

English Year 6

Units 6-10

Fiji Ministry of Education

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Unit 6

Text type: Transaction

Have you ever written a letter to someone? There are 2 types of letters:

1) an informal or friendly letter 2) a formal letter

You will study a transaction in the form of an informal letter. Your teacher will discuss with you the language features and the structure of letters before you attempt to write your own.

An example of a letter is provided for you to help in the discussion. Notice the different points written on the side. They will help you in writing your letter.

A transaction sustains relationships and involves simple interactions and negotiations. Personal language is used.

Inside address: This contains your address and the date of the letter.

Salutation: Usually begins with the word 'Dear' followed by the given name of the recipient or relationship and ends with a comma.

Introduction: This is the opening of the letter. It includes greetings like 'How are you?' May refer to a previous letter.

Body: Main part of the letter. It includes the message that the writer wants to tell the recipient. It is divided into paragraphs.

Closure: Indicates the letter is going to end. The writer may ask the recipient to reply

Complimentary close: A short expression that includes only a few words on one line. It ends with a comma.

Signature: The signature or name of the writer.

Examples of Transactions

- Letters
- Cards
- Invitations
- Posters

Reading: Informal letters - A letter to a Friend

Dear Mary,

How are you? Did you receive my last letter? I have been waiting for your reply. How's everyone at home?

Guess what happened to us last week? We were in an accident. We were so lucky that none of us got hurt. Mele was driving and talking on her phone. She didn't see that a big truck was backing out of a driveway and she **smacked** into the truck nicely. Her car is a **write-off**.

She was more worried about the car than us. Luckily no one got hurt. We got checked by doctors at the hospital and were given the **all clear**. Mum and dad were happy that we were okay but also **mad** that Mele was so careless. You should have heard the lecture she was given.

Please write back. I am **dying** to hear the latest news from that side.

Give my regards to your family.

Your best friend,

Sina

P.S Hey! I'm still waiting for the photos.

Writer's Challenge: Using the context, find out what the bold words mean.

smacked _____

write-off _____

all clear _____

mad _____

dying _____

Now draft a letter to your friend. Remember the Writing Process

Class activity

Put everyone's name in a box and each student gets to pick a name out of the box.

Write a friendly letter to your partner telling him/her about a "fun" thing you did during your holidays. Draw a picture to include in the letter.

Your teacher will be the Postman/woman. They will collect the letters & deliver them

MANAGING MONEY

Learning Outcomes: Students will be able to:

- a. Give examples of what banks do and what their role is in the community.
- b. Identify a long-term personal goal & write a saving plan to achieve it through earning and saving
- c. Learn new financial vocabularies and find their meaning
- d. Comprehend the story and answer the questions

Read this passage and answer the following questions

Tomu's new bike

Bula! My name is Tomu. I really like earning money and saving up to buy things that I really want. I am going to tell you a story about how I bought my new bike.

Ten weeks ago the seat of my old bike broke and I couldn't ride it anymore. The bike was pretty old and a bit small for me, so my Tata, Nana and I decided that I needed a new bike. A few days later we caught the bus to town to look at the bikes in the bike shop but they were really expensive. Tata explained to me that it would take about a year to save up for a brand-new bike.

During the bus ride home from town my Nana thought of a brilliant idea..."Tomu, why don't you ask your cousin Peni if he will sell you his old bike? He is getting too big for it now "As soon as I got home, I ran to Peni's house to see if he wanted to sell me his bike. He said yes and offered to sell me his bike for \$60:00."It's a deal! "I said enthusiastically.

I already had \$25 saved in my money box. Over the next 10 weeks I saved most of my weekly pocket money to reach my \$60 saving target. I earn \$5 a week if I do all my chores. I got more and more excited as my savings balance grew larger and larger.

The day finally came when I had enough money to buy the bike from Peni. I put \$60 inside an envelope and took it to Peni's house to give him. He took the money from me and led me to his bike which he had washed and polished. It looked like it was brand new. I was so thrilled that I couldn't stop smiling!

Later that evening my Nana reminded me that I would need a helmet if I wanted to ride my new bike to school each day. I had \$5 left in my moneybox but a helmet cost \$20 to buy. Tata said that he would lend me the \$15 that I need so that I could buy the helmet straight away." To help me lend, that money has a cost if you borrow it. Tata said that he would need to charge me 5% interest each month on the \$15 that I

wanted to borrow. I knew that I could pay back the \$15 that I borrowed within a month so I agreed to the loan because it would cost me 75 cents extra.

The next day we rode the bus back into town to buy a new helmet. My Nana told me that my bike and my helmet are my new assets, things that I own. Tata reminded me that the \$15 that I owe him is my liability.

They told me that I could write a Statement of Financial Position to show that what I own and what I owe. This Statement of Financial Position shows my net worth today. I know that it will be different next week because I would have paid my liability back.

