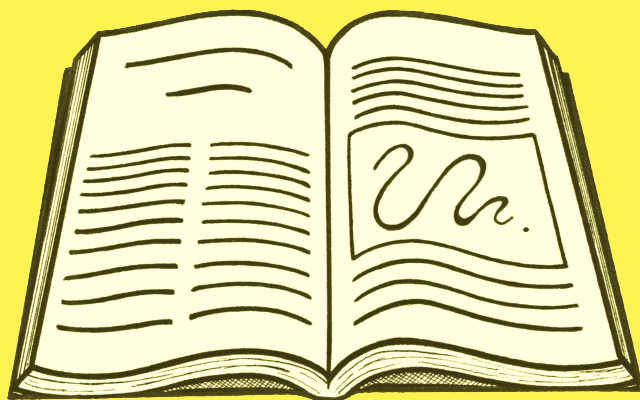


Book 2

Year 9

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English

English

Year 9 Book Two



GOVERNMENT OF SAMOA
DEPARTMENT OF EDUCATION

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TABLE OF CONTENTS

Unit 1: Oral Presentation — Making A Speech And Reciting A Poem	5
Unit 2: Novel Study — <i>The Boy Who Was Afraid</i> by Armstrong Sperry	16
Unit 3: Novel Study — <i>The Silent One</i> by Joy Cowley	21
Unit 4: Media Studies	27
Unit 5: Dictionary Skills	34
Unit 6: Diary Writing	37
Unit 7: Grammar Revision	40
Unit 8: Library Skills	47

Unit 1: ORAL PRESENTATION — MAKING A SPEECH AND RECITING A POEM

Topic 1 Making A Speech

Most people have to make a prepared speech in front of a gathering of people at some time in their lives. Nearly everyone is nervous when they have to make a speech. This is very understandable, but there are ways to make yourself less nervous.

Making a speech gets less difficult the more often you do it. Practising speaking in front of others is the best way to overcome nervousness. That is why it is important to get the experience of preparing and giving a speech.

The other way to lessen your nervousness is to **plan your speech** thoroughly and carefully. This will give you the confidence to speak in front of others. Confident speakers are relaxed, and relaxed speakers are more effective at delivering their speech.

Activity 1 The Aims Of Speech

Make a list of **five different occasions** on which you might have to make a prepared speech: *e.g. White Sunday*.

When you make a speech you should consider **four main points**:

- Give your audience **information**. You should give the people listening to you something that they did not know before about your topic. If your topic is **global warming**, for example, you should give your audience **firm facts** about the subject: *e.g. Because of global warming and the melting of the polar ice caps, the world's sea levels will rise by an average of 10 mm over the next five years.*
- You should **explain** to your audience how something came about, or how something works. Explanation is an important part of any topic: *e.g. The polar ice caps of the earth are melting because the world's climate is getting warmer. The climate is getting warmer because the gases given off by the burning of coal and oil, and motor vehicle exhausts form a layer above the earth, trapping warm air under it.*

- If you are adopting a particular point of view in your speech, you will want to **persuade** your audience that your point of view is the best one: *e.g. I warn you, we must stop global warming, because if the level of the oceans continues to rise, many atolls in the Pacific will be flooded and the people living on them will be forced to move from their islands.*
- You should also aim to **entertain** your audience. This means that you should give your speech in such a way that they listen carefully to everything you say. Amusing them is the best way to do this. Even a speech on a serious topic should be entertaining. For example, a speech on global warming could include a comment such as:

Can you imagine living on an atoll in twenty years' time if global warming isn't stopped? Everyone will be building their fales up coconut palms, then waiting for their food to come floating past. Not much fun. . .

Remember these four key points in an oral presentation:

- | | |
|-----------------------|-------------------------|
| ■ Information. | ■ Explanation. |
| ■ Persuasion. | ■ Entertainment. |

Activity 2

Choosing Your Topic

Always choose a topic that **you are interested in yourself and that you think will interest others**. Put yourself in the place of your audience while you are thinking of what to speak about and choose a topic that appeals to as many people in your class as possible. It should also be as **relevant** (related to their experience) as possible. Below are some possible topics for a speech for your class:

1. Put the topics listed below under one of these two headings:

Relevant Topics for a Class Speech and
Unsuitable Topics for a Class Speech.

- Making a Traditional Samoan Canoe.
- Ancient Chinese Pottery.
- The Importance of Teuila.
- Helping the World's Refugees.
- Japanese Farming in the 13th Century.
- Sia Figiel, Writer.
- Modernising the Economy of Mongolia.
- The History of the Mau.
- Ostrich Farming in Cool Countries.
- My Grandmother, My Best Friend.
- Learning to Play the Bolivian Nose-flute.
- Organising an Umu.

2. Discuss your answers to Question 1 with someone else in the class. Are there any differences between where you put your topics? If so, discuss the reasons for the differences.

Activity 3

Preparing Your Speech

Once you have chosen your topic, you then begin to plan your speech. Follow these steps in your preparation:

1. Brainstorm your topic: i.e. Note down all the interesting ideas and information connected with it, using library books, newspapers or magazines to obtain the information you will present. Make yourself an expert on your topic.
2. Organise the information into the order in which it should be presented; the parts that will go at the beginning, in the middle and at the end. The information should 'flow' smoothly from one part to the next, not jump about all over the place.
3. Learn the information thoroughly, so you can recall it without looking at the notes. Go over it several times, until you know exactly what you will say.
4. Think of about 10 headings that summarise the different blocks of information which you will present in your speech.
5. Make 'cue cards' for yourself. These are small pieces of cardboard, which can fit into the palm of your hand, on which you write the main headings for your topic and a brief summary of the information.
6. Practise delivering your speech by yourself, or with friends and family, until you are confident that you can speak in front of the class just by referring to your cue cards.

Activity 4**Beginning Your Speech**

The beginning of a speech is very important, because you must catch the attention of your audience from the start. One way to do this is to begin with an interesting question; another is to tell a very short story that then leads into the main part of the speech.

For example, a speech on the topic, *The Joys of Volleyball*, might begin:

The ball drops short over the net. Much shorter than I expect. I rush forward, my eyes glued to the ball. As it falls I dive, my hands outstretched. Can I make it? Hurling myself forward, I thrust out my hands. The ball drops onto them, flies up and over at an awkward angle. My opponent can't reach it. Point to us, game and match!

This for me, is just one of the joys of volleyball. . .

1. Write interesting opening lines for speeches on the following topics:

- A Trip to the Movies.
- My Most Embarrassing Memory.
- Going on the Ferry.
- The Big Game.
- The Market.
- The Thrill of Acting.

The Main Part Of Your Speech

After your interesting opening, move on to the main body of your speech — the middle part. This will contain most of your ideas and information. To hold the attention of your audience, divide the information into separate 'blocks' which flow naturally from one to the next.

Sometimes you will need to repeat very important information to make sure your audience has got the point. You can do this by saying:

Remember, we have only ten to fifteen years before the low-lying atolls will be flooded. . .

or

As I mentioned earlier, volleyball is a team sport, not an individual one.

Ending Your Speech

The ending of your speech should be forceful and clear. It should summarise the topic and your point of view towards the topic. A short, direct statement should comprise the last word: *e.g. That's volleyball. And that's why I love it!* or *Global warming should be everyone's concern. Yours included!*

Ways To Make Your Speech More Effective

There are several important points to remember that will make your speech work well for your audience. These are:

- Take several slow, deep breaths before you begin to speak. This will help to calm your nerves and steady your voice.
- Stand up straight while speaking, but try to appear relaxed at the same time.
- Try to look at all of your audience. 'Eye contact' with them will help you to keep them listening to what you have to say.
- Never read your speech from sheets of notes. Always use cue cards.
- Don't rush your speech. Take it slowly. If you think you're speaking too slowly, then you're usually going at the right pace.
- If you feel a rush of nerves, stop speaking altogether and take a deep breath or two. This will help you to regain your calmness.
- Use your free hand to make gestures from time to time, to emphasise a point you are making.
- Often a deliberate pause in your speech will make your audience listen more keenly to what is coming next.

