

UNIT 4: ENTERTAINMENT

Discussion

What types of entertainment are available to us in Fiji? (Make a list)

What are the advantages and disadvantages of each type of entertainment?

Grammar: Types of Sentences

Simple Sentences

- A simple sentence contains one main (independent) clause; that is, one subject followed by one verb or verb phrase.
- A simple sentence is not necessarily short. The subject can be a single word, a double subject or it can be multiple words describing a person or an object.

Examples of simple sentences

1. Paulini is very happy today.
2. Peter doesn't eat meat.
3. My brother and I went to town yesterday afternoon.
4. Roma, Kathy and my friend from Takaso High school went to watch the movie.

Compound Sentences

- A compound sentence contains two independent clauses joined by a linking word (coordinating conjunction).
- Each independent clause could be a complete sentence by itself, but we connect them with a linking word or coordinating conjunction, e.g. for, and, nor, but, or, yet, so
- The linking word or conjunction used can impact the meaning of the sentence.

Examples of compound sentences

1. We spoke to him in English but he responded in Hindi.
2. His house was destroyed in the fire but the whole family was saved.
3. The traffic light simply would not turn green so the people stopped to wait as the traffic rolled.
4. Tina and Simran arrived at the bus stop before noon, and they left on the bus before I arrived.

Activities

A. Simple Sentences

Combine each of the following pairs of sentences to form a simple sentence.

1. Mr Prasad won a lottery. Mr Prasad built a big house.
2. Rika stood on tip-toe. Rika reached for the mango.
3. The cyclone stopped. We continued our fishing trip.
4. Joana is going to Australia. She wants to pursue tertiary education there.
5. I believed the lady was honest. I loaned her one thousand dollars.
6. Solo finished breakfast. Solo went to office.

B. Compound Sentences

Combine each of the following pairs of sentences to form one compound sentence.

1. Kim plays soccer. He plays rugby as well.
2. Alumececi must be asleep. There is no light in her room.
3. Viliame speaks Hindi. He also speaks English.
4. Tokasa is quite sociable. Her brother is rather reserved.
5. There was little hope of success. I tried hard.
6. Aporosa has been working hard. He will pass his examination.



Letter of Thanks

When do you write a letter of thanks?

Have you ever written a letter to thank someone? Discuss with your friend.

Provide examples of situations where it is important to write and thank people.

Sample

Nakelo Intermediate School

P O Box 89

Nausori

5th April 2018

The Manager

Creative Electronics

Private Mail Bag

Nadi

Dear Sir/ Madam

Re: Appreciation for Donation of 10 Tablet devices.

I would like to thank the management team of Creative Electronics for the kind donation of ten tablet devices. This is a timely gesture for rural students in need of technological advancement.

The devices received are important for the students of the school. It will help them to easily engage in research work. Since these devices are portable, it is easier for the children to carry around to areas of network coverage.

Furthermore, the students are able to familiarise themselves with such a technology and know about its uses and functions. Access to technology and internet enable students to enhance their learning skills apart from the everyday chalk and board routine learning.

Not only does it help to broaden one's educational needs but such new things also engage students' interest in learning and they tend to become motivational learners.

I sincerely extend my gratitude to your company for such kind consideration and look forward to similar support in future.

Yours faithfully

Jack Ram

Activities

Refer to the letter of thanks on the previous page.

Identify the following:

1. Outside address
2. Inside address
3. Salutation
4. Complimentary close
5. Five nouns
6. Five verbs
7. Five prepositions
8. Personal pronouns
9. Articles
10. Conjunctions

Answer the following questions:

11. What is the subject of the letter?
12. What is the main purpose?
13. What are two main reasons for the letter?

Write a letter

Your school has been given sports equipment by Innovative Sports Ltd in Labasa. Write a letter to the Manager, thanking her for the donation. Include details on how the sports equipment has assisted the students. Use your school address.



Grammar: Expressing Comparison

There are several ways of comparing things using *as* or *like*.

Examples: (Use of *like*)

1. Their legs had been caught in ice and now they were *like* flies on flypaper.
2. The sound of the gun roared over the lake *like* a thunderclap.

Examples: (Use of *as*)

1. His skin was white *as* snow.
2. She is as beautiful *as* a butterfly.

Activities

A. Complete each comparison using 5-8 words.

1. The meal tasted like _____.
2. His face was like _____.
3. Siteri's writing is like _____.
4. Ayaan's voice is like _____.
5. Mr Tomasi's attitude was like _____.

