**edit**) of this book contains many descriptive pictures.
4. I think mother will agree but _____ (**convince**) father will be very difficult.
5. Walking alone late at night can be _____ (**danger**).
6. Keep doing some exercises and you will improve your _____ (**strong**).
7. Her disappearance has never been _____ (**satisfactory**) explained.
8. Clearance of the site required the _____ (**remove**) of a number of trees.

Sentence construction

- ◆ A **sentence** is a collection of words formed to make logical sense/meaning with a capital letter at the beginning and a full stop, question mark or exclamation mark at the end.
- ◆ Every sentence has **two** parts: the **subject** and the **predicate**.
 - ↪ The **subject** is made up of a noun or a pronoun. The subject is the person or thing that carries out an action (doer of the action).
 - ↪ The **predicate** is the part of a sentence which contains a verb and states something about the subject. The predicate could contain **more than one verb** and also **adverbs**.
- ✓ The **object** of the sentence does not have a verb. It is a person or thing to which a specified action or feeling is directed (receiver of the action).
- ✓ The **simplest sentence** consists of only **a noun** and **a verb**.

For example:



Activity

A. Circle the **subject**, underline the **predicate** and put brackets around the **objects** in the sentences below.

1. The dog chased the cat.
2. My father happily gave me his car.
3. Ms Williams admired the roses.
4. Reading builds knowledge.
5. Thomas rode his bicycle.

B. Complete the following sentences using a suitable **predicate**.

1. My English teacher _____.
2. I _____.
3. The boys _____.
4. Mr Prasad's car _____.
5. You _____.

C. Sentence Construction

- (i) Construct **three simple** sentences using words from everyday experiences. Share your sentences with the class.

Examples: Marika laughed.

She ran quickly.

The baby cried loudly.

Make this a fun activity. Students can use everyday situations. They can also observe their friends and make up sentences.

- (ii) Now, in **pairs**, write **five sentences** using at least **one subject, predicate, and object** in each. Circle the **subjects**, underline the **predicates** and put brackets around the **objects**.

Constructing longer sentences

◆ We can use **phrases** and **clauses** to lengthen our sentences.

↪ A **Phrase** contains words that have nouns and verbs but **does not have a subject**.

For example:

leaving the parcel

making others to look at her

Sentence examples:

She ran quickly *leaving the parcel*.

Mere laughed *making others to look at her*.

↪ A **Clause** contains words that **have a subject** which performs the action using a verb.

For example:

because she loves music

since she wants to exercise

Sentence examples:

Mala danced *because she loves music*.

Sikiti walked home *since she wants to exercise*.

Activity

A. Circle the **phrases** and underline the **clauses** in the sentences given below.

1. My sister and I were shopping when her phone rang.
2. She wanted to talk to my sister.
3. Jone fell off his bicycle.
4. When we got to the park, it was packed with people.
5. Please put your shoes near the door.

B. Rearrange the phrases and clauses below to form sentences. The first one is done for you.

1. after several attempts/ he succeeded [**Answer:** He succeeded after several attempts.]
2. getting out of the car/ she fell while
3. this match/ I hope they win
4. she likes/ in the hot weather/ eating ice-cream
5. my island home /climate change is destroying

Connectives

Adding <ul style="list-style-type: none">• Moreover• In addition• Furthermore• Besides	Sequencing <ul style="list-style-type: none">• Firstly• Secondly• Finally• Meanwhile• In conclusion• Thereby• Therefore• Thus	Comparing <ul style="list-style-type: none">• Similarly• Likewise• Equally• Just as	Contrasting <ul style="list-style-type: none">• On the other hand• Unless• Instead of• Alternatively• Yet• Whereas• Otherwise
Illustrating <ul style="list-style-type: none">• such as• for instance• for example• as illustrated by	Emphasising <ul style="list-style-type: none">• Above all• In particular• Especially• Particularly• Significantly• Notably• Most importantly	Qualifying <ul style="list-style-type: none">• Although• However• Unless• Despite• Except• Apart from	Cause and Effect <ul style="list-style-type: none">• thus• because• so• as well as• as a result of• consequently



Activity

A. Fill in the appropriate **connectives** in the blank spaces below.

Air pollution is the most dangerous type of pollution. When harmful gases are released into the air, it becomes difficult for all to survive as air is being contaminated. ____1._____, burning of fossil fuels, agriculture related activities, mining operations, exhaust from industries and factories, ____2.____ household cleaning products increases air pollution. ____3.____ it causes global warming, acid rains, respiratory and heart problems. ____4.____ water is also one of the greatest natural resources without which nothing will be able to live. ____5.____, we do not appreciate this gift of nature and pollute it without thinking.

B. Choose the best *connective* to fill the gaps in the sentences below.

1. We ate a piece of pizza _____ fried rice. (but, and, so)
2. We had cake _____ we didn't have any coffee. (unless, until, but)
3. I was suffering from headache _____ I didn't go to the party. (when, so, whereas)
4. You can have coffee _____ tea but not both. (or / till / but)
5. I cannot come to school _____ I have an appointment with the doctor. (so, because, unless)
6. I will call you _____ I get home. (as, and, when)
7. _____ you do your homework, you will not pass the course. (Unless, Until, As long as)
8. I wanted to eat Japanese food _____ my friend wanted to eat Chinese food. (so, when, whereas)
9. You cannot go vote in a general election _____ you are 18 or older. (provided that, unless, as)
10. She still went to work _____ she was sick. (even though, until, if)

C. Construct *five* sentences using the following *connectives*. Share your sentences with the class.

because	such as	unless	besides	although
---------	---------	--------	---------	----------



Free Time Reading

PACIFIC ISLAND STUDENTS CALL FOR CLIMATE ACTION AT COP23 GLOBAL CONFERENCE



Timoci Naulusala, 12, and Shalvi Shakshi, 10, together with their proud parents arrived in Bonn, Germany, in November, 2017 to tell their stories of climate change impacts in Fiji, and how they coped with the devastation of Cyclone Winston. They are calling on world leaders to commit to climate action to protect their homes, and those of all Pacific Island children.

“Climate change is like a thief in the night, said Timoci, from Tailevu province in Fiji, “It not only steals, but kills and destroys. If we don’t act now there might not be a future for the entire human race.”

Source: <https://reliefweb.int/report/Fiji>

Full speech at:

https://www.youtube.com/watch?v=rx_l1Y_nG40


Image source: <http://fijisun.com.fj>

Paragraph Writing

- ✍ Paragraph writing can be of **four** types: Expository, Narrative, Descriptive and Persuasive.
- ✍ For Year 9 study, the focus will be on **Expository** and **Narrative** paragraphs.
- ✍ For writing an **expository paragraph**, facts are needed. Explain the subject, give directions, or show how something happens. You may use connectives and linking words to show the flow of ideas.
- ✍ A **narrative paragraph** tells a story or an event or even an account of one's life. The events are usually chronologically arranged.

Key Terms

1. A **topic sentence** is the main idea that you will write about.
2. **Supporting sentences** will follow the topic sentence in a logical manner.
3. **Concluding sentence** gives a summary of your main points on the subject.

- 
- STEP 1: Decide the Topic of your paragraph and understand the key words.
 - STEP 2: Develop a Topic Sentence. Paragraphs are usually about one main idea or a controlling idea.
 - STEP 3: Make your point and provide information to prove, illustrate, clarify or exemplify your point.
 - STEP 4: Give your paragraph meaning. See if the information is relevant, meaningful, or interesting.
 - STEP 5: Conclude after illustrating your point with relevant information, add a concluding sentence. Use linking words that indicate that conclusions are being drawn (e.g., therefore, thus, resulting).
 - STEP 6: Glance and proofread your paragraph. Check to see if it makes sense.

Expository Paragraph



Planning your paragraph

Writing Guide	Draft Points
1. Write your topic.	↪ Fiji Islands
2. Develop your topic sentence.	↪ an island country in the South Pacific.
3. Brainstorm for ideas.	↪ has more than 330 islands
4. Note ideas.	↪ it has two main islands: Viti Levu and Vanua Levu
5. Think of examples/ situations.	↪ most developed economy amongst the South Pacific island nations.
6. Insert appropriate linking words.	↪ abundance of forest, mineral and fish resources.
7. Do the final write-up.	↪ currency is dollar.
8. Proof read your paragraph!	↪ multicultural communities.
	↪ democratic governance.
	↪ Hub of the Pacific.

Sample

Fiji Islands

Fiji is a small island country yet it is central to much economic, trade and development in the South Pacific. It has more than 330 islands with two main islands known as Viti Levu and Vanua Levu. Most islands were formed as a result of volcanic activity. Moreover, Fiji has the most developed economy amongst the Pacific Island nations due to its abundance of forest, mineral and fish resources. Such resources are used to sustain the livelihoods of its people. The currency used is the Fijian dollar. The people in Fiji are from multicultural backgrounds and form multicultural communities. It has a democratically elected government. Finally, Fiji is seen as the hub of the Pacific or the centre for all major activities for import and export. It also has headquarters for major regional and international agencies in the South Pacific.



Activity

A. Parts of Speech

Identify the part of speech for the following words as used in the sample above.

- | | | | | | |
|------------|---|-------|-------------------|---|-------|
| 1. Fiji | - | _____ | 6. Moreover | - | _____ |
| 2. more | - | _____ | 7. its | - | _____ |
| 3. with | - | _____ | 8. abundance | - | _____ |
| 4. formed | - | _____ | 9. democratically | - | _____ |
| 5. amongst | - | _____ | 10. major | - | _____ |

B. Writing

Plan and write a paragraph on any **one** of the topics given below.

1. Conservation of coral reefs
2. Importance of forests
3. Importance of proper rubbish disposal
4. Mangroves as a marine habitat

C. Cartoon Interpretation

Refer to the cartoon below and write a paragraph of 70-80 words on ways to curb sea pollution.



Narrative Paragraph

👉 Planning your paragraph

Writing Guide	Draft Points
1. Write your topic.	My First Day of School
2. Develop your topic sentence.	↪ was worried but excited.
3. Brainstorm for ideas.	↪ met my best friend.
4. Note ideas.	↪ teacher welcomed us.
5. Think of examples/ situations.	↪ class introductions were exchanged.
6. Insert appropriate linking words.	↪ met subject teachers and got content overview.
7. Do the final write-up.	↪ made new friends during lunch break.
8. Proof read your paragraph!	↪ enjoyed socialising with other classmates during physical education class.
	↪ Finally, the day ended well.

My First Day of School

On my first day of school, I was a bit worried but excited as well. As I entered the school compound, I recognised most of the students were from my previous school. This made all my worries disappear. The moment I saw my best friend Alesia, I knew things are going to be alright now. I headed straight to her and greeted her. We were both very excited as we made our way to our classroom. Our class teacher greeted us and told us that we can sit together for now but she'll change our places later. I was so relieved that at least we can sit together for the first few days. I greeted other new students and started to feel a bit more comfortable and relaxed. Eventually, everyone was seated and introductions began. At this point, I realised that like me, other students were also a bit apprehensive about the first day. Throughout the day, we met new teachers and were given content overview of the subjects. During lunch break, I made new friends and exchanged phone contacts. After lunch, we had physical education class. Everyone liked the idea of playing volleyball and so we made teams. It was fun and a good way to socialise with all the classmates. Finally, the day ended on a high note of new friends and promise of good school days ahead as the first day of school came to an end.



Activity

A. Parts of Speech

Identify the part of speech for the following as used in the sample above.

- | | |
|---------------------|--------------------------|
| 1. excited - _____ | 6. during - _____ |
| 2. worries - _____ | 7. my - _____ |
| 3. previous - _____ | 8. later - _____ |
| 4. our - _____ | 9. finally - _____ |
| 5. new - _____ | 10. apprehensive - _____ |

B. Paragraph Writing

Plan and write a paragraph on **one** of the topics given below.

- | | |
|-------------------------------|-------------------------------------|
| 1. My Island Home | 5. My Favourite Leisure Activity |
| 2. My Favourite Pet | 6. My Precious Childhood Possession |
| 3. My Life | 7. My Neighbourhood |
| 4. My Home/School Environment | 8. My Time with Nature |

C. Speaking and Listening

Present your paragraphs to the class. Listen attentively while others present their work and contribute to class discussions.



Comprehension passage



Brainstorming

- ↪ Why are trees important?
- ↪ Have you planted a tree recently?
- ↪ Do you think people should plant more trees? Why?
- ↪ What is backyard gardening? Do you help your parents do backyard gardening?

Study the text type below and answer the questions that follow.





Activity

A. Multiple Choice

- Which of the following portrays the **best** theme to describe the action of the characters on the left side of the picture?
 - Afforestation
 - Deforestation
 - Overgrazing
 - Bush fires
- Trees as depicted in the picture are the major source of
 - income for people only.
 - habitat for wild animals.
 - fuel only.
 - carbon dioxide.
- One of the healthy practices demonstrated by the family in the picture is
 - Composting.
 - degradation.
 - contour farming.
 - forestry.
- Backyard gardening ensures
 - food and income for family.
 - food for scarcity.
 - profit making.
 - land shortage.

B. Sentence Completion

Use 5-8 words to complete the following sentences.

- Everyone should plant a tree today because _____.
- Trees provide _____.
- People should remember that their action _____.
- An advantage of backyard gardening is _____.

C. Parts of Speech

Name the part of speech in bold in the following sentences.

- We** need **trees** - _____, _____
- Let's **plant** our **new** forests - _____, _____
- I am **going** back **to** **paradise** - _____, _____, _____

Library

- ☞ A **Library** is a resource centre which contains a collection of books, newspapers, magazines and other sources of information for use but not for sale. In the 21st century, a library is not only a place we read or borrow books but it also includes a variety of locations, mediums and functions.

- ☞ **Libraries contain many valuable resources.** Some of these include: Books, Manuscripts, Periodicals (Newspapers, Magazines, Journals, etc.), Recordings, Films, Maps, Documents, DVDs, E-Books, Audio-Books and Databases.

- ☞ **Examples** of Libraries include :
 - School Library;
 - Public Library (Town or City Library);
 - Mobile Libraries (travelling libraries);
 - Academic Libraries (usually on college campuses);
 - Children’s Libraries;
 - National or State Libraries (National Archives);
 - Digital Libraries and Special Libraries (example by Religious groups, Hospitals, Law firms, government, military, museums, government departments and other organisations).

- ☞ **Resource staff/Librarian** – a person who is in charge of the library and will help you locate specific information and book(s) in the Library.

Research and Presentation

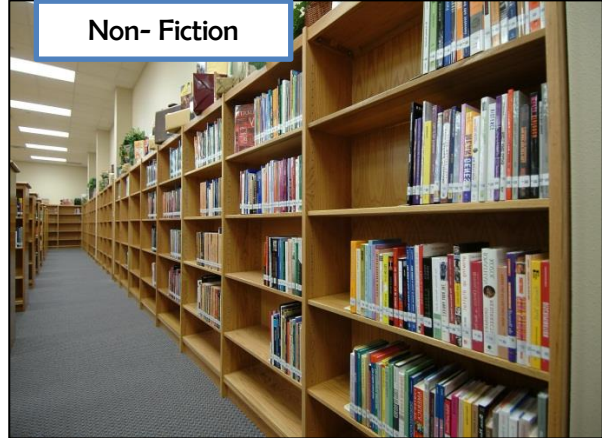
In **groups** of four,

- ☞ Visit the library or use internet and carry out research on the above examples of libraries.
- ☞ How many of the above libraries are there in Fiji? Provide specific examples.
- ☞ For those which are not available in Fiji, find out the countries where these libraries are available.
- ☞ Present your findings to the class. Be creative and use relevant examples.

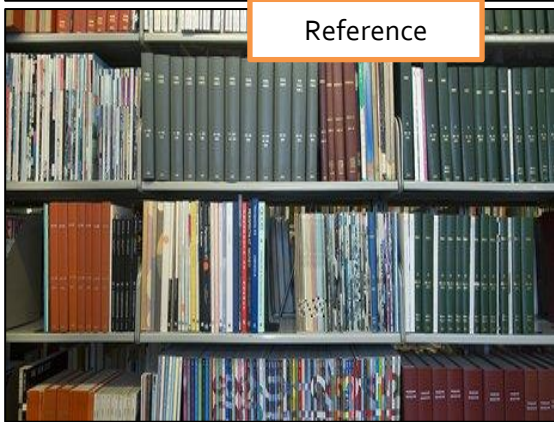
Sections in a Library



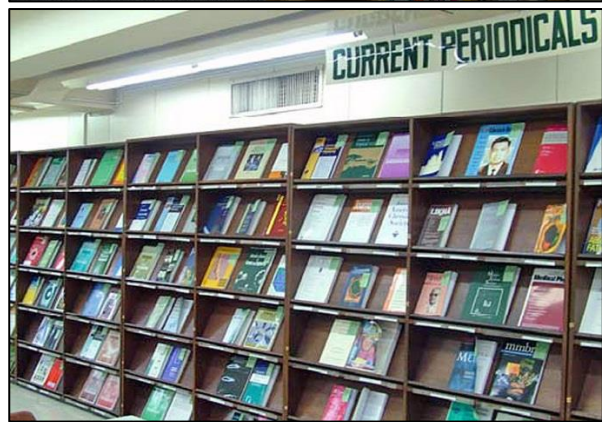
Non- Fiction



Reference



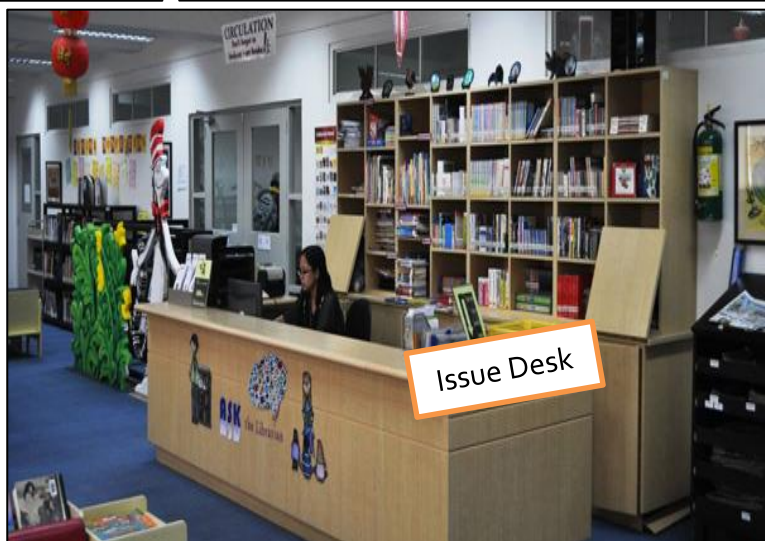
CURRENT PERIODICALS



Newspaper Rack



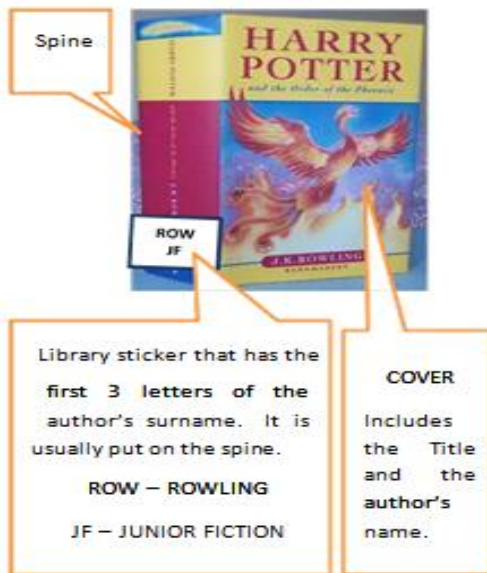
Issue Desk



Common Terminologies for Library

- ✧ **Accession register** – is a book which contains a list of books/texts and their authors. May include the cost of the text and date the book was added to the library in chronological order. It is also known as the accession catalogue or file.
- ✧ **Periodical** – any text that is published at intervals or in certain periods **e.g.** newspapers, magazines and journals and kept in a periodical section.
- ✧ **Catalogue cards** – cards which contain the title and author’s details and brief summary of what the text was about. It is usually arranged in alphabetical order and kept in small drawers of a catalogue drawer chest.
- ✧ **Biography** – an account of someone’s life written by someone else.
- ✧ **Autobiography** – an account of a person’s life written by that person.
- ✧ **Fiction** – Literature describing imaginary or made-up events and people. It is arranged according to the first three letters of the author’s surname in alphabetical order.
- ✧ **Non-Fiction** – Literature containing factual information.
- ✧ **Reference Section** – a section in the library where all reference books are kept usually for research purposes. These are not given out on loan to students or teachers because there is usually only one copy available and these are expensive to replace, **e.g.** Encyclopedia
- ✧ **Issue desk** - this is where all books are issued and returned.

Parts of a book



- ✧ **Title page** – the page in the book that gives the title and author’s name etc.
- ✧ **Copyright page** – the page in the book where the exclusive legal rights to reproduce, reprint the book are written. It has the

- ✧ **Introduction** – introduces the book. Usually done by the author or the publisher or the editor.
- ✧ **Author’s note** – similar to introduction – this is where the author explains the reason for the book or how the book is to be used.
- ✧ **Acknowledgement** – this page has the author’s list of people he wants to thank– it may be a page long or a small statement.
- ✧ **Prologue** – a brief story of what happened BEFORE the main events in the story take place. It is an opening story that often provides the setting and gives background information.
- ✧ **Appendix** – section which includes additional information. Usually found towards the back of the book.
- ✧ **Epilogue** – brief story of what happened AFTER the main events of the story takes place, usually to bring about closure.
- ✧ **Foreword** – similar to introduction.

<p>author's name, the publisher's name/company etc. written on this page.</p> <p>↪ Preface – this is a page that has the general introduction written – gives the books subject and scope.</p> <p>↪ Table of Contents page – this is the page that contains the list of all chapters/units etc. and the page in which you can find them.</p> <p>↪ Dust jacket – cover (usually illustrated and glossy) of a book. The purpose is to keep the inside cover clean. Mostly found on thick hard cover and sometimes special edition books.</p> <p>↪ Blurb – gives the summary of what the book is about - usually found at the back of novels etc. or on the inside dust jacket of the book.</p> <p>↪ Paper back – refers to books which have a thin cover.</p> <p>↪ Hard cover – refers to books which have a thick hard covers.</p> <p>↪ The index page – this is usually found in textbooks (towards the back of the book) and it contains an alphabetical list of subject and the pages where you can find those subjects.</p>	<p>↪ Glossary – this is the section that contains the alphabetical list of vernacular or technically used terms within the book and its definition in alphabetical order.</p> <p>↪ Bibliography – a section in the book which contains the list of all the texts and authors that the writer has referred to in writing his/her book.</p> <p>↪ Anthology – a published collection of poems or other pieces of writing.</p> <p>↪ Plagiarism – copying someone's work without acknowledging it.</p> <p>↪ Spine – part of the book which holds all the pages of the book together. It contains the title of the book and author's name.</p> <p>↪ Illustrations – these are drawings etc. included as part of the book or used as decorations. Some novels such as JRR Tolkien use illustrations to indicate maps or symbols for the reader's attention.</p> <p>Image source: http://www.mrsslibrary.com</p>
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Arrangement of books in the Library

- ✎ Fiction books - are arranged according to the first three letters of the author's surname in alphabetical order.
- ✎ Non-fiction/Reference books - are arranged according to the **Dewey Decimal System**.
- ✎ **Dewey Decimal System** – a system that arranges non-fiction/reference books according to their subject numbers. The dewey decimal classification is as follows:

Dewey #	10 Main Classes	Types of Books
000-099	General Works	Encyclopedias, Almanacs, Record Books such as <i>Guinness</i>
100-199	Philosophy and Psychology	Paranormal Phenomena, Ethics
200-299	Religion	Mythology, Religion
300-399	Social Science	Government, Holidays, Folklore, Fairy Tales, Education
400-499	Language	English and Foreign Languages, Sign Language, Dictionary
500-599	Natural Science	Math, Chemistry, Biology, Weather, Rocks, Plants, Animals
600-699	Applied Science	Inventions, Health, Drugs, Transportation, Pets
700-799	Fine Arts and Recreation	Craft, Art, Drawing, Painting, Music, Games, TV, Music, Movies, Sports
800-899	Literature	Short Stories, Poetry, Plays, Jokes, Riddles, Fiction
900-999	History & Geography	Countries, Flags, Historical Events, Biographies



Activity

A. Short Answers

1. What types of books can you borrow from your school or local library?
2. List the procedure/steps in locating and borrowing a book from your school or local library.
3. What are the three types of catalogue cards?
4. How are fiction books arranged in a library?
5. Explain the difference between an autobiography and a biography.
6. Give a reason why reference books are not issued on loan to library users.
7. List **three** important roles of a librarian.
8. List **five** important library rules that every student in your school must abide by while in the library.
9. Explain how you can care for library books.

B. Matching

Match the terms in Column A with their correct definitions from Column B.

<u>Column A</u>	<u>Column B</u>
1. Appendix	A. The alphabetical listing of subjects/topics with the page numbers of where they appear in the book.
2. Autobiography	B. A list of other books consulted in order to write a research paper or book.
3. Periodicals	C. Extra information that is added at the end of a non-fiction book.
4. Index	D. The section of the library that keeps journals, magazines and newspapers.
5. Biography	E. The life story of a person written by someone else.
	F. The record of a lifetime achievement of a person written by himself/herself.

C. Library Sketch

- ◆ Visit your school library or the Public Library in town.
- ◆ Draw the sketch of your library including all sections and main features, *for example*, fiction section, non-fiction section, reference section, issue desk, librarian's office, periodicals section etc.
- ◆ Share your sketches with the other students in the class.

D. Parts of a book : Pair Work

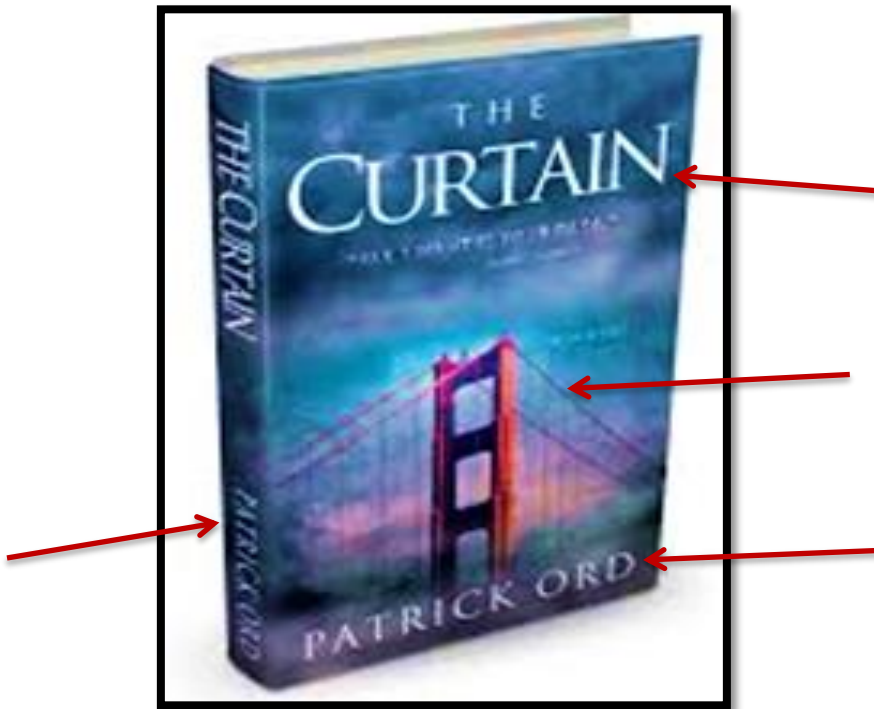
📖 During a library class, pick **one Fiction book** and **one Non-Fiction book** and closely referring to the books, fill in the table below in pairs.

📖 Share the information in your tables with the class the next day.

	Fiction	Non-Fiction
Title		
Author's name		
Publisher		
Year of publication		
Place of publication		
No. of pages		
Information on the front cover		
Information on the back cover		
What is the book about?		

E. Parts of a Book

Label the parts of the book given below.



Writing a plan

What is a plan?

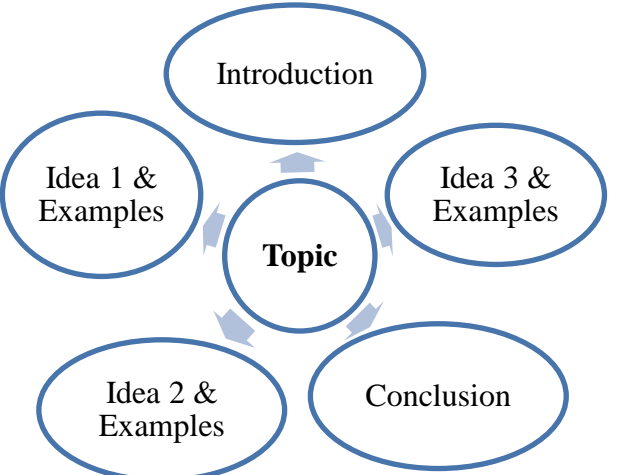
- ✍ A plan helps you to decide **what** and **how** you intend to put your points or ideas before you actually write.
- ✍ Different text types may require different plans.

Why you need to make a plan before you write? A plan:


- ✍ ensures your essay or writing is of a correct structure.
- ✍ ensures the ideas are presented in a logical order (based on the topic/question).
- ✍ saves your time as you do not have to keep thinking of what to write next – it's all in the plan.

How can I present my Plan?

- ✍ A plan should be written in a very simple way so that it is easy for you to follow as you write.
- ✍ Some structures to write your **Plan** are suggested below, however you may develop your own structure as long it makes sense to you and the marker.
- ✍ Remember, a typical paragraph should contain **three** main things:
 - a topic sentence (or main idea);
 - a full explanation of the main idea or development of the topic sentence; and
 - evidence or example to support the main ideas in your topic sentence.

<u>Structure 1</u>	<u>Structure 2</u>
<p>T.E.X.C.</p> <p>T: <u>Topic Sentence</u> - tells the reader what the paragraph is going to be about. Write down the main idea/point of the topic sentence for each paragraph in your essay plan.</p> <p>E: <u>Explanation</u> of the point going to be made in this paragraph. This should make up the bulk of your paragraph. In your essay plan, jot down what you are going to explain.</p> <p>X: <u>EXamples</u> or justifications that backs up what you have said in that paragraph. Include it in your essay plan.</p> <p>C: <u>Concluding line</u> - this sentence(s) explain(s) why this point is important to the essay as a whole. What's the significance of this point to the essay topic?</p> <p>Use the acronym for each paragraph and list points.</p>	<p>Concept maps or mind maps</p> 

Book report

 A **book report** is a summary of a book that you have read. It will assist other students to decide whether they want to read the book or not.

Structure

- ♦ **Introduction** – Title, Author's Name, Publisher /Year of publication, Type of Book or Genre (Science fiction, Historical fiction, Fantasy, adventure) and two credentials of the author relevant to the book
- ♦ **Content** – three to four paragraphs:
 - ★ Summary - discuss setting (place and time period), plot details of main sequence of events on how the story begins, rising action, climax, resolution and ending and method of narration (who is telling the story).
 - ★ Favourite Character - describe the main character, identify a major conflict or problem he/she is involved in, what you learnt or admired about the character through that conflict/problem.
 - ★ Important Incident and Message - describe an important incident and explain an important message you learnt from the incident.
- ♦ **Conclusion and Recommendation** – This is your evaluation of the book. What specifically makes it a good or bad book? Would you recommend this book to others? Is there only one specific audience you would recommend it to? Why?

Sample

Souder published in 1969, is a children's novel by William H. Armstrong. It is set in a community of African-American sharecroppers whose main source of survival is through farm work. *Souder* tells the story of a loyal dog, his ill-fated master and the boy who loved them both. The book won the Newberry Medal, the most distinguished award for children's literature in 1970 and was made into a movie starring Cicely Tyson in 1972. *Souder* is a masterfully crafted story which captivates the readers from the start to the end.

The book focuses on a poor farming family in the southern parts of the United States over a hundred years ago. The father is imprisoned for stealing food to feed his family. He is then made to work on a chain gang. Souder, the family dog, is shot when the father is arrested. Much of the book tells what happens to the eldest boy when he sets out to try to search for his father.

The main character is the boy. He grows up during the years his father is taken from place to place in the chain gang. He helps his mother in the farm so that they would not be put off the farm. During this time, a teacher gives him hope and helps him to go to school. He really values this act of kindness.

The story reveals how people endure challenges in life. It shows the importance of family, emotional bonding with relations and the strong bond between humans and animals. The story also shows how

education creates hope and courage in people to move away from difficulties.

Souder is an excellent book for young people. The writer makes readers care very much about the characters and what happens to them. There are some emotional incidents which bring out important moral lessons for the readers. Although the ending sees the death of the father and the dog, readers are satisfied that the boy, who had to endure so much in life, is ready to move on. I would recommend this novel to every high school student.



Activity

- A. In pairs, write the plan of the sample Book report using both the structures discussed above.
- B. Plan and write a Book report of a story book you have read recently.



Listening



YouTube Link: <https://www.youtube.com/watch?v=flzwQ0S7PKc>



Teacher to access the site given for this activity and prepare 10 questions and have it printed or written on newsprint.



Show the video or record it as audio on a CD or USB or Mobile device to be played in class.



Stop the recording and let students answer the questions.

For
Teachers

Teachers can record comprehension passages from Link 3 or other texts using a suitable media device and prepare listening comprehension activity.



Further Activities

- ↪ In **groups**, choose either:
 - an advertisement from a magazine, newspaper or pamphlet; or
 - an article from the newspaper or magazine; or
 - a notice around your school; or
 - a billboard in your town or community.
- ↪ Identify the phrases, clauses and the length of sentences used in the sample chosen.
- ↪ Do research work on the specific features. This will enable you to understand the reasons for particular length of sentences.
- ↪ Present your work to the class and actively engage in class discussions.



A. Collective Nouns

Complete the following sentences using the appropriate **collective noun** from the list below.

flock	bundle	bouquet	band	swarm	collection
gang	flight	herd			

1. A _____ of locusts attacked a _____ of cattle.
2. A _____ of birds flew above us on Friday.
3. The two girls welcomed the chief guest with a _____ of flowers.
4. As we drove down the country side, we saw a _____ of sheep grazing the fields.
5. The _____ of thieves has been arrested by the Police.
6. There we saw a man carrying a _____ of clothes on his head.
7. A _____ of musicians was hired to perform at the party.
8. My friend has a fine _____ of old stamps.

B. Gap Filling

Read the paragraph given below and fill in the blank spaces using: **so, such, too, enough**.

The park I go to is ___1.____ a nice place. The people I meet there are ___2.____ friendly. There is ___3.____ sitting space in this park. It is ___4.____ a wonderful park with ___5.____ many amusing activities provided by the City Council. Activities ___6.____ as see-saw rides, swings, volley ball area, gym area and footpath for leisure walks. Usually, I don't have ___7.____ time to do all activities and the time I spend at this park is ___8.____ short which is ___9.____ a shame. It would be ___10.____ much wiser to spend time for such recreational activities.

C. Articles

1. The contractor will give us _____ estimate of _____ cost of renovating our house.
 A. an, no word B. an, the C. an, a D. a, an
2. I would like to buy _____ book for my sister because she loves _____ reading.
 A. a, no word B. a, an C. a, the D. no word, the
3. My parents and I love _____ Chinese food but my grandmother prefers Indian food.
 A. a B. an C. the D. no word

Conversation



Brainstorming

- ↪ What is a conversation? What is the main purpose of conversations?
- ↪ What is the difference between a Formal conversation and an informal conversation?
- ↪ Provide examples of different scenarios when you engage in a formal and informal conversation.
- ↪ How is a face to face conversation different from a telephone conversation?

Introduction – statement about what the conversation is about, between whom, setting and time of the conversation.

Content – three main ideas – should be fully developed in the dialogues exchanged. Ideas can be supported with details, examples, experiences and even suggestions.

Conversation Features

Conclusion – how did the conversation end, resolution reached.

Language:

- ★ Tone will depend on who you are having the conversation with. [friend, parent or teacher].
- ★ Language used will depend on the context and relationship between the participants.
- ★ Use of : voiced hesitations, unvoiced hesitations, fillers, repetition, slangs, interjections, incomplete sentences
- ★ Avoid: mobile text type writing, slangs, vulgar language, vernacular words or expressions.

Sample

This conversation is between two friends, Pipa and Miri on the topic: **Cyclones**. They met after the cyclone and had the following conversation after school on their way home.

Pipa : Hello, Miri. How are you?

Miri : Oh! Hi Pipa. I'm good. It's nice to meet you again.

Pipa : How are you doing after Cyclone Gita?

Miri : I'm fine it'sit's just that our outdoor kitchen and garage were damaged badly.

Pipa : We had the same as well. You know... my family and I prepared well too but we had some damage to our property as well. You know what I mean, right?

Miri : Sure. You know what? As the wind started blowing strongly, I stayed indoors and prayed hard to God for the cyclone to be over soon. Man... It was so...so scary. How about you? What did you do?

Pipa : Well... this is funny! We just played cards to keep our minds off the howling winds. My elder sister Tia cheated a lot in the game like always and so it was more like stormy weather inside as well, you know!

Miri : Ha-ha!... I can totally imagine you guys fighting with each other.

Pipa : But it was all fun. The worst part, however, was the clean-up in the morning... collecting debris lying everywhere.

Miri : Well... I don't blame you. We had the same experience but the good part was that all our neighbours got together to help each other. It was fun. I really enjoyed the team work our neighbours displayed in cleaning up.

Pipa : That's cool. I wish our neighbours were like that. Anyway...Miri, I have to go now. See you later.

Miri : See you too. Bye.

The two friends parted ways and headed home. Pipa feels the idea of helping each other is really good and she will try to foster that in her neighbourhood.



Activity

A. Multiple Choice

- The conversation is based on the theme
 - games.
 - neighbours.
 - cyclone.
 - playing cards.
- “Man.....it was so....so scary.” This sentence is an example of
 - complex sentence.
 - incomplete sentence.
 - voiced hesitation.
 - dependent clause.
- Which of the following phrases creates **ambiguity** in the speaker's mind?
 - I'm fine it's.....it's just....
 - That's cool.
 - See you too.
 - Hi Pipa.
- The relationship between Pipa and Miri is
 - friends.
 - siblings.
 - work colleagues.
 - sisters.
- The tone of the conversation is
 - friendly.
 - formal.
 - exaggerating.
 - guilty.

B. Writing

Theme: Natural Disasters

Referring to the above theme and the picture below, plan and write a conversation between two friends.



Speaking & listening

- ★ Imagine you are having a conversation with the Head of a village affected by climate change in Fiji.
- ★ Your conversation is in regards to climate change affecting weather patterns in Fiji and the livelihoods of people in his/her village.
- ★ In pairs, note down the ideas discussed and act out this conversation in class.



Study the text type below and answer the questions that follow.

GOAL 14: LIFE BELOW WATER

BY: MARGREET DE HEER

14 LIFE BELOW WATER

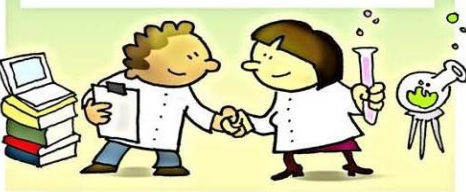
MOST OF THE PLANET'S SURFACE IS **WATER!** HERE'S WHAT WE MUST DO TO PROTECT THE OCEANS:

- 1. REDUCE AND PREVENT POLLUTION**

- 2. PROTECT ECOSYSTEMS**

- 3. END OVERFISHING AND ILLEGAL FISHING**

- 4. HELP FISHING COMMUNITIES TO DEVELOP SUSTAINABLE FISHING PRACTICES**

- 5. SCIENTIFIC COOPERATION**
 - TO INCREASE KNOWLEDGE
 - TO IMPROVE TECHNOLOGIES
 - TO MINIMIZE OCEAN ACIDIFICATION
- 6. MAKE AND MAINTAIN INTERNATIONAL LAWS AGREEMENTS**


Source: <http://worldslargestlesson.globalgoals.org>



Activity

A. Open – ended questions

Answer the following questions in complete sentences.

1. What is the main idea portrayed in the sample above?
2. List **three** actions that are needed to protect the oceans.
3. Why is it important to stop illegal fishing?
4. In what way can Science help to protect oceans?
5. Discuss the importance of traditional methods of sustainable fishing.

B. Vocabulary and Sentence writing

(i) *Find the meaning of the following words using a dictionary.*

- | | |
|------------------|----------------|
| 1. ecosystem | 4. overfishing |
| 2. agreements | 5. sustainable |
| 3. acidification | |

(ii) *Construct sentences using the above vocabulary.*

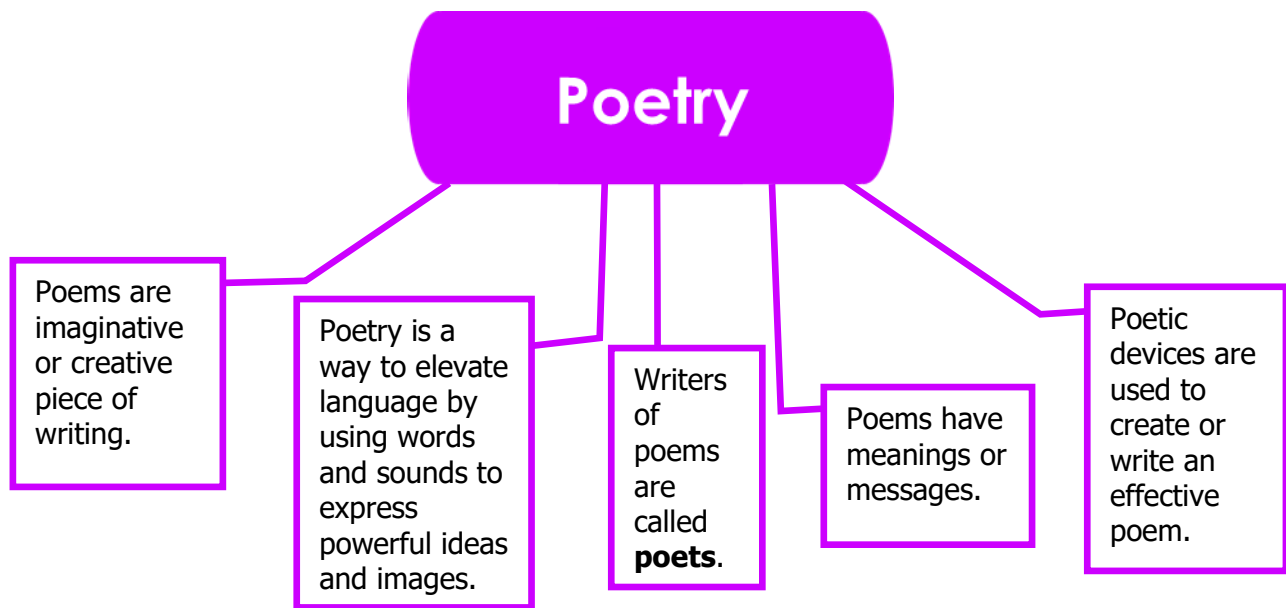
(iii) *Share your sentences with the class.*

C. Conversation writing

Plan and write a conversation between your teacher and you about how your community is addressing the issue of pollution of the rivers/oceans.