It's my birthday next week and I am turning ten. My Nana is really proud of the way that I can save up and meet my financial goals. She says that I can open a savings account at the local bank on my 10th Birthday. I am really excited about that because I will be able to earn interest on my savings.

Answer these questions

- i. What was Tomu's personal goal?
- ii. Write Tomu's plan of achieving it by using this template.

Find the meanings of these Financial Terms.

- I. Financial Position
- II. Financial goals
- III. Saving
- IV. Loan
- V. interest

Reflection and Discussion

- I. Why is having a banking service important to people?
- II. How might young people use banking service?
- III. How might your family use banking services?
- IV. What can people do to improve personal financial wellbeing and financial security?

Find five verbs from the passage.

Find five nouns from the passage

Unit 7

Text type: Narratives

A narrative tells a realistic or imagined story. It is written to entertain, stimulate, motivate, guide and teach the reader.

Narrative texts are organised according to setting, event leading to a problem and a solution.

The main features of narratives are: defined characters, descriptive language, and past tense.

Your teacher will assist in discussing the following:

Different cultures have different ways of celebrating a marriage. Have you ever attended a Fijian wedding? A lot of rituals take place in a Fijian wedding. Can you name the rituals that take place?

Your teacher will go over the key vocabulary list with the class. Write down all the words and their meanings into your book. Beside each word draw a little picture or icon to help you remember the word.

Key Vocabulary: *wedding guest suitcase unloaded decoration ceremony reception chest bride bridegroom emotional tiring*

Reading: A Fijian Wedding

School was over on a Friday afternoon when mum received a call from Aunty Kalesi in Lautoka.

“Litia, Save is getting married tomorrow and I want all of you to come. The church service will begin at 10 in the morning,” she told mum.

We were all excited when mum informed us about the wedding.

“Eleni, go to the guest room and get the piece of masi that I bought from Vatulele. Also bring the three mats that I just completed weaving last week,” mum told my sister.

“Could you also get the suitcase that has Save’s wedding outfit made by Bubu Alisi?” mum added.

Just then dad came home and told my two brothers and I to start loading the two bundles of dalo and the three bags of chicken into the van. On our way to Lautoka picked up Uncle Koro from Sigatoka. When we reached Aunty Kalesi’s house in Lautoka there was already a big “vatunuloa” (shed) outside and everyone was there.

Preparations for the wedding had already started. I was so happy to meet my cousins who had come all the way from Macuata. We unloaded everything and while dad, Uncle Koroi, my two brothers and I, helped with the preparation of the food, mum and Eleni went inside to see to the mats and the decorations in the house.

We were busily going about our work on Saturday morning, when I heard someone call out. "Meli, it's so good to see you, you've really grown." It was grandpa Lui. He hugged me and wanted to know how I had been doing.

At 9.30am we all went to church for the wedding ceremony. The couple looked marvelous in their wedding costume. Save's wife, who is from Yasawa, looked stunning in her wedding dress. After the church service we all went to the Girit Centre where the reception was held. The hall was beautifully decorated with the cake in the centre of the main table. As soon as the couple arrived, lunch was served. While we were eating, someone put the music on and Tevita, my cousin from New Zealand, asked one of the bride's sisters to dance. We burst out laughing as Tevita made faces at her. Just then "Nei Niumai" stood up and dragged the bride's father onto the dance floor. We cracked up with laughter.

When lunch was over we returned to Aunt Kalesi's house where they had the "tevutevu". This is the spreading out of the couple's gifts of mats, pillows, bed sheets and other household items. I was amazed to see all the beautiful mats.

Asinate, Savenaca's new wife, walked in dressed in masi and holding a "tabua" (whale's tooth). Her father and uncles led her into the house bringing with them, Asinate's chest. She sat down while her uncle brought out another tabua to offer our family. This is the "I tataunaki" whereby the bride's family officially hands her over to the bridegroom's family.

"After today Asinate will be considered your daughter and it is our plea that you will take care of her as your own. We also trust that she will be treated with love and respect," Asinate's dad said. "Asinate, after today treat Save's family as your own," he added. It was an emotional moment for the bride's family.

"Time to celebrate" shouted one of the older women. We all burst out laughing. After an hour of celebration, the bride's family bid her farewell and left. It was such a tiring day for all of us. On Sunday afternoon we headed back for Suva.

Comprehension Skills: Noting Details

Imagine you are at a wedding.

What are some of the things you would probably do?

Look at the passage, would you be doing similar things?

*Help out in the kitchen

*Help with the decorations

In wedding celebration, a lot of important things occur. Can you name three important things that occur?

1. _____

2. _____

3. _____

Describe and compare the Indian, English and Fijian wedding attire.

