

Acknowledgement

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Theme 1:







Family and

Custure.





Unit 1- The birth of my baby brother. (Narrative)



LIS LISTENING AND SPEAKING

Students listen attentively to the reading aloud session and contribute effectively to class discussion.

Teacher's guide and instructions:

Reading aloud is a group activity that models fluent reading. It provides exposure to new concepts and literature; enhances students' listening, comprehension, and critical thinking skills; and builds on students' background knowledge.

What to do? Before you begin, ask questions about the title of the story. What does the title suggest? Pre-reading discussion helps activate prior knowledge. Now, your class will read aloud the given passage.



Source: http://www.google.com/images

TOPIC: SCHOOL LIFE

Bill and Melissa are brother and sister. Melissa is in Year Five while Bill is in Year One.

Melissa doesn't like to walk to the school bus stop in the morning because it takes ten minutes. Bill on the other hand, likes to sit beside the window of the bus to and from school.

Melissa can play the piano very well and takes ballet lessons three times a week after school. However, she can't sing very well because she does not practice.

Bill can speak two languages perfectly well and he also loves to listen to his teacher read stories in class. However, he can't read very well yet because he is still learning new vocabulary words and how to spell.

Melissa and Bill both love learning new things at school and their parents are very proud of them.

ORAL WORK ONE

OUTCOME: Students to be able to work in pairs and tell each other their answers as well as listen to one another and come to an agreement on their collective response.

- a) At what level in school are Melissa and Bill in?
- b) Who is older?
- c) What doesn't Melissa like to to do in the morning?
- d) How long does it take them to walk to the school bus stop?
- e) Where did Bill sit in the school bus?
- f) Why does he prefer that seat?
- g) What does Melissa do very well in?
- h) How many days in a week does she take ballet classes?
- i) Why can't she sing well?

ORAL WORK TWO

ROLE PLAY:

- Work in pairs and imagine that you are Melissa and Bill.
- Then converse with one another on the things you are excellent in and things you are weak at.



Reading and Viewing.



Learning Outcome:

- Read and make meaning of the written texts given.
- Learn new words and find their meanings
- Show interest and enjoyment in reading the narrative written texts, interpreting it and able to construct narrative stories.

Pre- reading Activities:

Class Discussion:

- a) Have you experienced the birth of a new born baby in your family?
- b) How did you feel when you baby brother or sister was born?
- c) Did you have a special feast to welcome him or her?
- d) Explain to your friends about the event.

Key Voocabulary:

- ❖ Go over the word list below with you class teacher.
- Say the words, spell the words, say the words and spell the words again.
- ❖ After reciting the words, copy them in your Spelling books and also figure out the meaning of the words.
- ❖ You may also use the Junior Dictionary to checkout the meanings. Ensure that you learn your the words.

Special, figured, remember, practice, hospital, labour, elevator, contractions, surgery, recovery, couch.



I was very happy when my baby brother, Joe, was born. It was exciting. I will never forget it. It happened last year, on June 29. My mom gave birth to him, and I finally got to have a little brother. His birth day is very *special* to me.

The day started like any other normal day. I woke up. I think I ate pop tarts for breakfast. I wore a green shirt with a tractor on it. My mom's due date wasn't until July 2nd, so I didn't think he was going to be born that day. I *figured* it would just be like any other day.

I got on the bus and went to school. I don't *remember* much of what I learnt that day. Before it was time to leave at the end of the day, Aunt Chloe came to my class and got me out of class early. She told me that my mom was at the hospital! My baby brother was going to be born soon! She said she was going to take me to the hospital. I missed soccer *practice*.

Aunt Chloe drove me to the **hospital**. Her car smelled like dirty clothes. I got to ride the *elevator* up to my mom's room. Mum told me that my baby brother would be here before the end of the day. I was so *excited!* She said that she was in *labour* and was having *contractions*. She said it was painful and that Aunt Chloe and Grandma would take care of me. She said she needed Daddy to be with her. She told me she loved me. I asked her how long it would be and she said "I don't know, but hopefully soon." My dad told me to be good to aunt Chloe, and not to cause any problems.

So, aunt Chloe took me home. She got me dinner at Burger King. I think I got chicken nuggets. My mom called me after that, and said "Guess what, Peter! Joe is going to be born,

but I'm going to have a c-section. She told me that a c-section is a *surgery* to get the baby out." I said, "Okay, when can I meet him?" She said, "Hopefully soon!"

So, the next thing I knew, aunt Chloe and I were on the way to the hospital, even though it was almost my bed time. I got to see my baby brother through the glass. I couldn't see my mom because my dad said that she was in *recovery*. After a little while, my mom came in a wheelchair, and she held my baby brother Joe.

I got to see him for the first time! He was so tiny! I didn't know that babies came that small. He had a lot of dark, black hair. It was *as dark as a tree stump*. He was sleeping. We went to the hospital room, and later, my dad said I could hold him if I was really still. I sat on the *couch* with a pillow, and my dad sat next to me and let me hold him. He didn't cry at all. He just slept.

A few days later, my mom and Joe got to come home. It was so nice to finally have a little brother, even if he can't play with me yet. He is now ten months old. He does cry sometime, but mostly he is a good little boy. He likes it when I make funny faces and when I blow bubbles. I'm so glad he was born.

Source: http://www.infoplease.com/homework/writingskills.html



Read the text and answer these questions

1. What was Peter so excited about?
2. When did this story happen?
3. Who went to pick Peter from school?
4. Where was Peter's mother?
5. How did they go to the hospital?
6. Why was Peter staying with grandma and aunt Chloe?
6. What was his baby brother's name?
7. Describe the baby.

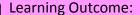
8. Who gave Peter the baby to hold?	
9. Peter said that 'it was dark as a tree stump' (Line 40). What was he referring to)?
10. From the story what problem was encountered by the family and how was it s	olved.



Because I have a brother, I'll always have a friend.



Writing and Shaping



- Construct simple and meaningful sentences on familiar topics.
- Shows interest and appreciation in using simple sentences to convey ideas of familiar topics.

Complete these activities.

1. Read this story below and in your exercise book, complete the story in full

sentences. Make sure to follow the guide given in the box.

- Jone and his sister, Tirisa playing in My Suva Park
- Sunny day
- Ice- cream man gives Jone two fat cones
- Jone runs with cones in hands
- Trips over a rock
- Falls flat on tummy but holds hands high up hand
- Cones safe but Jone had bruises

Narrative Writing

- a) Orientation: Who? What? When? Why? How?
- b) **Complication:** Problem
- c) **Resolution**: Solution to the problem

they walk	ed home enjoy e	ating ice- cream	S					
Title:								
Spel	Spelling and Word Skills							
1) Choose a	word from t	the hoxes h	elow to match	each of the				
meanings be		THE DUXES D	elow to materi	euch of the				
meunings be	10w .							
Close	narrative	hate	puzzle	hasty				
a. opposite of lov	/e							
b. quick and surp	rising							
c. opposite of op	oen							
	ory							
	,							

e. a maze _____

2) Choose ending in the boxes to change each word in the brackets

S	ly	ies	er	d				
a. Makereta	a p	parrot perching o	n a branch. (notic	e)				
b. Filimone has two beautiful (sister)								
c. It was such a	c. It was such a day and we enjoyed ourselves at the park. (love)							
d. The teacher rea to more. (story)	nd exiciting	to	the students and	they begged to listen				
e. Mere's house is place, (big)	S	than mi	ne so we all opted	d to sleepover at her				
	Gr	rammar in	Use.					
What is a noun? A	A noun is a name	of a person, plac	e or thing. For exa	ample: Tom, Lautoka, rat				
1. NOUNS: Re	ead the story	y (The birth	of my baby	brother) again.				
Add nouns fro	om the story	to the sente	ences below.					
a. Peter woke up	early in the morr	ning and had	for	·				
b. Aunt Chloe took	k me to the	becaus	ew	as about to give birth.				
c. My dad had to s	stay with	at the	because	e she was in pain.				
d. I had to stay wit	th	and	·					
2. Find ten no	ouns in the s	econd paragr	aph of the st	ory and list them				
below.		assina par agr	-p. 07 1110 01					
a	h.	C	А					
	~:	c	u·					

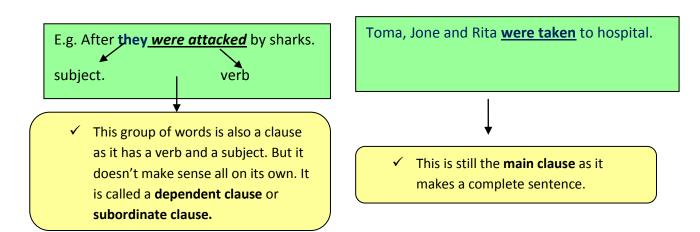
h. _____j. ______.



A clause is a group of words that contains a verb and a subject. A simple sentence is a clause. e.g.[Toma, Jone and Rita] were taken to hospital.

Subject verb

- This clause makes sense all by itself so it's called a main or clause.
- We can add another clause to this main clause so that there are two clauses in the sentence.



- 3.1) Now, divide the following sentences into main clause and dependent clauses. Use different coloured pencils to highlight your work.
 - a. After Mr. Tuira's car disappered, Tomu was violently sick in the corn field.
 - b. They drove the car into the forest where no one could see it.
 - c. Shalini hid under the blanket as if she saw a thief in the house.
 - d. They were so tired, Tim and John went to sleep.



A person or thing that the sentence is about. But how do we find the subject? Let's split up this sentence: The cat was fond of the dog.

- ✓ Find the verb- was fond
- ✓ Ask who or what? The answer is the cat.

With your teacher, try to look for the verb and subject in each of the clauses above in activity 3.1.

4 (b) Are the underlined parts of the following sentences clauses? Tick the yes or no box.

a. Waisale Vuli felt very sleepy.

Yes No

Remember to ask who or what is before the verb?

b. Waisale Vuli felt as if he wanted to sleep.

Yes

No

c. Waisale Vuli looked down at the sleeping cat. Yes No

d. When Shayal was walking to the castle, she had held her invisible stick.

Yes

No



Extension Activities

Writing a story

Think about a time you did something special, like going for a picnic, a wedding or the movies.

- write down some notes about what you saw and took part in.
- pretend that someone else did the things you did.
- make up a name and tell the story about it.

Title:	 		

Unit 2: Sweet Reward for Single Mother Personal Recount



Listening and Speaking.

Students should, listen critically and contribute effectively in the class discussion.

Study the pictures of the types of families given and discuss the questions that follow.

Nuclear Family: A nuclear family is defined as parents and their children who are living under one roof. An example of a **nuclear family** is a mom, dad and their children.



<u>An Extended Family</u>-An extended family is a family that consist of grandparents, aunts, uncles, and cousins all living nearby or in the same household.



<u>A Single Parent Family</u>-single parent either father or mother raising his or her own child or children.



Source: www.fijitimes.com/story

- 1. Which picture best describes the family you belong to?
- 2. Who lives with you in your family?
- 3. What are some roles and responsibilities you carry out in your family?
- 4. What do you like best about your family?
- 5. Why is a family very important in a community or a society?
- 6. Read the quote given below and share with your peers what it means to you.



Source: www.etsy.com/market/family_quote

General features of a Personal Recount



- ❖ It is a true story
- It entertains the readers
- ❖ Tells us how the writer or narrator felt about an event.



How is it written?

- It has a beginning or introduction
- The introduction tells us about the main character, the setting and the time of the event
- The events are explained in order
- Newspaper articles, diaries, letters and biographies are all personal recount
- Personal comments are made about the event
- It has a conclusion or resolution



Language Features of a Personal recount

* Pronoun: a word that takes the place of noun.

For example - My father and I went shopping.

* Connective

A word that shows a connection between sentences or within a sentence is called a connective.

For example- Eriki *and* Tumena completed their work.

Keleni worked *so* that she could save money.



Reading and Viewing.

Learning Outcome:

- Read and understand the different types of families in Fiji.
- Know that all families face challenges.

Pre- reading Activities:

Class Discussion:

- 1. List the types of families that is common in yourcommunity.
- 2. What are some advantages of living in a family?
- 3. What are some challenges faced in a family?
- 4. How are these challenges solved?

Key Vocabulary:

- ❖ Go over the word list below with you class teacher.
- ❖ Say the words, spell the words and spell the words again.
- * After reciting the words, copy them in your Spelling books and also figure out the meaning of the words.
- You may also use the Junior Dictionary to checkout on the meanings. Ensure that you learn your the words.

struggles, determination, experience, epileptic, challenge, reward, scholarship, encourage, situation, inspired, married, condition.

Now, the teacher reads the passage to the students while the students listen attentively. After reading to the students, the teacher and the students read collectively, later the students will read on their own.

Sweet reward for single mother.

Mehnaz Shah knows the *struggles* of being a single parent but her *determination* to give her son the best in education has paid off.

Sharing her *experience* yesterday and the struggles she faced to put her only son, Saiyed Shah, 17, through school, Mehnaz has called on other single parents not to give up easily.

"It's hard and difficult being a single parent and my *condition* of being *epileptic* was a real *challenge* but I was focused on one thing and that is to get my son through to school," she said.

"When I was three months pregnant to my son, my husband left me and I never got *married* again so seeing my son become the dux of Holy Family Secondary School has been the sweetest *reward*. "Mehnaz has been living with her son in a two-bedroom home and depends on monthly Social Welfare assistance.

"I only receive \$40 so I use that to pay for our bills and I am blessed to have the support of my parents and social workers like Selina Lee Wah who organised a *scholarship* for my son from 2009," she said. "He was supported by the Loloma Foundation and the International Women's Association through the help of Mrs Lee Wah and I just want to *encourage* single parents not to give up and always know that we have good Samaritans in Fiji."

Saiyed said his *situation* and his mum *inspired* him to work hard in school.

Source: www.fjtimesonline.com



a. 16 years old.

Choose the correct answer

1. Mehnaz Shah is a		
a. married woman.	b. single parent	c. divorcee
2. How old was her son,	Saiyed Shah?	

b. 18years old

c. 17 years old

Answer these questions in complete sentences.

3. What sickness did Mehnaz Shah suffer from?	
4. Where did Sayeid Shah attend school?	
5. How much do they earn monthly?	
6. Which organisations helped the family?	
7. Why was Mehnaz Shah proud of his son?	
8. Describe Mehnaz Shah?	
9. Write one of Mehnaz Shah's arguments that single mothers must never give	up on?
10. What did you learn from this passage?	



Writing and Shaping

4

Learning Outcome:

- Construct simple and meaningful sentences on familiar topics.
- Shows interest and appreciation in using simple sentences to convey ideas of familiar topics.

Here are some steps that you can use to write a story.

Step 1: Pre- Writing

- Find your ideas- use your experience or imagination.
- **Build on your ideas** brainstorm.
- Plan and Structure- sort your ideas and choose the ones will you use for your story

Step 2: Writing (draft)

Now you have done your plan and ready to write your draft. This is a free writing stage.

Step 3: Revision.

Revise your draft. Check whether you wish to add, remove, rearrange or replace some ideas.

Step 4: Editing:

Now it's time to fine tune your story. Check on repetition, clarity, grammar, spelling and punctuation.

Step 5: Final Write up:

It is time to write your final draft.

In your exercise book, write a personal recount of a family gathering you had attended. Your story can be based on My Birthday, Our Picnic trip, A Family Feast or any topic of your choice. Remember to follow the guided steps given to assist in your write up. (You may have a write up of 30- 40 words only)

Title:		 	 _
	· · · · · · · · · · · · · · · · · · ·	 	 · · · · · · · · · · · · · · · · · · ·



Spelling and Word Skills

1. Rhyming Words.

Find **two of the rhyming words** in the given boxes below and fill them in the blanks.

funny	honey	family	way	smile	fantasy	bunny	mile	money	hay	
a.)		and			b.)		and			_
c.)		and			d.)		and			
c.,		_ 4114			u.,		and			-
e.)		_ and								

2. Fill in the Blanks.

Choose the **suitable words** from the boxes to finish these sentences.

struggles, determine, experience, epileptic, challenged, reward, scholarship, encourage, situation, inspired, married, condition.

a) Alipate was very ______ to finish the race.

b) The child was ______ to work hard because they were very poor.

c) Ana Cavidi was given a ______ for her best attendance.

d) It was a great ______ to swim across the Rewa River.

e) Pita and Marica got ______ at the Outrigger Hotel.

f) The school dux was given a ______ to study at Jasper Williams High School.

g) My mother ______ me to learn my timetable and she was willing to buy my guitar if I knew all.

h) During difficult _____ we must never give up.



