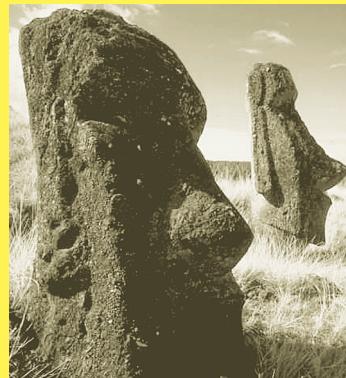


Book 3

Year 10



English

English

Year 10 Book Three



GOVERNMENT OF SAMOA
DEPARTMENT OF EDUCATION

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TABLE OF CONTENTS

| | |
|---|----|
| Unit 1: Myths And Legends | 5 |
| Unit 2: Drama | 22 |
| Unit 3: Media — Newspaper Study | 25 |
| Unit 4: Letter Writing: Personal And Formal | 40 |
| Unit 5: Current Issues | 45 |
| Unit 6: Vocabulary | 47 |

Unit 1: MYTHS AND LEGENDS

In olden times people in all parts of the world told stories to each other, to explain natural events like the changing seasons, or the way the sun rises and sets, and to remember special events in their history such as great battles or migrations, or to celebrate the deeds of great leaders. Before there was a written language, these stories were passed on in spoken form from one generation to the next. Many years later these traditional stories were written down. They are called myths and legends.

A myth is a story explaining why the world is the way it is and why people behave the way they do. Myths often involve spirits, or gods and goddesses. A legend is a story about events that were believed to have happened many years ago. Many myths and legends have characters with supernatural, magical powers, and so they sometimes seem fantastic and hard to believe. But they always make good stories.

In ancient Polynesia, in place of a written record of myths and legends, traditional stories involving heroes and heroines were told by older people to the younger generations, who in turn passed on these stories to their children. This passing of myths and legends from one generation to the next is called an oral tradition.

Polynesia is a vast area which includes hundreds of islands spread across the Pacific Ocean, from Hawai'i in the north to New Zealand in the south, and with Samoa and other island nations in between. The Polynesian people have many traditional myths and legends which have now been recorded in written form. Many of these stories are thousands of years old, much older than the stories that the English missionaries brought with them to Samoa from the 1830s onwards.

All around the world people told stories about how the world came into being. These are called ‘creation myths’. In some countries, such as Japan and New Zealand, the people believed that their land rose up out of the ocean. In other countries, such as Egypt and Tahiti, the creation stories tell of how the world was born from an egg which split in two. Just as the Bible, in Genesis, has the story of the creation of the Earth and the first humans on it, Adam and Eve, Polynesian mythology has its own traditional creation stories. These vary from island group to island group, but most traditional Polynesian beliefs include the existence of a spiritual ancestral homeland, known as Hawai’iki, and a great God of the Sea.

We can tell how closely all the people of Polynesia are related historically by their very similar names for the God of the Sea. The Maori of New Zealand know him as Tangaroa, the Hawaiian people call him Kanaloa, the Tongan people call him Tangaloa, the Tahitians call him Ta’aroa and the Samoans know the God of the Ocean as Tagaloa.

For Samoans, Tagaloa was the son of the Earth-Goddess, Papa, who had so much water in her body that it swelled up one day and burst forth, becoming the ocean. Tagaloa is so huge that he breathes only twice in twenty-four hours. There are many other stories which explain the origins of particular villages, of matai titles, of place names, arts and crafts and other aspects of Samoan cultural and political life. As the Samoan historian Malama Meleisea puts it, ‘for each story there may be many versions and each version has special meaning and importance for the people who tell it’.

The traditional Samoan creation myth says that Tagaloa had a son who was born in the shape of a bird, named Tuli. Tuli hovered over the waters of the sea but found no place to nest, so Tagaloa pushed up a rock from the sea bed called papa Taoto, ‘The Earth Reclining’, which soon sprouted grass. In the mud between the grass, two grubs appeared. The grubs grew up and gradually became man and woman. Then Tagaloa ordered the rock to split so that two islands were formed. The rocks split again and again until there were numerous islands in the ocean. Out of the rocks Tagaloa caused fresh water to spring forth. In man and woman Tagaloa created the *Heart* and the *Will* and *Thought*, and the *Spirit* of life itself and they had children, two of either sex. The children grew up and saw the light.

In this mythology, Mamao, ‘Space’ is female; while Ilu, ‘the Firmament’, is male. Together they formed the sky. The tallest rocks were placed by Tagaloa in such a way that they held the sky in position. The sky-couple had two children: Po, ‘Night’ and Ao, ‘Day’, who together had two children: Rangima, ‘Bright-Sky’ and Rangiuru, ‘Night-Sky’.