B. Complete each comparison using 5-8 words.

1. I ran as fast as _____.
2. Mary is as tall as _____.
3. The building was as old as _____.
4. The netball court was as big as a _____.
5. The house was as big as a _____.

Past Conditional Sentences

The past conditional describes a past situation that never happened, or it did happen and the person speaking is describing the possibility of something that did not happen in the past.

Structure: If + past perfect tense + would + present perfect tense.

Example 1

If I had gone to that party, I would have had a good time.

- "If I had gone to that party" uses the past perfect.
- "I would have had a good time" is the likely result.

Example 2

If I had heard the weather report, I would have taken an umbrella.

Activities

A. Fill in the blanks

There are two verbs provided for each sentence to make the past conditional. Fill in the blanks.

Example: If he had known about the sale, he would have bought more clothes. (know / buy)

1. If I _____ them, I _____ them to sit with us. (see / ask)
2. If I _____ your phone number, I _____ you. (have / call)
3. She _____ wet if she _____ her umbrella. (get / forget)
4. It _____ a better party if Tom _____ there. (be / be)
5. If it _____ so cold that day, we _____ outside. (be / eat)

B. Multiple Choice

Choose the appropriate conditional verb forms to fill in the blank spaces in the sentences given below.

1. If you _____ hard, you will get the first position in class.
A. study B. studied C. had studied D. have studied
2. If I _____ the key, I would have given it to you.
A. find B. found C. had found D. have found
3. If we _____ now, we could be in time.
A. start B. started C. had started D. have started

4. If it _____, the match may be cancelled.
A. rains B. rained C. had rained D. has rained
5. If you _____ a millionaire, how would you spend your time?
A. were B. are C. had been D. has been
6. If he _____ smoking, he might get well.
A. stops B. stopped C. had stopped D. have stopped
7. If he _____ English, he would have found a good job.
A. speaks B. spoke C. had spoken D. has spoken
8. If he _____, he would have succeeded.
A. tried B. tries C. had tried D. has tried

C. Rewriting

Rewrite the following sentences using Past Conditional.

1. They were hungry since they hadn't eaten anything. (If they had eaten)
2. Tara cancelled the picnic because it was raining. (If it had not rained ...)
3. They didn't do their homework so the teacher punished them. (Had they done their homework....)
4. I didn't know the answer so I couldn't help you. (If I knew)
5. I did not go to the party because my father was admitted in the hospital.
6. The children didn't listen to their parents so they were not taken to the movies.
7. I didn't know the exact location so I couldn't go.

In spite of, Despite, Although and Even though

In spite of, despite, although and even though are all used to show contrast and are used for the same meaning. The only difference is the way they are used.

In spite of/Despite

In spite of and *despite* are placed in front of a noun or pronoun.

For example:

1. We enjoyed our camping holiday *in spite of* the rain.

2. *Despite* the pain in his leg, he completed the marathon.

3. *Despite* studying very hard, he still didn't pass the exam.

Note: *Despite* does NOT have **of** after it.

For example: *Despite* the bad weather, they still went fishing.

NOT, *Despite of* the bad.....

Although/Even though

Although is used in front of a subject and a verb.

For example:

1. We enjoyed our camping holiday *although* it rained every day.

2. *Although* he studied very hard, he didn't pass the exam.

Even though is a slightly stronger form of *although*.

For example: We decided to buy a car *even though* we didn't have enough money.

Activities

A. Fill in the blanks

Fill the gap in each sentence using either *despite*, *in spite of*, *although* or *even though*.

1. _____ it rained a lot, we enjoyed our holiday.

2. _____ the rain, we enjoyed our holiday.

3. I didn't get the job _____ I had all the necessary qualifications.

4. I didn't get the job _____ having all the necessary qualifications.

5. She wasn't well, _____ this she went to work

6. I didn't get the job _____ the fact (that) I had all the necessary qualifications.

7. _____ the traffic jam, I arrived on time.

8. _____ all the difficulties, the project started on time and was a success.

9. _____ we were warned against doing so, we went ahead with the project.

10. _____ working for the company for six months now, he doesn't know what to do.

B. Rewriting

Rewrite the following sentences as indicated.