Research and Presentation

- ↪ In **groups** of four, conduct research on Sustainable Development Goals (SDGs) : number of SDGs, what are these SDGs, its significance and actions by countries to achieve these SDGs.
- ↪ Put your research ideas in a poster, chart or power point presentation and **present** to your class. Be creative.
- ↪ **Listen** attentively to the presentation by other groups, note down additional ideas and contribute to class discussions by asking questions, seeking clarification and providing additional points.



 **Brainstorming**

- ◆ Think about poems and what it means to you.
- ◆ Discuss with your classmates some of the poems that you have studied.
- ◆ Talk about the poem that you enjoyed the most or can still remember or recall easily.

What is a Poem?

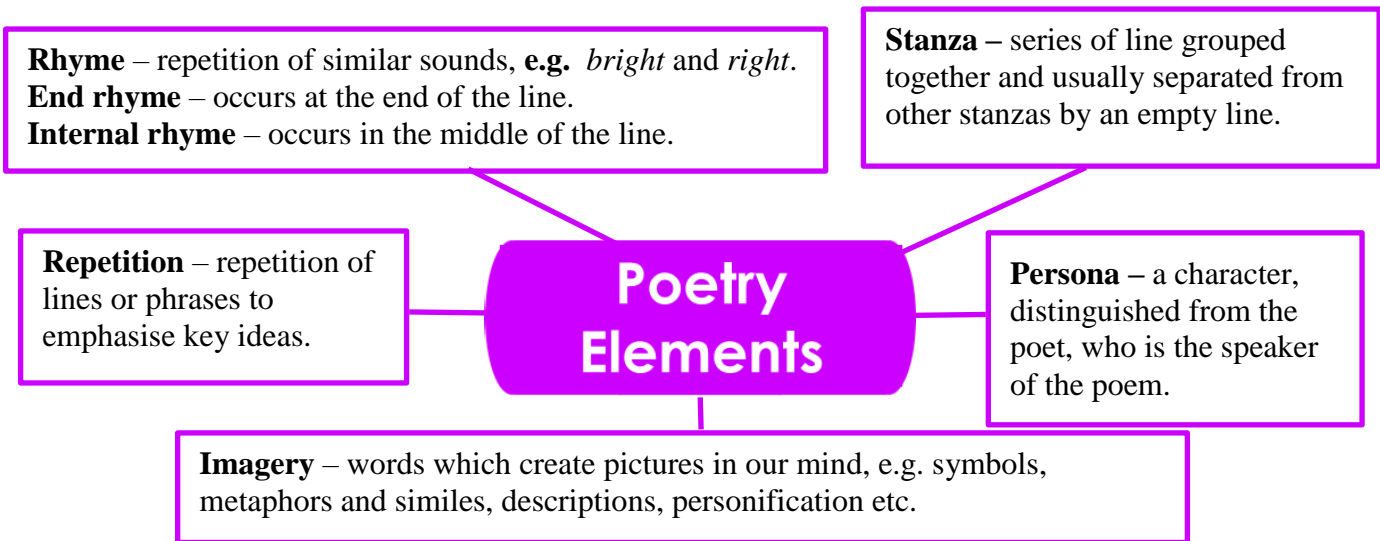
- It can be feelings, thoughts, views or opinions and emotions of being sad, happy, angry or in love written down on paper.
- Different poems deal with different aspects of life: culture, love, death, poverty, wars and many more themes/concepts.

Some types of Poems

Narrative	A poem that tells a story and has elements such as setting, characters and plot.
Free verse	A poem with no definite rule or elements and does not have rhyme , meter, etc.
Lyrical	A poem that expresses strong feelings and has a fixed pattern of meter.
Descriptive	A poem that describes the world surrounding the speaker.
Humorous	A poem that is funny to its readers and often uses hyperbole, simile, rhyme, etc.

For you to do:

- ➡ Find out the types of poems that you will be studying this year.
- ➡ Your teacher will assist in identifying the types of poems as you read and analyse them.



Figurative Language	Definition	Example
Simile	A comparison of two things using 'as' or 'like'.	Tamani swims like a fish. Johnny is as brave as a lion.
Metaphor	A comparison of two things without the use of 'as' or 'like'.	Sekove is a round balloon.
Personification	Giving human qualities to non-living things.	The sun smiled down at us. The waves roared against the reef.
Irony	The expression that is opposite in its meaning.	She looks happy [addressing a gloomy person]
Alliteration	Repetition of the first consonant sounds on the same line.	The b ig b ad b oy chased the dog.
Onomatopoeia	Words that describe the sound.	Boom! Buzz! Moo! Bang! Splash!
Assonance	Repetition of the same vowel sounds.	Tilting at windmills An a pple a day keeps the doctor away.
Symbolism	The use of object, person or an action to suggest another idea or meaning.	White symbolises purity. A dove symbolises peace.
For you to do: ⇒ Explore more such as: Other figurative language, types of poem, famous poems and poets etc.		

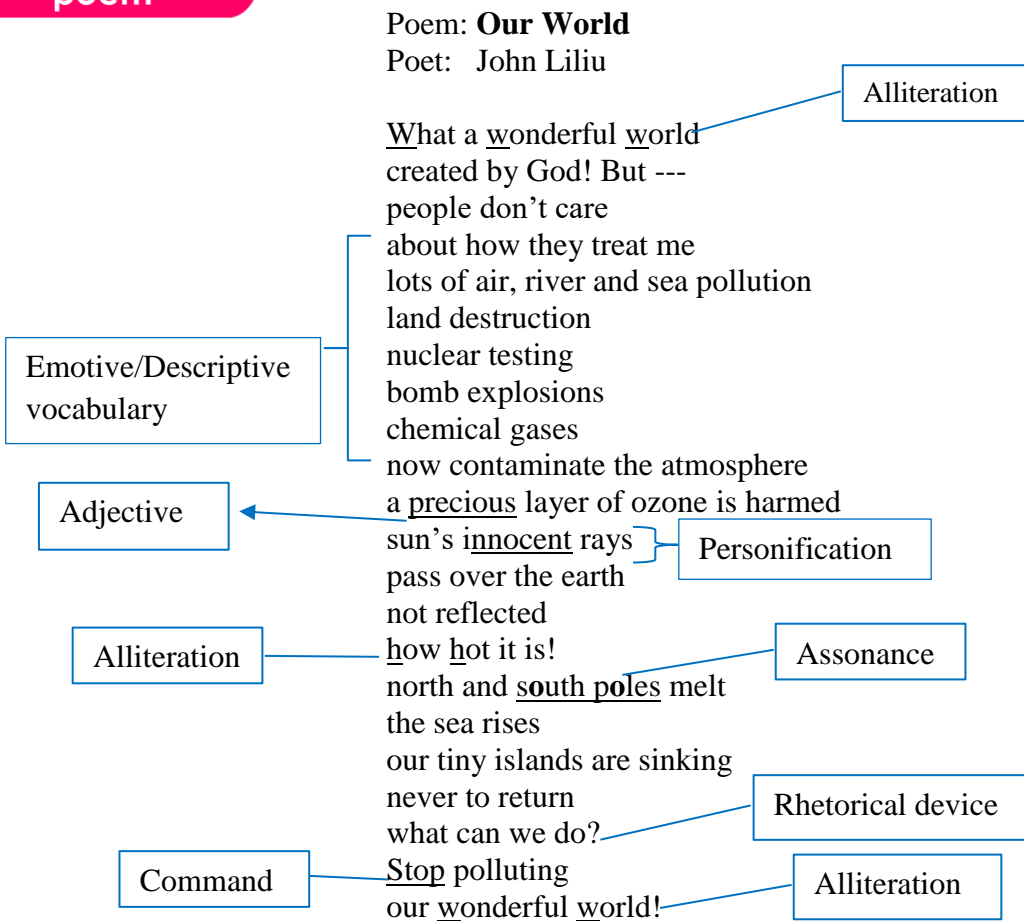
Activity

A. Identify the appropriate **figure of speech** each sentence below belongs to.

1. He walked at a snail's pace.
2. Jane swayed like a flower while dancing.
3. Vinish carries his blue and brown bag all the time.
4. His bag weighs a ton!

5. I told him so a million times.
6. The bee buzzed near my ear.
7. The sea leaned heavily against the shore in the moonlight.
8. It's raining cats and dogs.
9. The cat sat on the mat.
10. He kicked the ball over the wall.

Analysis of a poem



Source: Rainbows Pg. 54

Summary

This poem informs the readers about the effects of pollution. It discusses ways in which pollution harms the environment that we live in. Due to pollution, nuclear testing and war, the atmosphere is polluted causing global warming. The ice or the glaciers are melting which is causing sea-level rise. Rising sea levels are affecting smaller island nations in the Pacific. Therefore, people must stop polluting and think about sustaining its natural beauty.

Type of poem: one stanza poem and is a free verse.

Style: use of imagery and figures of speech as shown above.

Mood : sad and depressed at the same time.



Activity

A. Read and analyse the poem using the guide given below.

Analysing a poem

Read the poem aloud/
chorus reading in class.

Unpack/ discuss what the
poem is about. Describe
feelings/ mood or objects.

Find out if the poem has
any rhyme scheme or
rhythm.

Look for other literary
techniques used by the
poet.

Think about the poetic
form/ structure.

Consider what the poet is
trying to convey to his/her
readers.

Thoughts

I wonder about things

I wonder why it's not seen by others.
Or they see but are ignorant?

Am I supposed to be same?
Keep on ignoring as well
Or should I make my stand?
Perhaps I can make a difference.

Pollution and Corruption
The two words that describe it all.
Polluted Earth, polluted minds and societies.
Corrupted deeds and world.

Mother nature is tired of it and so am I.
Never ending quest for better things
At the cost of the earth or lives.
When will one pause and think.

One day the earth will be killed
Societies will be anti-societies
We will end without making a difference.
These are my killer thoughts!

Dasarp Ateeniv

Questions

1. What is the poem about?
2. Describe the mood of the persona in this poem.
3. What are the **two** things that the persona is thinking about in Stanza 3?
4. How are pollution and corruption related to mankind and to the world?
5. Discuss how the world might be in years to come as described in the poem.
6. Identify **two** examples of adjectives from the third stanza.
7. List **two** roles of our government in promoting resilience to climate change.

8. In **groups**, discuss what actions young people need to take in order to save the world. Share your discussions with the class.
9. **Define** the following words using a dictionary:
- ★ ignorant
 - ★ pollution
 - ★ corruption
 - ★ quest
10. Identify which **Part of speech** the following words in the poem belong to :
- | | | | | | |
|-----------------|---|-------|---------------|---|-------|
| (i) wonder | - | _____ | (vi) minds | - | _____ |
| (ii) about | - | _____ | (vii) deeds | - | _____ |
| (iii) ignoring | - | _____ | (viii) better | - | _____ |
| (iv) corruption | - | _____ | (ix) my | - | _____ |
| (v) it | - | _____ | (x) killer | - | _____ |

B. Read the poem below and answer the questions that follow in complete sentences.

Do Not Despise Me

By Konai Helu Thaman.

Please do not despise me if I am
too old in the head and shoulders,
too inadequately schooled
in the ins and outs of today.
 But since I've lived three score years
and am not high or low,
 wise or wealthy, I would
 be grateful if I'm just accepted
 as your other grandmother
 who cannot speak English.

Source: *Rainbows* pg 32



A. Short answer questions

1. Identify the type of poem.
2. Who is the speaker in the poem?
2. What is the speaker asking for?
3. What does **too old in the head and shoulders** mean?
4. Explain the line: **too inadequately schooled in the ins and outs of today.**
5. How is the speaker feeling in the first four lines?

6. Which word in the fifth line shows a change of tone, or a different idea, is coming next?
7. How old is **three score years**?
8. What could **am not high or low** mean?
9. Who is being addressed in this poem?
10. What do you think the persona's other grandmother is like?
11. Describe the mood of the poem.
12. Identify **one** moral value portrayed in the above poem and why is this value important to you as a student.

B. Parts of Speech

Identify **two** examples of each of the following from the above poem: **preposition, noun, verb, adjective, personal pronoun and conjunction.**

C. Writing

Plan and write a paragraph of 60-70 words titled: **My Grandmother.**

D. Poetry Writing and Recital

- (i) Think of a topic which interests you and write an original poem. Follow the checklist below.

A poem should:

- ↪ be of a specific type, **e.g.** narrative, lyric or free verse.
- ↪ have a content with at least three ideas.
- ↪ include figures of speech.
- ↪ have rhyming words.
- ↪ include personal pronouns and repetition for emphasis.
- ↪ focus on a specific mood and tone
- ↪ have a structure - stanzas, lines.

- (ii) Recite your poem to the class. Contribute to class discussions.






Further Activities

A. Letter Writing

- (i) Plan and write a letter to the poet of **one** of the poems you have studied in class. Express your feelings about the poem, what you enjoyed, how it made you feel. Ask the poet any other questions about the poem.
- (ii) The students in your class have successfully written a number of poems and you all want it to be published. You have been requested by your teacher to write a letter to the Manager, Ezra Bookshop, Private Mail Bag, Suva enquiring on the procedures to have your poems published. Plan and write the letter.
- (iii) Plan and write a letter to a friend based on the subject or content of any **one** of the poems, *for example*, telling your friend about your Grandmother. Use a fictitious name and address.




B. Poetry Writing and Recital

-  Write a short narrative poem based on any aspect of **Nature** or **your life**.
-  Give your poem a title.
-  Recite the poem to the whole class. The best poet will be acknowledged.

C. Interview

Imagine you get an opportunity to meet your favourite poet. Get in **pairs** and conduct an interview session with the poet. You can list down the questions to ask.

Teacher and Student Challenge

-  Make posters on the poem themes and settings.
Use appropriate illustrations.
-  Be creative and imaginative.
-  All work done can go on the classroom walls for display.



Quiz Time

A. Spelling Test

[20 marks]

The teacher will give a spelling test. This will be any twenty words from Unit 1.

B. Parts of Speech

[10 marks]

Name the part of speech that the words in bold represent.

The black **dog** chased the **brown** cat and **it** climbed **up** the tree. **Alesi** was **silently** watching the incident **with** keen interest. **She** was **amused** at the cat's plight.

- | | | | | | |
|-------------|---|-------|------------|---|-------|
| 1. The | - | _____ | 2. dog | - | _____ |
| 3. brown | - | _____ | 4. it | - | _____ |
| 5. up | - | _____ | 6. Alesi | - | _____ |
| 7. silently | - | _____ | 8. with | - | _____ |
| 9. She | - | _____ | 10. amused | - | _____ |

C. Word Forms

[5 marks]

Change the form of the word in brackets to fill in the gaps in the sentences given below.

- Having prepared well for the oratory contest, Janita spoke _____. (**confident**)
- Sumiran is a very _____ person and does not like waiting for long. (**patient**)
- Eating deep fried foods are not very _____. (**health**)
- I hate wearing closed shoes. They are so _____. (**comfortable**)
- My sister likes _____ alone. (**shop**)

D. Poetry

[10 marks]

Choose any **two poems** you have studied and fill in the table below with appropriate information.

	Poem 1	Poem 2	Mark allocation
Title			1m
Poet			1m
Main idea			2m
Two styles			4m
Relevance			2m

Unit 2

Relationships



Learning Outcomes

Upon successful completion of this unit, students are expected to:

- ✓ use English language rules effectively;
- ✓ punctuate sentences correctly;
- ✓ construct logical and grammatically correct sentences;
- ✓ identify types of mass media and its purposes;
- ✓ identify and apply agreement rules;
- ✓ recognise and correctly use tenses;
- ✓ plan and write expository essays;
- ✓ analyse the drama text studied at this level;
- ✓ plan and write in any style of writing; and
- ✓ interpret information correctly from text types and apply knowledge.



Brainstorming

- ★ Think about as many **words** as possible associated with the theme *Relationships*.
- ★ In groups, make a list of these words using charts. Present these to the class. Familiarise yourself with these words, definitions, synonyms and usage in our communication and writings.
- ★ Think about the different types of relationships we have in our families and our society. What do you think are the *ingredients of a good Relationship*? Discuss with your friends in class using everyday examples and scenarios.
- ★ Visit your school library and in pairs, do **research** on any one of the following aspects and **present** to the class: the relationships that Human beings have with – nature, other human beings, animals, society and technology. [Your teacher may provide other topics. Be creative in your presentation: try using charts, advertisements, original pictures, technology etc.]

Punctuation



Brainstorming

- What are some of the punctuations marks you use every day in your writing?
- Do you think our writings will make sense without punctuation marks? Why?

★ **Punctuation marks** - make the meaning of the writing clear and indicate when the reader should stop or slow down.

Punctuation	Symbol	Purpose	Example
Full stop (Period)	•	To mark the end of a sentence.	Ruth is writing an essay about germs.
		Used after the initials in names.	Mr S. M. Khan
Semi colon	;	It separates two related, but independent clauses. Use a full stop if your clauses are very complex.	Once clean water was plentiful; now it is a scarce resource.
Quotation marks	“ ”	To mark out speech or when quoting someone else's speech	"Will you get your books out please?" said Mrs Prasad. Or My grandpa said, "Share your chocolates with your friends."
Hyphen	—	With all words containing the word self.	such as: self-expression, self-confidence, self-assured, self-denial.
		In nouns that consist of a verb and a preposition.	Hold-up, washing-up, telling-off.
		In some compound nouns and adjectives.	Well-known, know-it-all, drive-in
Comma	,	It separates items in a list of three or more.	The recipe includes flour, milk, eggs, oil and baking powder.
		It is used before certain conjunctions such as but, yet, nor, for, or and so.	That was his suspicion, but it seemed to be incorrect.
		It separates direct speech or quotations from the rest of the sentence.	"Oh no", he said, "I failed my driving test again!"
		Commas are used to separate contrasting elements in a sentence.	It's spicy, not hot.
Dash	—	Conveys the feeling of a pause; less complete than that of a full stop. It can take the place of commas, parentheses, or colons.	Sami is afraid of two things—bees and dogs.

Colon	:	To introduce a list/ to introduce an idea.	I want the following items: butter, sugar, and flour.
Question mark	?	Placed at the end of any sentence which asks a question.	Where are you going? What is your name?
Capital letters	AB	Begins a sentence	Ranish is the most intelligent boy in our school.
		Begins the name of a person or place or titles [proper nouns]	Person - Sachin Place - Dreketi Title - Prime Minister
Apostrophe	'	In contractions	I'm sorry. I'll be leaving the country before your wedding ceremony.
		In possessive pronouns	Billy's cousin found Susan's umbrella in Raju's car.
Exclamation mark	!	To put the right stress or feeling of surprise or excitement in the word. It replaces a full stop at the end of a sentence.	Run faster! Hurry up! Don't eat that!
Brackets	()	Used for the following purposes: clarification, translation, emphasis and parenthesis.	I ran three kilometers (3km) while training for the marathon.



Activity

A. Punctuate the following sentences with **apostrophe** according to its rules.

- Whos the partys candidate for Vice President this year?
- The dog had its right foreleg caught securely in the traps jaws.
- Our neighbours house was recently built.
- In three weeks time well be watching the National athletics final.
- Didnt you hear that theyre leaving tonight?
- Whenever I think of the stories I read as a child, I remember Cinderellas glass slipper and Snow Whites wicked stepmother.
- We claimed the picnic table as ours, but the Smiths children looked so disappointed that we found another spot.
- Its important that the kitten learns to find its way home.
- Helen did not hear her childrens cries.
- My address has three 7s, and Tims phone number has four 2s.

B. Place *capital letters* where appropriate in the sentences given below.

1. my name is savanah.
2. i live in kabi place nasinu.
3. i attend ratu sukuna memorial school.
4. rugby is my favourite sport.
5. his excellency had given me his autograph.

C. Rewrite the passage below adding punctuation marks where needed.

The teams captain georgina tailor is an outstanding performer. She is a talented player a good leader and a likeable person She knows when to urge her team when to praise them and when to reprimand them. in the match last saturday which was played against a strong side Georgina led her players to victory

D. Which punctuation marks are needed in the following sentences: full stop, exclamation mark or question mark?

1. I wonder what it is like to be an animal
2. Do you ever wonder what the moon is made of
3. He did not complete his race because of an injury
4. Oh my what have you done
5. Hey wait for me

E. Below are direct speech sentences. Rewrite each sentence, adding the appropriate *quotation marks*.

1. Phillip said, I think we're going to the movies.
2. My vote goes to Belinda, said George.
3. Robert asked, What time is it?
4. Let's have lunch, said Denise, I'm hungry.
5. I never met a man I didn't like, said Will Rogers.
6. I like your shoes, exclaimed Carrie, where did you get them?
7. Thank you for the nice present! said Emma.
8. Liam asked Wesley, Do you want to come with us?



Brainstorming

- ☺ What comes to your mind when you think of relationships?
- ☺ Maybe families, friends, classmates, neighbours and so on.
- ☺ Consider relationships with environment, communities, animals etc.

Relationships and the Importance of Communication

5 The success of any relationship **relies** on one's ability to communicate well. Communication is important in relationships as it allows us to share our interest, concerns, support for each other; organise our lives and make decisions; and it allows us to work together. Effective communication is based on the way we talk and listen, how we respond and our body language. We can all learn how to improve the way we communicate.

It takes more than words to create a safe, exciting and secure relationship. Too often the signals we send are not those we **intend** to send. When this happens, both connection and trust are lost in our relationships.

10 There is nothing that keeps a relationship strong and healthy, better than understanding and once established communication is created, many become more familiar with communication.

Communication involves talking to our family, friends and people in general. However, people tend to turn to their loved ones first (partner, spouse, friends) when things are not running so smoothly in their relationship. They **automatically** start pointing to the things that are or are not doing well.

15 It is very easy to see other people's mistakes but not as easy to realise our own. It is much harder to accept **criticism**, even from yourself because no one wants to be wrong. This is where we need to get real about things. Communication is not about who is right or wrong, but instead about helping each other see things from each other's perspective, so that you can be on the same page and avoid any misunderstanding that will cause **unneeded** arguments.

20 Finally, communication is not so **complicated** if there is understanding of various ways to communicate and methods of communication that works best. **Effective** communication cannot happen on its own or with the efforts of only one person.

Adapted from: www.bartleby.com



Activity

A. Multiple Choice

1. An important component of a successful relationship mentioned in paragraph 1 is
A. communication. B. reading. C. learning. D. organisation.

2. Two effects of not sending the right signals in a relationship mentioned in paragraph 2 are
 - A. loss of support and trust.
 - B. misunderstanding and break up.
 - C. loss of connection and trust.
 - D. misunderstanding and conflict.

3. Misunderstanding in a relationship can be avoided by
 - A. helping each other to see from each other’s perspective.
 - B. helping everyone to see you.
 - C. communicating openly.
 - D. avoiding each other.

B. Sentence Completion

Complete the following sentences using the ideas given in the passage.

4. Connections and trust are lost as a result of _____.
5. Looking at other people’s mistakes _____.
6. Communication will not be so complicated if _____.

C. Open-ended questions

Answer the following questions in complete sentences.

7. Identify **three** reasons why communication is important in relationships.
8. Why does the author suggest that it takes more than words to create safe, secure and exciting relationships?
9. Explain **two** things that keeps relationships strong and healthy.
10. What is the writer trying to imply in paragraph 5?

D. Vocabulary

Complete the table below using a dictionary.

Word	Definition	Part of speech	Synonym	Antonym	Example sentence
rely					
intend					
automatically					
criticism					
unneeded					
complicated					
effective					

E. Fill in the Blanks

Use the words from the table above to fill in the blank spaces in the sentences below.

1. Friends are people we can _____ on.
2. Our English teacher used an _____ teaching method to teach literature.
3. Blake received a lot of _____ after he failed to win Gold in the men's 100 m race.
4. Misunderstandings in relationships lead to _____ arguments.
5. We did not _____ to hurt him with the truth but it had to be said.
6. Grandma was amazed to find that the car door opens _____.

F. Punctuation

Circle the punctuation marks in the paragraph below.

The success of any relationship relies on one's ability to communicate well. Communication is important in relationships as it allows us to share our interest, concerns, support for each other; organise our lives and make decisions; and it allows us to work together.

G. Speed up your reading

- Read the comprehension passage to the class and see how long it takes you to read it.
- Compare your timing with your friends.

Good Study Habits



Source: gclipart.com

1. Get Organised.
2. Know the Expectations.
3. Have a Study Area.
4. Develop a Study Plan.
5. Think Positively.
6. Create a Study Group.
7. Practice Active Listening.
8. Review Test done.
9. Read actively.
10. Set goals.



Affixes

An **affix** is added to the root word to change its form or meaning, such as prefix or suffix.



When an affix is added to the **front** of the word, it is known as a **Prefix**.



If it is added to the **back** of the word it is known as the **Suffix**.

- ↪ A **prefix** is a group of letters placed **before** the root word.
- ↪ **For example**, the word *unhappy* consists of the prefix "un-" [which means "not"] combined with the root (stem) word "happy"; the word "unhappy" means "not happy."

- ↪ A **suffix** is a group of letters placed **after** the root word.
- ↪ **For example**, the word *flavourless* consists of the root word "flavour" combined with the suffix "-less" [which means "without"]; the word "flavourless" means "having no flavour."

List of Prefixes

Prefix	Meaning	Examples
co-	with	co-worker, co-operation
de-	from, down, away reverse, opposite	defrost, degrade, decelerate
dis-	not, opposite, reverse, away	disagree, disappear
ex-	out of, away from, lacking, former	exhale, explosion
il-	not	illegal, illogical
im-	not, without	impossible, improper
in-	not, without	inaction, invisible
ir-	not, or no:	irregular, irreplaceable
mis-	bad, wrong	mislead, misplace
non-	not	nonfiction, nonsense
pre-	before	prefix, prehistory
pro-	for, forward, before	proactive, profess, proclaim
re-	again, back	react, reappear
un-	against, not, opposite	undo, unequal, unusual

List of Suffixes

Suffix	Meaning	Examples
-able	able to, having the quality of	comfortable, readable
-al	relating to	magical, comical
-er	comparative	bigger, stronger
-est	superlative	strongest, tiniest
-ful	full of	beautiful, grateful
-ible	forming an adjective	reversible, accessible
-ily	forming an adverb	eerily, happily, lazily
-ing	denoting an action, a material, or a gerund	acting, showing
-less	without, not affected by	friendless, tireless
-ly	forming an adverb	clearly, hourly
-ness	denoting a state or condition	kindness, wilderness
-y	full of, denoting a condition	creamy, messy, gloomy
-ive	having the quality of	creative, cohesive
-ment	the act, state or result of an action	enforcement, appointment



Activity

A. Prefixes

(i) *In Pairs, discuss and write **four** words using each of the **prefixes** below.*

1. re - _____, _____, _____, _____
2. im - _____, _____, _____, _____
3. un - _____, _____, _____, _____
4. il - _____, _____, _____, _____
5. dis - _____, _____, _____, _____

(ii) ***Present** your words to the class. Contribute to class discussions and **note down** words presented by other pairs.*

(iii) *Fill in the blank spaces below with the correct **prefix**.*

1. Jone is the most _____ **friendly** person I have ever met.
2. Tina speaks Hindi and Chinese fluently; she is _____ **lingual**.
3. The athlete was _____ **qualified** for _____ **fair** play.
4. Patricia failed her Mathematics exam in June so she will _____ **sit** in September.
5. I cannot understand Sharoon's letter; her handwriting is _____ **legible**.
6. Sorry, but what you propose is _____ **possible**.
7. My parents were completely _____ **satisfied** with my school results.
8. This is the most _____ **comfortable** sofa I have ever sat on.
9. It cannot cost that much! You have _____ **charged** me.
10. Do you usually have lunch with your _____ **-workers**?

B. Suffixes

(i) *In Pairs, discuss and write **four** words using each of the **suffixes** below.*

1. -ly - _____, _____, _____, _____
2. -ful - _____, _____, _____, _____
3. -less - _____, _____, _____, _____
4. -able - _____, _____, _____, _____
5. -er - _____, _____, _____, _____

(ii) ***Present** your words to the class. Contribute to class discussions and **note down** words presented by other pairs.*

- (iii) Fill in the blank spaces in the sentences below by adding a **suffix** to the word in the brackets.
Use: -er, -or, -ness, -ment, -ion, -ist, -ance, or -ence.

1. Joana is a great _____. (**drum**)
2. Jonathan was a wonderful soccer _____. (**play**)
3. My sister received an _____ letter from an Australian university. (**accept**)
4. My parents want to see a great _____ in my marks this term. (**improve**)
5. My grandfather should experience much _____ in his life because he worked so hard. (**happy**)
6. The little boy can be an _____ to his mother when he is sad. (**annoy**)
7. Our car _____ is around four hundred dollars per annum. (**insure**)
8. The school Principal always provides great advice and _____. (**guide**)
9. The Director wanted his actors to have a good _____. (**perform**)
10. That athlete has a lot of _____. (**endure**)

C. Affixes

Circle the prefixes and underline the suffixes in the paragraph given below.

As I approached the main road, I saw a red car speeding while other vehicles came to a screeching halt. Then the unexpected thing happened, the red car overturned in a ditch nearby failing to negotiate a bend! Despite road signs displaying that over speeding kills, drivers continuously speed and disregard warnings.



Further Activities

- ↪ In **groups**, use:
 - comprehension passages; or
 - newspapers articles; or
 - magazine articles; and
- ↪ Identify as many affixes as possible and topic sentences. Label these.
- ↪ Put the information in a chart.
- ↪ Present to the class and contribute to class discussions.



A. Punctuation

Circle the different types of **punctuation marks** in the passage given below.

Family Dishes

My father was truly a fool for love. I was born with 10 fingers and 10 toes, a big thing to a man who had 10 fingers but only nine toes, the second and third on his right foot fused together. The doctor thought that the standard “You have a healthy baby girl” would suffice, but no: My father insisted that he run back to the delivery room — run! — to inventory my hands and feet.

I could breathe on my own, a common enough feat among newborns, except that my parents’ first child, a boy who arrived too early and spent a single day on earth, could not. So I was more than the standard miracle to my dad. He had been held hostage by longing for years; mere language was not going to suffice to convey how he felt.

Source: <https://www.nytimes.com>

B. Gap –Filling

Fill in the blank spaces with appropriate words.

Even though lifestyles are changing ____1.____people are able to move much faster and ____2.____further away, some things have ____3.____ changed in modern society. The family ____4.____still the central element of life today. ____5.____offers love, companionship, safety and protection ____6.____an uncaring world. The nuclear ____7.____, with father, mother and children ____8.____happily under one roof is still ____9.____ideal. However, there are other different ____10.____of families.

C. Affixes

Put the words in brackets in the appropriate form - use a prefix **or** a suffix.

- Jonathan was acting in a very _____way. (**child**)
- My grandmother looked _____. She started to cry as soon as she saw my mother. (**happy**)
- Rina passed her exam. She was _____for the third time. (**succeed**)
- The soccer team that Rohan supported was able to win the _____. (**champion**)
- My teacher couldn't find any _____in my essay. (**weak**)
- My friend wants to be a _____when he grows up. (**mathematics**)
- There were only a _____of people at the rugby match yesterday. (**hand**)
- The road was too narrow, so the workers had to _____ it. (**wide**)
- I think that you should _____your decision. It may not be the best thing to do. (**consider**)
- You need a _____of motivation, commitment and hard work to realise your dreams. (**combine**)

Expository Essay



Brainstorming

- ☺ Recall the structure of writing a plan and a formal paragraph in Unit 1. Discuss the structures in pairs.
- ☺ What is an expository essay? How is this essay different from other types of essays?
- ☺ How well-versed are you on the current issues affecting people in our society?

What is an Expository essay?

- ↪ It is a **planned** piece of writing with a specific structure : introduction, body and conclusion.
- ↪ It presents reasons, explanations and provides adequate textual evidence to support opinions or explanation.
- ↪ It follows a logical sequence and has three to four main points.
- ↪ Logic and coherence is important in an expository essay.

Structure

Introduction	Body	Conclusion
<ul style="list-style-type: none">◆ First paragraph◆ should include a basic road map of what your essay is going to include and any explanation of context or terms that the reader will need to understand.◆ A good introduction can introduce the topic and provide background information, capture the interest of the readers, define/state the topic and present the plan of coverage.	<ul style="list-style-type: none">◆ 3-4 paragraphs◆ Each paragraph is made up of a single idea, evidence that backs up that idea◆ Connectives and phrases can be used to develop and link ideas logically.	<ul style="list-style-type: none">◆ Final paragraph◆ Sums up the whole essay.◆ Can end with a strong statement to make an impact or appeal to reader's emotions.◆ Can be a restatement of the main ideas in the body.◆ A conclusion should not contain any new points/ideas.

Do's and Don'ts

<u>Do's</u>	<u>Don'ts</u>
<ul style="list-style-type: none"> ★ formal vocabulary and expressions ★ variety of sentence structure (simple, compound and complex) ★ clear flow of ideas ★ connectives and linking words (between sentences & within paragraphs) ★ active and passive voice ★ appropriate punctuation marks 	<ul style="list-style-type: none"> ★ personal pronouns, e.g. I, we, mine ★ contractions, e.g. can't, don't ★ slangs, e.g. ok, yeah, hey ★ informal expressions ★ redundancy ★ rambling ★ incomplete sentences ★ abbreviations, e.g. UN, FNU ★ rhetorical questions

Writing paragraphs for expository essay: An example

- ❖ Before you start writing an essay, you should do some **reading** and **research** on the essay topic so that you have background information on the main aspect of the question.
- ❖ **For example**, the Essay Topic is **Importance of keeping the Environment clean**. Research work will include:
 - ★ Human beings relationship with nature.
 - ★ How we depend on nature and our environment?
 - ★ How can we keep our environment clean?
 - ★ Why should we keep our environment clean?
 - ★ How is our environment affected by development?
- ❖ Then **plan** your essay –breakdown the topic and the information that will go in the various paragraphs.
- ❖ **Introduction write-up** - there are three components of the introduction.

	Example
Define the key concepts	Environment refers to the place one lives. It is the surrounding.
Explain the topic	The environment must be kept clean and neat at all times since clean environments have several positive effects on its residents.
Overview	This piece of writing focuses on the reasons and outcomes of keeping the environment clean

- ❖ **Content** - each paragraph in the content can be divided into four parts.

	Example
Topic Sentence	A clean environment would ensure a healthy lifestyle.
Explain the Idea	People would not get sick easily if they live in a clean place. Proper hygiene would be a deterrent to diseases.

Give Examples	The risk of air borne diseases such as, tuberculosis and water borne diseases such as, diarrhoea will not spread when the environment is clean.
Concluding Line	A healthy lifestyle is achievable through good hygiene and a clean environment.

	Example
Topic Sentence	Clean and safe environments would boost the tourism industry.
Explain the Idea	Tourists love to go to places that are attractive and clean. Filthy places would deter visitors from coming there.
Give Examples	The tourists would happily move along the beaches and swim along the coast if it is clean. They would not like to swim in dirty water.
Concluding Line	The environment must be kept clean so that the tourism industry thrives.

❖ **Conclusion** - there are three parts to the conclusion.

	Example
Summary	The environment must be kept clean so the people live a healthy life and more tourist come to Fiji.
Solutions	The cleanliness of the environment can be promoted through: education, regular clean up campaigns, public awareness and providing incentives to those who contribute towards a clean environment.
Expectations	Everyone should not rely on others or the government to clean the surrounding, but take it as a personal and national responsibility to keep the environment clean.

Activity

1. Pair Activity

- ↪ In Pairs, conduct **research** on the topic: **Advantages of teamwork at school.**
- ↪ List down all relevant research ideas and write a detailed plan for your essay.
- ↪ Following the example of the essay structure, write an introduction, three paragraphs for the content and the conclusion.

2. Individual Work

- ↪ Individually, conduct **research** on the topic: **Ways of enhancing relationships with the elderly.**
- ↪ List down all relevant research ideas and write a detailed plan for your essay.
- ↪ Following the example of the essay structure, write an introduction, three paragraphs of the content and the conclusion.

Sample

Topic: **Impact of Social Media on Family Relationships**

❖ **Identify:**

📌 **Key words** – impact, social media, family, relationships

📌 **Purpose** of the topic – to explain or discuss the positive and negative impacts of social media on family relationships.

📌 **Questions** to consider and **research** items:

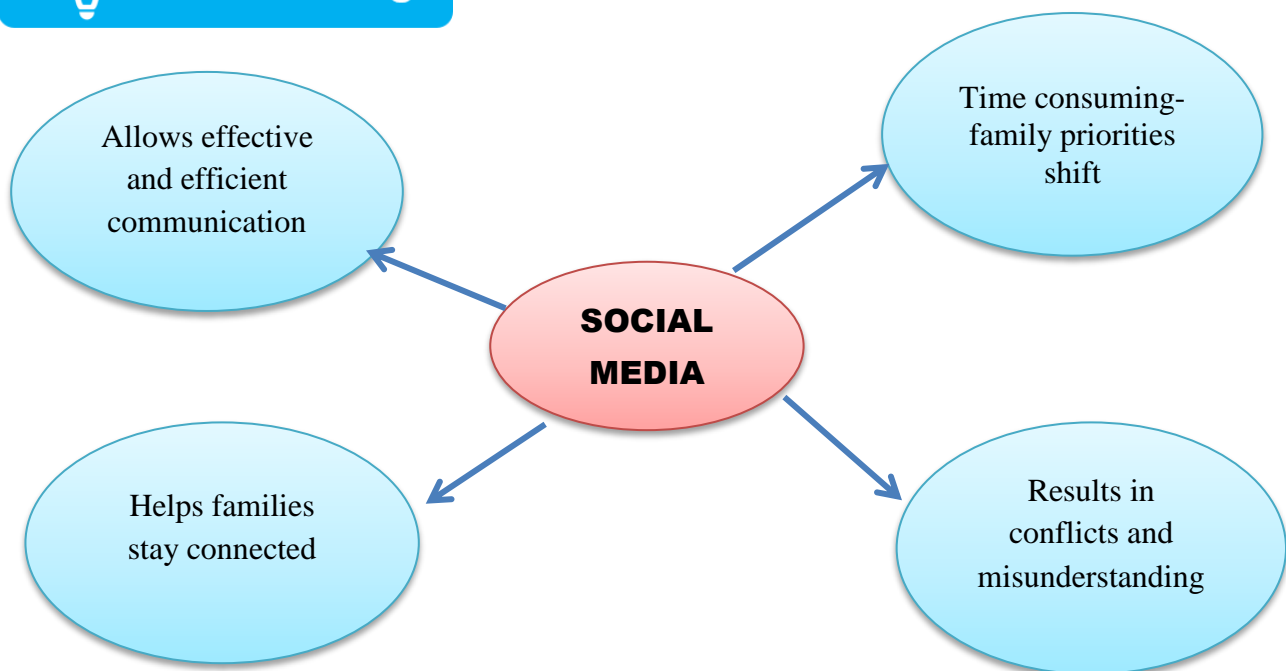
- What is social media?
- Different types of social media
- Who uses social media?
- What are the benefits of using social media?
- How does social media help families?
- How does social media affect family relationships?

📌 **Essay Structure:**

- P1 – Introduction
- P2 – Positive impact/advantage 1
- P3 – Positive impact/advantage 2
- P4 – Negative impact/disadvantage 1
- P5 – Negative impact/disadvantage 2
- P6 - Conclusion



Brainstorming



Paragraph One: Introduction

- ▶ This first paragraph, made up of approximately 4 sentences, has two purposes:
 1. Grab the reader's attention; and
 2. Provide the main point/idea of the whole essay.
- ▶ 1st and 2nd sentence to provide a background on the essay topic.
- ▶ 3rd and 4th sentences – main focus of the essay: positive and negative impacts of social media.

Example:

Social media plays an integral role in today's human society. People are now more than ever reliant on social media to satisfy their communication needs. Social media can of course enhance and advance good relationships amongst families and friends by allowing them to communicate and connect with each other. However, the use of social media also poses certain threats to family relationships in our societies, affecting daily interaction and communication.

Content (Body paragraphs)

Impact - Influencing strongly in possibly a positive or a negative way

- ▶ Now, you will explain/ discuss your points.
- ▶ The purpose of the body paragraphs is to explain the focus of your essay which is stated in the introduction using statistics, facts, everyday examples, literature and media.

Paragraph 2 [1st positive impact of social media]

Social media allows families to stay connected. People are able to maintain distance relationships through regular communication via social media. Families and relatives that are away from each other or have migrated can continue to care for one another and build on existing relationships through social media such as Facebook, Skype, Twitter, Instagram and other forms of social media. Hence, social media keeps family ties strong.

