



# Book 1

Year 9



# English

# English

## Year 9 Book One



GOVERNMENT OF SĀMOA  
MINISTRY OF EDUCATION, SPORTS AND CULTURE

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# Unit 1: GETTING TO KNOW MYSELF

This unit begins the year so that you can practise and remember what you learned in Year 8. It is a starting point for adding to what you already know.

This unit aims to help you **speak** and **listen** better. You will be required to listen to questions, answer them, and then ask some yourself. You will have to ask and answer questions of your friends and your teacher.

You will also have to **read** and **write** in this unit, so that you can get used to using English this way. Are you ready? Let's go!

*I ask questions by starting a sentence with words like: **how, why, what, who, where** or **when**.*

Some **questions** look like this:

- What is your name?
- Where do you live?
- Who is your best friend?
- How do you get to school?
- When is your birthday?
- Why is English important?

**Answers** to such questions look like this:

- My name is Mareta.
- I live in a village called \_\_\_\_\_.
- My best friend is Sione.
- I get to school by bus.
- My birthday is on June 3rd.
- English is important because I can use it to speak to people from other countries and read books printed in English.

**Activity 1****Questions And Answers**

In pairs, ask each other the questions from the previous page. Your partner(s) will answer the questions about themselves.

Write down your partner's answers to the six questions in full sentences: *e.g.*

1. *My partner's name is* \_\_\_\_\_.

2. *He/she lives in* \_\_\_\_\_ (write the other four yourself).

In pairs, make up three new questions you can ask another person. Make sure that they are questions you could ask someone in your village.

Ask another person in the class the new questions so that you can practise them.

**Activity 2****Review — Homework Task**

Ask someone in your village three questions about things which are important to them, *e.g. Who is your best friend? What do you like to do in your spare time?* Use the questions you made up in Activity 1 or make up new ones for yourself. Write down the answers and bring them to school.

Your teacher will mark your homework task. The teacher will be looking for the following:

- Questions that are helpful in learning more about the other person.
- Answers that show you have listened carefully to the person you were questioning.

**Activity 3****Making A Scrapbook**

**Materials needed:**  
paper, paste, pens,  
markers, scissors,  
cardboard, stapler

Look at the sample (opposite) of what a page in someone's scrapbook might look like.

Make a booklet in which you can paste pictures of yourself and the way you live. Then write your own captions and personal details.



*My house at Poutasi. My room is at the front on the left.*



*Myself at 5 years old. I love going to church*



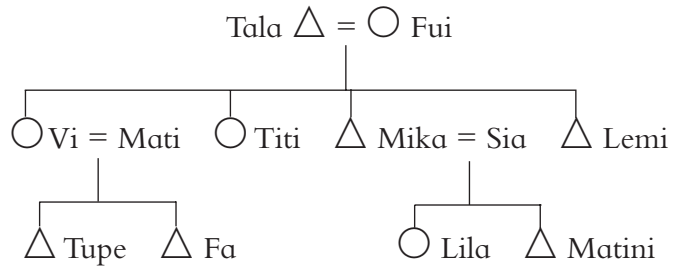
*My sister Lina. She is now working at the ANZ bank.*



**Activity 4** Family Tree

A family tree is a diagram which shows all the members of your family on your mother's and your father's sides.

Here is an example of a family tree. Study it closely, then complete the sentences which follow.



1. Tala has \_ \_ \_ \_ children.
2. Lila is Titi's \_ \_ \_ \_ \_ .
3. Matini's uncle is \_ \_ \_ \_ .
4. \_ \_ \_ is Fa's grandmother.
5. Vi's niece is \_ \_ \_ \_ .
6. Tupe and Lila are \_ \_ \_ \_ \_ .
7. \_ \_ \_ \_ is Fa and Lila's aunty.
8. Mati's \_ \_ \_ \_ \_ \_ \_ \_ is Titi.

**Activity 5** Getting Back To You — Family Tree

Where do you fit in your family?

Draw your own family tree, setting it out like the one in Activity 4. Make sure you show where you fit in on your family tree.

Working in pairs, tell your partner about the people on your family tree, then listen to your partner explaining who the people are on his or hers.

## Activity 6 Paragraphs About Yourself

### Part A

Below is an example of a paragraph a person your age wrote. Answer the questions underneath the paragraph in your exercise book **as full sentences**. (See the sample answer after question 1.)

A greeting to the reader

Present tense verb

Past tense verb

**Conjunction:**  
a word which joins two parts of a sentence. Another common conjunction is 'and'.

Hello, my name is Asafo. I was born on Savai'i, but now I live in Apia. My parents came to Apia to work. I have started high school this year. I think it is a very big school. I have made some friends. They are Tama and Siaki. I like my English class best. We talk in English and learn new words. I am getting better at writing and speaking. Sometimes, I forget what the teacher says. I try to speak English with my friends. We laugh when we make mistakes.

Questions:

1. What is the boy's name?
2. Where was he born?
3. Where does he live now?
4. Who are his friends?
5. What subject does he like best?
6. When does he laugh?

The boy's name is **Asafo**.

### Part B

Write a paragraph about yourself. You will have to spend some time working on the paragraph (perhaps part of 2–3 English lessons) writing a draft copy (a copy which is not the final one) first. You should work with someone else and help each other to make your finished paragraphs good ones. Your paragraph should contain:

- A greeting.
- Your name.
- Who you live with.
- Where you live.
- What school you go to.
- What you like best at school.
- Who your friends are.

Language points in your paragraph. It should contain:

- A sentence which has a conjunction in it.
- Full stops and capital letters in the correct places.
- At least 10 sentences.

This paragraph will be marked by your teacher. You will get a mark for having each of the things mentioned above. You will get a mark out of 15. Extra marks will be awarded for accurate spelling and using interesting words.

## Activity 7

## Looking At A Passport

### Part A

Look up the meaning of the word 'passport' in your dictionary, then complete these sentences:

A passport is \_\_\_\_\_.

It is an important document because \_\_\_\_\_.

You have to apply to the government to get a passport, giving important information about yourself. The following exercise will help you get to know some of the vocabulary used in Passport Application forms.

Match the vocabulary used in a Passport in List A below, to their meanings in List B.

#### List A

1. Surname or Family name.
2. Given or First names.
3. Relationship.
4. Height.
5. Consent.
6. Citizenship.
7. Date of Birth.
8. Where were you born.
9. Address.

#### List B

- a. When you were born.
- b. Birthplace.
- c. Last name.
- d. Christian name.
- e. How tall you are.
- f. Residence.
- g. How someone is related to you.
- h. Country which accepts you as belonging to it.
- i. Agreement.

- Mr  
1. O lou igoa o Mrs  
Miss  
My name is.....
- (Igoa muamua ma se isi) (Faaiu i mataitusi tetele)  
(First and Middle names) (Surname in Capitals)
2. O lou igoa ua suia mai ia i le  
My name has been changed from..... by.....  
(faaipoipoga fesuaiga faaletulafono o igoa, suafa matai pe o se isi itu)  
(e.g. marriage, deed poll, by title name etc.)
3. Ou te talitonu o au o se tagatanuu o Samoa i le  
I believe myself to be a citizen of Samoa by.....  
(Faailoa mai pe o le fanau mai, faaliliuga poo se isi itu. Silasila i le faatonuga 2)  
(State by birth, naturalization etc. See instructions 2)
4. O le mea o loo ou nofo mau ai ma lau telefoni  
My residential address and telephone number.....
5. Faamolemole lafo mai lou tusi folau i le  
Please post my passport to.....
6. (a) Na ou faaipoipo i i le aso  
I was married at..... on.....  
ia o ia o se tagatanuu o atunuu  
to..... who is/a national/citizen of ..... (country)
- (e) Afai ua maliu le tane/toalua pe ua tatala le faaipoipoga faailoa mai  
If widowed or divorced state.....  
O lou toalua na maliu i le aso i  
My wife/husband was deceased on ..... at.....  
O le pepa o le tatalaga o le faaipoipoga i  
My decree absolute was issued on ..... at.....
7. Ia faatumuina e i latou ua tauaveina le tulaga tagatanuu o Samoa e pei o le 2 (e) + (i) o Faatonuga  
To be completed by persons who acquired Samoa Citizenship as in 2 (e) + 2 (i) of Instructions  
O le numera faamauina Itulau na tuuina mai ia te au  
Registered number ..... Page ..... was issued to me on .....
8. Ua ou faamoemoe ou te malaga mo i le aso  
I proposed leaving for ..... on .....
9. O lou tusifolau i le taimi nei/sa i ai numera ua (leiloa faaipii atu)  
My present/previous passport number..... is ..... (lost attached)
- (Afai o lou tusifolau ua leiloa, o se tusi mai leoleo i totonu o le Atunuu na leiloa ai poo sau tautinoga tusitusia ua  
sainia ma molimauina aloaia e faamaonia ai le leiloa ia tuuina faatasi mai.  
If your passport is lost a letter from the local police or your personal declaration properly signed and witnessed  
confirming the loss must be submitted.)
10. ....  
(a) Saini masani (e) Saini masani  
Usual Signature Usual Signature

11. O ou faamatalaga totino: Galuega  
 My personal Description: Profession .....

Nuu ma le atunuu na fanau ai  
 Place and country of birth.....

Aso na fanau ai Lanu o mata  
 Date of birth..... Colour of Eyes.....

Maua luga ft ins  
 Height..... ft ..... ins

Mea e iloagofie ai  
 Distinguishing Marks.....

12. O faamatalaga o lau fanau i lalo ifo o le 16 tausaga le matutua matou te malaga faatasi o loo tusi i lalo.  
 (Silasila i Faatonuga 3 & 4)  
 Following are particulars of my children under the ages of 16 years who will accompany me.  
 (Refer Instruction 3 & 4)

Igoa Name	Nuu na fanau ai Place of Birth	Aso fanau ai Date of Birth	Tama pe Teine Sex
.....	.....	.....	.....
.....	.....	.....	.....

Ou te tautino atu o tali ma faamatalaga ua ou tuuina atu i luga e moni i itu uma ma ua uma foi ona ou faitauina ma malamalama i le Tulafono e pei ona iai i le numera 7 o Faatonuga.  
 I hereby declare that all the answers and information given by me above are true in every respect and I have also read and understood the law as quoted in number 7 of Instructions.

Saini/Signature.....  
 Aso/Date.....

**PEPA FAAMAONI  
 CERTIFICATE**

(Ia sainia e se tasi ua 18 tausaga ma sili atu ma e le o se aiga vavalalata faataitaiga tama i le atalii na te silafiaina le oloo talosaga ia le ititi ifo i le 2 tausaga)  
 (To be signed by someone 18 years and over and not an immediate relative e.g. Father to son relationship to whom the applicant is known personally for not less than 2 years)

O au o ..... of .....  
 I ..... of .....  
 (Tuatusi ma le telefoni o le galuega o loo galue ai)  
 (Address and telephone of place of employment)

ou te faamaonia atu ou te iloa lelei le o loo talosaga mo  
 hereby certify that I know the applicant ..... for  
 (igoa o le o loo talosaga/name of applicant)

se vai taimi e ..... tausaga ma o faamatalaga uma i luga a le o loo talosaga e moni i ona itu uma.  
 a period of ..... years and that the information given above by the applicant is true in every respect. I do not know of any reason why a passport should not be granted.

Ou te iloa soo se ala e le tata ai ona le talia se tusifolau.  
 Ua ou faamaonia atu i le tua o lona ata e tasi e faapea o foliga moni lava ia o le o loo talosaga. Ua ou malamalama foi i le numera 7 o Faatonuga.  
 I have certified on the back of one of his/her photographs that it is true likeness of the applicant. I am also aware of number 7 of Instructions.

