**YEAR 5 TERM 1 WEEK 8 AND 9** **LANUAGE ACTIVITIES 2022**

**WEEK 8**

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| **MONDAY**    TOPIC: Fiji  **Objective:** At the end of the lesson the students should be able to know names of Fijian crops and crops that grow in Fiji.   1. **Activity 1 - Finding out**   What food crops are grown in a Fijian village?   * Yaqona plants - banana plants * Dalo plants - tapioca plants * Yams - bread fruits * Coconuts - rice      1. **Activity 2**   Compare the names of the Fijian food crops with names from other languages   |  |  |  | | --- | --- | --- | | Fijian name | English name | Local language name | | Yaqona | kava | Maloku ( Ambae) | | Jaina |  |  | | Dalo plant |  |  | | Tapioca |  |  | | Uvi |  |  | | Uto |  |  | | Niu |  |  | | Raisi |  |  | | kumala |  |  |   **Activity 3**   1. Which crops are grown in your garden? 2. Who owns the land where the crops are grown? 3. Why did the people of India begin to come to Fiji a hundred years ago? What problems do they have today? |
| **TUESDAY**  TOPIC: **FIJI**  **Objective:** At the end of the lesson the students should be able to what to do and where to go when you visit Fiji.  **Activity 1- Treasure hunt**   1. Fly to Nadi taking the Solomon Airline plane. It leaves on Thursday from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. You get off the plane. Your auntie and uncle meet you. They give you some pocket money. Do you the money vatu, tala, francs, tintin or dollar? \_\_\_\_\_\_ 3. Get into Nadi. Buy a new shirt with your money. There is a word written across the back. What is the word? 4. Talofa b. Bonjour c. Bula 5. Your uncle and auntie take you to the largest town in Fiji. They take you to:    1. Lautoka b. Sigatoka c. Suva 6. Your Fijian friend give you a special gift to welcome you to Fiji. They give you:   a shark’s tooth b whale’s teeth c. a pig’s tusk   1. You go into the town. A policeman is directing the traffic. He is a very tall man. He is wearing white gloves and a:   a Sulu b Lavalava c. Sarong   1. You visit an Indian family. They give you some food to eat. What will they give you?   a Bacon and egg b. Talo and raw fish c. curry and roti d. Palusami and corned beef.  The mother serves you at the table. She is dressed differently from your mother. What does she call her dress? \_\_\_\_\_\_\_\_\_\_\_\_  She talks to you in English. But what language will she use with her children \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    **WEDNESDAY-**  **Activity 1 – CUSTOM STORY**  This is the custom story from Fiji. It is about the firewalkers of the island of Beqa  [The Firewalking of Beqa](https://adimaca-temoli.blogspot.com/2012/06/firewalking-of-beqa.html) Fiji  ﻿﻿   |  | | --- | |  | | ***The Island of Beqa*** |   ﻿﻿The story of Fiji’s famous fire walking ritual is a fascinating one, dating back to early times. The legend says it all began many years ago on the island of Beqa where the Sawau tribe lived in a mountain village called Navakeisese. In this village there lived a famous story teller known as Dredre, who regularly entertained the member’s o f the tribe with his stories. It was usual for the village people to present Dredre with gifts to show appreciation for his entertainment.  ﻿ ﻿﻿﻿﻿﻿﻿ ﻿   |  | | --- | |  | | ***mountain stream*** |   ﻿﻿﻿﻿﻿﻿﻿﻿  On one occasion when asked what gifts he would like, he ***requested*** each person to bring him the first thing they found while hunting the next day. One of the warriors of Beqa called Tui-na-Iviqalita, went fishing for eels in a mountain stream. The first thing he caught felt like an eel but on emerging from the stream it took the shape of a ***little man***. Tui immediately recognised him as a spirit God.﻿﻿﻿﻿ Tui was delighted and set off to present his catch to Dredre. The Spirit God, however ***pleaded*** for his life and offered all manner of gifts in exchange. This Tui refused until, finally, the Spirit God offered to give him power over fire and this offer aroused his curiosity.  ﻿   |  | | --- | |  | | ***Members of the Sawau tribe prepared a pit of hot stones*** |   ﻿  To prove the gift, a great pit was dug and logs were placed at the bottom of the pit with stones lined on top of logs. A fire was lit and the fire heated the stones until they were ***white hot***. The Spirit God then leapt down onto the stones and called Tui to follow him. When Tui finally plucked up enough courage to do this, he was surprised to find that he didn’t feel the heat. The Spirit God then told him that he could be buried for four days in the lovo without suffering any injury. However, Tui was afraid to do so, saying that he was quite **satisfied**to walk on stones.  ﻿﻿   |  | | --- | |  | | ***Members of the Sawau tribe walking on hot white stones*** |   ﻿﻿﻿﻿   |  | | --- | |  | | ***The Sawau tribe*** |   ﻿﻿  To this day, members of the Sawau tribe are still able to walk on hot stones, and the direct descendants of Tui-na-Iviqalita still act as Bete, or the high priests of the firewalkers of Beqa.  . |