1. Although she knew the answer, she refused to help Tom.

Despite _____.

2. In spite of having a lot of money, she refused to help needy people.

Although _____.

3. Although he is not good at Mathematics, he did well in the examination.

In spite of _____.

4. In spite of having so many issues at home, she is always smiling.

Even though _____.

C. Sentence Completion

Complete the sentences given below using 5-8 words.

a. Mr and Mrs Thomson liked living on the island, although _____.

b. Despite having so much time _____.

c. Emele always gets above 90% in her English test, despite _____.

d. In spite of the bad weather in the weekend _____.

e. Although I woke up late, _____.

Reading Comprehension

Can We Do Without Television?

In most homes today, we can expect to find at least one television set. Some of the more affluent homes have more than one. A television set is no longer considered a luxury, as it has become a part of modern living.

The benefits of television are manifold. As a means of communication, there is virtually nothing to match it. We can watch a football match thousands of miles away with a mere flick of a switch, in full colour and with high fidelity sound. News that would have taken months to travel from one place to another now takes just a fraction of a second to reach in its original state, minus the factor of distorting human messengers. The impact of this improved communication on our lives is indeed great. We are not only better informed of

current events all over the world but we are also exposed to a multitude of different cultures and ways of life.

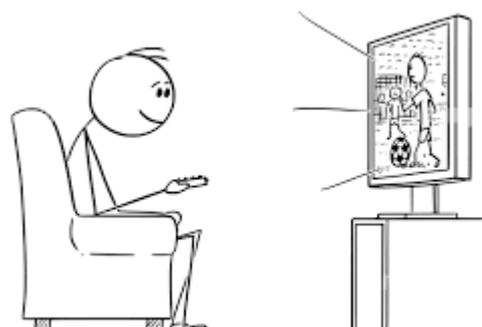
Never before did we have to face such a huge onslaught of information. In this context, when used with discretion, television can provide us with much knowledge, but when used carelessly, it can reduce us to non-thinking entities.

Television is the cheapest form of leisure and it provides a great variety of entertainment. It brings hours of suspense, laughter and thrills into our living rooms. With the development of video equipment, the range of programs available is indeed wide. It is able to provide fun and entertainment to the young and old alike. On the whole, the usefulness of television as a source of entertainment and recreation is undoubted. The danger lies only in the possibility of addiction to watching too much television. We do have television addicts who do virtually nothing but watch television all day long. The prolonged watching does not do any good to the couch potatoes, as these addicts are called. Their vision can deteriorate and furthermore, it is a sheer waste of time.

Via television, manufacturers are able to reach out to consumers more effectively. The advertisements on television serve to inform consumers about new products. However, nowadays we are literally overwhelmed by scores of advertisements all pushing to sell their products. A couple of adverts in between programs are welcome breaks, but to watch clip after clip for more than five minutes at a stretch is just too much. Likewise, an advertisement clip coming right in the middle of a program can be very irritating as it interrupts the continuity of the program.

Television is also an invaluable educational tool. It enables education planners to co-ordinate and inform students about the requirements of various subjects. From a security point of view, the television set can be used as a surveillance tool and an 'eye' in inaccessible places. Banks and other large commercial centers use close circuit television to maintain security. In deep-sea explorations, television is used to reach places no man can reach.

The television is part and parcel of our lives and it is here to stay, whether we like it or not. How we make use of this wonderful invention is entirely up to us. Used with care, it is a great advantage to humankind. Used carelessly, it can be a curse instead.



Activities

A. Multiple Choice

- The word affluent in paragraph 1 means
A. poor B. average C. wealthy D. unfortunate
- The synonym for the word manifold in paragraph 2 is
A. one B. two C. three D. numerous
- News that would have taken months to travel from one place to another now takes just a _____ of a second to reach in its original state.
A. fraction B. quarter C. minute D. half
- According to paragraph 2, television can provide us with much _____ when used carefully.
A. skills B. knowledge C. education D. progress
- The danger of television in paragraph 3 refers to _____ television.
A. getting addicted to B. wasting time with
C. getting friends to watch D. spending time with

B. Sentence Completion

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

- The prolonged watching _____.
- _____ consumers more effectively.
- The advertisement on television serves _____.
- A couple of adverts between programs are _____.
- _____ educational tool.

C. Open-ended questions

Answer the following questions in complete sentences.