Saini/Signature.....  
 Galuega/Occupation.....  
 Aso/Date.....

**Part B**

Look at the pages taken from a Sāmoan passport application form on the previous pages. Each question in the form is numbered. Answer all the questions about yourself.

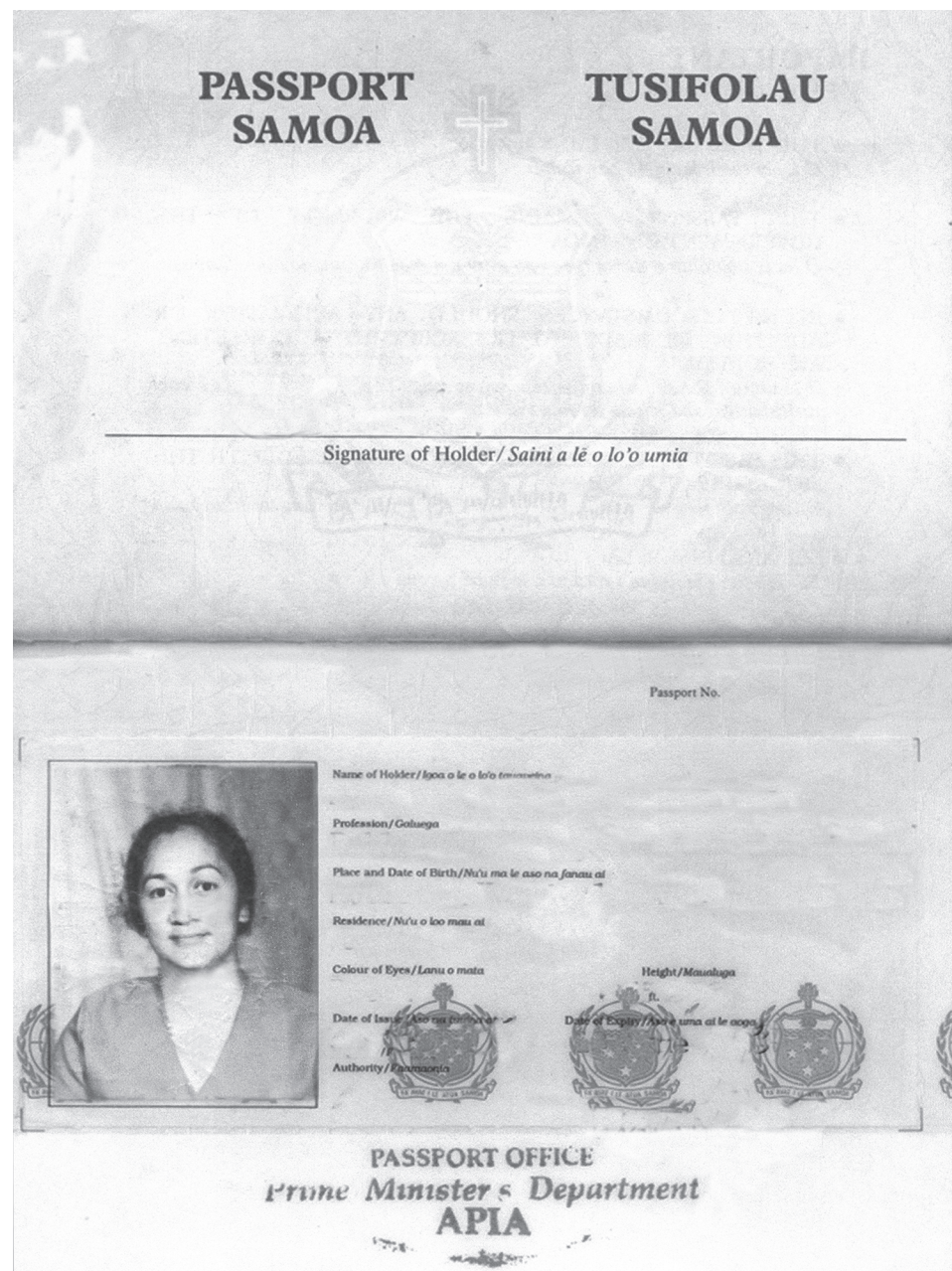
Working with another person, answer all the same questions about your partner by asking them appropriate questions.

**Activity 8**

**Making a Passport**

**Materials needed:**  
paper, pens and scissors

Using your own information from the Application Form, make yourself a passport. Look at the passport belonging to someone you know, to see the information it should contain. Cut out or draw a small picture of yourself to stick onto the passport, as on the passport page below.



## Unit 2: GETTING TO KNOW OTHER PEOPLE

In this unit you will be using the question and answer forms you learnt in Unit 1 to find out more information about other people.

### Activity 1

### Reading Comprehension

**Materials needed:**  
**Paragraphs on the life of Robert Louis Stevenson**

Your teacher will read Robert Louis Stevenson's profile twice.

Listen and answer the following questions.



Robert Louis Stevenson (above left), and with family and staff at Vailima (above) — the author is sitting at the back with his arms folded

- a. Why was Robert Louis Stevenson famous?
- b. Where did he come from?
- c. Where did he live in Sāmoa?
- d. What are some of the books he wrote?
- e. When did he arrive in Sāmoa?
- f. What were his likes and dislikes?
- g. When did he die?
- h. Where is he buried?
- i. Who was his wife?
- j. What was his nationality?

## Activity 2

### Interviewing

You are going to work in threes for an interview exercise.

One person has to pretend to be Robert Louis Stevenson and the other will use the following questions to interview him. The third person will record and report what is said in the interview.

You may take turns in doing this activity.

#### **Interview Questions:**

- a. When did you decide to come to Sāmoa?
- b. Why did you want to come to Sāmoa?
- c. What were some of the problems you faced when you first arrived?
- d. Did you write any books while you were in Sāmoa?
- e. If so, what were they?
- f. Why did you choose Vailima to be your residence?
- g. What are some of the exciting things you found in Sāmoa?
- h. Did you feel like going back home?
- i. What did you admire the most about Sāmoa?



**Activity 3**

**Profiling Other People**

**Materials needed:**  
**Dictionary.**

**1. Dictionary Work:**

Here are some of the words used in this unit.

Look up their meanings and parts of speech.

Complete the table given below in your exercise books.

Word	Part of Speech	Meaning of Word
<i>e.g. Favourite.</i>	<i>Adjective.</i>	<i>Most liked.</i>
1. profile		
2. influence		
3. decide		
4. famous		
5. interest		
6. interview		
7. nationality		
8. occupy		
9. buried		
10. reside		

Your teacher will provide information about other prominent people in your community. Copy this into your book.

**2. Create a profile**

Now do another person's profile, such as your favourite teacher, or your best friend.

- Use the box below as a template.
- Compare and contrast the profiles you have made with other members of the class.
- Hand in the profile you have made to the teacher for comment.

**My best friend's profile:**

*Photo or drawing of your best friend*

Name: \_\_\_\_\_

Village: \_\_\_\_\_

Religion: \_\_\_\_\_ Age: \_\_\_\_\_

Parents: \_\_\_\_\_

Favorite subjects: \_\_\_\_\_ Favorite sports: \_\_\_\_\_

Favorite food: \_\_\_\_\_ Favorite music: \_\_\_\_\_

What would you like to be in the future? \_\_\_\_\_

## Activity 4 Profiles Of People In Your Community

Arrange for two members from your community to come and speak to your class about their life and their work.

*e.g. Local church minister*  
*The principal*  
*An elderly man or woman*  
*The district nurse*  
*A bank teller*

Allow time for questions from students. Teacher and students to write notes.

In groups of three, discuss and use information to write a personal profile of *one* of the speakers. Use one of the following forms: poster, essay or poem.

Present and display your group work to the class.

## Activity 5 Word Usage

Some words usually go well together.

*e.g. away from*  
*with*  
*for*  
*at*  
*to*  
*of*

We will use some of the words from the profiles to see how this works. Copy the box below into your book and tick the words which go well with the words listed. The first one is done for you.

	<b>with</b>	<b>to</b>	<b>from</b>	<b>for</b>	<b>of</b>	<b>at</b>	<b>in</b>	<b>on</b>	<b>by</b>
<i>e.g. listen</i>	✓	✓	✓	✓			✓		
1. interested									
2. interview									
3. buried									
4. collect									
5. influence									
6. reside									

**Activity 6**

**Prefixes**

A prefix is a small word which can be added to the beginning of a word to change its meaning.

Write the meaning of the new words in the list below which have been formed by adding a prefix to a word.

<i>e.g. Famous.</i>	<i>Well known in a positive way.</i>
<i>In + famous (infamous).</i>	<i>Well known in a negative way.</i>
<i>Correct.</i>	<i>Right.</i>
<i>In + correct (incorrect).</i>	<i>Wrong.</i>

- |                     |       |
|---------------------|-------|
| a. in + capable.    | _____ |
| b. in + active.     | _____ |
| c. un + pleasant.   | _____ |
| d. un + caring.     | _____ |
| e. dis + appear.    | _____ |
| f. dis + like.      | _____ |
| g. re + tell.       | _____ |
| h. re + appear.     | _____ |
| i. en + large.      | _____ |
| j. en + able.       | _____ |
| k. un + influenced. | _____ |
| l. un + developed.  | _____ |
| m. un + decided.    | _____ |

Fill the gap in each sentence below with a word chosen from this list of words that have prefixes. In each sentence, underline the prefix.

- |           |            |
|-----------|------------|
| rewriting | reappeared |
| enlarged  | unpleasant |
| uncertain | incorrect  |
| enabled   | infamous   |
| inactive  | disobeyed  |
| retold    |            |

*e.g. A criminal is \_\_\_\_\_ unlike a rugby star.  
A criminal is infamous, unlike a rugby star.*

- The teacher \_\_\_\_\_ the life of Robert Louis Stevenson with admiration.
- My friend was \_\_\_\_\_ whether to attend school tomorrow because her mother was at the hospital.

3. Our lost puppy \_\_\_\_\_ after three days.
4. Sina's essay is full of \_\_\_\_\_ spelling. She is \_\_\_\_\_ it.
5. Listening to my father's advice \_\_\_\_\_ me to pass my exam.
6. Our Teuila Festival photos were \_\_\_\_\_ to poster size.
7. Fighting between students is very \_\_\_\_\_.
8. He had stolen and murdered so often that he became an \_\_\_\_\_ gangster.
9. My mother was unhappy because I \_\_\_\_\_ her wishes.
10. When I was \_\_\_\_\_ I became very unfit.

## Unit 3: RESEARCH USING SIMPLE QUESTIONS

This exercise builds on what we have already done in Units 1 and 2. Asking people questions helps you to improve your **speaking** and **listening** skills. You then have to **process the information** you have collected and make sense of it. Other people will want to know what you found out so you have to find an easy way of making the ideas clear to people. This may include **reading, writing, viewing** and **presenting** skills.

Now that you have had lots of practice in using questions (Units 1 and 2), you can try using that skill to gather information about an important local activity/ceremony/sport/facility/service. An example of what you can do is given below. You will then use this as a guide to making up your own research topic.

### My problem

I want to find out what people think about not fishing for sea turtles any more. Turtles are now a protected species. This means they cannot be caught and eaten, the way they used to be.

My question ideas:

- What did people use turtles for in the old days?
- When and why did turtles become protected?

---

When I have asked lots of people (about 20–30), I will put all my data together in a summary like the one opposite. I am going to make a graph of the results. I will put them on a poster and tell my class **what I did, how I did it** and **what I found out**. I think this work will take me about a week — it will take me a few days just to ask people questions for my homework. I will also need a few class periods to think about my information and put it together so that people can understand it easily. I will also have to practise speaking well before I talk to the class. I might even write a letter to the government and show them my survey results. I wonder what will happen then?

