

English Year 6

Units 11-15

Fiji Ministry of Education

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Unit 11

Text type: Explanation

An explanation text tells how something works. They are used in all the arts and sciences.

Title: This is a short statement(question) about the topic.

Definition: Of the thing or process.

Description: Of the part or elements in the process.

Process: How the thing or process works.

Application: Of the object, machine or process

Examples of Explanations:

- How the eye works?
- How the heart beats.

Reading: Where does food go after it is swallowed?

All food is chewed and swallowed, after which muscles squeeze it through the oesophagus to the stomach.

Next, the stomach churns the foods around and changes it to a thick, soup-like liquid before it passes through the long, convoluted small intestine.

Digestive juices then break the food particles into smaller pieces. When these pieces are small enough, many filter out into the blood through tiny, finger-like villi(hairs) that line the small intestine's inner wall.

The blood can then take nourishment to all part of the body. Any food the body cannot use – the undigested parts in the colon- form faeces that leave the body through the anus.

So, to answer the question -Where does food go after it is swallowed? - Some food is used by the body's blood for nutrition; the undigested parts go down the toilet.

Explanations always include the use of technical terms. They are also written in present tense. Fill in the gaps below with the correct technical term.

1. After food is chewed and swallowed, muscles squeeze it through the
o_____.
2. D_____ juices break food into smaller pieces.
3. Food is churned and liquidised in the s_____.
4. Tiny finger-like v_____ filter the small food particles into the
_____o_____.
5. The villi line the walls of the small _____t_____.
6. The undigested food forms into f_____ that leave the body
through the a_____.

Text type: Poetry

Poetry helps the reader to think about familiar things in an imaginative way to express an idea or describe a subject. It captures a thought, idea, object or scene. The expectation is that it will be read, making the language sound patterns and rhythmic qualities an important part of the meaning.

Building Background

How many of you know what a Tsunami is?

Has there ever been a tsunami in Fiji?

Tsunamis are giant walls of water that hit land and cause major destruction.

Tsunamis are caused by earthquakes under the sea.

Discuss the vocabulary before reading the selection.

Key Vocabulary:

stillness, chill, specks, amiss, pierces, tremble, expectantly, abruptly, subsides, eerie, dread, destruction, debris

Reading: The Tsunami

The stillness in the air sends a chill down my spine

I stop. I listen. I look around.

Nothing moves.

No crickets, no flies, no mosquitoes, not even birds.

I look up and there I see
Black specks high in the sky
Hundreds heading inland they go.
What's happening I wonder?
The fear trickles in from below
People around me notice that something is amiss
The silence is broken as a scream pierces the air
Tsunami! I hear someone shout
A slight tremble runs through me
Even the earth shivers expectantly
Thuds in the distance, a scream cut off abruptly you see
The tsunami has arrived so unexpectedly
Crash! Boom! Bang!
It's on us - there is no time for fear
Our lives are at stake, as we fight to survive
Reaching, grabbing, pulling
Hanging on for our lives
A wall of water crashes nearby
It has a life of its own as it reaches, reaches, reaches out for me
Faster our legs carry us
Water swirls around us as dread fills our souls
Slowly the wall subsides, still reaching and grabbing for me
Silence
Once again the eerie world of silence is upon us
Destruction as far as the eyes can see.
The quietness shatters as the wailing begins
What should I do I ask myself as I try to look brave.
Debris, debris everywhere

My poor village is left in a nightmare

Why? Oh why did you have to come, Tsunami?

A welcome visitor you will never be.

Comprehension Skill – Noting Details

1. Read through the poem again and write down all the lines that tell us that the poet experiences fear.
2. For each line you have written, choose one word that is associated with fear. Draw a web (diagram) to display your words.

Comprehension Check

1. Who was the unwelcome visitor?
2. What do you think were the black specks in the sky?
3. What are the different moods expressed in the poem?
4. In stanza 5, how does the wall of water seem like a person?
5. “The quietness shatters”, name another object that shatters.
6. What does the poet mean when she says that her poor village is left in a nightmare?