- According to paragraph 1, why is a television set not considered as a luxury in today's society?
- What do you understand by the phrase, it can reduce us to non-thinking entities?
- How is television important for manufactures as mentioned in paragraph 4?
- Why is television seen as good security?

D. Vocabulary

Refer to a dictionary and for each word, give a) the meaning b) a synonym c) an antonym

1. luxury
2. fidelity
3. distorting
4. multitude
5. onslaught
6. addiction
7. overwhelmed
8. surveillance

Research and Presentation

In groups of four,

- Interview 10 students at other levels in your school and collect information on the number of hours they spend watching television, the programmes they watch and the number of hours their family members spend on television.
- Analyse the data collected, draw conclusions on the positive and negative impacts of the most common TV programmes watched and present to the class.

Personal Letter

A personal letter is usually written to someone you know.

You can still use Block style of writing. Note the following:

- There is no inside address,
- Salutation can vary, according to the relationship we share with the person we are writing to, e.g. Dear Reema, Dear aunty Ema
- The complimentary close also varies, e.g. Your best friend, Your son, Love, Best wishes

Sample

10 Viria Street

Wainimala

29th March 2018

Dear Payal

How are you doing? I bet you've been studying hard for your scholarship. I'm writing from the best pizza outlet in Suva and I feel like I'm on vacation every day.

Actually, it is my vacation. We went to Lagoon Resort and had loads of fun. The best part was going to collect shells after the high tide. Amazingly, our collections varied a lot. I'll send you all the pictures soon.

Mum made sure we didn't miss any unique one and made us collect them all. I have polished them all and decorated our bathroom shelves with it. Looks great and brings back fond memories of the time spent well. The place was super busy and everyone made a grab for all sorts of water activities. My siblings and I enjoyed kayak rides the most. I missed and thought of you a lot during this time. Next time, you come with your family we will together. It would be more fun.

Hope you enjoyed your holidays.

Miss you and your company a lot. I'm saving you a souvenir! Enjoy the new term and take care. Bye.

Love

Artika

Structure

- Your address
- Date
- Salutation
- Greetings/ Introduction
- Content details
- Conclusion- Farewell
- Complimentary close
- Your name

Language and Tone

- Use of personal, informal and emotional tone. You are writing to someone you have known for a long time.
- Use of personal pronouns, contractions, few slangs.
- Avoid use of vernacular words and mobile text language.

Activities

A. Contractions

Identify and list words in contracted form from the sample letter.

1. _____
2. _____
3. _____
4. _____

B. Vocabulary Building

Find the meaning of the following words.

1. vacation
2. amazing
3. Memories
4. siblings
5. souvenir

C. Writing – Choose one of the following

1. Plan and write a letter to your brother in a boarding school telling him about your sister's birthday celebrations.
2. Your friend has been transferred to another school during the mid-term. Plan and write a letter to him/her and share news of your school.
3. You have been given the best singer award during the Festival of Arts. Plan and write a letter to your cousin in Tonga telling him/her about all your experiences of such an achievement.



Language Focus

A. Word Building

(i) Here are two lists of words. See if you can join up words from **list A** to those in **list B**, to make some new words.

There may be more than one combination for each. For example, the word *tea* from **list A** joins with *room*, to make *tearoom* and also with *pot* to make *teapot*.

(ii) Write a sentence for each new word.

List A

sheep
head
board
long
life
hill
arm
door
tooth
side
rail
moon
mile

List B

spoon
way
step
room
boat
brush
side
skin
long
dog
pot
road
chair
light

B. Proofreading

Identify the error in the sentences given below and correct the word/phrase.

1. In the other hand, it is cheaper to travel to Labasa by boat.
2. There is only one answer of it.
3. Selina did not pay to the food.

4. Any of the two books are useful.
5. The bird flapped it's wings.
6. I and he will go to school tomorrow.
7. He wants to stand beside I.
8. I heard the dog barked.
9. Mr Thomas lives across my house.
10. Elina works in the women's ward in the hospital.

Active and Passive Voice

The verb can be either active or passive.

Sentences written in the active voice draws attention to the subject while sentences written in the passive voice focusses on the receiver of the action.

(i) Active Voice

The active voice is constructed in this way: Subject + Verb + Object/phrase

In an active sentence, the subject comes first.

For example: The cat chased the dog.

(ii) Passive Voice

The position of the subject and object in the active voice is reversed in the passive voice.