Grammar in Use

What is a pronoun?-A word that can take the place of a noun. For example: Give the pen to him.

- 1. Pronouns: Re- write each sentence. Change the underlined word or words to a pronoun. The first one is done for you.
- a) Fulori made dinner for the whole family.

She made dinner for the whole family.

- b) Timoci played tag with Marika and Ram.
- c) Mr Vijay went to the movies with Mrs Vijay.
- .
- d) The <u>classroom</u> needs a fresh coat of paint.

2. More Activities on Pronouns.

Circle the **pronouns** in the sentences below. Some sentences have more than **one pronoun**.

- e) She went to the store with Adi.
- f) Seven of us had to squeeze in the tiny elevator.
- g) Every Friday, Sangeeta goes to town with them.
- h) At the supermarket, the cashier gave him the change.
- i) When the water is cold, he gets out of the tub.
- j) I enjoyed watching them play rugby on the field.

3. Connectives

A word that shows a connection between sentences or within a sentence is called a connective.

E.g. Eriki *and* Tumena completed their work.

Fill in the blanks by choosing the correct connectives given in the boxes.

although	but	because	and	then			
a) Car racing is an	exciting event	it is also	o dangerous.				
b) We went to to	wn	_later to the movie	s.				
c) She likes to eat	an apple	l prefer to	have a mango.				
d) Mary was angry	У	Anil stole her	lunch.				
e) Jack	Jill went to Suv	a.					
	4.	. Punctuation	15				
Finish the incomplete sentences below to make statements or questions. Don't forget your full stops, question marks and capital letters.							
a) Even though it	was dark,						
b) Have you ever							
c) The hungry lion							
				· · · · · · · · · · · · · · · · · · ·			
	5.	Using Suffix	Kes				
	or' and 'ist' make th			omeone who			

Use the above suffixes to make nouns from these words.

a. Someone who dances	
b. Someone who has written a book or article	
c. Someone who edits a book.	

d. Someone who publishes books	
c. Someone who has written a novel	



Complete these Activities.

1. Add to the notes below and use them to write a discussion about the advantages and disadvantages of free education.

Topic: Free Education

Disadvantages

Unit 3: Unique-Fables



Listening and Speaking

Students should be aware that there are people with special needs and they need assistance from us. Students should know these people are just like us.

Class Discussion:

The picture shows children who are physically challenged.

- How can you assist people with special needs?
- Are there any schools in your community that helps them?
- If yes, what are the names of these schools and if no what must be done to assist them?
- ❖ Are they well looked after by the community. Mention at least two ways they have been assisted by the community or any organisation.

Children with Special Needs



Source: http://www.projects-abroad.org/volunteer-projects/care/volunteer-morocco/

General Features of a Fable.



What is a fable?

- ❖ It is a story that can entertain and teach us certain things at the same time.
- It is usually a short tale.
- ❖ Fables, fairy stories, adventure stories and humorous stories are all narratives.



How is it written?

- ❖ It has a beginning or an introduction. The introduction tells us about the main characters which are often animals.
- Then there is a serious of events in order, often there is some unexpected happenings.
- It has a concluding moral.



Grammar features found in fables

- Quoted Speech- actual speech spoken by someone. e.g. 1. "Where will you sleep," asked my Mother.
- Sometimes the words of the speaker are reported and this is called reported speech. e.g. my mother said that she was cooking.
- Adverb- a word which tells how, when or where something has taken place.
- Adverbs add meaning to a verb e.g. Molly drank the juice. (How she drank it).



Reading and Viewing

4

Learning Outcome:

- * Read and interpret meaning of the familiar written texts given.
- Show interest and enjoyment in reading the narrative written texts, interpreting it and able to construct narrative stories.

Pre- reading Activities:

Class Discussion:

- Do you look at yourself in the mirror?
- When do you use the mirror?
- Why do you use the mirror?
- Do you at times wish you looked like someone else?
- Why do you prefer to be like that someone?
- Who is your role model and why?

Key Vocabulary

- > Go over the word list below with you class teacher.
- > Say the words, spell the words and spellthe words again.
- > After reciting over the words, copy them in your Spelling books and also figure out the meaning of the words.
- You may also use the Junior Dictionary to checkout on the meanings. Ensure that you learn your the words.

Reflection, mole, grieve, laundry, hideous, snorted, bulbous, scrunched, proboscis, unique, groaned

Now, the teacher reads the passage to the students while the students listen attentively. After reading to

the students, the teacher and the students read collectively, later the students will read on their own.



Skippy, the kitten was staring at her *reflection* in the mirror. She'd decided she didn't like the *mole* to the left of her nose. "It's so ugly." She *grieved*.

Her mom, folding *laundry* in the hallway, overheard her and poked her head into the room. "What's so ugly?"

"This *hideous* mark on my face." Skippy complained and pointed at it.

Mom came in, setting the laundry aside. She peered really close at the mole, suddenly leaned over, and gave her daughter a kiss on the cheek. "I like it, because it gives your face character."

Skippy pushed her mother away half-heartedly. "You would think that. Besides, character is anice way to say ugly." She smiled though, liking her mother's attempts to cheer her up.

"I have a couple of my own. You tend to get more as you get older." Mother sighed and leanedin toward the mirror. She tugged at the fine lines near the corners of her eyes, frowning.

"You still have beautiful eyes, though." Skippy remarked. She'd always loved her mother's green eyes. "Mine are boring brown, like most everyone else in the world."

"That's what contact lenses are for." Mother winked. "Besides, you have warm, chocolate brown eyes. They are like hot cocoa, and they are anything but boring."

Skippy *scrunched* up her face. "What about my nose!"

Mother **snorted.** "It's not *bulbous* like a **proboscis** monkey or anything. It fits your face. Why are you running yourself down? You have a *unique*, beautiful set of features. Stop agonizing over little details and enjoy your youth and beauty already."

"I just wish I was prettier is all. Some of my friends are so gorgeous, and I feel plain next to them."

"We can't all be super models, dear. Even so, you are uniquely you – there is no one else in the world that looks like you."

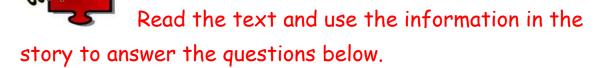
"Thank goodness." Skippy joked.

Mom frowned. "You have a nice mixture of dad and me in you, and I don't much care for hearing you knocking your looks. You are amazing."

"Alright, enough mushiness, mom. I won't complain anymore, but can I dye my hair at least? I'm tired of blonde, and I'm thinking about going brunette."

Mother **groaned** and fled the room. "You finish the laundry; I'm done trying to cheer you up!" She called over her shoulder.

Skippy laughed and did the laundry, but she couldn't help but think about dyeing her hair. Red might even look good she told her mum. At the hall mum responded, "Be yourself girl, you are uniquely made.



- 1. Which of the following does Rhonda NOT complain about?
- A. her nose
- B. her chin
- C. her eyes
- D. her mole
- 2. Based on the story, how would you describe Skippy's feelings about her appearance?
- A. insecure
- B. happy
- C. arrogant
- D. depressed
- 3. Through the conversation, how would you BEST describe mother's attitude?
- A. calm
- B. worried

C. supportive
D. mean
4. Skippy's biggest complaints seem to come because she is doing what?
A. having a bad hair day
B. comparing herself to her prettiest friends
C. bored and has nothing better to do
D. trying to get out of chores
5. Even at the end of the story, Skippy still wants to make one last change
A. her teeth
B. her glasses
C. her skin
D. her hair
Now answer the questions in complete sentence.
6. What was her mother' advice to her about her wanting to change?
7. Have you ever felt like Skippy?
8. What do you wish to change and why?
9. Have you heard about people changing their appearance and what is your view on such action?
10. What have you learnt from this fable?



Writing and Shaping

4

For Class teacher:

Learning Outcome:

- ❖ Able to construct simple and meaningful sentences on familiar topics.
- Shows interest and appreciation in using simple sentences to convey ideas of familiar topics.



Spelling and Word Skills

1. Word building Exercise.

a. beauty-______ b. encourage-_____

Make new word to the words given.

c. complain		d. devastate	
e. mix	f. agony		
2. Missing Letter			
Fill in the m	issing letters	::	
1. gor_eous	2. co_mplain	3. laund_y 4. hid_ous 5. uniq_e	
6ttempt	7. fe_tures	8. mush_iness 9. beautif_l 10. fr_wned	
		3. Synonyms:	
Find a word with the same meaning to words given.			
a. beautiful		b. unique	
c. amazing-		d. bored	

4. Add "ful".

Circle the word where you can add "ful" at the ending.

plenty breathe wonder compliment care applause thought action



Grammar in Use

1. Punctuation.

Direct Speech is a sentence that reports a speech or though in its original form as phased. It is usually enclosed in quotation forms. For example: "I will be coming to school," said Anish.

Reported speech is used when we are reporting what other people say, think or belief.

For example: Anish said that he would be coming to school.

Now, Change the reported speech to direct speech using correct punctuation. Remember to use double quotation marks and that in direct speech you punctuate the exact words that are spoken.

a.	Peni rang to askme what we have for homework.
b.	I told him we have to write a fable.
c.	My cousin shouted at me to give her money back.
d.	Maryanne's father wanted to know what the noise was about.
e.	Abdul Shameel said it was all my fault.

Sometimes direct speesh is broken. For example:

"Yesterday," said Mr Soqeta, "we completed the work."

Note that the second part of the direct speech does not start with a capital letter unless it comes after a full stop.

2. Punctuate these sentences

a. this composition said the teacher needs editing.
b. when it is edited replied samu can i publish it
c. yes replies mr soqeta i'm llooking forward to reading it.

3. Confusing words.

What are Confusing Pairs? They are words that sound alike or nearly alike but have different meanings. The two little prepositions **off** and **from** are often used incorrectly.

e.g. 1. You take you shirt off the table.

2. You take your book **from** your friend.

Now you may try these using the two little prepositions, off and from.

a) T	Timoci borrrowed five dollars	his dad.		
b) T	Take those dirty rugby boots	the chair.		
c) T	he boys receive money	their parents.		
d) N	Mom took the washing	the line.		
		4. Adverbs		
	hat are Adverbs? Aderbs.	lverbs are use	ed to modify	
	you remember that adv	verbs tell you h	low,what, where or	when
Fo	r example: Camari came	to school late	•	
the	Iverbs can form the cone a djectives do. Some a rliest.			
Bu	t most adverbs put mor	e or most in fr	ont of them.	
No	ow write the correct for	m of the adve	rb in the sentences	below
a. T	he prime Minister arrived (soo	n)	that we expected.	
	After the operation the blind mapected.	an could see (clearly	′)	than we
c. Tl	he children danced (grace)		_infront of the audience.	
emoti	sing Exclamation Mar ion or to show that some nused in direct speech,	ething has bee	n shouted as a comr	mand.

For example: 1. Look out!

quoatation marks.

2. What a sad life!

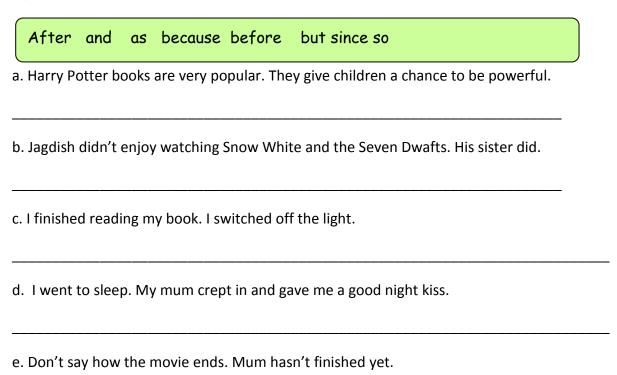
Now, punctuate these sentences.

- a. you saved my life the little girl cried
- b. give me back my book shouted ana
- c. look out shouted Angie as the car hit the pole.
- d. i hate you exckaimed mere.

5. Joining Sentences

Join these pair of sentences to make one sentence using any of the conjuctions from the word bank. Use a different conjuction eah time.

Word bank



Extension Activities

You can create you own fabble story. It could be a beginning of your wonderful fantansy.

Let your imagination go and your head will be flooded with the ideas on what you wish to write on. Jot your ideas down on the plan below. Remeber to use

animals as your character and the moral value learnt from your story. (40- 50n word)

Title: Autho	able Story. ———————————————————————————————————		
	Orientation- when? Where? Any background details?		
	Characters: Who (main and others)		
	Complication- What was the problem?		
	Action- how did they try to solve the problem?		
	Resolution- how did it end and what did you learn from the story		

Unit 3 - Managing Money (FinED inclusion)

Learning Outcomes: Students will be able to:

- a) Learn new financial vocabularies and find their meaning
- b) Value that saving is beneficial now and in the future
- c) Comprehend the story and answer the questions
- d) Demonstrate ability to read & understand more complex transaction receipts
- e) Give examples of how to prioritize their needs and wants

Read Tomu's Story and answer the questions that follow.

Tomu's Story by Adele O'Leary

Bula my name is Tomu and Iam eight years old

My Tata and Nana give me **pocket money** if I help around my vale. I get \$1:00 for each job that I do. This is a story about the money that I receive (**income**) and the money that I spend (**expenditure**).

On Monday I sweep the leaves in the garden and gather firewood. My Tata gives me \$2:00.I help Nana bring in the washing, and she thanks me.I feel proud that i helped.

Tuesday is a hot day. On the way home from school, I stopped at the shop to buy a drink. Drinks cost \$1:20 each or you can but two drinks for \$2:00. After dinner I wash the dishes and earn an extra \$1:00.

On Wednesday I have to help Nana gather breadfruit and light the lovo so that dinner can be cooked. My Nana gives me \$2:00.After dinner I wash the dishes and earn an extra \$1:00.

It is my sister's birthday on Thursday. I buy my sister a doll which costs \$5:00. I have to borrow \$2:00 from Nana so that I can **afford** it.

I work hard on Friday. I clean the floors in the vale, collect bananas from the plantation, feed the chickens and fold the washing. My Tata gives me \$4:00.I give Nana the \$2:00 that I **owe** her and put \$2:00 in the pocket of my shorts.

On Saturday morning I help my Nana take her mats to the town market. She sells her mat at the market stall Nana gives me \$3:00 for helping because the mats are very heavy.

On Saturday afternoon I ride my bike to the supermarket. I buy an ice cream which costs a \$1:00. When I get back home I check my pocket and only have \$3:00left. I have lost \$1:00 form my pocket.

My family and I go to church on Sunday. I put \$1:00on the church collection plate. I keep the rest of the money safely in my wallet because I have to buy a pencil for school on Monday and I want to save some money to buy a rugby ball.

A. Vocabulary Exercise

Find the meaning of these words and then use them in a sentence.

a) Income d) afford b) Expenditure e) owe c) pocket money f) lost

B. Parts of Speech

Identify five nouns and five verbs from Tomu's story and write them in your book.

C. Answer the following questions

1. How old is Tomu?

- 2. Who gives Tomu pocket money?
- 3. What does Tomu do on Mondays?
- 4. What happens to Tomu on Tuesday?
- 5. How much money does Tomu earn on Wednesday?
- 6. What was Tomu's gift to her sister on her birthday and how much does it cost?
 - 7. How much money does Tomu owe his Nana on Friday?
 - 8. How much money does Tomu earn on Saturday?
 - 9. How much money does Tomu lost on Saturday afternoon?
 - 10. Where does Tomu keep all his money?

