

# English

## Year 9

### Unit 3

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# UNIT 3: VALUES

What are values?

Values are the character qualities or ideas that we believe in and live by. Values can be good or bad. Examples of good values are kindness, honesty, integrity, generosity, faithfulness, loyalty. Examples of bad values would be hatred, dishonesty, laziness, selfishness, disrespect

## Grammar: Synonyms, Antonyms and Homonyms

### Synonyms

Synonyms are words having the same or nearly the same meaning e.g. happy, joyful, elated A word can have one synonym or several synonyms.

Synonyms are used to add variety to writing and speech and to avoid repetition. Their meanings are similar and can be interchanged with one another.

#### Examples

- begin and start
- correct and right
- happiness and joy
- present and gift
- foolish and silly

### Antonyms

An antonym is a word that has the opposite meaning to another word. They are used to show a contrast between two things.

- Antonyms can be differentiated from the words they are opposite to by a prefix, or they may be totally different words.
- All words do not have antonyms, e.g. orange, twelve, table etc.

#### Examples

- big and small
- full and empty
- pass and fail
- liquid and solid

- friend and enemy
- dead and alive

### **Examples of antonyms using a prefix**

- official becomes unofficial.
- flexible becomes inflexible.
- possible becomes impossible

## **Activities**

### **A. Partner Activity**

Think of a word that has a moral value or a belief.

Write down as many synonyms to this word as possible.

### **B. Synonyms**

Write the two synonyms in each set of words.

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

### **C. Antonyms**

Write the two antonyms in each set of words.

1. kindness ancestor offspring humble
2. ornate disagree disturb agree
3. remote discard descend arise

4. suspicious manifest unsuspecting genial
5. little honest cheer sadden
6. general obvious indifferent obscure
7. facilitate grave different hinder
8. quench wary lightly trust
9. expedite defer realisation vigilant
10. peculiar general commonly included

#### **D. Synonyms or Antonyms?**

- (i) Find out the meaning of the words in the following list using a dictionary.
- (ii) Explain how each set of words are related (synonyms or antonyms).
- (iii) Write original sentences using the words.

- 1 govern, control
- 2 interpret, misconceive
- 3 finish, complete
- 4 effect, cause
- 5 lone, accompanied
- 6 constant, moderate
- 7 unimportant, significant
- 8 disregard, heed
- 9 recommendation, objection
- 10 historical, legendary

#### **Homonyms**

Homonyms are words that have the same pronunciation (sound the same) but different spellings or meanings or both.

## Activities

### A. Write the correct word that best completes each sentence.

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

### B. Matching

Write the correct word from the pair of words:

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

### C. Sentence Construction

Write a sentence of your own using each homonym below.

1. weak, week
2. write, rite, right
3. flour, flower
4. strait, straight
5. peace, piece

6. principal, principle
7. plane, plain
8. compliment, complement
9. wear, where
10. there, their, they're

**D. Choose and write the correct word in the brackets in these sentences.**

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

21. Benjamin wore a colourful (tie/tye) to work last Friday.
22. There was a huge (sail/sale) at the market last month.
23. "We need to fix the (ceiling/sealing) of our house," said Mr Nalewabau.

### **Confused Pairs**

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

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

## **Reading Comprehension**

### **Mother Teresa**

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

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

When Mother Teresa was twelve years old, she had the desire to dedicate her life to serve God. However, being so young, she was not yet sure of what to do. After all, most children her age

were only concerned with their school work and their friends. Thus, Mother Teresa did not act at once.

Instead, she waited until she was eighteen years old to decide that she wanted to be a missionary in India. Before going to India, however, she had to undergo training, first-learning about being a nun and learning to speak English. Even after reaching India in 1929, Mother Teresa continued her training. By then, she had taken on the name of Teresa.

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

## **Activities**

### **A. Multiple Choice**

1. A good reason for people mourning Mother Teresa's untimely passing is

- A. she was such a beautiful lady. B. she was a wealthy lady.
- C. she had great love and care for the poor. D. she was so religious.

2. What was Mother Teresa's real name?

- A. Teresa B. Albina C. Mother India D. Agnes

3. From whom did Mother Teresa get her charitable ways?

- A. Her sister B. Her parents
- C. Her teacher D. Her friends

4. A synonym for charitable is

- A. welcome. B. big hearted. C. survive. D. approve.