| **THURSDAY**  TOPIC: **DICTIONARY SKILLS**  **Objective:** At the end of the lesson the students should be able to use the dictionary to find meaning of words.  **Activity 1**  Use your dictionary to find the meaning of these words from the custom story.  a. fascinate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  b. appreciate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  c. occasion \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  d. emerge \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  e. Curiosity \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    **Activity 2- MATCHING**  **Objective:** At the end of the lesson the students should be able to use match words with meaning.  Match the words with their meanings  a. Legend damage to personal feeling  b. entertain traditional society consist of families  c. plead traditional story sometimes popular.  d. pluck makes an emotional appeal  e. injury provides someone with amusement or enjoyment  f. Tribe take hold of something and quickly remove |
| **FRIDAY**  TOPIC: **CLOZE EXERCISE**  **Objective:** At the end of the lesson the students should be able to choose appropriate words to fill on the space.    **Activity 1**  Use the words in the box to fill the spaces in the cloze exercise  driving sick by gets is  Mr. Kamuro is a doctor. He looks after (1) sick——- people. He usually (2) ——– up at 7.00 o’clock. Today he (3) ——- late, it is 7.30 and he is still in bed. He usually goes to work (4) ——- train but today he is driving to work. He arrives at work at 7.30 every morning but it is 7.30 now and he is still (5) ——.  **Activity 2**  **Objective:** At the end of the lesson the students should be able to choose form of verbs to fill the space.  **Fill in the blanks with Simple Present Tense forms of verbs.**   1. The birds \_\_\_\_\_ in the sky. (fly) 2. The girl \_\_\_\_\_\_ in the pond. (swim) 3. We \_\_\_\_\_ our books neat and clean. (keep) 4. The maid \_\_\_\_\_\_ the room. (sweep) 5. My father \_\_\_\_\_\_ exercise in the morning. (take) 6. Shree \_\_\_\_\_\_\_ her book. (read) 7. My mother \_\_\_\_\_\_ to market. (go) 8. The children \_\_\_\_\_\_ a noise in the class. (make) 9. The crow \_\_\_\_\_\_ in a tree. (sit) 10. The teacher \_\_\_\_\_\_ a new lesson. (teach) |
| **WEEK 9**  **MONDAY**   1. **TOPIC – STORY READING (MR SHARK)**   **Objective:** At the end of the lesson the students should be able to read with understanding.  Old Mr. Isele’s nickname was Mr. Shark. He didn’t have teeth like a shark. No, he didn’t have teeth at all. He was called Mr. Shark because he could stay a long time under water. Mr. Isele had been a pearl diver, and he could hold his breath for two minutes.  These days, Mr. Isele didn’t dive for pearls. But he still worked under water. Mr. Isele scraped the weed from under the big boats anchored in the lagoon.  When he did this, Mr. Isele walked down to the beach with his scraper and scrubbing brush tucked in his belt. He picked up a bit of coral or a clam shell to make him heavy. Then he kept on walking into the sea, step by step, deeper and deeper, until the water was over his head. He walked along the bottom of the sea until he reached the boat he was cleaning.  One day, the lagoon was full of tourist boats, and some children had paddled out in their canoes to see the visitors. A woman and a man on one of the boats called out to the children, “Can you tell us if this water is good for swimming?”  “oh yes,” said one of the children. “It is very good and very warm.”  Then another child said, “But when you swim, look out for Mr. Shark. He is under the next boat.”  After the children had gone, the women said, “Well, that’s it. I’m not going in with sharks around.”  “Don’t be silly,” said the man. “There aren’t any sharks in the lagoon.”  “Those children said there were, “the woman replied.  The man laughed. “They were only teasing us. Come on. Race you in. “And he dived overboard.  The woman dived in, too. They swam in the clear warm water, laughing and splashing each other. The man swarm towards the shadow of the next boat. Suddenly, something cold and hard scraped across his leg.  The man kicked and yelled with fright. He swam as fast as he could back to his own boat, spluttering, “Shark! Shark!” \*\*\*  **Before you read on, answer these questions**  1. What’s Mr. Isele’s nickname?    a. Mr. Shark  b. Pea diver  c. The man with no teeth  2. The man and the woman swam towards the boat. Suddenly, something cold and hard brushed against the man’s leg.  What do you think it was?  a. A large shark  b. Mr. Isele’s scraper  c. The woman he was swimming with  Check your answers. Then read on.  He and the woman jumped up on their boat and stood shivering.  