Paragraph 3 [2nd positive impact of social media]

Social media sites also allow users to communicate their ideas, thoughts and expressions not only conveniently but effectively as well with the advantage features of sharing information and even photos. For instance, family members or relatives may be reached instantly for family gatherings and functions. Parents can also monitor their children's whereabouts with the availability of instant messaging in social media. Facebook messaging for instance is an efficient tool to contact as many people with minimal cost. Therefore, effective communication is enhanced through social media.

Paragraph 4 [1st negative impact of social media]

While social media allows connectivity, it can also become time consuming. Spending a lot of time on social media takes its toll on face to face family relationships as quality family time is missed out. Time spent engaging in social media encourages more online interaction hence the need for family interaction is deprived off both from children and parents. Social media also limits healthy conversational family discussions which may affect cordial relationships within a family. Social media then can be addictive as it steals people's time.

Paragraph 5 [2nd negative impact of social media]

Interaction through social media promotes the use of text language where users use slangs to convey their thoughts and feelings. This type of communication or interaction has in most cases today, substituted face to face encounter and interaction. It has also affected children and parents' interpersonal and communication skills. Communication through social media may send out unintended, overrated messages to other family members and may even lead to misunderstanding and conflicts which eventually affects strong family relationships.

Paragraph 6: Conclusion

- ♦ The conclusion, made up of 3-5 sentences, has two purposes:
 1. Recap what you've stated in the essay; and
 2. Leave a lasting impression on the reader.

The use of social media can be both good and bad for family relationships. While it allows family members to stay connected, it also causes problems such as conflicts and misunderstandings amongst family members. The impact of social media on family relationships depends on how families use it. To minimise the negative and capitalise on the positive impact of social media use, families are urged to be aware of the power of social media and to use it responsibly.



Activity

- ✎ In **groups** of four, carry out **research** work on **one topic** from the list below and **present** it to the class. Include relevant examples, statistics and ideas.
- ✎ All groups can note down research points for all the topics.
- ✎ Essays will be written individually.
 1. Importance of family
 2. Effects of family vacations on family relationships
 3. The importance of exercise on our health
 4. Importance of a parental involvement in children's education
 5. Impacts of social media on teenagers



Further Activities

Teacher and Student Challenge

- ♦ Think of topics relevant to your own context and other contemporary issues affecting our society.
- ♦ Make a list of these topics with the assistance of your teacher.
- ♦ Carry out research work on these during library classes, and share your ideas with other students in the class.



Read the story below and answer the questions that follow.

"Mum, hurry up. Come and see. Several planks from the back of our neighbour's house have been removed," cried Roma one morning.

"Where?" enquired her mum.

"There ... can't you see? There's a gap in the wall -- big enough for one person to crawl in."

5 Roma's mother, Madam Shirley, peeked through the windows. "Oh yes. I see it. The house looks like it's been ransacked. Hey, I think there's someone inside. Yes, the thief is still there." At that moment, the thief turned and noticed the two ladies looking at him. Realising he was being watched, he grabbed a stick and tried to flee.

"Come, Roma. The thief is getting away. We've no time to lose."

10 The mother and daughter rushed out and pounced on the thief who tried to attack them.

"I hit him hard with a piece of wood and the thief dropped the stick," said Madam Shirley to the reporters later. "He also punched me in the face when Roma and I tried to hold him down," she added, showing the swelling on her face and bruises on her hand.

15 Another neighbour, who heard their shouts for help during the struggle with the thief, came to their aid. Together, they tied up the thief with some cloth before handing him over to the police.

Source: <http://www.englishdaily.com>



Activity

A. Multiple Choice

1. Why did Roma call her mother to the window?
 - A. She heard someone removing planks from her neighbour's house.
 - B. She suspected that her neighbour's house was being burgled.
 - C. She noticed a thief ransacking her neighbour's house.
 - D. She saw someone crawling into her neighbour's house.
2. Madam Shirley peeked through the window because
 - A. she did not want to be seen.
 - B. she did not want to be heard.
 - C. she did not want to be called a busybody.
 - D. she did not want to be the witness to the burglary.
3. When did the thief try to flee?
 - A. When he realised he was being watched.
 - B. When he realised he had gotten the wrong house.
 - C. When he realised there was nothing else to take.
 - D. When he realised that the owner of the house was at home.

4. Why did Madam Shirley say, "We've no time to lose"?
 - A. She did not like to waste time.
 - B. She did not have enough time.
 - C. She did not want the thief to escape.
 - D. She did not think that they were fast enough.

5. The expression **pounced on** can be replaced with
 - A. set upon.
 - B. shouted at.
 - C. hit repeatedly.
 - D. kicked repeatedly.

6. The following statements are true about the thief except
 - A. he was armed.
 - B. he was tied up with cloth.
 - C. he had bruises on his face.
 - D. he managed to hurt Madam Shirley.

B. Vocabulary

Fill in the required details in the table given below using a dictionary.

Words	Definition	Part of Speech	Example sentence
1. enquired			
2. peeked			
3. grabbed			
4. flee			
5. pounce			
6. bruises			

C. Direct to Reported Speech

Rewrite the following into Reported speech

1. "I hit the thief hard with a piece of wood and he dropped the stick," said Madam Shirley to the reporters later.
2. "He also punched me on the face when Roma and I tried to hold him down," she added.
3. "Come, Roma. The thief is getting away!" shouted Madam Shirley.

D. Writing

Plan and write a paragraph of 80 words about the day you witnessed a robbery.

E. Speaking and Listening

Share your paragraph story in your groups or in class.



Further Activities

Research and Presentation

- ↪ In **pairs**, conduct research on the crime rate in Fiji. Include examples of the common criminal activities in Fiji.
- ↪ Present your work to the class and compare your data with the other presentations.

Descriptive Essay

Features	Sample
<p>Purpose</p> <p>↪ Describes a person, event, place and thing.</p> <p>Structure</p> <p>↪ 5 paragraphs: Introduction, 3 supporting paragraphs and Conclusion.</p> <p>↪ The one thing, issue, place or person we are describing becomes our main point which is our topic or thesis statement.</p> <p>↪ Specific details and clear descriptions are important to give clear descriptions we need to use our five senses to write descriptions. What do we :</p> <ul style="list-style-type: none"> ▶ Hear ▶ See ▶ Smell ▶ Taste ▶ Feel <p>Language</p> <p>↪ Use figurative language, e.g. simile, metaphor, imagery, personification, etc.</p> <p>↪ Have fun with words, e.g. synonyms, antonyms, descriptive words homonyms, etc.</p> <p>↪ Show, don't tell. Write clear descriptions and not just the usual account of events.</p>	<p style="text-align: center;">A Ride on a Ferris Wheel</p> <p>I have always been fascinated by carnival rides. It surprises me that people get so excited for the chance to take a ride in the Ferris Wheel, willingly taking the experience of being tossed up and down through the air. For me, it is just the thrill and excitement of having survived the tumbling ride that keeps me coming back for more.</p> <p>My first experience with a carnival ride was a Ferris Wheel at a local Festival. The Ferris Wheel was huge, noisy and looked like a huge, hungry dinosaur from the movies. In the night this beast looked hungrier, ready to pounce on people. The sound of its engines combined with the hustle and bustle of the carnival reminded me of the roar of fire of the breathing dragons in movies.</p> <p>As the terrifying ride started, I felt something stuck in my throat, desperately stopping me from breathing. As I moved up, the chilling air added to my pain. Then came the last blow, the movement from the top to the bottom, which took almost all the energy out of my body. My stomach felt hollow and I felt the sudden urge to vomit all my body parts out of my internal system. As the wheel reached the bottom, a little balance returned to my life, but much to my surprise, it moved up again. My shrieks were no match as the giant machine picked up on its speed.</p> <p>However, as each new rotation knocked on me, I slowly gained confidence. Every rise kept me elated as I had survived the previous nauseating fall. After some climbs and falls, the machine slowed and hissed to a dead stop, only to make me realise that the ride was over. The smell of burnt fuel and smoke still hovered the area near the Ferris Wheel as I followed fellow passengers to reach safely to land. I had been spared, but only to have an opportunity to ride again. The salty taste of sweat running down my face to my mouth was hard to stop. I felt a sudden urge of confidence and felt that I had what it actually takes to take this monster down.</p> <p>From that day on, a ride on the wonderful Ferris Wheel never fails to thrill me. Although I am becoming familiar with Ferris Wheel rides, it continues to both challenge and excite me.</p>



Activity

A. Adjectives

- (i) In pairs, identify at least **two adjectives** from **each paragraph** of the sample above.
- (ii) Define **five** of these words using a dictionary.
- (iii) Try to write as many synonyms for each word identified above.

B. In order to provide clear descriptions, we need to **observe** and use our **sensory skills** as shown below:



- ◇ The teacher takes students outside into the open atmosphere. For the first five minutes, the students **observe** everything around them. Then, they form **groups** of four and quickly **note down**:
 - ⇒ What they can see around.
 - ⇒ What they can hear.
 - ⇒ What they can smell.
 - ⇒ What they can feel.
- ◇ *Moving back to the classroom, students note down as many **sentences with adjectives, adverbs and figures of speech** to describe what they have observed.*

C. Plan and write a descriptive essay on any **one** of the topics given below.

1. Describe your recent visit to the museum.
2. Describe a special time that you and your family had together.
3. Describe a time when something totally unexpected happened to you.
4. Describe your favourite restaurant. What do you love to eat in that restaurant?
5. Describe a moment which you think was most embarrassing.
6. Describe an experience in your life which changed you forever.
7. Describe a time when you have been a part of the morning rush-hour traffic.

D. Author's Chair

- Get into groups of four and read out your essay to your group members.
- Let them suggest some improvements. You can include their suggestions in your writing.



Further Activities

Descriptive language appeals to the reader's five senses: taste, touch, sight, smell, and hearing.

- ↪ In **groups**, list as many descriptive **adjectives** and **adverbs** as possible.
- ↪ Present your work to the class and compare your examples with the other groups.
- ↪ Make a list of all these words and try to use these in your essays.

Mass Media

What is Mass Media?

- ★ **Mass** - a large number.
- ★ **Media** – means of communicating information.
- ★ **Mass media** - means of communicating news or information to a large number of people.

Examples of Mass Media

- ★ Newspaper, Television, Magazine, Internet, Radio, Phones, Public Notices, Billboards, Pamphlets and Brochures

Roles of Media

- ★ gives the latest information from around the world.
- ★ source of knowledge and education
- ★ source of entertainment and relaxation.
- ★ it is a means of advertising goods and services.
- ★ it is a means by which people can be influenced in their views/opinions about events/things.



Activity

A. Short Answers


1. Which form of media would be most useful during natural disasters?
2. Which form of mass media is used to send emails?
3. List **three** forms of mass media we use in our homes.
4. What do you mean by Cyber crime?

Research and Presentation

- ➔ In groups of three, conduct a survey around your school/ home/community and list the various types of media used by people.
- ➔ State its advantages and disadvantages.
- ➔ Present your findings to the class. Contribute towards class discussions.

Forms of Mass Media

Radio

 an electronic device which provides a variety of news, information, advertisements and entertainment to the public.	
Radio Terms	Announcer – person who hosts a programme. Reporters – people who go out to gather news and report back to the news room (journalists). Program Director – person overall in charge of all programmes presented on the radio. Disk jockey (DJ) - person who selects and plays music over the radio. Compere - organiser of the broadcast who introduces the performance and speakers. Pop songs - recorded popular songs. Broadcast - a programme that can be heard on the radio.
Advantages	<ul style="list-style-type: none">▪ Fastest mode of communication - reaches the greatest number of people.▪ Broadcasting is done in three different languages so accessible to all groups of people.▪ It can be operated by batteries.▪ Cheaper to buy.▪ Portable - easy to carry from one place to another.▪ Instant and latest news is broadcast with updates.▪ Accessible to people in interior, maritime and remote areas.▪ Important programmes can be recorded and listened to later.
Disadvantages	<ul style="list-style-type: none">▪ Programmes are not repeated.▪ Programmes cannot be kept for future reference unless it is recorded.▪ Some radios cannot be used everywhere especially those that are power operated.▪ Only audio, thus cannot see things and have to visualise.




Activity

A.

Research and Presentation (Speaking and Listening)

 In **pairs**, conduct a **research** on the following:


1. How many different radio stations are there in Fiji? Provide names of all.
2. Who manages the various radio stations in Fiji?
3. How do these radio stations get financial support?
4. What are some of the terminologies related to radio and its operations?

 **Present** your findings to the class and contribute to class discussions.

B. Short answer questions

1. Write down all the places where you would find people listening to a radio.
2. What are the different types of programmes on all the radio stations?
3. List at least three programmes your family likes listening to on a radio.
4. Name your favourite radio programme and state why you like it?
5. Why would you advise your friends to listen to the radio?
6. What is the difference between an announcer and a commentator?
7. Provide an example of a common radio advertisement that you have heard.

Television (TV)

 an electronic device with a screen on which you can watch programmes.	
TV Terms	News Reporter – person who presents news on television. Reporter/Journalist – person who goes out to gather news and reports back to the newsroom. Channels – the numbers on TV dials corresponding with individual local stations. Broadcast - a programme that can be seen or heard on television. Bulletin - a short news broadcast. Live - a live television programme can be watched or listened to at the same time as it happens. Producer - person who oversees all aspects of video production on a television programme.
Advantages	<ul style="list-style-type: none">▪ Audio and visual (programmes can be seen and heard).▪ We can watch live programmes.▪ Broadcasts local and world news.▪ Important programmes can be recorded for future use.▪ Provides attractive advertisements – real products can be seen.▪ Good educational tool – range of programmes.▪ Provides entertainment for all age group.
Disadvantages	<ul style="list-style-type: none">▪ Cannot be battery operated.▪ It is expensive.▪ Not portable▪ Programmes cannot be stored unless recorded.▪ Cannot be used during power outages.▪ Not accessible in all interior and remote areas.



Activity

A.

Research and Presentation (Speaking and Listening)

- ✧ In **pairs**, conduct a **research** on the following:
 1. How many different TV stations are there in Fiji? Provide names of all.
 2. Who manages the various TV stations in Fiji?
 3. How do these TV stations get financial support?
 4. What are some of the terminologies related to television and its operations?
- ✧ **Present** your findings to the class and contribute to class discussions.

B. Short answer questions

1. What are the different types of programmes on any **two** TV stations in Fiji?
2. List at least **three** programmes your family likes watching on television.
3. Name your favourite TV programme and state why you like it?
4. Why would you advice Year 9 students to watch this programme?
5. State **two** advantages of TV over radio?
6. State **two** disadvantages of TV over radio?
7. As a businessman, would you prefer to advertise your product through TV or radio? Give two reasons for your choice.
8. How do TV stations make money?
9. State how TV can be beneficial to :
 - (i) Students
 - (ii) Business organisations
 - (iii) Teachers
10. Name **one** TV programme that is commonly viewed by the general public and give a reason.

Newspaper

- ☞ a periodical produced on a daily basis which contains news and information for the general public.
- ☞ It informs, educates as well as entertains the general public.

Newspaper Terms	<p>Masthead – this is where the name of the newspaper is placed with other minor details such as, price and date.</p> <p>Headline – written in big bold letters usually on the front page. The main story for the day.</p> <p>Journalist/News reporter - person who goes out, visits places and collects information/latest news.</p> <p>By line –the writer(s) of the article.</p> <p>Advertisements – are notices promoting goods and services; persuading customers to buy.</p> <p>Letters to the editor - letters written by the public expressing their views.</p> <p>Correspondent - a person who writes letters to be published in a newspaper.</p> <p>Editorial – the newspaper editor’s opinion on an important or significant issue.</p> <p>International news – news from around the world.</p> <p>Regional news – news from around the region or Pacific.</p> <p>Business news –business news either local, regional or international.</p> <p>Entertainment – section where you find comics and the horoscopes.</p> <p>Classified – the section of the newspaper which includes advertisements for job vacancies, births, deaths, marriages, mortgage sales etc.</p> <p>Sports section – latest news on sports: local and international, usually on the last few back pages of the newspaper.</p>
	<ul style="list-style-type: none"> ▪ Provides detailed news. ▪ Pictures are given with news information. ▪ It can be kept for future reference.

Advantages	<ul style="list-style-type: none"> ▪ Printed daily and in different languages as well. ▪ Includes a variety of information in one paper – news, information, advertisements, opinions, entertainment. ▪ Portable – easy to carry and can be read at your own time and pace. ▪ Resourceful – articles can be used for other research/educational purposes. ▪ Reading material which assists to improve English language. ▪ Can be recycled for other uses
Disadvantages	<ul style="list-style-type: none"> ▪ Has day old news. ▪ Everyone cannot buy daily – expensive in the long run. ▪ It takes time to reach interior and remote areas. ▪ Lacks live songs and entertainment.
<p><u>Cartoons</u></p> <ul style="list-style-type: none"> ▪ Are creative drawings or pictures with humorous or sometimes serious lessons. ▪ The purpose is to make people laugh. It is a form of entertainment. ▪ Show humour through: characters (odd/silly behaviour, words), situations (funny/silly), cartoonist etc. <p><u>Types of newspaper Cartoons</u></p> <ul style="list-style-type: none"> ▪ Single frame – only one frame or picture. ▪ Cartoon Strip - have two or more frames or pictures separately. 	



Activity

A.

Research and Presentation (Speaking and Listening)

- ✎ In **groups**, conduct a **research** on the following:
 1. How many different newspapers are printed daily in Fiji? Provide names of all. How many languages are these newspapers printed in?
 2. What are some of the terminologies related to newspapers?
- ✎ In **groups**, bring different parts of the local newspaper and create a chart, pasting and labelling the different sections.
- ✎ **Present** your **research findings** and **charts** to the class.

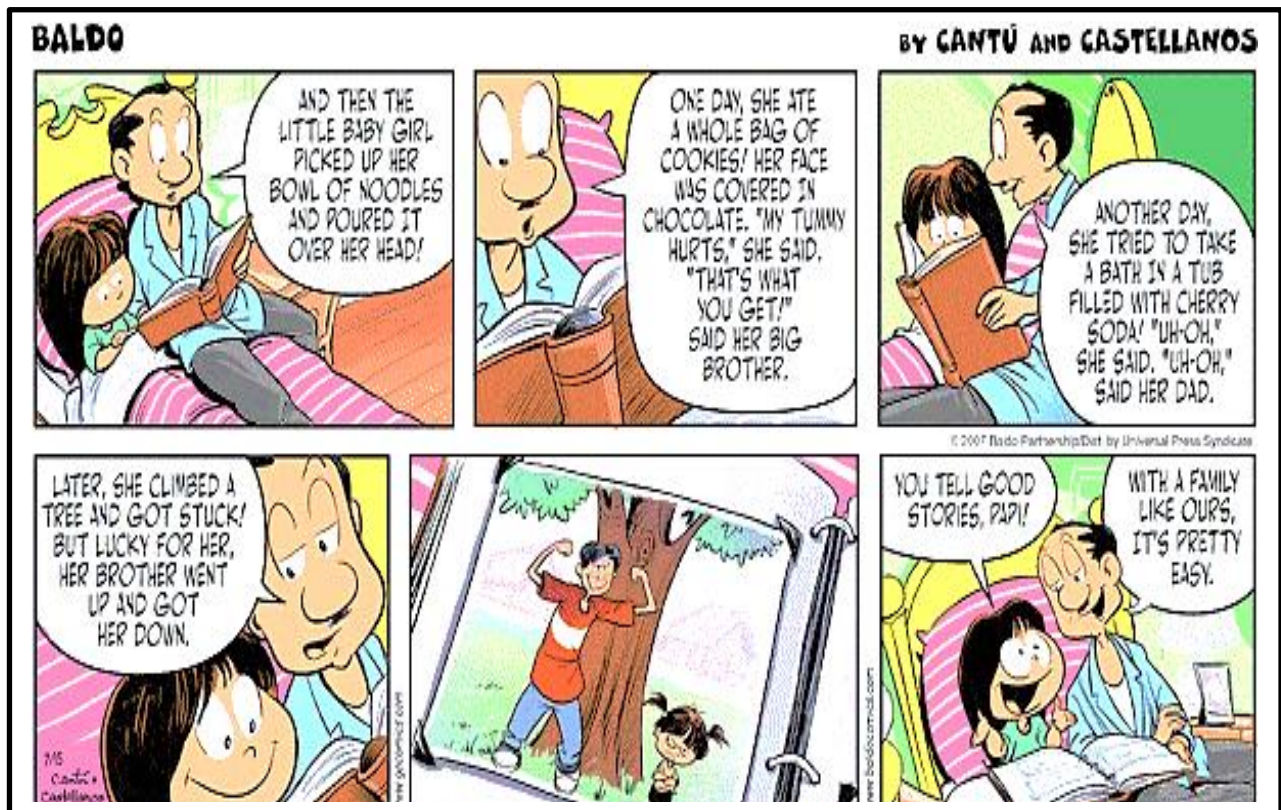
B. Short answer questions

1. Which part of the newspaper do you read first? Why?
2. List three functions of newspapers.
3. State one way in which the headlines in newspapers attract readers attention.
4. How are newspapers beneficial to students?
5. State one advantage of newspaper over radio.

6. Which section of the newspaper includes opinions of people?
7. If you want to inform people about the sale of your vehicle, which section of the newspaper will you use?
8. Urgent funeral notices reach people fastest through which form of media. Explain.
9. Why do news articles accompany pictures?
10. What will you find on the **masthead** of a newspaper?

C. Cartoon Interpretation

Study the cartoon below and answer the questions that follow.



Source : www.google.com

Questions

1. Identify the type of cartoon shown above.
2. What is the main message portrayed by the above cartoon?
3. Using the message in the above cartoon, write a narrative paragraph of about 80 words on **My Family**.

Magazines

- ☞ periodicals which may have glossy pages that are produced weekly, monthly or yearly.
- ☞ are kept in magazine racks in the Periodical Section.

Advantages	<ul style="list-style-type: none">▪ Contain colourful pictures.▪ Give variety of important news and information on nearly all topics.▪ Can be used as learning resources and educational materials.▪ Can be shared and read.▪ Helps people to be aware about local and international issues/events.▪ Properly binded.▪ Can be retained for use in future.
Disadvantages	<ul style="list-style-type: none">▪ Quite expensive, does not provide the latest information as most news items are a week or month old.▪ Not available in remote areas.▪ Not published daily.



Activity

A.

Research and Presentation (Speaking and Listening)

- ✧ In **pairs**, conduct a **research** on the following:
 1. How many titles of magazines are published in Fiji? Provide names of all.
 2. List the different titles of magazines available in your school library.
 3. What are some of the terminologies related to magazines?
- ✧ **Present** your findings to the class and contribute to class discussions.

B. Short answer questions

1. List **two** similarities between magazines and newspapers.
2. State one way advertisements in magazines promote the sale of products.
3. Name a common magazine from your school library and state its purpose and target audience/readers.
4. Name your favourite magazine and explain why you like reading it.
5. Name a magazine that you think all students should read. Why do you suggest this?
6. Why are magazines generally expensive?

Other Forms of Media

- Mobile phones
- Internet
- Radio telephones
- Billboards
- Pamphlets and Brochures
- Advertisements



In **groups** of four, choose **one** form of media from the list, and:

- Define with examples/pictures;
- Research for related terminologies;
- List the advantages and disadvantages;
- Put your work in a **chart** and **present** to the class.



- ◆ Why should we maintain good relationships at home and in our communities?
- ◆ What type of relationships have you observed amongst people in your community and neighbourhood – discuss with the class.

Read the passage and answer the questions that follow.

The Two Brothers

5 Once upon a time, two brothers who lived on **adjoining** farms fell into conflict. It was the first serious rift in 40 years of farming side by side, sharing machinery, and trading labour and goods as needed without a hitch. Then the long **collaboration** fell apart. It began with a small misunderstanding and it grew into a major difference, and finally it exploded into an exchange of bitter words followed by weeks of silence.

10 One morning there was a knock on John's door. He opened it to find a man with a carpenter's toolbox. "I'm looking for a few days work," he said. "Perhaps you would have a few small jobs here and there. Could I help you?" "Yes," said the older brother. "I do have a job for you. Look across the creek at that farm. That's my neighbour. In fact, it's my younger brother. Last week there was a **meadow** between us and he took his bulldozer to the river levee and now there is a creek between us. Well, he may have done this to **spite** me, but I'll give him one better. See that pile of **lumber** curing by the barn? I want you to build me a fence - an 8-foot fence - so I won't need to see his place anymore. Cool him down anyhow."

15 The carpenter said, "I think I understand the situation. Show me the nails and the post hole digger and I'll be able to do a job that pleases you." The older brother had to go to town for supplies, so he helped the carpenter get the materials ready and then he was off for the day.

20 The carpenter worked hard all that day measuring, sawing, and nailing. About sunset when the farmer returned, the carpenter had just finished his job. The farmer's eyes opened wide, his jaw dropped. No fence was there at all. It was a bridge - a bridge stretching from one side of the creek to the other! A fine piece of work - handrails and all - and the neighbour, his younger brother, was coming across, his hand **outstretched**. "You are quite a fellow to build this bridge after all I've said and done." The two brothers stood at each end of the bridge, and then they met in the middle, taking each other's hand.

25 They turned to see the carpenter **hoist** his toolbox on his shoulder. "No, wait! Stay a few days. I've a lot of other projects for you," said the older brother. "I'd love to stay on," the carpenter said, "but I have many more bridges to build."

Every day we have the choice of building fences or bridges. One leads to **isolation** and the other to openness.



Activity

A. Multiple Choice

1. The **antonym** for the word **spite** in paragraph 2 is
A. malice. B. affection. C. in spite. D. enmity.
2. The **synonym** for the word **outstretched** in paragraph 4 is
A. prolonged. B. extended. C. welcoming. D. before.

B. Completion

Complete the following sentences using the ideas given in the passage.

3. The cause of the conflict between the brothers is _____.
4. The phrase that indicates that the conflict between the brothers was rare is _____.
5. The older brother chose to build a fence because _____.

C. Open-ended questions

Answer the following questions in complete sentences.

6. How did the older brother react to his younger brother?
7. What did the carpenter build instead of a fence?
8. What did the carpenter mean when he said he has many more bridges to build?
9. Discuss the message you learnt from this passage.

D. Vocabulary

Find the meaning of the following words using a dictionary.

- | | | |
|------------------|-----------|--------------|
| 1. adjoining | 3. lumber | 5. meadow |
| 2. collaboration | 4. hoist | 6. isolation |

E. Parts of Speech

*The paragraph below is from the comprehension passage. There are 28 words in the paragraph. Identify the **part of speech** of each word.*

The carpenter worked hard all that day measuring, sawing, and nailing. About sunset when the farmer returned, the carpenter had just finished his job. The farmer's eyes opened wide, his jaw dropped.

F. Poster Design and Presentation

Create a poster in **groups** on the topic: **The Ingredients of a Good Relationship amongst Siblings**. Use the checklist below to guide you. **Present** your poster to the class.

Poster Checklist

- Original and simple – should be eye-catching that makes people want to stop and read it (colour, pictures, drawings, unusual shapes, etc.).
- Colourful - use colour for emphasis, variety, and to get and hold attention.
- Organised - make your points easy to read and follow.
- Readable - if using more than 5-6 words, use capital and lower case letters rather than only capitals.
- Educational - it should help explain the topic more clearly to your audience.
- Spaced - space areas between letters adequately. Margins should be larger on the bottom and equal on the other 3 sides.
- Accuracy - spelling and all information should be correct.



Listening

 **YouTube** Link: https://www.youtube.com/watch?v=e7NRWwPZT_I



Teacher to access the site given for this activity and prepare 10 questions and have it printed or written on newsprint.



Show the video or record it as audio on a CD or USB or Mobile devices to be played in class.



Stop the recording and let students answer the questions.

**For
Teachers**

Teachers can record comprehension passages from Link 3 or other texts using a suitable media device and prepare listening comprehension activity.

Diary Entry



Brainstorming

Exploring Feelings: Ask yourself

- ◆ How do different situations make me feel?
- ◆ Do I record my feelings, emotions and experiences down?
- ◆ What is a diary entry?

What is a diary entry?

- ↳ It is a personal record/reflection of significant events and feelings you do not want others to know about.

Features of a Diary

Structure

- ◆ Date/day is compulsory. [Time, mood and venue are optional].
- ◆ Salutation – give diary a personalised name **e.g.** Dear Rosi.
- ◆ Introduction - Includes a topic sentence to introduce what you are writing about; consider the **who, when** and **what** questions. **Do not** include a greetings, such as, “How are you?”]
- ◆ Content – 3 paragraphs: focus should be on **one day event** only.
- ◆ Conclusion
- ◆ Sign off – signature or name at the end

Language Features

- ◆ **Use of:** Past tense, First person narration (I), Subjective language, personal pronouns, informal expressions, contractions, emotive expressions and descriptions can be used.
- ◆ **Avoid:** mobile texting language, vernacular words/phrases and slangs.

Content

- ◆ Creativity, imagination and expression are important.
- ◆ You should write as if you have experienced a part of the situation.
- ◆ One does not write about things experienced on a daily basis. Only matters of some significance are recorded.
- ◆ It is a secret record of one’s life, so you can be very honest about your feelings and emotions.

Sample

Day : Saturday
Date : 8th March 2018
Venue : Bedroom
Mood : Happy
Time : 9 pm

Dear Sanju

How does a class excursion around Viti Levu sound? Yes, I was so excited about our trip that I didn't sleep well last night. The whole class in two buses! An educational one it was and above all, a fun trip for us including few of our teachers!

When we first approached our school Principal about this trip, he refused saying it was too risky but we didn't budge in our quest. We let him know that it was going to be an educational survey to observe the effects of climate change due to man's activities, types of vegetation around the island, our relationship with nature and so on. Guess what? Finally, approval came knocking on our doors and you can imagine our happiness!

Eventually, today we went on this trip. I took potato chips, chewing gum, mum's sandwiches, roasted chicken and dalo. All of my friends and other classmates also brought some food, and we shared these. It was fun eating together with my classmates. It reflected the great relationship we shared with each other on that excursion day.

Playing volleyball took up the other half of our lunch time. Then we boarded the bus again. We went around the island like tourists and took pictures of the types of vegetation, farming types and many other things relevant to our studies.

I'm feeling so tired having arrived quite late but I keep recalling the fun we had today. It has undoubtedly been a great experience. I might fall asleep any time now.

Good night!

Taruna



Activity

1. Plan and write a diary entry of the day you went with your sister to visit your grandparents in a remote village.
2. Plan and write a diary entry of a day you were involved in a sports activity with your family members.

Subject-verb agreement



Brainstorming

- ▶ What is a **subject** and an **object** in a sentence?
- ▶ What is the difference between singular and plural verbs?
- ▶ Do all sentences in English have a verb?

Basic Rule													
↪ A singular subject takes a singular verb . e.g. Peter is going to town													
↪ A plural subject takes a plural verb . e.g. The boys are going to town													
Rule	Example												
<p>1. <i>or, either/or, or neither/nor</i></p> <ul style="list-style-type: none"> ▪ Two singular subjects connected by the above require a singular verb. ▪ The verb in <i>or, either /or, or neither/nor</i> sentence agrees with the noun or pronoun closest to it. 	<ul style="list-style-type: none"> ▪ My <u>sister</u> <i>or</i> my <u>brother</u> is arriving by plane today. ▪ <i>Neither</i> <u>Timothy</u> <i>nor</i> <u>Pravesh</u> is available. ▪ <i>Either</i> <u>Tina</u> <i>or</i> <u>Lesy</u> is helping today with birthday decorations. ▪ <i>Neither</i> the <u>boys</u> <i>nor</i> the <u>girl</u> agrees to the decision made by the school. ▪ <i>Neither</i> the <u>girl</u> <i>nor</i> the <u>boys</u> agree to the decision made by the school. 												
<p>2. A plural verb is used with two or more subjects when they are connected by <i>and</i>.</p>	<ul style="list-style-type: none"> ▪ A <u>car</u> <i>and</i> a <u>bike</u> are my means of transportation. 												
<p>3. Some subjects always take a singular verb even though the meaning may seem plural. These subjects always take singular verbs:</p> <table style="width: 100%; border: none;"> <tr> <td>each</td> <td>someone</td> </tr> <tr> <td>either</td> <td>anyone</td> </tr> <tr> <td>neither</td> <td>nobody</td> </tr> <tr> <td>one</td> <td>somebody</td> </tr> <tr> <td>no one</td> <td>anybody</td> </tr> <tr> <td>everyone</td> <td>everybody</td> </tr> </table>	each	someone	either	anyone	neither	nobody	one	somebody	no one	anybody	everyone	everybody	<ul style="list-style-type: none"> ▪ <i>Someone</i> in the game was hurt. ▪ <i>Neither</i> of the men is working.
each	someone												
either	anyone												
neither	nobody												
one	somebody												
no one	anybody												
everyone	everybody												
<p>4. Sometimes the subject is separated from the verb by such words, together with, <i>as along with, as well as, besides, not, etc.</i> These words and phrases are not part of the subject and the subject is not affected by these phrases.</p>	<ul style="list-style-type: none"> ▪ The <u>teacher</u>, <i>along with the Manager</i>, is expected shortly. ▪ The <u>teachers</u>, <i>together with the Manager</i>, are expected shortly. 												

5. Use a singular verb with distances, periods of time, sums of money, etc., when considered as a unit.	<ul style="list-style-type: none"> ▪ Ten kilometers is too far to walk. ▪ Five years is the maximum sentence for that offence. ▪ Twenty dollars is a high price to pay.
6. With words that indicate portions— e.g. <i>a lot, a majority, some, all</i> . If the noun after <i>of</i> is singular, use a singular verb. If it is plural, use a plural verb.	<ul style="list-style-type: none"> ▪ <i>A lot</i> of the <u>cake</u> has disappeared. ▪ <i>A lot</i> of the <u>cakes</u> have disappeared. ▪ <i>All</i> of the <u>cake</u> is gone. ▪ <i>All</i> of the <u>cakes</u> are gone.
7. With collective nouns such as, <i>group, jury, family, audience, population</i> , the verb might be singular or plural, depending on the writer's intent.	<ul style="list-style-type: none"> ▪ All of my <u>family</u> has arrived OR have arrived. ▪ Most of the <u>jury</u> is here OR are here.
8. If one of the words <i>each, every, or no</i> comes before the subject, the verb is singular.	<ul style="list-style-type: none"> ▪ <i>No</i> smoking or drinking alcohol is allowed. ▪ <i>Every</i> man and woman is required to sign in the attendance.



Activity

A. Choose the correct form of the verb that agrees with the subject.

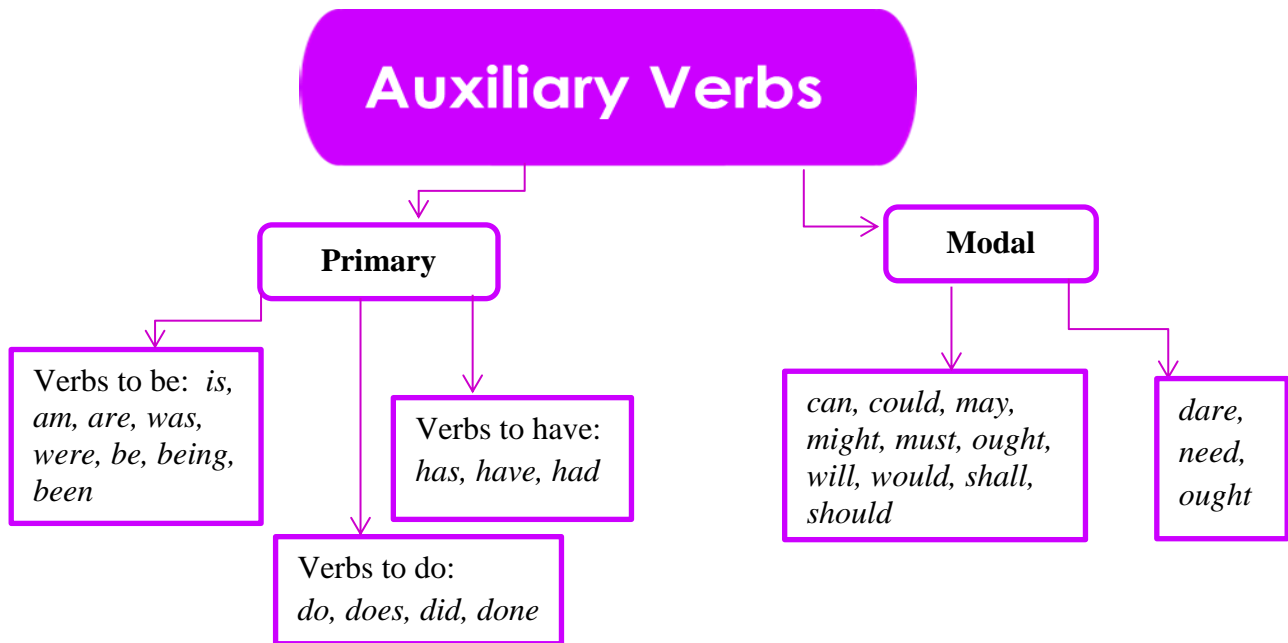
1. Reena and her sisters (**is, are**) at school.
2. Either my brother or my father (**is, are**) coming to the meeting.
3. Ratan (**doesn't, don't**) know the answer.
4. The movie, including all the previews, (**take, takes**) about three hours to watch.
5. The players, as well as the coach, (**want, wants**) to win.
6. The men in the pool (**swim, swims**) well.
7. The rugby players (**run, runs**) five miles every day.
8. That red-haired lady in the fur hat (**live, lives**) across the street.
9. The children (**walk, walks**) to school every day.
10. The weather on the coast (**appear, appears**) to be favourable this weekend.

B. Use an appropriate form of the verb given in the brackets in the sentences below.

1. Men and women _____ (**is/are**) complementary to each other.
2. Plenty of pawpaw and banana _____ (**is/ are**) available in this season.
3. A dictionary _____ (**is/are**) missing from the library.
4. The sisters, as well as their brother, _____ (**is/are**) good at their studies.
5. The students accompanied by their teacher _____ (**has/have**) gone on a picnic.

Auxiliary Verbs

✧ Also called helping verbs. A verb used to form the tense, mood, and voice of other verbs.



Auxiliary verbs help to form tenses.

For example:

1. Be + -ing -----the continuous tense. **E.g.** They are watching the film.
2. Be + -ed -----the past participle (for passive) **E.g.** He was picked for the job.
3. Have + past participle ----- the perfect. **E.g.** They have done their work.
4. Shall/will + verb ----- the future. **E.g.** He will do it tomorrow.

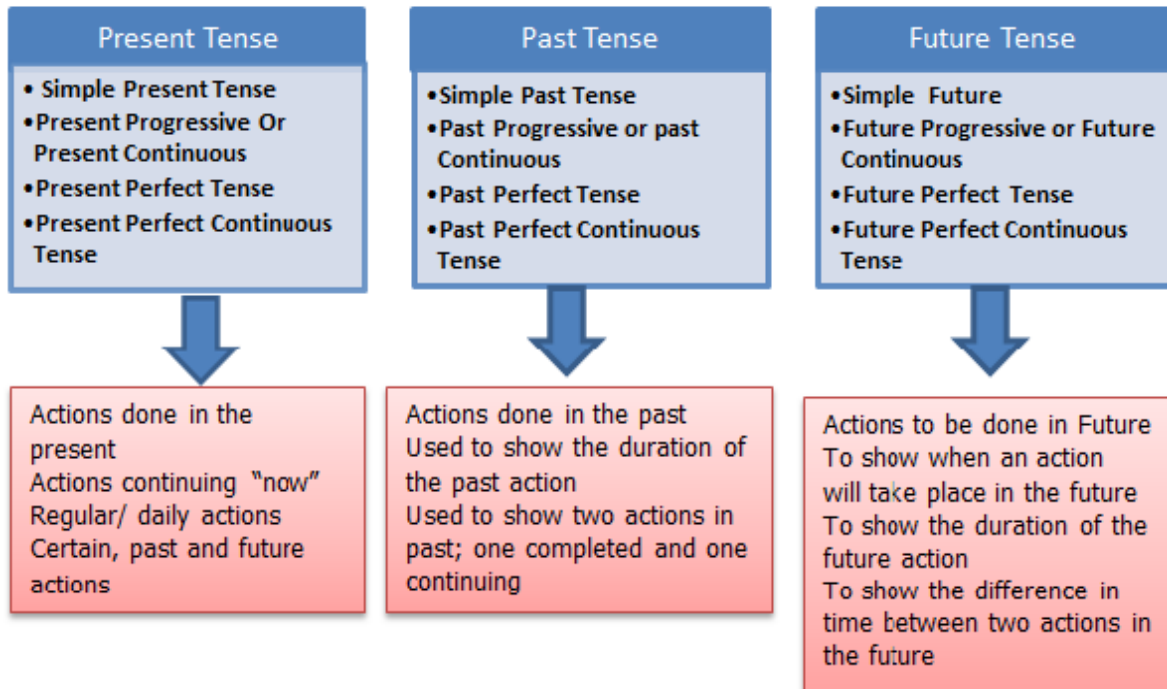


Activity

Fill in the blank spaces with the correct auxiliary verb from the choices presented.

1. What _____ the kids doing when you last saw them? (**was, were, are, did, been**)
2. Caralina _____ always wanted to try skating. (**was, doesn't, has, is, have**)
3. Where _____ you go on your school vacation? (**were, been, are, did, does**)
4. Why do you think Jim _____ call you like he said he would? (**didn't, is, hasn't, has been**)
5. Kiara _____ going to be upset when she hears what happened. (**will, don't, is, didn't, has**)
6. Jonathon _____ want to go to the park; he wants to stay home instead. (**doesn't, isn't, wasn't, hasn't, was not**)
7. I _____ appreciate his jokes. They weren't funny. (**did, have, been, didn't, haven't**)
8. I really like fish but I _____ like meat. (**weren't, been, don't, is, was**)

Tenses



THE 12 VERB TENSES			
Type	Past	Present	Future
Simple	I ate <i>roti</i> yesterday.	I eat <i>roti</i> everyday.	I will eat <i>roti</i> tomorrow.
Continuous	I was eating <i>roti</i> when you arrived.	I am eating <i>roti</i> at the moment.	I will be eating <i>roti</i> when you arrive.
Perfect	I had eaten all the <i>roti</i> when you arrived.	I have eaten all the <i>roti</i> .	I will have eaten all the <i>roti</i> by the time you arrive.
Perfect Continuous	I had been eating <i>roti</i> for most of the evening when you arrived.	I have been eating <i>roti</i> all evening.	I will have been eating <i>roti</i> for five minutes when you arrive.



