

English

Year 9

Unit 1

Acknowledgement: Fiji Ministry of Education 2018



UNIT 1: NATURE

Parts of Speech

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?

Nouns

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 capitalized 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.

Activities

A. Identify and write 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 4 examples of Proper Nouns and 4 examples of Common 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

The first one is done for you.

1. Fijians - *proper, concrete, plural*
2. Tavua - _____
3. honesty - _____
4. happiness - _____
5. bus - _____
6. fishermen - _____
7. 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).

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

E. Plural Nouns

(i) Write the plural form of each singular noun given below.

(ii) Write a sentence with each plural form.

The first one has been done for you.

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.

They 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

who, whom - people

whose - people, animals (to indicate possession)

which - items, animals

that - people, animals, items

Activities

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 were 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

Write these sentences, filling in the blank spaces 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) Write these sentences, filling in the blank spaces 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.

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:

Tenses

walk (present tense) *walked* (past tense) *walked* (past participle)

Activities

A. Write the verbs in each sentence.

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

B. Use the following verbs to write your own original sentences.

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

C. Regular and Irregular Verbs

Write each of the following verbs in a) present tense, b) past tense

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.

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

Adjectives

- describe or modify a noun or a pronoun which give information such as, number, ppearance, quality,

e.g. old, red, good, big, healthy, beautiful.

Shivani wore a red dress. She looked elegant.

- There are three degrees of adjectives used for comparison:

Positive adjective: used to describe only and not to compare

small

young

happy

useful

Comparative adjective: used to compare two things or people.

smaller

younger

happier

more useful

Superlative adjective: used to compare more than two people or things.

smallest

youngest

happiest

most useful

Activities

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

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

(ii) Write your own original sentences using the following adjectives.

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

(iii) Make these into superlative adjectives:

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.

Activities

Identify and write 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

- refers to something specific, e.g. the

Indefinite Articles

- refer to something general, e.g. a, an

Note : we use *an* before a vowel sound

Activities

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

Activities

A. Identify and write 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.

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

Interjections

- are 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!

Activities

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

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

B. Write four sentences using different interjections.

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:

on, under, below, above, in, behind, in front of, between, into, out of, up, through, across, beside, next to, around

Activities

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.

Activities

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

In the passage below, 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).

Reading Comprehension

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.

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 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 excess nutrients from treated sewage effluence, thereby reducing the impact of waste water.

WWF (World Wildlife Fund) 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.

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 contributors.

Activities

A. Multiple Choice

1. The term *endangered* in the first paragraph means
A. species about to migrate. B. species about to finish.
C. species are preserved. D. species about to be extinct.

2. The antonym (opposite) of the word *accumulates* in paragraph 1 is
A. dissipate. B. acquire. C. accrue. D. bulk.

3. One of the major causes of mangrove degradation mentioned in paragraph 2 is
A. sewage effluence. B. coastal development. C. soil erosion. D. oil spills.

4. The word *contaminated* in the last paragraph is defined as
A. unwanted gaseous substance. B. unwanted solid substances.
C. impurity of natural resources. D. cleansing of rivers and streams.

5. One of the main environmental issues that Fiji fights today is
A. water pollution. B. climate change. C. bush fires. D. air pollution

B. Short Answer Questions

Answer the following questions in complete sentences.

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

C. Vocabulary

Find the meaning of the following words using a dictionary.

1. sustainability
2. biodiversity
3. alien 8. ecosystems
4. endangered
5. strategies
6. unsustainable
7. degradation
8. accumulates
9. effluence

D. Sentence Writing

Write original sentences using any five of the above vocabulary.

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.

Reading Comprehension

Save the Forests

Plants are the base of the food chain and the source of energy for almost all life on Earth. People and animals could not survive without plants. Forests are 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.

1. Why are forests important?
2. What happens to animals when their forest homes are destroyed?
3. How should we source wood for houses and furniture in a sustainable way, without destroying native forests?

Language focus

A. 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.

B. 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.

Examples:

Mala danced. (noun, verb)

Sikiti walked home. (noun, verb, noun)

Activities

A. Write these sentences. 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.

Examples:

Marika laughed.

She ran quickly.

The baby cried loudly.

(ii) 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.

Construction 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:

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:

Mala danced *because she loves music*.

Sikiti walked home *since she wants to exercise*.

Activities

A. Write these sentences. 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

A. 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)

B. Construct five sentences using the following connectives.

because such as unless besides although

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.

To construct a paragraph

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

You will be writing a paragraph to summarize the content of the passage on the next page.

Planning your paragraph

1. Write your topic.
2. Develop your topic sentence.
3. Brainstorm for ideas.
4. Note ideas.
5. Think of examples/ situations.
6. Insert appropriate linking words.
7. Do the final write-up.
8. Proof read your paragraph!