5. What did Mother Teresa do to understand the plight of the poor?

- A. She gave people money. B. She sacrificed all the things she had.
- C. She learnt to speak English. D. She went for a medical training.

## **B. Sentence Completion**

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

6. The phrase people 'mourned her death' means \_\_\_\_\_.
7. People are continuing Mother Teresa's work after her death because \_\_\_\_\_.
8. Mother Teresa's mother taught her \_\_\_\_\_.

## **C. Open-ended questions**

**Answer the following questions in complete sentences.**

9. Give evidence from paragraph 2 that suggests Mother Teresa had a normal childhood.
10. Why did Mother Teresa not 'act at once' (paragraph 3) when she felt the call of God to serve Him?
11. Referring to paragraph 3, give evidence that Mother Teresa did not know English initially.
12. Give two qualities of Mother Teresa that made her well-loved.
13. Why did Mother Teresa decide to live among the 'poorest of the poor' (paragraph 4)?
14. What motivated Mother Teresa to help those who were extremely poor?

## **D. Vocabulary**

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

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

## **E. Parts of Speech**

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

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

## **F. Conversation Writing: Theme: Charity**

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

## **Letter Writing**

### **Formal letter writing**

#### **Discussion**

- What is a formal letter?
- Have you ever written a formal letter? Who was the recipient?
- How is a formal letter different from an informal letter?
- When are formal letters written?

Formal letters are written to organisations or people in authority.

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

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

#### **Parts of formal letters**

1. Outside address (Sender's address) –is the address of the person who is writing the letter.
2. Date – in full. Do not leave a line after the sender's address.

3. Inside address – refers to the address of the person or the organisation the letter is being written to (the recipient). The designation or the title of the person should be given in the first line.

4. Salutation or Greeting – this refers to Dear Sir/ Madam

5. Complimentary close – Yours faithfully. Points to note:

- Do not put an apostrophe before or after 's'.
- Do not use capital "f" for writing "faithfully". "faithfully" is one word, do not write "faith" separately and "fully" separately.

6. Signature of the sender is followed by his/ her name in full.

### **Structure of a formal letter**

**Paragraph 1:** Introduction – state the purpose of writing the letter.

**Middle paragraphs:** Content

**Last paragraph:** Conclusion – sum up

- Use of: formal and polite tone, formal vocabulary and expressions, a variety of sentence patterns.
- Avoid: punctuation in address, informal tone, informal expressions, contractions, slangs, vernacular language.

## **Letter of Enquiry**

What do you understand by the word enquiry?

- Make a list of synonyms of the word *enquiry*. (Use a dictionary)
- When do we enquire? Provide examples of situations.

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

**Sample**

77 Temau Street

Naburebure, Ra

13th June 2018

The Principal

Vatuse High School

Vatuse

Dear Sir/Madam

Re: Enquiry regarding Enrolment I wish to enrol two of my children at Vatuse High school for the third term of this year. Thus, I would like to enquire about the enrolment procedures and requirements.

We are moving to Vatuse in August because I have been transferred to the Vatuse branch of our company. After enquiring with colleagues of that branch, your school was recommended.

My son is in Year nine and his sister is in Year ten. Both have completed all their Term one and Term two academic requirements at the last school. My son takes keen interest in extra-curricular activities, especially sports while my daughter has excelled in her painting and art work at the school.

My wife and I would like to come and meet you and discuss further details like uniform, placement tests and other school requirements.

Any day during the first week of August would suit us, as we move into Vatuse in the last week of July.

I would be really grateful if my request is considered and I get a favourable response. We can be contacted on the number 5556732.

Yours faithfully

JCMatai

James Matai (Mr)

## Activities

### A. Letter writing

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

Write a letter, filling in the blank spaces in the letter below.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Dear \_\_\_\_\_

Re: Enquiring about \_\_\_\_\_

As the Form Prefect of Year 9A, I have been given the responsibility to \_\_\_\_\_ about the possibility of \_\_\_\_\_ the Lautoka Sugar mill as part of our Social Science lesson.

We are currently learning \_\_\_\_\_ the production of sugar in Fiji and would like to visit the mill to \_\_\_\_\_ us gain more knowledge and \_\_\_\_\_ of this.

I would like to know \_\_\_\_\_ the mill will be \_\_\_\_\_ for a school tour and if we could be taken around by a \_\_\_\_\_.