Comprehension Check

1. What do you think is the purpose of this story?
2. Who is getting married?
3. How is the author related to the person getting married?
4. Where did mum keep the wedding outfit?
5. What did dad and the boys load into the van?
6. Where is Asinate from?
7. Why do you think they were laughing?
8. What does the vernacular term “tevutevu” mean?
9. Why do you think Asinate walked in with the “tabua” in her hand?
10. Why were the brides’ family emotional?
11. When did Meli’s family return to Suva?
12. What are some new things you may have learnt from this story?

Word Knowledge: Idioms

*Literally: Something that actually happens

For example: “It’s raining cats and dogs” has nothing to do with cats and dogs, but refers to very heavy rain.

Sometimes we use colours to convey an emotion. For example, green is used to show jealousy or, like traffic lights, it gives you the all clear signal. Put each of the following colours in the correct gap. Some colours are used more than once.

red, black, green, rose, white, blue, yellow, silver, gold

1. I was feeling _____ the other day as my cat had died.
2. Every cloud has a _____ lining.
3. Mother is considerate and has a heart of _____.
4. The man turned _____ with rage when he found out that his house was being robbed.
5. No controversy is black and _____ but has shades of grey.
6. "What a beautiful car. I'm _____ with envy."
7. She was always a difficult child and her family always treated her as the _____ sheep.
8. I had to tell a _____ lie in order to get accepted in the group.
9. The little boy appeared out of the _____.
10. Mr. Simpson gave me the _____ light to go ahead with my project. An idiom is a word or phrase that is not taken literally.

Sentences: Using Better words than 'went'

There are better words that we can use instead of "went" in sentences.

For example: "The cow went over the moon". Instead of went we can say "The cow jumped over the moon".

Re-Write the following sentences using the words from the box in place of 'went'.

travelled drifted scampered crawled walked plunged wriggled curled glided limped

1. The lizard went between the two rocks.
2. The swan went across the lake.
3. A caterpillar went up my arm.
4. White clouds went across the sky.
5. Dense smoke went out the chimney.
6. The injured dog went across the road.
7. The mouse went into his hole.
8. My aunt went overseas.

9. The baby went across the floor.
10. Dad went into the pool.

Punctuation: Unnecessary Words

All the sentences below contain word/words that shouldn't be there.

For example: Mum returned back from Malaysia last week- "back" should not be in the sentence.

1. Mix the packet of juice in just exactly one litre of water.
2. Who opened up my letter?
3. The road wound through a forest of trees.
4. Where have Bianca and Delilah gone to?
5. The weight of that rock is too heavy to lift.
6. Where did you get those apples at?
7. Not long ago I had a toothache.
8. The teacher drew a round circle on the board.
9. The Korean family moved in next door.
10. Two cars collided together on the highway.
11. The unknown stranger spoke to me in town.
12. I don't know the reason why he couldn't come.
13. Divide the sweets so we have an equal share.
14. It began to rain so he returned back home.

Grammar: Apostrophe of Contraction

An apostrophe of contraction is used to show that one or more letters have been left out of a word. For example: can't = cannot, I'd = I would

Write the following contractions in full.

1. you're
2. I'll
3. she'd

4. could've
5. we've
6. it's
7. you'll
8. didn't
9. they'd
10. don't

Write the shortened form of these words.

1. would have
2. does not
3. will not
4. you had
5. what is
6. were not
7. was not
8. is not
9. are not
10. that is

Dictionary: The Odd Word

For example: happen, arise, halt, and occur. The underlined word does not belong because the definition is totally different from the other three.

Write the odd word in the group of words below.

1. frisky remain playful lively
2. omit naval disregard neglect
3. rebel evict deport expel
4. expert consultant expect specialist
5. surprised amazed excited stunned
6. sell forward dispatch send
7. prosperous wealthy rich gain
8. chaotic rare untidy messy
9. quit stall kick halt
10. eternal peaceful everlasting permanent

Spelling List

coupon

routine

rumour

rural

whose

who's

horizon

honourable

storage

freight

noisy

studios

knowledge

quote

cooperation

Activity: Unscramble the following words

1. wokngelde

2. sehow

3. isony

4. rumrou

5. ponuoc

6. tionoocpera

7. show

8. tequo

9. tineuro

10. rizohon

11. ragetso

12. larru

13. eirfhgt

14. diostus

15. blenouarho

Activity: Vowel Hunt

Fill in the missing vowels and write the spelling words.