Activity 5**Judging The Speeches**

Set up a sheet of paper in the style shown below. Use this to record your marks as you judge the others' speeches.

SPEECH JUDGING

Name of Speaker: Class:

Topic:

Judged by:

Instruction: Circle the appropriate mark and comment on it.

Content	Comments
5. Very interesting information, made me listen intently right through.
4. Interesting information, kept me interested almost all of the time.
3. Quite interesting, but had some dull bits too.
2. Not very interesting most of the time.
1. Very uninteresting all the way through.
Delivery	
5. Spoke very clearly and in a way that allowed me to hear every word.
4. Spoke quite clearly. I could hear nearly everything that was said.
3. Spoke so that I heard most things, but mumbled at times.
2. Mumbled most of the time, so I couldn't hear much of the speech.
1. Unclear and was hard to hear anything during the speech.

Total Marks

10

After each class member has finished giving his or her speech, **award** them their mark out of 10 using the above criteria and write their mark beside their name. At the end of all the speeches, circle in red the three speakers with the best marks. Hand your list of names and marks to the teacher, who will look at the top marked students overall, and declare the winner or winners.

Topic 2

Poetry Recitation

The verb 'recite' means to read a passage of writing aloud, from memory, to an audience. The noun 'recitation' means the reading itself. In this unit you will choose a poem, or lines from a poem which you like, practise learning and reciting the poem, then recite it to the rest of the class.

Most poems are meant to be listened to as well as read. So, when writing a poem, the poet chooses words that are pleasant to the reader's ears as well as their eyes. Poets also use special techniques such as **alliteration** (words which begin with the same letter following one another), **repetition** (repeating a particularly important word), **rhyme** (words at the end of lines having similar sounds) and **vivid imagery** (using words to make 'pictures' in the reader's mind) to make their poems moving or exciting when they are listened to or read.

Here is a poem, called *Requiem*, by the famous writer Robert Louis Stevenson (1850–1894), who was born in Scotland and lived at Vailima, on the slopes of Mt. Vaea in Samoa, for the last six years of his life. Some of the lines from the poem are printed on a plaque on his tomb on Mt. Vaea.

Requiem

Under the wide and starry sky,
Dig the grave and let me lie.
Glad did I live and gladly die,
And I laid me down with a will.

Here may the winds about me blow;
Here the clouds may come and go;
Here shall be rest for evermo,
And the heart for aye shall be still.

This be the verse you grave for me:
Here he lies where he longed to be;
Home is the sailor, home from sea,
And the hunter home from the hill.

Activity 6**Requiem**

1. Find out what the word 'requiem' means and write it down.
2. Why is *Requiem* a good title for this poem?
3. Work out, from the words around them, what 'evermo' and 'aye' mean and write them down. Why do you think the poet used these particular words?
4. Give examples of repetition and rhyme that Robert Louis Stevenson uses in *Requiem*.
5. Learn the poem's lines off-by-heart, and practise reciting them to someone else in the class. Read them with as much feeling as you can.

Activity 7**Research**

Read several poems from different poetry collections. The poems may be from living Samoan writers, like Momoe Von Reiche or Albert Wendt, or by poets from other countries who are alive or who lived in another age. Choose one that you like. The poem must be at least 12 lines long. If the poem is a very long one, you may choose the lines from it that you like the best.

Activity 8**Setting Out Your Poem**

Carefully copy the poem into your book, setting it out exactly as it is in the collection.

Activity 9**Learning Your Poem**

Learn the poem or the lines from the poem off-by-heart. Some ways that will help you do this are:

- By learning the poem two lines at a time, saying them over and over until you have memorised them, then moving on to the next pair of lines.
- By writing the lines out, two at a time, then reciting them over and over to yourself until you have memorised them.

Activity 10**Describing Your Poem**

Write a paragraph that introduces the poem, saying why you chose it, what it is about, who the poet is or was and where the poet comes from. Learn your introduction off-by-heart too, so that you don't need to look at any notes.

Activity 11**Practise Reciting Your Poem**

Practise reciting the poem to yourself, to a friend or to members of your family. Things to concentrate on while you are practising your recitation are:

- Pronunciation. Pronounce each word and line very carefully and correctly.
- Read slowly. Don't rush your recitation.
- Vary your voice — don't read monotonously (keeping the same tone throughout your reading).
- Read with feeling. Poems are always written from strong feelings, so try to put some of the poet's feelings into your reading.
- 'Body language' is the name given to the message you send to your audience by how you stand, your facial expressions and hand gestures made during your reading. Suitable body language will make your reading more effective, so practise the way you stand, look and gesture.

Activity 12**Reciting Your Poem**

Read your introduction, then your poem, to the rest of the class. Remember these important points during your recitation:

- Pronounce every word clearly.
- Don't rush the lines, it's better to read slowly.
- Put feeling into your reading.
- Vary the tone of your reading, don't just read 'flatly'.
- Use suitable body language during your reading.

Everyone in the class will be judged by the class itself. Do this in the following way:

Set up a sheet of paper in the style shown below. Use this to record your marks as you judge the class's poetry.

POETRY RECITATION JUDGING

Name of Speaker: Class:

Poem:

Poet:

Judged by:

Instruction: Circle the mark you think is suitable.

Delivery

- | | |
|------------|---|
| 8, 9, 10. | Very clear, recited with feeling. Effective use of body language. Clear voice and good pronunciation. |
| 5, 6, 7 | Clear but sometimes mumbles. Lacks expression and not very interesting. Not very good pronunciation. |
| 1, 2, 3, 4 | Hard to hear and monotonous. Does not read with feeling. Used poor pronunciation. Unsuitable body language and irrelevant gestures. |

Total Mark

10

How well did you learn about making a speech and reciting a poem?

Use the information you learnt about making a speech and reciting a poem to complete the following paragraphs. Choose from the twenty words listed underneath the paragraphs. Each sentence should make complete sense.

The four main things you should aim to do when making a speech are; to give your audience some _____, to _____ to your audience how something came about, to _____ your audience that your point of view is the right one, and at the same time keep your audience _____.

Your speech should be very well prepared and _____, flowing smoothly from an interesting _____, to the _____, then to the end. To help you remember what you are saying, write the most important points on _____ cards which you can hold in the _____ of your hand. Never use _____ of notes.

Reading a poem from memory is called a recitation. Most poems are meant to be read _____. A type of poem set out like a church service to remember the souls of the dead is called a _____. Lines from one of Robert Louis Stevenson's poems are found on the writer's _____ on the side of Mt. Vaea. To _____ a poem effectively you need to learn it thoroughly and _____ reading it aloud to yourself before you read it to your _____. You should always read a poem with as much _____ as possible. Other important things to remember when reciting a poem are clear _____, not to read too quickly, to _____ the tone of your voice and to use effective _____ language.

Missing Words

(Use these words to fill in the gaps in the sentences above.)

feeling	requiem	aloud	recite
pronunciation	information	body	pages
persuade	vary	entertained	organised
palm	middle	cue	practise
explain	tomb	audience	beginning

Unit 2: NOVEL STUDY — *THE BOY WHO WAS AFRAID* BY ARMSTRONG SPERRY

A novel is a long work of fiction, written from the writer's imagination. *The Boy Who Was Afraid* is a novel set in the South Pacific, on islands very similar to those of Samoa. As you read the novel you will recognise features of the land and sea that you have seen on your own islands.

Read *The Boy Who Was Afraid*, then complete the following exercises on the novel.

Activity 1

Plot

Below are some important events from the plot of *The Boy Who Was Afraid*. They are not in the order in which they actually happen in the story. **Rewrite the list**, putting the events **in the order in which they did happen**. Put the sentences under the heading: **Important Events in the Plot of *The Boy Who Was Afraid***.