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

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

Yours faithfully

\_\_\_\_\_  
\_\_\_\_\_

## **B. Letter Writing**

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

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

- (i) the requirements to gain membership;
- (ii) the different activities and programmes the organisation offers;
- (iii) any other relevant information.

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

## **Dictionary**

### **Discussion**

- What is a dictionary?
- What does a dictionary provide?
- What are the names of the class dictionaries we use?
- When do you use a dictionary?
- How often do you use a dictionary?
- What kind of cover does a dictionary have?
- How are words arranged in a dictionary?

What is a dictionary?

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

Using a dictionary helps you:

- learn how to spell a word and its plural form;
- learn the part of speech of a word;
- pronounce the words correctly;
- learn how to break the word into syllables;
- find the different meanings that a word has, as well as Synonyms and Antonyms;
- find a sentence or expression with the word used correctly;
- find the meanings of important prefixes and suffixes;

- learn the special uses of a word;
- find other words derived from the main word;
- find the definition of an unknown word;
- engage in independent learning – you can find out for yourself; and
- develop research skills.

### **Important terms**

- Headword – the main word in the dictionary. This is usually highlighted by a star or key sign and is written in bold print.
- Guidewords – these are words written on the top page of a dictionary to guide you to the words that are found on that page. e.g. hedge –help (so all the words that come between “hedge” and “help” will be on that page like “hello”)
- Word forms – these refer to the word family that a word is part of and also refers to part of speech, e.g. adverb. A word can have several “forms”. It can be an adverb, adjective, noun, etc
- Opposites – or antonym – refers to the opposite of a particular word, e.g. good opp. bad.
- Synonym – words with similar meanings, e.g. small, little, tiny
- Pronunciation – this is normally found after a headword where the phonetic spelling will be given to guide you as to how a word is to be pronounced. This is usually written in brackets e.g. legend /'lɛdʒənd/
- Syllables – refer to how many units of sound a word has e.g. paper has two syllables.
- Derivative – a word formed from another word, e.g. intelligently formed from the word intelligent.
- Acronym – is a term that is formed from the initial letters of some longer name and is pronounced differently than the expanded form, e.g. UN, USP
- Abbreviation - is written differently from the expanded form but is pronounced the same, e.g. Mr, etc.
- Inflexion – a change in the form of a word (usually the ending) to express a grammatical function, e.g. flip, flipped

### **Activities**

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

1. How many syllables does the Headword have?
2. Which syllable is stressed when you pronounce the Headword?

3. Give the opposite form of the Headword in a sentence?
4. List five synonyms of the Headword.
5. Write two original sentences using the 2nd definition of the Headword.

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

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

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

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

## **Syllables**

Words are made up of units called syllables.

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

## Activities

Work in pairs. In the list of words on the next page,

- identify the number of syllables – e.g. father has 2 syllables.
- divide the words into syllables – e.g. fa-ther
- identify the stressed syllable – e.g. fa-ther
- pronounce the word – e.g. fah-ther

1. mother 6. pretty

2. refugee 7. sister

3. happiness 8. family

4. beautiful 9. football

5. permission 10. evening

## Using a Dictionary

### Activities

#### A. Dictionary Entry

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

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

1. What is the headword for this entry?
2. Which part of speech is the headword?
3. How many different meanings are there for the word “heel”?
4. How many syllables does the word “heel” have?
5. What type of noun is “heel”?
6. What comes straight after the headword?
7. What is the plural form of “heel”?

8. Where would you go to find the meaning for the idiom in this entry?
9. Explain what the idiom means.
10. Make up a sentence using the 3rd meaning of the Headword.

### **B. Dictionary Scavenger Hunt**

In pairs, answer the following questions using a Dictionary.

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

### **C. Definitions**

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

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

## Phonology

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

### Basic information:

- English vowels: "a, e, i, o, and u".
- Vowel sounds can be short or long, e.g. 'a' in cat is short; 'a' in cake is long
- Diphthongs "oi, oy, ou, ow, au, aw, oo" and many others.
- The consonants are all the other letters:  
"b,c,d,f,g,h,j,k,l,m,n,p,q,r,s,t,v,w,x,y,z,ch,sh,th,ph,wh, ng, and gh".

## Reading Comprehension

### The Oak Tree

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

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

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

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

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

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

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

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

When the judge heard this, he was very indignant.