Word Knowledge: More about Natural Disasters

Natural Disasters: Floods, Hurricane, Volcanic Explosion, Thunderstorm, Earthquake, Tsunami

Write the headings above and place words below under the right heading according to which natural disaster it is associated with.

tremble thunder water boom! gale swift swaying lava knots seismic deep shutters waves lightning explosion drowning destruction debris ash swirling strike

Sentences: Questions

From the group of phrases below identify the questions. Write them in your book and place the correct punctuation mark at the end of the question.

Now answer them in a complete sentence.

1. What are you doing
2. He is old
3. When I leave school
4. Why did you eat her lunch
5. Who ate the cookies
6. I saw her
7. After that she left
8. How are you

Punctuation: Unnecessary Words

When writing or speaking we often use unnecessary words. Identify the unnecessary words in the sentences below. Rewrite the sentences correctly in your books.

1. We will return back to our home this evening.
2. That boy there is very smart.
3. Last night a man he spoke to me.
4. He has got a big red car in the garage.
5. Mary she was so scared last night that she crept into her parents' bed.
6. That ball there belongs to Samisoni.

Grammar: Comparative Adjectives

Adjectives describe or tell us more about nouns. When comparing things, we just add -er or -est to the adjective.

e.g. Ashika is quick. Anju is quicker. Anshu is the quickest.

The spelling of some adjectives needs to be changed before adding - er or - est

e.g. happy happier happiest

The spelling of some adjectives needs to be changed before adding - er or - est

Some adjectives use more and most instead of -er or -est,

e.g. delicious, more delicious and most delicious

Some adjectives use different words, e.g. good, better, best

Complete the sentences.

1. Pug was an ugly dog, Rover was _____ but Popsicle was the _____.
2. The chicken was horrible, the fish _____ but the _____.
3. Tom was _____, Tim was worse, but Tina was the _____.

Dictionary Skill: Context Clues

Write down each sentence in your book then look for the meaning of the underlined words in your dictionaries. Use the context clues to help you decide on the correct definition.

1. Please don't rock the boat.

Rock – to move from side to side.

2. She threw the rock high into the sky.

Rock -

3. Please leave your shoes on the steps before you enter the house.

Steps -

4. Take two steps to the right.

Steps -

5. Two of the underlined words above are nouns while two are verbs. Which are nouns and which are verbs?

Spelling List

constitution

concentration

concern

connection

complain

correct

honourable

novel

official

operate

following

fossil

obtain

occur

original

Activity: Scrambled Words

1. iowgoflln

2. fiifalco

3. orcecnn

4. ioeonccnt

5. ilfoss

6. ocrtecr

7. oalinrig

8. vnelo

9. abinot

10. etarpoe

11. oinisnctottiu

12. cloaminp

13. orcnontaeicnt

14. courc

15. inhburoaao

Text type: Poetry

A poetry text helps the reader to think about familiar things in different language, rhythm, rhyme and structure to capture the essence of a feeling, thought,

Nature's Goodnight

Branches swept across the sky
As the wind whistled through the trees
A shudder ran down my spine as I peered back to see
Was there someone following me?
A dark shadow flew overhead
Pssst...psst...Oh No! I wondered
Is he after me?
Rustling leaves twirled down
tickling my cheeks and making me shriek
Ana? Ana is that you?
Yes Papa...thank goodness you've come to save me
Child! Save you from what pray tell
A monster you see
A monster! A monster!
How can that be?
It's just the sound of nature
whispering goodnight to you and me.
By J.D.Toro

There is no one way to write a poem. In fact, there are many ways, and many different forms! Sometimes it is the meter of the poem that gives you the form,

Practise writing grammar poems.