There are also several different versions of the origin of the name ‘Samoa’. The different versions cannot be regarded as ‘true’ or ‘untrue’, the more important thing is to consider the reasons why the same story is told in different ways and why one story is true for a particular village or district but not true for others.

Here are two versions of the origin of the name ‘Samoa’:

Tagaloa had two children, a son named Moa and a daughter named Lu. Lu married a brother chief of Tagaloa and had a son named Lu. One night, when Tagaloa lay down to sleep, he heard his grandson singing ‘Moana Lu, Moana Lu’. After a time he changed this refrain to ‘Lu Moana, Lu Moana’. Tagaloa, thinking that Lu wished to put himself above Moa, the first-born, seized him and beat him with the handle of his fly switch. Lu escaped to Earth, which he named Sa-Moa.

Another version is that the rocks married the Earth, and the Earth became pregnant. Salevao, the god of the rocks, observed movement in the ‘moa’, or centre of the Earth, so the child, when it was born, was named Moa, from the place where it was seen moving. Salevao ordered the child’s umbilical cord to be laid on a club and cut with a stone. Hence the custom ever after on the birth of a male child, in order to make him brave in war. If a girl child was born, an ‘i’e’ — the mallet used to make tapa cloth — was used for this purpose.

Salevao then provided water to wash the child. This water he made ‘sa’, or sacred to Moa. The rocks and the earth begged Salevao to give them some of the water, for they were feeling thirsty. Salevao said that if they would get some bamboo, he would send them some of the water through the bamboo pipes. This was the origin of springs. Later, Salevao made everything that grew on Earth ‘sa ia Moa’, or ‘sacred to Samoa’, until his hair would be cut. After a time his hair was cut and the restriction ‘sa’ taken off, but the rocks and the earth were made ‘sa ia Moa’, which was shortened to become ‘Samoa’.

Activity 1**Interview**

Interview the older people of your village or aiga to find out if they know of any traditional beliefs about the origin of the land of Samoa or the name Samoa. If they do have any such beliefs, write down a summary of their stories and present them in a talk to the rest of the class.

An Example Of A Samoan Myth: Sina And The Eel

Sina was a moon-goddess in Samoan mythology. She kept an eel in a jar. When the eel grew as long as a man, she let it out of the jar so that it could swim in a pond. One day, while Sina was bathing, the eel assaulted her. After Sina cried out for help the people of Upolu sentenced the eel-man to death. He was the god, Tuna. Before his death the eel-man told Sina to bury his head in the sand on the seashore. This she did, and in this place grew the first coconut palm, a gift from the gods for the Samoan people.

Activity 2**Sina And The Eel**

Copy the myth of *Sina and the Eel* into your exercise book, then underneath it draw a picture that illustrates one part of the story vividly.

Activity 3**The Legend Of Maui**

Read the following legend from New Zealand closely, then answer the questions that follow.

THE STORY OF MAUI

Maui is a very important figure in Polynesian legends, particularly for the New Zealand Maori. Known as a ‘demi-god’, Maui was a great navigator who, by his secret knowledge of the ocean, discovered land for his people to live on.

In Maori tradition Maui was the fifth son of his father, Makea-Tutara and his mother, Taranga. One day Taranga was walking along the seashore when Maui was born, suddenly and prematurely, and so not properly formed. Taranga took some of her hair, wrapped the baby’s body in it and put the bundle down in the waves. There the sea-fairies — the personifications of seaweed, fish, birds, wind and waves — found the child and cared for him. They hid him in some seaweed but a storm tore the seaweed to pieces and Maui was thrown back onto the beach.

There he was found by his ancestor, Tama-nui-ki-te-Rangi, or ‘Son of Heaven’, who hung the baby from the rafters of his house until warm blood coursed through his body and Maui was brought back to life. In the house of Tama, Maui was taught the beliefs, stories and songs of his ancestors. Soon afterwards he went off wandering, and one night he heard the sounds of a feast in a meeting house. He went into the meeting house and there recognised his brothers, who were standing in front of their mother. She called out their names: ‘Maui-Taha, Maui-Roto, Maui-Pae, Maui-Whao’.

Quickly Maui took his place at the end of the row but his mother did not recognise him, until he reminded her that she had thrown him into the sea. Then she embraced him and gave him a hongi (a nose kiss), calling him Maui-Potiki, Maui-Tikitiki, or Maui the Last-Born, Maui the Top-Knot. When his brothers showed jealousy of Maui, they were told: ‘It is better to make a friend than an enemy, so live in peace’.