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

## **Activities**

### **A. Multiple Choice**

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

### **B. Open-ended questions**

Answer the following questions in complete sentences.

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

### C. Vocabulary

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

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

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

### D. Word Watching

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

|   |
|---|
| affected    testify    witness    swear    indignant    judge |
|---|

1. Sam's father was \_\_\_\_\_ when he heard the report from his teacher that he had been absent from class for several weeks.

2. Mrs. Rosemary is willing to \_\_\_\_\_ in court in relation to the charge against Mr. Williams for abusing his power while working as the Supervisor of BTFUL Company.

3. The people living in the highlands of Viti Levu are still \_\_\_\_\_ by bad road condition ever since the J.K Bulldozing Company was ordered to stop its operations.

4. "Despite your previous good character, you must serve a lengthy prison sentence. The purpose of your punishment is not only to deter you but others as well from committing this kind of offence," the \_\_\_\_\_ told John in court.

5. The first \_\_\_\_\_ in the trial of Hanna Douglas gave evidence in court that he saw her demanding a sum of \$200 from a customer for the services she had provided.

6. Before a court case starts, the parties involved need to \_\_\_\_\_ to tell the truth in court. They will be liable for prosecution if they are found by the court to be dishonest.

7. The qualifications of a \_\_\_\_\_ fall into two distinct categories, one is legal and two is professional and personal.

8. Babylon had a democratic constitution and good laws though we hear little of its history till in 1900. Many beautiful coins \_\_\_\_\_ to the wealth and splendor of its days of prosperity.

9. The lack of employment in factories naturally \_\_\_\_\_ the mining industry and indeed every industry in the States, except those connected with the export trade.

10. His imprisonment created much excitement, and in some quarters, in spite of the pro-slavery spirit of the time, was a subject of comment in public as well as private.

## **Narrative essay**

**Purpose** - to tell a simple story.

**Structure** - The story is organised in chronological order as follows:

**Introduction** - describes the setting (where, when), introduces the characters (who), explains the situation or introduces the problem.

**Body paragraphs** - focuses on events : Your story needs to build to something exciting, the climax which includes action, dialogue, sensory details, thoughts & feelings and suspense

**Concluding paragraph** – end your essay with a memorable line and also reveal how you overcame your problem. All conflicts are resolved and everything goes back to normal.

**Transitions** - Essays require appropriate connectives and linking devices to move them along smoothly, e.g. Suddenly, next, then, as soon as, before, silently etc.

**Viewpoint** – The story is often written in 1st person – I or we, but can also be written in 3<sup>rd</sup> person – he, she, they

## **Sample**

### **The Gift of Life**

It was a hot day. My dad and I were getting ready to go out for a ride on the boat with my friend Simmy and the dog. That's when the phone call came, the call that made that bright, beautiful day a cold, dark, gloomy one.

I had just put on my suit, shorts, and tank top, and packed my bag with sunscreen and everything else I would need for the day. I ran into my parents' room to look for dad. When I saw him on the phone, he was crying. I'd never seen my dad cry before. My heart sank. What possibly could have happened? "Davis, I'm so sorry," I heard him say. That's when it hit me. I knew that Alisa had passed away.

Davis has been my dad's best friend for years. Alisa, his daughter, had a rare disease that mainly affected her body. She knew what was going on; she knew that she had problems and was different from other kids. Once, she told her dad that she wished she could die and be born in a

different body. When Alisa and I were little, we spent a lot of time together. As we grew up, we parted ways. She migrated to New Zealand, and I remained in Fiji. When Alisa was ten, she moved into a hospital. About eight months before she died, Davis gave us her number at the hospital and we talked at least twice a week until the end.

After we found out about her death, we made our plans to go to New Zealand for the funeral. When she was alive, I sent her a Teddy Bear and she sent one back to me. I had bought her another one but never had the chance to send it to her, so I took it to put in her casket.

Her funeral was very different to any that I had ever been to. I remember crying so hard, I felt weak. My cheeks burned from the tears. My whole body was shaking. Alisa had given me more than I could ever give to her. I will never forget her. I now know that I must never take anything for granted, especially my health and the gift of life.

## **Activities**

### **Planning and Writing**

Plan and write a narrative essay using one of the following prompts.

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

### **Narrative Essay/Writing Checklist**

Does my narrative...