D. Complete this Cash Book for Tomu's Story

DAY	DESCRIPTION	MONEY	MONEY	BALANCE

E. Research work

This research work can be done as an in individual, pair work or group work. Visit a local bank or ask parents & relatives these questions

- a. Why do we have banks?
- b. Who makes sure that the banks do not steal the money they are given?
- c. Why is a bank a safe place for people's money?
- d. At your age should we start saving and open a bank account?
- e. How much interest would we earn?
- f. What does the bank statement look like that records our saving?

F. Survey

Students are going to investigate the way that their own family household income is used by carrying out a survey on their parents. Students draw this form in their books.

MY FAMILY BUDGET	AMOUNT	NEED (Tick)	WANT (Tick)
Food			
Housing			
Electricity			
Water			
Bus Fare /Fuel			

Church Obligation		
Savings		
Clothes/Shoes		
Others		
TOTAL		

G. Reflection and Discussion

- a. How can we use the information we have learned to help us make better financial decisions for ourselves and our families in the future?
- b. How can we help our families achieve their financial goals and or commitments?
- c. What can families do if they do not have sufficient money to pay bills?

Theme 2 - HEALTH AND SAFETY



Listening and Speaking

Students should maintain focus and listen attentively as they share a most frightening moment that they have read or experienced in life.

Let the students discussed about a most frightening moment that they have read or experienced in their life. Use the probing method given below to assist the students in retelling their dramatic story.

- ➤ What happened to you?
- ➤ Who was with you?
- ➤ When did it occur?
- ➤ Where did it take place?
- > How did you get out of it?
- Was anyone injured? If yes how were they treated?
- ➤ Any advice you would give to your peers so that they do not experience such horrifying moments.



Help!!!!

ORAL WORK 2: My News Bulletin!

INSTRUCTION:

Students collect any sort of fire accident articles from the Fiji Times, Fiji Sun or Magazines. They would read and retell to their peers information of what may have caused the fire.

Students to present their picture while discussing their news bulletin with the class. An example is given below.

General features Of a Description.

FAMILY LEFT HOMELESS



Who is the owner of the property?
When did the fire start?
How did the fire start?
Was anyone injured?
Who came to put out the fire?
Did they save any items and how much did they lose?
What lesson did you learn from this incident?

www,fjtimesonline.com



♣ A description gives us details about something that might be a real thing or imaginary thing. It is part of a long text where there are often description of places, people and things like in a narrative.

How is a description written?

♣ A description will generally have an introduction to the subject. The introduction tells us what is being described and there are details of the subject: what is looks like, what it does and its features and there may be a conclusion.

Features of grammar often found in a description.

- **4** A verb can show:
- ✓ action.eg. I climbed up the tree.
- ✓ Feeling. E.g Mere loves chocolate.
- ✓ Thinking e.g. Jone wondered whether it would rain or not.
- ✓ Saying e.g. Jyoti whispered to me.
- ✓ Relating e.g. Maciu is running late.

Participants – nouns, noun groups and pronouns are all participant. E.g. Taniela gave the knife to Sanjay.

Reading and Viewing



For Class Teacher

Learning Outcome:

- * Read and interpret meaning of the familiar written texts given.
- Show interest and enjoyment in reading the written texts and interpreting it.

Pre-Reading Activities

Class Discussion on Bush fire

- √ Have you heard or read about a bush fire in your area?
- ✓ What caused the fire?
- ✓ Did anyone die or injured?
- ✓ How would living organisms be affected in such situation?
- ✓ What lessons have you learnt from such incident?

Key Vocabulary

INSTRUCTION:

Before reading the passage to the students discussed the *italic bold words* in the passage given below. The students can also use their dictionary to discover new meaning to the given words.

probe, incident, sealed off, noticed, investigating, destroyed, matter, advice, mishap, property



POLICE are investigating a fire *incident* that destroyed four classrooms, a library and an office at Batirilagi Primary School in Macuata.

The students were sent home yesterday morning after police and fire officers **sealed off** the area.

Divisional Police Commander North Senior Superintendent Naulumatua Lutunacaucau said the fire started after 5pm on Tuesday.

"The school manager **noticed** smoke coming out from one of the classrooms and he ran towards the meter box to turn off the switches," he said.

"By that time, the fire had spread and it *destroyed* the block. So they called the fire station and the firemen arrived on time to save a nearby block.

"At this stage, we are still investigating the <u>matter</u> and awaiting a report from the fire authority, including the cost of damage."

School manager, Solomone Senikuraciri said the students would begin classes again today.

The Northern Fire Authority officer-in-charge has once again *advised* the public to thoroughly check their *property* to avoid *such mishap*.

www.fijitimesonline.com

Writing and Shaping

For Class teacher:

Learning Outcome:

- ❖ Able to construct simple and meaningful sentences on familiar topics.
- Shows interest and appreciation in using simple sentences to convey ideas of familiar topics.



Read the text and answer these questions.

- 1. Name the school that caught fire?
- 2. Where is the school located??
- 3. When did the buildings catch fire?
- 4. How was it destroyed?

5. Who is the Divisional Police Commander North Senior Superintendent?
6. Who saw the fire and what did he do??
7. Explain how the fire was stopped.
8. Why is it important not to play with fire?
9. Discuss the roles of the following peoplea. school managerb. fire fightersc. policemen
10. Why do the fire fighters need to investigate the fire?a. to check for any thefts.b. for security purposec. to find out the damage
Complete these activities 1. Use the questions below and the words in the box to help you write a description of constructing a kite.
ay, friends, windy day, two sasa sticks or thin bamboo, open ground, scissors, blue, certainly, sheet er, excited, glue/cellotape, father, ball of string, risky.
a. What do you need to make a kite?
b. When do you fly your kite?
c. Who helps you to make a kite?
·
d. Did the kite fly?



f. Where do you fly your kite?

g. Who else flies kite with you?

i. What was the colour of the kite?

h. How do you feel while flying the kite?

2. In your writing book, write a description of your friend. Use the sentences given to help you write about your friend.

My friend's name is
My friend is an/a (race)
My friend is old
My friend lives in (place)
My friend lives with his/her
She/ He have brothers and sisters.
Her/ His favourite colour is
She/ He like to eat and his/her favourite drink is
She/ He travels to school on/by
I like my friend because she is
From the information gathered above, now write a short descriptive story about your best friend. Title:

Spelling and Word Skills

Spen	ing und vi	VOI G SKIIIS			
1. Complete the	se word familie	S			
a) enjoy		b) recruit	-		
s s		·		S	
s ed				-° ed	
ing	.1			_	
mer	π			ment	
c) fulfil		d) transport			
	ed	<u></u>	ed		
	ing		ing		
	_ment		me	nt	
e) Mum was f) The final g) We were told h) It was 3. Write tl below. a. destroyed- c. switched- e. sealed- g. damaged-	totow	o see her daughter of soldiers were the heavy go ritness our school te tense of each b. investi d. noticed	win the race. done yester ods in the tre eam win the s ch of the gated d-	day. uck. soccer match. e words given	ces
i. advised	Use.	_		Verbs- A doing word, e.g. I an	g, being or havi m jumping.
1. Verbs:Ch these sent		correct verb	s in the l	ooxes to comp	
(thinking verb)	11.0.1.00	p. 5001165	<u> </u>		
, ,	that hic r	passport will be colle	acted tomor	·OW	
	tilat ilis þ	Jassport will be coll	celed torriorr	Ovv.	
(action verb)	ا با ب		d		
	to ne	er mother to buy a o	aress.		
(feeling verb)					

c. Raju _____ for the safety of the boys as they travelled in a dingy.

d. Sally and Fane _____ travelling to school by bus.

(related verb)

e. The pastor	(action ver	b) to his members	in the church.	
2. Partic	•	lect proper partic	pants from the box bo	elow to complete
		The fire fighter he hospital ate the	her beautiful dolls roast chicken	the heat
a) b) Seini gave c) We	b	raved to and	to rescue the lit 	tle boy.
capital lett	igh the giver ers. Then, re		l identify the missing p passage correctly in th <i>Hospital</i>	
while his 27 yesterday mof the flat in I woke and s	years old rescu orning homeov Raj Moti Lal St aw the upper l	uer is also admitted we wner Taione Guyaco creet when he was we evel of the flat was o	ve Care Unit at the Colonia with burns after their Raiv 57 said he was sleeping in oken by the noise. on fire my son Mosese wa o said	vai home in Suva n the extended unit s sleeping in my

Extension Activities: Part 1

Find and circle the words from the key vocabulary listed. The words maybe placed across, down, backwards or diagonally.

probe, incident, sealed off, noticed, investigating, destroyed, matter,, advice, mishap.

S	Е	Α	L	Е	D	0	F	F	Р	Υ	Ε	С	1	V	D	Α	L	С	М
Т	Р	Q	R	S	Т	U	٧	Υ	М	Α	Q	Т	Z	Α	0	D	В	Α	I
Р	R	0	Р	Ε	R	Т	Υ	K	Α	V	L	Т	R	S	Т	V	I	Υ	S
U	0	Т	L	Ν	F	I	Α	Т	Т	N	Ε	D	I	С	N	I	С	Χ	Н
V	В	J	М	0	L	D	Р	R	Т	R	S	V	K	Α	Υ	С	J	Ε	Α
D	Ε	S	Т	R	0	Υ	Ε	D	Ε	F	Ε	J	Α	K	0	Ε	L	М	Р
W	Χ	Υ	Z	М	Р	0	I	S	R	Α	Т	N	0	Т	I	С	Ε	D	S
I	N	٧	Е	S	Т	ı	G	Α	Т	ı	N	G	Н	0	Т	Α	Ν	D	0

Action Time: Constructing my kite

Students can construct their kite using the instructions that they had already answered. They can fly their kite once they have constructed it. Happy flying!!

Unit 5: Canteens under watch!!!! Discussion

LISTENING AND SPEAKING

Students should maintain focus, listen attentively and contribute effectively as they share upon the pros and cons of any important issue discussed in class.

Allow the students to be divided into two groups and give them time to study the two pictures given. Discuss about the types of snacks that the school canteen should sell in school.

1. Health Snacks (Group 1)



2. Junk snacks. (Group 2)



Discussion Time!!!

- ❖ In their respective group, as labelled above, each group would discuss the type of snacks that they would like better to be sold in the canteen.
- They should have very argumentative points and ideas to support their view
- Give amble time for both groups to debate on the issue

General features of a Discussion.

What is a discussion?

- > A discussion explores more than one side of an argument
- > It provides us with information
- At times a decision is made at the end of a discussion, for one side or another
- > It often concludes with the summing up of all sides

Thow is a discussion written?

- > It has an introduction which is a statement about the issue or subject of the argument.
- At times the background information about the given issues is provided in the introduction.
- > Arguments are provided with facts to support the issues discussed.
- ➤ It has a conclusion which sums up both sides or at times concludes on one side that is right.



Language features in discussions.

- Verb Past Tense (the past tense of the verb shows action, feeling, thinking, saying or relating on things that occurred in the past.
 - i. I *picked* the ripe mangoes only.
 - ii. They *cheered* for Ana as won the race.
 - iii. Fane **thought** that Frank took her purse.
 - iv. Mereani *liked* the party.
- Adverb- It tells about verbs, adjectives or other adverbs.

 The dog barked loudly. (It describes about the verb, "barked".)

 The weather was very hot. (It talks about adjective, "very".)

Reading and Viewing.



For Class Teacher

Learning Outcome:

- Read and interpret meaning of the familiar written texts given.
- Show interest and enjoyment in reading the written texts and interpreting it.

Pre-reading Activities

Class Discussion: Checkout your school canteen!!

- What does your school canteen sells?
- Do you classify them as junk or healthy snack?
- What must you do to ensure that healthy snacks are sold in the canteen?

Key Vocabulary

Now, you may go over the vocabulary listing given with your teacher. Ensure that the words are read out and spelt out correctly. Copy the words in your spelling book and also find out the meaning of each word. You may use the Oxford Junior Dictionary to assist in discovering their meanings.

Classified, valid, offence, breach, liable, permits, visibly, reiterating, compliance, advocating, paramount.

Now, the teacher reads the passage to the students while the students listen attentively. After reading to the students, the teacher and the students read collectively later the students would read on their own.



SCHOOL canteens are *classified* as food establishments.

As such, they are required by the Food Safety Act to have a valid health and business licence.

It is an *offence* to operate a canteen or food establishment without a valid licence.

And canteen operators found in *breach* of the law are *likely* for a \$10,000 fine or five years imprisonment.

Canteen managers and operators, whether school owned or outsourced, must obtain business permits from their relevant municipal councils or rural local authorities.

The permits must be visibly displayed in the canteen area.

Food hawkers or people who sell outside the school compound also need to have valid licences from the municipal council and local authorities.

The Health Ministry's National Food and Nutrition Centre revealed this in a statement while reiterating that compliance with the School Canteen Guidelines was paramount.

It said a survey in the Western Division in 2012 found that 80 per cent of schools surveyed did not comply with the School Canteen Guidelines.

"Principals and head teachers of all schools are to take note that since the canteens operate within their school premises which is under their jurisdiction, they are to enforce and monitor the compliance of their canteen operators and managers," the statement said.

"School canteens play an important role in advocating for good nutrition and health in children.

"Canteens should become enabling environments where children have the option of buying nutritious and healthy food at affordable prices."

The NFNC said running a school canteen could also be a safety issue as children would remain within the school compounds during recess and lunch breaks instead of wandering through the streets looking for something to eat.

"Most school canteens in Fiji are more focused on making profits than providing wholesome nutritious meals for children.

"Being money-driven, school canteens have lost sight of the objective of providing healthy food and drinks to children and are making money at the expense of the child's health.

"Local evidence suggests that school canteens can still make a moderate profit margin," said the NFNC.





Read the text and answer these questions. Circle the best answer only.

1. School canteens	are classif	ied as		
a. food establishm	ents	b. restaur	ant	c. eatery bar
2. When operating a. card	g a school c b. license	anteen, or	ne must have a c. receipt	valid
3. How much woul a. \$5,000.00		•	r pay if they broc. \$ 10,000.00	eak the law?
4. What should car a. junk foods only	•	•		c. healthy snacks only
5. Who should be a. the principals ar c. teachers.	_		-	ng of the school canteens? ators
Answer the follow 6. What does the	•		s for?	
7. Why should schoprice rather than s		-	ell nutritional a	and healthy snacks at a reasonable
	r school ca	nteen sells	s that are healt	to the law being put forward? If yes thy snacks and If no, do you think
9. Explain in your o	wn words	why certa	in canteen ope	erators still sell junk foods?
10. Health is wealt	h. Explain	what does	this sentence I	means to you.

Writing and Shaping.

4

For Class teacher:

Learning Outcome:

- ❖ Able to construct simple and meaningful sentences on familiar topics.
- Shows interest and appreciation in using simple sentences to convey ideas of familiar topics.
- ❖ Able to debate on a given topic and having analytic thinking skills to participate in the discussions.

Spelling and Word Skills.

1. Tense

. Word bank

Use some of the given words to fill in the blanks. You may change the words into past tense.

classify, valid, offence, break, likely, allow, clearly, repeat, advocate

1. The license was	and he was given the approval to start a canteen business.			
2. If you are caught stealing, then you areto be punished.				
3. It is an	to lie to the police.			
4. The child	told her mother that he wanted a bicycle.			
5. You will	_the task if you do not do it correctly.			
6. I wasto go for recess because I completed my work.				
Grammar in Use:				
1. Making nouns- Try making nouns from the words below. It's quite difficult as you have to use different types of endings. For example, amuse becomes amusement and young becomes youth.				
a advertise-	h laugh-			

c. think-	k d. happy				
e. give-	f. please				
g. speak-	h. live				
h. live	i. Encourage				
Clause – A group of words that contain a verb, e.g. He ran.	Phrase- A group of words with verb, usually introduced with preposition, e.g. They saw a cathree wheels.	a			
Changing clauses into phrases					
Change the underline clauses done for you.	into phrases. The first	one is			
a. When it was New Year, we went to bed ea	rly.				
On New Year, we went to bed early.					
b. My little brother was in bed <u>before the sun had set.</u>					
c. The Prime Minister arrived when it was dark.					
d. When the morning came we opened our presents.					
e. The students shouted <u>because they pass.</u>					
Now try replacing the underline words we the word banks given.	vith a single word. Check the v	vord from			
a. The show was <u>put off</u> because of wet weat	her	Word bank			
b. We made up our minds to give her the car.		disappeared,			
c. The people who live next door had a Christi	mas party.	neighbour, cancelled,			
	C1	yearly,			

d. The sun went <u>out of sight</u> behind the clouds.

e. We celebrate grandma's birthday <u>every year</u>.