1. st__rag__

2. c__oper__t__on

3. co__p__n

4. knowl__dg__

5. hon__ur__bl__

6. ro__t__n__

7. st__d__os

8. fr__ight

9. r__r__l

10. hor__z__n

11. wh__s__

12. q__ot__

13. wh__'s

14. no__sy

15. r__m__ur

Activity: Other Word Forms

For example: decorate, decorated, decoration

1. noisy

2. quote

3. rumour

4. honourable

5. cooperation

6. storage

7. coupon

8. knowledge

9. horizon

10. routine

11. freight

12. rural

Unit 8

Text type: Narrative - I am a Turtle

One morning I crawled out to the beach to visit my friend heron. Suddenly I heard the noise of someone running and there was shouting. I stood dead still. I was terrified. Then I saw a foot, and my muscles came into action. I ran for all I was worth behind some big

rocks.

The noise stopped. "Hey Tony! Get a sack. I saw something move behind those rocks," said a voice. I held my breath, and then the most horrible face I ever dreamed of seeing popped up over the rock.

Suddenly it was dark. I was inside of something. There were strange noises all around me. "Can I have a look," asked someone.

"No, he might get out!"

Then there was an enormous roar. After a few moments it stopped and I was carried somewhere. The lid opened and a flood of light came into the thing. I crawled out cautiously and looked around. There were humans.

I shot back into the sack. (I had realised that the thing was a sack, and I huddled into the corner.) A hand grasped me and almost choking me, pulled me into the light.

That night I was put outside into a small cage made of timber. After a struggle, I dug my way out. I escaped and crawled towards the bush. Many hours passed, and then I ran into..... No, it couldn't be....Yes, it was the smell of the sea... My own territorial boundary.

I passed the pile of rocks. I crawled into the sea and plunged in, vowing never to return.

Activity:

List down the adjectives and verbs in the story.

Text type: Exposition (also called an argument)

Purpose: To argue for or against a particular position.

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

Proposition to be argued, arguments in logical order, reiteration.

The features of persuasive writing are:

generalized participants, passives to help text structure, linking words associated with reasoning, nominalisation (actions become things) e.g. To pollute becomes pollution.

Building Background

Your teacher will assist in discussing the following:

Have you ever felt or have thought about making certain changes in your school or home?

What are your views about school uniforms?

If you could make changes in your school, what would they be? Why?

If you could make changes in your home, what would they be? Why?

How could you accomplish these changes?

The text type for this unit is Exposition. Study what an exposition is and try to distinguish the features of a report in the passage "Wear a School Hat"

Key Vocabulary: *reasons protect important sunscreen stays children skin cancer doctors broad safe brims*

Write down all the words above, and their meanings into your book.

Reading: Wear a School Hat

I think all children should wear hats when playing outside at school. Some reasons for this are listed below.

Doctors have found that too much sun is bad for our skin and may cause skin cancer later in life. Wearing a hat can help protect children out in the sun.

The shape of the hat is important. Children should wear hats with broad brims or back flaps to keep the sun off their faces, ears and neck.

Too much sun also hurt children's eyes so it is important to keep them shaded.

Some people think that just using sunscreen will keep them safe, but this wears off after a few hours. A hat stays on all day.

Hats and caps can also help you feel cool on a hot day. They can make you look good too. So, I think all children should wear a hat or cap to keep them cool and safe when in the sun.

Comprehension Check

Answer the following questions in complete sentences.

1. Why is it important that we protect ourselves from the sun?
2. Why are hats with broad brims or back flaps, considered good hats?
3. Apart from not burning our skin, what else does a hat protect?
4. Why are hats considered better than sunscreen?
5. After reading the text do you think wearing a hat is a healthy choice? Why?
6. What can be another good title for the text?
7. What do you think is the main idea of this text?
8. List 6 positive things about wearing a hat.

Word Knowledge: More about Clothing

Use your dictionary to find out the meaning of the words below.

*jodhpurs moccasin tuxedo leotard parka mackintosh mittens sari kilt
pinafore cape*

Sentences: Singular to Plural

Write the sentences changing nouns and pronouns from singular to plural. Note that some forms of the verbs will change.

For Example:

His sister picked the flower which grew in the ditch. **Their** sisters picked the flowers that grew in the ditches.

1. The lady chased the dog through the bush with a knife.
2. The bird ate the loaf bread which was left on the table.
3. The horse galloped past the school.

4. A thief stole the bicycle from the shop.

5. I painted a daisy on the glass.

Prefixes to make opposites

Prefixes are letters added to the beginning of words to make them opposites.

dis + agree = disagree

mis + behave = misbehave

Use the prefixes (un, im, mis, dis, in) to form opposites of the words below.

1. wise

2. place

3. visible

4. kind

5. behave

6. loyal

7. fair

8. like

9. possible

10. patient

11. human

12. obey

13. lay

14. proper

15. sane

Grammar: Personal pronouns stand in the place of nouns

Some personal pronouns are possessive nouns showing belonging.

Here the main personal pronouns.

First person (about me) I, me, we, us, our, (myself, ourselves)

Second person (about you) you, your (yourself)

Third person (about him, her, them) he, she, him, her, it, its, they, them, their, (himself, herself, itself, themselves)

We use pronouns so that we don't have to repeat nouns.