Structure of grammar poem:

1st line A noun

2nd line 2 Adjectives to describe the noun

3rd line 3 Verbs associated with the noun

4th line A thought about the noun

5th line A synonym for the noun or word associated with the
noun

Examples:

Girls

Beautiful, happy

Swaying, dancing, laughing

A joy to behold

Flowers

Tsunami

Huge, Terrifying

Rolling, crashing, destroying

Part of Nature's fury

Death

Unit 12

Text type: Explanation

An explanation describes in scientific terms, how something works or the processes involved in an action, behaviour or event. They are organized by: a definition of statement, and a sequenced explanation. They are written to add to our store of knowledge.

key vocabulary: *evaporates hail water vapour cooled salty cycle precipitation condensation fresh sleet process reused*

Reading: The Water Cycle

There is always the same amount of water on Earth. This water moves in a cycle and is reused over and over again. The sun heats water from the oceans, rivers and other bodies of water. When water is heated, it evaporates and becomes water vapour, a gas which rises into the air. The colder air high above Earth cools the water vapour which turns it back into tiny drops of water. These drops of water are called condensation.

The water returns to earth when these droplets fall back to earth as rain, snow, hail or sleet. This is called precipitation. Most of the rain that falls back to earth falls directly on the oceans because they occupy about three- quarters of Earth's surface. The rest of the rain falls onto land and eventually runs back into the rivers, oceans and lakes. The water cycle begins again.

Comprehension Check

Answer the following questions in complete sentences.

1. Is there always the same amount of water on earth?
2. How does water move?
3. What happens to water when it is heated?
4. Where does most of the water fall?
5. What happens when condensation occurs?
6. How much of the earth's surface is covered by land?

Gender nouns

Masculine Gender: A masculine noun is the name of a male person or animal.

father, brother, boy, uncle, tiger, uncle

Feminine Gender: A feminine noun is the name of a female person or animal.

mother, sister, girl, grandmother, tigress

Common Gender: Words which can be used for either male or female nouns are common gender.

clerk, servant, child

Neuter Gender: Things which do not have life in them are of neuter gender. They are neither masculine nor feminine.

Write the common nouns in one colour and the neuter nouns in another colour for each of these sentences.

1. The woman said to bring the hammer with him.
2. The boy went town with yesterday.
3. The clerk handed me this letter.
4. I do not know the attendant.
5. The large tree fell across the road.
6. The farmer is drinking a cup of hot coffee.
7. The shoe factory is built near the river.
8. The little boy is wearing a sweater.
9. He lent his new boat to a friend.
10. The police officer is inspecting the cars.

Rewrite the following, changing all masculine words to feminine.

1. His son-in-law is a widower.
2. The Head teacher thanked the landlord.
3. My nephew rode the stallion.
4. The tiger belonged to the baron.
5. The musician spoke to the king.
6. The boar and the drake drank from the trough.

7. The proprietor is a wealthy heir.
8. My uncle is a widower.
9. The ram and the dog are staring at each other.
10. The men are not playing with their nephews.

Grammar: Verbs

Verbs are the most important words in sentences. They tell us about the action in a sentence. A verb is a doing, being or having word.

She walked home. (doing)

He was unhappy. (being)

Bale has a horse. (having)

Simple verbs can consist of one word. Example: The dog barks.

Write the verb in each sentence.

1. Every morning Jenny wakes up late.
2. Grandmother washes the car every Saturday.
3. Rochelle waters her flowers every afternoon.
4. Ron rides his bicycle to school.
5. Dad reads his newspaper while drinking tea.
6. Little Kaimana cries when he is hungry.
7. Peter mows the lawn once a month.
8. Ashok fixes the cars in his garage.

Fill in these blank spaces with simple verbs.

1. She _____ milk.
2. The girl _____ quickly to the bus stop.
3. The dog _____ across the street.
4. The wood cutter _____ the mango tree.
5. Osea _____ his mother, then set off for the school.
6. Fishermen _____ early in the morning.
7. The teacher _____ to the boy softly.