---

Question	Range	Number
1. What is your age?	5–15	_____
	16–29	_____
	30–45	_____
	46–60	_____
	61 +	_____
2. Gender	Male	_____
	Female	_____
3. Do you agree that sea turtles should be protected?		_____
		_____
4. What are your reasons for this opinion?		_____
		_____
5. Why do you think the law now protects sea turtles?		_____
		_____

## Activity 1

### Carrying Out Research

- Brainstorm ideas about a topic. The topic must be straightforward and easy to ask people about, *e.g.* *Should cigarette smoking be totally banned?*
- Think about how you feel about the topic. Would others agree with you? Ask a very serious question about the topic.
- List some questions about the topic to ask others. Get your teacher to check your questions so that you ask them the simplest way.
- Make up your survey sheet. You need to think of how you will record people's answers so that they make sense to you when you have to think about what the answers tell you.
- Ask a range of people your questions. First of all, explain to them what you want to do, and ask them whether or not they would mind answering the questions. Be polite at all times. The student who wanted to find about sea turtles said this to people:
 

\_\_\_\_\_

Excuse me, I am trying to find out what people think of the protection of sea turtles for my school project. Can I please ask you some questions? It will take about 2–3 minutes.

\_\_\_\_\_
- When you have collected your data (the answers from people), you will need to decide what you have learnt from it and how to make that information clear to others.

7. You have some choices in the way you present the information. It can be as: a poster, a chart or a booklet. Include these things:
  - Your name.
  - Topic title.
  - Your very serious question.
  - Explanation of your method (how you did the research).
  - What you found out and what is important about the findings.
8. You must also present your work to the class by speaking to them about your topic, how you did it, and what was important in your study. You should take no more than three minutes to explain your ideas.
9. Ask questions of each person after they have explained their project to the class.

Your teacher will assess your research project and your speech to the class. Your teacher will be looking for these criteria in your work:

**Findings (poster, chart, booklet)**

- The information is clearly laid out and easy to read.
- The five requirements are met (see note 7, above).
- The use of colour to help make the information easy to follow.

**Speech about the project: points you will be assessed on.**

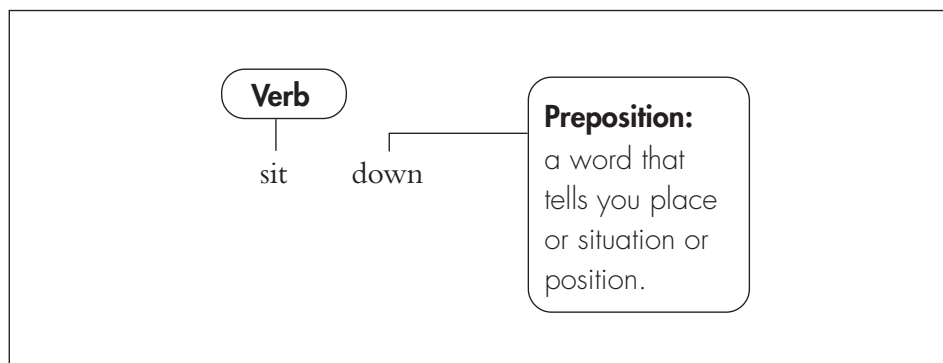
- You explain what the topic was, how you carried it out and what you thought was important in the findings.
- You speak clearly so that those at the back of the room can hear you.
- You show that you have prepared your information by having everything ready and you don't have to read from notes.
- You look at your audience so they know you are speaking to them.
- You can answer any questions well.

# Unit 4: FOLLOWING INSTRUCTIONS

We all have to follow instructions. This unit helps you think about the language of instructions through **speaking** and **listening, reading** and **writing**.

## Activity 1 Taking And Giving Instructions

**Phrasal verbs** are an important part of instructions in English. They are also called **commands**. These are verbs that show a person's definitive action. They are followed by a preposition — a word that shows place, position or situation. Some common ones are: sit down, sit up, stand up, look at, look up, look down, go around, stand still, write down, rub off, cut down, cut off, cut in, cut up. The two parts of a phrasal verb are the **verb** and a **preposition**. Look at the example:

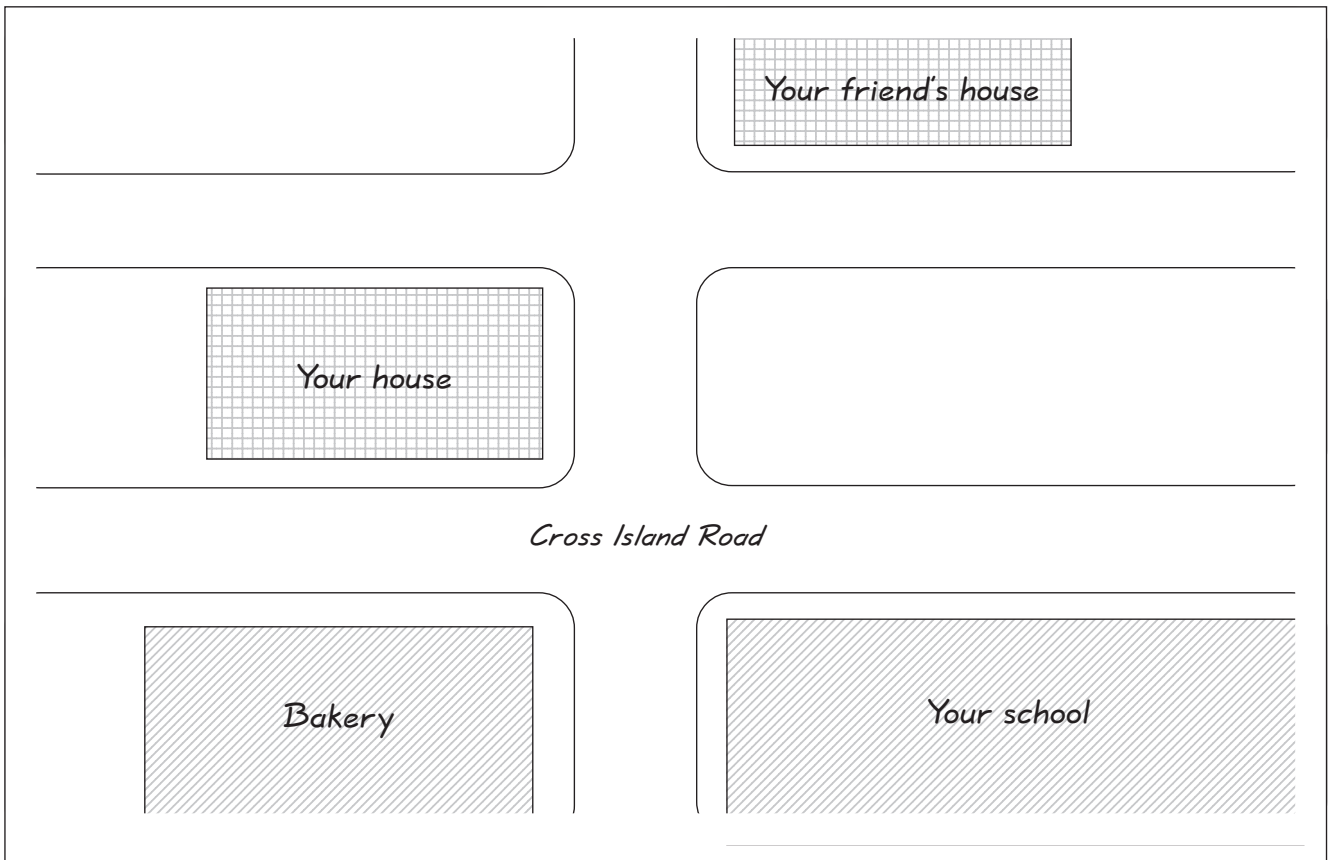


The order is the same each time — the verb + preposition. What phrasal verbs does your English teacher use in instructions?

Write down three phrasal verbs in your exercise book. Write the Sāmoan meaning beside it.

Now we will look at some instructions. Use the information over the page to help you.





Your friend's cousin from New Zealand has come to your school. The visitor is going to your friend's house to stay. You have to give good directions so that the visitor can get there safely. Think about the order of the directions (what comes first?). Some words given below can help you. Here is one instruction to get you started:

---

Stand on the road beside the school so that you see the bakery in front of you. Look right.

---

1. Use the instructions in the lists below as part of your directions.

- |             |          |
|-------------|----------|
| go          | cross    |
| walk        | opposite |
| in front of | beside   |
| across      | next to  |
| road        | street   |
| right       | left     |
| up          | down     |

2. Once you have worked out your instructions, ask the person sitting next to you to follow them to check that the instructions are clear. Correct them if you need to.

3. Answer these questions:
- i. What sorts of words start the sentences you use?
  - ii. Which tense is used — past or present?
  - iii. Underline each of the prepositions that you use in your directions.  
*e.g. Across.*
  - iv. Which word do you use to address the person you give the instructions to? Choose from: 'I', 'you', 'we', 'they'. All these words are **personal pronouns**, or words that stand for people.

## Activity 2

## Following Instructions

**Materials needed:**  
**An A4 piece of paper**

Now we have a different sort of activity about instructions.

The words that are important here are:

lengthwise	top
bottom	crease
triangle	half
square	shape
diagonal	

Use your dictionary to find out and write down the meanings of each of these words. Also, say what part of speech each word is (*e.g. Noun, adjective, verb*).

1. To make the piece of paper square, fold one corner to the opposite corner on the diagonal. You will have a triangle with a piece of paper left over. Cut off the left over piece and put it in the rubbish bin.
2. Fold the square piece of paper in half on the diagonal. You now have a triangle shape.
3. Fold the triangle in half again.
4. Open out that triangle so you have a crease in the middle of the triangle.
5. Fold each long corner to the middle along the crease. You should now have a square shape.
6. At the open point, fold back the layers to the halfway point so that you can then fold them over again.
7. Turn the paper over and do the same with the thinner, other side.
8. You now have a shape that can be a pocket or a hat.

**Activity 3****Writing Instructions**

Now you must try writing your own instructions for making something with a piece of paper.

Choose from:

- A paper boat.
- A paper fan.
- A paper crane.

You need to make sure that:

- Your instructions are in the right order.
- Your instructions are clear.
- You use instructional language (*e.g. Phrasal verbs, personal pronoun, verbs at the start of sentences*).
- If you can, include diagrams to make the instructions very clear.

**Activity 4****Homework Task****Materials needed:**

- 1 cup sugar
- 1 cup of shredded coconut
- 1 cup of water

You are to use the instructions below to make **Coconut Toffee**. Get an adult to help you.

**COCONUT TOFFEE****Ingredients**

- 1 cup sugar
- 1 cup of shredded coconut
- 1 cup of water

**Method**

1. Put the sugar and water into a heavy saucepan over a low heat.
2. Stir until the sugar dissolves.
3. Increase heat until the syrup gently simmers.
4. Continue to simmer until the mixture turns golden brown. Remove from heat.
5. Pour mixture into a flat dish and sprinkle coconut over the top immediately. Allow to set for 10 minutes.
6. Cut and eat.

## Activity 5 Verbs Used In Cooking Instructions

Matching activity. Now that you have some experience with some words of instruction, match the **cooking verbs** in Column A with their meanings in Column B on the next page. Write down the correctly matched-up verbs with their meanings.