Activity

A. Complete the following sentences with the **correct form of the verb** provided in the brackets.

1. Seini _____ the family car once every week. (**wash/ washes/was washing**)
2. Every morning I _____ up at 5.30am. (**gets/ get/ got**)
3. Selina _____ 2 hours in front of the mirror each morning! (**spent/spends/spending**)
4. Do you _____ walking to school in the morning? (**enjoy/enjoys/enjoying**)
5. My friend's mum _____ at the Ministry of Health. (**works/working/worked**)

B. Complete the following sentences with the correct form of the verb provided: **simple past** or **present perfect tense**.

1. We _____ (**move**) to Suva last August. We _____ (**live**) there for six months now.
2. I _____ (**go**) to every soccer game this season. I _____ (**go**) to the game last night with my father.
3. I _____ (**lose**) my house key last week and I still _____ (**not/find**) it.
4. My father _____ (**quit**) smoking yesterday.
5. Freddy _____ (**work**) for Postal Company from 1987 to 2013. Now, he owns his own business. He _____ (**have**) it for six years.
6. Grandpa _____ (**fall**) and _____ (**break**) his hip last week. He _____ (**be**) in the hospital since then.
7. In my whole life, I _____ never _____ (**meet**) a famous person but my brother _____ (**speak**) to three famous actresses when he was in Hollywood last year.

C. Complete the sentences with the **simple past** or **past continuous** form of the verbs in brackets. The first one has been done for you.

1. The teacher **was talking** (**talk**) to the principal when he **saw** (**see**) Samuel crying.
2. As I _____ (**lie**) on the mat, a centipede _____ (**crawl**) near the wall.
3. Ramesh _____ (**not go**) onto the boat because he _____ (**is**) afraid of the deep sea.
4. She _____ (**have**) an argument with her friend when they _____ (**hear**) the tsunami alarm.
5. The boys _____ (**steal**) mangoes from my backyard while I _____ (**wait**) at the bus stop.



A. Tenses

Correct the errors in these sentences. Use the *simple present* or *past tense* form of the verb.

1. The tourists are arrived at the airport last night.
2. Every weekend my mother has driven to Nadi to visit my grandparents.
3. My cousin had choose not to study Arts at the university.
4. The students were hearing you the first time you called them.
5. Nowadays, tuition centers are playing an important role in education.
6. I am worry when I seeing my grandfather smoke so heavily.
7. All my friends admiring my sister because she is tall and good-looking.
8. My grandmother is kind but she is talking too much and too often.
9. I was breaking my leg when I played rugby last week.
10. This rule is applied only to foreign workers in Fiji.

B. Connectives

Fill in the gaps in the sentences below with the appropriate connective.

1. Don't call me _____ you have finished your work. (until / while / as long as)
2. _____ the bad weather, they had a picnic. (Because / Despite / Whereas)
3. Wash your hands _____ you have your dinner. (till / when / before)
4. I did not have a valid visa. _____, I could not enter the country. (Because / As / Consequently)
5. I like milk, butter, cream and yoghurt. _____, I don't like cheese. (So / However / And)

C. Picture Interpretation



Paragraph Writing

Write a paragraph on the topic:
My Savings.

Peer Discussions

Discuss with your classmates
on ways you can do savings.



Comprehension passage



Read out aloud



Brainstorming

- ▶ What are opportunities?
- ▶ Think of an opportunity given to you to do something. Share your experience with the person sitting beside you.
- ▶ Should we welcome opportunities in our lives? Why?

The Obstacle in our Path

In **ancient** times, a King had a **boulder** placed on a roadway. He then hid himself and watched to see if anyone would move the boulder out of the way. Some of the king's wealthiest **merchants** and **courtiers** came by and simply walked around it.

5 Many people loudly blamed the King for not keeping the roads clear, but none of them did anything about getting the stone out of the way.

A peasant then came along carrying a load of vegetables. Upon approaching the boulder, the **peasant** laid down his burden and tried to push the stone out of the road. After much pushing and straining, he finally succeeded.

10 After the peasant went back to pick up his vegetables, he noticed a purse lying on the road where the boulder had been. The purse contained many gold coins and a note from the King explaining that the gold was for the person who removed the boulder from the roadway.

Moral of the story: Every obstacle we come across in life gives us an **opportunity to improve our circumstances**, and whilst the lazy complain, the others are creating opportunities through their kind hearts, generosity and willingness to get things done.

Source: <https://steemit.com>



Activity

A. Open ended questions

Answer the following questions in complete sentences.

1. What was the reaction of the merchants and courtiers when they saw the boulder on the road?
2. Who removed the boulder from the road?
3. Why was a purse placed where the boulder had been?
4. Discuss the difference between the peasant and the other people that crossed the road.
5. Why did the King have a boulder placed on the roadway?
6. Explain one lesson that can be learnt from the story above.

B. Vocabulary

Fill in the table given below.

Word	Definition	Part of speech	Synonym	Example sentence
ancient				
boulder				
merchants				
peasant				
moral				
generosity				
obstacle				
straining				
courtiers				

C. Fill in the blank spaces

Fill in the blank spaces in the sentences given below using an appropriate word.

1. The palace looked beautiful although it was _____.
2. The road was closed because there was an enormous _____ on the road blocking the way.
3. We often see _____ carrying their goods to be sold at the market.
4. Being the only child of a _____, Jessie knew the hardships faced by those in the country side.
5. The purse _____ many gold coins.
6. An obstacle gives _____ opportunity to improve.
7. One must possess willingness _____ get things done.
8. Success comes to those _____ work hard.
9. Each of us _____ a responsibility towards our country.
10. Honesty is the best _____.



Further Activities

- ✎ Think about and share similar stories and experiences of good deeds and lessons with other students in the class.

Drama



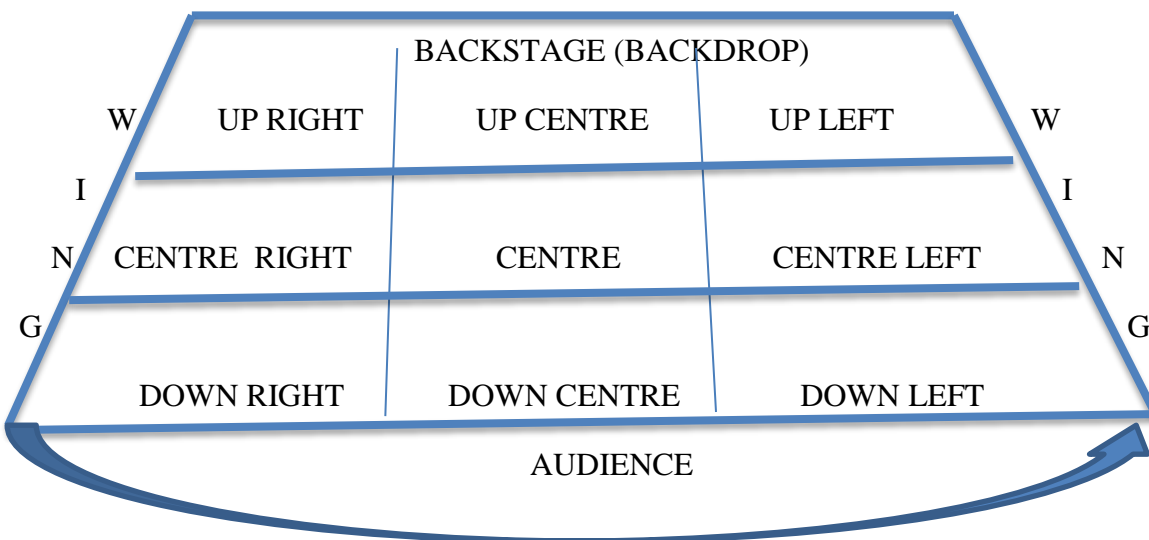
Brainstorming

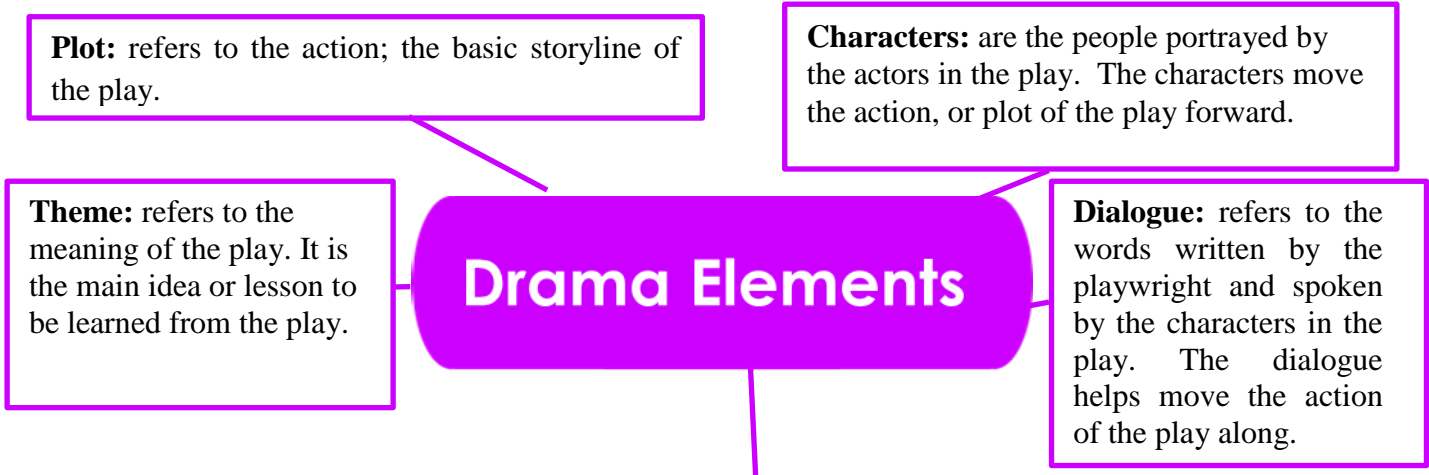
- ▶ What is a drama?
- ▶ Who is a playwright/dramatist?
- ▶ Name one play you have read recently? Discuss the story with your friend?
- ▶ What are the main elements of a play?
- ▶ Name some famous playwrights.

Types of Drama

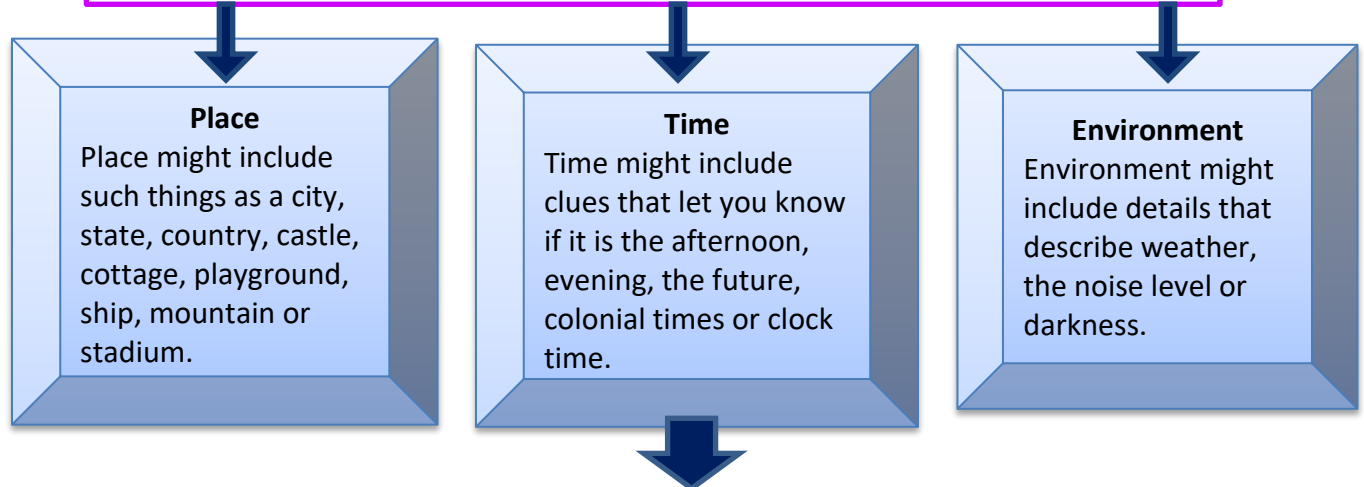
- ⇒ **Tragedy** - a play in which the protagonist (main character) experiences downfall and disaster. However, the hero/heroine faces them in such a way that they continue to be heroic even unto death.
- ⇒ **Comedy** - an amusing play in which the protagonist finally overcomes obstacles. The ending is a happy or peaceful one.
- ⇒ **Straight Drama** - a play which deals with serious topics, but does not always end in disaster or tragedy.

Drama Stage Set up



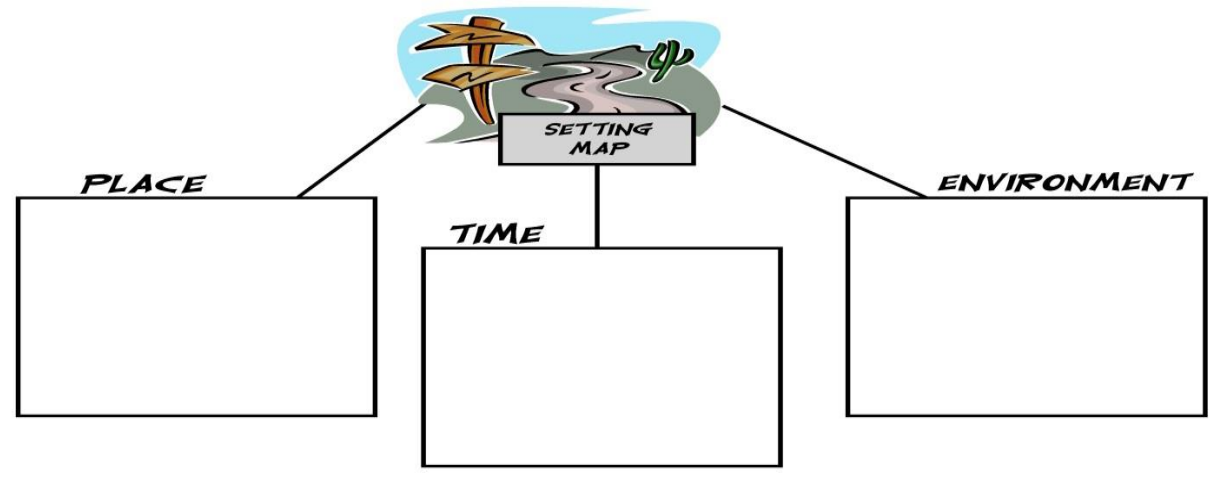


Setting: refers to the **time, place** and the **environment** in which the action occurs. It can also refer to the scenery or the physical elements that appear on stage.

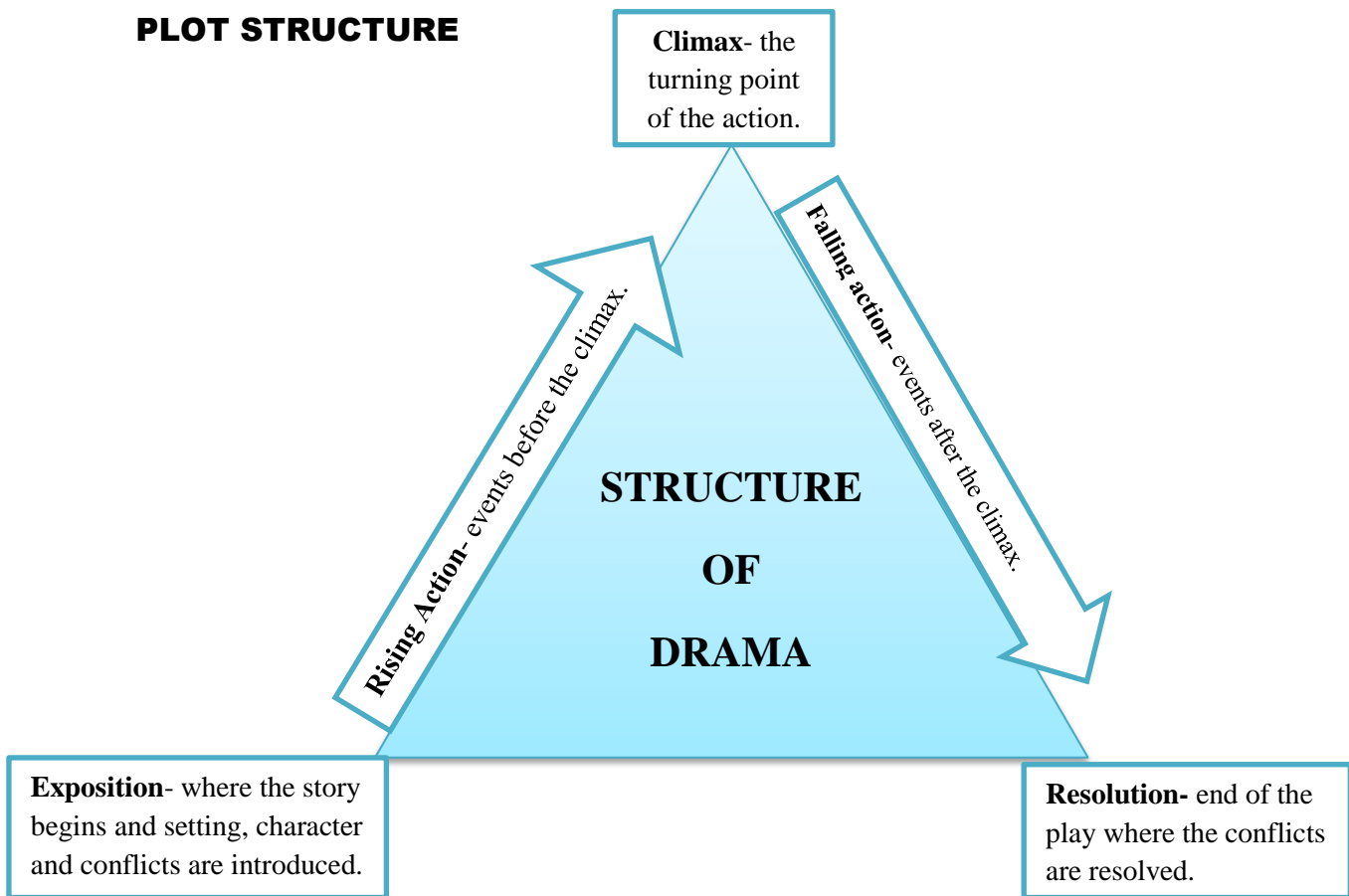


For the play you are studying, identify the elements of setting and fill in the diagram below.

ELEMENTS OF SETTING



PLOT STRUCTURE



Other components of Drama

- | | |
|--|--|
| <ul style="list-style-type: none">★ Act: a major division in a play. An act can be sub-divided into scenes.★ Scene: Acts are broken down into scenes. Scenes are used to indicate a change in time and location and introduces new characters or a subplot.★ Set: the background and scenery.★ Dialogue: conversations between characters.★ Props: the objects used on stage to make a scene more realistic, e.g. furniture, pictures, walking sticks, etc★ Cast: actors who act in the play.★ Protagonist: the main character of a literary work.★ Antagonist (villain): is the character who opposes the main character or protagonist. | <ul style="list-style-type: none">★ External conflict: problems the protagonist faces with other characters, the society, nature or fate.★ Internal Conflict: conflict within the protagonist [his or her personal indecision/weaknesses].★ Monologue: a long speech spoken by a single character to himself or herself, or to the audience★ Aside: a short speech or comment delivered by a character to the audience, but unheard by the other characters who are present.★ Foil: a minor character whose traits are the direct opposite of the main character. |
|--|--|

DRAMA: “Sera’s Choice” by Vilsoni Hereniko

Meet the Playwright



- Vilsoni Hereniko is originally from Rotuma but lives in Honolulu, Hawai`i.
- He has a M.Ed. from the University of Newcastle-upon-Tyne in England and a Ph.D. in Literature and Language from USP in Fiji.
- He is a playwright, screenwriter, stage and film director, and professor.
- He is a former Director of the Center for Pacific Islands Studies at the University of Hawai`i, and a former Professor of Pacific Studies.

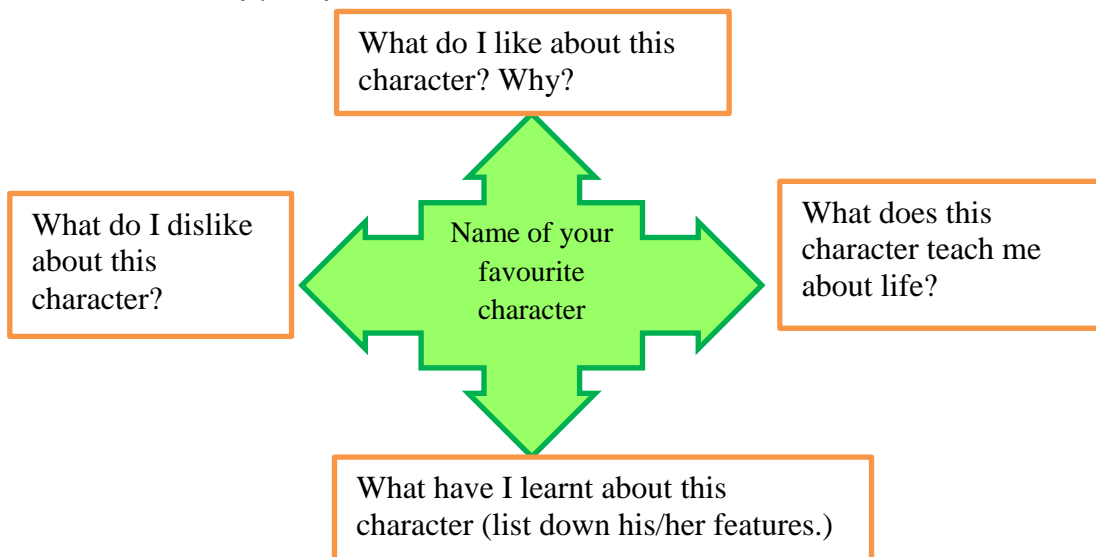
- He has written several books and edited many scholarly and literary journals.
- His feature film *The Land Has Eyes* premiered at the Sundance Film Festival and was Fiji’s entry into the Academy Awards (2005).
- He now teaches at the University of Hawai`i’s film school, known as the Academy for Creative Media. (USP, 2013)

Things to do:

- 📖 **READ** the drama text for Year 9.
- 👉 Teachers can allocate a character each to individuals.
- 😊 You will get the greatest enjoyment from your study of drama if you act it out.
- ⇒ For further activities, refer to the activity book on the play on: www.education.gov.fj

Character Analysis

- (i) Write the name of your favourite character.



- (ii) Do the same for all other characters as done above or in a table form.

Group Activity

In groups, complete the table below.

WHAT WE KNOW? [Plot]	WHO WE KNOW? [Character relationships]	WHAT WE LEARNT? [Themes]

Research and Presentation

- ◆ In **pairs**, conduct research on the background of the play.
- ◆ Compare the issues presented in the play with those in our society today.
- ◆ Present your findings to the class and contribute in class discussions.



Free Time Reading

Essence of Drama

- ★ Literature type used to tell a story of past events or current issues.
- ★ It is usually performed on stage to bring attention to the messages it contains, which is known as theatre where it is actually performed on stage.
- ★ These performances usually involve lighting, scenery, music, costumes and so on.
- ★ Such dramatisation can be used to teach English, which can aid in oral communication skills, displaying of emotions and feeling during performance, increase student interest level in learning and learning of the intended subject.



Further Activities

A. Role - Play

Get into **groups** of four and **act** out any scene from the play. Remember, this will be assessed by the teacher to choose the best group presentation in terms of non-verbal communication, dialogue write-up, organisation etc.

B. Creative writing

Plan and write a short narrative poem based on any aspect of the play (scene, incident, character etc) and recite in the class. The best poet will be acknowledged in the assembly.

C. Letter writing

Plan and write a letter to the playwright of the play “Sera’s Choice”. Look for his address. Express your feelings about the play, what you enjoyed, how it made you feel. Ask him any other questions about the play.

D. Expository essay

Plan and write an expository essay on the topic: Advantages and disadvantages of interracial marriages.

E. Diary entry

Imagine you are Anil from the play. Plan and write a diary entry describing how you felt when Sera left as a result of domestic violence.

Teacher and Student Challenge

- ☺ Make posters on the Drama theme and settings.
- ☺ Be creative and imaginative.
- ☺ All work done can go on the classroom walls for display.



Quiz Time

A. Spelling Test

[20 marks]

The teacher will give a spelling test. This will be any twenty words from Unit 2.

B. Gap Filling

[10 marks]

Fill in the blank spaces with the correct form of the words in brackets.

Mrs Jones knew that their thoughtful little girl understood their difficulty. ___1. ___ (**Sigh**), she said, "We haven't given her any extravagant gift all these years. Shall we ... " Her husband nodded his head with a slight smile as he stared at his wife with unspoken ___2. ___ (**understand**). "Yes, we shall."

On the day of her birthday, Moana sat before the plain birthday cake with a ___3. ___ (**delight**) smile as her parents sang her the birthday song. The sweet girl did not expect anything such as she ___4. ___ (**understand**) that they were trying to make ends meet, working hard to pay off the debts. Having made her wish, she blew the candles out. "Thank you, Daddy. Thank you, Mummy," she said ___5. ___ (**earnest**) as she pecked them lightly on the cheek to express her ___6. ___ (**appreciate**).

"Close your eyes. We have something for you," Mrs Jones told her with a wink. Moana did as was directed but she was filled with ___7. ___ (**excite**). When she was instructed to open her eyes, her eyes widened in disbelief. ___8. ___ (**Stand**) before her was a sleek and ___9. ___ (**shine**) bicycle in her favourite color -- bright and ___10. ___ (**cheer**) yellow, just like the sunflower!

Adapted from: <https://www.english-grammar.at>

C. Mass media and Library

[7 marks]

1. What is one advantage of television over radio? (1 mark)
2. What does the radio term 'disc jockey' mean? (1 mark)
3. What is your favourite section in the newspaper? Explain. (2 marks)
4. Which section of the library would you find a copy of a magazine? (1 mark)
5. How are fiction books arranged in the library? (1 mark)
6. What is the purpose of the issue desk in the library? (1 mark)

D. Writing and Punctuation

[10 marks]

Write a short **dialogue** of about 100 words based on any personal experience. Use appropriate punctuation marks.

Unit 3

Values

RESPECT

COMPASSION

HONESTY

HUMILITY

CARE

LOVE

CIVIC PRIDE

PEACE

INTEGRITY

RESPONSIBILITY



Learning Outcomes

Upon successful completion of this unit, students are expected to:

- ✓ use the dictionary effectively;
- ✓ apply phonological skills;
- ✓ read and interpret information from variety of sources;
- ✓ discover meanings of words and use these in a sentence;
- ✓ differentiate between different types of sentences;
- ✓ apply English language rules and write logical sentences;
- ✓ plan and write formal letters as per required context;
- ✓ develop speaking and listening skills;
- ✓ analyse the novel being studied; and
- ✓ interpret information correctly from text types and apply knowledge.



Brainstorming

- * Think about as many **words** as possible associated with the theme **Values**.
- * In groups, list down these words and make a creative **Value Tree**. Present your value tree to the class and place the tree in a corner in the classroom. Familiarise yourself with the words in the value trees, its definitions, synonyms and usage in our communication and writings.
- * Think about the core values we have in our families and our society. Why do you think values are important in a multi-cultural society like ours? Discuss with your friends in class using everyday examples and scenarios. Teachers can also suggest scenarios where students can identify values.
- * Visit your school library and in pairs, do **research** on any one of the following aspects and **present** to the class: essential values needed in – sports, school, community, workplace etc. [Your teacher may provide other topics. Be creative in your presentation: try using charts, advertisements, original pictures, technology etc.]

Synonyms, Antonyms and Homonyms

Brainstorming

- ✎ From your previous knowledge of synonyms and antonyms, brainstorm as many *synonyms* of the word “truth”.
- ✎ Then brainstorm a list of *antonyms* for that same word.
- ✎ Share with the class why you think it would be beneficial to add synonyms and antonyms to your vocabulary. What might you gain through a more extensive vocabulary?

Synonyms

<ul style="list-style-type: none"> ▪ Synonyms are words having the same or nearly the same meaning e.g. <i>happy, joyful, elated</i>. ▪ A word can have one synonym or several synonyms. ▪ Synonyms are used to add variety to writing and speech and to avoid repetition. Their meanings are similar and can be interchanged with one another. 	<p style="text-align: center;">Examples:</p> <ul style="list-style-type: none"> ◆ <i>begin</i> and <i>start</i> ◆ <i>correct</i> and <i>right</i> ◆ <i>happiness</i> and <i>joy</i> ◆ <i>present</i> and <i>gift</i> ◆ <i>foolish</i> and <i>silly</i>
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Antonyms

<ul style="list-style-type: none"> ▪ An antonym is a word that has the opposite meaning to another word. They are used to show a contrast between two things. ▪ Antonyms can be differentiated from the words they are opposite to by a prefix, or they may be totally different words. ▪ All words do not have antonyms, e.g. <i>orange, twelve, table</i> etc. 	<p style="text-align: center;">Examples:</p> <ul style="list-style-type: none"> ◆ <i>big</i> and <i>small</i> ◆ <i>full</i> and <i>empty</i> ◆ <i>pass</i> and <i>fail</i> ◆ <i>liquid</i> and <i>solid</i> ◆ <i>friend</i> and <i>enemy</i> ◆ <i>dead</i> and <i>alive</i> 	<p style="text-align: center;">Examples (using prefix)</p> <ul style="list-style-type: none"> ◆ official becomes <i>unofficial</i>. ◆ flexible becomes <i>inflexible</i>. ◆ possible becomes <i>impossible</i> <p>Note: Adding a prefix does not always make the word an antonym. For example, <i>valuable</i> and <i>invaluable</i> are not opposites.</p>
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Activity

A. Pair Activity

- ▶ Think of a **word**, probably a moral value or a belief.
- ▶ Note down as many **synonyms** to this word.
- ▶ Discuss with the whole class.

B. Synonyms

Circle the two *synonyms* in each set of words.

- | | | | |
|-----------------|----------|-------------|------------|
| 1. duty | ally | friend | agreeable |
| 2. deliberate | discuss | drive | snug |
| 3. mighty | enormous | range | early |
| 4. sting | drain | vivid | clear |
| 5. urgent | critical | steady | consistent |
| 6. reversal | wealthy | manufacture | formulate |
| 7. stall | stride | pace | leeway |
| 8. foreign | removed | alien | expedient |
| 9. core | summary | deter | hinder |
| 10. instability | pure | felicitous | chaste |

C. Antonyms

Circle the two *antonyms* in each set of words.

- | | | | |
|---------------|----------|--------------|----------|
| 1. kindness | ancestor | offspring | humble |
| 2. ornate | disagree | disturb | agree |
| 3. remote | discard | descend | arise |
| 4. suspicious | manifest | unsuspicious | genial |
| 5. little | honest | cheer | sadden |
| 6. general | obvious | indifferent | obscure |
| 7. facilitate | grave | different | hinder |
| 8. quench | wary | lightly | trust |
| 9. expedite | defer | realisation | vigilant |
| 10. peculiar | general | commonly | included |

D. Synonyms or Antonyms?

- (i) Find out the *meaning* of the words in the table on the next page using a dictionary.
- (ii) Write how each set of words are related (synonyms or antonyms).
- (iii) Write original sentences using the words.

No.	Words	Definition	Synonyms or Antonyms	Example sentence
1	govern, control			
2	interpret, misconceive			
3	finish, complete			
4	effect, cause			
5	lone, accompanied			
6	constant, moderate			
7	unimportant, significant			
8	disregard, heed			
9	recommendation, objection			
10	historical, legendary			

E.

Group Activity and Presentation

- In groups of three, note down at least **five** words from any scene of the play you have studied, a short story or a story book you have read.
- Look up as many **synonyms and antonyms** for these words.
- Put all these in **charts** and **present** accordingly. Be creative.

Homonyms

<ul style="list-style-type: none"> ◆ Homonyms are words that have the same pronunciation (sound the same) but different spellings or meanings or both. ◆ These words can be the source of entertainment, confusion, or even inspiration. 	Examples:	
	<ul style="list-style-type: none"> ◆ beet, beat, ◆ meat, meet ◆ deer, dear ◆ sea, see ◆ than, then ◆ sight, site, cite ◆ sale, sail 	<ul style="list-style-type: none"> ◆ yolk, yoke ◆ wring, ring ◆ write, rite, right ◆ waste, waist ◆ soul, sole ◆ team, team ◆ hare, hair



Activity

A.

Research Work

- In pairs, do research and note down other examples of Homonyms.
- List all these homonyms in charts and display in the classroom. Be creative.

B. Circle the correct word that best completes each sentence.

1. Tima's music (**lessen, lesson**) is at 4.30 pm every week.
2. After Jim's surgery, he looked (**pail, pale**) and tired for several weeks.
3. (**You're, Your**) chair has been moved to the corner of the room.
4. There was graffiti on three sides of the building but the back was (**bare, bear**).
5. Her (**manner, manor**) of speaking was very soothing.
6. Would you (**grate, great**) the carrot for the salad?
7. I felt a sharp (**pain, pane**) in my foot and realised I had stepped on a nail.
8. The boys left (**there, their**) books at home.
9. The baby kept staring at the (**ceiling, sealing**), fascinated with her new world.
10. The (**principal, principle**) was very strict.

C. Matching

Choose the correct word from the pair in **Column A** with the correct meaning in **Column B**.

Column A	Column B
1. sail/sale	Part of a ship.
2. wring/ring	A jewellery worn indicating a husband or a wife.
3. deer/dear	An animal that can easily fall prey to lions.
4. soul/sole	Part of the shoe that can be easily worn out.
5. waist/waste	A pile of trash.

D. Sentence Construction

Write a sentence of your own using each **homonym** below.

1. weak, week
2. write, rite, right
3. flour, flower
4. strait, straight
5. peace, piece
6. principal, principle
7. plane, plain
8. compliment, complement
9. wear, where
10. there, their, they're

E. Cross Word Puzzle

Fill in the puzzle with the best word in brackets in the sentences given below.

1				2				3						
		4		5										
6										7	8			9
		10			11									
12														
			13				14							
												15		
		16												
										17				
							18							
19								20						

Down	Across
<p>2. Who is the next (heir/air) to the throne?</p> <p>3. Nathan is a (fair/fare) man.</p> <p>4. All Fijians should learn to live in (peace/piece)</p> <p>8. Ilaitia and Seruwaia exchanged marriage vows at the (alter/altar).</p> <p>9. “Stand in a (straight/strait) line girls,” Mr Mohan instructed.</p> <p>11. One of the (principals/principles) of good sportsmanship is to appreciate the opposing team’s participation.</p> <p>12. Luisa received a lot of (presents/presence) on her birthday.</p> <p>13. Rositalei was told by her mum to (wring/ring) her clothes properly before hanging them.</p> <p>15. A male (dear/deer) has horns shaped like branches.</p>	<p>1. The (weather/whether) forecast for tomorrow is heavy rain.</p> <p>3. Vineeta has a beautiful (flower/flour) garden behind her house.</p> <p>5. Another name for a pub in a country is an (in/inn).</p> <p>6. Anare said it was (their/there) car which was stolen.</p> <p>7. There are three different (band/bands) at the concert.</p> <p>10. Josefa paid Ana a (compliment/complement) by telling her she was pretty.</p> <p>12. Tamara passed Makereta a piece of delicious (pi/pie).</p> <p>14. Ms Soloi was wondering where her (son/sun) had disappeared to.</p> <p>16. Rekha was too (discrete/discreet) to maintain the argument in front of Jyoti.</p> <p>17. Makareta felt (great/grate) after her examinations.</p> <p>18. Benjamin wore a colourful (tie/tye) to work last Friday.</p> <p>19. There was a huge (sail/sale) at the market last month.</p> <p>20. “We need to fix the (ceiling/sealing) of our house,” said Mr Nalewabau.</p>



Comprehension passage



Read out aloud



Brainstorming

- ↕ Name some charitable organisations in Fiji.
- ↕ What do you know about Mother Teresa?
- ↕ Why should we help people?
- ↕ What are some acts of kindness you have been involved in?
- ↕ Did you manage to assist people who were affected by a recent natural disaster?

Mother Teresa

Mother Teresa passed away on 5th December, 1997. People all over the world **mourned her death** because she was such an enormous inspiration. Even after her death, there are people everywhere continuing the work that Mother Teresa had started years ago.

5 Mother Teresa was born in Albania in 1910. Her real name was Agnes. From a young age, her parents taught her and her siblings the importance of being **charitable**. Her mother taught her by example, often welcoming the poor or sick into their home, or going out to help them. Mother Teresa was also taught the importance of religion. As a child, she enjoyed going to church, even joining the choir and learning how to play a musical instrument called the mandolin.

10 When Mother Teresa was twelve years old, she had the desire to dedicate her life to serve God. However, being so young, she was not yet sure of what to do. After all, most children her age were only concerned with their school work and their friends. Thus, Mother Teresa did not act at once. Instead, she waited until she was eighteen years old to decide that she wanted to be a missionary in India. Before going to India, however, she had to undergo training, first-learning about being a nun and learning to speak English. Even after reaching India in 1929, Mother Teresa continued her
15 training. By then, she had taken on the name of Teresa.

In India, Mother Teresa had the first glimpse of poverty of the people around her. She started off as a teacher and the young children loved her for her kindness and patience. She even took care of those who were sick. Soon, Mother Teresa felt that she had to do more. What she really wanted to do was to care for the poorest of the poor, people who were cast aside by society. She understood that
20 to help them, she had to experience their life. She was willing to sacrifice all that she had to live among them. She ate only rice because that was all the poor could afford. She even went for medical training so that she would know how to help the sick.

All her life, Mother Teresa helped these people out of love and compassion for them. People like Mother Teresa are few and far between.



Activity

A. Multiple Choice

- A good reason for people mourning Mother Teresa's untimely passing is
 - she was such a beautiful lady.
 - she was a wealthy lady.
 - she had great love and care for the poor.
 - she was so religious.
- What was Mother Teresa's real name?
 - Teresa
 - Albina
 - Mother India
 - Agnes
- From whom did Mother Teresa get her charitable ways?
 - Her sister
 - Her parents
 - Her teacher
 - Her friends
- A synonym for **charitable** is
 - welcome.
 - big hearted.
 - survive.
 - approve.
- What did Mother Teresa do to understand the plight of the poor?
 - She gave people money.
 - She sacrificed all the things she had.
 - She learnt to speak English.
 - She went for a medical training.

B. Sentence Completion

Complete the following sentences using the ideas given in the passage.

- The phrase people '**mourned her death**' means _____.
- People are continuing Mother Teresa's work after her death because _____.
- Mother Teresa's mother taught her _____.

C. Open-ended questions

Answer the following questions in complete sentences.

- Give evidence from paragraph 2 that suggests Mother Teresa had a normal childhood.
- Why did Mother Teresa not '**act at once**' (paragraph 3) when she felt the call of God to serve Him?
- Referring to paragraph 3, give evidence that Mother Teresa did not know English initially.
- Give **two** qualities of Mother Teresa that made her well-loved.
- Why did Mother Teresa decide to live among the '**poorest of the poor**' (paragraph 4)?
- What motivated Mother Teresa to help those who were extremely poor?
- What did the writer mean when he said that people like Mother Teresa are '**few and far between**' (last paragraph)?

C. Vocabulary

Find out the meaning of the following words using a dictionary.

- | | | |
|----------------|-------------|---------------|
| 1. enormous | 4. dedicate | 7. sacrifice |
| 2. inspiration | 5. glimpse | 8. compassion |
| 3. charitable | 6. patience | |

D. Parts of Speech

Name the part of speech of the words in bold in the sentences below.

1. **From** a young age, **her** parents taught her and her **siblings** the importance of being **charitable**.
2. **Mother** Teresa was also taught the **importance** of religion.
3. **However**, being so **young**, she was not yet sure of what to **do**.
4. By then, she had **taken** on the name **of** Teresa.
5. She started off **as** a teacher and **the** young children loved her for her **kindness** and patience.

E. Conversation Writing

Theme: Charity

Rohan and Tevita are friends. Recently, they visited a squatter settlement in their area and noticed that there were some children who really needed assistance because of their poor backgrounds. Plan and write a conversation between the two friends who discuss the means and ways of assisting these children.

F.

Research and Presentation (Speaking and Listening)

- In pairs, carry out additional research on the life and work of Mother Teresa and few other similar personalities during library class.
- Present the researched ideas to the class. (*Students may prepare power point presentations with pictures*)



Further Activities

VOCABULARY

- ★ Create word study list for spelling words from this unit.
- ★ Create as many words as possible from the word: **RELATIONSHIP**

Word target is 20.

Formal Letter Writing



Brainstorming

- What is a formal letter?
- Have you ever written a formal letter? Who was the recipient?
- How is a formal letter different from an informal letter? Discuss the differences with your friend.
- When are formal letters written? Provide few examples.



Formal letters are written to organisations or people in authority.



The Block style is to be used when writing a formal letter. In block style:

- ♦ All the **address**, the **date**, **salutation** and the **complimentary close** will be written on the **left hand side** after the margin.
- ♦ **A line is to be left** after the date, the inside address, the salutation, after **each paragraph**, as well as before complimentary close.