Extension Work:

Students to discuss and debate on the given topic

* Topic: Junk food should be banned in school

Affirmative side (Junk food should be banned)			
· .			
·			
·			
·			
·			

Negative side (Against- Junk food should not be banned.)
·

Conduct a research on Natural disasters for you lesson next week. You may collect the relevant information about a natural disaster and present it as morning talk to you friends in the new unit.

Name of the disaster.

- Which country did it hit?
- Devastation it causes?
- Picture to proof your research.

Unit 6: What to do during an earthquake? Procedural

Listening and Speaking.

Students should maintain focus and listen attentively as they share their knowledge and contribute effectively to the discussion of the given topic.

Class Discussion:

- ❖ What is natural disaster?
- List some natural disasters that have already occurred in Fiji?
- Can you identify some natural disasters that have not happened in Fiji?
- What must be done if a hurricane strikes?
- Do you know what tsunamis are?
- ❖ Have you experienced a tsunami?

Oral Work II: Morning Talk

Hope you have gathered relevant information about a natural disaster to present to your peers. Some types of disasters are shown below and you may discuss with your teacher the consequences it may have caused to the people likewise the environment.







(i) Earthquake.

(ii) Hurricane

(iii) Flood

General Features found in a Procedural Text.



What is a procedural text?

They are text that explains how something works or gives directions or instructions eg recipe, rules of games and directions to a place are all procedures.



How is it written?

❖ It begins with a goal or aim to a project. Then list what is required to be done. Followed with a series of steps or instructions in order which informs us on how to reach our goal or aim. Sometimes it gives us safety tips or explains what might happen.



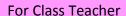
Grammar features found in Procedural text.

- Command a sentence that gives an order of instruction
- ❖ e.g. 1. Stop! Mix it with water
 - 2. Collect the library books now.
- Adjective- a word that tells us about a noun is an adjective e.g. descriptive adjective (The apples are sweet); numbering adjectives (The

three boys are on the road and comparing adjectives- (The sliced watermelon on that plate was the sweetest.)

- * Action verb: an action verb shows an action or Ana event.
 - e.g. a. Arleta bought the food at the restaurant.
 - b. Mere swept the hall.

Reading and Viewing.



Learning Outcome:

- Students will read orally with accuracy and expressions at a rate that sounds like speech.
- * Read and interpret meaning of the familiar written texts given.
- Show interest and enjoyment in reading the written texts and interpreting it.

Class Discussion.

- ❖ What is an earthquake?
- Have you experienced an earthquake in your community?
- What must you do if there is an earthquake?

Key Vocabularies:

Read through the list of words given below and spell. Ensure that the words are pronounced correctly and help you to discover meaning to the new words. You may also need a dictionary.

Couch, asses, advance, evacuate, refuge, assistance, negotiate, resume, aftershock, designate.

Once your teacher has thoroughly discussed the words, she/ he will read through the passage. Then, the teacher will read with you on the second round but on the final round you will read independently. Now, follow through as your teacher reads the passage!!!

What to do during an earthquake - indoors/in a classroom:



- If you are inside a building, move no more than a few steps, then DROP, COVER and HOLD ON:
- DROP to the ground (before the earthquake drops you!),
- Take COVER by getting under a study desk or table, and
- HOLD ON to it until the shaking stops.
- If you can't get under something strong, or if you are in a hallway, *crouch* against an interior wall and protect your head and neck with your arms. Stay indoors till the shaking stops and you are sure it is safe to exit.

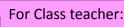
After the shaking stops

- Count to 60 to allow remains to finish falling after the shaking stops.
- Assess your immediate surroundings for dangers. Advance with evacuating the building.
- Upon existing the building, proceed directly to the designated assembly area.
- Proceed to the designated Area of refuge if you have difficulty negotiating the stairs or if you need assistance in evacuating.
- If an aftershock occurs during evacuation and you are still inside the building, repeat DROP, COVER, and HOLD ON procedure before resuming evacuation.



a. What is an earthquake?
b. What three steps that you have to follow when an earthquake strikes?
c. Why should you take cover under a table when an earthquake strikes?
d. If you are walking on a hall way and an earthquake strikes, what will you do?
e. After the earthquake, how many times will you count to signify that everything is back to normal?
f. Where must you move when an earthquake has finished?
g. What will you do after the earthquake?

Writing and Shaping.



Learning Outcome:

- ❖ Able to construct simple and meaningful sentences on familiar topics.
- Shows interest and appreciation in using simple sentences to convey ideas of familiar topics.
- ❖ Able to debate on a given topic and having analytic thinking skills to participate in the discussions.

1. Complete these activities

In the space given below, write a procedural text on how to mix lemon juice. Make sure you follow the correct structure. The ingredients are listed below.

Ingredients- water, fruits, sugar, tang and tang juice. Equipment-jug, knife, spoon, basin.

Procedural Text: Making Fruit Juice

Spelling and Word Skills.

Say the words loudly and clearly. Say the word, spell the word and say it again.

Word list

Crouch, assess, proceed, evaluating, designated, refuse, negotiating, assistance, procedure, resuming.

2. Now, use a dictionary to find the meaning to the given words. Your

teacher may words.	guide you in simplifying the meaning to the listed
a <mark>. crouch</mark> -	
b. <mark>assess-</mark>	
3. <mark>proceed-</mark>	
4. <mark>evaluating-</mark>	
5. <mark>designated-</mark>	
6. <mark>refuse-</mark>	
7. <mark>negotiating</mark> -	
8. <mark>assistance-</mark>	
9 <mark>. procedure</mark> -	
10. <mark>resuming-</mark>	

3. MORE ON DICTIONARY EXERCISE:

Fantastic job!!!

Now, you have discovered new meanings to new words. Try to complete the given exercise.

FILL IN THE BLANKS:

Resume, crouch, proceed, evaluating, assist, procedures, refused, designated, assess, negotiated

 The room was covered with smoke so the teacher told her students to and crawl to the nearest exist. 	
Ten hours before the Tsunami struck the people startedt move to higher grounds.	heir homes to
3. The Occupational Health and Safety Officer had to the ground be tournament tomorrow.	fore the
4. The boys were by the school prefects to clean the cla	ssroom.
5. Tiris was hurt and she to go to the hospital.	
6. The workers will to work after they have about their pay increase.	
7. The pilot told the passages to abide to all the given.	
8. Mr Rao's house was burnt and everyone in the community gathered to him.	

Grammar in Use.

1.0 USING ADVERBS.

<u>ADVERBS</u>: are frequently used in procedures. For example:

- Spread evenly
- Lightly sprinke
- Hold firmly

These are adverbs of manner telling you how something is done. They give you more information about the verb

<u>ADVERBS OF TIME</u>: tells you when something is happening. For example:

❖ Do it now.

ADVERBS OF PLACE: tells you where something is happening. For example:

Put the knife over there.

2.0. Complete these sentences by choosing adverbs from the boxes. The hints in the brackets will help you.

suddenly	loudly	smartly	finallly	angrily	
	(tells how)				
a. Pita's dog barke	a. Pita's dog barked scaring the poor kitten.				
5					
(tells	how)				
b. She walked up		on the stage	to collect her pize.		
	(tells how)			
c. My friend, Kata	, spoke	at her son f	or being late.		
	(tells how)			
d. Laisa jumped o	out	just to scar	e off my friend.		
(tells when)					
e. After a long da	y fishing, my father	·(caught a fish.		

	n <mark>ds-</mark> Write co lle: put - Put tl		eginning with th lown!	nese action
a) please				
b). run				
c.) sweep-				
d) bend down				
e) sit down				
f) get down				
4.0. Action Complete the boxes of	ne sentences	by addir	g suitable act	tion verbs in
rescued	caught	shook	escaped	sold
b. When thec. Marikad. When the table.	water rose up, we his he earthquake stole Mr. Prasad's c	packed our bo	the building, eve	
	rks, full stops	•	rite the missing quotation marks	punctuations. s, capital letters
Chaudry. It is a	ın important part	of pursuing	lern world as said a career and hav portunity to rece	ing a successful
Looking at the s bringing free e	•	ne governme	nt has done a mar	vellous joy by
The free educa	tion scheme has	not only hel	ped the poor but (also the rich
www.fijitimesonl	iline.com			

Extension Activities

You teacher will organise an earthquake drill with the class. Ensure that you follow every step that is required to be followed. Use the school's earthquake drill procedure to undertake this task.

THEME 3: ENVIRONMENT

Unit 7: The Importance of Trees- Explanation.

Listening and Speaking.

- Students will demonstrate effective listening skills in order to learn, process and analyse information.
- They will also communicate effectively in a variety of situations with different audiences and formats.

Using the facts file below, give a short presentation on the importance of trees.

√ Fact Files:

- Trees produce oxygen
- Trees clean the air
- Trees shade and cool
- Trees fight soil erosion
- Trees provide food and fruits





http://www.spc.int/http://www.tripomatic.com/Fiji/Colo-I-Suva-Forest-Park/

General features of Explanation.

What is an Explanation?

An explanation tells how and why things occur in scientific and technical fields.



How is an Explanation written?

- ❖ It has an identifying statement what is to be explained- this is a stage of facts.
- ❖ There is a sequence of events known as the explanation series- the events maybe related according to time or cause or according to both relationships.
- ❖ It has a concluding statement and may be optional at this level
- ❖ It may also include visual images like diagrams and flowcharts which need to be carefully examined.



Features of Grammar in Explanation.

Some common grammatical patterns of an explanation include:

- General and abstract nouns such as native forest, biodiversity and endemic.
- ❖ It contains action verbs.
- ❖ It uses simple present tense, passive voice, conjunction of time and cause, noun groups like the large area of forest, less dense forest and little dry forest.

Uses abstract nouns such a s temperature and rain shadows, adverbial phases, complex sentences and technical languages.

Reading and Viewing.

For Class Teacher

Learning Outcome:

- Students will read orally with accuracy and expressions at a rate that sounds like speech.
- * Read and interpret meaning of the familiar written texts given.
- Show interest and enjoyment in reading the written texts and

Class Discussion:

- Count the number of trees around your school compound?
- Does your school have many trees?
- ❖ Why are trees important?

Key Vocabulary

Now you may go over the spelling list below. Read the words spell the words and read the words again. Ensure that you pronounce and spell the words correctly. Then you may copy the words in your book and also try to figure out the meaning of words. You may refer to a dictionary if they are high levelled words.

Occupy, fodder, scorching, pleasure, ultimately, sustain, erosion, conserve, oxygen, carbon dioxide.

Now read the story to the children. After reading to the children, read with children and then allow sometimes for the students to read independently.

Unit 7: Importance of Trees

Trees *occupy* an important place in the life of man. The trees provide us flowers, fruits, *fodder* for animals, wood for fire and furniture and provide cool shadow from *scorching* sun. They give us so many such good things and yet expect nothing in return.

Trees give us fruits for food and flowers for *pleasure*. They provide us timber (wood) for building our houses and making furniture. They provide us wood for fuel. They supply sleepers for the railway line. Many trees provide us medicinal products such as mile-aminute and eucalyptus. In fact, most of the medicines that we use *ultimately* come to us through trees and vegetation.

Trees play an important role in purifying the air around us. They breathe in *carbon dioxide* and breathe out *oxygen* that *sustains* our life. Thus they make this world a better place to live in.

Trees are also very necessary for having good rainfall. The trees attract rain bearing clouds and prevent soil *erosion* and *conserve* the earth.

Therefore, it is essential for mankind to play their role in taking good care of the trees since they are taking great care of us.



www.google.com

Writing and Shaping.

1. List two ways in which trees are useful to man.

9

For Class teacher:

Learning Outcome:

- ❖ Able to construct simple and meaningful sentences on familiar topics.
- Shows interest and appreciation in using simple sentences to convey ideas of familiar topics.



Read the text and answer these questions.

a
b
2. In your context, identify at least two herbal medicines and the sickness it can cure.
a
b
3. Explain how trees purify the air?
4. Can you state any other way trees can be of use to man.
5. How can you take good care of the trees around you?

Writing and Shaping.



For Class teacher:

Learning Outcome:

- * Able to construct simple and meaningful sentences on familiar topics.
- Shows interest and appreciation in using simple sentences to convey ideas of familiar topics.

Use the fact file below; give a report on the importance of trees.

Fact Files:

- Trees produce oxygen
- Trees clean the air
- Trees shade and cool
- Trees fight soil erosion
- Trees provide food and fruits



http://forestry.about.com/od/treephysiology/tp/tree_value.htm

Spelling and Word Skills

Spenning and	Word Skills			
1. Add the end	ing s "er" and "est" to	these words to make new words.		
a. bright	b. sweet	c. tall		
c. lock	d. labour	e. keep		
f. air	g. bitter	h. long		
Complete these	sentences using some o	the new words discovered above.		
a. You look	wearing a yello	w dress.		
b. The	worked long hours sweep	ng the roads.		
c. We travelled aro	und Viti Levu and it was a	ride I ever had.		
d. The zoo	reminded the studen	ts not to feed the animals.		
2. Homonyms-	Choose the correct w	ord from the words given in the		
brackets. Wri	te the word you choos	e in the blank space provided.		
a. The	_ from the Pine trees smells $arepsilon$	good. (Scent/ sent)		
b. You must never _	papers because	hey are made from trees. (waste/ waist)		
c. Mother used the	to make sor	ne roti. (flower/flour)		
d. Sushila uses herhand to write. (write/ right)				

e. It is rude to ______ at people. (stare/ stair)

Grammar in Use.

1. Thinking, feeling and perceiving verbs involve mental activity rather than physical activity. Hence, you may use these verbs in a sentence.

E.g. remembered- I remembered putting the money in the jug.

a. wondered -

b. want-

c. noticed-

d. thought-

2. Nouns-A noun can either be common or proper.

A proper noun is the name of something specific such as a person, place, company or idea. They are capitalized because they are names.

Examples of Proper Nouns



Ratu Sauvoli Primary School

Banuve Tabakaucoro

Classic Buses Limited

Common nouns: don't identify something specific by themselves. They are only capitalized if they are the first word in the sentence.

Examples of Common Noun.



Superman girls boys

3. Write common or proper on the line to each nour
--

a. book	_ b. table
c. Anare-	_ d. trees
e. Mrs Rajendra-	_ f. homework
g. MHCC-	h. bus-

Now, look around you and write down three common nouns and three pronouns.

Common Nouns	Proper Nouns
a	a
b	b
С.	C.

4. Tenses: Most explanations are written in the present tense. Complete the

following using simple and compound sentences

Compound verb- a verb with two or more parts to it. E.g. She has been sleeping.

Past Tense	Present Tense	Future Tense
He shaves his head.	He is shaving his head.	He will be shaving his head.
He swam in the pool		
	She is wearing pants.	
He was frightened.		
		He will be going to Year 9.

He cannot sing.

Extension Activities.

- Choose a tree from your area and conduct a research about it. You may use the given questions to assist in your work.
 - ✓ What is the name of the tree?
 - ✓ Where is the tree planted?
 - ✓ Does it bear fruits or is it a flowering tree?
 - ✓ How often does it bear fruits or flower in a year?
 - ✓ Do you know who planted the tree?
 - ✓ Is the tree a herbal medicine? What disease can it cure?
 - ✓ Draw the tree.