1. A boar attacks Mafatu and he kills it.
2. Mafatu's mother dies of thirst on a small island.
3. Kivi leads Mafatu back to Hikuera.
4. The other boys tease Mafatu about his fear of the sea.
5. Mafatu is chased by the eaters-of-men across the sea.
6. Uri, Mafatu and Kivi arrive on the volcanic island.
7. Mafatu is given a new name by his father, the Chief.
8. Mafatu and his mother are blown out to sea in their canoe.
9. A shark attacks Mafatu and he kills it with his knife.
10. Mafatu sails away from Hikuera with Uri and Kivi.

Activity 2**Time Line/Line Graph**

Draw a **line graph** that shows the most exciting events in the story: i.e. When something very exciting happens, such as when Mafatu is chased by the eaters-of-men, the line should go up to a **peak**; when something less exciting happens, such as when he fells the tamanu tree for his canoe, the peak will not be as high.

Your line graph should go across the page and have about 10 'peaks' on it. Make sure you decide which is the most exciting event of all in the story. That will be the very **highest peak** on your graph. On each peak write a few words that describe the event it represents in the story.

When you have finished your graph show it to someone else in the class and compare it with theirs. Discuss the **differences** on your line graphs and the **reasons for the differences**.

Activity 3**Vocabulary**

Below is a list of **10 words** that are very important to the story, *The Boy Who Was Afraid*. Copy the list into your exercise book under the heading: **Important Words from The Boy Who Was Afraid**.

albatross	boar	bonito	cannibal
idol	current	courageous	reef
tentacle	volcano		

- Below is a list of **12 word meanings**. The meanings are mixed up. Work out which meaning fits each word on the list above, using a dictionary if necessary. Choose the correct meaning and write it beside each word on the list, under the heading: **Meanings**. You will have **two** meanings that do not fit any of the words, so they will be left over.

Word meanings

- A very large seabird which can fly long distances over water.
- An image of a god, used as an object of worship.
- A male pig.
- A type of sail used on an outrigger canoe.
- A mountain with openings through which lava or gas from below the earth's surface escapes.
- A sea fish, also called a skipjack tuna.
- A flow of water moving strongly in one direction.
- A long arm extending from the body of an octopus.
- A person who eats the flesh of another human being.
- The dried fruit of a small seedless grape.
- Having or showing bravery.
- A ridge of coral rock near the surface of the sea.

2. All the words listed in question one are nouns except one, which is an adjective (a word that describes something). Underline the word that is an adjective.
3. Use each word in a sentence of your own, relating it to the story of *The Boy Who Was Afraid*:
*e.g. Kivi, the **albatross**, became Mafatu's friend after the boy saved the crippled bird.*
4. Make a list of all the things mentioned in the story that are also found in Samoa. Include things like trees, plants, fruit, animals and fish. Put your list under the heading: **Things in *The Boy Who Was Afraid* that are also found in Samoa.**

Activity 4

Setting

The Boy Who Was Afraid is set on the low island of Hikueru, the mountainous island where the eaters-of-men lived, and on the Pacific Ocean itself.

- Divide yourselves into four groups. Complete one activity from the list below:
 1. Hikueru is a low island. Another name for a low island is an **atoll**. Find a picture of an atoll and copy it into your exercise book. Find out how atolls are formed, then under your picture write a paragraph describing the way this happens.
 2. The island where the eaters-of-men lived was a **high volcanic island** with a mountain peak and rainforests. Find a picture of a high volcanic island and copy it into your book. Find out how high islands are formed, then under your picture write a paragraph describing the way this happens.
 3. Draw a **map** of the island that Mafatu stayed on, marking in all the places that were important to him: *e.g. The lagoon, the reef, the gaps through the reef, the lookout place and the circle where the idol stood.* Colour your map in.
 4. There are several **wild creatures** in the story: *e.g. The albatross, the shark, the boar, the octopus, the whale.* Choose one of these creatures and find out as much as you can about its life and habits. Write a paragraph of information about the creature, then under your paragraph draw a picture of it.
- Give a **3–4 minute report** to the rest of the class about your group activity.

Activity 5**Characters**

We learn about the characters in a novel in four ways:

- By **what they do**.
- By **what they say**.
- By **what other characters say about them**.
- By **what the author says about them**.

The main characters in the novel *The Boy Who Was Afraid* are Mafatu, his mother, and his father — the chief. The dog Uri, and the albatross Kivi, are also important characters in the story.

Complete the table below with information about each character. The first one is already done for you.

Character	Description	Importance of the the Character	Why you Like or Dislike the Character
Mafatu's father	Silent, respected, disloyal.	He was Mafatu's father and he was the leader of his island's people.	I didn't like him because when the other boys and his second wife teased Mafatu, he didn't stand up for his son.
Mafatu's mother			
Mafatu			
Uri the dog			
Kivi			

When you have finished writing your notes on the characters, compare your answers with someone else in the class. Discuss the differences in your comments about each character and the reasons for those differences.

Activity 6**Descriptive Writing**

Imagine you are one of the human characters in the novel: *e.g. Mafatu, his mother, his father*.

Choose an important episode (event) from the story, and **describe the episode from your character's point of view, using your own words to describe why you felt and acted the way that you did**. For example, if you are Mafatu's mother, describe how you felt when your canoe got blown out to sea; or if you are Mafatu's father, describe how you felt when the others were teasing your son or how you felt when Mafatu returned to Hikueru.

- Write about half a page and use the first person narrative ('I').
- Make sure you use **strong verbs** and **interesting adjectives** in your writing.

Activity 7**Theme**

Which of the statements below do you think best describes the main theme of *The Boy Who Was Afraid*?

- A dog can be a very loyal friend.
- Polynesians can navigate using the stars.
- People can learn to overcome their fears.
- It's unfair to tease other people.

Write a paragraph explaining carefully **why you chose the theme** that you did. **Discuss the theme** you chose with the rest of the class.

Activity 8**Expressive Writing**

Imagine that you are Mafatu. Write a story which tells what happened **after you returned to Hikueru** and you were renamed. Write about one page and make your story as interesting and realistic as possible. You can write in the first person narrative ('I') or the third person narrative ('He').

Activity 9**Poster**

Imagine that *The Boy Who Was Afraid* has been made into a film. **Design and draw** a poster that includes important images from the story that would make people want to see the film.

Unit 3: NOVEL STUDY — *THE SILENT ONE* BY JOY COWLEY

Activity 1

Plot

The novel *The Silent One* is set on an island in Melanesia, one very similar to a Fijian island. The main character in the story *The Silent One*, is a boy called Jonasi, who cannot hear or speak. Jonasi makes friends with a rare sea creature, a white turtle. During the story much trouble occurs in the village where Jonasi lives.

Here are some important events from the plot of *The Silent One*. They are not in the order in which they actually happen in the story. After you have read the book, rewrite the list, putting the events in the order in which they did happen. Put the sentences under the heading: **Important Events in the Plot of *The Silent One*.**

1. The village is badly damaged by a hurricane.
2. Redbeard comes to the village in his launch.
3. Taruga Vueti rescues Jonasi from Tasiri and the other men.
4. Jonasi and the white turtle swim away together and are never seen again.
5. Aesake goes to Ramatau to get help for the villagers.
6. The village men and boys go on a pig hunt without Jonasi.
7. Tasiri is attacked and killed by a shark in the mangroves.
8. Jonasi first sees the white turtle swimming outside the reef.
9. Redbeard tries to capture the white turtle from the launch.
10. Aesake and Samu try to capture the white turtle.

Activity 2**Time Line/Line Graph**

Draw a **line graph** that shows the most exciting events in the story: i.e. When something very exciting happens, such as when the hurricane comes, the line should go up to a **peak**; when something less exciting happens, such as when Redbeard arrives in the village, the peak will not be as high.

Your line graph should go across the page and have about 10 'peak events' on it. Make sure you decide which is the most exciting event of all in the story. That will be the very **highest peak** on your graph. On each peak write a few words that describe the event it represents in the story.

When you have finished your graph show it to someone else in the class and compare it with theirs. Discuss the **differences** in the events on your line graphs with the other person, and the **reasons for the differences**.