8. All the clerks _____ today.

9. Peter _____ the fastest.

10. Manasa _____ rugby.

Dictionary: Alphabetical Order

Arrange the words below in alphabetical order.

manure manacle mantis mandate mannequin manager manner manslaughter
mangrove manifesto manger manful mangle manual

Spelling List

beliefs

emergency

departure

replacement

ceiling

remind

decision

descendant

relief

scissors

remarkable

creative

remote

department

serious

Activity: Generally Speaking

Write each spelling word for the group it best fits

1. crisis, disaster
2. heir, successor
3. extraordinary, incredible
4. values, attitude
5. substitute, alternate
6. exit, leaving
7. severe, stern
8. repeat, jog your memory
9. judgment, resolution
10. aid, assistance
11. clippers, shears
12. imaginative, inventive
13. isolated, secluded
14. maximum, upper limit
15. section, responsibility

Activity: Vowel Hunt

Fill in the missing vowels and write the spelling words.

1. d__p__rt__r__
2. b__l__ __fs
3. r__m__rk__bl__
4. __m__rg__ncy
5. r__pl__c__m__nt
6. c__ __l__ng
7. r__m__nd
8. s__r__ __us
9. d__p__rtm__nt

10. d__c__s__on

11. d__sc__nd__nt

12. sc__ss__rs

13. r__l__ __f

14. cr__ __t__ v__

15. r__m__t__

Activity: Scrambled Words

Please unscramble the words below.

1. eneemrycg

2. eelsfbi

3. mdneri

4. aetepurdr

5. nleercpeatm

6. nciigel

7. nerpemdtat

8. ssoscsir

9. diceniso

10. tascndeed

11. lfreei

12. seruois

13. ebrklermaa

14. rteiavce

15. eermtto

Unit 13

Text type: Explanation - What causes earthquakes?

Explanations are written in the present tense. Words showing timeless tense are 'travel' and 'cause'. Write all the verbs in the following explanation.

An earthquake is the movement of the Earth's crust which makes the ground shake or quake. Earthquakes usually occur when the plates of the Earth's crust grind against each other. This causes tension in the rocks, and when the tension becomes too great the plates shift and split. These movements cause shock waves, which start deep underground.

The point on the surface immediately above the earthquake is called its 'epicentre', and is the scene of the greatest destruction. The shock waves travel out from the epicentre in the same way that ripples spread when you drop a stone into a pool.

Earthquakes can be so violent that buildings topple, people are killed and huge craters open in the ground. They often trigger waves and landslides.

Write an explanation...

Why do volcanoes erupt?

Text type: A transaction

A transactional text is used to sustain relationships and involves simple interactions and negotiations.

Building Background (Class Discussion)

Your teacher will assist in discussing the following:

Water is Life. We need water to survive. The earth is made up of 2/3 of water while the other 1/3 is land.

Can you name the sources of drinking water we have here in Fiji?

We are fortunate that we have a good supply of water here in Fiji. In some parts of the world they barely have enough clean, safe water to drink, let alone to cook.

How can we make water safe to drink?

How can we save water?

Scan the reading, discuss the key vocabulary and using context clues, figure out the meaning of the words. Complete a 4 corners exercise.

Key Vocabulary:

tank rainwater installs runoff fantastic flushing lawns waterways educationally sound

Reading: A letter to Mrs. Waters

Lot 3 Griswold Place

Nabua

8th August, 2013.

Mrs Agatha Waters

President of the Parent Group

St. Agnes Primary School

Mead Road

Nabua.

Dear Mrs. Waters,

My brother Viliame and I have an idea we think would help our school save water. At home, we have just had a rainwater tank installed. It is fantastic. The tank has saved us heaps of water and money because we don't have to use as much tap water. We believe our school can save lots of water and money if it installs rainwater tanks also.

These tanks save money because they collect rainwater runoff from the roof.

Because we have lots of buildings at school the tanks will fill very quickly, even if it rains for a short time. This water can be used instead of tap water, which the school pays for from school funds. The tank water is ideal for flushing the toilets and watering the lawn and gardens.