For example: "Ted stole the money so the money is Ted's," said Ted would sound much better as: "I stole the loot so it is mine," said Ted.

a) Replace the repeated nouns with pronouns.

1. The food was stolen by Jimmy. Jimmy stole the food.
2. Rita thinks the dog belongs to Rita but Renu thinks the dog belongs to Renu.
3. When Jone arrived home, Jone did his homework.

b) Write the correct pronouns from the brackets.

1. I was sure it was (he/ him) _____ who made that noise.
2. My uncle gave Jocelyn and (I/ me) _____ a watch.
3. I can write quicker than (she/ her) _____.
4. Julie and (I/me) _____ are catching the bus to the city.
5. The ants bit Rochelle on her toes and (she/ her) _____ ankles.

Dictionary Skills: Word Meanings

Choose one or more words from the bracket that means the same as the first in each exercise.

1. sham (guilty, pretend, shine)
2. remnant (leftover, traveller, painting)
3. repast (meal, history, sleep)
4. caulk (fill gaps, refuse, argue)
5. yew (mineral, tree, liquid)
6. tally (paw, cry, score)
7. devise (break, hate, plan)
8. wrath (ghost, anger, wreck)

Spelling List

culture familiar governor hunger plumber variety success underneath
sponge suggestion audience autumn caution faucet forgetting

Activity: Vowel Hunt

Fill in the missing vowels and write the spelling words.

1. s__cc__ss
2. c____t____n
3. h__ng__r
4. sp__ng__
5. f__m__l____r
6. f__rg__tt__ng
7. a__t__mn
8. v__r____ty
9. s__gg__stion
10. f____c__t
11. g__v__rn____r
12. pl__mb__r
13. __nd__rn____th
14. ____d____nc__
15. c__lt__r__

Activity: Generally Speaking

Write each spelling word for the group it best fits

1. concern, prudence, _____
2. achievement, triumph, _____
3. traditions, customs, _____
4. spectators, viewers _____
5. wipe, mop, _____
6. diversity, assortment, _____

7. proposal, proposition, _____
8. ruler, director, _____
9. overlook, disregard, _____
10. below, beneath, _____
11. appetite, starvation _____
12. well-known, recognizable, _____
13. tap, spout, _____

Activity: Other Word Forms

example: important- importance, importantly

1. suggestion- _____
2. hunger- _____
3. variety- _____
4. autumn- _____
5. faucet- _____
6. underneath- _____
7. familiar _____
8. caution- _____
9. plumber- _____
10. forgetting- _____
11. sponge- _____
12. success- _____
13. governor- _____
14. audience- _____
15. culture- _____

Activity: Scrambled words

Unscramble the following to make words: 1. rceltuu 2. Aialmifr 3. gnroevor
 4. hugern 5. pbmelur 6. artyevi 7. scusces 8. edarneuh 9. ngosep 10. tgsoueings
 11. aednecu 12. utmaun 13. iutocan 14. etfuca 15. tiggetfonr

Unit 9

Text type: Exposition

Reading: Time for Play

Schools are giving students much more homework. It is because parents believe that more homework is better for the future. But this is not as good as it seems.

Because they get too much homework children are having their time for play stolen from them. Children need their play time to exercise and to meet their friends. It is not fair that some student have more homework. It makes them very angry that they can't play as much as others.

Writing activity: Expositions always give arguments and evidence. Imagine you do not agree with the above passage. Present an argument about homework, with supporting evidence for your point of view.

Text type: A procedure

A procedure tells us how to achieve a goal or an outcome through a series of steps. These steps are in order or in sequence.

Building Background (Class Discussion)

Your teacher will assist in discussing the following:

If you happen to see someone who is seriously ill or injured what would you do?

What do you think is First Aid?

Have you ever heard of the term CPR?

What do you think CPR means? What is another term we can use instead of CPR?

Quickly scan the story. Identify the key vocabulary and go over them as a class. Using context clues, write the words and their meanings in your book. Beside each word draw a little picture or icon to help you remember the word.

Key Vocabulary: *ordeal artificial air passage breathe victim inserting abdomen respiration*

Reading: Artificial Respiration Saves Lives

Below is the procedure that Timoci's dad used.

One Saturday morning, three boys went down to the river for a swim. Timoci, who was always boasting that he was a good swimmer, jumped in the water first,

followed by Jone and Akuila. The current that day was very strong as it was raining for the whole week. After playing for about thirty minutes, the boys decided to return home. Just as Timoci was swimming towards the river bank, his leg got stuck on a log. He gasped for breath but to no avail. Akuila seeing what was happening to his friend, screamed for help, while Jone was trying to help Timoci. Luckily Akuila's dad heard them and rushed to the river. He brought Timoci to the river bank and performed CPR on him. Thankfully, he survived the ordeal.

