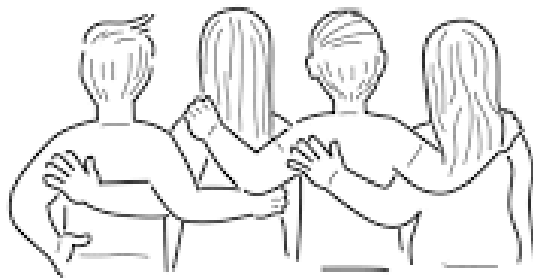


English

Year 9

Unit 2

Acknowledgement: Fiji Ministry of Education 2018



UNIT 2 RELATIONSHIPS

Punctuation

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

Punctuation Marks Rules and Examples

Quotation marks “ ” (or speech marks) show that words have been directly quoted.

Examples

“I’ve been working hard all day,” he said. “Let’s go out to dinner!”

“He wouldn’t lie to me. I know it,” said Elaine.

“Why do you treat me this way?” I asked the boss.

Apostrophe ‘

An apostrophe has two main functions.

1) An apostrophe shows that a letter (or letters) has been omitted from a word in a contraction.

Examples

It’s (it is) not ready yet. Come back later.

I’d (I would) be happier if you did it without being asked.

2) An apostrophe is used to make a noun possessive.

Examples

Canada’s winters are very cold and severe.

The dog’s feet are muddy.

Hyphen –

The most common use of the hyphen is to form compound words, words that are made up of more than one word. Sometimes this occurs when two words are put together to serve as an adjective

Examples

I paid for two full-price tickets, but I still was not admitted to the arena. I want a refund.

After losing three jobs this year, I have no self-confidence left.

Brackets ()

Brackets are used to explain or add information to something in a sentence or quotation.

Examples

The car retails for \$16,995 (FJ\$25,000).

In cooler climates the seasons are Summer, Autumn (Fall), Winter, Spring

Dash –

Examples

I'm ready to talk—if you're ready to listen.

You said you'd—you said you'd be faithful to me!

Honda makes the best care in the subcompact category—the Fit.

Comma ,

The comma joins two or more ideas in a sentence or separates items in a series.

Examples

We've hired all our workers, and we're ready to start the project.

The largest economies in Southeast Asia are those of Indonesia, Thailand, and the Philippines.

He likes mango, but he does not like papaya.

Colon :

A colon introduces the information that comes after it. It tells the reader that something is coming.

Examples

I've narrowed my holiday choices down to two places: Australia or New Zealand.

I'll say this for him: he's honest even if it's difficult.

Semicolon ;

The semicolon connects two complete sentences that are related.

Examples

Roses are red; violets are purple.

I'm ready to go; I hope you'll be ready soon!

Exclamation Mark !

The exclamation mark or exclamation point shows strong emphasis or strong emotion. It is rarely used in formal writing.

Examples

Stop!

Don't do that!

I've finally finished my assignment!

Question Mark ?

The question mark shows that a question is being asked, that the speaker or writer is seeking an answer to something.

Examples:

Can we agree that peace is better than war?

What time does the movie start?

Would you accept a lower price for the watch?

Full Stop .

The full stop or period is the most common punctuation mark in the English language. It has two main functions.

1) It shows the end of a sentence.

Examples:

Dinner's ready.

Sales have increased every month since January.

2) It indicates an abbreviation. This is more commonly used in American English.

Examples

Ms. Jones arrives at 8 to open the office; you can start work any time after that.

Let's buy a 500 ml. bottle of water.

Activities

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

1. Whos the partys candidate for Vice President this year?
2. The dog had its right foreleg caught securely in the traps jaws.
3. Our neighbours house was recently built.
4. In three weeks time well be watching the National athletics final.
5. Didnt you hear that theyre leaving tonight?
6. We claimed the picnic table as ours, but the Smiths children looked so disappointed that we found another spot.
7. Its important that the kitten learns to find its way home.
8. Helen did not hear her childrens cries.
9. 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?

Reading Comprehension

Relationships and the Importance of Communication

What comes to your mind when you think of relationships? Maybe families, friends, classmates, and neighbours. Also consider relationships with the environment, communities and animals.

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.

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.

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.

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.

Activities

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

Write the meaning of the following words using a dictionary.

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 _____.

Prefixes and Suffixes (called Affixes).

Prefixes

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."