Draft Points

Make dot points as you read the passage – points that you think are important, e.g.

- Fiji Islands
- an island country in the South Pacific.
- has more than 330 islands
- it has two main islands: Viti Levu and Vanua Levu
- most developed economy amongst the South Pacific Island nations.
- abundance of forest, mineral and fish resources.
- currency is dollar.
- multicultural communities.
- democratic governance.
- Hub of the Pacific.

Read the passage and write a paragraph that summarizes the content.

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.

More Activities

A. Parts of Speech

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

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

Narrative Paragraph

You will write a paragraph summarizing the passage at the bottom of the page, “My First Day at School”.

Planning your paragraph

1. Write your topic.
2. Develop your topic sentence.
3. Brainstorm for ideas.
4. Note ideas.
5. Think of examples/ situations.
6. Insert appropriate linking words.
7. Do the final write-up.
8. Proof read your paragraph!

Draft points

- My First Day of School
- was worried but excited.
- met my best friend.
- teacher welcomed us.
- class introductions were exchanged.
- met subject teachers and got content overview.
- made new friends during lunch break.
- 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.

More Activities

A. Parts of Speech

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

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

B. Paragraph Writing

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

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

The School Library

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. How are fiction books arranged in a library?
4. Explain the difference between an autobiography and a biography.
5. Give a reason why reference books (non-fiction books) are not issued on loan to library users.
6. List three important roles of a librarian.
7. List five important library rules that every student in your school must abide by while in the library.
8. Explain how you can care for library books.

Write a 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.

Fiction

Write a report on your book by answering these questions:

1. Who were the characters? (Write something about each one).
2. Where did the story happen? (the setting)
3. What was the story about? (a short summary)
4. What was the most exciting part of the story? (the climax)
5. How did the story end? (the resolution)

Non-fiction

Write a report on your book. Include:

- 3 facts I learned from this book (or text)
- 2 questions I have for the author
- 1 thing I thought was most interesting

Language Focus

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

Discussion

- 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?

Conversation Features

- 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.
- 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.

A. Multiple Choice

1. The conversation is based on the theme

A. games. B. neighbours. C. cyclone. D. playing cards.

2. "Man.....it was so....so scary." This sentence is an example of

A. complex sentence. B. incomplete sentence C. voiced hesitation D. dependent clause

3. Which of the following phrases creates ambiguity in the speaker's mind?

A. I'm fine it's.....it's just.... B. That's cool. C. See you too. D. Hi Pipa.

4. The relationship between Pipa and Miri is
A. friends. B. siblings. C. work colleagues. D. sisters.
5. The tone of the conversation is
A. friendly. B. formal. C. exaggerating. D. guilty

B. Writing

Theme: Natural Disasters

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

Poetry

Poems are imaginative or creative piece of writing.

Writers of poems are called poets.

Poems can give us messages.

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.

Poetry Elements

Rhyme – repetition of similar sounds, e.g. bright and right. Rhyme can occur at the end of the line or in the middle of a line

Stanza – series of lines grouped together, (also called a verse).

Repetition – repetition of lines or phrases to emphasise key ideas.

Persona – a character, distinguished from the poet, who is the speaker of the poem.

Imagery – words which create pictures in our mind, e.g. symbols, metaphors and similes, descriptions, personification etc.

Figurative Language Definition Example

Simile - A comparison of two things using 'as' or 'like'.

e.g. 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'.

e.g. Sekove is a round balloon.

Personification - Giving human qualities to non-living things.

e.g. The sun smiled down at us. The waves roared against the reef.

Irony - The expression that is opposite in its meaning.

e.g. She looks happy [addressing a gloomy person]

Alliteration - Repetition of the first consonant sounds on the same line.

e.g. The big bad boy chased the dog.

Onomatopoeia Words that describe the sound.

e.g. Boom! Buzz! Moo! Bang! Splash!

Symbolism - The use of object, person or an action to suggest another idea or meaning.

e.g. White symbolises purity. A dove symbolises peace.

Imagery – words which create pictures in our mind, e.g. symbols, metaphors and similes, descriptions, personification etc.

Activities

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.

Poetry analysis

What message is the poet trying to convey in the following poem?

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.

Activities

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.

Further activities

Read the poems in the Beacon media Data Base for Year 9.

Test

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.

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

D. Poetry [10 marks]

Choose a poem from the Beacon Media Year 9 poetry collection and write the following:

1. Title
2. Author
3. What the poem is about
4. Type of poem (e.g. rhyming, free-verse, Haiku, ballad)
5. A message that this poem is trying to convey

E. Biography [5 marks]

Give a short summary of a biography you have studied this term: Include

Name of person; achievements; difficulties; how this person has inspired you Score /50