Parts of Formal Letters

1. **Outside address** (Sender's address) –is the address of the **person who is writing the letter**.
2. **Date** – in full. Do not leave a line after the sender's address.
3. **Inside address** – refers to the address of the person or the organisation the letter is being written to (the recipient). The designation or the title of the person should be given in the first line.
4. **Salutation or Greeting** – this refers to Dear Sir/ Madam
5. **Complimentary close** – Yours faithfully. **Note:**
 - Do not put an apostrophe before or after 's'.
 - Do not use capital "f" for writing "faithfully".
 - "faithfully" is one word, do not write "faith" separately and "fully" separately.
6. **Signature** of the sender is followed by his/ her name in full.

Structure



5 paragraphs:

- Paragraph 1: Introduction – state the purpose of writing the letter.
- Paragraph 2, 3, 4: Content – answer the question.
- Paragraph 5 : Conclusion – sum up



Use of: formal and polite tone, formal vocabulary and expressions, a variety of sentence patterns.



Avoid: punctuation in address, informal tone, informal expressions, contractions, slangs, vernacular language.

Letter of Enquiry



Brainstorming

- What do you understand by the word **enquiry**?
- List down synonyms of the word **enquiry**.
- When do we enquire? Provide examples of situations.

✎ An enquiry letter is written when a person requires specific information from another person, party or organisation.

Sample

77 Temau Street Naburebure Ra	}	→	Outside (Sender's address)
13th June 2018			Date
The Principal Vatuse High School Vatuse	}	→	Inside address (Receiver's address)
Dear Sir/Madam			Salutation
<u>Re: Enquiry regarding Enrolment</u>		→	Subject (regarding what)
I wish to enrol two of my children at Vatuse High school for the third term of this year. Thus, I would like to enquire about the enrolment procedures and requirements.			Introduction : Purpose
We are moving to Vatuse in August because I have been transferred to the Vatuse branch of our company. After enquiring with colleagues of that branch, your school was recommended.			
My son is in Year nine and his sister is in Year ten. Both have completed all their Term one and Term two academic requirements at the last school. My son takes keen interest in extra-curricular activities, especially sports while my daughter has excelled in her painting and art work at the school.			Content paragraphs
My wife and I would like to come and meet you and discuss further details like uniform, placement tests and other school requirements. Any day during the first week of August would suit us, as we move into			

Vatuse in the last week of July.	
I would be really grateful if my request is considered and I get a favourable response. We can be contacted on the number 5556732.	Conclusion
Yours faithfully _____	Complimentary close
<i>J.C. Matai</i> _____	Signature
James Matai (Mr) _____	Full name

 **Activity**

A. Plan

In pairs, write the plan of the above sample letter.

B. Gap-Filling

Your name is Tom Jones or Helen Green and You are a Year 9 student of Genius High school, P O Box 123, Ba. Your form has decided to take a field trip to the sugar mill in Lautoka. As the class captain, you are to write a letter to the Chief Executive Officer, Fiji Sugar Corporation, Lautoka to enquire about the possibility of visiting the sugar mill in Lautoka.

Fill in the blank spaces in the letter below.

<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>The _____</p> <p>_____</p> <p>_____</p> <p>Dear _____</p> <p>Re: Enquiring about _____</p> <p>As the Form Prefect of Year 9A, I have been given the responsibility to _____ about the possibility of _____ the Lautoka Sugar mill as part of our Social Science lesson.</p> <p>We are currently learning _____ the production of sugar in Fiji and would like to visit the mill to _____ us gain more knowledge and _____ of this.</p> <p>I would like to know _____ the mill will be _____ for a school tour and if we could be taken around by a _____.</p>

Furthermore, I would like to know if there is any entry _____ and if there are rules that we _____ to follow. There will be thirty two students accompanied by three teachers _____ this visit.

I would be really _____ to receive a positive response at your earliest convenience.

Yours faithfully

C. Planning, Presentation and Writing

- ◆ *In pairs, discuss the breakdown of the question below into paragraphs. Write a plan and present it to the class.*
- ◆ *After the presentations by all pairs, there will be a range of ideas available to write the letter. Write the final letter **individually**.*

You would like to become a member of a charitable organisation in your town and participate in the activities organised by the club at the town and national level.

Write a letter to the President of the charitable organisation and enquire about the following:

- the requirements to gain membership;
- the different activities and programmes the organisation offers;
- any other relevant information.

Your name is Max Smith or Helen Lal and you attend Vuma High School, P. O. Box 8990, Vuma.



Listening

YouTube Link: <https://www.youtube.com/watch?v=Fc7heovgI48>



Teacher to access the site given for this activity and prepare 10 questions and have it printed or written on newsprint.



Show the video or record it as audio on a CD or USB or Mobile devices to be played in class.



Stop the recording and let students answer the questions.

For Teachers

Teachers can record comprehension passages from *Link 3* or other texts using a suitable media device and prepare Listening comprehension activities.

Dictionary



Brainstorming

- What is a dictionary?
- What does a dictionary provide?
- Name two dictionaries you have used?
- When do you use a dictionary?
- How often do you use a dictionary?
- What kind of cover does a dictionary have?
- How are words arranged in a dictionary?



What is a Dictionary?

- ★ A dictionary is a collection of words in one or more specific languages.
- ★ Words in a dictionary are arranged alphabetically and include information on definitions, usage, parts of speech, pronunciations, translations, etc.

Using a dictionary helps you:

- 📖 learn how to **spell** a word and its **plural form**;
- 📖 learn the **part of speech** of a word;
- 📖 **pronounce** the words correctly;
- 📖 learn how to break the word into **syllables**;
- 📖 find the **different meanings** that a word has, as well as **Synonyms** and **Antonyms**;
- 📖 find a **sentence or expression** with the word used correctly;
- 📖 find the **meanings** of important **prefixes and suffixes**;
- 📖 learn the **special uses** of a word;
- 📖 find other **words derived** from the main word;
- 📖 find the **definition** of an unknown word;
- 📖 engage in independent learning – you can find out for yourself; and
- 📖 develop research skills.

Important terms

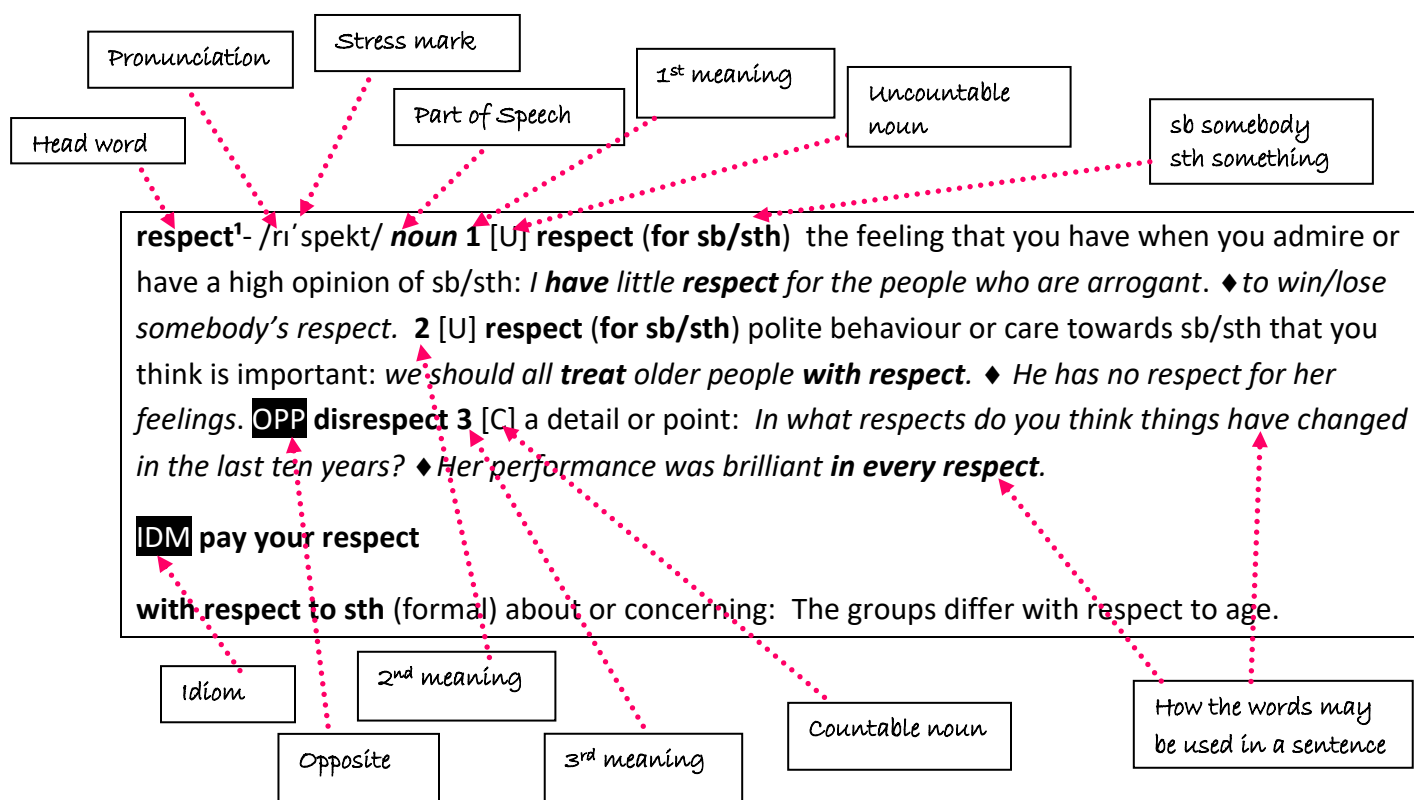
<ul style="list-style-type: none"> ⊘ Headword – the main word in the dictionary. This is usually highlighted by a star or key sign and is written in bold print. ⊘ Guidewords – these are words written on the top page of a dictionary to guide you to the words that are found on that page. e.g. hedge – help (so all the words that come between “hedge” and “help” will be on that page like “hello”) ⊘ Word forms – these refer to the word family that a word is part of and also refers to part of speech, e.g. adverb. A word can have several “forms”. It can be an adverb, adjective, noun, etc ⊘ Opposites – or antonym – refers to the opposite of a particular word, e.g. good <i>opp.</i> bad. ⊘ Synonym – words with similar meanings, e.g. small, little, tiny 	<ul style="list-style-type: none"> ⊘ Pronunciation – this is normally found after a headword where the phonetic spelling will be given to guide you as to how a word is to be pronounced. This is usually written in brackets e.g. legend /'ledʒənd/ ⊘ Syllables – refer to how many units of sound a word has e.g. paper has two syllables. ⊘ Derivative – a word formed from another word, e.g. <i>intelligently</i> formed from the word <i>intelligent</i>. ⊘ Acronym – is a term that is formed from the initial letters of some longer name and is pronounced differently than the expanded form, e.g. UN, USP ⊘ Abbreviation - is written differently from the expanded form but is pronounced the same, e.g. Mr, etc. ⊘ Inflexion – a change in the form of a word (usually the ending) to express a grammatical function, e.g. flip, flipped
---	---

Abbreviations and Symbols used in the dictionary

[U]	uncountable noun	<i>pres</i>	present tense
[C]	countable noun	<i>pres part</i>	present participle
<i>adv</i>	adverb	<i>prep</i>	preposition
<i>adj</i>	adjective	<i>pt</i>	past tense
<i>det</i>	determiner	<i>pp</i>	past participle
<i>pron</i>	pronoun	<i>sb</i>	somebody
<i>pl</i>	plural	<i>sth</i>	something
<i>abbr</i>	abbreviation	<i>sing</i>	singular
<i>Brit</i>	British English	<i>3rd pers sing</i>	third person singular
<i>US</i>	American English	SYN	synonym
<i>conj</i>	conjunction	OPP	opposite
<i>etc.</i>	and so on	IDM	idioms
<i>fem</i>	feminine	PHR V	phrasal verbs
<i>interj</i>	interjection	▶	Derivatives
<i>ie</i>	in other words	⇒	Look at.....
[T]	transitive verb	☞	marks a note
™	trademark	▪	shows new part of speech in an entry
[I]	intransitive verb	ˈ	stress mark
<i>e.g.</i>	for example	~	replaces the Headword of an entry
<i>comp</i>	comparative	★	marks an important entry

Let's look at the Dictionary Entry

Below is a copy of an entry from the Oxford Wordpower Dictionary, 3rd Edition



Activity

A. In pairs, answer the following questions based on the Dictionary entry above.

1. How many syllables does the Headword have?
2. Which syllable is stressed when you pronounce the Headword?
3. Give the opposite form of the Headword in a sentence?
4. List five synonyms of the Headword.
5. Write two original sentences using the 2nd definition of the Headword.

B. Arrange the words below in alphabetical order. Try to spend 5-7 minutes only.

1. mirror, copycat, teeth, ears, tongue, nose, mouth.
2. everything, names, age, likes, dislikes, partner, introduction.
3. friends, crowd, activities, life, personality, trust, mercy.
4. emotions, movies, groups, criticism, decisions, trouble, sympathy
5. security, style, system, structure, surprise, speed, stuffy.

C. In **pairs**, choose **five** words from the word list in (B), and using a dictionary:

- ✍ write the **definition** of these words;
- ✍ write the **part of speech** these words belong to;
- ✍ write the **synonyms** of these words;
- ✍ write the **antonyms** of these words;
- ✍ write one **sentence** from each word; and
- ✍ put all the information in a **chart** and present to the class in **pairs**.

Syllables



Words are made up of units called **syllables**.



A **syllable** is a unit of pronunciation containing a **single** vowel sound; a consonant and vowel sound; a consonant-vowel-consonant sound.

- Every time you speak a syllable, your mouth opens and closes - your jaw drops once.
- Every time you speak a syllable, your speech has a single beat- one clap.
- Every syllable has one vowel sound only.
- Never divide two vowels next to each other if they carry one sound, **e.g.** *bread*
- Divide two vowels next to each other when each carries a different sound, e.g. *video*
- Prefixes and suffixes usually form separate syllables, e.g. *unkind*, *kindly*



Activity

A. Identifying Syllables

Practice Counting Syllables:



Clap or tap once per syllable

- ☞ Identify at least five **one-syllable words** for things you see around the room. Clap or tap as you say them.
- ☞ Identify at least five **two-syllable words** for things you see around the room. Clap or tap as you say them.
- ☞ Identify the syllable which is stressed and **stand up on the stressed syllable**.

B. Refer to the list of words and in **pairs**, for each word:

- identify the number of syllables – **e.g.** *father* has 2 syllables.
- divide the words into syllables – **e.g.** *fa-ther*
- identify the stressed syllable – **e.g.** *fa-ther*
- pronounce the word – **e.g.** fah-ther
- Compare your answers with another pair

- | | |
|---------------|-------------|
| 1. mother | 6. pretty |
| 2. refugee | 7. sister |
| 3. happiness | 8. family |
| 4. beautiful | 9. football |
| 5. permission | 10. evening |

Using a Dictionary



Activity

A. Dictionary Entry

Study the Dictionary entry given below and answer the questions that follow.

heel¹ /hi:l/ **noun** [C] **1** the back part of your foot below your ankle: *these shoes rub against my heels.* **2** the part of a sock, etc. that covers your heel **3** the higher part of a shoe under the heel of your foot: *high heels* (= shoes with high heels) *are not practical for long walks.* **4** **-heeled** having the type of heel mentioned: *high-heeled/low-heeled shoes*

IDM dig your heels in ➔ dig¹

1. What is the headword for this entry?
2. Which part of speech is the headword?
3. How many different meanings are there for the word “heel”?
4. How many syllables does the word “heel” have?
5. What type of noun is “heel”?
6. What comes straight after the headword?
7. What is the plural form of “heel”?
8. Where would you go to find the meaning for the idiom in this entry?
9. Explain what the idiom means.
10. Make up a sentence using the 3rd meaning of the Headword.

B. Dictionary Scavenger Hunt

In *pairs*, answer the following questions using a Dictionary.

1. What is the first word in the ‘**d**’ section of the dictionary?
2. What is the last word in the ‘**g**’ section of the dictionary?
3. How many pages of words starting with ‘**m**’ are in the dictionary?
4. Find the first verb in your dictionary starting with ‘**p**’ that has two syllables.
5. Look up the word **discipline**. It is a part of an_____.
6. Find the first adjective in your dictionary starting with **s**.
7. Look up the word **resident**. In addition to being a noun, it is also an _____.
8. Look up the word **fern**. It is a type of _____.
9. Look up the word **unfortunately**. How many syllables does it have?
10. Find the first adjective in your dictionary starting with ‘**r**’ that has two syllables.

C. Definitions

Find one word that fits the following definitions. The first letter of each word is given.

1. A place on the coast where ships can be tied up and protected from the sea and bad weather – **h**_____.
2. Having a definite limit or a fixed size – **f**_____.
3. The quality of being generous and considerate – **k**_____.
4. An organised group of singers – **c**_____.
5. The sister of your father or mother – **a**_____.
6. A very large, grey animal with two tusks, long curved teeth and a trunk - **e**_____.
7. An electrical system used for talking to somebody - **t**_____.
8. Something that you hear or can be heard - **s**_____.
9. The act of asking politely - **r**_____.
10. A piece of equipment that is used for climbing - **l**_____.

D. Picture Analysis: Vocabulary Building

Looking at the photograph below, *each student identifies one associated word and calls out aloud.* Teacher keeps noting on the board while other *students listen* attentively in an attempt to avoid repetition.



Source :www.savethechildren.org

Now you have a list of words.

- (i) From that list, select **five** words that most closely describe the picture.
- (ii) Write the **definitions** of these words.
- (iii) Write one **sentence** using each word.
- (iv) **Plan and write** a short paragraph on the picture.

Phonology



Brainstorming

- ▶ You have studied English phonics from Year 1-8.
- ▶ Think of the alphabets and how each letter sounds.
- ▶ Join two alphabets *e.g.* **gr-** (grass) and produce sounds.
- ▶ Take turns in coming up with an alphabet or combination of alphabets to produce sounds.

👉 Phonology is the study of speech sounds and sounds are produced by pushing air through vocal cords.

Basic information:

- 👉 English vowels: "a, e, i, o, and u".
- 👉 Diphthongs "oi, oy, ou, ow, au, aw, oo" and many others.
- 👉 The consonants are all the other letters: "b,c,d,f,g,h,j,k,l,m,n,p,q,r,s,t,v,w,x,y,z,ch,sh,th,ph,wh, ng, and gh".

Oral work

Phonics Rules

1. Every syllable in every word must have a vowel.
2. When the alphabet "C" is followed by "e, i or y" usually has the soft sound of "s". *e.g.* "city", "census", and "cynical".
3. Alphabet "G" is followed by "e, i or y", it usually has the slight sound of "j". *e.g.* "gem", "gym", and "gist".
4. When 2 consonants are joined together and form one new sound, they are a consonant digraph. They count as one sound and one letter and are never separated, *e.g.* "ch,sh,th,ph and wh".
5. When a syllable ends in a silent "e", the silent "e" is a signal that the vowel in front of it is long, *e.g.* "make, kite, rope, and use".




Basic Syllable Rules

1. Finding the number of syllables in a word:
 - count the vowels in the word
 - subtract any silent vowels, *e.g.* the silent "e" at the end of a word or the second vowel when two vowels are together in a syllable.
 - subtract one vowel from every diphthong. Diphthongs only count as one vowel sound (see basic information above).
 - the number of vowels sounds left is the same as the number of syllables.
 - The number of syllables that you hear when you pronounce a word is the same as the number of vowels sounds heard, *e.g.* "came" has two vowels, but the "e" is silent, leaving one vowel sound and one syllable.
2. Divide between two middle consonants.
Split up words that have two middle consonants, *e.g.* hap/pen, bas/ket, let/ter, din/ner. The exceptions are "th", "sh", "ph", "th", "ch", and "wh".
3. When there is only one syllable, you usually divide in front of it, as in: "o/pen", "i/tem", "e/vil", and "re/port".
4. Divide before the consonant before an "-le" syllable, *e.g.* : "a/ble", "fum/ble" and "rub/ble". The only exception to this is "ckle" words like "tick/le".

Some examples of sound blends:

<u>b</u> black	<u>f</u> flap	<u>f</u> frog	<u>sw</u> Swam	<u>nk</u> bank	<u>th</u> south
<u>br</u> brick	<u>gl</u> glass	<u>gr</u> grass	<u>sn</u> Snail	<u>lk</u> milk	<u>ng</u> ring
<u>cl</u> club	<u>pl</u> plan	<u>tr</u> truck	<u>st</u> Step	<u>nh</u> hand	<u>gh</u> laugh
<u>cr</u> crab	<u>sl</u> slip	<u>sm</u> smile	<u>sc</u> Scale	<u>mp</u> camp	<u>ck</u> clock

Refer to Oxford Word Power Dictionary for Phonetic Guide

-  Students are encouraged to use dictionary to learn spelling and pronunciation.
-  Practice sounds with friends.
-  Use dictionary as a valuable learning resource!



Teacher and Student Challenge

- Make tables for as many alphabets as possible and create sound blends.
- Use short stories and poems you have been studying and view those words. Each English word denotes a sound!
- Practice reading aloud and make a list of sound blends.

For Example: tr

truck
trunk
tree



A. Word Search

There are 15 values hidden below. *Identify and write the words in the spaces below.*

Y	T	S	E	N	O	H	W	L	M	X	Y	Z	B	G	T
W	C	I	J	M	N	Z	Y	X	U	V	L	H	C	C	R
R	W	O	N	Z	X	Y	P	B	A	Z	L	U	O	O	U
E	J	W	M	T	S	I	N	C	E	R	E	M	N	O	T
S	F	U	O	P	E	R	P	B	O	G	H	I	S	P	H
P	A	S	S	M	A	G	V	W	O	X	Y	L	I	E	F
E	I	S	X	T	X	S	R	Y	O	U	X	I	D	R	U
C	R	E	Y	W	I	Y	S	I	Y	S	T	T	E	A	L
T	N	N	O	N	M	C	Z	I	T	W	N	Y	R	T	N
O	E	D	G	H	I	J	E	R	O	Y	O	M	A	I	E
W	S	N	H	I	Q	L	M	C	O	N	Y	F	T	O	S
C	S	I	R	Q	X	I	K	M	N	P	Z	E	E	N	S
H	A	K	S	Y	Y	J	L	C	O	L	Y	I	R	W	W
U	W	R	D	I	L	I	G	E	N	C	E	L	Y	Y	M
M	S	G	E	N	E	R	O	S	I	T	Y	E	R	S	O
U	C	O	U	R	A	G	E	X	Z	X	N	B	C	D	X
P	E	R	S	E	V	E	R	A	N	C	E	D	L	M	Q
Z	W	S	S	E	N	E	T	I	L	O	P	Y	X	P	R

1. Integrity
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

B. Fill in the gaps

Fill in the gaps with an appropriate word.

Strengthening Family Morals and Values

Hailey Qaqa, who ___1.____ crowned Miss Nasinu at the Millennium Sinu festival ___2.____ the Valelevu ground in June, 2017 represents Nasinu in the TFL Miss Fiji Pageant.

Ms Qaqa is currently an online ___3.____ at the University of California ___4.____ Human Physiology and Anatomy. The 23-year-old ___5.____ Qamea in Taveuni said taking ___6.____ in the festival and pageant was fun for her. “I love contesting and I’m up to any challenge,” she said. Her advocacy ___7.____ is strengthening family morals ___8.____ values. “The reason I ___9.____ this theme is because I’m a family ___10.____ person.”

Adapted from: <http://fjijisun.com.fj/2017/10/25>



Brainstorming

- What is a Court? Have you ever been inside a Court room?
- Do you have a Court of law in your town/city?
- Who is a Judge? Is it different from a Magistrate?
- Who is a witness?
- What is corruption?
- Is corruption good or bad?

The Oak Tree

Ever so long ago, two young men, Edmund and Oswald, appeared in court.

Edmund said to the judge: "Three years ago, when I left home, I gave Oswald, who I thought was my best friend, a costly gold ring set with **precious** stones and I asked him to keep it till I returned home. Now he says that he knows nothing about it."

- 5 Oswald, placing his hand on his heart, said: "I declare on my honour that I know nothing about the ring. I am afraid that my good friend Edmund has been affected in his mental powers since he went away."

The judge said: "Edmund, were there any witnesses who could **testify** that you gave the ring to Oswald?"

- 10 Edmund replied: "Unfortunately in the field where we were at the time there was nobody. We were talking beneath an old oak tree and there we were alone."

Oswald said: "I am ready to swear that I know as little of the oak tree as I do of the ring."

The judge said: "Edmund, go to that field again and bring back a branch of that oak tree. I wish to see it. Oswald, you wait here in the meantime, until Edmund comes back."

- 15 So Edmund left. After some time the judge said to Oswald: "How is it that Edmund is taking so long to return? Go to the window a moment, Oswald, and see if you can see him returning along the road."

Oswald said: "Oh, my lord judge, he wouldn't have even reached the tree yet - the tree is over an hour's walk from here."

- 20 When the judge heard this, he was very **indignant**.

"You, who wanted to **testify** before God, were ready to tell a lie to God, the Supreme Judge who sees the hearts of all men! You know as much about the tree as you do about the ring. For the next year while you are in prison you will have time to think about the necessity of always telling the truth."

Source: <https://betterlifecoachingblog.com>



Activity

A. Multiple Choice

- In line 3, the word **precious** is similar to
A. worthless. B. trustworthy. C. valuable. D. beautiful.
- The relationship between the two men is that they are
A. brothers. B. friends. C. cousins. D. no relationship.
- Why were they in court?
A. To fight for their right.
B. To express their interest on the oak tree.
C. To show the judge how far the oak tree is from court.
D. To legally discuss the gold ring which Edmund gave Oswald
- Who was being prosecuted?
A. Oswald B. Edmund C. Witness D. Judge
- The antonym of the word **testify** in the last paragraph is
A. attest. B. swear. C. deny. D. witness.

B. Open-ended questions

Answer the following questions in complete sentences.

- Why was the judge indignant at the end of the story?
- Who did the judge think to be the witness for this case? Why?
- Write **two** lessons that you have learnt from this story.
- In two lines, describe how you felt at the end of the passage.

C. Vocabulary

(i) Find out the **meaning** of the following words using a dictionary

- | | |
|--------------|--------------|
| 1. affected | 4. declare |
| 2. oak | 5. testify |
| 3. witnesses | 6. indignant |

(ii) Write down the **part of speech** and **synonyms** of the above words.

D. Word Watching

Fill in the blank spaces in the sentences below with the correct word from the list.

affected testify witness swear indignant judge
--

1. Sam's father was _____ when he heard the report from his teacher that he had been absent from class for several weeks.
2. Mrs. Rosemary is willing to _____ in court in relation to the charge against Mr. Williams for abusing his power while working as the Supervisor of BTFUL Company.
3. The people living in the highlands of Viti Levu are still _____ by bad road condition ever since the J.K Bulldozing Company was ordered to stop its operations.
4. "Despite your previous good character, you must serve a lengthy prison sentence. The purpose of your punishment is not only to deter you but others as well from committing this kind of offence," the _____ told John in court.
5. The first _____ in the trial of Hanna Douglas gave evidence in court that he saw her demanding a sum of \$200 from a customer for the services she had provided.
6. Before a court case starts, the parties involved need to _____ to tell the truth in court. They will be liable for prosecution if they are found by the court to be dishonest.
7. The qualifications of a _____ fall into two distinct categories, one is legal and two is professional and personal.
8. Babylon had a democratic constitution and good laws though we hear little of its history till in 1900. Many beautiful coins _____ to the wealth and splendor of its days of prosperity.
9. The lack of employment in factories naturally _____ the mining industry and indeed every industry in the States, except those connected with the export trade.
10. His imprisonment created much excitement, and in some quarters, in spite of the pro-slavery spirit of the time, was a subject of _____ comment in public as well as private.

E. Rewriting

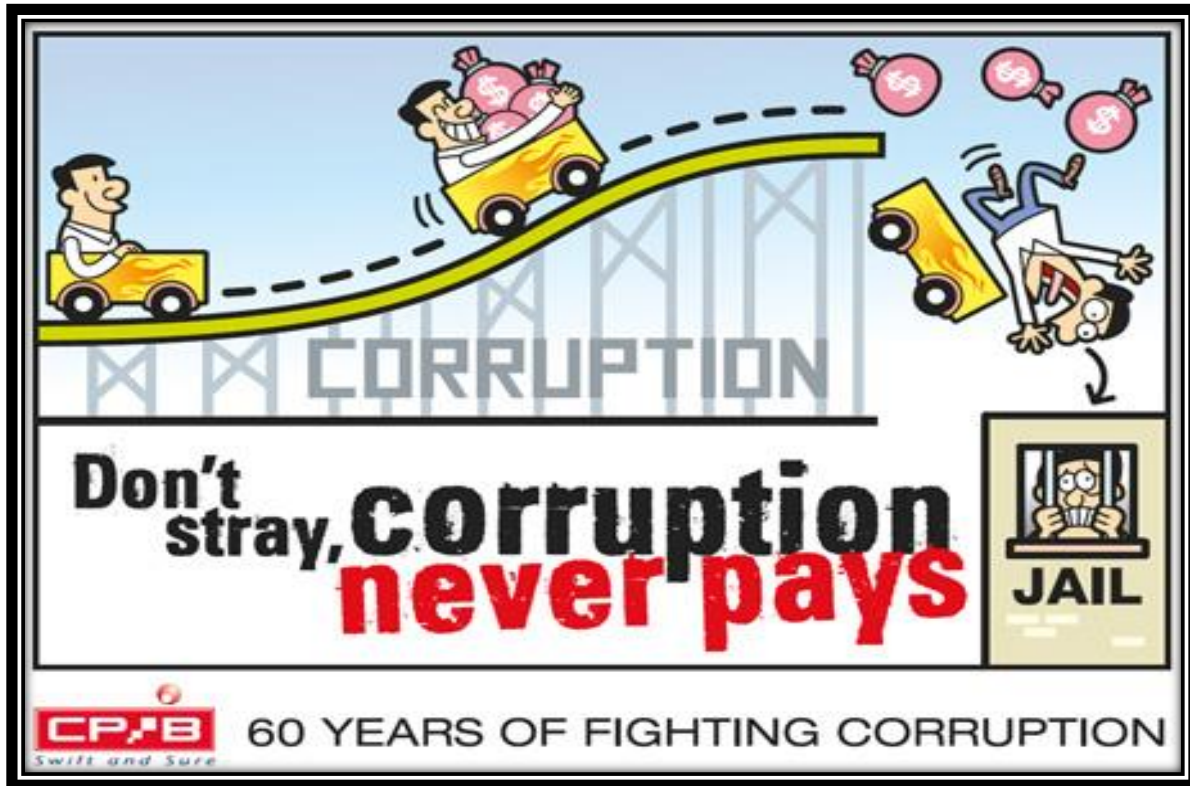
Rewrite the following sentences in **reported speech**.

1. The judge said, "Edmund, were there any witnesses who could testify that you gave the ring to Oswald?"
2. Oswald said, "I am ready to swear that I know as little of the Oak tree as I do of the ring."
3. Oswald said, "Oh, my lord judge, he wouldn't have even reached the tree yet - the tree is over an hour's walk from here."

F. Cartoon Interpretation

Refer to the cartoon below and:

- (i) Find the **meaning** of the key words using a dictionary, e.g. *stray*, *corruption*, *jail*.
- (ii) Plan and write a paragraph on the main idea depicted.



Source: www.cpiib.gov.sg

G.

Research and Presentation (Speaking and Listening)

- ◆ Get into groups of 3-4 students.
- ◆ Recall and list down all advertisements you have noticed in newspapers, television, internet, radio, pamphlets, flyers, billboards etc. which have assisted you in understanding that corruption is not a good thing.
- ◆ Visit the library and do research on: **Why corruption has a negative effect on any society.**
- ◆ **Plan, create and present** a group poster or a flyer on any **one** of the themes: *Minimising Corruption* or *Fighting Corruption* or *Together against Corruption*.
(Use of IT for presentation purposes is encouraged)

Narrative essay

Sample

<p>↪ Purpose - to tell a simple story.</p> <p>↪ Structure</p> <ul style="list-style-type: none">▶ The story is organised in chronological order.▶ Introduction - describes the setting (where, when), introduces the characters (who), explains the situation or introduces the problem.▶ Body paragraphs (3-4) - focuses on events : Your story needs to build to something exciting, the climax which includes action, dialogue, sensory details, thoughts & feelings and suspense▶ Concluding paragraph - end your essay with a memorable line and also reveal how you overcame your problem. All conflicts are resolved and everything goes back to normal. <p>↪ Transitions</p> <ul style="list-style-type: none">▶ Essays require appropriate connectives and linking devices to move them along smoothly, e.g. Suddenly, next, then, as soon as, before, silently etc. <p>↪ Viewpoint</p> <ul style="list-style-type: none">▶ Often written in 1st person - <i>I</i> or <i>we</i>.▶ Can also be written in 3rd person - <i>he, she, they</i>	<p style="text-align: center;">The Gift of Life</p> <p>It was a hot day. My dad and I were getting ready to go out for a ride on the boat with my friend Simmy and the dog. That's when the phone call came, the call that made that bright, beautiful day a cold, dark, gloomy one.</p> <p>I had just put on my suit, shorts, and tank top, and packed my bag with sunscreen and everything else I would need for the day. I ran into my parents' room to look for dad. When I saw him on the phone, he was crying. I'd never seen my dad cry before. My heart sank. What possibly could have happened? "Davis, I'm so sorry," I heard him say. That's when it hit me. I knew that Alisa had passed away.</p> <p>Davis has been my dad's best friend for years. Alisa, his daughter, had a rare disease that mainly affected her body. She knew what was going on; she knew that she had problems and was different from other kids. Once, she told her dad that she wished she could die and be born in a different body. When Alisa and I were little, we spent a lot of time together. As we grew up, we parted ways. She migrated to New Zealand, and I remained in Fiji. When Alisa was ten, she moved into a hospital. About eight months before she died, Davis gave us her number at the hospital and we talked at least twice a week until the end.</p> <p>After we found out about her death, we made our plans to go to New Zealand for the funeral. When she was alive, I sent her a Teddy Bear and she sent one back to me. I had bought her another one but never had the chance to send it to her, so I took it to put in her casket.</p> <p>Her funeral was very different to any that I had ever been to. I remember crying so hard, I felt weak. My cheeks burned from the tears. My whole body was shaking. Alisa had given me more than I could ever give to her. I will never forget her. I now know that I must never take anything for granted, especially my health and the gift of life.</p>
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Activity

Planning and Writing

(i) Plan and write a narrative essay using **one** of the following prompts or the picture below.

1. **A childhood event:** Think of an experience when you learned something for the first time, or when you realised how important someone was for you, a family member, friend or neighbour.
2. **Achieving a goal:** Think about a meaningful achievement in your life.
3. **A good or bad deed:** Think about a time when you did or did not stand up for yourself or someone else in the face of danger or challenge.
4. **Picture**



- ✍ Write a narrative essay based on a picnic trip with your family.
- 😊 Discuss your stories with your classmates.

(ii) Next day, exchange your essay with your friend and go through the checklist to see if you meet the main elements of a narrative essay.

Narrative Essay/Writing Checklist

Does my narrative...

- ✓ introduce a character or characters and establish a point of view;
- ✓ have a clear setting, a situation, context, or problem;
- ✓ create a sequence of events;
- ✓ provide a conclusion;
- ✓ use narrative techniques, such as dialogue, description and reflections;
- ✓ use precise words and phrases, descriptive details, and sensory language to convey a picture of the experiences, events, setting, and/or characters;
- ✓ use connectives, phrases, and clauses to convey message; and
- ✓ create a particular tone that helps build towards a certain outcome (i.e., suspense, growth).



- What is sportsmanship?
- What are the qualities of a good sportsman?
- Examples of poor sportsmanship.

Read the passage below and answer the questions that follow.

Sportsmanship

John was the only child. He was used to getting what he wanted. His parents had been indulging his every whim and fancy for the past twelve years. He had known no other way. When his parents played any games with him, they would let him win on purpose so that he would be happy. Otherwise, John would kick up a big fuss.

- 5 In school, John took up football as his co-curricular activity. He was a football fanatic. His idol was a famous English football star. John was not an exceptional player. He was usually a reserve player in football matches. However, as this was his graduating year, his coach decided to give him a chance to playing a match. John was elated upon hearing this news.
- 10 Over the next two weeks, John put in his all into all the trainings. Even during the weekends, he would insist that his father take him to the park to practise. At home, he would watch football matches on television, hoping to pick up some tips.

Finally, the much-awaited day arrived. It was a game against another school in the same neighbourhood. Although it was just a friendly match, John took it very seriously. He arrived at the stadium early and started his warm-ups.

- 15 His jersey was ironed to a crisp so that he would look his best. Soon, the whistle blew and the match started. John tried his best but it was not good enough. Their opponents were simply more skilled. John's team lost the match.

- 20 When the final whistle blew, John stormed off. It was customary to shake the hands of the opponents at the end of a match but he did not care. Later back in the changing room, the coach sought John out. He lectured John on the importance of good sportsmanship. He was very upset with John's behavior out in the field earlier. This was the first time anyone had ever reprimanded John in public like that. He was shocked and did not know how to react. He felt humiliated and embarrassed.

- 25 From then on, John's behaviour improved a little, although there were still times when he would throw a tantrum.

Source: www.english62.com



Activity

A. Multiple choice Questions

1. Which of the following information is **not** true?
 - A. John was a spoilt child.
 - B. John did not have any siblings.
 - C. John's parents played games with him.
 - D. John kicked up a fuss whenever his parents let him win.
2. Why did John's coach let him play in the match?
 - A. He was a football fanatic.
 - B. He was usually only a reserve player.
 - C. His idol was a famous English football star.
 - D. It was his last chance to take part in a match before graduation.
3. What did John do to prepare for the match?
 - A. He trained and practised very hard.
 - B. He spent all his time watching television.
 - C. He insisted that his father give him some tips.
 - D. He went to watch football matches at the park.
4. What does 'it' in paragraph four refer to?
 - A. John's effort in the game.
 - B. Arriving at the stadium early.
 - C. The match against another school.
 - D. Ironing his jersey so he would look his best
5. Why was John scolded by his coach?
 - A. He had lost the match.
 - B. He had not been reprimanded before.
 - C. He had displayed poor sportsmanship.
 - D. He had not known how to react during the match.

B. Vocabulary

Find out the meaning of the following words using a dictionary

- | | |
|--------------|------------------|
| 1. indulging | 5. opponents |
| 2. whim | 6. sportsmanship |
| 3. fanatic | 7. reprimanded |
| 4. idol | 8. tantrum |

C. Parts of Speech

Identify the part of speech for the words in **bold** in the sentences given below.

1. John was an **only** child.
2. **When** his parents played any games with him, **they** would let him win on purpose so that he would be **happy**.
3. He was **a** football **fanatic**.
4. **John** was not an **exceptional** player.
5. At home, **he** would watch football matches on **television**, hoping **to** pick up some tips.
6. **Finally**, the much-awaited day **arrived**.
7. Although **it** was just a friendly match, John **took** it very **seriously**.
8. Soon, the **whistle** blew and the match **started**.
9. Later back in the changing room, the coach **sought** John **out**.
10. From then **on**, John's **behaviour** improved a little, although **there** were still times when he would throw a **tantrum**.

D. Dialogue : Speaking and Listening

In **pairs**, share experiences with each other on a similar incident you were involved in or you witnessed.

E. Research and Writing

- ↻ Carry out **research** work on the theme: **Good Sportsmanship**.
- ↻ Plan and write a **narrative essay** on any topic related to the above theme

F. Author's Chair

- Get into groups of four and read out your essay to your group members.
- Let them suggest some improvements. You can include their suggestions in your writing.



Direct and Reported Speech



Brainstorming

- What is Direct Speech?
- How do we show Direct Speech when we write?
- What is Reported Speech?
- What are some of the changes we have to make when we report the Direct Speech of a person?

Direct Speech

↪ are the actual words spoken by a person.

↪ **Quotation marks** are used at the start and at the end to show direct speech.

Note

If the Direct Speech is a question, exclamation or complete sentence, place the question mark, exclamation mark or full stop **inside the closing quotation marks**.

Indirect Speech

↪ also known as **Reported Speech**.

↪ is another way of showing what someone said, but the exact words of the person speaking are not used. We convey the message of the speaker in our own words to another person.

↪ Quotation marks are **not** used in Indirect Speech.

Examples

Direct Speech	Indirect Speech
1. "I shall return your books tomorrow," he said.	1. He said that he would return my books the next day.
2. "The shop burnt down many years before we moved here," my father told me.	2. My father told me that the shop had burnt down many years before they had moved there.
3. "Don't touch it! Leave it alone!" I said.	3. I told him/her not to touch it and/but to leave it alone.
4. "Are you mad at me ?" asked the elder sister.	4. The elder sister asked whether or not he/she was angry at her.

Change of Place and Time

↪ Words expressing nearness in time or places are generally changed into words expressing distance.

Direct Speech	Indirect Speech	Direct Speech	Indirect Speech
1. here	there	8. now	then/at that time
2. today	that day	9. ago	before
3. this morning	that morning	10. thus	so
4. yesterday	the day before/the previous day	11. last night	the night before
5. tomorrow	the next day/the following day	12. this	that
6. next week	the following week	13. these	those
7. next month	the following month		

Change in Tenses

Tense	Direct Speech	Reported Speech
Present simple	"I go to school everyday," she said.	She said (that) she went to school everyday.
Present continuous	"I am doing my homework," Thomas explained.	Thomas explained (that) he was doing his homework.
Past simple	"I bought a new house!" exclaimed Mr. Williams.	Mr. Williams exclaimed that he had bought a new house.
Past continuous	"The two boys were swimming in the river," Karen informed me.	Karen informed me that the two boys had been swimming in the river.
Present perfect	"Miriam has written two letters to her friend in Australia," said her mother.	Her mother said (that) Miriam had written two letters to her friend in Australia.
Past perfect	"I had visited the Museum last year," Tevita explained.	Tevita explained that he had visited the Museum the previous year.
Future continuous	She said, "I will be visiting India next year."	She said that she would be visiting India the following year.