Activity 3**Vocabulary**

Below is a list of **10 words** that are very important to the story of *The Silent One*. Copy them into your exercise book.

albino	copra	superstitious	demon
foundling	hurricane	legend	machete
mangroves	curse		

1. Below is a list of **12 word meanings**. The meanings are mixed up. Work out which meaning fits each word in the list above, using a dictionary if necessary to help you. Choose the correct meaning and write it beside each word on the list, under the heading: **Meanings**. You will find there are **two** meanings that do not fit any of the words and will be left over.

Word meanings

- A traditional story, handed down from one generation to the next.
- A tropical shrub, growing in mud beside the sea, with many tangled roots.
- A long open box in a stable that horses can eat out of.
- A broad, heavy knife.
- A devil or evil spirit.
- Influenced by a strong belief in supernatural forces.
- A person or animal with no colouring pigment in the skin and hair.
- An edible sea fish with very long fins.
- A child who has been deserted by its parents and adopted by someone else.
- A violent storm which brings heavy rain and very strong winds.
- The dried kernel (flesh) of the coconut.
- A call for something evil to happen to a person or thing.

2. All the words in the list are nouns, except one. There is one adjective (a word that describes). Find the adjective and underline it.
3. Use each word from the list in a sentence you have made up that is connected to the novel *The Silent One*:

e.g. The men of the village thought that Jonasi couldn't speak because a demon lived inside him and held his tongue.

Activity 4

Setting

The Silent One is set in and around a village on a tropical island in the South Pacific ocean.

1. Draw a plan of the village and the area around it, marking in all the features that are important to the story. Colour in your plan and include these things:

The village houses.

The meeting house.

The dalo (taro) and yam plots.

The mangroves.

The lagoon.

The reef and the pass through the reef.

The river.

The coconut plantation and copra sheds.

The mountains behind the village.

2. Make a list of all the things mentioned in the story that are also found in Samoa. Include things like trees, plants, fruit, animals and fish. Put your list under the heading: **Things in *The Silent One* that are also found in Samoa.**

Activity 5**Characters**

Remember, we learn about the characters in a novel in three ways:

- By **what they do**.
- By **what they say**.
- By **what other characters say about them**.
- By **what the author says about them**.

The main characters in *The Silent One* are: Jonasi, Luisa, Samu, Aesake, Taruga Vueti and Tasiri.

For each of the characters listed above, write their name, a sentence saying why they are important to the story, three adjectives to describe them, whether you liked or disliked them and why. The answer for Luisa has been done for you. Set out your answers like this:

Character	Why they're Important	Description	Like or Dislike?
Luisa	She adopted the baby Jonasi after he was found floating in the sea.	Motherly, religious, hard-working.	I liked her because she stood up for Jonasi when the other village people were mean to him.

When you have finished writing your notes on the characters, compare your answers with someone else in the class. Discuss the differences in your answers about each character and the reasons for those differences.

Activity 6**Theme**

Which of the statements below do you think best describes the theme of *The Silent One*?

- Sea turtles are an endangered species and should be protected.
- People shouldn't blame innocent creatures when things go wrong.
- Deaf people should go to special schools that can help them.
- It's always important to prepare for the time when a hurricane might come.

Write a paragraph explaining carefully **why you chose the theme** that you did. **Discuss the theme** you chose with someone else in the class, saying why you agree or disagree with the theme that the other person chose.

Activity 7**For A Deeper Understanding Of The Story****Part A**

For each of the following three quotations from *The Silent One*:

- Find where the **quotations** given below are in the story. The chapter numbers have been given to you. Copy each of the quotations into your book.
- Read the whole page** that the quotations are taken from, so that you understand exactly what is happening at that stage of the story.
- Write a sentence for each quotation**, explaining fully in your own words what you think the writer means by the words. Begin each of your answers like this:

By these words I think the writer means that. . .

Quotations

- 'Now the people are even avoiding Samu and Luisa — because they are supposed to have a demon under their roof.' (Chapter 5)
- 'The creature's eyes looked so ancient, so knowing. At times he imagined it could share everything in his mind.' (Chapter 8)
- 'There's a reason for everything, Father,' said Aesake. 'The colour of the turtle, the shark, the hurricane, even Jonasi's silence — they all have ordinary explanations.' (Chapter 10)

Part B

Compare your sentences with another member of your class, discussing any differences between them and the reasons for the differences.

Activity 8**Oral Work**

Research and write notes for a short **3–4 minute** talk on one of the following topics related to *The Silent One*.

- Why hurricanes occur in the South Pacific.
- How to prevent hurricane damage happening.
- Teaching deaf people to read and write.
- The importance of copra to island people.
- The reason why 'albino-ism' occurs.
- The need to protect endangered sea creatures from being hunted for food.

Give your talk to the rest of the class, making it as interesting and informative as you can.

Activity 9**Further Study**

1. The novel *The Silent One* was made into a movie some years ago. It was filmed on the island of Aitutaki, in the Cook Islands. If you are able to see the video of the movie, watch it closely and look in particular for any differences between the book and the film.
2. Joy Cowley, the author of *The Silent One*, is one of New Zealand's best-known authors. Find out as much as you can about her life and the other books she has written, then write down the information under the heading **Joy Cowley's Life and Works**. Write about half a page of notes.

Unit 4: MEDIA STUDIES

The word **media** is the plural of the noun **medium**, and means the ways in which information is provided for people. **Mass media** means the way that information is provided for very large numbers of people. In modern society the mass media includes:

- Newspapers.
- Television.
- Radio.
- Magazines.
- The internet.

The above media can provide information to millions of people, almost instantly, anywhere in the world where people can afford to buy newspapers and magazines, or have a radio, television or computer with internet access. This unit will show you how to read and understand newspapers and magazines, so that you can get the most benefit from these types of media. Newspapers and magazines are read for two main purposes:

- For information.
- For entertainment.

Newspapers

The main purpose of a good newspaper is to give its readers accurate information about what events are happening in the area where the newspaper is sold and in other parts of the world. The people who write and publish newspapers use special techniques to get the attention and hold the interest of their readers. The people who write for newspapers are called reporters, journalists, foreign correspondents and columnists, and the people who organise what is written are called editors, assistant editors and sub-editors. Some of what is written in a newspaper is fact, and some is opinion. There is a very important difference between fact and opinion.

Fact

A fact is something which can be proved to be true, so there is no doubt about it, such as:

The cyclone struck the island on 30 December 2001.

This statement can be proved, and therefore is a fact.

Opinion

An opinion is what one person thinks about an event or person, and is neither true nor false. Other people may have different opinions. An opinion may look something like this:

I don't think that the cyclone that struck the island on 30 December was as bad as the one that struck the island 10 years ago.

This statement is an opinion, because other people might have different thoughts about the strengths of the two cyclones.

News stories, whether from the local area or from other countries, should always be factual: i.e. The reporter or journalist who writes a news story should only include things that are true, and should always check all the facts before the story is printed.

Activity 1**Newspaper Story**

The following has been set in a style that you may find in a newspaper. Read the story carefully, and then complete the exercises that follow.

Relief to come from NZ

by Silesi Brown

The island kingdom of Tonga was devastated in the early hours of this morning when Cyclone Waka struck off the north coast of the island group. The cyclone, which began off the south-east coast of Florida had appeared to be moving in an easterly direction, but unexpectedly changed course. Worst hit was the northern island group of Vavafi. Buildings and crops on this and other island groups were severely damaged, although injuries to local population were minor.

The New Zealand Government has responded with offers of relief, and immediately begun gathering food supplies and tarpaulin for emergency shelter. These items, as well as a company of Army relief workers will be flying into Tonga, aboard a RNZAF aircraft, as soon as a formal request for aid is received from the Tongan Government.

The deputy director for Tonga's National Disaster Management Office said that all of the

food-bearing trees, including coconut and breadfruit were damaged by the 250 km/h winds. He went on to state that this together with the destruction and damage of 60 to 70 per cent of the buildings has made the coming relief a matter of urgency, as food supplies will soon be running short.

Most of the damage to Tonga was centred about Vavafi. Many yachts and launches, which had been moored in the main harbour of Vavafi were destroyed. Tourism is the main industry of Vavafi. It will be affected until clean up of the area can begin. It is estimated that essential repairs in this area could take up to two weeks, while cleaning up would be an on-going task.