Another reason that the tanks are worthwhile is that they are environmentally friendly. Rainwater held in tanks reduces runoff. This water is wasted when it runs straight to drains and then into our waterways.

The extra water from the tanks will allow us to water the gardens more often. This will make our school look greener. Everyone should be trying to make the grounds look better.

Finally, we believe a water tank programme is educationally sound. When students are involved with projects like this, they learn more about saving the environment.

I hope that you and the Parent group support our suggestion so we can work together to make our school a better place.

Yours Faithfully,

JVuniwai

Jese Vuniwai (Year 6)

Comprehension Check

1. What is the name of Jese's brother?
2. Where had the children seen the tanks?
3. Who was Jese writing to?
4. How would the tanks help them?
5. What is the tank water ideal for?
6. Give another reason why tanks are worthwhile.
7. Why could the school fill the tank easily?
8. How would the tanks make the school look better?
9. Where do rainwater tanks get their water from?
10. How do you think the water tank programme is educationally sound?

Word Knowledge: Syllables

A syllable is a part of a word which consists of vowel sounds and possibly consonant sound around the vowel. For example: 'along' has two syllables and 'wonderful' has three.

Example: Teacher

A. tea –cher B. teach –er

1. Important

A. imp-ort-ant B. im-por-tant C. imp-or-tant

2. advantage

A. ad-vant-age B. a-dvan-tage C. ad-van-tage

3. another

A. a-noth-er B. an-oth-er C. a-no-ther

5. example

A. e-xam-ple B. ex-am-ple C. ex-amp-le

6. however

A. how-e-ver B. how-ev-er

7. already

A. al-rea-dy B. al-read-y

8. suddenly

A. sudd-en-ly B. su-dden-ly

9. direction

A. dir-ec-tion B. di-rec-tion

10. government

A. go-vern-ment B. gov-ern-ment

Grammar: Using Prepositions

Prepositions are small words that connect nouns or pronouns to other words in a sentence.

Prepositions are often at the beginning of phrases.

For Example: Marika took the book from his bag and gave it to Sailasa.

The word 'from' connects the book and his bag; the word 'to' connects it (the book) and Sailasa

Make up your own phrases that begin with prepositions and then write each phrase in a sentence. * A phrase is a group of words without a subject; they do not form a complete sentence.

For Example: besidebeside the pool to eat our lunches.

1. across

2. below

3. over

4. upon
5. between
6. near
7. through
8. above
9. since
10. until

Grammar: Compound Verbs

A compound verb can be two or more words. Compound verbs have a main verb and a helping verb. (The helping verb can also be called the auxiliary verb.)

The ball will bounce - *bounce* is the main verb, *will* is the helping verb.

Write the compound verbs in these sentences.

- 1 Crowds of people were climbing up the hill.
- 2 It went crashing through the wall.
- 3 The ball went rolling down the steep slope.
- 4 The concert was still going on.
- 5 The rabbit had broken out of the garden.
- 6 The boy went screaming by.
- 7 The rain was plunging down upon them.
- 8 The workers were returning to the building site.
- 9 The animals were stampeding in all directions.
- 10 Our rugby team is training every day for the Kaji Finals.
- 11 Jovesa was watering the garden.
- 12 Michael was chasing the dog out of the farm.

Dictionary Skills: Parts of Speech

Almost all “words” can be classified into “parts of speech”. Which part of speech a word belongs, depends on how it is used. There are eight parts of speech. They are

Nouns, Verbs, Adjectives, Adverbs, Prepositions, Interjections, Pronouns, and Conjunctions.

Read:

Manoa seized the ladder, and, before anyone could stop him, propped it against the tree and climbed up towards the cat stranded high above. This only made the cat more frightened, and it proceeded to climb higher.

Classify the following words into the respective “parts of speech”.