Unit 8: Sky Colours - Informative Reports

Listening and Speaking.

Students should maintain focus, listen attentively and contribute effectively as they discuss important issues about the environment.

Class Discussion on Sky Colours.

Your teacher will take you outside on a fine day so that you will be able to study about the weather and discuss the given questions.

- What's the weather like today?
- What do you feel like doing in such weather?
- How is the sun useful?
- Do you know where the sun rises and sets in the afternoon?
- Which type of weather do you like the most and why?



http://www.iconarchive.com/show/oxygen-icons-by-oxygen-icons.org/Status-weather-showers-day-icon.html

General features of Information Reports



What is Information Report?

- ❖ It is a factual text.
- ❖ It gives the readers facts or real information about a topic being researched.
- Never contain any personal views.



How is it written?

An introductory statement or mini statement introduces the subject of the report.

- Classification of item being
- Location of item in time and space
- Preview the rest of the description.

Body paragraphs which deal with different aspects of the description.

- ❖ Each paragraph begins with a topic sentence highlighting the focus of the paragraph
- Rest of the paragraph provides details or development on the main idea
- ❖ A concluding paragraph which summarises the information in the report.



Grammar features of Informational Report.

- Technical language (e.g. Geography terms: evaporation, water cycle, condensation, etc.)
- Simple present tense
- Linking verbs (e.g. made up of, consist of caused by, etc.)
- General terms (e.g. humans, plants, weather)
- Information reports can contain pictures and maps

❖ These must be labelled and referenced to ensure the reader can trace the source of the information.

Reading and Viewing.

For Class Teacher

Learning Outcome:

- * Read and interpret meaning of the familiar written texts given.
- Show interest and enjoyment in reading the written texts and interpreting it.

Pre-reading activities

Class Discussion:

- ❖ What colour is the sun?
- What makes the sky blue?
- How does the cloud become white?
- When the sun sets what colour is it?



http://www.google.com/search?q=free+images+of+the+sky&hl.

Key Vocabulary

Now you may go over the spelling list below. Read the words spell the words and read the words again. Ensure that you pronounce and spell the words correctly. Then you may copy the words in your book and also try to figure out the meaning of words. Use the dictionary for high level words.

Diluting, reflected, absorbing, absorbing, crystal, constantly, atmosphere, particles, mixture, fury

Now read the story to the children. After reading to the children, read with children and then allow sometimes for the students to read independently.



Have YOU EVER WONDERED why clear skies are almost blue and at other times they are almost white? Or why some sunsets are *fury* red and other are watery yellow?

Well, the reason is that the *mixture* of water *particles* in the *atmosphere* is *constantly* changing. Every colour in the sky comes from the sun. Sunlight is white which means it is a mix of every colour in the rainbow. But as it passes through the atmosphere, gases, dust, ice *crystal* and water droplets split it into various colours *bouncing* some towards our eyes and *absorbing* others.

Apparently, the colours that we see depend on which colours are bounced and which have *reflected*. Clear skies are blue because gases in the air reflect mostly blue light from the sun. The sky gets paler when extra dust or moisture reflects other colours, *diluting* the blue.

Sunsets are yellow (or red if the air is dusty) because the sun's rays have to travel so far through the lower atmosphere that all the yellow lights are absorb.

How the earth works by John Farndon.



Read the text and answer these questions.

Ensure that you have underlined all the main points in the paragraph, and then answer these questions in complete sentences.

a. What colour is the sunlight?
b. Why is the sky blue?
c. What do you noticed about the first four words? Why do you think they are written this way?
d. Why do sunsets become yellow at times?
e. Explain why sunsets become yellow at times?

Writing and Shaping.

9

For Class teacher:

Learning Outcome:

- ❖ Able to construct simple and meaningful sentences on familiar topics.
- Shows interest and appreciation in using simple sentences to convey ideas of familiar topics.

Now read an Informative writing about Ladybugs and with an example provided try to extract at least four important facts about the ladybugs and compile them in the given table.

Many people are fond of ladybugs because of their colourful, spotted appearance. But farmers love them for their appetite. Most ladybugs consume plant-eating insects, such as aphids, and in doing so they help to protect crops. Ladybugs lay hundreds of eggs in the colonies of aphids and other plant-eating pests. When they hatch, the ladybug larvae immediately begin to feed.

Ladybugs are also called lady beetles or, in Europe, ladybird beetles. There are about 5,000 different species of these insects, and not all of them have the same appetites. A few ladybugs prey not on plant-eaters but on plants. The Mexican bean beetle and the squash beetle are destructive pests that prey upon the crops mentioned in their names.

Ladybugs appear as half-spheres, tiny, spotted, round or oval-shaped domes. They have short legs and antennae.

Their distinctive spots and attractive colours are meant to make them unappealing to predators. Ladybugs can secrete a fluid from joints in their legs which gives them a foul taste. Their colouring is likely a reminder to any animals that have tried to eat their kind before: "I taste awful." A threatened ladybug may both play dead and secrete the unappetizing substance to protect itself.

http://animals.nationalgeographic.com/animals/bugs/ladybug/

<u>3-2-1 Nonfiction Reading Strategy Graphic Organizer</u>- Being able to read informational texts effectively is a fundamental quality of successful readers. After reading nonfiction books or articles, this graphic organizer helps st. summarize what they have learned. Now you may once again read about the Ladybugs and summarize what you have learnt.



Topic: Dolphins

3 Things I learnt about Dolphins:

- 1. Dolphins use echolocations to communicate.
- 2. Dolphins are social mammals because they love to be together.
- 3. Dolphins are intelligent mammals

2 Interesting facts about dolphins

- 1. Dolphins have an inner ear.
- 2. Dolphins click, squeak and whistle

1 Questions I have:

| Topic: Lady buqs | 3 Things I learnt about Dolphins: | | 1. Dolphins are | 2. Dolphins are | 3. Dolphins are | 2. Interesting facts about Lady Buqs | 2. Lady bugs | 2. Lady bugs | 2. Lady bugs | 1. Lady bugs | 2. Lady bugs | 1. L

<u>Alphabetical Order:</u> Assemble the words in alphabetical order beside the given numbers.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
colonies	lady bug	beetles	species	appetite	prey	crops	oval	joints	kind
unappealing	antennae	dead	extinct	foul	group	hatch	ice	kite	mast

2. Synonyms and Antonyms

Synonyms are words that have almost the same meaning. For example: The words big and large are synonyms.

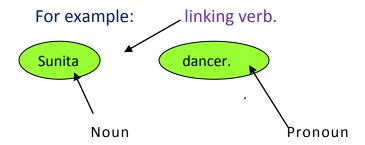
Antonyms are words that have opposite meanings. For example: The words open and closed are antonyms.

Tell whether each pair of words is synonyms or antonyms.

a. agree, disagree-	b. guess, estimate	
c. argue, dispute-	d. cold, freezing	
e. gigantic, big-	f. tired, active	
g. sink, drop-	h. windy, still	
i. broad, wide-	j. difficult, easy-	

B. Grammar in Use.

1. Linking Verbs- connect the noun or pronoun or beginning of a sentence with a word or words at or near the end.



From above example given, now you can underline the linking verb and circle the words that are linked by the verbs.

- 1. They had gone to the beach last weekend.
- 2. It was good that we went to Church.
- 3. You are late for the movie.
- 4. This dress looks like a perfect outfit for the Christmas Party.
- 5. It was dark when we arrived at home.
- 6. He remained calm even though he was shivering.
- 7. The coffee smells great.
- 8. This job is done by experts.
- 9. The curry tastes very spicy.
- 10. She proved to win.

2. <u>Simple Present Tense (Timeless Tense)</u>:

It is used to talk about general truths. It is also used to talk about time-tabled future events. Unlike other tense forms, the simple present tense has a special —s marking when the subject is a singular noun or a third person pronoun.

Fill in the blanks with appropriate simple present tense form of the verb given in the brackets.

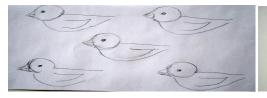
a.	The Fiji Airway		_ at seven o'clock tonight (arrive)
b.	I will phone when r	ny mother	back. (come)
c.	The sun	from the east. (I	rise)
d.	The next term	on Mond	ay. (begin)
e.	Unless we	now we won't be	able to finish the sandwich. (start)
f.	Let's wait until he _	copyin	g his homework. (finishes)
g.	The doctor	the boy and	l later gave his medicine. (examine)
h.	She a	road engineer. (be)	
i.	When does the nex	t bus	for Nadi. (leave)
j.	Jane	her daughter as s	she plays with her friends. (watch)
✓	s of animals often hav A herd of cattle. A school of dolphins	e special names. For ex	ample:
These	special group names a	re called collective nou	ins.
Write t	the collective nouns	for the following gro	ups of animals.
a. a	of	pups. b. a	of birds.
с. а	i	of bees.d. a	of sheep
e. a	an	_ of ants. f. a	of fish.

Extension Activities: (Task in preparation for Unit 9 on Birds.)

<u>Part II:</u> Paper Finger Puppets for "Five Colourful Birds" (materials needed- a4 paper, scissors, glue, colours, ruler, pencil)

Step 1: Draw five simple images, reduce it to finger paper size.

Step 2: Draw an upside down "T", five times adjusting the length of the T to fit your finger.

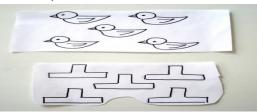




Draw the upside "T" five times.

Step 3: Outline in black maker.





Step 4: Colour the birds as shown below.

Step 5: Cut out the birds and the T.





Step 6: Glue the end of the T's.

Step 7: Pull the top down and glue too





Step 8: Glue the back piece to each bird. puppet.

Step 9: Hooray! You have you finger





Reminder: Keep your puppets for the new Unit on birds.

Unit 9: Fiji's extinct bird flies anew. Diary Entry

Listening and Speaking

- Students will demonstrate effective listening skills in order to learn, process and analyse information.
- ❖ They will also communicate effectively in a variety of situations with different audiences and formats.

Class Discussion: Your teacher will recite the poem to you, then you will recite it once again with your teacher and finally you will all recite it together.

Now you will work in groups! In your groups, members will work collaborate in using their finger paper puppets to recite and act out the given poetry. Groups will be given 7 mins to prepare before they present.

Group Work: Members 5-7 per group

<u>Poetry</u>: Five Colourful Birds

The cardinal is a bird that is coloured bright red, He has a crest of feathers on his head.

A squawking jay's feathers are blue, She calls out loudly to protect her babies so new.

A hummingbird has feathers that are green, He moves his wings so fast they can hardly be seen.

The finch has feathers that are bright yellow, Indeed he thinks he's a handsome fellow.

Bright orange are the feathers of the oriole, She sings a song telling winter to go.

Features of a Diary entry.



- ❖ A diary entry is written in the first person indicating that the writer is speaking about himself or herself not about anyone else.
- It speaks about the writer's interest and concerns.
- It can be written regularly, sometimes, every day, sometimes or every week.
- It is meant for the writer only.
- It assist the writer to record about events and their feelings
- It is written in order of time.



How is it written?

- It shows the writer's thoughts and feelings.
- It may be written in note form
- It usually gives the date and time of the event.
- It has the record of events that has occurred in the past.



Grammar features used in a diary entry.

- Phrase- it's a group of words which does not contain a verb. It is part of a sentence.
 - e.g. 1. They went to the market.
 - 2. At 2 o'clock we left the station.
- ❖ Statement- It is a sentence that makes sense and gives information.
 - e.g. 1. Mother is in the hospital.
 - 2. The family went to the Park.

Reading and Viewing.

G

For Class Teacher

Learning Outcome:

- Read and interpret meaning of the familiar written texts given.
- Show interest and enjoyment in reading the written texts and interpreting it.

Pre-reading activities

Class Discussion:

- Discuss about any bird or animal that has wiped out from your community?
- ❖ Identify any bird or animal that is bigger in number in your community.
- In your community, do have any special bird or animal that is rarely seen in other parts of Fiji.

Key Vocabulary

Now you may go over the spelling list below with your teacher. Read the words spell the words and read the words again. Ensure that you pronounce and spell the words correctly. Then you may copy the words in your book and also try to figure out the meaning. Use a dictionary if they are high level words.

Extinct, distinct, recurring, remote, risk, recognition, specimen, doubtful, assessments, secretive, conservation, rediscovery, beacon, alliance.

Now read the story to the children. After reading to the children, read with children and then allow sometimes for the students to read independently.

Unit 9: Fiji's extinct bird flies anew.

By Alex Kirby
BBC News Online environment correspondent

A small songbird believed to have become *extinct* more than a century ago has been found alive and well in Fiji. A team from Birdlife International discovered the bird, the long-legged warbler, after hearing its *distinctive* and *recurring* call in a mountain valley.



Back from oblivion, and in good voice

Birdlife says the 12 pairs of warblers it has seen are safe for the moment in their *remote* home in the thick forest.

But the birds are at *risk* from forest clearance elsewhere, and from mongooses introduced to the islands to kill rats.

The warbler is known also as the long-legged thicket bird, in *recognition* of its favour for living in thick undergrowth.

Given up for dead

It used to be called the spirit bird (Manukalou) by local people,

perhaps because of its singing. Only four *specimens* were collected, between 1890 and 1894, since when there had been no confirmed sightings of the bird. Despite unconfirmed sightings within the last 20 years, BirdLife believed the warbler was extinct.

But a year into a survey of Fiji's rare birds, funded by the UK's Darwin Initiative, it turned up again on Viti Levu, the largest island in the group.

Vilikesa Masibalavu of BirdLife was the first to identify the warbler. He said: "I heard a



The warbler's forest home

loud song which was different from any other Fijian bird." His colleague Guy Dutson said: "At first I was *doubtful*, I soon realised this was indeed the bird we had been searching for all this time."

After that initial discovery, nine pairs of warblers were found along a two km stretch of stream with dense thickets of undergrowth in Wabu, a forest reserve. Another pair was later found in a logged forest.

BirdLife says this shows there are locally high population densities at an altitude between 800-1,000 metres (2,600-3,300 feet) in the unlogged forest. Two of the pairs were seen with recently-fledged young birds.

Reversing the trend

Guy Dutson said: "The long-legged warbler is a very **secretive** species but now we know its song, we can find it and make our first **assessment** of its **conservation** needs.

"its *rediscovery* is a rare *beacon* of hope when all too often birds are becoming extinct in their natural habitats, especially those widespread to small islands.

"We must now work to ensure this bird does not disappear after managing to hide from us for so long, and I hope to make sure it gets the protection it deserves."

BirdLife, a global *alliance* which works in more than 100 countries, says most Fijian forests are unprotected and at risk from logging or conversion to mahogany plantations.

It says its research shows *degraded* forest is *unsuitable* for the warbler and for many other birds.

Mongooses have caused the extinction of all of the groundnesting birds on the main Fijian islands.

http://news.bbc.co.uk/2/hi/science/nature/3243190.stm



Read the text and answer these questions and answer in complete sentences.

a. What is the name of the bird that was thought to have become extinct?	
b. How long has it not been seen?	-
c. Who discovered the bird?	_
d. How many birds are safe so far?	
e. Explain how the birds are at risk?	_
f. Why did the locals named the bird, "manukalou"?	
g. Which pest is a great threat to birds?	_
i. How can you contribute in looking after the birds in your community?	

Writing and Shaping.

For Class teacher:

Learning Outcome:

- able to construct simple and meaningful sentences on familiar topics.
- Shows interest and appreciation in using simple sentences to convey ideas of familiar topics.

My Personal Diary.

In the space below write down a week's diary on the activities you did during the English class.

Day / Date	My diary
Monday	
Tuesday-	
Wednesday	
Thursday	
Friday	

Spellings and Word Skills

Rhyming Words.