Cyclone Waka has continued to move in a southerly direction, but appears to be weakening, and is expected to disperse in the open sea.

- Use the facts in the story to answer the following questions. Write each sentence out in full, filling in the missing word or words in each one.
- a. The name of the reporter who wrote the news story is _____.
- b. The cyclone which caused the damage was called _____.
- c. The part of Tonga which needed most of the cyclone relief was _____.
- d. The cyclone severely damaged _____ and _____.

- e. Two types of food-bearing trees that the cyclone destroyed were _____ and _____.
 - f. It was estimated that 60 to 70 per cent of _____ were devastated.
 - g. The main industry in the part of Tonga that the cyclone struck is _____.
 - h. The New Zealand Government said it would help by flying in supplies of _____ and _____ for emergency shelter.
 - i. One good thing about the cyclone was that _____ were only minor.
- Imagine you were the person working for the newspaper who had to provide a suitable photograph to go with the news story about Cyclone Waka. Describe what a good photograph would show the readers, and say why you think it would be good to go with the story.

Activity 2

Newspaper Examples

From a copy of a recent newspaper, cut out and stick into your book:

- An example of a serious news story from an overseas country.
- An example of a serious news story from Samoa.
- An example of a light-hearted news story (one which is interesting but not serious) from an overseas country.
- An example of a light-hearted news story from Samoa.

Activity 3

Layout Of Newspapers And Magazines

Stories in newspapers and magazines should be set out in a way that attracts their readers' attention. The way stories are set out on the page is called the **layout**.

The layout includes a **heading** (the statement at the top of the story), the main body of the story, and sometimes a picture, to **illustrate** some part of the story. The words underneath the picture are called the **caption**. The heading for a very important news story is called a **headline**. A heading or headline should be eye-catching for the reader, as well as summarising the story's content.

Sometimes headlines use humour or alliteration (a series of words starting with the same letter) to attract the reader's attention, such as these ones:

Small Man Bites Large Dog

Elvis Impersonator All Shook Up by Jailhouse Rock

Battle between Batsmen and Bowlers begins Bravely

Below are some newspaper headlines. Read them carefully, and think about what they might be describing.

Cyclone whips up surf scare on beaches

Ship ready for exodus as bushfires rage closer

From summer swelter to wet weekend

Teen stays cool in dog frenzy

Fake doctor cons US hospitals

Below are the stories the headlines above describe. They are not in the right order. Put two headings side by side on your page, **Headline** and **Story**, then match up the headlines with the correct story, under the two headings.

A 17-year-old girl did not panic when she was attacked by vicious dogs.

People near Sydney may have to be rescued from bushfires by boat.

A woman pretending to be a psychiatrist was believed by American medical authorities.

A tropical storm in the Pacific created large waves on the east coast of New Zealand.

Very hot, dry weather was replaced by days of heavy rain and strong winds.

Activity 4

Opinion

Opinion in newspapers or magazines is found mainly in editorials, columns and letters to the editor.

An **editorial** is a short essay in a newspaper or magazine, in which the editor's opinions are expressed about a recent event that has happened in the local area or overseas. There is no 'by-line' (name of the person who wrote the editorial) attached to it.

A **column** is a short article which appears regularly in a newspaper or magazine, written by a journalist who is named, expressing his or her opinions about something. Some columnists are light-hearted, some are serious.

Often a newspaper will have a **cartoon** on the editorial page. A cartoon is a drawing of someone or something that has been in the news lately, which is meant to amuse the newspaper's readers. A person who makes a living drawing pictures like this is called a cartoonist.

Letters to the editor of a newspaper or magazine are printed on the same page as the editorial. They are written by readers and usually give individual writer's opinions about something that has happened recently or something else that the letter-writer thinks is important.

1. Cut out of a newspaper or magazine examples of:
 - An editorial.
 - A column.
 - A letter to the editor.
 - A cartoon.
2. Stick them into your book, and alongside each example write two sentences. The first sentence should summarise what it is about and the second says whether or not you agree with the opinions being expressed.

Activity 5

Writing A Newspaper Page

Working in pairs, make up the front page of a newspaper of your own. Give your paper a name and head it up like a real paper, with a masthead — the title of the paper — at the top of the front page. Then make up and write some news stories to put on your front page. The stories should include:

- Two international news stories.
- Two local news stories.
- Eye-catching headlines for these four stories.
- Illustrations for the stories and captions for the illustrations.

Plan the layout of your newspaper front page very carefully, setting it out in columns and in an interesting way. Do everything you can to make your newspaper page as realistic as possible.

Activity 6**Glossary Of Terms**

Below is a glossary of important newspaper terms and the meanings of the words. They are not in the right order. Put these two headings in your book, **Important Newspaper Terms** and **Meanings**, then match up the words with their correct meaning.

editor	headline	editorial	by-line
reporter	caption	journalist	columnist
masthead	cartoonist		

Word meanings

- A statement at the top of a news story, summarising what it is about.
- The name of the person who wrote the news story.
- Words underneath a newspaper picture, summarising what the picture shows.
- A person who reports a news story.
- A person who makes up and draws a funny picture about something in the news.
- A person who writes a detailed news story.
- An essay in a newspaper, where the paper's opinions are expressed about something.
- The person in charge of a newspaper or magazine.
- The title of the newspaper, found at the top of the front page.
- A person who writes a regular column in a newspaper, expressing their opinion.

Activity 7**Important And Unimportant Magazine Stories**

From a recent copy of a magazine, cut out three important stories: i.e. Stories that are serious and help you understand something that is significant; then cut out three unimportant stories: i.e. Stories which are silly, trivial or insignificant.

Stick the six stories into your book, and beside each one, write a sentence saying why you decided it was important or unimportant.

Unit 5: DICTIONARY SKILLS

A dictionary is the most useful book for helping you to learn to spell, read and write English well. Using a dictionary regularly will improve your vocabulary, your ‘word power’ and your ability to express yourself well in speaking as well as writing. Consider your dictionary as one of your friends! The dictionary helps us in the following ways:

- It gives us the correct spelling of words.
- It gives us the word’s part of speech: i.e. Noun, verb, adjective, adverb, conjunction, preposition or pronoun.
- It tells us how to pronounce words correctly, by ‘respelling’ words phonetically and showing which syllable in the word should be stressed.
- It tells us the derivation of words — where the word comes from. Many English words originally came from Greek, Latin, French and other languages.

For example, in the *Concise Oxford Dictionary*, the entry for the word *atoll* is:

atoll (ā-tol) *n.* Ring-shaped coral reef, enclosing a lagoon. [Prob Maldivian *atolu* = closing]

As well as giving us the proper spelling, this entry tells us that the word *atoll* is a coral reef, enclosing a lagoon; that the word is a noun (the name of something) — shown by the *n.* after the spelling; that the first syllable, the ‘a’, is stressed because it has a macron (horizontal mark) above it; and that the word probably came from the Malay language, which is used in the Maldives, a country in the Indian Ocean that is made up entirely of atolls.

Activity 1**Dictionary Work**

Below are **10 useful words**, and a list of **meanings**. Write the words in a list down your page, putting them in **alphabetical order**. Using the dictionary, put the correct meaning next to each word, choosing from the list of definitions which follow. Add each word's part of speech to your list. You can also get this from the dictionary.

guillotine	intrepid	evidence	diabetes
ambidextrous	bauxite	jugular	foretell
carnival	hypochondriac		

Word meanings

- a. Earth which contains aluminium.
- b. A disease in which sugar and starch are not properly absorbed by the body.
- c. A French machine for beheading people.
- d. An annual festivity.
- e. Facts given in a trial.
- f. Of the neck or throat.
- g. To predict the future.
- h. Able to use both hands equally well.
- i. A person who imagines he or she is always sick.
- j. Fearless.

Activity 2**Definitions**

Find one word that fits the following **definitions**. The first letter of each word has been given to you.