Column A	Column B
1. Stir.	a. To turn a sugar mixture golden brown.
2. Fold.	b. To melt one ingredient into another.
3. Sprinkle.	c. To blend one mixture into another gently.
4. Simmer.	d. To tip a liquid into something else.
5. Dissolve.	e. To put together two or more ingredients so that they combine.
6. Mix.	f. To allow to harden and cool.
7. Set.	g. To move a mixture around often with a spoon.
8. Increase.	h. To add to, or make more, <i>e.g. Heat</i> .
9. Pour.	i. To gently heat so that the surface of the mixture is moving.
10. Caramelise.	j. To scatter small pieces of something over another surface.

## Activity 6 Your Recipe

Now you must write out the recipe for your favourite dish. You must have a list of ingredients and a method that shows how to make the dish in the right order. You are to set out the recipe on a page clearly, as for the Coconut Toffee instructions on the previous page.

Your teacher will be looking for:

- How well you present the recipe (how it looks on the page).
- Your list of ingredients.

The instructions need to be in exactly the right order and explain what sorts of equipment to use, and what actions and temperatures are necessary (*e.g. Saucepan, oven, wooden spoon, dishes, simmer, boil, bake, stir, mix, add, pour, sprinkle. . .*)

**Activity 7****Invitations And Instructions**

An invitation is a formally written document that should contain all the information the guest needs to know, *e.g. the exact time of the function, where it is to take place, the proper type of clothes to wear.*

1. Write out invitations for the following functions:

- Opening of your school hall, new church, etc.
- Your 21<sup>st</sup> birthday.
- Your wedding.

2. Choose one task involved in putting on that event and write full instructions for someone doing that task, *e.g. the person decorating the hall or the person doing the catering.* Keep in mind what you have learned about the way instructions are worded and set out. Your instructions should take about one page.

- Instructions are set out in an order that goes from the very first task to the last.
- They use active verbs (*e.g. go, make*).
- They use the correct prepositions (*e.g. to, by, at*).
- They use conjunctions (*e.g. and*), or linking words (*e.g. first, next, then*).
- Use one paragraph for each separate part of the task.

## Unit 5: WORKING IN GROUPS: SPEAKING AND LISTENING

This unit will help a group of students to get along with each other when they have to work together on a task. Every time you work in a group you need to know what you have to do, and how you can do it. Look at the following list of ways in which a group of people works together effectively.

In a good group:

- Everyone listens to everyone else's ideas.
- There is one leader, who is also a good listener.
- Everyone understands what is going on.
- Everybody has a turn to speak.
- There are no quarrels or fights.
- The group checks itself every now and then to see how it is getting on.
- Decisions are made by a majority (most of the group) agreement.
- Everyone can have a turn at being a leader.
- The group plans how it will work.
- People do not interrupt each other.
- People support each other to share ideas.

### Activity 1

### Groups

In your exercise book, write down your answers to the following questions:

1. Which point in the list above do you think is the **most important**? Give a **reason** for your choice.
2. Which point do you think is the **least important**? Give a **reason** for your choice.
3. What do you think would happen if groups working together didn't have any rules like these?

Now share your answers with the person sitting next to you. Talk about the reasons for your choices. Then write a sentence or two saying what you agreed on and what you didn't agree on.

## Activity 2

### Ideas

#### Part A

With three other people, work out an order of importance for the ideas in the list, i.e. put the most important point first, and least important last. When you have finished, talk about how you all worked together. Did you follow the advice in the list, or did you have to make up other rules? Write down in your own exercise book what you agreed was important. Share your ideas with your teacher, who can build up a list of ideas on the board.

#### Part B

We will now look at roles group members may have. Think about your own group's behaviour in Part A of this Activity, and see if your group can decide who was:

- **The leader:** the person with the most ideas and who wants the group to think about them.
- **The chairperson:** the person who tries to see that everyone gets a fair turn and who keeps people focused on the subject.
- **The developer:** the person who takes an idea and helps the group make it better.
- **The peacemaker:** the person who tries to get everyone to come to some agreement for the sake of the group and the subject, even when ideas are really different.

Now, write down in your exercise book a summary of what your group decided. Give a reason for **one** of the choices and say if the group was right about your role.

## Activity 3

### Situations

We are now going to look at a situation where you will think about the ideas arising from it, first by yourself, then in a group.

---

A particular class usually works hard but has a lot of fun with their science teacher. The science teacher doesn't mind having a laugh with the class because they always get their work done. But for a while now, a student teacher has been with the class. The student teacher was very nervous at first, and the class began to have fun at his expense. As time went on, the student teacher felt really unable to control the class, and the whole situation was getting out of control. The normal science teacher doesn't know what has been going on

because he leaves the student teacher alone with the class. Some students are worried that they aren't learning anything, and they have important exams coming up. Some other students thought that it was time they told their teacher what was going on, but others said the student teacher might fail his teaching practice if they did.

### Part A

On your own write down your ideas about what might work to solve this problem.

### Part B

In a group:

1. Share your ideas with three others. Try to improve each other's ideas and come up with some more.
2. Write down the good and bad points about each idea.
3. Decide what your group thinks is the best way to fix the problem. Try to make sure that your group can all agree. Write down the reasons why you think this is the best solution.

### Part C

As a class share your group's best solution with the class. Decide on the best idea.

### Part D

On your own write 3–4 sentences about what you learned about working in a group. What were the benefits? What were the problems?

You can now use what you have learned here to help you work in groups for other tasks and even in other situations. Now a really different kind of group task follows.

## Activity 4

## Syllable Poems: Writing A Cinquain

### Materials needed:

Scrap paper

Poster paper

A cinquain is the name given to a poem with five lines. Each line of the poem has a very specific pattern of syllables. A syllable is a unit of sound contained in a word.

Here is an example of a cinquain:

Hearing,  
The sea rolling,  
Breaking on the rocks  
Creating foam and a thin surf  
That roars

*Simon Wiltshire*

In a group of three or four, create your own cinquain. You will need some scrap paper to try out ideas on, and then you can make a perfect copy of the finished poem for the classroom wall. Illustrate your cinquain in a subtle and attractive way.



## Unit 6: WORKING WITH WORDS: IDIOMS

An idiom is an expression or phrase from common everyday speech. An idiom has another meaning besides the one it suggests literally. Idioms can be difficult to understand when learning another language, but they are very important to know. They are part of every language, and you might like to think of Sāmoan idioms that might trip up a foreign learner!

The idioms below are also examples of phrasal verbs.

- |               |                  |
|---------------|------------------|
| 1. Put down.  | 8. Put back.     |
| 2. Put in.    | 9. Put on.       |
| 3. Put into.  | 10. Put by.      |
| 4. Put off.   | 11. Put across.  |
| 5. Put about. | 12. Put through. |
| 6. Put under. | 13. Put away.    |
| 7. Put upon.  | 14. Put to.      |

### Activity 1

### Idioms

For each of the above idioms, write its full meaning, choosing from the list below.

Full meanings of the idioms above:

- A feeling of being used.
- What you can do in a boat, or has to do with spreading gossip.
- Can be said when someone has had surgery.
- Often used to describe a boat mooring in a harbour.
- Said when someone no longer feels good about something.
- Can be said about someone who pretends to be something they're not.
- Can describe the process of changing the time during daylight saving.
- This phrase describes keeping some money aside for later.
- Often said when someone is trying to persuade someone else.

- j. When someone is humiliated by another person's words or deeds.
- k. Can be used to explain people sharing the responsibility for something or putting money together to buy a lottery ticket.
- l. Often means to undergo something difficult to do or experience.
- m. Said to mean that an idea is suggested; sometimes heard in courtrooms.
- n. Often used to mean that someone has gone to prison.

## Activity 2

### Work In Pairs

Here are some idioms containing the word 'cut'. See if you can work out how they might be used. Work in pairs and help each other. Check with your teacher when you are finished:

cut down	cut off
cut in	cut out
cut up	

Now use two of the 'cut' idioms in two different sentences to show that you can use them well. *e.g. The girl felt terribly cut up after her kitten was run over by a bus.* Your teacher will check them.

## Activity 3

### Short Conversation

The next task looks at more idioms, but focuses on you writing a brief conversation between two people. You need to allow each person to speak at least twice. You have to use at least two of the phrases provided below, and you may need to add some other sentences that are not dialogue (spoken words). Before you start, make sure you have discussed what they all mean with your teacher and your classmates.

He takes after his mother.	I take it back.
I was completely taken in.	She took down the details.
I take my hat off to her.	Don't take on so.
She took on the champion.	I took my boyfriend out.
I took it out on him.	I really took to her.
It takes up a lot of time.	He took up with some unpleasant people.
He took himself off.	Everyone can take off that singer.
She took on too much.	She took to humming a tune.
They took out the opposition.	She took off at speed.
My grandparents took in washing to pay the bills.	

Sample conversation using the points mentioned on the previous page.

---

'Hi Sione,' Tala said.

'Hi Tala,' Sione replied cheerfully.

'Have you seen Emma? She took off really fast a while ago. I'm worried about her,' Tala added in a quieter tone of voice.

'Yes, I think she took on too much when she offered to organise the games', Sione said.

'It takes up a lot of time. Maybe we should offer to help her', suggested Tala.

---

# Unit 7: *THE SILVER SWORD* BY IAN SERRAILLIER

In class you have read the novel together. Now we are going to focus on learning more about the book and learning more about **reading** and **writing, speaking** and **listening, viewing** and **presenting**.

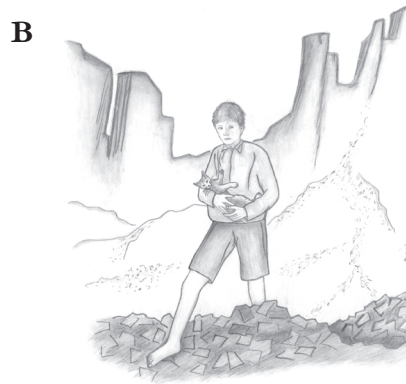
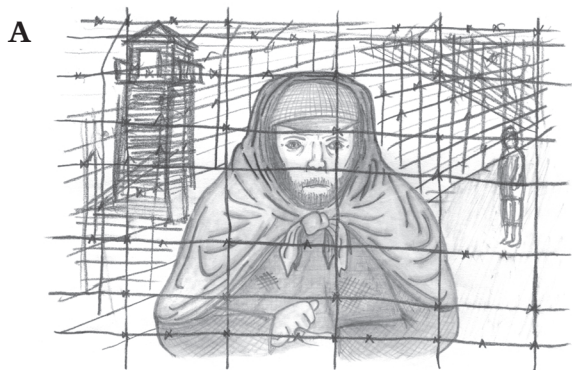
## Activity 1

### Match The Scenes

Below, and on the next page, are nine graphics about events in the story. You will need to match the pictures with the descriptions below. Write your answers in your exercise book. Write the numbers 1–9 in your books.

#### Descriptions

1. The children hide in Mr Wolff's barn.
2. A Russian officer gets a letter and package.
3. Joseph is in a refugee camp.
4. Edek gets sick and can't walk.
5. Jan meets Joseph, and he has a kitten with him.
6. Children stand on the shores of the lake and look at the mountains of Switzerland.
7. Ruth and Bronia try to escape in a canoe.
8. Jan shakes hands with a chimp.
9. Ivan is attacked by a chicken.