Object + Verb + by +Subject

For example: The dog was chased by the cat.

Activities

A. Identify subject, verb and the object in the sentences on the next page. Write the sentences and underline in different colours to show subject, verb and object.

Example:

He studies French.

Verb = **studies**

Who studies French? **He** does (subject)

He studies *what*? **French** (object)

1. Jonasi is eating mangoes.
2. I have finished the job.

3. The master punished the servant.
4. He was writing a book.
5. I sent the report yesterday.
6. The Police arrested the thief.
7. She prepared the delicious meals for the guests.
8. B. Each sentence given below is in active voice. Change it into passive voice.
 1. He teaches English.
 2. The child is eating bananas.
 3. I have finished the job.
 4. The master punished the servant.
 5. He is writing a book.
 6. I sent the report yesterday.
 7. They ruined the car through poor driving.
 8. The gardener planted two rows of orchids.
 9. The Police caught the thief.
 10. The principal is reading the report.

C. Each sentence given below is in passive voice. Change it into active voice

1. A novel is being read by Mary. (Mary is reading a novel.)
2. A stone was being thrown by the kid.
3. A car has been bought by him.
4. The door had been knocked at by someone.
5. The fish is eaten by the cat.
6. The cat was being chased by the dog.
7. The painting was done by my neighbour's son.
8. The sick child was taken home by the teacher.
9. The two girls were bitten by the fierce dog.
10. The picnic trip was organised by the teacher.

Reading Comprehension

SOCIAL MEDIA

Does It Entertain or Mend Our Relationships or Boost Moral Values?

Teens are leading the charge against cyber bullying. In the US, they organised a national school walkout day to protest gun laws after the tragic shooting in one school that killed 17 people, mostly students. That is savvy use of social media.

For a few years, many teens have been saying that social media — despite its flaws — is mostly positive. And new research is shedding light on the good things that can happen when kids connect, share and learn online. As kids begin to use tools such as Instagram, Snapchat, X, and even YouTube with seriousness, they're learning the responsibility that comes with the power to broadcast to the world. You can help nurture the positive aspects by accepting how important social media is for kids and helping them find ways for it to add real value to their lives. Here are some of the benefits of your child having social-media-knowledge.

It lets them do well. Twitter, Facebook and other large social networks expose kids to important issues and people from all over the world. Kids realise they have a voice they did not have before and are doing everything from crowd funding social justice projects to anonymously tweeting positive thoughts.

It can offer a sense of belonging. While heavy social media use can isolate kids, a study conducted by Griffith University and the University of Queensland in Australia found that although American teens have fewer friends than their historical counterparts, they are less lonely than teens in past decades.

They report feeling less isolated and have become more socially adept, partly because of an increase in technology use.

It provides genuine support. Online acceptance — whether a kid is interested in an unusual subject that isn't considered cool or is grappling with sexual identity — can validate a marginalised child. Suicidal teens can even get immediate access to quality support online. One example occurred on a forum on Reddit when an entire online community used voice-conferencing software to talk a teenager out of committing suicide.

It helps them express themselves. The popularity of fan fiction (original stories based on existing material that people write and upload online) proves how strong the desire is for self-expression.

Producers and performers can satisfy this need through social media. Digital technology allows kids to share their work with a wider audience and even collaborate with far-flung partners (an essential 21st-century skill). If they're really serious, social media can provide essential feedback for kids to hone their craft.

Social media has some definite benefits. The onus is upon the user to exercise discretion and prudence in using it — for good.

Activities

A. Open-ended questions

Answer the following questions in complete sentences.

1. Identify forms of cyber bullying teens are exposed to through the social media.
2. Do you think social media should be blamed for the increase in teenage problems? Explain your answer.
3. How can we assist teen problems through social media?
4. Do you think social media has become a challenge for adults as well and not just teens?
5. Is there a direct relationship between social media and the decaying moral values in Fiji today?
6. What roles do you expect parents to play with regards to social media with their children?
7. Is there a direct link between spending too much time on social media with poor academic performance?
8. How have you benefitted from social media?

B. Vocabulary

Find the meaning of the following words using a dictionary.