- A large reptile found only in New Zealand — t _____.
- A four-stringed musical instrument — v _____.
- Exposed to or swept back by the wind — w _____.
- A young dog — p _____.
- A surgeon's instrument for cutting — s _____.
- A dark evergreen tree — y _____.
- A gentle wind — z _____.

Activity 3**Meanings And Parts Of Speech**

Put the following words into **alphabetical order**, then find and write down the **meanings** and **part of speech** for each of them. Also give each word's pronunciation, part of speech and derivation, as shown for the word 'atoll' at the beginning of this unit.

septuagenarian	remittance	osprey	quail
knapsack	locust	nincompoop	tarantula
matrimony	pedagogue		

Activity 4**Origins Of Words**

Which languages did each of the following words come from? Write the word, its meaning and its **derivation**.

coral	lagoon	tuna	whale	volcano
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Activity 5**Abbreviations**

Give the full names for the following common **abbreviations** (shortened words):

VC	SPCA
COD	EU
MD	RIP
UNDP	RNZAF
WHO	YMCA
YWCA	UNESCO
UNICEF	

Activity 6**New Words**

Find any **10 new, interesting words** in the dictionary. Write the words and their meanings down, and learn them, then use each word in a sentence that you have made up.

Activity 7**Thesaurus**

What is a **thesaurus**? Find a word in the dictionary that interests you, and see how many synonyms (words similar in meaning to another word) you can find for it, using a thesaurus. Write down the word and all its **synonyms**.

Unit 6: DIARY WRITING

A **diary** is a daily written record of things that have happened to the writer, and things that he or she has done. Diary writing is very personal, because it contains the private thoughts and feelings of the writer. A diary is meant to be read only by the person who writes it, so it can be **very honest**. A diary is always written in the **first person** ('I').

The best known published diary is called *The Diary of Anne Frank*. Anne Frank was a teenage girl who was living with her family in the city of Amsterdam, Holland, when World War II broke out. Because Anne and her family were Jewish, they had to hide from the German army, who had conquered Holland and were hunting down all the Jews and sending them to death camps in other parts of Europe. The Frank family were hidden for some years in a secret attic by a Dutch family. While she was there Anne kept a diary, writing about her hopes and fears and the family problems she faced. Although the Frank family were later found by the Germans and most of them were killed, Anne's diary survived the war and afterwards was published. Her story was made into a movie and a play. The house where the Frank family were hidden in Amsterdam is now a museum.

Activity 1

A Diary

Another book written as a diary is the young adult novel, *Leaving One Foot Island*, by New Zealand writer, Graeme Lay. It tells the story of a 15-year-old girl, Tuaine Takamoa, who is sent from her home in the Cook Islands to school in Auckland, New Zealand. Tuaine is very unhappy living in Auckland, and in her diary she records her difficulties, hopes and fears. A sequel (following book) to *Leaving One Foot Island*, called *Return to One Foot Island*, tells the story of what happened after Tuaine went back to her home island. Some of this sequel is written in diary form, too.

On the next page is the opening entry in Tuaine's diary. It is the first page of *Leaving One Foot Island* and is followed by an entry she wrote a while later. Read both entries closely and answer the questions that follow.

June 23

I am going to use this big exercise book for a diary, and write down everything I feel and do from now on. Sometimes people write *Dear Diary* at the start of what they write, but that sounds a bit geeky, so I will just put the date every day and then start to write.

I brought the exercise book with me when I left my home on Aitutaki, my island. I used it for English at my school there and when I left there were still heaps of blank pages left, so it will make a good diary. Back home I read in a library book about a girl and her family who had to hide for years from the Green Police, the Nazis, in Holland during the war. I read it three times, even though it was so sad at the end. Anne used to write down what she felt and what happened while she was in hiding, and one of the things that I remember she wrote was that to write things down made her feel better about her problems. She said that it helped her to bear all the problems that she had with her family, so maybe writing this diary will help me to feel better too.

Tomorrow it will be two months exactly since I left home to come to Auckland, New Zealand. . .

July 20

Today was not a very good day. I still didn't have any money for the bus fare so I walked, but when I got to the bridge over the motorway it started to rain. Cold rain, blown by the wind very strongly, and coming all of a sudden. When it rains hard at home it's always warm rain, so it doesn't matter if you get wet. But this morning I got soaked with the freezing rain, even though I ran across the bridge and on the other side I tried to shelter under a tree. I wish I had a coat or a jacket or even an umbrella. But of course an umbrella wouldn't keep me warm, I thought. I kept on walking to school. The rain stopped after a while, but there was still that freezing wind and I was wet through, on my hair, down my neck, on my legs, in my shoes.

In school it was warm and I stood by the heater under the window to try to get dry. Most of the other girls had big warm jackets on, even in the classroom, and woolly scarves. Some of them even had gloves on. One of the girls had a towel in the bag that she used for after she had a shower when she had PE, and she lent me it to dry my hair. It didn't dry it properly though because my hair is so long, and my blouse under my school jersey was still wet, and my legs. All day while I was walking around my feet were all squishy inside my shoes. It was horrible.

Straight away after school I walked home. The rain had stopped but the wind was so cold on my wet uniform. I felt like I had climbed inside a fridge. When I got home I had a headache and I was sniffing so after I got the dinner ready I went to bed with a roll of toilet paper and used that to blow my nose. My head feels all tight and my throat is very dry and sore. I think I'm getting the flu.

Questions

1. What was the name of the island that Tuaine came from?
 2. Which island group in the South Pacific is this island a part of?
 3. What did Tuaine use for her diary? Why was it suitable to use for a diary?
 4. Where did Tuaine get her copy of *The Diary of Anne Frank* from?
 5. Why did Tuaine decide to keep a diary of her own?
 6. How long had she been living in Auckland when she wrote the second entry?
 7. What were three serious problems that Tuaine had, living in Auckland?
- See if you can get a copy of *The Diary of Anne Frank* and *Leaving One Foot Island*, and read these two books, they will help you to learn how to write in the diary form.

Activity 2**A Happy Diary Entry**

Think of an event in your life that made you very happy. Write a diary account of this time in your life. Make it as interesting and realistic as you can.

Activity 3**A Sad Diary Entry**

Think of an event in your life that made you very sad. Write a diary account of this time in your life. Make it as interesting and realistic as you can.

Unit 7: GRAMMAR REVISION

Introduction

Grammar is the **study of words and the rules for their relationships to each other in sentences**. In this unit you will revise the most important parts of grammar, including parts of speech, tenses, prefixes, suffixes and forming plurals.

Parts Of Speech

All words can be put into different divisions, according to the job that they have in a sentence. There are seven main divisions of words. These divisions are called **parts of speech**. When you know which part of speech a word belongs to, you will understand the job that it does and so improve your reading and writing. The main parts of speech are:

nouns pronouns adjectives verbs
adverbs conjunctions prepositions

Part of Speech	Definition	Examples of the part of speech
Noun	The name of a person, place or thing.	Sina, Sione, Savai'i, tuna, jandal.
Pronoun	A word used instead of a noun.	He, she, they, them, his, hers.
Adjective	A word that describes a noun.	Happy, tall, funny, boastful.
Verb	A word that describes action or being.	Run, leap, hold, drop, climb.
Adverb	A word that adds meaning to, or modifies a verb.	Swiftly, slowly, firmly.
Conjunction	A word that joins groups of words.	And, but, although, because.
Preposition	A word that shows the relationship of a noun to another word.	To, by, above, under, against.

Two very common words, 'the' and 'a' do not belong in any of the seven categories. Instead they are called the definite and indefinite articles.

The word 'the' is called the **definite article**. This means that it refers to something that is already known or has been mentioned already.

*e.g. **The** bus came along the street.*

The word 'a' (or 'an') is called the **indefinite article**. This means that it refers to something that is not yet known or has not been mentioned already.

*e.g. **A** person who is very hard to please can be described as 'fussy'.*

Activity 1

Identifying Parts Of Speech

Write out the paragraph below and using seven different colours, underline each word showing which part of speech it belongs to. Use another colour for the definite and indefinite articles. If you are in doubt, look up the word in the dictionary and find its part of speech there.

e.g. Above (adverb) the (definite article), line (noun), of (preposition) motus (noun). . .