Just then, a curly grey head popped up out of the water, right beside them. “Good afternoon,” said Mr. Isele.  “There’s a shark down there!” yelled the man.  “No,” said Mr. Isele. “No Shark. I’m sorry I frightened you. I was cleaning the bottom of that boat and you kicked against my scraper.”  “Oh!” said the man. “You mean it was you?”  “But the children warned us about a shark,” the woman said.  “They probably said Mr. Shark. That’s what they call me. They were just telling you that I was working on the boat next to yours.”  The man began to laugh. So did the woman. She said, “We were terrified!”  The man said, “I can’t wait to tell the family at home about this.”  Mr. Isele grinned at them. “You can tell them you were attacked by a shark with no teeth, “he said.  The end |
| **TUESDAY**  TOPIC - **COMPREHENSION**  **Objective:** At the end of the lesson the students should be able to follow instructions.  **ACTIVITY 1 –– FOLL0WING DIRECTIONS**  Draw the rectangle in your exercise book. Then follow the instructions.   |  |  | | --- | --- | |  |  | |  |  |   **INSTRUCTIONS**   * 1. In the top left- hand square, write Mr. Isele’s nickname.   2. In the bottom left- hand square, draw three things that Mr. Isele took with him when he went to clean the boat Label each thing.   3. In the top right-hand corner, draw Mr. Isele at work.      * 1. In the last square write the words the man shouted as he kicked and splashed   **ACTIVITY 2 – Say what is important**  Pretend you are Mr. Isele. What is important in your work? Say two things. Then tell a friend why they are important.   * To be healthy - To be a strong swimmer * Not to smoke cigarettes - To work in clean water * To have teeth - To carry a spear gun * To frighten tourists - To be able to hold your breath for a long time |
| **WEDNESDAY**  TOPIC – **LANGUAGE PRACTISE**  **Objective:** At the end of the lesson the students should improve their Language  **ACTIVITY 1 – Give reasons**  Read the sentence to a friend. Then write the sentences in your book.   |  |  | | --- | --- | | 1. Mr. Isele picked up a bit of coral or clam shell…  2 Mr., Isele used his scraper and bush…  3. Some children paddled out in their canoes… | to clean the bottom of the boats in the lagoon  to see the visitors  to make himself heavy. |   **ACTIVITY 2 – Fill in the spaces**  Read these sentences. Use the words on the write to help you fill the spaces   |  |  | | --- | --- | | Mr. Shark  1. A shark has lots of teeth but Mr. Shark has \_\_\_\_\_\_\_\_ teeth at all.  2. Mr. Isele was \_\_\_\_\_\_ \_\_\_\_\_\_\_\_ a Pearl diver.  3. The children were talking to the tourists “Look out for Mr. Shark” they said.  4. The woman said, “I’m \_\_\_\_\_\_\_\_ going to swim with Sharks around.  5. \_\_\_\_\_\_\_ be silly, said the man. “There aren’t \_\_\_\_\_\_\_\_\_  Sharks here. Come on. Race you in” |  | |
| **THURSDAY**  TOPIC – **WRITE A PLAY**  **Objective:** At the end of the lesson the students should be able to write plays  **ACTIVITY 1 – WRITE PLAYS**  Turn the story into a play. Write the words that the people in the play will say. Write the words for the story teller too. |
| **FRIDAY**  TOPIC – **CROSSWORD**  **Objective:** At the end of the lesson the students should recall the facts about the story they read.  **ACTIVITY 1 – How much do you remember?**  Do the crossword with a friend. Take turns at reading the clues  **Mr. Shark.**  **Across**  1 Mr. Isele’s job was to s\_\_\_\_\_\_\_ away the weed which grew on the bottom of boats.  3 Mr. Isele’s nickname was Mr. S\_\_\_\_\_\_\_.  6 Children like to go in their c\_\_\_\_\_ to see the visitors.  8 Mr. Isele used to w\_\_\_\_\_\_\_ down to the beach with his scraper and brush tucked in his belt.  9 The tourist was going to tell his f\_\_\_\_\_\_\_ about his adventure with the ‘shark’.  12 The tourists like to s\_\_\_\_\_\_\_ in the lagoon.  14 The big boats stop and a\_\_\_\_\_\_\_ in the lagoon.   |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  | 1 |  |  |  | 2 |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  | 3 |  |  |  |  |  |  |  |  | 4 | |  |  | 5 |  |  |  |  |  |  |  |  |  |  | |  | 6 |  |  |  |  |  |  |  | 7 |  |  |  | |  |  |  |  |  |  |  |  |  | 8 |  |  |  | | 9 |  |  |  | 10 |  |  |  |  |  |  |  |  | |  |  |  |  |  |  | 11 |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | 12 | 13 |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  | 14 |  |  |  |  |  |  |  |  |  | |
| **Down**  2 When he was younger, Mr. Isele used to dive for p\_\_\_\_\_\_\_.  4 Mr. Shark was Mr. Isele’s n\_\_\_\_\_\_\_\_.  5 The seawater was w\_\_\_\_\_\_\_.  7 Mr. Isele could hold his breath under water for t\_\_\_\_ minutes.  10 Boats sheltered in the calm water of the l\_\_\_\_\_\_.  11 Mr. Shark had no fins, no tail and no t\_\_\_\_\_\_\_.  13 Mr. Islele used a scraper and brush to clean the w\_\_\_\_\_ from the boats. |
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