C



D



E



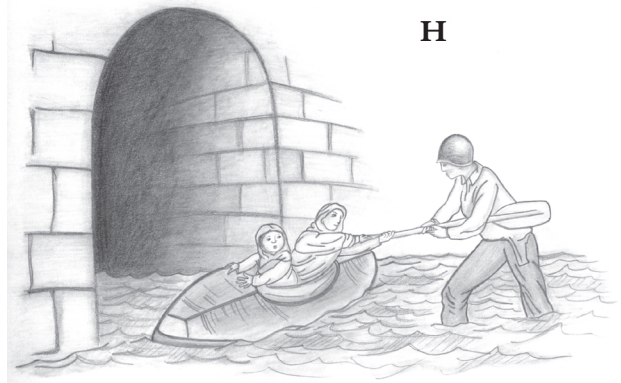
F



G



H



I



## Activity 2 Characters

Copy the table into your books and by working with a partner, fill in the gaps for each space. Use page numbers from the book to say where you get the information from. Part of the first one is done for you, but you must still find the right page numbers.

	<b>Physical description of him/her</b>	<b>An important attitude or belief</b>	<b>Something important the person says</b>	<b>Who is important in this person's life?</b>
Joseph				
Margrit				
Ruth				
Edek				
Bronia				
Jan				
Mr. Wolff				
Mrs. Krause				
Joe Evans				
Burgomaster				

### Activity 3 Elements Of A Story

Copy the table below into your books. In groups of 2–3, work out what are the most important ideas we learn from the novel, *The Silver Sword*. Another word for an important idea we learn from a novel is its **theme**. What can three of the themes of *The Silver Sword* teach us about life?

Element	Explanation	In <i>The Silver Sword</i>
<b>Plot</b>	Plot is about the events of a story, the order in which they happened, and how events go together.	Three important events are:  because:
<b>Characters</b>	This is about the people in the story — what they look like, what they believe in, how they behave, how they get on with others, how they cope with conflict.	The main characters are:  (say something about what you think is important to them, or what you like or don't like about them)
<b>Setting</b>	This is about place (where it took place), time (when it took place — year, season, time of day), atmosphere (the 'feel' or mood of the place and time).	The place is: The period is: This is important because:  The mood is:
<b>Theme</b>	This is about the big ideas of the story. An author will sometimes want to tell a story about how people cope in difficult times and want us to make some decisions about what we approve or disapprove of.	An important idea in the story is:  because:  I think:
<b>Style</b>	This is about how the author told the story — how the words build up pictures about events, people and moods and how these 'word pictures' make us feel. Authors can also help us believe in the story they tell when they are clever with words.	I really like the way the author:

## Activity 4 Creating A Poster

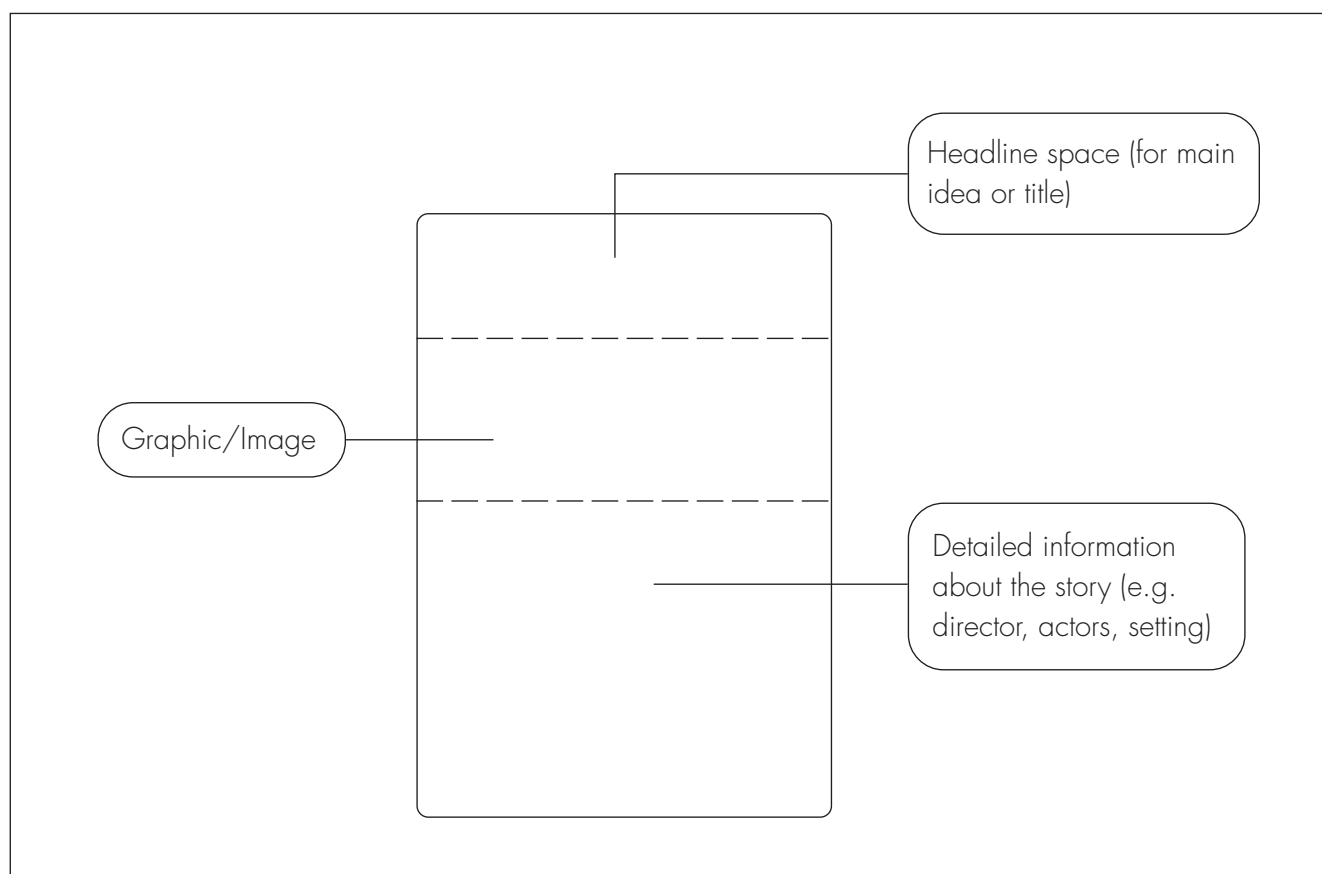
Now you have to think about the story in a different way. Pretend that you have the job of letting Sāmoa know that a wonderful movie called *The Silver Sword* is going to be released. You have to make the movie poster to advertise it.

You have to decide:

- Which character(s) need to be on the poster and decide how to picture them (what clothes? What looks will be on their faces?).
- What main idea about the story should be shown (either through colour, pictures or words).
- What lettering will be used to represent the setting/ideas of the story.

Remember to:

- Include the name of the story, the author, your name on the poster.
- Use colour (*e.g. crayon, felt tip pens, coloured pencils*) to show mood or symbol (*e.g. red = fear, passion or danger*).
- Use a graphic image (picture of some sort to show something about the story).
- Use words (title of the story, a main idea).
- Use the basic shape explained below:





You will also write a few sentences that explain to your teacher what you were trying to do. Here's an example a student wrote about another story turned into a movie poster:

---

In my poster I wanted an audience to know that Spike was an important person. I put a picture of Spike's face in the top third of the poster. He looks unhappy because he is homeless. That's why his face looks dirty, too. The name of the book/movie is in dripping red lettering because people are murdered in the story. The edging/border is a wide black colour because a lot of the story happens at night. The red shows the murder idea. Down at the bottom of the page I made my name go in the Director's place so my teacher knew who did this poster. Where it says 'Screenplay by' I put the author's name.

---

Your teacher will tell you when you need to have the posters finished and will mark them by looking for:

- A strong picture of someone and something important to the story.
- Good lettering that shows something about the story.
- Good use of colour to suggest mood or ideas.
- Your name, the story's name and author on the poster.

Your teacher will mark the paragraph you write about the poster by looking for:

- Complete sentences.
- Information that explains what you did and why.

## Activity 5 Formal And Imaginative Writing

Now we have to look at writing about the book. We are going to try out two sorts of writing: **formal** writing and **imaginative** writing.

### Formal Writing:

Here is an example of a student writing about another book:

The diagram shows a student's formal writing about the book *Stone Cold*. The text is enclosed in a large rectangular box. Three callout boxes point to specific parts of the text:

- Callout 1:** "Title is underlined" points to the underlined title Stone Cold in the first sentence.
- Callout 2:** "Outline of the story" points to the first sentence: "Stone Cold is about a boy who is homeless in London."
- Callout 3:** "Personal view of what happens to the character" points to the sentence: "I felt sorry for Spike when another homeless person took his watch from him because Spike was upset too."
- Callout 4:** "An example of showing what the student meant about the army idea" points to the sentence: "The way he talks in the book, it is as if he is still giving orders."

The student's writing is as follows:

Stone Cold is about a boy who is homeless in London. He is homeless because his stepfather is really mean to him. Spike doesn't feel that he can stay with his mother when Vince arrives and doesn't have anywhere to go. In London he meets other homeless people and they try to look after each other, but their life is hard. They have to sleep in doorways in London where it is cold and the police move them away. I felt sorry for Spike when another homeless person took his watch from him because Spike was upset too.

I got scared when I found out that Shelter wanted to kill homeless people. I thought Shelter would kill Spike. He was mean and you could tell he had been in the army. The way he talks in the book, it is as if he is still giving orders.

### Part A

You are to write about 80–100 words (6–8 sentences) about a character in *The Silver Sword*. You are to include the name of the character and the name of the book. You should say a little bit about the story and something about what happens to the character. Give a personal view about the character and give an example where the book helps you feel that way.

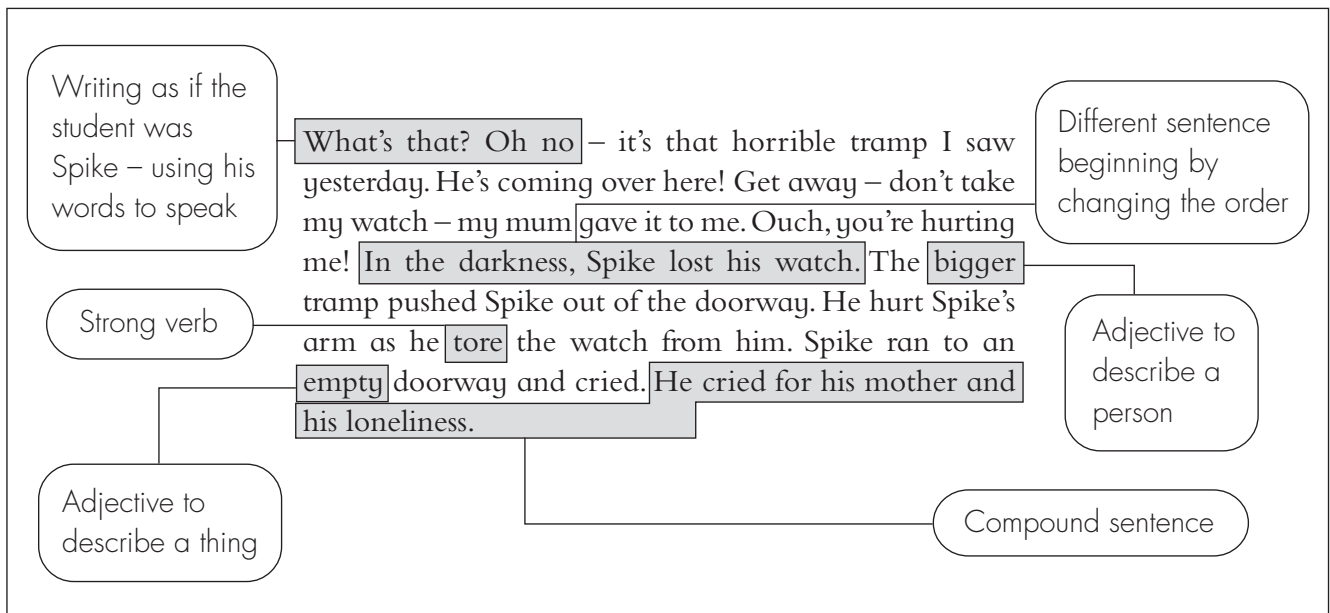
### Part B

Next, we shall look at writing imaginatively about *The Silver Sword*. First of all, we need to think about really important events in the story. With your teacher and your classmates, decide on two really important events. Brainstorm the events by using the blackboard. You will need to use the novel to help you get ideas about: who was involved, what happened, why it happened, what happened next, what the people did. Your job now is to write about 80–100 words (6–8 sentences) as if you were one of the characters

in one event. You need to think how the character thinks, and see the situation through their eyes. You can write it as if they are telling someone about what happened and what it was like for them if you would like to. Your teacher will help you to look at how *The Silver Sword* is written and help you identify some of the things below so that you can try them out too. You have to:

- Use mainly simple sentences.
- Use at least one compound sentence.
- Use at least one adjective to describe a person.
- Use at least one adjective to describe something else (e.g. a place, a thing, a problem).
- Use at least one different sort of sentence beginning (e.g. by changing the order of a sentence).
- Use strong verbs.