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

## Reading Comprehension

### Sportsmanship

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

In school, John took up football as his co-curricular activity. He was a football fanatic. His idol was a famous English football star. John was not an exceptional player. He was usually a reserve player in football matches. However, as this was his graduating year, his coach decided to give him a chance to playing a match. John was elated upon hearing this news.

Over the next two weeks, John put in his all into all the trainings. Even during the weekends, he would insist that his father take him to the park to practise. At home, he would watch football matches on television, hoping to pick up some tips.

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

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

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

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

### Activities

#### A. Multiple choice Questions

1. Which of the following information is not true?

A. John was a spoilt child.

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

## **B. Vocabulary**

Find out the meaning of the following words using a dictionary

1. indulging      2. whim      3. fanatic      4. Idol

5. opponents      6. Sportsmanship      7. Reprimanded      8. tantrum

### C. Parts of Speech

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

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

## Direct and Reported Speech

### Discussion

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

**Direct Speech** - the actual words spoken by a person.

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

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

**Indirect Speech** - also known as Reported Speech.

- is another way of showing what someone said, but the exact words of the person speaking are not used. We convey the message of the speaker in our own words to another person.
1. Quotation marks are not used in Indirect Speech.

### **Examples**

#### **Direct Speech**

1. "I shall return your books tomorrow," he said.
2. "The shop burnt down many years before we moved here," my father told me.
3. "Don't touch it! Leave it alone!" I said.
4. "Are you mad at me?" asked the elder sister.

#### **Reported Speech**

1. He said that he would return my books the next day.
2. My father told me that the shop had burnt down many years before they had moved there.
3. I told him/her not to touch it and/but to leave it alone.
4. The elder sister asked whether or not he/she was angry at her.

### **Activities**

#### **A. Direct to Indirect/Reported Speech**

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

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

9. "Where did you buy that dress from, Sera?" asked Anil.

10. "This trip is going to be very tiring," said William.

### **B. Indirect to Direct Speech**

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

1. Roma said that she was quite sure that she would return on time.

2. My sister welcomed me home.

3. The teacher thanked me for my co-operation.

4. Mr. Henry said that it gave him great pleasure to be there that evening.

5. She said that she did not want to see any of them and asked them to go away.

6. The teacher said that if we worked hard, we would pass.

7. He said that he had won.

8. He proposed that they should wait for her return.

9. Alice exclaimed how clever she was.

10. The young man asked which way she had gone.

### **C. Rewriting sentences**

Rewrite the following sentences in reported speech.

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

2. Oswald said, "I am ready to swear that I know as little of the Oak tree as I do of the ring."

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

### **A. Writing**

1. Imagine you are on holidays with your cousin overseas and it is your first time there. There you have a conversation with a local person. Write that conversation using Direct speech. Use about 100 words and note, that you must write a plan first.
2. Your parents heard you and your friend talking in the evening and asked what you were talking about. Write what you said using a mixture of Direct and Reported Speech.

## Test

### A. Spelling Test [20 marks]

The teacher will give a spelling test. This will be any twenty words from Unit 3.

### B. Dictionary [5 marks]

Study the dictionary entry below and answer the questions that follow.

depot/'depəʊ/ noun [C] 1 a place where large amounts of food, goods or equipment are stored  
2 a place where large numbers of vehicles (buses, lorries, etc.) are kept when not in use 3 (US) a small bus or railway station

Source: The Oxford Wordpower Dictionary New 3rd Edition

1. Identify the head word. (1 mark)
2. What information comes after the head word? (1 mark)
3. How many syllabus does the head word have? (1 mark)
4. The long form of [C] is \_\_\_\_\_. (1 mark)
5. How many different meanings does the headword have? (1 mark)

### C. Rewriting [5 marks]

Rewrite the following sentences using the instruction in the brackets.

1. "You are a beautiful girl," Mother told Suhana. [rewrite in Reported speech]
2. Rosita asked Swikrti why she had come so late. [rewrite in Direct speech]
3. "I will go to the doctor for a checkup tomorrow," said my mother. [rewrite in Reported speech]
4. Roma told me that she did not come to school the day before because her mother was sick. [rewrite in Direct speech]
5. "Hurry up or we will miss the bus," said my sister. [rewrite in reported speech]

### D. Letter writing [20 marks]

Write a letter to a football coach asking whether you could try out for the team. (You can make up names of people and organizations.)

Score /50