Steps in a Procedure: Artificial respiration

1. Clean the air passage by turning the head sideways and inserting a finger in the mouth.
2. Hold the victim's nose with the thumb and the first finger. Pull the head backwards.
3. Take a deep breath and blow gently into the victim's mouth.
4. Look, listen and feel breathing. See if the abdomen and chest rise and fall.
5. Continue breathing into the victim if they do not start breathing on their own.

Comprehension Skills: Sequencing/ Order

Answer the following questions with a full sentence.

1. What do you understand by the term "Artificial Respiration"?
2. How will you clear the air passage?
3. What finger do you use to pull the head backwards?
4. After breathing gently into the victim what do you do next?
5. What do you think the statement "if they do not" means?
6. What is the purpose of this article?

What happened before the five steps were taken?

You will notice that each set of instruction begins with a verb. What types of sentences begin with a verb? What else do you notice about instructions? What can we conclude? Instructions have at least two features.

What are they?

1. _____
2. _____

Write down a set of instructions to bandage a wound. You should have 4 – 5 steps.

Word Knowledge. Homonyms – Homophone

A Homonym is a word which has the same sound or the same spelling as another but has a different meaning. For e.g. live/leave.

If two homonyms sound the same like 'heir' and 'air' they are called homophones.

Write the correct word in the space provided.

1. The (sun/son) shines brightly when there are no clouds in the sky. Paula ran faster (than/then) Alipate in the hundred meters event.
2. The farmer's son (tied/tide) one end of the rope around the goat's neck and the other end to the tree. During the softball match Edwin hit the ball with the (bet/bat) and the ball got lost.
3. The driver applied the (break/brake) but couldn't stop the bus.
4. The (blue/blew) rugby jerseys hanging on the clothes line belong to Suva team.
5. During the bus strike the children had to (wait/weight) for a long time for the buses. The Commander of the Fiji Military Forces decided to (send/sand) three hundred soldiers to Golan Heights for Peacekeeping Duties.
6. The vegetable farmer planted ten (rose/rows) of cabbages in his garden.
7. The tourist did not (no/know) the way to the new bus station.

Sentences. Joining Words

'who', 'whom' or 'which' are relative pronouns. Relative pronouns can stand in the place of a noun and join sentences.

For example: 'Frederica, who is the class captain, thanked the visitors on our behalf.'

To understand when to use who or whom we must understand the difference before a subject and an object. Subjects do an action while objects receive an action.

Who is a subject pronoun, e.g. Who ate the cake?

Whom is an object pronoun, e.g. Whom did you invite?

Which usually refers to things.

Join the following sentences with "who", "whom", or "which"

1. The letter came from Clayton. Clayton is staying in Taveuni.

2. Joeli read the books. The books were given to him.
3. There is the man. The girls saw the man at the pool.
4. Far away there lived a princess. The princess was very pretty.
5. You met the man. He is my uncle.
6. I have an old dress. It belonged to my grandmother.
7. Frank is the boy. I lent my ruler to Frank.
8. Sera looked at the dog. The dog seemed to be coming nearer.
9. I wore the turquoise dress for my graduation. Mother bought it for me.
10. Josevata is the boy. Iwane beat him in the 100 metres race.
11. Akisi turned twelve on Friday. Akisi is having a party on Saturday.
12. She is a reliable person. I can trust her.
13. On the tractor is the farmer. The farmer killed the snake.
14. This is the house. It was built by Mr. McGoon.
15. The footballer broke his leg. He was out of action for ten weeks.

Punctuation: Commas

Commas are used to separate words, phrases, group of words and words that interrupt the flow of a sentence.

For Example: We ate buns, cakes, sausages and pies.

Re-write the following sentences putting the comma in its correct place.

1. The caretaker an old man was very kind.
2. Although the problem is hard I shall solve it.
3. Unless you study you will fail the test
4. Tango the dog lay on his side
5. The story she told me moreover was a lie
6. When it is hot I go for a swim
7. Yes I can come to the party
8. Samu, Vika, Anil and Sunita all attend the same school

9. I knew of course that the story was true
10. My great grandfather a retired school teacher is still living.
11. Bale the new student came from Levuka.
12. When the bell rings we run outside.
13. The house on top of the hill belongs to Mrs. Ratu.
14. Maraia is from Qamea the island off Taveuni.
15. Rosie bought a new dress shoes earrings and hairband for the birthday party.

Grammar. Noun Plurals

Rules for Plurals of Nouns

- a. For words ending in ch, sh, ss, or x add -es.
- b. For words ending in y change y to I and then add -es.
- c. Just add -s
- d. For words ending in y following a vowel, just add -s. In some words, there is a change in the basic spelling
- e. For words ending in o, add -es
- f. For words ending in f or fe, change f or fe to v and then add -es.