If you do not have enough coloured pens, write the correct abbreviation for the parts of speech above each word. Use the abbreviations from the following list:

- n. = noun
- adj. = adjective
- v. = verb
- adv. = adverb
- pron. = pronoun
- conj. = conjunction
- prep. = preposition
- def. art. = definite article
- indef. art. = indefinite article

Above the line of motus, in strong contrast to the bright blue above them, the sky had turned black. In the distance the surface of the lagoon was churning, white caps dancing, as if a huge school of fish was feeding there. They stood watching, fascinated by the sudden change. The black clouds began to move closer, covering the sun. A bolt of lightning streaked from the clouds, followed seconds later by a thunderclap like the thump of a gigantic drum. The wind swirled into the bay and whipped up the sand, hurling grains of coral sand against their legs and faces. Tuaine started running towards the yacht. 'Come on!' she shouted. 'We've got to get the sail down!'

Forming Plurals

Plural means 'more than one person or thing'. Most nouns just add 's' to form a plural:

One flower, three flowers.

One car, two cars.

One mountain, two mountains.

But for words that end in 'y', drop the 'y' and instead add 'ies' to make them plural:

One library, two libraries.

One lady, two ladies.

One diary, three diaries.

Some nouns that end in 'o' add 'es' when they are turned into the plural form.

One volcano, two volcanoes.

One potato, four potatoes.

One tomato, eight tomatoes.

For nouns ending in 'sh', 's', 'ss' or 'ch', add 'es' to make them plural.

One church, many churches.

One sandwich, a box of sandwiches.

One actress, two actresses.

A few nouns stay exactly the same, whether they are singular or plural.

One sheep, eighty sheep.

One deer, twenty deer.

One trout, ten trout.

Activity 2

Plurals

Write down the following list of singular words, then beside each word write its plural.

Singular	Plural
person	_____
hanky	_____
bicycle	_____
dinghy	_____
video	_____
batch	_____
poetess	_____
pony	_____
prefix	_____
fisherman	_____

Sentences

A sentence is a group of words containing a verb, which is complete in itself and that makes a statement, asks a question or makes an exclamation or command. The rules of sentence writing are called **syntax**.

A statement sentence: Tasi is going to dance at Aggie Grey's tonight.

A question sentence: What time will Tasi's dance begin?

An exclamation: Let's all go to Aggie's tonight and support Tasi!

The subject of a sentence is the person or the thing that is carrying out the activity. The verb shows what the person or thing is doing. As well as the subject and verb, a sentence contains other material that describes or completes the information the reader is given:

e.g. The canoe (subject) was washed up (verb) on the beach (additional information).

e.g. By five o'clock (additional information) Sione (subject) had arrived (verb) at the market (additional information).

You should always try to write sentences which are complete: i.e. They express a complete thought, and have a subject and a verb.

Wrong

Love hamburgers with cheese. (This sentence has no subject.)

Correct

Tavita loves hamburgers with cheese. (The subject, *Tavita*, has been added.)

Rambling sentences are sentences which go on too long, such as the following one.

Tavita loved hamburgers with cheese so much that he spent all the money he earned from his plantation job on hamburgers and he ate so many that it wasn't healthy for him and he put on far too much weight and he was told by the doctor that he had to stop eating so many hamburgers with cheese and he did.

A much better way to write this out would be to divide it into several shorter sentences. Your writing should contain a mixture of sentences that are short and long.

Tavita loved hamburgers with cheese. He loved them so much that he spent nearly all the money he earned from his plantation job on hamburgers with cheese. As a result he began to put on too much weight and was told by the doctor not to eat so many of them. Tavita was sensible and took the doctor's advice.

Activity 3**Using Sentences In Writing**

Write a paragraph describing an incident (a minor happening) that contains 4–5 complete sentences that are a mixture of short and longer ones.

Activity 4**Joining Sentences**

Use a suitable **conjunction** to turn the following short sentences into longer ones. Write each longer sentence down, choosing the conjunctions from the list below the sentences.

1. Joseph was late for church. The car broke down.
2. Moana applied for the job. She was too late with her application.
3. Fatu wanted to travel to Savaii. He went to see his uncle who ran the ferry.
4. Tasi had to make an appointment with the dentist. She used the telephone to do so.
5. The audience burst into cheers. The singer walked onto the stage.

Conjunctions: **when, because, so, and, but.**

Activity 5**Adverbs**

Use suitable adverbs to complete the following sentences, choosing from the list under the sentences. Underline the **adverb** in each sentence.

1. The audience applauded _____.
2. The old man walked _____ along the road.
3. Mose studied _____ for the end of year exams.
4. The dancer performed _____ at the fiafia night.
5. The witness answered _____ as he gave his evidence in court.

Adverbs: **wearily, gracefully, diligently, truthfully, enthusiastically.**

Activity 6**Spelling**

Accurate spelling is an essential part of good writing. Poor spelling will spoil your writing and cause you to lose marks. The best ways to avoid mis-spellings are:

- To check in your dictionary if you are in doubt about the spelling of a word.
- To learn thoroughly how to spell difficult words.

Below is a list of words that people often mis-spell. Copy out the list (correctly, of course!) and learn to spell each word. Then, work in pairs and test each other to see if you can get them all right.

abscess	yacht	address	adjective
bicycle	calendar	diarrhoea	embarrass
excellent	deceitful	doctor	poison
prejudice	pronunciation	rehearsal	sergeant
skeleton	soldier	accommodation	

Activity 7**Prefixes And Suffixes**

A **prefix** is placed at the beginning of a word to change its meaning.

A **suffix** is placed at the end of a word to change its meaning.

The main prefixes are: **pre** (meaning 'before'), **anti** (meaning 'against'), **micro** (meaning 'very small'), **sub** (meaning 'under'), **un** (meaning 'not') and **bene** (meaning 'good').

Put prefixes in front of the following words to change their meanings, choose from the list of prefixes given above. Give the meaning of the new word that has been formed below. Use a dictionary to help you.

- ___ biotic
- ___ popular
- ___ diction
- ___ phone
- ___ marine
- ___ historic

Activity 8

Tenses

As well as expressing action or a condition, a verb can also express time. The time that the action takes place in is shown by the tense of the verb.

Present tense: This year Maria **is playing** (verb) netball every Saturday.

Past tense: Last year Maria **played** (verb) netball every Saturday.

Future tense: Next year Maria **will play** (verb) netball every Saturday.

Complete the following table by filling in the gaps with the right tense:

Present tense	Past tense	Future tense
I give.	_____	I will give.
I swim.	I swam.	_____
_____	She sang.	She will sing.
I walk.	_____	_____
_____	I caught.	_____
_____	_____	I will dance.

Activity 9

Choosing The Correct Tense

Write sentences beginning with the words or phrases listed below. At the end of each sentence, say whether it is in the past, present or future tense.

Sometimes. . .

Next October. . .

Last week. . .

Right now. . .

Once upon a time. . .

Yesterday. . .

The weekend after next. . .

Unit 8: LIBRARY SKILLS

Library (noun) — A collection of books for reading or borrowing; a room or building where books are kept; a collection of CDs, videos, films and computer programmes.

A library is a storehouse of very useful information. A library organises its information very carefully so that the people who use it can find the information they need as quickly as possible. When you know how a library is organised you will be able to find any information you need.

All books can be divided into two groups: **fiction** — books that come from the writer's imagination — and **non-fiction** — books containing factual information. Books of fiction are mainly novels, short stories and plays; books of non-fiction include history, geography, sport and science.

Types of books

Fiction

Readers

Novels

Magazines

Short stories

Children's stories

Fairytales

Biography — A true story about someone's life, written by another person.

Non-fiction

Dictionaries

Thesaurus

Reference

Periodicals

Journals

Nursery rhymes

Autobiography — The true story of the author's life, written by the author himself or herself.

A **library** contains books to read for fun, books to read for information, reference books, hardback books, paperback books, poetry books, novels, biographies, career information, picture books, magazines, newspapers, comic books, puzzle books, joke books, card indexes and vertical files. Some libraries also have: CD ROMs, videos, story cassettes, computers and photocopiers.