More examples:

co- means *with* e.g. co-worker, co-operation

de- means *from, down, away reverse, opposite* e.g. defrost, degrade, decelerate

dis- also means *not, opposite, reverse, away* e.g. disagree, disappear

ex- means *out of, away from, former* e.g. exhale, explosion

il- means *not* e.g. illegal, illogical

im- means *not, without* e.g. impossible, improper

in- means *not, without* e.g. inaction, invisible

ir- means *not, or no*, e.g. irregular irreplaceable

mis- means *bad, wrong* e.g. mislead, misplace

non- means *not* e.g. nonfiction, nonsense

pre- means *before* e.g. prefix, prehistory

pro- means *for, forward, before* e.g. proactive, profess, proclaim

re- means *again, back* e.g. react, reappear

un- means *against, not, opposite* e.g. undo, unequal, unusual

Suffixes

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."

More Examples

-able means *able to, having the quality of*, e.g. comfortable, readable

-al means *relating to*, e.g. magical, comical

-er means *comparative* e.g. bigger, stronger

-est means *a superlative* e.g. strongest, tiniest

-ful means *full of* e.g. beautiful, grateful

-ible is a way of forming an adjective e.g. reversible, accessible

-ily is a way of forming an adverb e.g. eerily, happily, lazily

-ing is used for an action e.g. acting, showing

-less means *without, not affected by* e.g. friendless, tireless

-ly forms an adverb e.g. clearly, hourly

-ness refers to a state or condition, e.g. kindness, wilderness

-y means *full of*, e.g. creamy, messy, gloomy

-ive means *having the quality of* e.g. creative, cohesive

-ment means *the act, state or result of an action*, e.g. enforcement, appointment

Activities

A. Prefixes

(i) Write four words using each of the prefixes below.

1. re - _____, _____, _____, _____

2. im - _____, _____, _____, _____

3. un - _____, _____, _____, _____

4. il - _____, _____, _____, _____

5. dis - _____, _____, _____, _____

(ii) 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) Write four words using each of the suffixes below.

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

(ii) 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. In the following paragraph, find the prefixes and write them in your book in one colour. Find the suffixes and write them in your book in another colour.

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.

Writing

Expository Essay - non-fiction

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.

Introduction

- Define the key concepts
- Explain the topic
- Overview

The 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. It states the topic and presents the plan of coverage.

Body

- 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.

Conclusion

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

Do's

- 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

Don'ts

- personal pronouns, e.g. I, we, mine
- contractions, e.g. can't, don't
- slangs, e.g. ok, yeah, hey
- informal expressions
- rambling
- incomplete sentences
- abbreviations, e.g. UN, FNU

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.

Then plan your essay –breakdown the topic and the information that will go in the various paragraphs.

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?

The first paragraph, made up of approximately 4 sentences, has two purposes:

1. To grab the reader's attention; and
2. To provide the main point/idea of the whole essay. It provides a background on the essay topic.

The middle paragraphs are the main focus of the essay. They give positive and negative impacts of social media.

The conclusion is 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.

Example:

Paragraph 1: Introduction

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.

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, WhatsApp, X, 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 good 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 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

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. Ways of creating meaningful relationships with the elderly
3. Effects of family vacations on family relationships
4. The importance of exercise on our health
5. Importance of a parental involvement in children's education

- Para 1 – Introduction
- Para 2 – Positive impact/advantage 1
- Para 3 – Positive impact/advantage 2
- Para 4 – Negative impact/disadvantage 1
- Para 5 – Negative impact/disadvantage 2
- Para 6 - Conclusion

Reading Comprehension

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."

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."

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.

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.

Activities

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

Write the meaning of the following words using a dictionary:

- 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.

Descriptive Writing

Purpose

Describes a person, event, place and thing.

Structure

5 paragraphs: Introduction, 3 supporting paragraphs and Conclusion.

The one thing, issue, place or person we are describing becomes our main point which is our topic or thesis statement.

☑ Specific details and clear descriptions are important to give clear descriptions we need to use our five senses to write descriptions. What do we:

Hear?

See?

Smell?

Taste?

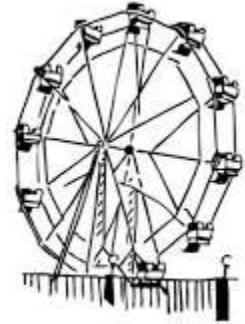
Feel?

Language

- Use figurative language, e.g. simile, metaphor, imagery, personification
- Use descriptive words, e.g. synonyms, antonyms, descriptive adjectives, homonyms
- Show, don't tell. Write clear descriptions and not just the usual account of events

Sample: A Ride on a Ferris Wheel

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.



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.

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.

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.

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.

Activities

A. Adjectives

- (i) 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. 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.

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.