1. Manoa
2. seized
3. and
4. anyone
5. against
6. towards
7. high
8. above
9. only
10. higher

Spelling List

immediate

league

legal

theme

myth

physical

piano

resources

prefer

prevent

realise

recently

recycle

referred

visible

Activity: Unscramble the following words

1. siebliv

2. freerp

3. ateedimmi

4. ailseer

5. souerrsec

6. hysialc

7. clycere

8. meeth

9. dererfre

10. agneel

11. aglel

12. ntrecycl

13. ymth

14. iapon

15. pevenrt

Activity: Other Word Forms

Example: important- importance, importantly

1 immediate

2 league

3 legal

- 4 theme
- 5 myth
- 6 physical
- 7 piano
- 8 resources
- 9 prefer
- 10 prevent
- 11 realise
- 12 recently
- 13 recycle
- 14 referred
- 15 visible

Unit 14

Text type: Exposition – Climate change

Expository texts are written to argue or persuade. They promote the writer's point of view.

Building Background (Class Discussion)

Your teacher will assist in discussing the following:

What does Climate Change mean to you?

What do you think causes climate change?

Who and what is affected by climate change?

Who do you think is responsible for climate change?

Key Vocabulary:

Climate environment bio-diversity coastal marine resources agriculture forests economy

Why should we be concerned?

Our islands may be paradise now, but every year natural disasters caused by climate change increases. If urgent steps are not taken to decrease global warming soon, we may lose our way of life.

Write a piece of persuasive writing giving your view of steps that should be taken by people (including you) to stop the pollution that may affect climate.

Homophones

A Homonym is a word which has the same sound or the same spelling as another but has a different meaning. For example: Live / leave.

Choose the correct homonym in the brackets to complete the sentences below.

1. Semi's boss decided to (raise/rays) his salary this week due to his good performance.

2. The Prime Minister usually stays in the Deluxe (suit/suite) of Canberry Hotel on his visits to Morocco.

3. Mum bought Mabel a new (cell/sell) phone for her birthday.
4. Pauliasi dropped his watch in the (creek/creak).
5. Meagan was very (bold/bowled) to touch the teacher's purse.
6. Theresa was (aloud/allowed) only one suitcase in the boat.
7. There was a big (sail/sale) on in the market on Saturday.
8. The neighbor's dog dug a (hole/whole) in my backyard and hid his bone.
9. They (heard/herd) over the radio that it was going to rain in Nadi.
10. The humpback (whale/wail) was stuck on the reef.
11. Carol handed me the (piece/peace) of paper that she found on the pavement.
12. Fiona will turn (too/two) tomorrow.

Sentences: Adverbial Phrases

Adverbial Phrases tell us how, when, where and why the action in the sentence is performed. For Example: The children clapped with enthusiasm.

The phrase 'with enthusiasm' tells us how the children clapped.

Write the phrases in each sentence and write whether they are telling how, when, where or why.

For Example: They are banned from the playground.

Where? The playground

1. Joeli drew a butterfly on his hand. _____
2. He arrived after the guests had left. _____
3. Mr. Sharma answered with an angry voice. _____
4. Bella wore a sweater for the cold. _____
5. "I'm late, I'd better run to school," said Leone. _____
6. The rain will clear by this evening. _____
7. The games was cancelled because of bad weather. _____
8. The mud was on his green pants. _____
9. He gave a talk on Geography in the morning. _____
10. A boy from our class won a prize. _____

Grammar: Editing Sentences

Change a word in each sentence to make each one correct.

1. The cat was laying by the fire.
2. She did very good in her test.
3. We had an enjoyable time.
4. Each student showed me their books.
5. You should of looked before crossing.
6. Our teacher learnt us to read maps.
7. Judy gave me the smallest of two apples.
8. Jack never does nothing to help.
9. Try not to speak too very loud.
10. Are these kind of coins valuable?
11. You going to punish me?
12. Briela bought a new dresses from the town.

Grammar: Adverbs

Adverbs tell more about or add meaning to verbs. They tell how, when, or where. An adverb can tell more about an adjective by telling *how* much – He was very tired.