Here is an example written by a student about a different book:



Your teacher will tell you when you can use class time to work on the paragraph and how much time you have. You will probably need to help each other work on your sentences so that they can be as good as possible.

Your teacher will be looking for how well you can:

- Write simple sentences.
- Write a compound sentence.
- Write sentences with strong adjectives.
- Write sentences with strong verbs.
- Write different sentence beginnings.
- Write as if you were a character in the novel.

Conflict is very important in a novel. Conflict means a struggle between two forces. It can be physical (*e.g. a swimmer fighting a strong current*) or interpersonal (*e.g. between two people's ideas*). Resolution means the way a conflict is settled. Complete the box below, filling in the gaps under the four headings, under 'type of conflict'. Say whether it is interpersonal or physical.

<b>Conflict</b>	<b>Type of Conflict</b>	<b>Cause</b>	<b>Resolution</b>	<b>Characters Involved</b>
Joseph was taken to prison.	Inter-personal	Nationality	Escape	Joseph, Nazi soldiers
Joseph missed his family.				
Ruth, Edek and Bronia felt hungry and had no proper home.				
Edek was missing.				
The number of children increased and Ruth needed more food and materials.				
The Burgomaster told the children to go back to Poland.				

# Unit 8: TELEPHONES, DIALOGUE AND A SHORT STORY

This unit will teach you about the features and aspects of short stories. The extract you will read is from the short story *The Big Phone Hunt*.

## Activity 1

### Parts Of The Telephone

#### Part A

1. This exercise will help you think about some of the issues involved in this story. Your teacher will discuss with you the various aspects of a telephone system:

- Parts of the telephone.
- Digital or Dialing types.
- Public, Private, Cellular or Ordinary phones.
- Number systems, *e.g. Area codes*.
- Telephone Operators.
- Cordless phones.

2. Discuss the importance of a telephone in today's society.

3. What kind of phone would you like to have? Why do you prefer that kind of phone?

#### Part B

There are many different ways of answering and speaking on the telephone, formal and informal, that we use in different situations, *e.g. at home, at work, in school*. An example of a formal answer would be: 'Talofa, Falealili Secondary, how may I help you?'

Write an example of an informal answer in telephone speech.

**Part C**

Read the extract from *The Big Phone Hunt*, below.

It was four weeks before we heard of another spare phone, through a friend of my auntie's. Mum went off to the Post Office. 'I will go with the phone,' she told the man, and she did.

She went and sat by the house and the linesmen disconnected the phone. They gave it to her and offered her a lift home in the back of the pick-up.

We were home from school when the pick-up came around the side of the village. There was Mum sitting at the back clutching a grey phone. When the neighbors cheered her she lifted the phone high above her head like the weight lifters at the Games.

'I'd never thought she'd do it,' said Dad, but we could see he was proud of her. When all the lines were connected, my father said, 'Moa, you must have the first call to New Zealand; you've earned it.'

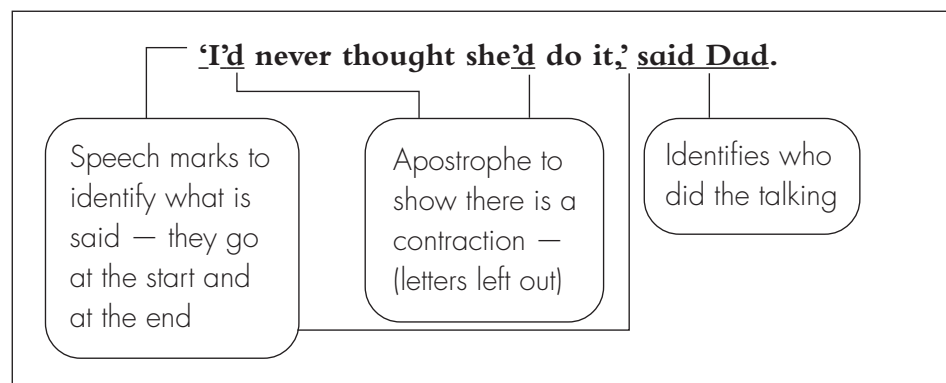
Well, it was a funny phone call. Mum dialed my sister's number in Wellington. Then she said, 'Hullo, Shell, we've just got a phone and our number is. . .' Then Mum started crying. She cried and cried. Shell in New Zealand was crying too. Dad shook his head. 'Say goodbye,' he said, 'that's expensive crying.'

**Questions:**

Read the story aloud together, then break up into small groups and discuss the following questions;

1. What is the story about?
2. Who is Moa?
3. Who brought the phone home, and how did she feel? Show how you know by quoting the words from the story.
4. How did the father feel?
5. Who made the first phone call, and what happened?
6. What did the father mean by saying 'that's expensive crying'?

The story includes **dialogue**. That's the name given to writing down how people talk in a story. Look carefully at this part:



**Activity 2****Time Lines****Part A**

These sentences are **not** in their correct order according to the text. Rearrange them correctly.

1. Moa waited for the phone as it was disconnected from the house.
2. The people cheered as Moa held up the phone as if at the Games.
3. Moa's auntie told her about the phone at Nafanua.
4. The Post Office men offered her a lift.
5. Dad told her to say goodbye.
6. She was given the opportunity of making the first phone call because she earned it.
7. She cried and cried on the phone.

**Part B**

Draw a time-line of the main events of the excerpt.

**Part C**

Think about conflict in the story.

1. List some of the problems Moa faced when she was looking for a telephone.
2. How were the problems solved?
3. How do you feel about the ending of the story?

**Activity 3****Writing A Dialogue**

Using the pattern of writing dialogue shown in *The Big Phone Hunt*, write a short story conversation. You should write a conversation between two people and they should each 'speak' twice. You need to use:

- Speech marks.
- Apostrophes for contractions (*e.g. she'd, he'd, I'll, could've, don't*).
- Commas to end the spoken part, unless it's a question (then use '?').
- Words like *said, answered, replied, asked* — to help show that a person spoke.

## Activity 4 Telephone Conversation

### Telephone ringing:

Key: C	Caller
R	Receiver

- R. Good morning, Falealili, Secondary, may I help you?
- C. Talofa. May I speak to the Principal?
- R. Certainly. Just a moment please.
- pause*
- R. Hello, I'm sorry she is not available right now. Can I take a message?
- C. Yes please. Can you tell her to call Viti Lema at Sāmoa College?
- R. And your number please?
- C. 20 849.
- R. Thank you I'll just repeat your message. 'Call Viti Lema at Sāmoa College, phone number 20 849.' Is that correct?
- C. Yes, thank you very much.
- R. Thank you for calling. Goodbye.

This is presented as a script of a conversation. It is different from the way a novel or short story presents dialogue.

1. In pairs, write down what you think is different between the two forms.
2. In this telephone conversation, why do you think one person is asking questions?
3. Who do you think is the person who first speaks? How might you guess that?



## Activity 5 Telephone Conversation

You may work in pairs on this activity. Your teacher will help with this.

### Part A

Write a conversation between you and a relative in New Zealand or any other country. Use the balloons as a guide.

### Part B

Role play the conversation you have written.

### Part C

Now write a telephone message from a friend/cousin/sister as if you were leaving it for your mother or father.

<p><i>Talofa!</i> <i>Can I help you?</i></p>	<p><i>Yes...</i></p>

Caller: \_\_\_\_\_

Receiver: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Message: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Activity 5****Short Story**

Read the following story twice, making sure you know what happens to the different characters, then answer the questions that follow.

**A Day Of Weeping**

by Benjamin Nicholls

Teiva sat astride his horse, his legs slung over bags of vegetables, firewood and coconuts. As he rode down the valley he felt Aorangi's muscles working against him. He had been grazing all day gathering energy from the grass he ate while Teiva was tired after having worked all day in his garden. He squinted as the rays of the setting sun hit his face, as if in a final goodbye before it slid into the horizon beyond.

Teiva had worked by himself all day in his plantation. He had half expected his father to turn up to help him but his father was not like other villagers. He did not like to get his hands dirty working in the garden. Teiva refocused his thoughts away from unpleasant things like his father's drinking habits to something like a nice dish of fried fish, taro and coconut sauce. Aorangi responded to the slight squeeze on his side asking him to go faster. He began to trot a little faster towards their house. As they came near it Teiva saw a number of people standing outside.

'What's going on?' he asked his younger brother who had run up to him.

'It's Papa. He's drunk again. He's beaten Mama.'

'Where is he?'

'Gone out again.'

'Moana, get all this food inside,' said Teiva, as he tied the horse to a tree branch.

He walked towards the cook-house. Plates, cups, pots and pans were strewn on the wooden floor. His mother was crying softly.

'Peea? How are you?' he said, even though he could see how she was. She had blood all over her face. Two women were wiping her face and consoling her.

'Aue e Teiva e,' she answered. 'E vinivini tikai teia tu – oh, Teiva this way of life is frightening. He's a cruel man. You have to do something about him Teiva.'

'No, Mama. You have to do something about it, not me. I've asked you many times to leave him. You won't. Only you can help us Mama. Papa has grown more daring because you just let him get away with it. Please — we must get out of here.'

'Go where, Teiva,' she asked desperately. 'I don't belong here. I'm from another island. Go where?'

‘Anywhere Mama. Away, and so far from this place that he won’t dare come near us.’

‘I don’t know Teiva, I’ve lived with your father for sixteen years. I’ve come to depend upon him — I depend on his — dominance. Please help me see it through Teiva,’ she pleaded. ‘You are the man of the house.’

‘I’ll try Mama,’ he said, though unsure how he, a sixteen year old, could do anything to combat his father’s cruelty. He remembered the scars his ten year old brother, Moana, still carried from the beatings he had received from his father, but it was his mother who carried the worst scars on her face as if they were inflicted at a time of mourning. He knew that something had to be done. He was not sure what he had to do — yet. He also agreed that his mother, having come from a distant island where all her relatives were, was in no position to do anything about getting away. They did not have the money to do anything about getting away. They did not have the money to pay for a boat ticket. And there were three of them.

Teiva remembered that his horse was still tied to the breadfruit tree outside. Moana had unloaded the taro and coconuts he had brought down from the plantation. Aorangi seemed to sense his presence in the dark and did not shy away. Teiva spoke to him quietly, confidently and patted him. He then fetched Aorangi a bucket of water. The darkness helped him hide his helplessness and remorse over his father’s treatment of his mother.