1. Find the three words in the boxes that rhyme. Write them in the space below.

blend	sunny	bind
bunny	blank	funny
find	blind	kind

a	 _,	- /
b	 ,	,
c	 ,,	

2. Find the words in the boxes that match with these meanings.

extinct	secretive	doubtful	risk	remote	
1. The river was fl	ooded and the boy	s took a		in crossing.	
2. The dinosaurs h	nave become		·		
3. Salanieta was _		about c	oming with us t	oo town.	
4. The birds lived	in their	home	in the thick for	rest.	
5. The Amazon pe	ople are verv	pe	eople who lives	in the bush.	

3. Word Building/ Word Forms

Make a new word from the words given. Write your answer in the blank space.

1. enjoy	2. Child-	- 	
3. extinct-	4. Friend	d	
5. large	6. hope-		
7. remote	8. Clear-		
4. Blending Words- new words.	Match the bl	lends in the cir	rcle to make
ememberollen	ants	ozenlegant	
Grammar in Use.			
1. Punctuation. Read punctuation. a. tanya and peni played soc		nces and add t	he correct
b. the rugby was postponed b	pecause of the rain		
d. sera and ashwin will arrive	on Monday		
e. where is my bird asked swo	eta		
f. the teachers will be travelli	ng to new zealand		
A group o	f words without a vork	usually introduced wit	h a preposition e g They

2. Phrases

A group of words without a verb usually introduced with a preposition, e.g They saw a car with three wheels.

Read the diary entry given below and underline five phrases

January 21st 2015.

It's the first day at school and I'm very much panicking. I don't know who will be my teacher and I only wish she is a woman. I always have butterfly stomach and I really hate it. I hope I will still see my old friends. It's a first day at school, surely, the Year one students will be more frighten than me.....

3. Statements.

Read the sentence given and circle the statements below.

- 1. Endangered birds must be well protected.
- 2. "Bring me the cup," shouted Ana.
- 3. The dog chased the boy.
- 4. Cockroaches are pest.
- 5. Over speeding is the main cause of accidence in Fiji.
- 6. The head teacher reminded us to be early school.
- 7. Some of the boys damaged Mrs Rokoca's car.
- 8. The police stopped the people from marching.
- 9. Plant more trees to beautify Fiji.
- 10. Stop violence against woman.

Extension:

Have a diary entry book and record your everyday experiences in it. A diary is your personal book where you can write down your thoughts, feelings or experience on any issue you wish to record.

Theme: Science and Technology.

Unit 10: The Impact of Technology- Exposition. Listening and Speaking.

Students should maintain focus and listen attentively as they share their knowledge and contribute effectively to the discussion of the given topic.

Class Discussion:

Study the gadgets given below and discuss with your peers the advantages and disadvantages of having access to it.



ORAL WORK TWO

Have a healthy debate with your peers and discuss whether you as a student should be allowed to carry gadgets to school.

General Features of exposition.



What is an exposition?

An exposition argues for or against a particular point of view. It provides information and states a particular position.



How is it written?

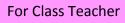
- ❖ It has an introduction which states a definite point of views and often includes a brief outline of arguments.
- It has a sequence of argument in order of strength backed by evidence.
- It also has a conclusion to support its point of view.



Grammar features found in an exposition.

- * Abstract nouns- which deals with our thoughts, feeling, sad and ideas. E.g The ceremony was a great success.
- Collect noun- a word used to name a group of one particular thing. e. g. A school of fish swam pass the boat.
- ❖ Finite Verb- It is needed to make a complete sentence. e. g. She will sweep. This is a complete sentence because someone is taking the action of sweeping. The finite verb is will sweep.

Reading and Viewing.



Learning Outcome:

- Students will read orally with accuracy and expressions at a rate that sounds like speech.
- * Read and interpret meaning of the familiar written texts given.
- Show interest and enjoyment in reading the written texts and interpreting it.

Pre-reading activities

Class Discussion on Camping.

- √ Have you ever gone to a camping trip?
- √ Who organised the camping trip?
- ✓ Where was it held?
- √ How many went to the camp?
- ✓ List the things you took with you?
- ✓ Did you enjoy the camp?
- ✓ Were there rules to follow while out camping?
- ✓ What did you enjoy most about the camp?
- ✓ Did you take any gadgets with you?

Key Vocabularies

Read through the list of words given below and spell. Ensure that the words are pronounced correctly and help you to discover meaning to the new words. You may also need a dictionary.

deter, preferences, savvy, ideal, trend, preferred, tendency, effectively, inactive, perspective, alternative, nurtured, gadgets.

Once your teacher has thoroughly discussed the words, she/ he will read through the passage. Then, the teacher will read with you on the second round but on the final round you will read independently. Now, follow through as your teacher reads the passage!!!



The story about the 500 Scouts in Lautoka who braved wet weather conditions to live under tarpaulin tents the other day may not have attracted a lot of attention.

The youngsters from 23 primary schools around the Sugar City are attending their annual Scout rally.

The heavy downpour in the city the other day failed to *deter* the young Scouts who took cover inside their tents.

They had been looking forward to the event and round up the opportunity to live outdoors.

The Scouts learnt to make use of available resources to cook their food. They got a fair idea of how to live without the comfort of their parents and other basic necessities such as stoves and washing machines, among other things.

In an ever-changing world, technological advancements have made many of youngsters dependent on gadgets that range from smart phones to iPods.

From youngsters who at one stage enjoyed playing cowboys and Indians, and hide and seek, progress has actually seen a turnaround in behaviour and **preference**s. More children are now technologically **savvy**, opting to spend their time in front of the television screen, watching movies on DVD, surfing the web, listening to music on little music boxes or gadgets, and chatting on social sites such as face book.

But let's not be mistaken though for there are youngsters who still *engage* in sports at primary and high school level.

Ideal leisure activities to a certain level though appear to be centred on technology for many youngsters.

It is this *trend* that should be a worry. There is a *tendency* to forget that we could *effectively* be encouraging an *inactive* lifestyle at a very young age.

Clearly this isn't going to be a good start for our youngsters and in the long term could probably be unhealthy. It wasn't long ago that radio stood out as the *preferred* mode of entertainment.

Now we seem to be entering a technological revolution that, at best, is leaving many parents wondering how to keep things in *perspective*, especially with the large array of devices available, from tablets, radio-controlled toys, computers, and smart phones.

How these **gadgets** have the ability to influence our children from the way they behave to the way they dress is obviously something to reflect on.

So the effort by the Scouts is like a reality check, offering a healthy *alternative* to personal development of our children.

Such activities will undoubtedly offer the Scouts an opportunity to interact with other children and develop social skills that probably would never be *nurtured* otherwise.

Understandably technology is not bad for children. There should be a balance somewhere though.



(http://www.fijitimes.com/story.aspx?id=248667)



Read the text and answer these questions below.

- 1. How many students attended the Annual Scouts Camp in Lautoka?
- 2. What was the weather like during the camp?
- 4. Where did the students sleep?
- ______
- 5. In the past what was the preferred style of entertainment?
- 6. Why did the writer state that the students of today are more technologically savvy?
- 7. Write one argument that the writer dislikes gadgets?
- 8. From your point of view, should students spend more time using gadgets? Explain your answer.
- _____
- _____
- 9. Compare the students of the past and today. How do they differ?
- 10. How can parents help students in not abusing the usage of gadgets?



fijitimesonline.com

Writing and Shaping.



For Class teacher:

Learning Outcome:

- ❖ Able to construct simple and meaningful sentences on familiar topics.
- Shows interest and appreciation in using simple sentences to convey ideas of familiar topics.
- ❖ Able to debate on a given topic and having analytic thinking skills to participate in the discussions.

Complete these activities

Expand on the given points to write an exposition on the topic: Gadgets- Is it worth?

- ➤ Introduction: gadgets Definite the term gadgets, Types of gadgets, its value and importance
- Firstly- history of its invention- where, who and when?
- Secondly- Its use and purpose.
- > Thirdly- its negative impact- time spend, money wasted, e.tc.
- Conclusion- Gadgets it's good and bad. Make wise decisions.

<u>Topic: Gadgets- Is it worth?</u>		

Spellin	g and Word	Skills		
opolii i	g and word			
1. Complete t	hese sentence	es using the wo	rds in the bo	oxes
deter	ideal	alternative	nurture	inactive
1. Soccer is an	spo	orts for everyone.		
		o use the tent or slee	p in the cottage.	
				e watching television.
3. Most children in the city are as they are often in the house watching television.4. The heavy rainfall failed to the captain from sailing the ship.				
5. When parent'stheir children well, they will be happy.				
	_			

2. Use these words in a sentence.

a. study , pass

c. weather, field trip.

d. exams, computer

e. camping, bush.

f. late, punished

b.fit, play

3. Confusing Pairs: Choose the correct word from the word given

b. Maciu in Nausori, but he attends school in Suva. (lives/ leaves)

in bracket. Write the word you choose in the blank space.

c. Manisha got ______ the bus and walked home. (of/ off)
d. Everyone was worried _____ for Sunia. (accept/ except).
e. As the _____ was fine, we played outside. (weather/ whether)

a. David can you _____ me five dollars? (land/ lend)

Grammar in Use.

Abstract nouns- A word for something that cannot be heard, seen, smelt, touched or tasted.e.g.happiness.

Abstract Nouns:

1. Underline the abstract nouns in these sentences.

- a. Try to imagine that you are Spiderman gliding on the wall.
- b. The air balloon caused brought great excitement to the locals as it flew.
- c. We must hold on to our dreams and look to the future.
- d. The boys gazed in wonder as they saw a helicopter land on the group.
- e. Eliki thought that they would be migrating to New Zealand.

Use the given abstrac [.]	noun to	build in	sentences.
------------------------------------	---------	----------	------------

a. sad -	
b. overwhelmed	
Collective Nouns.	The name of a group of people or thing, e.g. a team of soccer.

2. Choose the correct collective nouns in the boxes to fill the blanks.

litter	swam	band	herd	fleet	
a. My female cat	gave birth to a	of l	kittens.		
b. A	of bees attacked J	ared as he was clim	bing the tree.		
c. Beautiful	of ships we	ere assembled at th	e harbour.		
d. A	of musicians	took part in the si	nging last night.		
e. My father near	e. My father nearly got an accident when a of cows crossed suddenly on the road.				
· · · · · · · · · · · · · · · · · · ·					
A verb that has a subject and shows tense, e.g. Mr Smith painted the fence.					
	finite ve	rb.		*	

Finite Verbs.

- a. The children were excited to ride in the submarine.
- b. The jet boat travelled so fast thinking it would capsize.
- c. We were surprised to hear that a spacecraft will travel to Mars.
- d. The scientist is trying so hard to find a cure for Ebola.
- e. They got in the jet and it exploded.
- f. The Boeing 737 is the lasts addition to our national fleets.
- g. Semi has a new Cameron and he likes to drive it around.

General features of a Narrative.



- ➤ Narrative is a story
- > It can either entertain us or teach us
- Fairy stories, fables, adventurous stories and humurous stories are all narratives



- > It has an introduction
- ➤ The introduction informs us about the main characters, the setting and the time the story occurred
- > The series of events are in order
- > Astonishing events often occurs
- > It has a conclusion



Uses past tense, nouns, adjectives, action verbs and time connectives.

Reading and Viewing.

For Class Teacher

Learning Outcome:

- * Read and interpret meaning of the familiar written texts given.
- Show interest and enjoyment in reading the written texts and interpreting it.

Pre-reading activities

Class Discussion.

- Discuss about telescopes.
- ❖ What are they used for?
- ❖ Have you seen or used a telescope.



Key Vocabularies

Read through the list of words given below and spell. Ensure that the words are pronounced correctly and help you to discover meaning to the new words. You may also need a dictionary.

thought, choices, secretly, telescope, interested, brought, attic, excited, confused, fantastic

Once your teacher has thoroughly discussed the words, she/ he will read through the passage. Then, the teacher will read with you on the second round but on the final round you will read independently. Now, follow through as your teacher reads the passage!!!

Unit 11: A new Telescope. (Narrative)

Story By: Judie Eberhardt

It was coming up on Marty's birthday. He would turn ten in just three days. His mom had asked him what he wanted as a gift this year. Marty **thought** for the past few weeks about what he would like. He thought maybe a new bicycle, or maybe a new camera, a new basketball, or a telescope. He told his mom his **choices a**nd asked that he be surprised." Any of those gifts would be great," he said. **Secretly,** he hoped for the telescope. Marty loved space, stars, and learning about the planets.

Marty's mom and dad talked about the list of gifts one night after Marty went to sleep. Dad said, "I think Marty will just get tired of the basketball, and he doesn't take many pictures." Mom said, "We just bought him a new bicycle last Christmas." However, it was getting a little small for Marty since he was growing so fast. "I think we should get Marty the **telescope,**" said dad. "He's so interested in space and the planets; he would like that the best." "Sounds good," said mom. Dad told her he would stop by the store the next day after work and pick out a telescope for Marty.

Marty's dad had the telescope in the trunk of his car. He waited until Marty was asleep and **brought** it into the house. "Wow!" said Marty's mom after dad put it together. "This is wonderful." "Now where are we going to hide it until Sunday?" "How about in the **attic**?" "Marty won't find it there."

Sunday morning came and Marty was so **excited** about his birthday, he ran down the stairs into the kitchen. His gift was usually near his chair at the table, but this year he didn't see anything. "Happy Birthday!" yelled mom and dad from the next room. They came into the kitchen and saw Marty was looking around for a gift. "I bet you think we forgot to get you a gift," said mom. Marty looked **confused**. "Well, you usually put my gift in the kitchen," Marty said. Dad told Marty to follow him outside to the side of the house. "This is **fantastic!**" yelled Marty. "I was hoping to myself that you would get the telescope." "I don't take many pictures, and I probably wouldn't use the basketball much, and my bike is okay for now." "But I will use the telescope!" "Thanks so much." "You're welcome," said mom and dad. That night, Marty saw many beautiful stars and even the planet Mars. Marty loved his new telescope!



http//:www.havefuntaeching.com



Use the information in the story to answer the questions below.

- 1. How old was Marty going to be?
- A. Six
- B. Nine
- C. Ten
- D. Twelve
- 2. What gift did Marty secretly hope to get?
- A. A telescope
- B. A camera
- C. A basketball
- D. A bicycle
- 3. Why was Marty confused?
- A. He lost his gift.
- B. He didn't see his gift.
- c. His parents forgot his birthday.
- d. He misplaced his gift.
- 4. Where did Marty's parents hide the telescope?
- A. In the garage
- B. In the car
- C. In the tool shed
- D. In the attic
- 5. What day of the week was Marty's birthday?
- A. Monday
- B. Wednesday
- C. Saturday
- D. Sunday
- 6. How would you describe Marty at the end of the story?
- A. Happy
- B. Sad
- C. Bored
- D. None of the above skill

Answer the given questions,

7. How would you describe Marty's parents?

8. How did Marty's parents know that he wanted a telescope?

Spelling and Word Skills.

1. Unjumble the g	given wo	rds: Words	s were taken ou	it fron	n the reading.
a. elesopect-			b. neta	lp	
c. tasticfan	, , , , , , , , , , , , , , , , , , , ,		c. prisus	se	
•	and adve	rbs from th			abstract nouns and adverbs end in ly.
Noun		Adjective		Adve	rb
care		careful		care	fully
hope					
adventure					
sense					
anger					
affection					
comfort					
victory					
3. Prefix and S	Suffix				
Prefix- is a letter or letter to the beginning of a we		uueu	Suffix- is a letter or of a word,	r letters	added at the end
Directions: Pick at I new word.	east one	prefix or su	iffix to add to	each r	root word to make a
Prefix	Root		Suffix		New word
con	pay		er		Payment
dis	port		ant		
ex	x serve		ical		typical
pre	legal		ist		
il	cycle		ive		illegal
in	view		ous		
re	differ		able		

ent

teach

bi

Grammar in Use.

1. Independent and Subordinate Clauses

An independent clause or main clause expresses a complte thought. It can stand alone as a sentence. e.g. If you want to reduce waste, a recycling programme is good.