- | | |
|----------------|---------------|
| 1. savvy | 6. adept |
| 2. nurture | 7. validate |
| 3. expose | 8. hone |
| 4. anonymously | 9. discretion |
| 5. genuine | 10. prudence |



C. Synonyms

Write synonyms for the following words as used in the passage

- | | |
|-------------------|---------------|
| 1. nurture | 6. adept |
| 2. tragic | 7. genuine |
| 3. flaws | 8. acceptance |
| 4. connect | 9. unusual |
| 5. responsibility | 10. prudence |

Research and Presentation

- In groups, carry out research on the most common forms of social media in Fiji, cyber bullying and its impacts and the impact of social media.
- Put your ideas on a chart, poster or prepare a power point presentation.
- Present to the class and contribute towards class discussions.

Language Focus

A. Vocabulary

Fill in the blank spaces in the sentences below using the correct form of the words from the list. Find the definition of the following words using a dictionary before answering the questions.

re-establish	suspicious	unaware	reassured	conceal	bewildered
extinct	unique	fascinated	purified	neglect	unheeded

1. The two strangers were behaving in a very _____ way. One was hiding behind a newspaper, while the other was peeping over the office-girl's shoulder. However, she was _____ that he was there because she was so busy typing.

2. The people of Bunikesea were _____ by the village Head, who said that the town's water supply was carefully _____ before being pumped to their houses. He said they had no need to fear about water borne diseases.

3. That coin is _____. You won't find another one like it anywhere else in the world.

4. I was _____ by the film. At the end I still wasn't sure who had killed the hero.
5. Don't _____ to study hard every day, and if this warning goes _____ you may fail your examination.
6. A certain type of whale may soon become _____, just as dinosaurs did millions of years ago, unless people stop killing them to _____ themselves.

B. Confused Pairs

Choose the correct form of the word from the pair given to fill in the blank spaces in the sentences given below.

1. _____ for Thomas, who did not take part, we all _____ the award. (accept/ except)
2. The visit of the _____ man is _____. (eminent/ imminent)
3. The refrigerator will _____ a bad smell if you _____ to clean it. (emit/ omit)
4. All office _____ are reminded not to make _____ phone calls. (personal/personnel)
5. You are _____ to read _____ during this lesson. (allowed/ aloud)
6. Bring _____ guitars and _____ friends. _____ all invited to my party. (your/ you're)
7. We are going on a picnic _____ the _____ is wet or dry. (weather/ whether)
8. A _____ car was found containing boxes of _____. (stationary/ stationery)
9. I _____ the cat is ill and I have _____ way of curing it myself. (know/no)
10. I did not know you could _____ potatoes. Dad. _____ job! (grate/ great)

Reading Comprehension

Treasure Hunt

Danny and Susie were walking to school, when Susie noticed something under the bushes.

“What is that?” Susie asked, as she pointed to the bush.

“Hmmm, I’m not sure.” Danny reached down to grab it. It was a book, and it looked old. The title was Buried Treasure. He started looking through the book. It was full of different maps that were supposed to lead to buried treasure. “Wow, this book looks great!”

Susie said, “I want to look too, but we’d better get to school before we’re late.” Danny and Susie anxiously waited for recess, when they would have time to get a better look at the book.

Their friend Fred joined them on the benches at recess time. Susie sat in the middle, holding the book, and turning the pages. Each treasure map had an explanation for where it was found, and what the treasure was supposed to be. The stories were exciting, and Susie, Danny, and Fred let their minds run wild. They wished there was a treasure map in their town for them to explore. What a fun adventure that would be!

They were getting toward the end of the book when a slip of paper fell out. “Wow, this book must be really old, it’s falling apart!” Fred said.

Danny opened the paper. It had the name of their town on the top, and it was a map of their town!

There was a marking on the map. The friends looked closer. It looked like the markings on the other maps in the book, and that meant one thing: treasure! The end of the school day couldn’t come fast enough - they wanted to go on their own adventure!

After school, the friends met at Danny’s house. They had talked to their parents and looked at the treasure map with them, and Danny’s parents had agreed to drive them around to try to find the treasure. The friends piled in the car.

“Where to?” Danny’s dad asked. Susie looked at the map. The trail started at the pool in the middle of town, so Susie told Danny’s dad. Susie gave the map to Fred to take a turn giving directions. He directed them to turn left by the pool, and head towards the library, then handed the map to Danny.

Danny looked at the map, and saw that they were almost there! They turned right by the grocery store, and stopped at the park.