Change in Modals

↪ Present modals [can, may and must] changes to past modals [could, might, had to].

↪ Past modals [might, would, should, could,] remains the same.

Modals	Direct Speech	Reported Speech
can [can changes to could]	“I can write a poem,” said Tuliana.	Tuliana said that she could write a poem.
may [may changes to might]	“I may call a doctor,” explained my father.	My father explained that he might call a doctor.
must [must changes to had to]	“I must study English in the evening,” Tokasa reminded herself.	Tokasa reminded herself that she had to study English in the evening
shall [shall changes to would]	“I shall be late to work tomorrow,” informed Mrs. Jones.	Mrs. Jones informed that she would be late to work the next day.
would	“I would wait for my son at the bus stand,” said Ms Kim.	Ms Kim said that she would wait for her son at the bus stand.
could	“I could cook chicken curry when I was in Year five,” shouted Miriama.	Miriama shouted that she could cook chicken curry when she was in Year five.
should	“I should not waste my time here,” exclaimed my uncle.	My uncle exclaimed that he should not waste his time there.
might	“I might attend the meeting,” said the teacher.	The teacher said that he/she might attend the meeting.

Activity

A. Direct to Indirect/Reported Speech

Rewrite the following sentences into Reported speech.

1. Mr. Lee said, “It gives me great pleasure to be here this afternoon.”
2. “Yes, madam, this is the way to be cheerful,” he said.
3. “Which way did he go?” asked the young woman.
4. “What have you cooked, mum?” asked Tina.
5. “I’m sick,” he said.
6. “They don’t want to see a movie,” Rika said.
7. “It was difficult to move to a new country, but now we’re doing okay,” said Torika.

8. "I can work this weekend," said George.
9. "Where did you buy that dress from, Sera?" asked Anil.
10. "This trip is going to be very tiring," said William.

B. Indirect to Direct Speech

*Rewrite the following sentences into **Direct speech**.*

1. Roma said that she was quite sure that she would return on time.
2. My sister welcomed me home.
3. The teacher thanked me for my co-operation.
4. Mr. Henry said that it gave him great pleasure to be there that evening.
5. She said that she did not want to see any of them and asked them to go away.
6. The teacher said that if we worked hard, we would pass.
7. He said that he had won.
8. He proposed that they should wait for her return.
9. Alice exclaimed how clever she was.
10. The young man asked which way she had gone.

C. Listening, Speaking and Writing

Writing

- ★ Imagine you are on holidays with your cousin overseas and it is your first time there. There you have a conversation with a local person. **Write that conversation using Direct speech.** Use about **100 words** and note, that a **plan is compulsory**.

Speaking and Listening

- ★ Next day **tell** your best friend who comes to visit you in the evening about the conversation you had written earlier. Use **Reported Speech**.

Writing

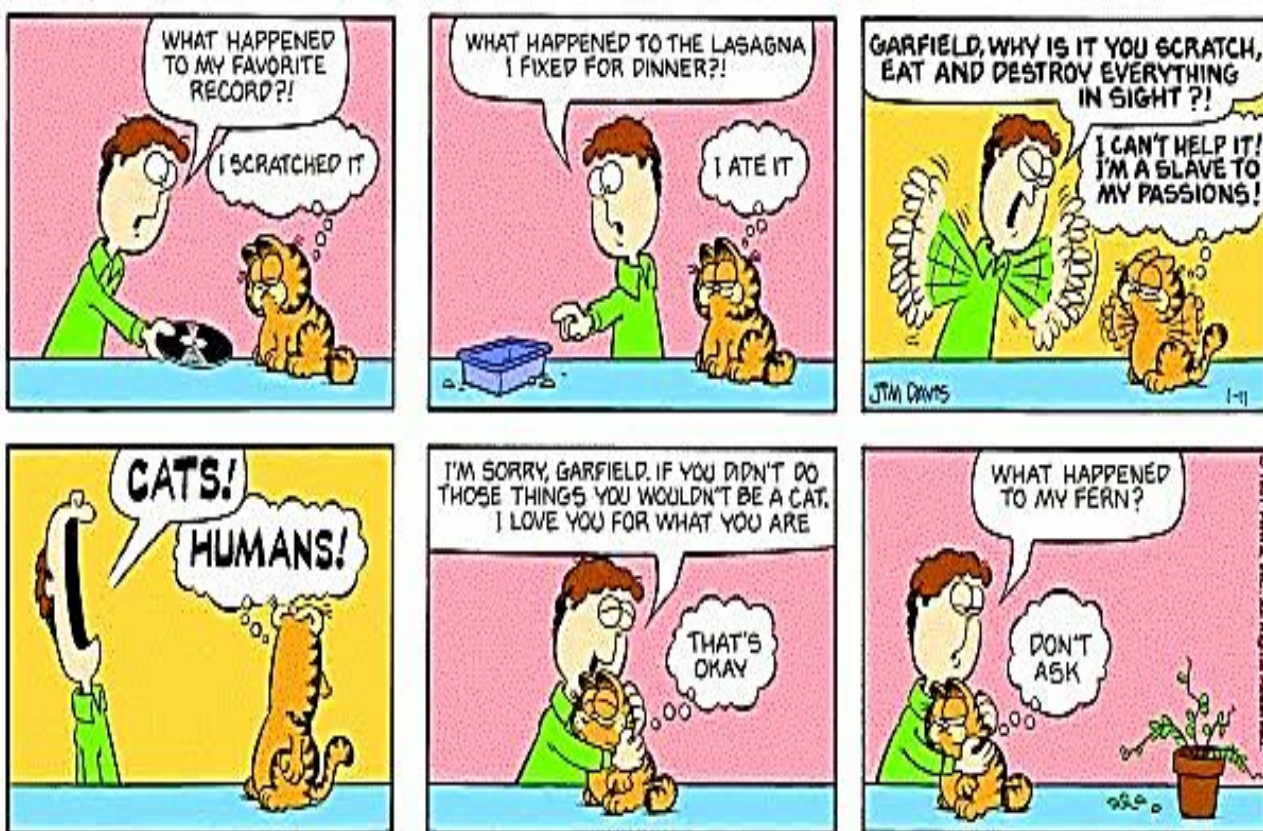
- ★ Your parents heard you and your friend talking in the evening and asked what you were talking about. Write what you said using a **mixture of Direct and Reported Speech**.



A. Direct and Reported Speech

Refer to the cartoon below and:

- (i) Rewrite the dialogue using appropriate punctuation marks.
- (ii) Rewrite in Reported Speech.



Source: www.google.com/qzealand

B. Confused Pairs

Choose the best word from the brackets to fill in the blank spaces in the sentences given below.

1. The teacher told Seon that she would _____ his reason for being late to class. (**accept/ except**)
2. Sea level rise is an _____ of global warming. (**affect/ effect**)
3. I saw _____ brother at MHCC yesterday. (**you're/ your**)
4. Fortunately, Fiji has no _____. (**dessert/ desert**)
5. Simon has to _____ soccer with his team every afternoon. (**practice/ practise**)
6. Take my _____ about your studies seriously if you want to pass well. (**advise/ advice**)
7. Sheetal likes to use her new electronic _____ daily. (**device/ devise**)
8. _____ knowledge is a dangerous thing. (**A little/Little**)

Novel



Brainstorming

Pair/Class discussion

- Have you read a novel before?
- What was the title of the novel you last read? Was it interesting?
- How would you define a novel? What are its main characteristics?
- How is a novel different from a short story?
- What are figures of speech? Provide few examples.
- Are figures of speech important in a novel? Why?
- Why do we need to study novels?
- Would you like to write a novel in future? What would you like to write about?
- Conduct research work on the distinctive features of the different types of Fiction: **Novel, fable, short story, folk tale, Legend, Novella, Fairy tale, epic and myth.** Present your ideas to the class.

What is a Novel?

A fictional prose work which is usually divided into chapters, relatively long and often with a complex plot. The story traditionally develops through the thoughts and actions of its characters.

Why study Novels?

- ★ Novels can open up a new world.
- ★ It can take you to - places you've never been, times long ago, times in the future, into the hearts and minds of others.
- ★ It helps us understand our own lives through the lives of others.

Our basic purpose while reading a novel is to understand:

- ★ who is telling the story (point of view);
- ★ where and when the story takes place (setting);
- ★ who are the main characters;
- ★ what are the characters like;
- ★ what happens (plot);
- ★ the author's central idea or message (theme);
- ★ how the author expresses his/her ideas (style); and
- ★ relevance (how relates to us and our society).

Literary Elements of a Novel

Setting

- ♦ the environment in which a story unfolds.
- ♦ includes the **time** (past, present or future) and period, the **place**, the **atmosphere**, (physical setting) the **society**, beliefs and the living conditions (social setting).
- ♦ influences the way characters act and think and all aspects of their lives.

Plot

- ♦ the sequence of events in the novel.

Plot Components

- Exposition** – beginning of the plot which provides important background information and introduces the setting, characters and main conflict (problem)
- Rising Action** - this part of the story begins to develop the conflict. A building of interest or suspense occurs. During the rising action, the conflict becomes more intense and suspense builds as the main characters struggle to resolve their problem.
- Climax** - is the turning point in the plot when the outcome of the conflict becomes clear, usually resulting in a change in the characters or a solution to the conflict. Usually the main character comes face to face with the conflict.
- Falling Action** - the conflict is - or about to be – settled
- Resolution: the ending** - The story's central problem is finally solved and the story comes to an ending.

Mood

- ♦ the feeling, or atmosphere, that the writer creates for the reader. It creates an emotional situation that surrounds the readers (e.g. happy, sad, emotional, melancholic etc)
- ♦ developed through various methods, such as, setting, theme, tone and language.

Point of View

- ♦ a narration device that determines the perspective from which readers will experience a story's action.
- ♦ dictates who is telling the story and from what angle, whether it's one of the characters in the story, an outside observer or an all-knowing narrator.

Method of Narration

1. **First Person viewpoint:** This means that the narrator is a character in the story and describes the action in his or her own words.

First person stories use first person pronouns, e.g., I, me, my, us, we, our

e.g. *"I looked down. I could see everything around **me** clearly.....I hoped that **I** wouldn't lose **my** balance.*

The name of the main character may not always be mentioned.

2. **Third Person Limited (Zeroing in):** the events and characters described by a character outside the action. The narrator is not in the story and tells the story from the perspective of only one character, usually the main character.

The reader only learns through what this person feels and experiences.

e.g. *"Tukana **looked** down from the rocky ledge. He could see everything around **him** from this location. He hoped that **he** wouldn't lose **his** balance*

3. **The Eye of God (Third Person Omniscient):** uses the pronouns "he," "she" and "they," creates greater distance between the reader and narrator, but allows you to explore more characters' experiences. The narrator has access to all characters' thoughts, including the ability to reveal key details about them. These might include events from the past and future or information the characters themselves are unaware of.

e.g. *Regina stared at the water. She thought the waves looked huge! "I don't think I want to swim," she said.*

Note

- We should not look at the dialogue to find the point of view of a story. In dialogues, characters use first person pronouns all the time. Look for the **narration around the dialogue** to figure out the method of narration.

Character Development

- ◆ These are the people, animals, or natural forces represented as persons in a novel.
- ◆ You learn - how they look, what kind of people they are, how they act in different situations and how they change during the story.

Note

- To understand a story, you must understand the people in it.

- ♦ **Main character** - is the most important character. The action of the plot and main conflict revolve around him or her.
- ♦ **Minor characters** – other characters in the story who interact with the main character(s) and help move the story along.

Conflicts

- ♦ The characters usually have a goal to achieve. The struggle to achieve this goal or solve the problem is the **conflict**.
- ♦ **Types of conflicts:**
 - Man vs. man - another individual or group of individuals (external)
 - Man vs. nature - something in the environment (external)
 - Man vs. fate – a problem that seems uncontrollable (external)
 - Man vs. self – a physical, mental or moral struggle faced by the central character (internal)

Tone and Style

- ♦ Tone expresses a writer's attitude and it may be one of: anger, approval, joy, sadness and humour.
- ♦ Writer's **style** involves these elements:
 - language and vocabulary;
 - tone;
 - sentence structure and length; and
 - literary devices, such as figurative language, symbols, dialogue and imagery

Theme

- ♦ This is the main lesson or message about life from the author to the reader, something you can learn from the story and apply to other life situations.
- ♦ The author usually doesn't tell you the theme directly. You must figure it out for yourself by the way the characters act and react.

The Silent One by Joy Cowley

- The **novel** you are about to read is set in the Pacific. It shares many beliefs and values of the society in which it is set.

Research Work

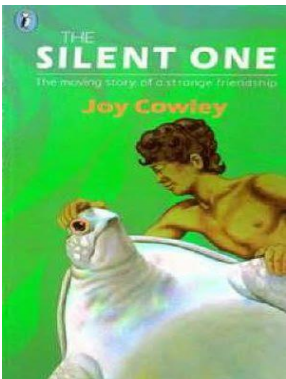
Before you start reading the novel, do research on:

1. The author : Joy Cowley
2. Children with disabilities
3. Pacific culture in the 19th century
4. Prejudice beliefs and superstitions
5. Natural disasters
6. Albino (definition and pictures)

Meet the Author: Joy Cowley



www.joycowley.com



www.booktopia.com

➤ **Joy Cowley** was born in Levin, New Zealand, on 7th August 1936, the eldest daughter of Peter Summers (Scottish/Irish) and Cassia Gedge (mainly Swedish/Danish).

➤ By the age of 11, she was a book addict who hunted the local library and like all children who over-dose on reading, she penned the overflow. Writing too, became an addiction.

➤ Joy Cowley is still writing full-time. These days the creative hours are divided between adult writing - articles, spiritual reflection material, stories and novels - and books for children.

➤ Joy sees herself as wife, mother, grandmother and great-grandmother. This is who she is; writing is what she does, and she has been writing for as long as she can remember.

➤ Now, in her seventies, she needs to limit travel but she still enjoys contact with children through hundreds of letters each month. "The day I'm no longer in touch with young people, is the day I stop writing for them, because the energy flows from them and goes back to them."

➤ Joy is a patron and trustee of Storylines, the Children's Literature Foundation of New Zealand (CLFNZ) and has written a book on writing for children, *Writing from the Heart*, as a fundraiser for Storylines.

- ◆ Group discussions on types of turtles found in Fiji.
- ◆ Look up in Fiji's map to locate the common places of its existence.
- ◆ Present your information to the class.



www.screenz.co.nz



Chapter 1: A Gift from the Sea

A. Vocabulary

Find the meanings of the following words using a dictionary.

- | | | |
|---------------|----------------|----------------|
| 1. dragged | 6. trussed | 11. barracuda |
| 2. trembled | 7. foster | 12. glimpsed |
| 3. delicately | 8. revenge | 13. acquainted |
| 4. clustered | 9. glistening | 14. flopped |
| 5. scavenging | 10. reflection | 15. ripples |

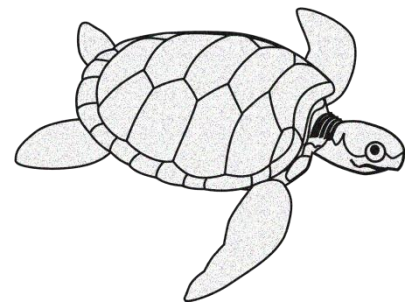
B. Making Predictions

- ◆ We all make predictions as we read—little guesses about what will happen next, how the conflict will be solved, which details given by the author will be important to the plot, which details will help us understand a character better.
- ◆ As you read and try to make predictions, think of what clues an author gives us to help us in making our predictions.
- ◆ **Copy and Complete** the following table for **Chapter 1**.

Setting	Events	Characters	Personal responses	Predictions
<ul style="list-style-type: none"> The place, the atmosphere, the society, beliefs and the living conditions. 	<ul style="list-style-type: none"> Jonasi has not been allowed to go on the pig hunt with the other boys and men. He is hurt and angry and goes out to the reef where he feels the most at home. While there, he discovers a rare white turtle, which he decides to keep as a secret pet. 	<ul style="list-style-type: none"> Jonasi : a 12-year –old boy. He is hurt and cannot understand why he hasn’t been allowed to go hunting. He loves and knows the reef really well. He is also an excellent fisherman. Villagers: are superstitious people who believe that Jonasi will bring bad luck during the pig hunt. The White Turtle: a rare turtle, capture’s Jonasi’s heart. 	<p><i>I feel sorry for Jonasi.....</i></p> <p>.....</p> <p><i>I wonder how they would feel if they were forced to stay behind.</i></p>	<p>I think that.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>because.....</p> <p>.....</p> <p>.....</p>

C. Questions

1. Why was Jonasi left behind on the day of the pig hunt?
2. Why is Jonasi so upset about not being allowed to go on the pig hunt?
3. What does he do to overcome his frustration?
4. What effect does the reef have on Jonasi?
5. Which sentence tells us that it was very hot?
6. Which other characters are specifically named in Chapter One, and how does Jonasi describe each one?
7. Why didn't Jonasi believe his eyes when he saw the white turtle for the first time?
8. Why does Jonasi decide against killing the white turtle?
9. Find some examples of the following figures of speech from the chapter :
 - (i) Simile
 - (ii) Onomatopoeia
 - (iii) Metaphor
 - (iv) Alliteration
 - (v) Personification
10. Describe Jonasi's personality.
11. Describe the setting of this chapter.
12. Discuss the significance of the title.



Chapter 2: The story of Old Luisa

A. Vocabulary

Write the definition of the following words as used in the novel context.

- | | | |
|---------------|---------------|----------------|
| 1. tender | 6. affliction | 11. unbearable |
| 2. bitterness | 7. offspring | 12. miracle |
| 3. dwelled | 8. corpse | 13. staggered |
| 4. scuttled | 9. stupor | 14. triumphant |
| 5. shuddered | 10. crucifix | 15. squawking |

B. Making Predictions

Copy and complete the **Predictions chart** for Chapter 2.

Setting	Events	Characters	Personal responses	Predictions

C. Questions

1. Explain why this chapter is titled: *The Story of Old Luisa*.
2. What other name does Luisa use for Jonasi? Why?
3. What latest rumour about Jonasi had Bulai and Tasiri spread?
4. What does the expression ‘**the sea has no heart**’ mean?
5. What does Luisa believe when she got Jonasi?
6. Why was Luisa angry with Jonasi?
7. How do the hunters communicate that they have had a successful hunt?
8. Why were the hunters greeted by the women?
9. Aesake was in front carrying the torch. What does this signify?
10. How does Luisa show her pride for Jonasi at the end of the chapter?
11. Find few examples of onomatopoeia from the last two pages of the chapter.
12. Find one example each of simile, metaphor, personification and alliteration.

D. Readers Theatre

In **pairs, read and act** the one-sided conversation Luisa has with Jonasi after he returns from the reef, beginning : “*Luisa knew that doubt was a sin, but her fear had grown so great,*”

Chapter 3: The turtle returns

A. Vocabulary

Find the meanings of the following words using a dictionary.

- | | |
|---------------|----------------|
| 1. shimmering | 6. imagination |
| 2. fragile | 7. shreds |
| 3. spawned | 8. gulped |
| 4. giddy | 9. streaking |
| 5. bubbled | 10. Darted |

B. Speaking and Listening

Make **word maps** of the word of your choice. Then **teach** it to your class.

Synonyms

Antonyms



Draw a picture or use in a sentence.

Definition in your own words.

C. Making Predictions: Continue with your **Predictions chart** for Chapter 3.

Setting	Events	Characters	Personal responses	Predictions

D. Questions

1. Identify the figure of speech: **‘the sun was still sleeping’** and explain what the line means.
2. What does Jonasi do, which shows that he has gone out to the reef hoping to see the turtle again?
3. Describe Jonasi’s feelings upon seeing the turtle again.
4. What does this tell us about Jonasi?
5. What is one very special thing that Jonasi noticed about the turtle’s eyes?
6. How does the turtle show it wants to become Jonasi’s friend?
7. How does Jonasi know that the turtle was now his friend?
8. What is Jonasi’s problem at the end of the chapter?

E. Figurative language:

Match the following terms with examples from chapter 3.

Figure of speech	Example
1. simile	A. The sun was still sleeping behind the mist
2. metaphor	B. He sat absolutely still.
3. onomatopoeia	C. ..its shell shimmering like pale fire...
4. personification	D. Its eyes held more wisdom than Jonasi could ever measure in a lifetime.
5. alliteration	E. its face that of an old woman
6. assonance	F. the water bubbled and rippled
7. imagery	G. the whole reef seething
8. hyperbole	

Chapter 4: Friends and Enemies

A. Vocabulary

(i) Using a dictionary, write the definition of the following words.

1. husks	5. wisdom	9. curse	13. albino
2. cracked	7. splashed	10. flared	14. moaned
3. grumble	7. wandered	11. outrigger	15. hauled
4. demon	8. rustling	12. shuddered	

(ii) Write the **synonyms** for each word in the list above.

B. Copy and complete the **Predictions chart** for Chapter 4.

Setting	Events	Characters	Personal responses	Predictions

C. Questions

- Why does Samu find it difficult to believe Aesake?
- Describe the qualities of Aesake.
- Why is Aesake more knowledgeable than Samu?
- Why is Samu's reaction upon seeing the white turtle so different from that of Aesake's?
- What is surprising about Jonasi's behaviour for Aesake and Samu?
- How could the school at Sevu help Jonasi?
- What is the "**down side of growing up**"?
- Describe Bulai's character as according to Aesake.
- Why does Samu believe in Bulai's stories?
- Why does Samu call the turtle a spirit?
- Why doesn't Aesake want to show that he's tired?
- Why does Aesake order Samu not to tell anyone about Jonasi's turtle?
- Create two lists: **Jonasi's Friends** and **Jonasi's Enemies** and explain why each character is on that list.
- Look at the two phrases: "**the bottomless stomach**" and "**filling your belly**". Discuss what you think they are referring to.

D. Synonyms and Antonyms

Copy and complete the following table. Match each word to its synonym and antonym.

Word	Synonym	Antonym
1. friends	A. foes	i. energising
2. enemies	B. idle	ii. civilised
3. exhausting	C. disregarded	iii. nerve
4. lazy	D. allies	iv. chums
5. less	E. backward	v. acknowledged
6. respect	F. mock	vi. dullness
7. wisdom	G. insight	vii. foolishness
8. ignorant	H. tiring	viii. hardworking
9. ignored	I. fewer	ix. acquaintance
10. brilliance	J. radiance	x. more
11. tease	K. outsider	xi. rivals
12. stranger	L. honour	xii. respect

E. Planning and Writing : Diary Entry

- ◆ In this chapter, Jonasi acts in a strange way with two people with whom he is usually very friendly. Samu and Aesake have different reactions to Jonasi's behaviour.
- ◆ Plan and write a **diary entry** as if you were one of these three characters: Jonasi, Aesake or Samu.
- ◆ Explain what you saw and felt out on the reef, what conclusions you have come to because of what happened, and what you plan to do next.

Chapter 5: Some make plans for Jonasi

A. Vocabulary

(i) Using a dictionary, write the definition of the following words.

1. complaints	5. unrest	8. frowned
2. content	6. hinting	9. launch
3. whine	7. shame	10. uneasily
4. whimper	8. murmured	11. gleaming
		12. tame

(ii) In **pairs**, choose **one** word from the list above. **Build** a synonyms chain similar to the one below. **Share** your synonyms chain with the class.

The first word is done for you.

CONTENT

HAPPY

FULFILLED

SATISFIED

- ◆ Which pair has the longest chain?

(iii) Practise **one** word and all its synonyms for a day or two.

B. Copy and complete the **Predictions chart** for Chapter 5.

Setting	Events	Characters	Personal responses	Predictions

C. Questions

1. What is happening at the beginning of Chapter 5?
2. How do the village elders show their respect to their chief?
3. What is the main topic of the meeting?
4. Explain the phrase: “**bottles of burning water**”.
5. Why aren't the villagers content about their copra trade?
6. What decision is made at the meeting with the elders?
7. What problem does Taruga Vueti share with his son?
8. How is Aesake able to solve his father's problem?
9. What decision do Aesake and his father make for Jonasi?
10. What is another name for a weighing machine?

D. Writing, Speaking and Listening

- ◆ In this chapter, Aesake is tasked to write two letters on behalf of his father, Chief Taruga Vueti. The first letter is to **place an order** with the Trading Store in Sevu for a weighing machine.
- ◆ The second letter is to be **written to the special school** in Sevu.
- ◆ Discuss in **groups**, **plan and write** these two letters. **Present** your letters to the class.

Chapter 6: Others plot against the boy

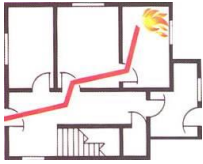
A. Vocabulary

(i) Using a dictionary, write the definition of the following words.

1. route	1. relieved	6. glittering
2. reeds	2. submerged	7. cavern
3. tethered	3. ooze	8. flounder
4. plaiting	4. deliberate	9. slid
5. tremors	5. curiosity	10. machete

(ii) **Pair Activity and Presentation**

In **pairs**, choose **one** word from the above list and complete a **vocabulary square** like the one below. **Present** your **vocabulary square** to the class. Number 1. is done for you.

route	
<p>Synonyms road, path ,way</p>	<p>Sentence Every day Jonasi took a different route to reach the mangroves.</p>
<p>Picture</p> 	<p>Definition and part of speech The choice of roads taken to get to a place. (noun)</p>

B. Copy and complete the **Predictions chart** for chapter 6.

Setting	Events	Characters	Personal responses	Predictions

C. Parts of Speech

The following sentences are from Chapter 6. Write the Part of speech for the words in bold.

1. **He** touched them to the ground, **then** pressed against the **earth**, feeling for the **tremors** of footsteps.
2. He **shouldn't** have drawn his **knife** on his **friend** like that.
3. The **same** evening **Aesake** had **brought** his father to the **bure** of old Luisa.
4. **Tears** ran down Luisa's **cheeks**, **but** she too had shown **him** warmth.
5. **Jonasi** had been **afraid**.

D. Questions

1. Why does Jonasi take extra precaution not to be followed as he leaves the village?
2. Why is Jonasi expecting punishment?
3. What punishment does he receive? Give a reason.
4. Explain the similarity between Jonasi and the turtle?

5. Explain the figure of speech: '*the sea was as flat as green oil*'.
6. Who plays the game of "No One There"? Explain how it is played.
7. What is Jonasi's greatest fear concerning the turtle?

E. Literary Terms

Find an example of each one of the following **figures of speech** from the chapter. Explain **why each one is effective**.

1. personification
2. simile
3. metaphor
4. onomatopoeia

Chapter 7: A trap baited with honey

A. Oral Work

Find the following words in the story.

1. unaware	6. suspicions	11. vile
2. limped	7. scowled	12. sullen
3. accusing	8. sentimental	13. babble
4. withered	9. commotion	14. stern
5. snorted	10. hobbled	15. treacherous

Using **Context Clues**, guess what each word might **mean** and which **part of speech** it belongs to. The first one is done for you.

Word	Possible meaning	Context clues
unaware	did not notice or care	Page 46: "He stared at the walls of the bure with shut- in eyes and seemed unaware of the old woman who tried to offer him food and comfort."

B. Copy and complete the **Predictions chart** for Chapter 7.

Setting	Events	Characters	Personal responses	Predictions

C. Questions

1. What ‘**plan**’ was Luisa thinking about?
2. What was unusual about Jonasi’s behaviour?
3. What does Old Luisa learn from Bulai’s wife, which she finds hard to believe?
4. Why does Samu feel guilty and regretful in this chapter?
5. At the end of the chapter, Samu is feeling much better. Why?
6. Who or what is the planned bait? Why?
7. What are some results of Tasiri’s plan, which was stopped?
8. Why had Luisa changed her mind about Jonasi going to the school for deaf boys in Sevu?

Chapter 8: The fury of the Gods

A. Vocabulary

(i) Group work

Form five different groups. Each group is responsible for **finding the meaning** of at least four words from the list, using **context clues**.

1. scorched	7. warily	13. torrent	18. plunge
2. terraces	8. shrouded	14. tethered	19. retreated
3. tubers	9. staggered	15. huddled	20. desolation
4. shrunk	10. splintered	16. wreckage	
5. searing	11. dreaded	17. mottled	
6. debris	12. waded		

- (ii) After the group has found what they think is the meaning, according to their context clues, **exchange words with another group**.

This group will check the dictionary for the meaning and for how close the group were with their guess of the meaning of their assigned words.

- (iii) Each group can **share** their words, probable meanings, context clues and dictionary meanings **with the class**.

B. Copy and complete the **Predictions chart** for Chapter 8.

Setting	Events	Characters	Personal responses	Predictions

C. Questions

1. Why do you think this chapter is titled: *The Fury of the Gods*?
2. Why do the people refuse to eat the fish Jonasi catches each day?
3. What showed that the turtle really loved Jonasi?
4. Who is “Redbeard”? Why is he in Ramatau?
5. Mention **three** ways in which the hurricane damaged the village.
6. Why is Aesake relieved after speaking to Redbeard?
7. The villagers blame Jonasi for the hurricane. Would you? Why?

D. Cause and Effect

1. Define drought. Provide examples of your experiences on drought and its effects. How can we reduce the impact of drought on us and our communities?
2. Define hurricane. Provide examples of your experiences on hurricane and its effects.
3. What safety measures should we take before, during and after a hurricane?
4. List down the effects of both the drought and the hurricane on Taruga Vueti’s village.
5. **Imagine** that you are Bulai or Bulai’s wife. What would be your explanation for what has happened in your village?

D. Static Images

1. Draw a picture of Bulai’s house as it may have looked **before** the hurricane.
2. Draw a picture of what it looks like **after** the hurricane.

Chapter 9: Sad Journeys

A. Vocabulary

- (i) Choose the correct definition for each word in the vocabulary list. Write the word in the space after each definition. The first one is done for you.

Words	Definitions
1. cautiously	A. with care, especially in the face of danger or trouble <u>cautiously</u>
2. stalking	B. a severe shortage of food through crop failure _____
3. deserted	C. affected by pollution or contamination _____
4. famine	D. following quietly and stealthily _____
5. inadequate	E. able to support and help oneself without assistance _____
6. tainted	F. to be extremely angry or furious _____
7. self sufficient	G. left someone in their time of need _____
8. torment	H. wide open _____
9. gaping	I. not enough , or insufficient _____
10. seethe	J. physical or mental pain and anguish _____

(ii) **Sentence Construction**

- Write **five** original sentences.
- In each of the sentence, use one word from the above list.
- Exchange sentences with another student, to proofread and make suggestions for better sentences.
- Rewrite your improved sentences.

B. Copy and complete the **Predictions chart** for Chapter 9.

Setting	Events	Characters	Personal responses	Predictions

C. Questions

1. After the hurricane, what is Jonasi’s greatest concern?
2. Why do all the people disappear when Jonasi appears?
3. Why is Aesake sent to Ramatau by his father?
4. Why did Luisa beg Aesake to take Jonasi to Ramatau with him?
5. Why is Redbeard also at Ramatau?
6. What good news does Redbeard bring?
7. What sad news awaits Aesake upon his return home?
8. Whose explanation for the death of Tasiri do you prefer – the villagers’, or Aesake’s? Give reasons for your answer.

D. Static Images

- ◆ **Draw** the shark which you think attacked Tasiri.
- ◆ Around the shark, write **one important lesson** you learned from this chapter.

E. Note Taking and Form Filling

1. **Re-read** pages 66 and 67, where Redbeard and Aesake discuss the damage caused by the hurricane.
2. **Note** down all the effects to both Ramatau and Aesake’s village which are mentioned.
3. **Fill** out a form similar to the one below, one for each of the two villages, as if you were Redbeard.

NATURAL DISASTER REPORT for _____						
					(Location)	
Filed by : _____			Designation: _____			
Fatalities	No. of people injured and needing medical attention	No. of homes destroyed	No. of homes needing repairs	No. of families needing food rations	Length of time food rations will be needed	Any further recommendations
Signature : _____			Date: _____			

Chapter 10: Vueti makes a decision


A. Vocabulary

Using a dictionary, write the definition of the following words

1. disagreement	5. shriek	9. coincidence	13. ornate
2. churning	6. mourning	10. foundling	14. flapped
3. twitching	7. forbidding	11. innocence	15. frail
4. command	8. unrest	12. charity	

B. Group Work and Word Strip

- ◆ Form **groups** of four students as advised by the teacher. Each group will be given a word from the list in **A** above by the teacher.
- ◆ **Create** a word strip for the word your group is assigned.
- ◆ **Teach** your assigned word to the class. Include how to **pronounce** the word correctly.

Word	Definition	Illustration	Sentence
churning	moving or causing to move , bubble or boil violently		The churning of the water showed that there were rocks close by.

C. Copy and complete the **Predictions chart** for Chapter 10.

Setting	Events	Characters	Personal responses	Predictions

D. Questions

1. Whom do the villagers think, is responsible for Tasiri’s death?
2. Why do they think this way?
3. What evidence can prove they are wrong?
4. What does Chief Vueti think?
5. What does Aesake think and why does he defend Jonasi?
6. Why is Jonasi sad?
7. What special relationship do Old Luisa and Taruga Vueti have?
8. Today, which government agency is responsible for disaster relief?

E. Language Skills: Prefixes

Create antonyms for the following words, using the prefixes: un—, in—, im—, ir—, or il-

- | | | |
|----------|----------------|---------------|
| 1. kind | 2. ordinary | 3. possible |
| 4. legal | 5. responsible | 6. moving |
| 7. seen | 8. visible | 9. believable |
| 10. true | 11. polite | 12. literate |

F.

Research and Presentation

- In **groups** of four, list about five superstitious beliefs in the novel and discuss about it.
- Discuss how these beliefs are similar to or different from our society.
- Present your findings to the class and contribute to class discussions.

G. Writing

- ◆ Think about all the events that lead up to Tasiri’s death. Is it all just a series of coincidences?
- ◆ Think about any similar events that you have experienced or have read about, or heard about.
- ◆ Plan and write **three** paragraphs on the extraordinary event and why you feel that there is something that cannot be explained scientifically.

Chapter 11: The arrival of the Redbeard

A. Vocabulary

(i) Using a dictionary, write the **definition** and the **part of speech** of the following words.

- | | | |
|--------------|--------------|-----------------|
| 1. throbbing | 5. loathing | 9. blurred |
| 2. hermit | 6. retreated | 10. slyly |
| 3. nuisance | 7. panicked | 11. nudged |
| 4. dinghy | 8. clipped | 12. contentment |

(ii) Get into **pairs** and complete the table below for the above words.

Word	Synonym	Antonym	Example sentence

B. Copy and complete the **Predictions chart** for Chapter 11.

Setting	Events	Characters	Personal responses	Predictions

C. Questions

1. What is Jonasi's feeling about Tasiri's death?
2. Why doesn't Aesake think that Jonasi should attend Tasiri's funeral?
3. Why is Jonasi surprised by the feast Old Luisa has prepared?
4. Who are the two different sets of mourners in this chapter and why are they mourning?
5. Redbeard and Chief Vueti have an argument. What do you think it is about?

D. Delicious Food

- (i) List the food that Luisa has prepared for Jonasi's farewell feast.
- (ii) What are the local names for the dishes mentioned?

Chapter 12: A time of Farewell

A. Vocabulary

- | | | |
|-------------|--------------|-----------------|
| 1. wailing | 6. ailing | 11. craning |
| 2. undo | 7. mildew | 12. writhed |
| 3. soothing | 8. frayed | 13. spun |
| 4. fretful | 9. startled | 14. conspicuous |
| 5. omen | 10. strutted | 15. Coaxing |

- (i) Use **context clues** to find out what each word means, **before** consulting a dictionary.
- (ii) Use any five words **in sentences** of your own.
- (iii) Choose one word to use 10 times or more each day.

B. Copy and complete the **Predictions chart** for Chapter 12.

Setting	Events	Characters	Personal responses	Predictions

C. Questions

1. How do Aesake and Samu help Jonasi understand that they are all going to Sevu?
2. Why is Aesake going along with the family to Sevu?
3. What instructions does Aesake get from his father, concerning Jonasi?
4. Where are they going to stay in Sevu?
5. What happens to Jonasi at the end of Chapter 12?
6. Are Jonasi and the turtle ever found?
7. What do you think happened to them?
8. What happens to the village at the end?
9. *Complete the sentence:* I liked/disliked the ending because

Setting and Background

- ✧ Describe the **setting** of the whole story in terms of: time, physical environment, atmosphere etc
- ✧ Describe the **background** of the story in terms of : society, people, values and beliefs
- ✧ Why are the **setting and background important**?

Plot

- ✧ Using the plot components learnt in this chapter, **draw the structure of the novel** *The Silent One*.
- ✧ List the **main events** from each chapter and summarise the overall plot of the novel.
- ✧ Write a short **paragraph** on each of the following: (choose a different incident).
 1. An important incident
 2. A sad incident
 3. An exciting incident

For each of the incidents above:

- Describe the incident.
- Discuss an important lesson you learnt from this incident.
- Why do you think this is an important incident in the novel?

- ✧ The **Ending**:
 - Describe the **ending** of the novel.
 - Describe your **feelings** – how did you feel?
 - Do you think it ended the way you wanted it to? Think and write a suitable ending.
 - Discuss an **important lesson** you learnt from the way the novel ended.

Characterisation

- ✧ List **all** the **characters** in the novel.
- ✧ Each group can take a character each and write a **detailed description of the character**. Provide **examples from the story** to support the qualities and characteristics described.
- ✧ Discuss the important **lessons you learnt from each of the characters**.
- ✧ Who is your **favourite character** and why?

- ✧ Which **character you disliked**. Provide reasons.
- ✧ Make **comparisons** between characters, *for example*, Jonasi and Aesake; Aesake and Samu etc.

Themes and Relevance

- ✧ Some of the **major themes** in the novel include:
 1. Friendship
 2. Superstition and ignorance
 3. Love
 4. Education and Modernisation
 5. Children with Disabilities
- ✧ List **other important themes**/lessons you learnt from the novel. Through class discussion with the teacher, finalise the most important themes (at least 6-8).
- ✧ Take each theme per group and :
 - Discuss the theme with **close reference to the events and incidents** in the novel. Provide as many examples from the novel as possible and identify characters who portray these themes. Include few quotations as well.
 - Discuss the **relevance** of the themes to our society, values and beliefs.
 - Compile your ideas in a chart. Have **group presentations**. Other students listen, provide suggestions for improvement, additional examples etc.
 - Include suggestions provided and all students take note.

Style

- ✧ **In groups, discuss** the following and **present** to the class:
 - The **method of narration** used in the novel.
 - The **language** used, in terms of vocabulary, tenses, types of sentences. Provide relevant examples.
 - **Figures of speech** used. Provide relevant examples.



Further Activities

A. Letter Writing

Plan and write a letter to the author of the novel *The Silent One*. You can look for her postal address. Express your feelings about the book, what you enjoyed and how it made you feel. Ask her any other questions about the novel.

B. Weather Bulletin

Imagine you are a news reporter for a radio or television station. Present a weather bulletin for the villagers before the hurricane hit the village.

C. New Reporting

Imagine you are a news reporter for a radio or television station. Present the news on the aftermath of the Cyclone in Jonasi's village.

D. Poetry Writing and Recital

Write a short narrative poem based on any aspect of the novel (scene, incident, character etc) and recite to the whole class. The best poet will be acknowledged.

E. Advertisement Design and Presentation

Plan and design a creative advertisement promoting the book in a newspaper or a magazine. Present your advertisement to the class.

F. Role-Play

Get into groups of four and act out any scene from the novel. [Remember, this will be assessed by the teacher in terms of non-verbal communication, dialogue write-up, organisation etc. and the best group presentation will be awarded/acknowledged.]

Teacher and Student Challenge

- Make posters on the novel scenes, themes and settings. Use appropriate illustrations.
- Be creative and imaginative.
- All work done can be pasted on the classroom walls.



Quiz Time

A. Spelling Test

[20 marks]

The teacher will give a spelling test. This will be any twenty words from Unit 3.

B. Dictionary

[5 marks]

Study the dictionary entry below and answer the questions that follow.

depot/'depəʊ/ noun [C] **1** a place where large amounts of food, goods or equipment are stored **2** a place where large numbers of vehicles (buses, lorries, etc.) are kept when not in use **3** (US) a small bus or railway station

Source: The Oxford Wordpower Dictionary New 3rd Edition

1. Identify the head word. (1 mark)
2. What information comes after the head word? (1 mark)
3. How many syllabus does the head word have? (1 mark)
4. The long form of [C] is _____ . (1 mark)
5. How many different meanings does the headword have? (1 mark)

C. Literature : Novel

[9 marks]

With reference to the novel you have studied, answer the following questions.

1. Describe the most important incident in the novel. (2 marks)
2. State one lesson you learnt from the incident in (1) above. (1 mark)
3. Describe the ending of the novel. (2 marks)
4. Did you like the way the novel ended? Give a reason for your answer. (2 marks)
5. State two similarities **or** differences between your society and the society in the novel. (2 marks)

D. Rewriting

[4 marks]

Rewrite the following sentences using the instruction in the brackets.

1. "You are a beautiful girl," Mother told Suhana. [rewrite in **Reported speech**]
2. Rosita asked Swikrti why she had come so late. [rewrite in **Direct speech**]
3. "I will go to the doctor for a checkup tomorrow," said my mother. [rewrite in **Reported speech**]
4. Roma told me that she did not come to school the day before because her mother was sick. [rewrite in **Direct speech**]

Unit 4 Entertainment



Learning Outcomes

Upon successful completion of this unit, students are expected to:

- ✓ read confidently;
- ✓ write independently;
- ✓ recall and apply English language rules;
- ✓ apply conditionals accurately in sentences;
- ✓ distinguish between active and passive voice construction;
- ✓ communicate in tone appropriate to the context;
- ✓ analyse short stories being studied;
- ✓ relate events to own context; and
- ✓ interpret information correctly from text types and apply knowledge.