His thoughts were interrupted by renewed disturbance from the cookhouse. He left the horse and ran back to it. There he found the Reverend Tiomi trying to restrain his father, Terekino, who had come back and was trying to hit his mother again. Blood was oozing from the Reverend Tiomi’s face.

‘Calm down Terekino,’ he was saying. ‘You have caused enough trouble to a lot of people. You want to kill someone?’

‘Shut up Reverend,’ shouted Teiva’s father. ‘You are not welcome in my house.’ It was obvious that he was pretending to be brave. Assaulting a man of God is not the thing to do. He knew that just as everyone else in the place knew for sure.

‘The policeman is coming,’ someone called out. ‘Tepaki is here.’

Tepaki, the local constable, was feared by everyone. He was also Terekino’s uncle. They did not like each other. Past experiences also told Terekino that he had better move out of the scene. Before anyone could move to meet Constable Tepaki, Terekino got up and with a flying leap disappeared through the open window of the cookhouse.

‘Where’s Constable Tepaki?’ asked the Reverend Tiomi.

‘He was never summoned,’ answered old man Paipoi. ‘I called the constable’s name. I know that Terekino is afraid of him. It worked. How are you Reverend?’

'Just a swollen lip. It'll be fine.' He turned and saw Teiva.

'Why don't you get some blankets and you and your family come and sleep at my place tonight,' he said.

The invitation was a relief for Teiva. He knew that the drama would carry on in the night when his father returned. The matter was not going to be resolved by others. His mother was the key figure in solving the problem. The Reverend Tiomi could only offer them shelter for a short time. Then when they went home the whole thing would start up again.

Teiva did not know what time it was when the silence of the night was disturbed by a far away voice, a plea for help. The repeated plea alerted him. He listened hard and there it was again, coming from his home. He stood up and crept slowly out of the room so he would not disturb his mother and brother.

It was very dark outside. Soon he had acquired his vision and headed for home. He saw some light under the breadfruit tree. Three or four people were standing there. As he came closer he heard a low moan coming from the ground. Tere was holding up a lamp. Lying on the ground, moaning and being attended to by some people, was Terekino, his father.

'What's going on?'

'It's Aorangi. He kicked Papa,' answered Tere.

'Serves him right,' said Teiva. 'I wish him dead.' And he walked back to the Reverend Tiomi's house.

His mother was standing in the doorway. She had heard the commotion. She wanted to know where Teiva had been.

'I thought you were asleep,' he said.

'I asked you a question,' she answered.

'It's only Papa. Aorangi has kicked him.'

'Is he all right?' asked his mother, with rising concern.

'Who cares. Looks like he has broken ribs.'

'Don't talk like that,' retorted his mother. 'He is your father.'

Teiva tried to apologise. He couldn't. He was lost for words to understand his mother's concern for his father. The abused wife had suddenly become the compassionate one. He lay down and had no trouble going back to sleep.

'Papa has broken ribs and a swollen face,' his brother Moana confirmed the next morning. 'The doctor is not sure if he also has punctured lungs. He's keeping Papa in hospital for observation. Aorangi has sure fixed him.'

'Not good enough,' said Teiva.

'You sure hold a grudge against Papa.'

‘He’ll get mended and then come out and do it all over again,’ answered Teiva. ‘I know what it is like to suffer under that man. For as long as I live I’ll hold him responsible for my failures at school.’

The days that followed were quiet in the home. It was pleasingly peaceful so long as their father was not around. But their mother was too quiet. Teiva assumed that she had fallen under his father’s spell yet again.

Terekino was in hospital for two weeks and Teiva dreaded the day when he was to be discharged.

It was boat day. The motor vessel which which took passengers and cargo to the outer islands was anchored off the reef.

‘I have three tickets for the boat. We are leaving tonight,’ Teiva’s mother announced.

‘What about Papa?’

‘We won’t tell him. I borrowed some money from Constable Tepaki. I’ll pay him back. You were right when you asked what’s keeping us here with this madman. It is time for us to go.’

‘What about my horse?’

‘I sold him to Constable Tepaki as part-payment for our fare. I reckon Aorangi will be safer with Tepaki than with your father. He’ll only seek revenge against him for kicking him in the dark.’

Teiva’s mother packed the goods they were taking with them to her home island. Soon the passengers were being ferried out to the ship. But in his hospital bed Terekino lay smoking. He was not supposed to smoke but he was a stubborn man. He refused to listen to the nurses who asked him to stop smoking. His thoughts were occupied with revenge against Aorangi, the horse that made him suffer. He vowed that he would make that horse pay for his misdeeds. He planned to kill him. Suddenly he heard a voice calling him. He recognised it. It was Paniora.

‘Terekino, Terekino,’ called Paniora. ‘Your wife and kids. They have gone — on the last boat out to the ship. They are leaving you.’

Terekino was shocked. His brain was in turmoil. Did he hear correctly? He started to get out of bed. He fell to the floor. The impact caused a lot of pain to his body, and even worse than the hurt to his body were the messages he was getting in his brain. The towel that he had wrapped around his waist dropped to the floor. He stood there naked as the other patients giggled at his foolishness. Some even laughed loudly. He felt very stupid. He bent down, picked up the towel and wrapping it around himself he began to hobble out of the hospital. There were no nurses around to stop him.

There were many spectators at the wharf. The Reverend Tiomi and Constable Tepaki were there waving to the passengers on the last boat. And they were congratulating themselves on having solved the problem of the

Terekino family. Suddenly a loud piercing cry rent the air. Looking round they saw Terekino running towards the wharf, his left hand holding onto the towel around his waist as he tried to wave to his family to come back.

‘Moe, Moe, come back — Teiva, Moana — come back,’ he pleaded. Spectators turned round to look at him. To Terekino it seemed that the spectators suddenly threw a cordon around him, blocking his view of his departing family. His strength left him. He fell to the ground, gibbering and weeping in the coral dust. His wife Moe, his sons Teiva and Moana were free — at last.

### Plot

Find where in the story the following lines occur, then explain in your own words what the lines mean. Look up the meanings of any words you don’t understand. The first one has been done for you.

1. Papa has grown more daring because you just let him get away with it.

---

Teiva says this to his mother. He tells her that his father is treating them all even more badly because she won’t stand up to him and do something to stop his violent behaviour.

---

2. I called the constable’s name. I know that Terekino is afraid of him. It worked.
3. The matter was not going to be resolved by others. His mother was the key figure in solving the problem.
4. The abused wife had suddenly become the compassionate one.
5. Teiva assumed that she had fallen under his father’s spell yet again.
6. He vowed that he would make that horse pay for his misdeeds.
7. He fell to the ground, gibbering and weeping in the coral dust.

### Setting

1. Write down all the words and phrases that tell you that the story is set in the South Pacific islands. Do you think the story is realistic (believable) or not? Say why.

**Vocabulary**

Match up the following words from the story with their correct meanings, choosing from the list below. Use your dictionary to help you match up the words and meanings correctly. Write the word, then its correct meaning beside it.

<b>Words</b>	<b>Meanings</b>
1. Stubborn.	a. Looked with eyes half shut.
2. Discharged.	b. Providing comfort to someone who has been hurt.
3. Grudge.	c. Deep regret for one's wrongdoing.
4. Squinted.	d. To hold someone back.
5. Consoling.	e. An appeal for someone to help.
6. Spectators.	f. Feeling pity for someone in trouble.
7. Remorse.	g. A feeling of ill-will or resentment towards someone.
8. Plea.	h. Let out of hospital.
9. Compassionate.	i. Hard to control.
10. Restrain.	j. People gathered to watch something happening.

**Characters**

Answer the following questions.

- Think of three interesting adjectives to describe the boys' mother, then write three sentences containing each of the adjectives you choose.  
*e.g.* The boys' mother was *loyal* to her husband because for a long time she refused to leave him.
- Why didn't Moe leave her husband earlier, when he treated her so badly? Do you agree or disagree with her attitude? Explain why you agree or disagree.
- Think of three interesting adjectives to describe the boys' father, then write three sentences containing each of the adjectives you choose.  
*e.g.* The boys' father was *stubborn* when he refused to obey the hospital rule about not smoking.
- Why do you think the father behaved the way he did towards his family? i.e. Can you give any reasons for the way he behaved?
- What do you think Teiva meant when he said of his father, 'for as long as I live I'll hold him responsible for my failures at school'? What do you think Teiva's school failures might have been and how could his father have caused them?
- Think of three interesting adjectives to describe Teiva, then write three sentences containing each of the adjectives you choose.

**Theme**

Which of the following do you think is the theme (the most important idea) of the story?

- a. Be kind to horses or they will injure you.
- b. It's better for a family to stay on their home island.
- c. Physical abuse must not be tolerated in families.
- d. Women help each other more than men when there is trouble.

- Write down which of the above you think is the theme, then write 2–3 sentences explaining fully why you chose the answer that you did.

**Part A**

Imagine you are the Reverend Tiomi.

Constable Tepaki has asked you to write a report for the police about what happened between Terekino and yourself when you went to help. Write about half a page describing in detail what happened. Begin your description like this:

---

It was about 6 o'clock when I got a phone call at home from Moe, to say that her husband Terekino was drunk, out of control and had been hitting her. So I got into my car and. . .

---

**Part B**

Imagine you are Moe.

You have arrived back on your home island with Teiva and Moana, after the ship's voyage. Write about half a page describing in detail how you felt when you arrived. Begin your description like this:

---

The sun was setting when the ship came through the passage in the reef, but I could see all the people waiting on the wharf. They began to shout and wave with joy when they saw us, and I felt. . .

---

**Part C**

Imagine you are Terekino.

It is now six months since your family left you. Write about half a page describing what you have been doing since and how you feel about it all now. Begin your description like this:

---

Today it is six months since they all left me. I look out the window and think, if only I had. . .

---



**Oral Activity**

- Prepare a five minute talk for the rest of the class on one of the following topics, making it as interesting as possible, then give your talk to the class.

Alcohol abuse and what it leads to in our society.

Family violence and how to prevent it.

The role of women in today's society.

The role of men in today's society.

The importance of standing up to bullies.

## Unit 9: FOCUS ON POETRY

In this unit you will focus on **reading** and **writing** poems.

A poem uses figurative language and appeals to the imagination. Figurative language uses figures of speech to produce vivid images in the mind of the reader. An effective poem takes you away from where you are, and into the place or time or situation of the poem itself.

### Activity 1

### A Poem

The day it came  
was a horror for me  
my first school report  
was a 'd' and a 'd'  
i knew that would get me  
as well as that  
a nice early bed  
as time goes by  
i start to get better  
but cold winter days  
they only get wetter  
i sometimes have fights  
but them, I mostly lose  
and also there's outings  
but me they never choose

*(anonymous)*

Study the poem and answer the following questions:

1. Write any four lines that rhyme at the end.
2. What words in the poem suggest a feeling of sadness?
3. Describe in your own words how you feel about the person in this poem.
4. Did you ever fail an exam or test at school? Did you feel the same as the person in the poem or different? Say why.
5. What is the the main idea (the theme) in this poem?
6. What do you think the ‘tone’ and the ‘mood’ of the poem is?

## Activity 2

### Recitation

Your teacher will tell you how to divide the class for reciting (reading aloud to others). You may be reciting a whole poem by yourself, or each student could be reciting a line of the poem in turn, or you may divide into groups and recite the whole poem together.

## Activity 3

### Poetic Forms And Devices

A stanza or verse is like a paragraph in a poem.