A subordinate clause or dependent clause doesn't not express a complete thought.

e.g If you want to reduce waste, a recycling programme is good.

Identify the underline clause in each of the following sentences. Write subordinate clause and independent clause on top of each sentence.

- a. Every day teacher's throw away hundreds of sheets of paper that they should be recycling.
- b. Since landfills are getting full, our school doesn't need to be contributing to the problem.
- c. If our teachers recycled in their classrooms, it would set a good example for students.
- d. Students who may never see an example of recycling at home could learn about it.
- e. Once these students learn to recycle, they can show their family how to do it.
- f. If every student taught their family to recycle, it would reduce the waste going to landfills.
- g. If you model recycling in your neighbourhood, more neighbours will join in and start recycling.
- h. Although you may only think of recycling paper, many other items can be recycled.
- i. Some communities recycle glass and plastic which must be put in separate bins.
- j. Make sure you rinse out containers that you recycle so you won't attract bugs.

2. Verb tenses.

Select the pest	verb form:		
1. Marty	here from	Hong Kong	last year.
a. moved	b. had moved	c. will	move
2. By tomorrov	v I 10	0 pages of	the book.
a. read b	. had read	c. will have	read
3. They	in Atlanta fo	or more tha	n ten years.
a. are living	b. have live	d c.wil	I have lived
4. Marty	a telescope	e for a long	time.
a. has been v	vanting b. is	wanting	c. will want
5. She	to a movie to	morrow ni	ght.

a. goes b. is going c. has gone
6. While he for the bus, it rained.
a.is waiting b. was waiting c. will be waiting
7. You Italian, by the time you return from Italy.
a. are mastering b. mastered c. will have mastered
8. Mike the book you gave him for his birthday.
a. loved b. had loved c. was loving
9. Gina for weeks before she finally did a good back flip.
a. practices b. had practiced c. will have practiced
10. By next year, I the course.
a. completed b. have completed c. will have completed
11. By the time you arrived, I for hours.
a. am waiting b. had been waiting c. will wait
12. The house was built in the spot where the old cottage
a was in had been in will have been

3. Joining Sentences/ Conjunctions.

What are conjunctions? Conjunctions are words that join sentences.

Choose one conjunction from the list below to join each pair of sentences. Use different conjunction each time.

a.	She was going to play. It rained.
b.	He went to the cinema. It was an adventure movie.
c.	We decided to go to the beach. The sun shone.
d.	My friend came round. We were able to play.
e.	You came to visit me. I was still sick.
	you may write down sentences of your own using the remaining conjunctions.

if	SO	while	although	because
when	since	but	and	then

Extension Activities

The basic features of a narrative include an orientation, complication and resolution.

An orientation is to introduce the audience to the basic "Who, What, When, Where, Why and How" of the story. It gives the setting, paints the original picture and, with hope, draws in the audience. The complication is usually the main part of the story. It's what goes wrong, how they fix it and why they fix it. The complication is that big main part, grab a hold of the middle section of a thick enough book and that's it. Complications are not necessarily "complications" - it doesn't always have to be a problem, that's just what it's called.

The resolution is the end of the story. It's where the author ties up all the loose ends, (or not, depending on the author and the story) to leave the audience feeling as though the story is either over, or is able to continue on in their head.

Narrative Story: Now you can create a narrative story based . Use the above procedure to
build your story.
Orientation
Complication:
Solution:

Unit 12: Should all Children be Vaccinated.

(Exposition.)

Listening and Speaking

- Students will demonstrate effective listening skills in order to learn, process and analyse information.
- ❖ They will also communicate effectively in a variety of situations with different audiences and formats.

Read and discuss: Immunisation-Childhood.

Immunisation helps to protect babies and children against serious childhood infections. It is important to remember that the benefits of immunisation far outweigh the risks. Immunisations in Fiji begin at birth and are free for your Child.

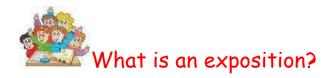
Getting your child Immunised at the recommended times will give them the best protection against diseases, your doctor or Nurse will give the immunisations to your baby. Immunisations come in the form of either an injection or are taken orally. www.health.govt.fj.



www.google.com/search-clipart.

- ➤ Have you been given any sort of injection at school to protect you from any forms of sicknesses?
- In what year and do you recall the purpsoe of receiving it?
- Were the nurses helpful in doing their work
- > What other things did they record and where did they record your heath information?

General Features of exposition.



An exposition argues for or against a particular point of view. It provides information and states a particular position.



How is it written?

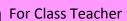
- It has an introduction which states a definite point of views and often includes a brief outline of arguments.
- It has a sequence of argument in order of strength backed by evidence.
- It also has a conclusion to support its point of view.



Grammar features found in an exposition.

- Abstract nouns- which deals with our thoughts, feeling, sad and ideas. E.g. The ceremony was a great success.
- ❖ Collect noun- a word used to name a group of one particular thing. e. g. A school of fish swam pass the boat.
- ❖ Finite Verb- It is needed to make a complete sentence. e. g. She will sweep. This is a complete sentence because someone is taking the action of sweeping. The finite verb is will sweep.

Reading and Viewing.



Learning Outcome:

- Students will read orally with accuracy and expressions at a rate that sounds like speech.
- Read and interpret meaning of the familiar written texts given.

Pre-reading activities

Class Discussion: Study the picture and make analytic views about it.



The statement above says, "Healthy Children learn Better, School Nurses make it better." What does this means to you.

Key Vocabularies

Read through the list of words given below and spell. Ensure that the words are pronounced correctly and help you to discover eaning to the new words. You may also need a dictionary.

Vaccinate, devastating, immunised, infection, contagious, suffocation, serious, breathless, contract, swallowing.

Science word bank:
Poliomyelitis, dipheria,
pneumonia,
encephalitis,
whooping. Tetanus,
bacteria

Once your teacher has thoroughly discussed the words, she/ he will read through the passage. Then, the teacher will read with you on the second round but on the final round you will read independently. Now, follow through as your teacher reads the passage!!!



Vaccinated

Should all children be vaccinated against infection diseases?

There is a growing problem in our community. The problem is that many parents are not vaccinating their children against serious childhood illness. Today, I would like to tell you why I believe it is every parent's duty to **vaccinate** their children and every child's right to be saved from these **devastating** and sometimes fatal diseases.

First, vaccination can wipe out dead diseases. Way back in 1706, Dr Edward Jenner discoverd that vaccinating people with cowpox **immunised** them from the horror disease, smallpox. Vaccination has wiped it off the face of the earth.

Many diseases are spread from person to person, so living in Australia where there is good food, fresh water and hygiene still doesn't stop **infection**. But, if enough people in the community are immunise, the infection can no longer spread from person to person and so eventually the disease dies out. This is what happened to **poliomyelitis** (polio). Since 1986 there has been no report case of this crippling disease in Australia.

Secondly, even though vaccinatioon doesn't totally protect everyone from the disease, it reduces the risk of serious complications and health.

Measles, mumps and rubella (German measles) are all serious viral diseases occurring in Australia. A combined vaccine is used to protect children against these highly **contagious** diseases. They say there is risk of side effects from it. But this is what the Department of Health says:

"If every child in a school of 500 children had not been immunised and an outbreak of measles occurred, nearly every student would come down with measles. **Pneumonia** would occur in 20 children. There is a 25 percent chance that one child in the school would develop **encephalitis** (inflammation of the brain) as a result of measles.

"If every child in the school was immunised, around five percent of the school may **contract** the disease in a minor way and only one case of encephalitis every 2000 years would be caused by immunisation."

Let's look at other diseases which occur in children and adults and for which there are vaccines. **Diphtheria** used to kill babies and young children in our grandparents' days. The disease causes difficulty in **swallowing**, **breathless** and **suffocation**.

Whooping (hooping) cough is spread by coughing and sneezing. It is most **serious** in babies under twelve months of age. It causes frightening spasms with 'whoop' sounds.

Tetanus in children is now rare in Australia but it still occurs in adults who have been immunized. It is caused bu **bacteria** getting into a wound and attacking the nervous system.

In conclusion, I would like to say how lucky I feel to ba a child in the twenty- first century and have protection of vaccination against so many devasting diseases.



How are expositions written?

Blake wrote this exposition for public speaking competition. He chose this topic as he overheard his parents discussing it and he knew he could get reliable information from the Ministry of Health.

1. He begun his exposition by let informing us, "There is a growing problem in our community." What is the growing problem?
2. Who discovered the vaccination against source?
2. Who discovered the vaccination against cowpox?
3. Blake then states two main arguments for his case and supports them with evidence. Write the two arguments he placed forward and mention in your own words the evidence he uses.
Argument 1- Vaccination can
Evidence
Argumeny 2- Vaccination reduces
Evidence

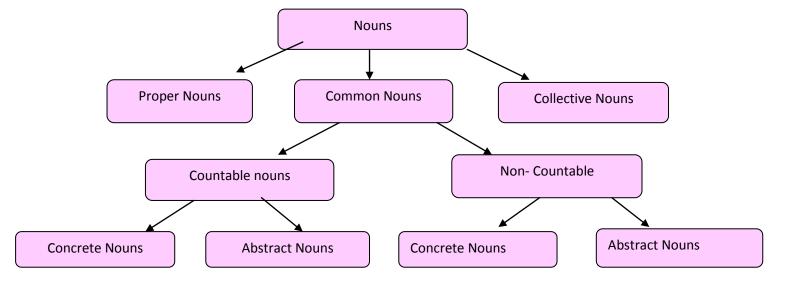
Blake's last statement is a strong statement that reinforces his original statement of position.

4. What tense did	d he used when he	wrote his exp	ositio	n?	
5. How is whoopi	ing cough spread?				
6. What must you	ı do to safeguard yo	ourself from si	uch ill	nesses?	
Spellings an	nd Wordskills	3			
Listening an	d Speaking				9
analyse in	will demonstrate en Iformation. also communicate of and formats.				
•	nyms (words of s ds in these sente		ng) f	rom the boxes	toreplace the
Scatter	Sharp	Trail		Lone	lean
2. The pencil was	cat dragon	tha			
	sailo		t aroi	and the world.	
	ee the overgrown <u>t</u>				
2.Add the blends in the boxes to see to the word endings to make new words.					
fl	SC	S	pl	pl	
	r b _atter d				atter.
3. Choose wor	rds from the b	ooxes to fi	nish	these senten	ces.
don't	scratch	can't		immunised	wild
a. Mother said no	ot to	the mosc	quito l	bites.	
b. I can't get		sick because I	have	been vaccinated.	

- c. If every child is _____, we would have a healthy nation.
- d. We _____ want to be injected.
- e. The ______ dog almost bit me.

Grammar in Use

Information about Noun Classes. Nouns Classes:



1. Nouns and Pronouns: Think it over.

- Underline the naming words or nouns in each sentence.
- Circle the pronouns in the sentences
- a. The nurse gave them injection.
- b. The children were assembled to get ready for their health inspection.
- c. Many parents agreed for their children to be vaccinated.
- d. The teachers assisted the nurses.
- e. The head teacher welcomed the medical team.
- f. An injection was given to prevent us from getting sick.
- g. Tom and his friend Maika were in the classroom when they saw the boys playing.
- h. The doctor told the child to buy the medicine from the pharmacy.

2. Abstract Nouns:

Abstract nouns refer to ideas and qualities that we cannot see or touch. Most abstract nouns are formed from adjectives. For example, the abstract noun **safety** is formed from the adjective **safe.**

Fill in the blanks with suitable **abstract nouns**. The adjectives, verbs or nouns given in the brackets should offer clues. Gather your answer from the word bank given.

Word bank:

1. He is a man of								
1								
	ns are word used to word as a deck of cards		ous. For example, 52	2 cards				
Complete each s the bottom of t	•	sing the correct	collective noun f	rom the box at				
1. Swimming in th	e shallow water wa	is a	of herrings.					
		ppily grazing in the						
3. All night we cou	ıld hear the	of wolves h	nowling.					
4. Looking out to s	sea, we noticed a _	of dolph	nins swimming.					
5. The	of lions slept a	all day on the Africa	an plains.					
6. A long	of steps led	to the top of the to	ower.					
7. Our cat has just	had a	of seven kittens.						
8. We each picked	of ju	uicy grapes from the	e vine.					
9. The hen waddle	ed by with her	of chic	cks.					
10. A								
11. In the jungle, we could see aof monkeys swinging in the trees.								
12. An enormous of locusts ate all the crops.								
13. The herd of stomped through the water hole.								
14. The	of geese n	nade a terrible squa	awking sound.					
15. We were in aw	ve as we watched the	he	of whales swim	nming				
pod brood flock band pride								
litter	shoal	bunch	pack	troop				
swarm	gaggle	flight	school	herd				

READING AND VIEWING

For Class teacher

Learning Outcome:

- Listens attentively, respond to simple questions, instructions, statements and spoken received.
- Show interest in listening attentively to spoken texts and responds to ideas expressed

A.Pre -reading activities

Go over the vocabulary list below with your teacher. Copy the words in your spelling book and write their meanings while reading try to relate the word with the meaning and the sentence. You may use the dictionary to find the

trendy	garments	exceptionally	reputation	
sophisticated	designer	collection	embarrassing	selected
established	inspired	creative	fabrics	

Talk of the Day

A model twists in a piece by one of the established designers during the Fiji Fashion Week finale at the GPH in Suva last night. **Trendy**, classy, practical and hip designs were the talk of the day during the Fiji Fashion Week Children's Designer Show at the Grand Pacific Hotel yesterday.

Children as young as 11 year old created trendy fashionable designs with finished **garments** looking **exceptionally** well on the catwalk. With a of producing some of the finest children fashion, the Fiji Fashion Week show for this year at the Grand Pacific Hotel has brought in young designers who have a love for fashion.

Laika Designs, Rebellion Skyline Collection, Tahndra Knight Collection, Mountains Collection, On Ex and ZZ designs were showcased by young models during the show. Eleven-year-old Nonney Kalinta who created trendy, **sophisticated** casual designs said it only took her one week to come up with her design sketches.

Kalinta said it was her first year to appear as a **designer** on the fashion show and she was nervous about how it would be received. "My **collection** was quite different from everyone and I thought it was quite **embarrassing** but I found

out that a lot of people liked it and wanted to buy it," Ms Kalinta said. "I **selected** my fabrics which were white and I thought of doing something different like splat painting which turned out really good on the white fabric."

Established and Children wear designer, Moira Solvalu said the designs she presented during the show were **inspired** by her son. Mrs. Solvalu said five-year-old Ethan Wilson John had a **creative** side which she thought of using to create classy designs for children. "The prints on the fabrics are done by my brother and the **fabrics** are all 100 per cent cotton, are lightweight and breathable. The prints are bold and it's basically a romance between the Fijian theme and the Western."

www.fijitimesonline.com

B. Comprehension

Answer these questions in complete sentence.

1.	Where was the Fiji Fashion Week held?
2.	How young were the designers?
3.	Who was the first year designer to take part in Fiji Fashion Week?
4.	Describe Miss Katlina's feelings in her first appearance to the Fiji Fashion Week.
5.	How did Miss Katlina design her fabrics?
6.	How long does it take Miss Katlina to design her fabrics?
7.	How did Mrs Solvalu come up with her designs?
8.	Who design the prints in Mrs Solvalu's fabric?
9.	What type of fabrics did Mrs Solvalu use?

10. What do the prints mean in Mrs Solvalu's fabric?	
-	

C. Grammar

Synonyms are words with the same or similar meaning e.g. huge – enormous, angry – furious, happy - glad

Choose the words from the box below to match the words listed with its same meaning.

C	Column I				
1.	Trendy				
2.	Reputation				
3.	Exceptionally				
4.	Garment				
5.	Embarrassing				
6.	Fabrics				
7.	Inspired				
8.	Sophisticated				
9.	Established				
10	Creative				

recognised char	acter outs	tanding	outfits	humiliating
materials	stylish	artistic	fashionabl	e motivated

E.Punctuation

Punctuation is designed to assist the reader interpret written words in a meaningful way

Capital letters are used to:

- Start new sentences. The cat jumped over the moon.
- Identify proper nouns (names of particular people, places, animals or things). Last Friday Michael visited his uncle, Mr Koroi at CWMHospital.