“What do you think the treasure is?” asked Fred. “I don’t know, but I hope it’s good!” said Danny.

When Danny’s dad parked, the friends got out of the car. Now was the hard part, where in the park was the treasure? They started looking around for clues. Finally, Susie yelled out to Danny and Fred, and they came running over.

“I found it! At first, I didn’t think it was the treasure, because it’s not something we can pick up and take with us, but, when you read it, you’ll see!” Susie said. She pointed to the tree that they were all standing next to. On the trunk, someone had carved a message. It said, “The best treasure is a good adventure with good friends!” There were other names carved into the tree.

“Wow, that’s true. It was so fun going on a treasure hunt with you both. Let’s sign our names!” The friends carved their names, and Danny’s dad took a picture of them all with the tree. Even though they didn’t get to keep anything, they agreed that it was a great day.

Activities

A. Story Telling

In pairs, retell the story in your own words.

B. Character study

Describe Susie’s character. What evidence from the text helps you describe her?

C. Vocabulary building

What does “anxiously waited” mean in the 4th paragraph? List few other synonyms of this word?

D. Rewriting

Rewrite the following sentences into reported speech.

1. “What is that?” Susie asked
2. Susie said, “I want to look too, but we’d better get to school before we’re late.”
3. “Wow, this book must be really old, it’s falling apart!” Fred said.
4. “What do you think the treasure is?” asked Fred.

E. Parts of Speech

Identify three examples of each of the following from the passage:

- | | |
|---------------------|----------------|
| 1. proper noun | 5. preposition |
| 2. personal pronoun | 6. adjective |
| 3. punctuation mark | 7. verb |
| 4. interjection | 8. adverb |

Speech Writing

Discussion

- What is a speech?
- What is the difference between a spoken and a written speech?
- Recall some famous speeches you have heard and discuss with other students in your class.
- Have you ever written a speech?
- What is a rhetorical question?

Speech Writing is an art of conveying a message to your audience. The purposes are to: inform, explain or persuade.

Structure

Introduction - Opening

- The first lines are important as they draw the attention of the audience to your topic.
- Use quotations/anecdote
- Welcome the audience
- Introduce the topic, provide a brief outline of your speech.

Body

Each point should be developed in a paragraph each with relevant examples.

Conclusion

- Summarise the main points of your speech.
- Provide a question to the audience to ponder upon.
- End with a thought or an appeal.

Features

Enthusiastic, positive and sincere tone

Use of :

- personal pronouns
- direct address
- figurative language
- humorous words and phrases
- emotive vocabulary

- pauses
- a variety of sentence types
- rhetorical questions
- exaggeration to impress audience
- descriptive words and repetition of
- key words/phrases for emphasis.
- anecdotes

For you to do: Write a speech

Steps

- Choose the topic that is suitable for the speech.
- Identify the purpose and the audience.
- Set out an outline for your speech (plan your speech.)
- Think of some figurative language to capture listeners' attention.
- Write the content of your speech by listing all the main ideas.
- Pay attention to the places where you will apply gestures and voice variation.
- Critically read your speech.
- Practise speaking it out aloud

Topics for speech writing:

1. Your school is celebrating the National Sports and Wellness Day. You have been asked by your teacher to deliver a speech on the topic: Importance of wellness activities. Plan and write the text of your speech.
2. Topic of your own choice to do with entertainment, e.g. the value of television.



Language Focus

A. Vocabulary

Choose the words from the list below to fill in the blanks in the sentences given below.

mutter	scattered	revealed	deliberately	shallow	frail
casualties	exposed	summoned	soaked		

1. It is safe for young children to swim there because the water is quite _____. It is only a foot deep.
2. The prisoner was asked to wait outside the court-house until someone came to call him. He was told he would be _____ by a police officer to appear in court.
3. Martin's coloured shirt hung outside on the clothes line, _____ to the sun for many days. When he eventually took it off the line, he found that the bright colours had faded.
4. When Merewalesi spilled some tea on the mat, it _____ through and left a mark on the floor.
5. When the poster from the back wall was taken down, it _____ a large hole in the wall.
6. When Sarita heard the faint sound at the door, she opened it. There lay a _____ looking dog which had obviously not eaten for some days and was too weak to stand.
7. When the bus ran off the road into the valley, many people were injured. There were too many _____ for the ambulances to transport to the hospital, so private cars were also used.
8. The necklace made of tiny beads broke and the beads _____ all over the floor.
9. When Salote was called to the principal's office, her friend was heard to _____, "She's going to get it."
10. When Sami beat the full-back and raced for the goal, the full-back _____ tripped him to stop him from scoring.