Complete each sentence using an adverb from the box. Write each adverb and name its function – How? When? Where?

*nearby rather fiercely accidentally upstairs carefully yesterday locally gleefully
regularly bitterly fitfully attentively punctually courageously*

1. Ian tripped when he ran _____.
2. A horse was grazing _____.
3. We went fishing _____.
4. Cyclists should ride _____ through traffic.
5. It was _____ cold by the lake.
6. The dog growled _____.

7. Sugar cane is grown _____.
8. David _____ knocked over the vase.
9. Rude children speak _____.
10. Soldiers fight _____.
11. We should listen _____.
12. Happy people laugh _____.
13. Some people complain _____.
14. Sensible visitors arrive _____.
15. Most athletes train _____.

Dictionary: 'ent' or 'ant'

Use your dictionary to find out if the following words end in "ent" or "ant"

1. ligam_____
2. managem_____
3. arrog_____
4. compli_____
5. eggpl_____
6. detachm_____
7. pavem_____
8. monum_____
9. vaca_____
10. assist_____
11. attainm_____
12. regim_____
13. celebr_____
14. warr_____
15. sacra_____
16. particip_____

17. relev_____

18. consign_____

19. announcem_____

20. page_____

Spelling List

regardless

relieve

denominator

predict

respectful

review

senior

equator

fierce

grief

heroes

imaginative

theme

Activity: Vowel Hunt

Fill in the missing vowels and write the spelling words

1. r__gardl__ss

2. den__min__t__r

3. resp__ctf__l

4. s__n__or

5. f__erc__

- 6. her__es
- 8. rel__ev__
- 9. pr__d__ct
- 10. r__v__ew
- 11. eq__at__r
- 12. gri__f
- 13. th_m_

Activity: Unscramble the following words

- 1. navetiigami _____
- 2. nories _____
- 3. viewer _____
- 4. resoen _____
- 5. mindenoarot _____
- 6. liveere _____
- 7. rifge _____
- 8. uartoqe _____
- 9. ercief _____
- 10. fluectpsre _____
- 11. ctidrep _____
- 12. navetiigami _____
- 13. alssergera _____

Unit 15

Text type: Reports

Reports are written to describe or classify the way things are. They organise and record information. They are organised by: classification, description and summary. They are factual and accurate. They use clear, straightforward language.

Building Background

As a class, discuss why a person might want to read a report. Why do you think reports are written – what is its purpose?

Your comprehension exercise is based on a report written about text messaging and emails. How many of you have sent a text message? How many have sent e-mails? What is the main difference between a text message and an email? Notice the word tense used in the passage.

Your teacher will discuss with you the word tense and why it is used. You will also notice that the piece is written in 3rd person. There are no personal pronouns. This is a feature of report writing. Your teacher will explain this.

Key Vocabulary: *complained, efficient, method, depending, popular, available, readily, eager, abroad communicating, feature, icon, symbol.*

Using Context Clues:

After going over the vocabulary with your teacher, read the passage below together and without using the dictionary, try to find out

Reading: A Faster Way of Keeping in Touch

Have you ever sent a text message? What about e-mailing a friend? The way we write has changed completely. No longer do you see a pen and paper letter. People have complained that they are too slow and so for a faster more efficient method of keeping in touch with friends, people are turning to mobile phones and the internet.

Mobile Phones

In the mid 1990's mobile phones entered Fiji's market. By the 2000 the ordinary Fiji citizen was starting to buy mobile. Now almost every household has a mobile phone. Some homes may even have three or four depending on the number of teenagers and adults in the home. The users of mobile phones soon began making use of the "specials" that the phone company was giving. Text messaging at very cheap rates was one of them. This became very popular and young people just loved it. Now texting is available on every mobile phone.

Computers and e-mails

Along with mobile phones are computers. These are also readily available in Fijian homes across the nation. With computer prices falling, people are now eager to buy computers for work or for school. They are also an excellent way of keeping in touch with others. With internet costs dropping, chatting is both quick and cheap. E-mail also keeps one in touch with friends and family abroad. It is now cheaper to email them to make a telephone call to another country.