Brainstorming

- ★ Think about as many **words** as possible associated with the theme *Entertainment*.
- ★ In groups, make a list of these words on charts. Present these to the class. Familiarise yourself with these words, definitions, synonyms and usage in our communication and writings.
- ★ Discuss about the different entertainment facilities we have in our country. Share your observations of the most common entertainment activities people in your community.
- ★ Visit your school library and in *pairs*, conduct **research** on any one of the following aspects: the need for entertainment, impact of entertainment on people's lives and relationships etc. [Your teacher may provide other topics. Be creative in your **presentation**: try using charts, advertisements, original pictures, technology etc.]

Types of Sentences

Simple Sentences

- ▶ A simple sentence contains **one main (independent) clause**, that is, **one subject** followed by **one verb or verb phrase**.
- ▶ A **main (independent)** clause stands alone as a complete sentence.
- ▶ A simple sentence is not necessarily short. The subject can be a single word, a double subject or it can be multiple words describing a person or an object.

Examples of simple sentences

1. Paulini is very happy today.
2. Peter doesn't eat meat.
3. My brother and I went to town yesterday afternoon.
4. Roma, Kathy and my friend from Takaso High school went to watch the movie.

Compound Sentences

- ▶ A compound sentence contains **two independent clauses** joined by a linking word (coordinating conjunction).
- ▶ Each independent clause could be a complete sentence by itself, but we connect them with a linking word or coordinating conjunction, **e.g.** for, and, nor, but, or, yet, so [**FANBOYS**]
- ▶ The linking word or conjunction used can impact the meaning of the sentence.

Examples of compound sentences

1. We spoke to him in English **but** he responded in Hindi.
2. His house was destroyed in the fire **but** the whole family was saved.
3. The traffic light simply would not turn green **so** the people stopped to wait as the traffic rolled.
4. Tina and Simran arrived at the bus stop before noon, **and** they left on the bus before I arrived.

Complex Sentences

- ▶ A complex sentence has one main (or independent clause) joined by one or more subordinate (or dependent clauses). A subordinate (**dependent clause**) is not a complete sentence because it does not provide a complete thought.
- ▶ Dependent clauses begin with **subordinate conjunctions** or relative **pronouns**. This combination of words will **not form a complete sentence**.
- ▶ Subordinate Conjunctions examples:
after, although, as, because, before, even if, even though, if, once, rather than, since, so that, than, that, though, unless, until, when, whenever, where, whereas, while, whether
- ▶ Relative pronoun examples:
that, which, whichever, who, whom, whoever, whose, whosoever, whomever

Examples of complex sentences

1. After having lunch at a restaurant, Tim went to the gym to exercise.
2. When my mother heard noise in the kitchen, she came quietly with a stick.
3. If you want to go on the trip, you should bring your signed consent slip.
4. The woman, who taught History at the university, is Mr. Luke's mother.
5. My new laptop, which I bought last week, has been stolen.

Activity

A. Simple Sentences

*Combine each of the following pairs of sentences to form a **simple sentence**.*

1. Mr Prasad won a lottery. Mr Prasad built a big house.
2. Rika stood on tip-toe. Rika reached for the mango.
3. The cyclone stopped. We continued our fishing trip.
4. Joana is going to Australia. She wants to pursue tertiary education there.
5. I believed the lady was honest. I loaned her one thousand dollars.
6. Solo finished breakfast. Solo went to office.

B. Compound Sentences

*Combine each of the following pairs of sentences to form one **compound sentence**.*

1. Kim plays soccer. He plays rugby as well.
2. Alumeci must be asleep. There is no light in her room.
3. Viliame speaks Hindi. He also speaks English.
4. Tokasa is quite sociable. Her brother is rather reserved.
5. There was little hope of success. I tried hard.
6. Aporosa has been working hard. He will pass his examination.

C. Complex Sentences

*Convert each of the following simple sentences to form **complex sentences**.*

1. John yelled to his neighbors to come to his help.
2. Mrs Singh would be very grateful to be relieved of all this trouble.
3. They proceeded very cautiously for fear of being caught.
4. Every precaution was taken against the failure of the plan.
5. She worked very well, to the amazement of everyone.
6. The problem was too difficult to be solved.

D. Simple, Compound or Complex

Identify whether the sentences are simple, complex or compound.

1. After arriving home from work last night, my brother and I went to town.
2. Davis, a friend I've known since primary school, doesn't eat eggs.
3. Unless you are willing to let others control your time, you must learn to politely say no to other people's requests.
4. John's house was destroyed in the fire, but his whole family was saved.
5. If I do not get this job, I will start a food business.
6. He said that he was so disappointed that he would not try again.
7. The evil that humans do lives after them.
8. Neither the colour nor the design of this cloth appeals to me.
9. Seema, who is my relative, works in a resort in Taveuni.
10. After the teacher chose the groups, Lindy and David were selected as partners for a project, yet Susan did most of the work.

Letter of Thanks



Brainstorming

- ◆ When do you write a letter of thanks?
- ◆ Have you ever written a letter to thank someone? Discuss with your friend.
- ◆ Provide examples of situations where it is important to write and thank people.

Sample

<p>Test Yourself</p> <p><i>Identify the following:</i></p> <ol style="list-style-type: none"> 1. Outside address 2. Inside address 3. Salutation 4. Complimentary close 5. Five nouns 6. Five verbs 7. Five prepositions 8. Personal pronouns 9. Articles 10. Conjunctions <p><i>Answer the following questions:</i></p> <ol style="list-style-type: none"> 11. What is the subject of the letter? 12. What is the main purpose? 13. What are two main reasons for the letter? 	<p>Nakelo Intermediate School P O Box 89 Nausori 5th April 2018</p> <p>The Manager Creative Electronics Private Mail Bag Nadi</p> <p>Dear Sir/ Madam</p> <p><u>Re: Appreciation for Donation of 10 Tablet devices.</u></p> <p>I would like to thank the management team of Creative Electronics for the kind donation of ten tablet devices. This is a timely gesture for rural students in need of technological advancement.</p> <p>The devices received are important for the students of the school. It will help them to easily engage in research work. Since these devices are portable, it is easier for the children to carry around to areas of network coverage.</p> <p>Furthermore, the students are able to familiarise themselves with such a technology and know about its uses and functions. Access to technology and internet enable students to enhance their learning skills apart from the everyday chalk and board routine learning.</p> <p>Not only does it help to broaden one's educational needs but such new things also engage students' interest in learning and they tend to become motivational learners.</p> <p>I sincerely extend my gratitude to your company for such kind consideration and look forward to similar support in future.</p> <p>Yours faithfully <i>Jack Ram</i> Jack Ram</p>
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Activity

1. Plan and write a letter to the Publisher of Island Buzz Magazine, thanking him for the wonderful articles and pictures of a carnival in your town this year. Use a fictitious address.
2. Your school has been given sports equipment by Innovative Sports Ltd in Labasa. Write a letter to the Manager, thanking her for the donation. Include details on how the sports equipment has assisted the students. Use your school address.

Telephone Conversation: Listening and Speaking

- ◆ Imagine you are the Principal of your school and have received a donation of story books from the Library Services of Fiji.
- ◆ Get in **pairs** and engage in a conversation that will take place between the Principal and the Director of Library Services. The Principal is thanking the Director for the donation.



Free Time Reading

POETRY

Please Let Me Speak

by Kamala Lakshmi Naiker

Please let me speak today
 I fear
 The sweetness of yours words
 Let me speak today
 My hands reached to cause you pain
 Please forgive me.
 My hands tortured you
 But you never protested
 Never for a minute
 Please let me speak.
 You were fulfilling your responsibility
 I was blinded by my revenge
 Giving way to hatred
 Please forgive me.
 Please let me speak
 The guilt will remain
 If I do not speak today
 The guilt will remain with me forever
 Please let me speak, Please forgive me.

Little Things

by Julia Abigail Carney

Little drops of water,
 Little grains of sand,
 Make the mighty ocean
 And the pleasant land.

So the little moments,
 Humble though they be,
 Make the mighty ages
 Of Eternity.

So the little errors
 Lead the soul away
 From the paths of virtue
 Far in sin to stray.

Little deeds of kindness,
 Little words of love,
 Help to make earth happy
 Like the Heaven above.

Expressing Comparison

✎ There are several ways of comparing things using **as** or **like**.

Examples: (Use of **like**)

1. Their legs had been caught in ice and now they were **like** flies on flypaper.
2. The sound of the gun roared over the lake **like** a thunderclap.

Examples: (Use of **as**)

1. His skin was white **as** snow.
2. She is as beautiful **as** a butterfly.



Activity

A. Complete each comparison using 5-8 words.

1. The meal tasted like _____.
2. His face was like _____.
3. Siteri's writing is like _____.
4. Ayaan's voice is like _____.
5. Mr Tomasi's attitude was like _____.

B. Complete each comparison using 5-8 words.

1. I ran as fast as _____.
2. Mary is as tall as _____.
3. The building was as old as _____.
4. The netball court was as big as a _____.
5. The house was as big as a _____.

Past Conditional Sentences

- ↪ The past conditional describes a **past situation** that **never happened**, or it did happen and the person speaking is describing the possibility of something that did not happen in the past.
- ↪ Structure: **If + past perfect tense + would + present perfect tense.**

Example

If I had gone to that party, I would have had a good time.

(**Situation:** I didn't go to the party; therefore, I didn't have a good time.)

- "If I **had gone** to that party" *uses the past perfect.*
- "I would have had a good time" *is the likely result.*

Note

Sometimes you can do this without "if" and just use the past perfect.

Example

- ↪ **Had** I heard the weather report, I would have taken an umbrella.
- or**
- ↪ **If** I had heard the weather report, I would have taken an umbrella.

A. Fill in the blanks

There are two verbs provided for each sentence to make the past conditional. Fill in the blanks.

Example: If he had known about the sale, he would have bought more clothes. (**know / buy**)

1. If I _____ them, I _____ them to sit with us. (**see / ask**)
2. If I _____ your phone number, I _____ you. (**have / call**)
3. She _____ wet if she _____ her umbrella. (**get / forget**)
4. It _____ a better party if Tom _____ there. (**be / be**)
5. If it _____ so cold that day, we _____ outside. (**be / eat**)

B. Multiple Choice

Choose the appropriate conditional verb forms to fill in the blank spaces in the sentences given below.

1. If you _____ hard, you will get the first position in class.
A. study B. studied C. had studied D. have studied
2. If I _____ the key, I would have given it to you.
A. find B. found C. had found D. have found
3. If we _____ now, we could be in time.
A. start B. started C. had started D. have started
4. If it _____, the match may be cancelled.
A. rains B. rained C. had rained D. has rained
5. If you _____ a millionaire, how would you spend your time?
A. were B. are C. had been D. has been
6. If he _____ smoking, he might get well.
A. stops B. stopped C. had stopped D. have stopped
7. If he _____ English, he would have found a good job.
A. speaks B. spoke C. had spoken D. has spoken
8. If he _____, he would have succeeded.
A. tried B. tries C. had tried D. has tried

C. Rewriting

Rewrite the following sentences using **Past Conditional**

1. They were hungry since they hadn't eaten anything.
2. Tara cancelled the picnic because it was raining.
3. We went to this restaurant because our friends recommended it.
4. They didn't do their homework so the teacher punished them.
5. I didn't know the answer so I couldn't help you.
6. I did not go to the party because my father was admitted in the hospital.
7. The children didn't listen to their parents so they were not taken to the movies.
8. I didn't know the exact location so I couldn't go.

In spite of, Despite, Although and Even though

- ✧ **In spite of, despite, although** and **even though** are all used to **show contrast** and are used for the same meaning.
- ✧ The only difference is the way they are used - the structure in which they are used.

In spite of/Despite

- ✧ **In spite of** and **despite** are placed **in front of** a **noun** or **pronoun**.

For example:

1. We enjoyed our camping holiday in spite of the rain.
2. Despite the pain in his leg, he completed the marathon.
3. Despite studying very hard, he still didn't pass the exam.

Note

• Despite does **NOT** have *of* after it.

• *For example:* Despite the bad weather, they still went fishing.

• **NOT**, Despite of the bad.....

Although/Even though

- ✧ **Although** is used **in front of** a **subject** and a **verb**.

For example:

1. We enjoyed our camping holiday **although** it rained every day.
2. **Although** he studied very hard, he didn't pass the exam.

- ✧ **Even though** is a slightly stronger form of **although**.

For example: We decided to buy a car **even though** we didn't have enough money.



Activity

A. Fill in the blanks

Fill the gap in each sentence using either **despite**, **in spite of**, **although** or **even though**.

- _____ it rained a lot, we enjoyed our holiday.
- _____ the rain, we enjoyed our holiday.
- I didn't get the job _____ I had all the necessary qualifications.
- I didn't get the job _____ having all the necessary qualifications.
- She wasn't well, _____ this she went to work
- I didn't get the job _____ the fact (that) I had all the necessary qualifications.
- _____ the traffic jam, I arrived on time.
- _____ all the difficulties, the project started on time and was a success.
- _____ we were warned against doing so, we went ahead with the project.
- _____ working for the company for six months now, he doesn't know what to do.

B. Rewriting

Rewrite the following sentences as indicated.

- Although she knew the answer, she refused to help Tom.
Despite _____.
- In spite of having a lot of money, she refused to help needy people.
Although _____.
- Although he is not good at Mathematics, he did well in the examination.
In spite of _____.
- In spite of having so many issues at home, she is always smiling.
Even though _____.

C. Sentence Completion

Complete the sentences given below using 5-8 words.

- Mr and Mrs Thomson liked living on the island, although _____.
- Despite having so much time _____.
- Emele always gets above 90% in her English test, despite _____.
- In spite of the bad weather in the weekend _____.
- Although I woke up late, _____.

D.

Sentence Construction and Presentation

- ↻ In pairs, write five sentences relating to your everyday experiences using: **in spite of**, **despite** and **although**.
- ↻ Present your sentences to the class.
- ↻ Listen to the presentation by other students and contribute towards class discussion.



Brainstorming

- In **pairs**, talk about the different television programmes, number of hours you spend watching these and advantages of these programmes.
- Now discuss if television is the best form of entertainment for young people.
- Does television have a negative impact on health and family time? Discuss.

Can We Do Without Television?

In most homes today, we can expect to find at least one television set. Some of the more **affluent** homes have more than one. A television set is no longer considered a **luxury**, as it has become a part of modern living.

5 The benefits of television are **manifold**. As a means of communication, there is virtually nothing to match it. We can watch a football match thousands of miles away with a mere flick of a switch, in full colour and with high **fidelity** sound. News that would have taken months to travel from one place to another now takes just a fraction of a second to reach in its original state, minus the factor of **distorting** human messengers. The impact of this improved communication on our lives is indeed great. We are not only better informed of current events
10 all over the world but we are also exposed to a **multitude** of different cultures and ways of life. Never before did we have to face such a huge **onslaught** of information. In this context, when used with discretion, television can provide us with much knowledge, but when used carelessly, **it can reduce us to non-thinking entities**.

15 Television is the cheapest form of leisure and it provides a great variety of entertainment. It brings hours of suspense, laughter and thrills into our living rooms. With the development of video equipment, the range of programs available is indeed wide. It is able to provide fun and entertainment to the young and old alike. On the whole, the usefulness of television as a source of entertainment and recreation is undoubted. The **danger** lies only in the possibility of **addiction** to watching too much television. We do have television addicts who do virtually
20 nothing but watch television all day long. The prolonged watching does not do any good to the couch potatoes, as these addicts are called. Their vision can deteriorate and furthermore, it is a sheer waste of time.

25 Via television, manufacturers are able to reach out to consumers more effectively. The advertisements on television serve to inform consumers about new products. However, nowadays we are literally **overwhelmed** by scores of advertisements all pushing to sell their products. A couple of adverts in between programs are welcome breaks, but to watch clip after

clip for more than five minutes at a stretch is just too much. Likewise, an advertisement clip coming right in the middle of a program can be very irritating as it interrupts the continuity of the program.

- 30 Television is also an invaluable educational tool. It enables education planners to co-ordinate and inform students about the requirements of various subjects. From a security point of view, the television set can be used as a **surveillance** tool and an 'eye' in inaccessible places. Banks and other large commercial centers use close circuit television to maintain security. In deep-sea explorations, television is used to reach places no man can reach.
- 35 The television is part and parcel of our lives and it is here to stay, whether we like it or not. How we make use of this wonderful invention is entirely up to us. Used with care, it is a boon to humankind. Used carelessly, it can be a curse instead.

Source: www.google.com



Activity

A. Multiple Choice

- The word **affluent** in paragraph 1 means
 - poor.
 - average.
 - wealthy.
 - unfortunate.
- The synonym for the word **manifold** in paragraph 2 is
 - one.
 - two.
 - three.
 - numerous.
- News that would have taken months to travel from one place to another now takes just a _____ of a second to reach in its original state.
 - fraction
 - quarter
 - minute
 - half
- According to paragraph 2, television can provide us with much _____ when used carefully.
 - skills
 - knowledge
 - education
 - progress
- The **danger** of television in paragraph 3 refers to _____ television.
 - getting addicted to
 - wasting time with
 - getting friends to watch
 - spending time with

B. Sentence Completion

Complete the following sentences using the ideas given in the passage.

6. The prolonged watching _____.
7. _____ consumers more effectively.
8. The advertisement on television serves _____.
9. A couple of adverts between programs are _____.
10. _____ educational tool.

C. Open-ended questions

Answer the following questions in complete sentences.

11. According to paragraph 1, why is a television set not considered as a luxury in today's society?
12. What do you understand by the phrase, it **can reduce us to non-thinking entities**?
13. How is television important for manufactures as mentioned in paragraph 4?
14. Why is television seen as good security?

D. Vocabulary

Refer to a dictionary and fill in the details in the table below.

No.	Words	Meaning	Synonym	Antonym
1.	luxury			
2.	fidelity			
3.	distorting			
4.	multitude			
5.	onslaught			
6.	addiction			
7.	overwhelmed			
8.	surveillance			

E.

Research and Presentation

In **groups** of four,

- ✂ Interview 10 students at other levels in your school and collect information on the number of hours they spend watching television, the programmes they watch and the number of hours their family members spend on television.
- ✂ Analyse the data collected, draw conclusions on the positive and negative impacts of the most common TV programmes watched and present to the class.

Personal Letter



Brainstorming

- Have you ever written a letter to a friend, your parents, relatives or siblings?
- Did you get any replies?
- Is writing letters important?
- Discuss if anyone in the class has written letters to friends ever since the technological era started in Fiji.

↪ A personal letter is usually written to someone you know.

↪ You can still use Block style of writing. Note the following:

- ◆ There is no inside address,
- ◆ Salutation can vary, according to the relationship we share with the person we are writing to, **e.g.** *Dear Reema, Dear aunty Ema*
- ◆ The complimentary close also varies, **e.g.** *Your best friend, Your son, Love, Best wishes*

Sample	Features with plan
10 Viria Street Wainimala 29th March 2018	Your address Date
Dear Payal	Salutation
How are you doing? I bet you've been studying hard for your scholarship. I'm writing from the best pizza outlet in Suva and I feel like I'm on vacation everyday.	Greetings/ Introduction
Actually it is my vacation. We went to Lagoon Resort and had loads of fun. The best part was going to collect shells after the high tide. Amazingly, our collections varied a lot. I'll send you all the pictures soon.	Content details ↪ Where you went for holidays. ↪ What activities did you do? ↪ How you enjoyed this time together with your family.
Mum made sure we didn't miss any unique one and made us collect them all. I have polished them all and decorated our bathroom shelves with it. Looks great and brings back fond memories of the time spent well.	

The place was super busy and everyone made a grab for all sorts of water activities. My siblings and I enjoyed kayak rides the most. I missed and thought of you a lot during this time. Next time, you come with your family we will together. It would be more fun.

Content

Hope you enjoyed your holidays.
Miss you and your company a lot. I'm saving you a souvenir! Enjoy the new term and take care. Bye.

Conclusion- Farewell

Love _____
Artika _____

Complimentary close
Your name

Language and Tone

- ∅ Use of personal, informal and emotional tone. You are writing to someone you have known for a long time.
- ∅ Use of personal pronouns, contractions, few slangs.
- ∅ Avoid use of vernacular words and mobile text language.



Activity

A. Contractions

Identify and list words in contracted form from the above letter.

1. _____
2. _____
3. _____
4. _____

B. Vocabulary Building

(i) Find the **meaning** of the following words.

1. vacation
2. amazing
3. memories
4. siblings
5. souvenir

(ii) Write a sentence each using the words given above.

C. Writing

1. Plan and write a letter to your brother in a boarding school telling him about your sister's birthday celebrations.
2. Your friend has been transferred to another school during the mid-term. Plan and write a letter to him/her and share news of your school.
3. You have been given the best singer award during the Festival of Arts. Plan and write a letter to your cousin in Tonga telling him/her about all your experiences of such an achievement.

D. Peer Assessment

After writing your letter, give it to your friend to read. Ask him/her for suggestions which can improve your writing.

E. Picture Study

Refer to one of the pictures given below and write a personal letter to your friend or sibling.





A. Word Building

- ↪ Here are two lists of words. See if you can join up words from list **A** to those in list **B**, to make some **new words**.
- ↪ There may be more than one combination for each. *For example*, the word *tea* from the list **A** joins with *room* to make *tearoom* and also with *pot* to make *teapot*.
- ↪ Get in pairs and see how many new words you can make, and share with the class.

A	B
sheep	spoon
head	way
board	step
long	room
life	boat
hill	brush
arm	side
door	skin
tooth	long
side	dog
rail	pot
moon	road
mile	chair
	light
	stone

B. Proofreading

Identify the error in the sentences given below and correct the word/phrase.

1. In the other hand, it is cheaper to travel to Labasa by boat.
2. There is only one answer of it.
3. Selina did not pay to the food.
4. Any of the two books are useful.
5. The bird flapped it's wings.
6. I and he will go to school tomorrow.
7. He wants to stand beside I.
8. I heard the dog barked.
9. Mr Thomas lives across my house.
10. Elina works in the women's ward in the hospital.



Activity

A. Identify subject, verb and the object in the sentences given below.

1. He studies French.
2. Jonasi is eating mangoes.
3. I have finished the job.
4. The master punished the servant.
5. He was writing a book.
6. I sent the report yesterday.
7. The Police arrested the thief.
8. She prepared the delicious meals for the guests.

B. Each sentence given below is in active voice. Change it into passive voice.

1. He teaches English.
2. The child is eating bananas.
3. I have finished the job.
4. The master punished the servant.
5. He is writing a book.
6. I sent the report yesterday.
7. They ruined the car through poor driving.
8. The gardener planted two rows of orchids.
9. The Police caught the thief.
10. The principal is reading the report.

C. Each sentence given below is in passive voice. Change it into active voice

1. A novel is being read by Mary.
2. A stone was being thrown by the kid.
3. A car has been bought by him.
4. The door had been knocked at by someone.
5. The fish is eaten by the cat.
6. The cat was being chased by the dog.
7. The painting was done by my neighbour's son.
8. The sick child was taken home by the teacher.
9. The two girls were bitten by the fierce dog.
10. The picnic trip was organised by the teacher.



Brainstorming

- How many students in the class are on social media?
- Which form of social media are they familiar with?
- Are you aware of cyber bullying on social media?

SOCIAL MEDIA –**Does It Entertain or Mend Our Relationships or Boost Moral Values?**

Teens are leading the charge against cyber bullying. In the US, they organised a national school walkout day to protest gun laws after the tragic shooting in one school that killed 17 people, mostly students. That is **savvy** use of social media.

5 For a few years, many teens have been saying that social media — despite its flaws — is mostly positive. And new research is shedding light on the good things that can happen when kids connect, share and learn online. As kids begin to use tools such as Instagram, Snapchat, Twitter and even YouTube with seriousness, they're learning the responsibility that comes with the power to broadcast to the world. You can help **nurture** the positive aspects by accepting how important social media is for kids and helping them find ways for it to add real value to their lives. Here are some of the benefits of
10 your child having social-media-knowledge.

It lets them do well. Twitter, Facebook and other large social networks **expose** kids to important issues and people from all over the world. Kids realise they have a voice they did not have before and are doing everything from crowd funding social justice projects to **anonymously** tweeting positive thoughts.

15 It can offer a sense of belonging. While heavy social media use can isolate kids, a study conducted by Griffith University and the University of Queensland in Australia found that although American teens have fewer friends than their historical counterparts, they are less lonely than teens in past decades. They report feeling less isolated and have become more socially **adept**, partly because of an increase in technology use.

20 It provides **genuine** support. Online acceptance — whether a kid is interested in an unusual subject that isn't considered cool or is grappling with sexual identity — can **validate** a marginalised child. Suicidal teens can even get immediate access to quality support online. One example occurred on a forum on Reddit when an entire online community used voice-conferencing software to talk a teenager out of committing suicide.

25 It helps them express themselves. The popularity of fan fiction (original stories based on existing material that people write and upload online) proves how strong the desire is for self-expression. Producers and performers can satisfy this need through social media. Digital technology allows kids to share their work with a wider audience and even collaborate with far-flung partners (an essential 21st-century skill). If they're really serious, social media can provide essential feedback for kids to **hone**
30 their craft.

Social media has some definite benefits. The onus is upon the user to exercise **discretion** and **prudence** in using it — for good.

Adapted from: www.google.com



Activity

A. Open-ended questions

Answer the following questions in complete sentences.

1. Identify forms of cyber bullying teens are exposed to through the social media.
2. Do you think social media should be blamed for the increase in teenage problems? Explain your answer.
3. How can we assist teen problems through social media?
4. Do you think social media has become a challenge for adults as well and not just teens?
5. Is there a direct relationship between social media and the decaying moral values in Fiji today?
6. What roles do you expect parents to play with regards to social media with their children?
7. Is there a direct link between spending too much time on social media with poor academic performance?
8. How have you benefitted from social media?

B. Vocabulary and Synonyms

Vocabulary		Synonyms	
<i>Find the meaning of the following words using a dictionary.</i>		<i>Write synonyms for the following words as used in the passage.</i>	
1. savvy	6. adept	1. nurture	6. adept
2. nurture	7. validate	2. tragic	7. genuine
3. expose	8. hone	3. flaws	8. acceptance
4. anonymously	9. discretion	4. connect	9. unusual
5. genuine	10. prudence	5. responsibility	10. prudence

C. Letter Writing

Plan and write a letter to your principal telling him/her about how important technology has become for the students and the need to introduce e-learning platforms in your school. Use your name and address.

D.

Research and Presentation

- ◆ In groups, carry out research on the most common forms of social media in Fiji, cyber bullying and its impacts and the impact of social media.
- ◆ Put your ideas on a chart, poster or prepare a power point presentation.
- ◆ Present to the class and contribute towards class discussions.



Language Focus

A. Vocabulary

Fill in the blank spaces in the sentences below using the correct form of the words from the list. Find the definition of the following words using a dictionary before answering the questions.

re-establish	suspicious	unaware	reassured	conceal	bewildered	extinct
unique	fascinated	purified	neglect	unheeded		

- The two strangers were behaving in a very _____ way. One was hiding behind a newspaper, while the other was peeping over the office-girl's shoulder. However, she was _____ that he was there because she was so busy typing.
- The people of Bunikesea were _____ by the village Head, who said that the town's water supply was carefully _____ before being pumped to their houses. He said they had no need to fear about water borne diseases.
- That coin is _____. You won't find another one like it anywhere else in the world.
- I was _____ by the film. At the end I still wasn't sure who had killed the hero.
- Don't _____ to study hard every day, and if this warning goes _____ you may fail your examination.
- A certain type of whale may soon become _____, just as dinosaurs did millions of years ago, unless people stop killing them to _____ themselves.

B. Confused Pairs

Choose the correct form of the word from the pair given to fill in the blank spaces in the sentences given below.

- _____ for Thomas, who did not take part, we all _____ the award.
(accept/ except)
- The visit of the _____ man is _____. (eminent/ imminent)
- The refrigerator will _____ a bad smell if you _____ to clean it. (emit/ omit)
- All office _____ are reminded not to make _____ phone calls. (personal/ personnel)
- You are _____ to read _____ during this lesson. (allowed/ aloud)
- Bring _____ guitars and _____ friends. _____ all invited to my party.
(your/ you're)
- We are going on a picnic _____ the _____ is wet or dry. (weather/ whether)
- A _____ car was found containing boxes of _____. (stationary/ stationery)
- I _____ the cat is ill and I have _____ way of curing it myself. (know/no)
- I did not know you could _____ potatoes. Dad. _____ job! (grate/ great)



Brainstorming

- What is a treasure hunt?
- Have you ever discovered any kind of treasure with your friends?
- Do you like adventurous activities?
- Discuss with your friend some of the activities you love.

Read the passage below and answer the questions that follow.

Treasure Hunt

Danny and Susie were walking to school, when Susie noticed something under the bushes.

“What is that?” Susie asked, as she pointed to the bush.

5 “Hmmm, I’m not sure.” Danny reached down to grab it. It was a book, and it looked old. The title was *Buried Treasure*. He started looking through the book. It was full of different maps that were supposed to lead to buried treasure. “Wow, this book looks great!”

Susie said, “I want to look too, but we’d better get to school before we’re late.” Danny and Susie **anxiously waited** for recess, when they would have time to get a better look at the book.

10 Their friend Fred joined them on the benches at recess time. Susie sat in the middle, holding the book, and turning the pages. Each treasure map had an explanation for where it was found, and what the treasure was supposed to be. The stories were exciting, and Susie, Danny, and Fred let their minds run wild. They wished there was a treasure map in their town for them to explore. What a fun adventure that would be!

They were getting toward the end of the book when a slip of paper fell out. “Wow, this book must be really old, it’s falling apart!” Fred said.

15 Danny opened the paper. It had the name of their town on the top, and it was a map of their town! There was a marking on the map. The friends looked closer. It looked like the markings on the other maps in the book, and that meant one thing: treasure! The end of the school day couldn’t come fast enough - they wanted to go on their own adventure!

20 After school, the friends met at Danny’s house. They had talked to their parents and looked at the treasure map with them, and Danny’s parents had agreed to drive them around to try to find the treasure. The friends piled in the car.

“Where to?” Danny’s dad asked. Susie looked at the map. The trail started at the pool in the middle of town, so Susie told Danny’s dad. Susie gave the map to Fred to take a turn giving directions. He

25 directed them to turn left by the pool, and head towards the library, then handed the map to Danny. Danny looked at the map, and saw that they were almost there! They turned right by the grocery store, and stopped at the park.

30 “What do you think the treasure is?” asked Fred. “I don’t know, but I hope it’s good!” said Danny. When Danny’s dad parked, the friends got out of the car. Now was the hard part, where in the park was the treasure? They started looking around for clues. Finally, Susie yelled out to Danny and Fred, and they came running over.

30 “I found it! At first I didn’t think it was the treasure, because it’s not something we can pick up and take with us, but, when you read it, you’ll see!” Susie said. She pointed to the tree, they were all standing by. On the trunk, someone had carved a message. It said, “The best treasure is a good adventure with good friends!” There were other names carved into the tree.

35 “Wow, that’s true. It was so fun going on a treasure hunt with you both. Let’s sign our names!” The friends carved their names, and Danny’s dad took a picture of them all with the tree. Even though they didn’t get to keep anything, they agreed that it was a great day.

Source: www.learning.com



Activity

A. Story Telling

In pairs, retell the story in your own words.

B. Character study

Describe Susie’s character. What evidence from the text helps you describe her?

C. Vocabulary building

What does “anxiously waited” mean in the 4th paragraph? List few other synonyms of this word?

D. Rewriting

*Rewrite the following sentences into **reported speech**.*

1. “What is that?” Susie asked
2. Susie said, “I want to look too, but we’d better get to school before we’re late.”
3. “Wow, this book must be really old, it’s falling apart!” Fred said.
4. “What do you think the treasure is?” asked Fred.

E. Parts of Speech


Identify **three** examples of each of the following from the passage:

1. proper noun
2. personal pronoun
3. punctuation mark
4. interjection
5. preposition
6. adjective
7. verb
8. adverb

F. Plan and write a diary entry of a similar activity as in the passage you were involved in with your friends.




Speaking & listening

 Describe your favourite leisure activity to the class. Tell the class what is so interesting about this activity.

 Listen attentively to the descriptions by other students and ask questions.



Listening

-  **YouTube** Link: <https://www.youtube.com/watch?v=qoL2p0InWhQ>
- Teacher to access the site given for this activity and prepare 10 questions and have it printed or written on newsprint.
- Show the video or record it as audio on a CD or USB or Mobile devices to be played in class.
- Stop the recording and let students answer the questions.

**For
Teachers**

Teachers can record comprehension passages from *Link 3* or other texts using a suitable media device and prepare Listening comprehension activities.

Speech Writing



Brainstorming

- ◆ What is a speech?
- ◆ What is the difference between a spoken and a written speech?
- ◆ Recall some famous speeches you have heard and discuss with other students in your class.
- ◆ Have you ever written a speech?
- ◆ What is a rhetorical question?

✧ Speech Writing is an art of conveying a message to your audience. The purposes are to: inform, explain or persuade.

Structure and Features

Structure	Features
<p>Introduction - Opening</p> <ul style="list-style-type: none"> ↪ The first lines are important as they draw the attention of the audience to your topic. ↪ Use quotations/anecdote ↪ Welcome the audience ↪ Introduce the topic, provide a brief outline of your speech. <p>Body</p> <ul style="list-style-type: none"> ↪ Each point should be developed in a paragraph each with relevant examples. <p>Conclusion</p> <ul style="list-style-type: none"> ↪ Summarise the main points of your speech. ↪ Provide a question to the audience to ponder upon. ↪ End with a thought or an appeal. 	<ul style="list-style-type: none"> ✧ Enthusiastic, positive and sincere tone ✧ Use of : <ul style="list-style-type: none"> ◆ personal pronouns ◆ direct address ◆ figurative language ◆ humorous words and phrases ◆ emotive vocabulary ◆ pauses ◆ a variety of sentence types ◆ rhetorical questions ◆ exaggeration to impress audience ◆ descriptive words and repetition of key words/phrases for emphasis. ◆ anecdotes

Steps

1

- Choose the topic that is suitable for the speech.
- Identify the purpose and the audience.

2

- Set out an outline for your speech (plan your speech.)
- Think of some figurative language to capture listeners' attention.

3

- Write the content of your speech by listing all the main ideas.
- Pay attention to the places where you will apply gestures and voice variation.

4

- Critically read your speech.
- Practise speaking it out aloud.

- ✧ At Year 9 level, we should be able to write a speech on any topic provided to us. *For example*, Road Safety, Water Safety, Importance of Discipline.
- ✧ We will also learn to write a welcome speech. A **welcome speech** is given at the beginning of an event. It is meant to welcome the attendees or guests and to set the context for the occasion.

Sample

It is my great pleasure to welcome the honourable chief guest, school administrative staff, teachers, parents, guardians and students to this most awaited event of our school calendar, the Annual Prize Giving Day.

Ladies and Gentlemen, this day marks the end of our achievements for the whole year and rewards are going to be handed out to the most deserving students. It is a day also for all the invited guests to witness with pride not only the hard work of your children but your effort as well in ensuring what your child has achieved today.

There is an air of excitement in the hall today as well as for the past week – an excitement that reached its peak yesterday when the hall was being set up followed by the graduation practice.

Moreover, this excitement is about each of you, that is, the entire school community – your teachers, your parents, guardians and other relatives who are very proud of the achievements today. Today, as we gather to celebrate this day, students who have achieved an award will celebrate thus, serving as an inspiration for others to work harder. It also serves to motivate and encourage all of you to work harder next year.

I would like to welcome you all once again and hope that each of you will enjoy the programme today. Let us all celebrate this gift of education together.

Thank you.....



Activity

A. Welcome Speech

As a school prefect, you were asked to introduce the chief guest during your school's Fun Day. Plan and write the text of your speech.

B. Speech

Your school is celebrating the National Sports and Wellness Day. You have been asked by your teacher to deliver a speech on the topic: **Importance of wellness activities**. Plan and write the text of your speech.

C.

Research and Presentation

- ⇒ In pairs, find out about the different types of speeches that you have heard in your school during functions, community events and on television.
- ⇒ Discuss what were the purposes of those types of speeches.
- ⇒ Present your findings to the class and contribute to class discussions.





Comprehension passage



Read out aloud



Brainstorming

- ⇒ Name few resorts in Fiji?
- ⇒ Have you ever been to a resort? Discuss with your friend the resorts you have visited. What was the most significant thing there?
- ⇒ How are resorts different from hotels?
- ⇒ What are the different types of entertainment facilities at the resorts in Fiji?

Study the sample below and answer the questions that follow.

Fiji's FINEST Offer

F\$600 4 nights

Palm Springs Resort

Top award winning 5 star resort



Activity

A. Multiple Choice

- The main purpose of the advertisement is to _____ the resort.
A. inform B. create awareness C. promote D. increase expenditure
- An example of a **superlative** used in the advertisement is
A. offer. B. credit. C. seven. D. finest.
- FIJI'S FINEST** is an example of
A. alliteration B. personification C. simile D. metaphor
- Identify the best source of this information.
A. Newspaper B. Magazine C. Internet D. Radio
- The target audience of this service are the
A. locals. B. tourists. C. civil servants. D. businessmen.

B. Diary Entry

Plan and write a diary entry of a day you visited a well-known resort in Fiji with your friends.

C.

Telephone Conversation: Writing, Listening and Speaking

- Imagine you are a tourist interested in visiting beautiful places in Fiji. After reading a few magazines and brochures, you decide to visit one of the places.
- In **pairs**, write a **telephone conversation** you will have with the travel agency regarding the trip you are going to have. Act out this conversation.
- Your conversation may include information about:
 - ★ The best time of the year to visit the place.
 - ★ How can you get there and what are the activities you can involve yourself in.



A. Vocabulary

Choose the words from the list below to fill in the blanks in the sentences given below.

mutter	scattered	revealed	deliberately	shallow	frail	casualties	exposed
summoned	soaked						

1. It is safe for young children to swim there because the water is quite _____. It is only a foot deep.
2. The prisoner was asked to wait outside the court-house until someone came to call him. He was told he would be _____ by a police officer to appear in court.
3. Martin's coloured shirt hung outside on the clothes line, _____ to the sun for many days. When he eventually took it off the line, he found that the bright colours had faded.
4. When Merewalesi spilled some tea on the mat, it _____ through and left a mark on the floor.
5. When the poster from the back wall was taken down, it _____ a large hole in the wall.
6. When Sarita heard the faint sound at the door, she opened it. There lay a _____ looking dog which had obviously not eaten for some days and was too weak to stand.
7. When the bus ran off the road into the valley, many people were injured. There were too many _____ for the ambulances to transport to the hospital, so private cars were also used.
8. The necklace made of tiny beads broke and the beads _____ all over the floor.
9. When Salote was called to the principal's office, her friend was heard to _____, "She's going to get it."
10. When Sami beat the full-back and raced for the goal, the full-back _____ tripped him to stop him from scoring.

B. Rewriting

Rewrite the sentences given below according to the instructions given in brackets.

1. "Social media is not bad if we use it responsibly," Krystal told Laura. (Rewrite into **Reported speech**)
2. Social media provides genuine support. (Change to **passive voice**)
3. Zar told Uraia that he had posted their picture on Facebook the previous day. (Rewrite in **Direct Speech**)
4. Tevita didn't come to school. He missed the test. (Join the sentences beginning with: **If Tevita**)
5. Sally was chatting with her friends on Facebook. She didn't complete her homework. (Join using : **as a result**)

Letter of Invitation



Brainstorming

- When do you write a letter of Invitation?
 - Have you ever written a letter to invite someone? Discuss with your friend.
 - Recap on the features of a formal letter.
 - Provide examples of situations where you need to write a formal letter to invite someone.
- ✧ A letter of invitation is a request for the presence of an individual, or group of people or an organisation to attend an event, a ceremony, or a function.
- ✧ An invitation can also be sent via an email.

Sample

Question

Your name is Jovesi Ratu or Siya Singh. You are the Head Boy or Head Girl of Wonder High School, P.O. Box 159, Ba.

Your school is creating awareness on ‘fire’ as it is the calendared theme for the school week. As such, you are required to write a letter to: The Secretary, National Fire Authority, Ba, inviting him to be the guest speaker for the day. The theme for the campaign is “Be Cautious, Prevent Fire”.

In your letter, mention the following:

- i. the purpose of your letter;
- ii. your reason for inviting him;
- iii. the plan or programme for the day; and
- iv. any other necessary information.

Plan	SAMPLE
Paragraph 1 : Purpose of the letter ♦ To invite the Secretary to Fire Awareness Campaign	Wonder High School P O Box 159 Ba 20th March 2019
Paragraph 2 : Reason for awareness	The Secretary National Fire Authority Ba

<p>♦ To educate students on ways to prevent fires</p> <p>Paragraph 3 : Plan/ Programme</p> <p>♦ <u>Date</u>- 10 April 2019</p> <p>♦ <u>Time</u>- 9 a.m.</p> <p>♦ <u>Venue</u>- School</p> <p>♦ <u>Activities</u>- role plays, speeches, poem recitation, video clips</p> <p>Paragraph 4 : Assistance</p> <p>♦ Give a speech</p> <p>♦ Arrange for a fire drill team</p> <p>Paragraph 5 : Necessary information</p> <p>♦ Contact person and contact address/ phone number</p> <p>Paragraph 6 : Conclusion</p>	<p>Dear Sir/ Madam</p> <p><u>Re: Invitation to a Fire Awareness Campaign</u></p> <p>We are pleased to invite you to Fire Awareness Campaign which will be held at our school to raise awareness among the students on ways to prevent house fire.</p> <p>This awareness campaign aims to enlighten students on preventive measures they can take to avoid damage to their properties as well as safety of their own lives from house fires.</p> <p>As such, the school has decided to hold the awareness campaign on 10th May, 2019 at our school, from 9 a.m. There will be some role plays, speeches, and poetry recitation by the students. A video clip will also be presented to the students showing the consequences of house fires.</p> <p>It would be appreciated if you could deliver a speech to the students on the theme “Be Cautious, Prevent Fires”. We will also appreciate if you can arrange for a team to present a fire drill for the students.</p> <p>We sincerely hope that the date and the time that we have mentioned is suitable to your schedule. If not, perhaps you can suggest an alternative date and time. You can contact the school on mobile 9003540 for any enquiries. We look forward to a positive confirmation.</p> <p>Yours faithfully <i>Ratu Jovesi / Siya Singh</i> Ratu Jovesi/ Siya Singh</p>
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Activity

A. You are Ana Fugawai or Taitusi Dautu, the class captain of Year 902 at Vailomani College, P.O.Box 333, Nausori. You have been asked by your English teacher to write a letter of invitation to the Director of Vunisa Music Company to be the chief guest at the Talent Show Night in your school on the 5th of August.