B. Rewriting

Rewrite the sentences given below according to the instructions given in brackets.

1. "Social media is not bad if we use it responsibly," Krystal told Laura. (Rewrite into Reported speech)
2. Social media provides genuine support. (Change to passive voice)
3. Zar told Uraia that he had posted their picture on Facebook the previous day. (Rewrite in Direct Speech)
4. Tevita didn't come to school. He missed the test. (Join the sentences beginning with: If Tevita)
5. Sally was chatting with her friends on Facebook. She didn't complete her homework. (Join using: as a result)

Letter of Invitation

- When do you write a letter of Invitation?
- Have you ever written a letter to invite someone? Discuss with your friend.
- Recap on the features of a formal letter.
- Provide examples of situations where you need to write a formal letter to invite someone.
- A letter of invitation is a request for the presence of an individual, or group of people or an organisation to attend an event, a ceremony, or a function.
- An invitation can also be sent via an email.

Sample

Dear Sir/ Madam

Re: Invitation to a Fire Awareness Campaign

We are pleased to invite you to Fire Awareness Campaign which will be held at our school to raise awareness among the students on ways to prevent house fire.

This awareness campaign aims to enlighten students on preventive measures they can take to avoid damage to their properties as well as safety of their own lives from house fires.

As such, the school has decided to hold the awareness campaign on 10th May, 2019 at our school, from 9 a.m. There will be some role plays, speeches, and poetry recitation by the

students. A video clip will also be presented to the students showing the consequences of house fires.

It would be appreciated if you could deliver a speech to the students on the theme “Be Cautious, Prevent Fires”. We will also appreciate if you can arrange for a team to present a fire drill for the students.

We sincerely hope that the date and the time that we have mentioned is suitable to your schedule. If not, perhaps you can suggest an alternative date and time. You can contact the school on mobile 9003540 for any enquiries. We look forward to a positive confirmation.

Yours faithfully

Ratu Jovesi/ Siya Singh

Activities

Choose one of the following

A. You are Ana Fugawai or Taitusi Dautu, the class captain of Year 902 at Vailomani College, P.O.Box 333, Nausori. You have been asked by your English teacher to write a letter of invitation to the Director of Vunisa Music Company to be the chief guest at the Talent Show Night in your school on the 5th of August.

You can use a fictitious address. Lay out your letter appropriately.

B. Your name is David Kumar or Joyce Dina and you are the President of the Student Council at Divinity High School, 1102 Spring Lane, Nadi. You are concerned about the importance of road safety in your community, so your school is organising a workshop.

Write a letter to the Chief Executive Officer (CEO) of the Land Transport Authority, P. O. Box 789, Suva, inviting him to be the Chief Guest for the day. In your letter, state the date, time and four other important information that the CEO needs to know. You may request for pamphlets, posters and charts. Set out your letter appropriately.



Test

Score /50

A. Spelling Test [20 marks]

The teacher will give a spelling test. This will be any twenty words from Unit 4.

B. Word Forms [5 marks]

Write the correct form of the words in brackets in the sentences given below.

1. Edwin enjoyed _____(watch) the Disney movie.
2. This movie _____(entertain) and raised audience expectations of the magical world.
3. The special magic in Harry Potter films have become _____(increase) important in selling a film.
4. The film was a box office success because the magicians were amazingly _____(realist).
5. People were simply _____(motivate) enough to want to go and see them many times.

C. Error Identification [5 marks]

Identify the error in the sentences given below and correct it.

5. Neither the teacher nor the students is responsible for the damage in the science lab.
6. He didn't liked the comment made by the principal regarding his dressing.
7. Mr Balebina likes his proffession.
8. Deepak hid beside the tree.
9. Although Daksha didn't like the movie, but she watched it till the end.

D. Biographies [10 marks]

Choose any two biographies you have studied and write the details below.

- Name of person
- Greatest achievement
- Greatest difficulties

Why this person has inspired you in your personal life

E. Paragraph writing [10 marks]

Write a paragraph giving an appraisal on the best and worst types of entertainment available to you. Explain the advantages and disadvantages of these forms of entertainment.