Use the rules above to change these words to plural.

1. speech
2. wife
3. train
4. torpedo
5. gas
6. box
7. sandwich
8. chimney
9. melody
10. mouse

11. calf
12. tooth
13. watch
14. stitch
15. thief
16. shelf
17. tomato
18. ox
19. child
20. hero

Dictionary Skill: Words beginning with 'cap'

Find a word that begins with cap that goes with each clue.

1. Loose cloak
2. Small blood vessel
3. Turn over
4. Heading for a newspaper
5. Charm and delight
6. A vegetable
7. Taken prisoner
8. In charge of ship
9. To give in or surrender
10. Jump or dance about

Spelling List

disagreement

disastrous

distance

disturbance

history

ignore

importance

improvement

liberty

liquid

listening

skillful

principal

yield

Activity: Vowel Hunt

Fill in the missing vowels and write the spelling words.

1. ___mpr___v___m___nt

2. h___st___ry

3. y___ld

4. d___s___gr___m___nt

5. ___mp___rt___nc___

6. d___s___str___s

7. d___st___rb___nc___

8. d___st___nc___

9. pr___nc___p___l

10. l___st___n___ng

11. sk___llf___l

12. l___q___d

14. l___b___rty

Activity: Unscramble the words below

1. veitrepomn

2. lieyd

3. trsasiduos
4. qudiil
5. grmedieeastn
6. storiHy
7. picalrapn
8. belitry
9. ilslkuf
10. stidcena
11. noiger
12. pornceimta
13. ningstieil
14. sturdinceba

Activity: Other Word Forms

Example: important- importance, importantly

1. liquid
2. disturbance
3. yield
4. disagreement
5. importance
6. principal
7. improvement
8. disastrous
9. skillful
10. ignore
11. history
12. ignore
13. listening
14. distance

Unit 10

Text type: Procedure: How to Make a Puppet

Here are the instructions for making a cow puppet from a paper lunch bag.

What you will need:

White Paper Lunch Bags

Card Stock (Heavy Paper)

Clear Tape

Glue Sticks

Black Crayons

How to make the puppet:

(Use your imagination to write a list of steps)

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.

Building Background (Class Discussion)

Your teacher will assist in discussing the following:

Look at the following signs. What do you think they mean? (Teacher to prepare some road safety signs e.g. STOP)

Why do you think it is important to follow all road rules?

What happens when the road rules are not followed?

Your teacher will go over the key vocabulary list with the class. Write down all the words and using the context clues, find out what they mean DO NOT USE a DICTIONARY. Beside each word draw a little picture or icon to help you remember the word.

Key Vocabulary: *accidents motor vehicles drunken dangerous pedestrian warnings alcoholic motorists injured manufacturers*

Reading: What Causes Accidents?

In many countries of the world, road accidents are a serious problem. Several thousand people are fatally injured in road accidents every year. In America, for example, the total number of people who have been killed on roads is greater than the number of Americans killed in wars.

The number of deaths in road accidents worries all thoughtful people. Many governments use the newspapers and the radio to make people think about the dangers of the roads. They describe terrible accidents and print photos of them. They hope that the fear of having a bad accident will make people drive more carefully, and that this will prevent a number of accidents.

In the Pacific Islands, road accidents are also becoming a huge problem. Motor vehicles are not the problem but those behind the wheel are. It is their speed that makes them so dangerous. Perhaps people who live on islands where there are no cars are luckier although things move more slowly.

Where there are cars, speed and drunken drivers are the main problems but carelessness and selfishness can cause accidents, too. A careless driver may take a sudden turn without giving a signal or looking in his mirror first. Or he may try to pass another car near a bend. This is dangerous because he will not be able to see if there is any traffic coming from the opposite direction.

Old cars are also a problem. They may not be safe. Worn-out tyres are dangerous on slippery roads, the engine may stop at dangerous cross-roads, or the brakes may fail. Even a bad battery can cause an accident. If the power in the battery is low, the lights will not work well at night. It will be difficult to see other vehicles or pedestrians, and the signal lights may not flash.

A lot of selfish drivers seem to think that they own road. Truck drivers and bus drivers often behave in a selfish way on dusty country roads. They drive in the middle and refuse to move to the side of the road. If another driver tries to get past them or sounds his horn, they will stay in the centre of the road.

Pedestrians can be selfish, too. In some towns, pedestrian crossings are marked in white paint on roads. Some pedestrians do not use these crossings at all, but walk across the road whenever they like. Others use the crossings but walk very slowly and keep the traffic waiting. It is against the law to drive over a crossing while a pedestrian is on it. So we see that selfishness is another problem for road safety.