You can use a fictitious address. Lay out your letter appropriately.

B. Your name is David Kumar or Joyce Dina and you are the President of the Student Council at Divinity High School, 1102 Spring Lane, Nadi. You are concerned about the importance of road safety in your community, so your school is organising a workshop.

Write a letter to the Chief Executive Officer (CEO) of the Land Transport Authority, P. O. Box 789, Suva, inviting him to be the Chief Guest for the day. In your letter, state the date, time and four other important information that the CEO needs to know. You may request for pamphlets, posters and charts. Set out your letter appropriately.

Short Story



Brainstorming

- ◆ What is a short story?
- ◆ What is the title of the last short story you have read?
- ◆ List the difference between a short story and a novel?
- ◆ Would you like to write a short story one day?
- ◆ Recap on the plot components and method of narration.

What Is a Short Story?

- 📖 A short story is a work of short, narrative prose that is usually centered on one single event.
- 📖 It can be read in one sitting or an hour.
- 📖 It is limited in scope and has an introduction, body and conclusion.

Setting - description of where and when the story takes place. There is only one or two compared to a novel.

Characterisation - reveals how the characters in the story are described. Short stories have fewer characters compared to a novel. The focus is usually on one central character or protagonist.

Narrator and Point of view -

The narrator is the person telling the story.

Point of view is from whose eyes the story is being told.

Short stories tend to be told through one character's point of view.

Short story Elements



Plot - It is the main sequence of events that make up the story. Plot in short stories is usually centered around one experience or significant moment.

Theme - is the main idea, lesson, or message in the short story.

Relevance – how the ideas or the themes relate to our lives and society.

Style – refers to how the story is written, how it is organised and how the author has used language (vocabulary, figures of speech) to convey the mood and atmosphere and to describe the people, places and events. Style includes language, vocabulary, use of imagery, tone, figurative language, symbolism and method of narration.

During Reading

Check for the following:

Setting	<ul style="list-style-type: none"> ◆ When was the story written - the present, the future or the past? ◆ How is the setting created - consider geography, weather, time of day, social circumstances, society, values, people (Physical and social setting). ◆ The importance of that particular setting to the entire event or to the theme.
Characterisation	<ul style="list-style-type: none"> ◆ Who is the main character? ◆ How are the characters described through their physical appearance, thoughts and feelings, and interaction? ◆ Note the minor characters.
Plot	<ul style="list-style-type: none"> ◆ What is the structure of the plot? ◆ Identify the most important event? Does it give a lesson? ◆ What is the climax? ◆ Who faces the conflict/problem? ◆ How is the conflict resolved?
Narrator and Point of View	<ul style="list-style-type: none"> ◆ Who is the narrator or speaker in the story? ◆ Does the author speak through the main character? ◆ Is the story written in the first person “I” point of view? ◆ Is the story written in a detached third person “he/she” point of view? ◆ Is there an “all-knowing” third person who can reveal what all the characters are thinking and doing at all times and in all places?
Theme and Relevance	<ul style="list-style-type: none"> ◆ Check how the theme is expressed? ◆ Is there more than one theme? ◆ How is it relevant to you or your society? ◆ Why should we apply these themes to our lives?
Style	<ul style="list-style-type: none"> ◆ What is the mood of the story? ◆ Are there figures of speech and other imagery used? Provide examples. ◆ Are there dialogues used? Identify the language and vocabulary used. ◆ Is the title appropriate and relevant to the content?

Research and Presentation

- ✂ In groups, find about the different **types of short stories** and the distinctive features of these short stories. Include examples of famous short stories of each type.
- ✂ Compile all information in a chart, poster or power point and present to the class. Contribute to class discussions and note down presentations by other students.



Activity

A. Vocabulary

 Read the short story: **Matupit's First Businessman**

1. List 10 words in your book and **define** these using a dictionary.
2. Find the **synonyms** for these words. See if these help you understand the context or the story better.
3. Find out how well the words fit in the short story above.

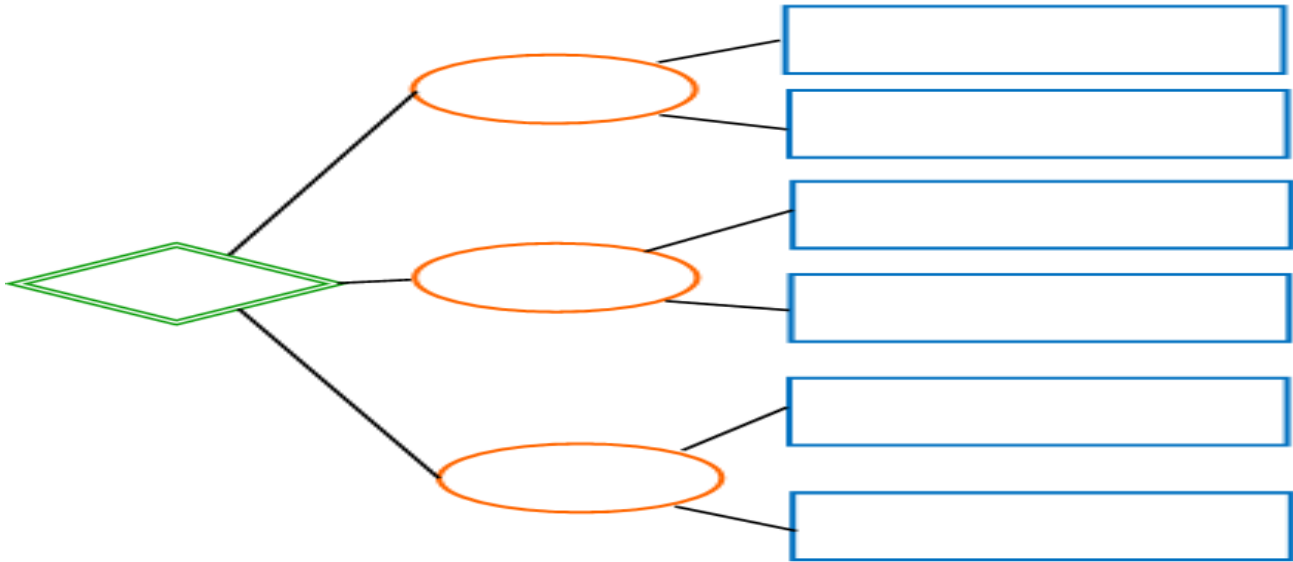


B. Create a **STORY MAP** similar to the one given below, on **Matupit's First Businessman**.

Title		Author		Lessons/ Themes 1. 2. 3.
Setting		Characters		
Plot (beginning) <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Plot (middle) <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Plot (end) <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	❖ State lesson ❖ Explanation ❖ Example from the short story to support	
Style of Writing	Method of Narration	Significant incident	Relevance	

C. Fill in the CHARACTER MAP given below.

- ✍ Write the name of the story inside the diamond.
- ✍ Write characters in each of the oval. If there are more characters, draw more ovals.
- ✍ Fill in the characteristics/ quality of each character in the rectangles.



D. Short Stories : Analysis

After studying all the four short stories for Year 9, use the format below to summarise all short stories.

	Short story 1	Short story 2	Short story 3	Short story 4
Title				
Author's name				
Setting and Background				
What is the story about?				
Method of narration and significance of title.				
Theme /relevance to you and society				
Your reactions/ thoughts				
Style used by the author with examples.				
Important or significant incident/lesson				
Main character and qualities				
Other characters				



Further Activities

A. Letter Writing

Plan and write a letter to the author of any **one** short story. Express your feelings about the short story and enquire about his/her other collections and its availability.

B. Narrative Writing

Plan and write a narrative essay on **one** of the themes from any one of the short stories that you have studied.

C. Gallery Walk

- a) Sketch some images or scenes from the four short stories that you have studied.
- b) Display these images on the walls of the classroom.
- c) Do a gallery walk and identify the images.

D. Comic Strips

Create a comic strip using the dialogues from any short story you have studied. You may add this to your gallery.

E. Story Review

Write a review of 100-150 words on a short story of your choice.

F. Role-Play

Get into groups of four and act out any scene from the story. [Remember, this will be assessed by the teacher in terms of non-verbal communication, dialogue write-up, organisation etc. and the best group presentation will be awarded/acknowledged.]

Teacher and Student Challenge

- Make posters on the short story themes and settings. Use appropriate illustrations.
- Be creative and imaginative.
- All work done may go on the classroom walls for display.



Quiz Time

A. Spelling Test

[20 marks]

The teacher will give a spelling test. This will be any twenty words from Unit 4.

B. Word Forms

[5 marks]

Write the correct form of the words in brackets in the sentences given below.

1. Edwin enjoyed _____(**watch**) the *Harry Potter* movie.
2. This movie _____(**entertain**) and raised audience expectations of the magical world.
3. The special magic in *Harry Potter* films have become _____(**increase**) important in selling a film.
4. The film was a box office success because the magicians were amazingly _____(**realist**).
5. People were simply _____(**motivate**) enough to want to go and see them many times.

C. Error Identification

[5 marks]

Identify the error in the sentences given below and correct it.

5. Neither the teacher nor the students is responsible for the damage in the science lab.
6. He didn't liked the comment made by the principal regarding his dressing.
7. Mr Balebina likes his proffession.
8. Deepak hid beside the tree.
9. Although Daksha didn't like the movie, but she watched it till the end.

D. Short stories

[10 marks]

Choose any **two short stories** you have studied and fill in the table below with appropriate information.

	Short Story 1	Short Story 2	Mark allocation
Title			1m
Author			1m
Main idea			2m
Two styles			4m
Relevance			2m

Unit 5

Revision Activities



Formal Writing

Expository Essay

1. The conservation of natural resources is vital
2. Road safety is everyone's responsibility
3. Water safety is everyone's concern
4. Young people need to be physically active
5. Impact of mass media on our lifestyle
6. Care for the elderly is important
7. Awareness against corruption begins at home
8. Promoting healthy eating habits in schools
9. The need to conserve marine resources
10. Child abuse is a crime

Speech

1. Your school is organising a parents' meeting for all Year 9 parents on an evening in Week 5 of Term 1. This will be an opportunity for the parents of Year 9 students to meet all the Year 9 teachers for the first time. As the Form Prefect of your level, you have been asked by your school Principal to deliver the welcome speech.
Write the text of your speech.
2. Your school is celebrating World Book Day and has invited the Education Officer in your district to be part of your celebrations. As the Head Girl/Head Boy of the school, you have been asked by your school Principal to deliver the welcome speech.
Write the text of your speech.

Book Report

1. Write a book report about a story book you enjoyed reading this year.
2. Write a book report of the novel you have studied this year.

Letter

1. You are the Year Captain of Year 901 and your English teacher has requested you to write to the Head, Learning and Teaching of Ministry of Education, Suva:
 - (i) enquiring if there is a catalogue for audio visual resources that can be sent to your school;
 - (ii) enquiring if the CD on the novel *The Silent One* is available as your class needs to watch the movie before reading the novel; and
 - (iii) explaining that your class will be studying the novel in Term 2 of Year 9 in 2019.

Use the following address: Bonu High School, Private Mail Bag, Nasinu.

2. Your school has been invited by the Hibiscus Festival Committee to perform a maximum of three items during the Hibiscus Festival Week. As the school Head Girl/Head Boy, you have been asked by your school Principal to respond to that letter of invitation on behalf of the school. In your reply:
 - (i) thank the Secretary of the Hibiscus Festival Committee for their kind invitation;
 - (ii) indicate whether the school is accepting the invitation or not;
 - (iii) indicate whether the school accepts the invitation and indicate the number of students representing. If the school cannot make it, state the reason; and
 - (iv) enquire about any other relevant information you may need to know.

3. Your name is Luisa Singh or Jonathan Miller and your address is 97 Loloma Street, Suva. You are a member of your Community Neighbourhood Watch Zone.

Write a letter to the Commissioner of Police, Suva, inviting him to be the Chief Guest at the opening of Crime Awareness week in your community. In your letter, state:

- an issue you want him to address;
- the programme of the Opening day; and
- a request for specific assistance.

Layout your letter appropriately.

Personal Writing

1. The theme for this Question is: **Healthy Lifestyle**

(a) **Narrative Essay**

Write a Narrative Essay including the sentence below in any part of your writing.

I finally realised that healthy living choices are very important in life.

(b) **Diary Entry**

Your Form/Year teacher has introduced 'Fruit Day' for your class to ensure that all students eat fruits at least once a week. This programme takes place every Thursday. All the children bring fruits, share and eat together.

Write a diary entry describing your feelings on the first day you took part in the Fruit Day.

(c) **Letter to a Friend**

Write a letter to your best friend telling him/her about your experience after being admitted at the hospital for 2 days due to dehydration. Use your name and address.

(d) **Conversation**

Your friend has always been weak although he has no diseases. Knowing his personal habits, you want to stress on the importance of healthy eating to him. Write a conversation between your friend and you advising him to be more attentive to his health and eating habits.

(e) **Picture:** Use the picture below to write on **any style of personal writing**.



Source: www.fijivillage.com

2. The theme for this Question is: **Marine Conservation**

(a) **Narrative Essay**

Write a narrative essay including the sentence below in any part of your writing.

I looked at the size of the crabs being sold and immediately stopped my father from buying it.

(b) **Diary Entry**

Write a diary entry about your trip to the local beach area which you helped to clean together with your school mates.

(c) **Letter to a Friend**

Write a letter to your friend telling him about the climate change workshop that you took part in. Use your name and address.

(d) **Conversation**

Write a conversation between two friends on why it is important to conserve our marine resources.

(e) **Picture:** Use the picture below to write on **any style of personal writing**.



List of other themes students can write on:

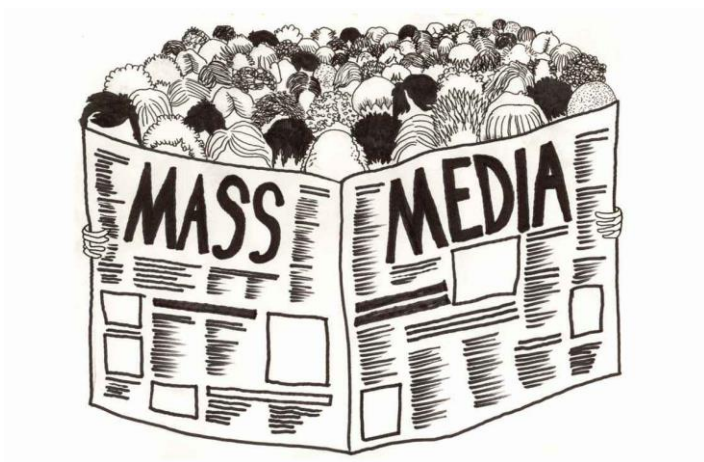
Write on **any style of writing** based on the themes below.

1. Sustainable development
2. Nature
3. Moral values
4. Climate change
5. Leisure activities
6. Respect
7. Discipline
8. Transportation
9. Gender Equality
10. Teamwork

Mass-Media, Library and Dictionary

Mass-Media

A. Study the following cartoon and answer the questions that follow.



1. Define Mass Media by using the cartoon above.
2. What form of mass media is shown in the above picture?

B. Matching

Match the items in **Column A** with their correct definitions in **Column B**.

Column A	Column B
1. Editorial	A. Person who plays music on the radio.
2. Journalist	B. Name of the writer who writes the article in the newspaper.
3. Mass media	C. Person in charge of the practical and financial aspects of a TV programme.
4. DJ	D. Dee Jay
5. Producer	E. An important article in the newspaper that expresses the Editor's opinion.
6. By-line	F. Forms of communication
	G. Reporter or person who collects and writes news stories for a newspaper.

C. Short Answer Questions

Answer the following questions

1. State **two** reasons why direct quotations are important in any newspaper article?
2. List the main parts of a newspaper article.
3. State the target audience most likely to read the entertainment section of newspapers.
4. Identify the strategies used by advertisers to sell their products.
5. Describe the function of slogans in advertisements.
6. Which form of mass media is most effective during natural disasters? Explain why.
7. Explain which type of media you prefer and state the reason for this.
8. What is one advantage of television over radio?
9. What does the radio term – **disc jockey** mean?
10. What is your favourite section in the newspaper? Explain.
11. Which form of mass media would be able to reach the widest audience? State a reason for your answer.
12. What advantage does a mobile phone have over the other forms of mass media?
13. State one advantage radio has over television.
14. Explain one advantage that newspaper has over magazine.
15. Mention three important information that would be found on the front page of any newspaper.
16. List three important information that would be found on the front cover of any magazine.
17. Why do businesses advertise their products?
18. Why do people like reading cartoons?
19. Why do you think the newspapers published on Saturdays in Fiji are quite thick in content/size?
20. Why are newspapers in vernacular languages useful?

Library

1. Which part of a book gives you the list of meanings of difficult or foreign words used in a book?
2. Where can you find information about the publisher and copyright date of a book?
3. State one important rule of the school library.
4. Comment on the use of the Dewey Decimal System?
5. What are two important roles of a Librarian?
6. What are Reference books? Provide **two** examples of reference books.
7. Why are Reference books not allowed out of the library?

Dictionary

A. Study the dictionary entry given below and answer the questions that follow.

vol·ley¹ /'vɒli/ *noun* [C] (*pl.* **vol·leys**) **1** a number of stones, bullets, etc. that are thrown, shot, etc. at the same time: *The soldiers fired a volley over the heads of the crowd.* ♦ (*figurative*) a *volley of abuse* **2** (**SPORTS**) (*in* **TENNIS**, etc.) an act of hitting the ball before it touches the ground

1. Identify the headword in the entry above. (1 mark)
2. How many meanings does the headword have? (1 mark)
3. What do the following abbreviations mean? (1 mark)
 - [C]
 - *pl*
4. Write an original sentence using the headword (1 mark)
5. What appears straight after the headword? (1 mark)

B. Study the dictionary entry given below and answer the questions that follow.

vor·tex /'vɔrtɛks/ *noun* [C] (*pl.* **vor·tex·es** or **vor·tices** /-tɪsɪz/) **1** a mass of air, water, etc. that spins around very fast and pulls things into its center **2** a very powerful feeling, force, or situation that you cannot avoid or escape from: *They were both caught up in a whirling vortex of emotion.*

1. Identify the headword in the entry above. (1 mark)
2. Which part of speech is the headword? (1 mark)
3. What follows the headword? (1 mark)
4. How many syllables are there in the headword? (1 mark)
5. Which syllable is stressed? (1 mark)
6. List two derivatives of the headword. (1 mark)



Passage 1

HON PM BAINIMARAMA'S SPEECH AT THE LAUNCHING OF RUGBY SEVENS COMMEMORATIVE BANKNOTES AND COINS

Bula Vinaka and a very Good Evening to you all. I'm delighted to be here this evening as we **commemorate** one of the most momentous occasions in Fijian history – the gold medal victory of our Rugby Sevens heroes at the 2016 Rio Olympics. A moment that no Fijian will ever forget, when we took home our first-ever Olympic Gold medal. Tonight, that victory will be immortalised with the launch of a commemorative banknote and coin that honour our players, coaches and staff and give their victory the ever-lasting place in our history it deserves.

The colours, the vivid imagery and the iconic designs in our bank notes and coinage all represent Fiji. Our coinage has received international acclaim for that very reason. It has been five years since the Reserve Bank of Fiji revamped our currency. Hence, it is safe to say, the images that we choose to place on our coinage carry enormous importance, because it says so much about who we are as a nation. Our national narrative is woven into the depictions and symbolism on our currency, and, together, those images proudly display our story to the world.

In 2012, when we honoured the now Assistant Minister for Sports, Hon. Iliesa Delana's gold medal victory at the Paralympics with a commemorative coin, it was because his victory embodied the resilience, determination and tenacity of the Fijian spirit. It was an achievement that showed the world that, regardless of our small size, we can compete with the best of the best in sport. This commemoration is an acknowledgement, not only of the tremendous **feat** you accomplished, but for the meaning it held for every Fijian man, woman and child.

In Fiji, rugby is an intimate part of our collective identity. No nation rivals the passion, the energy and the raw emotion that Fijian ruggers and fans bring to the game. **No nation can match our achievement relative to the size of our country.** When Ben Ryan or Ratu Peni, Osea and the boys took Fijian rugby to the largest stage in the world and came away victorious, it was a win that meant the world to every single Fijian. Victory came at a time when we desperately needed a source of inspiration, as we were still reeling from the disastrous effects of Cyclone Winston.

Thank you again for what you did for your nation and for the Fijian people. It was your sweat, grit and drive that assured that victory in Rio. Your three-peat victory at the Hong Kong Sevens not even two weeks ago felt as if I were reliving the Olympic excitement all over again. Congratulations on **that** victory as well, and keep up the good work. As always, you have every ounce of support we can offer.

Adapted from: <http://www.fiji.gov.fj> (2017)

Multiple Choice Questions

1. In line 2, the word **commemorate** is similar to
- A. ignore. B. accept. C. remind. D. remember.

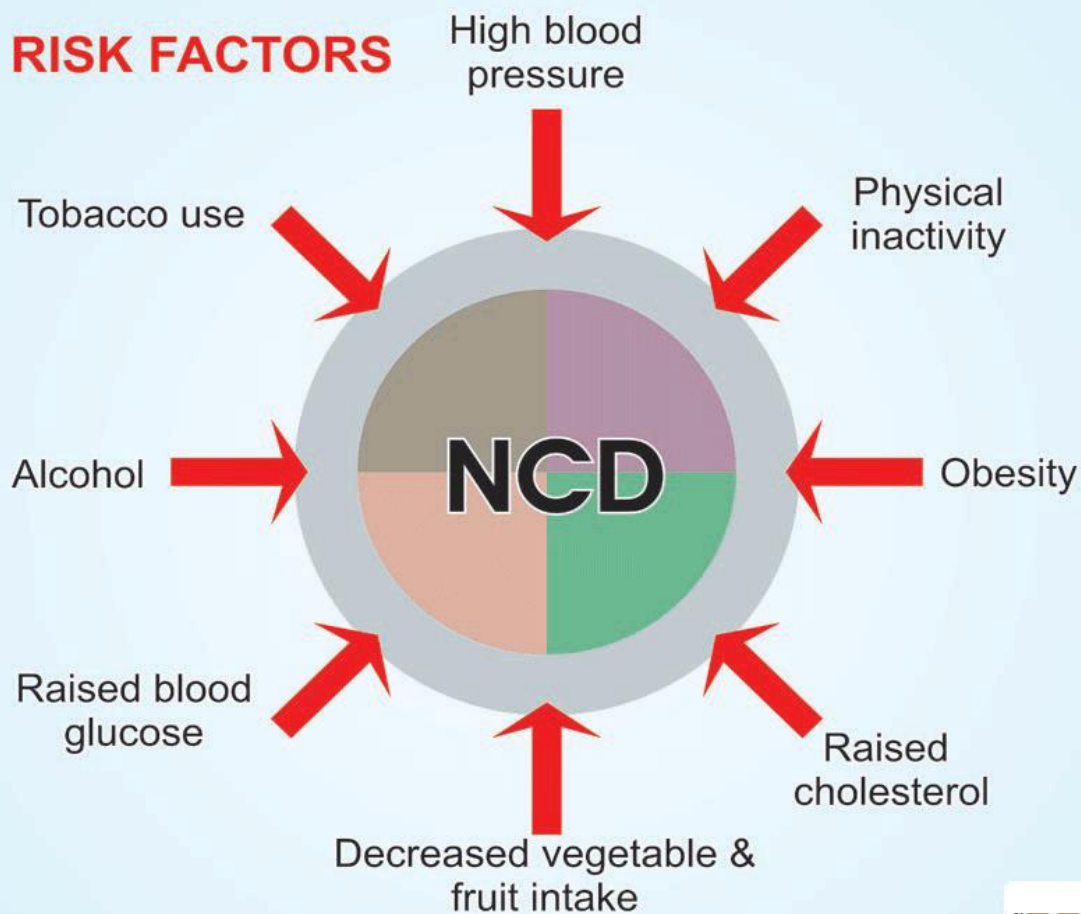
2. What event is being commemorated?
- A. Fiji 7's team's golden win in Rio. B. Fiji's suffering from cyclone Winston.
 C. Iliesa Delana's victory in the Paralympics. D. The recognition of our bank notes in the world.
3. The occasion commemorated is momentous because
- A. it marked Fiji's first gold medal in the Olympics.
 B. it marked Fiji's first gold medal in the Paralympics.
 C. it honoured the players and coach of the Fiji 7's team.
 D. a commemorative bank note is being launched to mark the occasion.
4. **According to the passage**, in what way was the above event commemorated?
- A. National celebrations in Suva. B. Announcement of a public holiday.
 C. Distributing \$30,000 to each player. D. Launching of new bank notes and coins.
5. What point is the Prime Minister trying to make in paragraph 2?
- A. Fiji needs to update its bank notes and coin designs.
 B. The designs on our notes and coins represent our story.
 C. Our notes and coins have been declared the best in the world.
 D. The Reserve Bank of Fiji is to be acknowledged for revamping our currency.
6. Identify a synonym for the word **feat** in paragraph 3.
- A. Resilience B. Unbeatable C. Achievement D. Commemoration
7. In which year did the Reserve Bank of Fiji revamp the notes and coins in Fiji?
- A. 2011 B. 2012 C. 2016 D. 2017
8. What does the sentence **No nation can match our achievement relative to the size of our country** imply about Fiji?
- A. Fiji is able to achieve great things despite its small size.
 B. Fiji is unable to achieve great things because of its small size.
 C. Fiji has achieved greater things compared to other countries.
 D. Fiji is able to achieve great things with the assistance of other countries.
9. What does the word **that** in paragraph 5 refer to?
- A. Fiji's IRB series victory in 2016.
 B. Fiji's victory at the Rio Olympics in 2016.
 C. Fiji's victory at the Hong Kong 7's in 2016.
 D. Fiji's victory at the Hong Kong 7's in 2017.
10. Who is the speaker addressing in the last paragraph?
- A. The people of Fiji. B. The government of Fiji.
 C. The Hong Kong 7's champions. D. The Rio Olympics 7's Champions.

NON COMMUNICABLE DISEASES (NCDs)

NON COMMUNICABLE DISEASES INCLUDE

- **Cardiovascular disease (CVD)**
- **Diabetes Mellitus (DM)**
- **Chronic obstructive pulmonary disease (COPD)**
- **Cancer**

RISK FACTORS



Source: www.google.com

Multiple Choice

1. The main purpose of the above chart is to
A. inform. B. advertise. C. promote. D. make profit.
2. How many risk factors are described in the information given above?
A. Nine B. Three C. Four D. Eight
3. The abbreviation CVD stands for
A. Diabetes Mellitus. B. Chronic Obstructive Pulmonary Disease.
C. Cardiovascular Disease. D. Non Communicable Disease.
4. Identify the best source from where this information has been taken from.
A. Newspaper B. Magazine C. Internet D. Radio
5. Some examples of NCDs are
A. diabetes, cancer and obesity. B. blood pressure, obesity and cardiovascular diseases.
C. cholesterol and cardiovascular diseases. D. cancer and diabetes.

Passage 3

	<p>I could still remember that on hot lazy afternoons when I felt like snacking, I would raid my mother's peanut butter jar. I would scoop a heaping spoonful of the smooth peanut butter and lick it like ice cream. I would repeat the ritual until it would almost ruin my appetite for dinner.</p>
5	<p>Then, as I got older, I realised how much fat peanuts contained and had sworn that I would never indulge in that habit ever again.</p>
10	<p>Well, I have to eat my words now. Thanks to recent research, I found that nuts can help to ward off diseases. One cannot eat excessive amount of nuts but with care and awareness, I can now afford to go back to my childhood habit once more, albeit this time, I restrict myself to only a spoonful. At least, I kept telling myself, I am doing myself a favour by not having that afternoon cookie or muffin!</p>
15	<p>Why do I go back to my pre-adolescent pleasure? Well, I found that the more nuts we eat, particularly almonds, the lower our levels of low-density lipoprotein (LDL) cholesterol become. However, what to watch out for would be the fact that nuts are actually high in calories and fat. Imagine, 15 cashew nuts for instance, contain 180 kilocalories!</p> <p>So, snacking on nuts may then be a tricky business. Why? Do you honestly think that one will impose self-discipline to stop at 15 delicious Cashew nuts? Far from it! Chances are, one will tend to over-snack on nuts. The key to healthy eating is moderation. Nuts can definitely be a part of a</p>

	healthy diet if one allows it.
20	One of the more ideal approaches will be to still enjoy nuts but instead of adding the nuts to one's diet, consider replacing some of the food items in one's daily meals, especially those that are high in saturated fats, with them. For instance, instead of adding chocolate chips when making cookies, replace the chips with nuts.
25	So, what do I do now when I have that urge to snack on those hot afternoons? I will make sure that I will limit myself to just one precious spoonful. This time around, as an adult, I do not get that overstuffed feeling after spoonful of peanut butter. In fact, I enjoy that satisfying fuzzy feeling one gets when one indulges in one's favourite snack; yet, I still feel that I am in control over what I eat. If I still do get a little puckish, I would go for fruits and perhaps a cashew nut or two!

Source: www.google.com

Multiple Choice

- As a child, the writer would snack on
 - a spoonful of peanut butter before dinner.
 - a few spoonful of peanut butter before dinner.
 - a jar of peanut butter after dinner.
 - enough peanut butter that would ruin her appetite for dinner
- When the writer got older, what was it that made her give up her habit?
 - It was the fact that the spoon contained fat.
 - She found that she got fat from eating peanut butter.
 - She found out that nuts contained a lot of fat.
 - The habit was rather frightening.
- What made the writer go back to her habit?
 - She found out that nuts can help to ward off diseases.
 - She wants to raise her LDL cholesterol level.
 - She found out that nuts contained a lot of fat.
 - The habit can be rather frightening.
- Why did the writer mention that eating nuts is a tricky business?
 - One will tend to eat a lot at one go.
 - It is messy to eat nuts.
 - We need to be self-disciplined.
 - One must learn to eat only 15 cashew nuts.
- What would the writer do now if she is still feeling hungry after snacking?
 - She eats another spoonful of peanut butter.
 - She will then have her dinner.
 - She will have fruits.
 - She will have peanut butter for dinner again.

Language Worksheet

Gap Filling

Fill in the gaps in the passage below with the appropriate words.

Climate change clubs

CLIMATE change clubs ____1____ been established in two secondary schools in Labasa aimed ____2____ involving students in projects that deals with climate change impacts.

Founded by Fiji National University lecturer Pardeep Lal, the 35 club members of Waiqele College and Bulileka College are tasked ____3____ various projects. Mr Lal said the support from teachers had been tremendous.

"Teachers have been ____4____ the club members and these projects are ongoing and more students ____5____ join next year and thereafter," he said. "There are four main activities and projects ____6____ are designed for students. These are school-based projects and cuts ____7____ different subject areas.

"The projects are tree-planting project, composting, utilising the ____8____ of reducing and recycling, sorting out and separating rubbish-plastics and papers.

"Plastics are not ____9____ in incinerators for burning and education and awareness are also held together with accompanying articles on environment and climate ____10____ on the notice boards."

Mr Lal said the club members would initially start with school-based programs.

Source: <https://www.fijitimes.com>

Parts of Speech

Identify the part of speech of the words in bold print in the sentences below.

1. **We** reported the **theft** to the police.
2. My **computer** broke down **yesterday**.
3. **The** journey was **really** tiring and uncomfortable.
4. We could not **see** the man's face **clearly** as it was dark.
5. "Did you learn **anything** interesting at the **seminar**?" he inquired.
6. The air was filled with the **sweet** smell of traditional **Indian** delicacies.
7. Of **all** the subjects I studied at high school, Chemistry was my **favourite**.
8. They are **happily** married and have a five-month **old** baby.
9. I am concerned **about** my **children's** future.
10. We bumped into the estate agent's **wife** on the **way** to the bank.

Language Worksheet

Confused Pairs

Choose the correct word from the pair given in brackets to complete the sentences given below.

1. His (**principle / principal**) reason for learning Chinese was work related.
2. If you (**lose / loose**) your book, you will have to replace it yourself.
3. The man sitting in the corner was (**formally / formerly**) the principal of my school.
4. He is not (**eligible / illegible**) to enter the competition since he is not a citizen.
5. Doctors must be very (**discreet / discrete**) in dealing with their patients.
6. The town (**council / counsel**) is trying hard to improve the environment.
7. After five hours of (**continual / continuous**) rain, the sun finally shone.
8. The opposing factions could not agree on a solution so war was (**imminent / eminent**).
9. The school was (**formerly / formally**) opened by an (**imminent / eminent**) writer.
10. Her parents were (**dissatisfied / unsatisfied**) with her progress at the school so they went to talk to the Principal.

Word Formation

Write down the correct forms of the words in brackets to complete the sentences below.

1. Rakesh was asked to give an _____ (**explain**) for his late arrival.
2. Whenever I need a _____ (**sympathy**) ear, I always turn to my friend, Tuliana.
3. She is a good _____ (**converse**), so don't worry about talking to her.
4. She was a kind and _____ woman (**cheer**).
5. We are _____ with your work (**impression**).
6. They approached the stern teacher _____ (**hesitate**).
7. You do not have to be _____ (**defend**) whenever you are criticised.
8. She _____ (**sacrifice**) everything for her children
9. This is a _____ (**person**) matter, please don't interfere," shouted the angry man.
10. The students gave _____ (**minute**) details of their experiments.

Language Worksheet

Prepositions

Use appropriate prepositions to fill in the blank spaces in the sentences below.

1. You must apologise _____ your rude behaviour.
2. The curious child eagerly begged _____ an answer to the riddle.
3. He was confident that he will be coming first _____ the examination.
4. I ran _____ my teacher at the show last night.
5. She is extremely anxious _____ an interview next week.
6. What a contrast _____ the two siblings!
7. The brothers fought _____ their father's property.
8. You can cut the string _____ these scissors.
9. My friends called _____ me yesterday.
10. Rehana often boasts _____ her success.

Proofreading

There is one error in each sentence. Write the error and its correction.

Sentence	Error	Correction
1. There's no real possibility of them changing their minds.		
2. We have a real chance of success.		
3. Why are you looking at me like that.		
4. My mum is very sick so she didn't cook today.		
5. It was careless of her to repeat that mistake.		
6. It is no use worrying about it.		
7. My parents paid for her accommodation.		
8. The new device will make work easier.		
9. While the family was away, some burglars broke into and ransacked the house.		
10. As I was walking along the sandy beach, I spotted a bottle floating in the water.		
11. His mother, together with his cousins, are going to visit him tomorrow.		
12. He is the sole survivor of the air crash.		

Language Worksheet

Agreement

Choose the correct form of the verbs in brackets.

1. Either my shoes or your hat (**is / are**) always on the floor.
2. Over the ripples (**glide/ glides**) a small canoe.
3. The news of the discovery (**is / are**) spreading.
4. The chief guest, together with his wife, (**greet/ greet**) the students cordially.
5. Neither Pauliasi nor Jone (**has/have**) any right to the property.
6. No prize or medal (**was/is**) given to the boy, though he came first in the examination.
7. Either Mary or Alice (**is/are**) responsible for this.
8. Neither the doctor nor his colleagues (**have/has**) given an explanation for this.
9. One of my friends (**has/have**) been awarded a scholarship to study in Australia.
10. Each of the mothers (**was/were**) given a present.

Completion

Complete the following sentences using 5 to 8 words.

1. Despite the flood warning, _____.
2. _____ because she didn't listen to her parents.
3. Although she had everything, _____.
4. _____ instead of choosing one question only.
5. I will have to choose between my friend and brother because _____.
6. If I had enough money, _____.
7. _____ so the doctor prescribed her some medicine.
8. _____ I couldn't understand her.
9. Even though Sanjay _____.
10. _____ despite the bad weather.
11. My mother scolded me _____.
12. Having already seen the horror movie, _____.
13. Without proper equipment, _____.
14. Thomas advised us that _____.
15. _____ so she is proud of herself.

Language Worksheet

Rewriting

Rewrite the following sentences according to the instructions given in the brackets.

1. "Have you walked alone, this long distance today?" he asked Reema. **(Begin: He asked Reema if.....)**

2. The detective interrogated the suspect closely for over three hours. **(Begin: The suspect.....)**

3. In spite of all her efforts, Susan did not succeed. **(Begin: Despite.....)**

4. If the actress relents, she will get a chance in his new film. **(Use: 'unless')**

5. "Will you help me?" said the boy to the teacher. **(Rewrite in Reported speech)**

6. To the best of my knowledge, he is vegetarian. **(Begin: As far as)**

7. The babysitter cannot leave unless I permit him. **(Use: without)**

8. The medicine did not have an effect on the patient and as a result, she went into a coma. **(Begin: If.....)**

9. The Principal officially opened the new library yesterday. **(Change to passive voice)**

10. The book was returned to the library by Jone. **(Rewrite in the active voice)**

Language Worksheet

Grammar and Vocabulary

Choose the best answer for the questions below.

1. My birthday party was awesome. I can't wait _____ my next birthday comes around.
A. since B. until C. because D. despite
2. The thief jumped _____ the ledge to get away from the guards.
A. at B. through C. along D. off
3. The kingdom was _____ by a wise king and his kind wife.
A. ruling B. ruled C. rules D. rule
4. Brendan and Joyce _____ going to have brunch at the school canteen later.
A. are B. is C. was D. may
5. He just stared _____ at the beautiful woman.
A. stupidly B. awkwardly C. cunningly D. slowly
6. A gift of appreciation _____ to you if you help out at the charity fair.
A. are given B. will be given C. is giving D. was given
7. I believe that everyone _____ their lesson yesterday.
A. has learnt B. learning C. have learnt D. learns
8. Jennis _____ on the job because the workplace is near her home.
A. taking B. took C. was taking D. take
9. You _____ to treat your parents with more respect.
A. will B. may C. can D. ought
10. Doris _____ ever helps with the household chores.
A. hardly B. clearly C. finally D. usually

Literature

Poetry

Choose **any two** poems you have studied this year to answer the following questions.

1. Write the titles and the poets' names.
2. Identify an important theme conveyed in each poem.
3. Describe **one** way in which the poets bring out the main themes.
4. Are the themes in the poems relevant and applicable to real life situations? Discuss your answer giving **one** reason for each poem.
5. Give a reason why you enjoyed reading the poems.

Reading a poem

The Fog

by F.R. McCreary

Slowly the fog,
Hunch-shouldered with a grey face,
Arms wide, advances,
Finger-tips touching the way
Past the dark houses
And dark gardens of roses.
Up the short street from the harbour,
Slowly the fog,
Seeking, seeking;
Arms wide, shoulders hunched,
Searching, searching.
Out to the streets, to the fields,
Slowly the fog –
A blind man hunting the moon

Source: <https://www.thegrid.org>.

Questions

1. In the poem, the fog becomes a person. Name **two** human actions taken on by the fog.
2. What figure of speech is used throughout the whole poem and what effect does it create?
3. Quote **one** verse from the poem that shows that the town is not very far from the sea.

4. What does the poet mean by saying that the fog seems to be like “**A blind man hunting for the moon**”?
5. Describe the mood of the poem?
6. What is the **main** message in the poem?

Reading a poem

Year 9 End

by Amaya Aradhya Singh

The moment has come
for the better or despair.
The moment to say good bye
for the year has come to an end.
The anxiety and struggle
before the exam and competitions.
The secrets and joys
of studying together this year.

The moment of sadness has come
for we are about to depart for our holidays.
The moment when we recall
the good times we shared this year.

The jokes and stories
during our field trips and sports.
The class discussions and presentations
with our endless chats.

Questions

1. What is the occasion in this poem? Give a reason for your answer.
2. What is the mood of the poem? Identify **two** words that contribute to the mood?
3. Identify a figure of speech used and give an example.
4. What does the phrase “**better or despair**” imply?
5. How many stanzas are used?
6. Identify two activities considered as good times for the students in the poem.
7. What can be another suitable title for this poem?
8. What is a lesson learnt from this poem?

Short Stories

Choose **any two** short stories you have studied this year to answer the following questions.

1. Write the titles and authors of the short stories.
2. Identify and describe an important incident in each story.
3. Explain how the above incident links to the title.
4. Discuss an important lesson you have learnt from the incident described above.
5. Discuss with examples **two** stylistic devices used by the author in each story.
6. Discuss **one** important message that the author is trying to convey to the readers.
7. Explain why the short story should be studied by Year 9 students.

Novel

With reference to the novel you have studied this year, answer the following questions.

1. Describe what you think is the most important incident in the novel and give a reason for your answer.
2. Imagine you were the author of this novel. Describe how you would have wanted the story to end and give a reason for your answer.
3. Mention two (2) similarities **OR** differences between your society and the society in the novel you studied.
4. Describe your favourite character.
5. Describe an incident where the character mentioned above is faced with a conflict.
6. Explain what you would have done if you were faced with the same conflict.

Drama

With reference to the play you have studied this year, answer the following questions.

1. Discuss whether the main character has changed from how she/he was at the beginning of the play.
2. What has caused this change?
3. If you were the character in (1) above, would you change likewise? Give a reason to explain your answer.
4. Name one minor character and discuss **one** role he/she plays in the play.
5. Explain how the minor character in (4) above influences a major character.
6. Describe an incident that reveals the minor character's influence in (5) above.

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