Texting

While texting messages are a quick way of communicating, people want to say more in their text messages. Words have become shorter and shorter. Text talk is now used.

Examples of Text Talk

- (i) WEA R U?Where are you?
- (ii) C U B4 10See you before 10
- iii) Gr8 WORK 2DAYGreat work today

Showing your Emotions

Another feature of texting that most people enjoy is adding an “icon or face” to show how you feel. Symbols are used and are usually put at the end of a message. A very common symbol is the happy face :-).

Comprehension Skill: Cause and Effect

Cause is why something happened. *Effect* is what happened.

Remember: Something causes something else to happen.

e.g. Jone tripped over the toy and fell down the stairs.

Effect (what happened) - Jone fell down the stairs.

Cause (why did it happen) – He tripped over a toy

Practice: Together read aloud paragraph 2. What are people doing? Why?

EFFECT: What’s happening?

People are complaining that they need faster communication.

People are turning to mobile phones and the internet.

CAUSE: Why is it happening? Pen and paper letters are too slow.

Word Knowledge: Confusing pairs: Past and passed

Many times past and passed are used incorrectly. Look up your dictionaries to see how they are different and then complete the exercise below.

1. She past/passed me her cell phone and I accidentally dropped it.
2. The old man down the road past/passed away last night.
3. We walked past/passed the accident.
4. Shiela past/passed the ball to Shreya and she scored.
5. It was half past/passed 10 before I went to bed.
6. Did you run past/passed the noisy house?

Grammar: Prepositions

Choose prepositions the list to write adverbial phrases that will complete the sentence.

between by during until through with near since then after into before

1. The van was parked _____
2. The dogs barked _____
3. We have not been to the movies _____
4. He walked _____

Grammar: Verb Tense

Verb tense is a form of the verb that signals, to us, when the action happened. They tell us whether the action, in a sentence, is in the past, present or future. We call this form of verb - the tense.

For example:

Verb talk

Past tense: I talked

Present tense: I talk

Future tense: I will talk

1. Identify whether these sentences are in the present (pr), the past (p) or the future (f) tense

- a. The flying fish are jumping. _____
- b. That dreadful day will come. _____
- c. Yesterday I jumped into pool. _____
- d. Now is the time to prepare. _____
- e. The lizard crept slowly towards the insect. _____
- f. On my 21st birthday I will be receiving a car. _____

2. Write the following verbs as present, past and future tense:

write wear drink

3. Change the following sentences to the past tense.

For example: On the camp we will swim for one hour every morning.

On the camp we swam for one hour every morning.

- a. I am flying to Brisbane tomorrow. _____
 - b. The farmer's paddock is full of juicy sweet corn. _____
 - c. Gerri is drinking her milk. _____
 - d. The children will sing and dance at next week's performance.
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Word Meanings

Verbs we use. Match the verbs in the list with the clues below.

communicate delete chat advise appoint engage entertain describe exclaim

- 1. to choose someone.
- 2. to strike out or remove
- 3. to speak or cry out suddenly
- 4. to offer a suggestion
- 5. to transmit
- 6. to converse in a familiar way
- 7. to amuse

8. give an account of
9. to get and keep the attention of

Spelling List

regardless

relieve

denominator

predict

respectful

review

senior

equator

fierce

grief

heroes

imaginative

theme

Activity : Synonyms

Match the spelling

1. oldest _____
2. release _____
3. melody _____
4. expect _____
5. irrespective _____
6. humble _____
7. evaluation _____
8. violent _____
9. misery _____

10. champions _____

11. inspired _____

Activity: Dictionary Work

Get into groups and divide the words amongst yourselves. Look up the meaning of the words. Each of you shares with the group. When all the words are done discuss their meanings and make up sentences using the words. Each group will take turns sharing their sentences with the class.

Activity: Alphabetical Order

Place all the spelling words in alphabetical order.