Activity 1**The Way Your Library Is Arranged**

Visit a nearby library or the Public Library in town. Draw a 'bird's-eye view' map (a view looking straight down from above) of your library, showing clearly where all its main features are. Make a draft copy first, then your final copy. Make sure you include the following features on your map:

fiction book shelves	non-fiction book shelves
reference book section	issue desk
librarian's office	vertical file
magazine section	any other main features

Activity 2**Parts Of A Book**

All books have certain features in common. These features include:

Author(s)	Name of the person who wrote the book.
Title	Name of the book.
Title page	Page near the front, containing the author's name and title of the book.
Fly leaf	A blank page before or after the title page.
Imprint page	Page near the front, normally after the title page, listing publishing information.
Synopsis	A summary of the plot. Usually found on the inside of the front cover.
Blurb	An enthusiastic recommendation for the book, usually on the back cover.
Author's notes	Facts about the author's life, usually inside the back cover.
ISBN	A number and barcode on the back cover, which is used to find the book's name, author and publisher in any part of the world. ISBN stands for International Standard Book Number .
Spine	The 'backbone' of a book.
Contents page	A list of topics and page numbers, and where they are found.
Dust jacket	A paper or plastic covering of the book. It can be removed.
Publisher	Person or company that printed or published the book.

Place of publication	Town or city where the book was published.
Foreword	A statement or remark made by someone about the author and/or his work.
Preface	Brief introduction to the book.
Index	List at the end of the book of words and the number of the page on which the word can be found.
Glossary	List of words and their meanings at the back of the book.
Illustrations	List of drawings, maps, photographs or sketches used in the book.
Bibliography	List of books or works cited or read or used by the writer or writers.

Part A

Choose any **book of fiction** from your library and list the details of these main features. Set your answers out as follows:

1. The title of this book is _____.
2. The author of _____ (book's title) is _____.
3. The book was published by _____ (publisher's name) in the year _____.
4. It was published in _____ (date and city in which it was published).
5. The blurb for the book is _____ (copy it from the back cover).
6. The synopsis for the book is _____ (copy it from the inside front cover).
7. The author _____ (write one interesting fact about the author).

Part B

Choose any **book of non-fiction** from your library and use the information from the book to complete the following sentences:

1. The title of this book is _____.
2. The author of _____ (book's title) is _____.
3. The book was published by _____ (publisher's name) in the year _____.

4. It was published in _____ (date and city in which it was published).
5. The ISBN of the book is _____.
6. This book is mainly about _____ (write one sentence saying what it is about).
7. The author _____ (write one interesting fact about the author).

Activity 3**Book Cover**

Make up a title for an imaginary novel (a book of fiction) that you have written. Make it as eye-catching and original as you can, to make sure lots of people will want to pick your book up and read it: *e.g. The Cyclone Strikes*.

Draw the front cover of your book, including the title, your name, and a suitable illustration. Make sure you colour the cover to make it as interesting and attractive as possible.

Draw the back cover, including the blurb, a second illustration and ISBN number. Again, make it as interesting and attractive as possible.

Activity 4**Books Of Fiction**

Books of fiction in a library are arranged in sections, in alphabetical order, according to the first letter of the authors' surnames: i.e. Authors' surnames from A to Z.

The following fiction titles are not in alphabetical order. Rearrange them into the order that they would be placed on the library shelves, based on the first letter of the author's surname.

- a. Stevenson, Robert Louis, *The Strange Case of Dr Jekyll and Mr Hyde*.
- b. Duff, Alan, *Once Were Warriors*.
- c. Wendt, Albert, *Black Rainbow*.
- d. Grace, Patricia, *Cousins*.
- e. Lay, Graeme, *Return to One Foot Island*.
- f. Gee, Maurice, *Under the Mountain*.
- g. McCauley, Sue, *Other Halves*.
- h. Ihimaera, Witi, *The Matriarch*.

Activity 5**Non-Fiction Books**

A non-fiction book is one which contains factual information: i.e. Material which is true. Non-fiction books include many different categories (types), including history books, biographies, science.

1. What is the difference between biography and autobiography?
2. Find and write down the names of three biographies.
3. Find and write down the titles of three autobiographies.

In a library, non-fiction books are usually shelved according to the **Dewey Decimal System**. This works by numbers, divided into decimals — groups of ten — and enables you to quickly locate a book on a subject you are interested in.

Under the Dewey Decimal System all knowledge is divided into ten categories, numbered from 0 to 999. The hundreds are subdivided into different subjects within the ten main ones. The ten main categories are:

000s Generalities

e.g. 004 Computer science, 030 Encyclopaedias

100s Philosophy & Psychology

e.g. 135 Dreams, 150 Psychology

200s Religion

e.g. 220 Bible, 230 Christianity, 297 Islam

300s Social Sciences

e.g. 320 Politics, 340 Law, 370 Education

400s Languages

e.g. 420 English, 450 Italian

500s Science

e.g. 510 Mathematics, 550 The Earth, 590 Zoology

600s Technology

e.g. 610 Medicine, 620 Engineering, 690 Building

700s The Arts

e.g. 720 Architecture, 750 Painting, 790 Recreation & Sport

800s Literature

e.g. 821 Poetry, 822 Plays, 827 Humour

900s Travel & History

e.g. 910 Travel, 920 Biography

Some libraries have a computer database that is available to any user of the library, and enables users to locate a book's place in the library in seconds. 'Key words' are entered into the computer: *e.g. The title or author's name*. The computer then searches its records and shows on the screen whether the library has a copy of the book, and if so, exactly where it can be found under the Dewey classification. Some library computers can even say how often a book has been borrowed recently.

Activity 6**The Dewey Decimal System**

For each of the books listed below, say under which general heading you would find them in the library, according to the Dewey Decimal System. Write the type of book, and next to it the general heading under which it will be shelved: *e.g. A book on cricket — 790.*

- | | |
|---------------------------------------|--------------------------------|
| ■ a book on Hinduism. | ■ a book on turtles. |
| ■ a book on Samoan language. | ■ a book on screen-printing. |
| ■ a book on the history of Australia. | ■ a book on volleyball. |
| ■ a book on coin collecting. | ■ a book on heart transplants. |
| ■ a book of jokes. | ■ a book on bridge building. |

Activity 7**A Book Review**

A **book review** is a piece of writing in which a person records what a book is about (the content), then gives his or her opinions about the book. Recently published fiction and non-fiction books are reviewed in newspapers and magazines, and give guidance to people who may be interested in buying the book.

- Choose a book from the library that interests you. It can be a fiction or non-fiction book.
- Read the book carefully, making brief notes about the content of the book and what you think of it.
- Head your review with the book's title, author, publisher and year of publication.
- Write a review of the book. It should be 5–6 paragraphs long. The first paragraphs should summarise the content of the book (don't just retell the whole story!), and the second set of paragraphs should say whether or not you liked the book, and why.

Activity 8**A Glossary Of Library Terms**

Copy the list of words below, then beside each word write its correct meaning, choosing from the group of meanings underneath the list.

1. Author
2. Autobiography
3. Biography
4. Blurb
5. Catalogue
6. Dewey Decimal System
7. Issues desk
8. Fiction
9. Librarian
10. Non-fiction
11. Novel
12. Publisher
13. Reference book
14. Synopsis
15. Vertical file

Meanings

- a. A person or company that produces books.
- b. A book that comes from the writer's imagination.
- c. A person's life story written by himself or herself.
- d. A summary of what a book is about.
- e. A place in a library where books are issued to a borrower.
- f. A person who works in a library.
- g. A classification system for non-fiction books.
- h. A filing cabinet where useful newspaper and magazine articles are collected and stored.
- i. A book that is factual.
- j. A book that can be used in the library but not borrowed from it.
- k. A person who writes a book.
- l. A person's life story written by someone else.
- m. Notes about a book on the back cover.
- n. A pamphlet containing a list of books which are available to buy.
- o. A way of organising non-fiction books in a library.