Most governments are worried about road safety and accident prevention. The roads these days are well marked with road signs. These are warnings about the dangerous parts of the road. They tell the drivers they are getting near sharp bends, narrow

bridges, schools or villages and those they should slow down. At bad crossroads, governments sometimes build roundabouts. The motorists drive round the roundabout and turn off when they reach the road they want to use.

At busy junctions in town, government official workers often put up traffic lights which help to control the traffic. If drivers obey the road signs, didn't drink alcoholic drinks before driving and drive sensibly, there would be fewer accidents.

Motorists who disobey the road laws or who drive when they are drunk have to pay heavy fines, but even so the number of accidents is rising. Some governments have tried to prevent people from getting seriously injured in accidents. They tell car manufactures to make their vehicles safer. They also make people wear seatbelts when they are in cars. These belts help to prevent serious injury and they save many lives. People who ride motor cycles must wear safety helmets to protect their heads.

Although the Police and ambulance rush to accidents as quickly as possible, "Prevention is better than cure". The best answer to the problem is more careful and sensible driving.

Comprehension Skill: Ask Questions to better understand the text.

1. What are the main causes of accidents in your area?
2. What is the difference between „prevention“ and „cure“?
3. How do you feel about road signs? Do you think they are important for safe driving?
4. Can you name some road safety rules?
5. How do you think seat belts save lives?

Comprehension Check.

1. Why are the governments of many countries concerned about road accidents?
2. Why are road accidents not a problem on some of the smaller islands in the Pacific?
3. How does the government try to prevent accidents?
4. What are two main causes of accidents?
5. Why would the driver of an old car most likely have an accident?
6. Why are road signs placed along the road?
7. How can selfish truck drivers be dangerous on country roads?

8. What should pedestrians do when they want to cross the roads in towns?
9. Why are there roundabouts in some of our towns?
10. Why should people wear seatbelts when they are in cars?

Word Knowledge

Write the different meanings for these Homographs. The first one is done for you.

1. bank - i) a place where you can keep your money. ii) a pile or mass.
2. fan
3. bat
4. lead
5. bear
6. back
7. lap
8. sail
9. stool
10. race
11. split

Homographs

Homographs are words which are spelled the same but have different meanings. For example: saw (Past tense of see) saw (a tool). Write two meanings for the following:

1. knot
2. lay
3. desert
4. match
5. strike
6. tongue
7. torch
8. live

Sentences: Subjects and Predicates

In their simplest form sentences can usually be divided into two parts.

- a) What is being talked about? (The subject)
- b) What is being said about that thing or person? (predicate)

For example: 'The dog barked for its bone.'

What is being talked about? (the dog) - subject

What are we saying about it? (that it barked for its bone) –predicate

*Note: The predicate of the sentence always contains the verb.

Match the subjects and predicates below and write out proper sentences in your books.

Subjects & Predicates

1. The boywas elected prime Minister.
2. My motherwas being baked in the oven.
3. The dogwobbled about on my plate
4. The politiciantold me to wash behind my ears.
5. The foxkicked the ball to the goal mouth.
6. My breakfast..... talked about their game plan
7. The spider..... licked Billy's leg.
8. The huge orange jellyhad long hairy legs.
9. Joeli..... jumped on the monkeys.
10. The fierce lionoutsmarted the farmer and ate the sheep

Punctuation: The Apostrophe

The Apostrophe is used to show where letters are left out. The apostrophe is used when words are shortened or formed into contractions. Here are a few commonly used ones:

I have - I've, I am - I'm, I will - I'll

Re-write these sentences. Shorten the words and then put in the apostrophes where letters are missing.

1. Do not hit Renuka.
2. They have bought two dancing dolls.
3. I am full up.
4. He is fully responsible.
5. There is a strange cat in my yard.
6. I will punctuate this sentence.
7. You have told me all I need to know.
8. Pate did not play last night.
9. I have bought two sandwiches for my lunch.
10. It is his fault.

Grammar: Adjectives

An adjective is a word which describes a noun. It can give us more information about a person, an animal, a place or thing.

For example: „The slim man walked around the wide field“

{“Slim“ tells us about the appearance of the man who walked} while “wide“ describes the size of the field}

Match and adjective with a noun from the two lists below:

Adjectives

shady

fierce

ancient

slithery

ripe

comfortable

stale

shaggy

delicious

well fitting

beautiful

furry

funniest

glamorous

courageous

Nouns

meal

dress

monument

bread

hero

dog

model

tree

clown

banana

toy

serpent

day

lion

armchair

Dictionary: Alphabetical Order

Write the following groups of words in alphabetical order.

1. horse horror hospital hose

2. line link linen liquid

3. gang game garnish garden

4. eject eight electric elastic

5. collect cold collar coincide

6. otherwise orientation ounce original

7. part park parrot parole

8. rule run rubber rugby

9. swing swim swap swung

10. turf turban turtle tutor