The following are the most common figures of speech used in poems:

simile

metaphor

personification

alliteration

onomatopoeia

**Simile, metaphor** and **personification** make use of comparison.

For example:

*My love is like a rose*

*Her cheeks are as red as a rose*

*My love is a rose*

*Oh rose of my heart speak to me*

*Kiss me, wave to me goodbye with  
your fragrant fluttering petals*

**A Simile:**

Points out a similarity/compares two things using words ‘as’, ‘like’, ‘as if’.

As black *as* night.

As white *as* the kernel of the coconut.

Mushy and sticky *like* a rotten banana.

**Metaphor:**

Makes a comparison *without* the use of ‘as’ and ‘like’ or other comparing words. The comparison is suggested by saying one thing *is* another.

Night *is* my cloak.

You *are* the sunshine of my life.

**Personification:**

A kind of metaphor that links human emotions, action or feelings to non-human things.

The Holy Book *spoke* to me.

Night *stares* through the window.

The trees *waved* at me.

The waves *caressed* our bodies.

Day *leaped* into the sky.

Look at the ‘rose’ examples on the previous page. See if you can say whether they show *simile*, *metaphor* or *personification*.

**Alliteration:**

Occurs when the initial or first letters of words are the same, giving a pleasant sound effect.

*The soft silver bell beating boldly*

*The fair breeze blew, the white foam flew*

*The furrow followed free*

*We were the first that ever burst*

*into that silent sea.*

Alliteration is often used in advertisements.

**Onomatopoeia:**

When the words themselves sound similar to the sounds they represent. Some examples follow:

*and ere three shrill notes the pipe uttered*

*you heard as if the army muttered*

*and the muttering grew to a grumbling*

*and the grumbling grew to a mighty rumbling.*

‘Mutter’ is just one example of an onomatopoeic word in this excerpt. Here are some other onomatopoeic words:

boom	whizz	crash
tick tock	smash	hiss
growl	clack	rustles

**Activity 4 Storm**

Storm is a narrative poem. A narrative is a story that usually has a beginning, a middle, and an end. This poem starts when the storm does, and ends when the storm ‘dies’. There are five stanzas (poetry paragraphs), each with four lines. There is a regular rhyme scheme, too. Every second line rhymes. You will be able to see how it works as you read the poem.

**Key to some words:**

*Trilbies* — type of hat worn by men in Britain.

*Distending* — making big, as in swollen and out of shape.

*Aiches* — refers to how the letter ‘H’ is said.

*Suburbs* — areas where people live, on the edges of cities.

*Celestial* — of the sky and stars.

*Alliteration* — a sequence of words beginning with the same letter.

**Storm**

Bursting on the suburbs with dynamic gusts of energy  
 And concentrated fury comes the mad March gale.  
 Blowing off the roofing-felt which lies atop the garden sheds,  
 Encountering the window with a splash of sleet and hail.  
 Distending all the trousers on the wildly waving washing-line,  
 Drumming on the window like a hanged man’s heels,  
 Swaying all the aiches of the television aerials,  
 Muddying the roadway ’neath the slowly turning wheels.  
 Gentlemen in overcoats pursuing trilbies hopelessly  
 Cursing at the vigour of the brusque March gale,  
 And lightning lights the darkening sky with bright celestial clarity,  
 While women in their kitchens hear the thunder and turn pale.  
 Ear-lobes reddening at the slashing of the hail-stones,  
 Nose-tips deadening at the coldness of the sleet,  
 Eye-lids wincing at the brightness of the lightning  
 Wet stones glistening beneath the hurried feet.  
 White marbles bouncing on the flat roofs of the garages,  
 Black sky paling as the storm dies down.  
 Wet folk emerging from the haven of a doorway  
 As the sun comes out again and smiles upon the town.

*R. N. Barlett*

## Activity 5 Comprehension Activities

Answer the following questions after the whole class has had a chance to read the poem twice, and talk about its words and ideas.

1. The first stanza talks about the beginning of the storm. List three words that help you know how strong the storm is.
2. The first stanza also contains some examples of alliteration. Write out one set of examples.
3. The second stanza begins with alliteration. Write out the example.
4. Draw a picture which shows what the word 'distending' tells us about the washing on the line.
5. Explain what shape the television aerials are and how you know this from the poem.
6. Why do you think the men are 'pursuing trilbies hopelessly'? (stanza 3)
7. In stanza 3, how bright is the lightning? Explain.
8. In stanza 4, the temperature is described. List two ways the poem tells us what it's like.
9. In stanza 5, what are the 'white marbles'? You will need to look at stanza 1 again to help you. It is a metaphor.
10. Write out the example of personification in the last line. Explain what you think the effect of the storm on people in the town would be.

## Activity 6 Your Poem

The poem *Storm* uses a lot of words that 'talk to each other' and build up an idea of what the storm was like. With the person sitting next to you, list as many words as you can find from the poem that describe things about the storm and how fierce it is. Next, brainstorm other words that you think describe a storm or cyclone you've been in. With your friend, make up a poem using those words, and other ones, so that a reader will get to know what the storm felt like. Make a finished copy of the poem and present it to the class. Make sure that your poem has in it the things listed below that the teacher will look for:

- An effective title.
- Strong words to describe the cyclone's effects.
- At least one example of alliteration.
- At least one example of personification *or* metaphor *or* simile.
- Your names on the poem.

**Activity 7****Forgive Me**

This is a different sort of poem. It has quite different stanza shapes and doesn't rely on a regular rhyme scheme or rhythm. Read the poem together, discuss it and talk about the questions below. Your teacher will tell you whether or not to write down your answers alone or in groups.

**Forgive me**

Forgive me  
 for having not done enough  
 to try to save your life  
 and accepting too readily  
 the finality of your 'cancerous fate'  
 forgive me  
 for having not thanked you  
 for being a great mother  
 and for not telling you  
 that I loved you  
 before you died  
 I hope  
 that in passing on  
 your gift of love  
 you will find it in your heart  
 where ever you may be watching from  
 to forgive me

*Tate Simi*

**Questions:**

1. Who is the narrator of the poem talking to?
2. What is the narrator talking about?
3. What does the narrator feel about his mother?
4. What does he think his mother's gift is?
5. What does he want forgiveness for?
6. Discuss how and why you would forgive someone and how you would feel afterwards.

**Activity 8****Vocabulary: Word Building****Part A**

Use some of the words in the poem to explore different forms of the same word, *e.g. forgive, forgiving, forgiven, forgave*.

Most words have more than three forms. Write as many as you can. You may use the dictionary to help you.

save	• _____	• _____	• _____	• _____
accept	• _____	• _____	• _____	• _____
finality	• _____	• _____	• _____	• _____
fate	• _____	• _____	• _____	• _____
thanked	• _____	• _____	• _____	• _____
died	• _____	• _____	• _____	• _____
hope	• _____	• _____	• _____	• _____
passing	• _____	• _____	• _____	• _____
heart	• _____	• _____	• _____	• _____
watching	• _____	• _____	• _____	• _____
life	• _____	• _____	• _____	• _____

**Part B**

What form are the following words in? i.e. What are their parts of speech? Work in groups to fill in the chart below.

forgive	enough	readily
cancerous	fate	great
telling	gift	love
heart	accepting	life

Verb	Noun	Adjective	Adverb



**Activity 9****Creative Writing**

Choose one of the following writing activities. You may work in pairs for numbers 1 and 2.

1. Imagine that you are the person in the poem *Forgive Me*. Rewrite what is said in the poem in a form of a letter.
2. Imagine you are the mother of the person in the poem and you have received the letter. Prepare a response to your son's or daughter's letter.

This can be written or spoken; if it is done orally you should still write points as memory aids that you would like to stress to your son or daughter about his/her letter.

3. Some of the ideas that we can see in the poem are:

*Forgiveness, love, sorrow, regret, thankfulness, helpfulness, joyfulness.*

Write a poem that has one of these feelings as its theme.

**Activity 10****Lyrics**

The words of songs are called **lyrics**. They often have regular rhymes and rhythms which make them similar to poetry.

The teacher will play you the song *The Green, Green Grass of Home*.

**The Green, Green Grass of Home**

Melody — J. Curly Putnam

1. The old home town looks the same

As I step down from the train,

And there to meet me is my mama and papa.

Down the road I look and there runs Mary,

Hair of gold and lips like cherries.

It's good to touch

The green, green grass of home.

**Chorus:**

Yes, they'll all come to meet me,

Arms reaching, smiling sweetly;

It's good to touch

The green, green grass of home

2. The old house is still standing

Tho' the paint is cracked and dry,

And there's that old oak tree that I used to play on.

Down the lane I walk with my sweet Mary,

Hair of gold and lips like cherries.

It's good to touch

The green, green grass of home.

**Chorus:**

3. Then I awake and look around me

At four grey walls that surround me

And I realize that I was only dreaming.

For there's a guard, and there's a sad old padre,

Arm in arm we'll walk at daybreak.

Again I'll touch

The green, green grass of home.

**Chorus:**

Yes, they'll all come to see me  
In the shade of that old oak tree  
As they lay me  
'neath the green, green grass of home.

**Discussion Questions**

1. Which lines tell us that the person in the song has been away from home?
2. Where did his family meet him? Which line says so?
3. Who went to meet him? Quote a line to support your answer.
4. What did the hometown look like?
5. What does 'cracked and dry' mean?
6. How long has the person been away?
7. How does he feel about coming home again?
8. What does the end of the song say?
9. What has happened to the person in the song? How do you know that?
10. How did everybody feel when the person arrived? Quote lines that prove your theory.
11. How would you feel about coming back home after being away for a long time? Describe your feelings.

**Activity 11****Phrases And Synonyms**

A phrase is a group of words expressing a single idea used in a sentence.

**Part A**

The following phrases are in quotation marks to show they are used in the song. Discuss these phrases in class.

'used to play on'	'tho' the paint is cracked and dry'
'and there to meet me'	'as I stepped down from'
'looked around me'	'it's good to'

**Part B**

Synonyms are words that have similar meanings. Find synonyms for the following words from the song:

hometown	padre
touch	cracked
surround	guard
daybreak	

**Part C**

Complete the series below by providing three synonyms for the four words in the left-hand row. 'Rigid' has been done for you.

<b>rigid</b>	<i>hard</i>	<i>stiff</i>	<i>unbending</i>
station	_____	_____	_____
manufacture	_____	_____	_____
house	_____	_____	_____
road	_____	_____	_____

**Activity 12****Rewriting**

1. Write a paragraph retelling each verse of the song, using some of the synonyms you've come up with, or using other words that fit.

Change some of the words, *e.g.*

*The old village looks the same,*

*As I step down from the bus,*

*And there to meet me was my grandfather and grandmother*

*Down the road I look and there runs Mele.*

*Curly black hair and bright black eyes*

*It's great to feel the cool white sand of home*

*Yes they all come to see me*

*In the shade of that old fau/pulu/kalie/aoa/ulu tree.*

2. If you can, sing the new version which you have just written.

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**YEAR 9 GLOSSARY**

Make sure you have written down and learnt the meanings of the following important words used in this book:

<b>Word(s)</b>	<b>Meaning</b>
Alliteration	
Apostrophe	
Brainstorm (noun)	
Brainstorm (verb)	
Cinquain	
Community	
Compound sentence	
Conflict	
Data	
Dialogue	
Draft copy	
Family tree	
Figurative	
Figure of speech	
Idiom	
Image	
Interview	
Metaphor	
Method	
Nationality	
Novel (noun)	

**YEAR 9 GLOSSARY (Cont.)**

**Word(s)**

**Meaning**

Onomatopoeia

Passport

Personification

Phrasal verb

Prefix

Preposition

Profile

Simile

Species

Suffix

Syllable

Synonym

Template

Theme