Activities

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

Radio Terms (words used in the radio setting):

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

- 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.
- You can listen to it in the car
- 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

- 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.
- You cannot see things and have to visualise.

Activities

Research and Presentation (Speaking and Listening)

In pairs, conduct 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)

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

- 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

- 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.

Activities

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 advise 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

Newspaper terms

- Masthead – this is where the name of the newspaper is placed with other minor details such as, price and date.
- Headline – written in big bold letters usually on the front page. The main story for the day.
- Journalist/News reporter - person who goes out, visits places and collects information/latest news.
- By line –the writer(s) of the article.
- Advertisements – are notices promoting goods and services; persuading customers to buy.

- Letters to the editor - letters written by the public expressing their views.
- Correspondent - a person who writes letters to be published in a newspaper.
- Editorial – the newspaper editor’s opinion on an important or significant issue.
- International news – news from around the world.
- Regional news – news from around the region or Pacific.
- Business news –business news either local, regional or international.
- Entertainment – section where you find comics and the horoscopes.
- Classified – the section of the newspaper which includes advertisements for job vacancies, births, deaths, marriages, mortgage sales etc.
- Sports section – latest news on sports: local and international, usually on the last few back pages of the newspaper.

Advantages

- Provides detailed news.
- Pictures are given with news information.
- It can be kept for future reference.
- 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

- 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

Activities

Research and Presentation (Speaking and Listening)

In groups, conduct 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?

Magazines

Advantages

- 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 bound.
- Can be retained for use in future.

Disadvantages

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.

Activities

Research and Presentation (Speaking and Listening)

In pairs, conduct 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 that 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 above, 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

Reading Comprehension

The Two Brothers

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.

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."

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.

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.

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.

Activities

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. Sentence 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
2. collaboration
3. Lumber
4. hoist
5. Meadow
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.

Diary Entry

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 Entry

Structure

- Date/day is compulsory. (Time, mood and venue are optional).
- Salutation (greeting) – 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

Language Features

- Use of: Past tense, First person narration
- Subjective language, personal pronouns, informal expressions, contractions, emotive expressions and descriptions can be used.
- Avoid: mobile texting language, vernacular words/phrases and slangs.
- Sign off – signature or name at the end

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

Activities

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.

Grammar

Subject-verb agreement

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

Examples

- My sister **is** arriving by plane today.
- **Neither** Timothy **nor** Pravesh is available.
- **Either** Tina **or** Lesy is helping today with birthday decorations.
- A car and a bike **are** my means of transportation.
- Someone in the game **was** hurt.
- **Neither** of the men **is** working.
- The teacher, along with the Manager, **is** expected shortly.
- The teachers, together with the Manager, **are** expected shortly.
- Ten kilometers **is** too far to walk.
- Five years **is** the maximum sentence for that offence.
- Twenty dollars **is** a high price to pay.
- A lot of the cake **has** disappeared.
- A lot of the cakes **have** disappeared.
- All of the cake **is** gone.
- All of the cakes **are** gone
- No smoking or drinking alcohol **is** allowed.

Activities

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

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.

Activities

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

| Simple | Continuous | Perfect | Perfect Continuous |
|--------------------------------|-------------------------------------|---------------------------------------|--|
| Present I write. | Present I am writing. | Present I have written. | Present I have been writing. |
| Past I wrote. | Past I was writing. | Past I had written. | Past I had been writing. |
| Future I will write. | Future I will be writing. | Future I will have written. | Future I will have been writing. |

Activities

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.

Grammar Activities

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)

Reading Comprehension

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.

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.

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.

Activities

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

Use your dictionary to write the meaning of the following words, and state the part of speech for each

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 _____

Drama

- 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?

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 Elements

Plot: refers to the action; the basic storyline of the play

Theme: refers to the meaning of the play. It is the main idea or lesson to be learned from the play.

Characters: are the people portrayed by the actors in the play. The characters move the action, or plot of the play forward.

Dialogue: refers to the words written by the playwright and spoken by the characters in the play. The dialogue helps move the action of the play along.

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.

Activity

Select a biography that you have studied either last term, or this term, or in earlier years, and in groups, write a play portrays about some of the events in this person's life. Practice your play and perform it for the class.

Test

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!

C. Mass media and Library [5 marks]

1. What is one advantage of television over radio? (1 mark)
2. What does the radio term 'disc jockey' mean? (1 mark)
3. Explain how the newspaper is laid out in sections. Describe one section. (2 marks)
4. How are fiction books arranged in the library? (1 mark)

D. Writing and Punctuation [15 marks]

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

Score /50