Full Stops (sometimes referred to as periods)

 Act as a stops signs at the end of a sentence, unless that sentence is a question or an exaclamation. Mary lives with her mother.

Question marks:

 Are used instead of full stops at the end of any sentence that asks a question. Did you see that?

Exclamation marks

 Are included at the end of the sentences where the writer needs to express anger, danger, humour, joy/fear or to indicate someone is shouting. Stop!, Look out!, It's a boy!.

Commas

• Indicate a brief pause, or separate different sections of longer sentences.

The zoo held lions, tigers and birds of every kind.

Inverted commas

• Are words used to show that are directly spoken. "Come for a ride with me,"said Jenifer.

Rewrite the following sentences using the correct puntuation marks.

1.	mary jone steven are in year 501
2.	next week rosemary and I are going to ireland
3.	simon said Sorry I can't right now

4.	did you see that
5.	congragulation it's a boy
6.	joel has been accepted from the university of the south pacific
F. W	ríting and shaping
	For class teacher
Lear	ning Outcome
•	Write simple sentences in retelling familiar events in chronological order
•	Retell the events to serve its purpose that is either informing or entertaining
Write	a recount of "how you spent your lastChristmas Holiday".



Unit 13: POETRY (extra work)

General Features of Poetry

Purpose

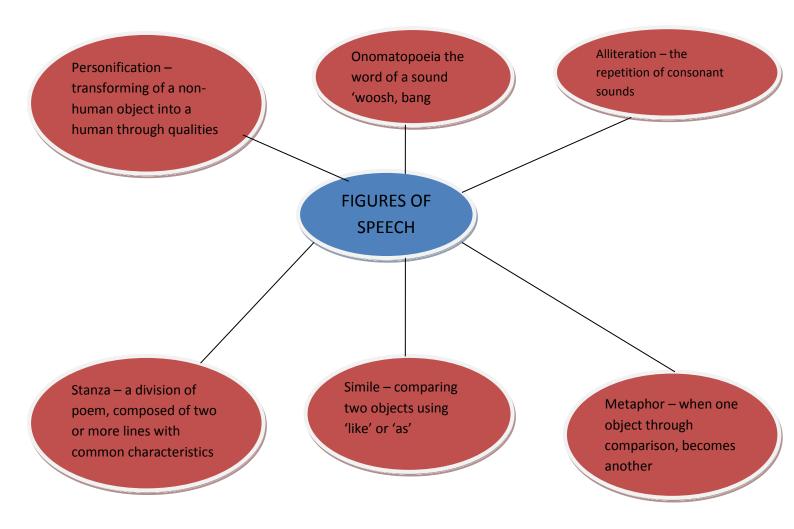
 Poetry expresses feelings and reflections. It can also tell astory and entertain us. It describes people, places or things. It is rhythmical and usually rhymes.

Structure

- Poetry usually written in verses and stanzas and has patterns and ryhthm.
- Poets always uses figures of speech to shape their poems.

Grammar Features

- Attributes a word or phrase which tells about a noun or pronoun. It
 can be adjective or adjectival phrase. This the fat cat that ate rat with
 the injured leg
- Participant another name for noun or a noun group. Jone saw a school of fish in the water.
- **Process** it is another verb.
- Adjective possesive. A word which shows or possession ownership is called posseisive adjective.



Success

By Marcquiese Burrel

When I think of success my heart is possessed when I dream of success I become obsessed When I have touched success I've made progress

To what I longed to find
Keeping the goal in mind
A moment like this
Is worth holding onto
I have made it happen
Share my joy with the world
In hopes to inspire
Another with my story

I own it yes I know it
I made the impossible, possible
Won't stop here with success
I'll keep moving up the ladder
See myself rise higher and higher
I found success in life
I hope for success
And gained it through
My determination to make it happen

A. Comprehension

Answer the following questions

1.	What happen to the person's heart when he thinks of success?				
2.	State words that rhymes with the word succe ss ?				
	a				
	b				
3.	Why did the writer say that he won't stop with success?				
4.	How did the writer gain his success?				
B. F	ill in the blanks Use the words in the box to fill in the space provided.				
1	Jope bacame successful through				
	The class has shown in their reading.				
3.	The girls are with their work.				
4.	His was achieved through his hard work and				
	determination.				
5.	When striving for success we must face all the challenging				
	Success moments obsessed progress determination				

C. Sentece Writing

Complete the sentences below by adding 5 or more words

1.	The angry dog
2.	Most of the
3.	Every evening
	They jumped over
5.	She has never
D	.Grammar
	Pronouns are the words that we use instead of nouns e.g. I, me, he, she
	What are pronouns?
	Insert the correct pronouns in the space given.
1.	He did the job because of (her/she)
2.	(We/Us) do not have to worry, (our/ ours) teachers
	will take care of(we/us)
3.	He is stronger than(me/I), I feel safe going out with
	(he/him)
4.	This shop is (they/ their/ theirs)
5.	John and(his /her) mother went to the market and
	(they, we, us) fun.

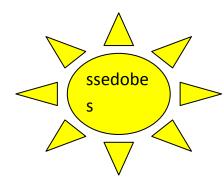
E.Spelling skills

Unscramble the words below to form a word with its correct spelling.

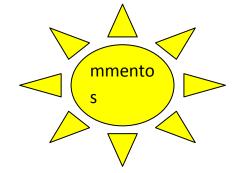
1.



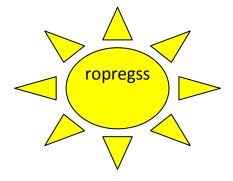
2.



3.



4.



F.Writing and shaping

Learning Outcome:

- Construct simple sentences to write short imaginative and information texts about familiar topics and events
- Display interest and appreciation in using simple sentences to convey ideas of familiar topics and ideas

Write 3 more words which rhyme with the words given.

1.	Succe ss		
2.	Sh are		
3.	Wor ld		
4.	lad der		
5.	Possi ble		
6.	Ma de		
7.	Find		

8.	Moment		
9.	Goal		
10	Норе		

READING AND VIEWING

For Class teacher

Learning Outcome:

- Listens attentively, respond to simple questions, instructions, statements and spoken received.
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D.Pre -reading activities

Go over the vocabulary list below with your teacher. Copy the words in your spelling book and write their meanings while reading try to relate the word with the meaning and the sentence. You may use the dictionary to find the meaning of the words and try to learn their spelling.

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Punctuation is designed to assist the reader interpret written words in a meaningful way

Capital letters are used to:

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11	.congragulation it's a boy

12. joel has been accepted from the university of the south pacific

F. Writing and shaping

For class teacher

Learning Outcome

- Write simple sentences in retelling familiar events in chronological order
- Retell the events to serve its purpose that is either informing or entertaining

Write a recount of "how you spent your lastChristmas Holiday".			

UNIT 17. SUCCESS

General Features of Poetry

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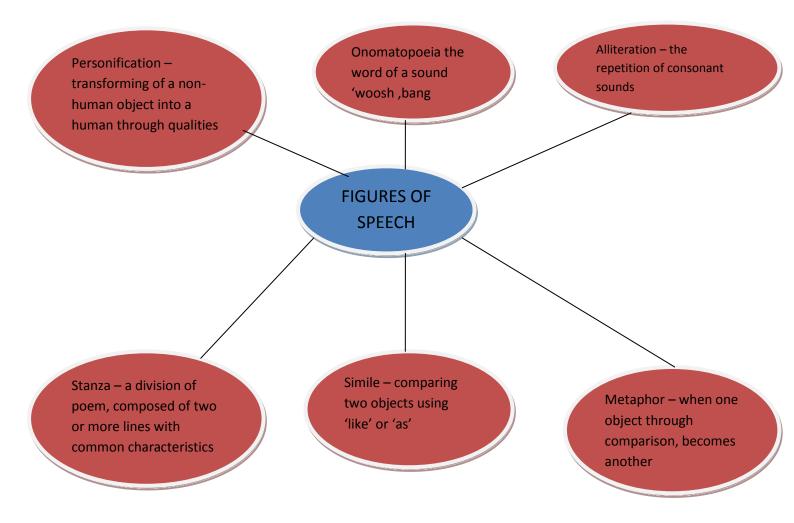
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Grammar Features

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- Participant another name for noun or a noun group. Jone saw a school of fish in the water.

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my heart is possessed
when I dream of success
I become obsessed
When I have touched success
I've made progress

To what I longed to find
Keeping the goal in mind
A moment like this
Is worth holding onto
I have made it happen
Share my joy with the world
In hopes to inspire
Another with my story

I own it yes I know it



I made the impossible, possible
Won't stop here with success
I'll keep moving up the ladder
See myself rise higher and higher
I found success in life
I hope for success
And gained it through
My determination to make it happen

A. Comprehension

TO HOW	na alloc	tions
	ישווו אוו	
10110111	חרות אורים	,
	tollowi	following ques

5.	What happen to the person's heart when he thinks of success?
6.	State words that rhymes with the word succe ss ? c. d.
7.	Why did the writer say that he won't stop with success?
8.	How did the writer gain his success?
B. F	ill in the blanks Use the words in the box to fill in the space provided.
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	The class has shown in their reading.
	The girls are with their work.

- 9. His _____ was achieved through his hard work and determination.
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Success moments obsessed progress determination

C. Sentece Writing

Complete the sentences below by adding 5 or more words

- 6. The angry dog _____
- 7. Most of the _____
- 8. Every evening _____
- 9. They jumped over _____
- 10.She has never _____

D.Grammar

Pronouns are the words that we use instead of nouns e.g. I, me, he, she

What are pronouns?

Insert the correct pronouns in the space given.

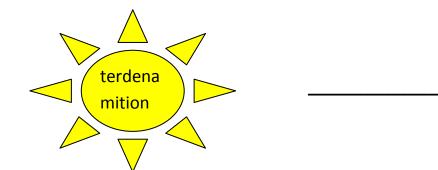
- 6. He did the job because of _____ (her/she)
- 7. _____(We/Us) do not have to worry, _____ (our/ ours) teachers will take care of _____(we/us)
- 8. He is stronger than _____(me/I), I feel safe going out with _____(he/him)
- 9. This shop is _____ (they/ their/ theirs)
- 10.John and _____(his /her) mother went to the market and _____

 (they, we, us) fun.

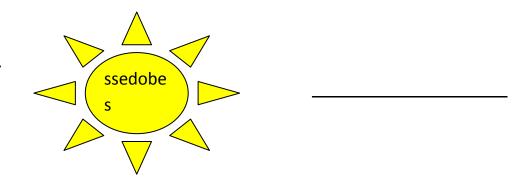
E.Spelling skills

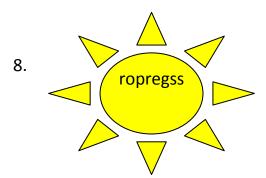
Unscramble the words below to form a word with its correct spelling.

5.



6.





F.Writing and shaping

Learning Outcome:

- Construct simple sentences to write short imaginative and information texts about familiar topics and events
- Display interest and appreciation in using simple sentences to convey ideas of familiar topics and ideas

Write 3 more words which rhyme with the words given.

1.	Succe ss		
2.	Share		

3.	Wor ld		
4.	lad der		
5.	Possi ble		
6.	Ma de		
7.	Find		
8.	Moment		
9.	Go al		
10	Норе		

UNIT 18: ROMEO

General Features of an Exposition



Unique

Story By: Andrew Frinkle

Rhonda was staring at her reflection in the mirror. She'd decided she didn't like the mole to the left of her nose. "It's so ugly." She lamented. Her mom, folding laundry in the hallway, overheard her and poked her head into the room. "What's so ugly?"

"This hideous mark on my face." Rhonda complained and pointed at it. Mom came in, setting the laundry aside. She peered really close at the mole, suddenly leaned over, and gave her daughter a kiss on the cheek. "I like it, because it gives your face character."

Rhonda pushed her mother away half-heartedly. "You would think that. Besides, character is a

nice way to say ugly." She smiled though, liking her mother's attempts to cheer her up.

"I have a couple of my own. You tend to get more as you get older." Mother sighed and leaned

in toward the mirror. She tugged at the fine lines near the corners of her eyes, frowning.

"You still have beautiful eyes, though." Rhonda remarked. She'd always loved her mother's

green eyes. "Mine are boring brown, like most everyone else in the world."

"That's what contact lenses are for." Mother winked. "Besides, you have warm, chocolate

brown eyes. They are like hot cocoa, and they are anything but boring."

Rhonda scrunched up her face. "What about my nose!"

Mother snorted. "It's not bulbous like a proboscis monkey or anything. It fits your face. Why

are you running yourself down? You have a unique, beautiful set of features. Stop agonizing over little

details and enjoy your youth and beauty already."

"I just wish I was prettier is all. Some of my friends are so gorgeous, and I feel plain next to

them."

"We can't all be super models, dear. Even so, you are uniquely you – there is no one else in the

world that looks like you."

"Thank goodness." Rhonda joked.

Mom frowned. "You have a nice mixture of dad and me in you, and I don't much care for hearing you knocking your looks. You are amazing."

"Alright, enough mushiness, mom. I won't complain anymore, but can I dye my hair at least? I'm tired of blonde, and I'm thinking about going brunette." Mother groaned and fled the room. "You finish the laundry; I'm done trying to cheer you up!" She called over her shoulder.

Rhonda laughed and did the laundry, but she couldn't help but think about dyeing her hair. Red might even look good...

Skill - Reading Comprehension Name______

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Unique

Story By: Andrew Frinkle

Use the information in the story to answer the questions below.

- 1. Which of the following does Rhonda NOT complain about?
- A. her nose
- B. her chin
- C. her eyes
- D. her mole
- 2. Based on the story, how would you describe Rhonda's feelings about her appearance?
- A. insecure
- B. happy
- C. arrogant
- D. depressed
- 3. Through the conversation, how would you BEST describe mother's attitude?
- A. calm
- B. worried
- C. supportive

- D. mean
- 4. Rhonda's biggest complaints seem to come because she is doing what?
- A. having a bad hair day
- B. comparing herself to her prettiest friends
- C. bored and has nothing better to do
- D. trying to get out of chores
- 5. Even at the end of the story, Rhonda still wants to make one last change to what?
- A. her teeth
- B. her glasses
- C. her skin
- D. her hair

Skill - Reading Comprehension Name_____

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Unique

Story By: Andrew Frinkle

Use the information in the story to answer the questions below.

- 1. Which of the following does Rhonda NOT complain about?
- A. her nose

B. her chin

- C. her eyes
- D. her mole
- 2. Based on the story, how would you describe Rhonda's feelings about her appearance?

A. insecure

- B. happy
- C. arrogant
- D. depressed
- 3. Through the conversation, how would you BEST describe mother's attitude?
- A. calm
- B. worried

C. supportive

- D. mean
- 4. Rhonda's biggest complaints seem to come because she is doing what?
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D. her hair

Entertainment

Film making

At the start of the week, the children were asked to get into groups of three / four / five, and were told that by the end of the week, they will have made a film lasting about five minutes. Although they were asked to make films, they were also allowed to make TV programs (which could be based on programs which already existed, or could be new concepts made up by the children).

Lots of guidance was given and the children were asked to do the following things throughout the week:

- Decide the group of children they were working in.
- Decide on the type of film / TV program they were going to make (e.g. comedy, action, educational).
- Think about the content of the film what was going to happen? which characters were going to appear?
- Write a script for the film / program, making sure that all children got a chance to speak.
- Think about the location of the film in the classroom, in the playground?
- Make / find the necessary props which they would need to use.
- Think about sound effects and music what do they need? how could they make / play the sounds?
- Titles and credits these needed to be made to show viewers the name of the film, and the names of those involved in its production.
- Advertising they also made posters to advertise their films.
- REHEARSE!