Being the youngest brother, Maui slept in his mother’s bedroom. When dawn came he found that Taranga had vanished, but when he asked his brothers where she was, they didn’t know anything about it. Later she came back, but the next morning Maui woke up early and this time, when his mother left at dawn, he followed her secretly.

After she disappeared under a clump of thick reeds, Maui lifted the reeds and saw the Underworld. He took his mother's apron and wrapped himself in it, thus taking on the shape of a wood pigeon and descending through the clump of reeds into the Underworld. There he soon found his mother, who was resting under a tree with her husband, Makea-Tutara. Maui took off his feathery disguise and stood staring at them with his flaming red eyes, as if he was Tu Matauenga, the God of War. At last his mother recognised him — he had grown big in just a few days — and presented Maui to his father.

One evening Maui decided that the days were too short for work, and the nights too long. So he went with his brothers to catch the sun in a snare, but the ropes were too dry and the sun burnt them and broke free. Then Maui used ropes made of wet flax and this time the sun became trapped. Maui beat the sun, who exclaimed: 'Why do you beat Tama Nui-te-Ra — The Great Son of the Sun'. Maui demanded that the sun must travel more slowly through the sky, to make the days longer, and the sun agreed to this.

After making the days longer in this way, Maui went fishing. He taught his brothers to make fishhooks and spears with barbs on them, so that the fish could no longer get away. He also invented a fish basket for catching eels, devised kite-flying and created the dog, the only domestic animal of the Maori people. Maui also discovered the gift of fire and gave it to his people so they could keep warm and cook their food.

One day his brothers sailed out to sea without Maui, or so they thought. They were unaware that he was hiding in the bottom of their canoe. As soon as the brothers wanted to stop sailing and begin fishing, Maui persuaded them to sail further and then further out. Finally he told them to start fishing with their lines. Soon they had filled the canoe with fat fish and wanted to go home, but Maui persuaded them to wait until he had finished his fishing. He boasted to them: 'I will bring up the biggest fish you have ever seen,' he told his brothers.

The brothers refused to let him use their bait, so he hit himself hard on the nose and used his own blood for bait. He chanted an incantation, and lowered his line deeper than it had ever gone before. Finally he hauled up a fish that was hundreds of kilometres long. It rose to the surface and stayed there, becoming earth and beaching the boat on a mountain named Hikurangi, the highest mountain in the east of the North Island.

The Maori people called this new island, which Maui had fished up, 'Te Ika-a-Maui', or Maui's Fish. The South Island was called Te Waka a Maui, the canoe of Maui, and the third largest island, Rakiura or Stewart Island, was likened to the anchor stone of Maui's canoe. The tail of the fish points to the north of Te Ika-a-Maui, the fish's mouth is the strait that separates the two main islands. The city

now called Wellington stands on what the Maori people called Te Whanganui-a-Tara, ‘The Great Bay of the Goddess Tara’. This, they said, was one of the eyes of Maui’s huge fish. The hook Maui used is there in the shape of Hawkes Bay, on the east coast of the North Island. Thus Maui was the creator of the Maori people’s homeland, Aotearoa. It was later named New Zealand, after Zeeland, a region in Holland, by the Dutch explorer Abel Tasman, when he came upon the land during a voyage in 1642.

- Now answer these questions, from the above legend.
1. Find words in the story that match the following meanings. Write the meaning, and the word beside it, in your exercise book. The paragraph that contains each word is given to you.
 - a. A word that means ‘a person thought to be godlike’ (paragraph 1).
 - b. A word that means ‘occurring too early’ (paragraph 2).
 - c. A word that means ‘a sloping beam forming the framework of a roof’ (paragraph 3).
 - d. A word that means ‘a trap’ (paragraph 7).
 - e. A word that means ‘invented’ (paragraph 8).
 - f. A word that means ‘speaking to try and impress people’ (paragraph 9).
 - g. A word that means ‘a magic spell’ (paragraph 10).
 2. Find a map of New Zealand. Copy the map into your exercise book and mark in and name the following places that are mentioned in the legend of Maui.
 - Te Ika a Maui (the North Island).
 - Te Waka a Maui (the South Island).
 - The tail of Maui’s fish.
 - The strait that separates the two main islands.
 - Rakiura (Stewart Island).
 - Mt Hikurangi.
 - Hawkes Bay.
 - Wellington harbour.
 3. Maui is sometimes called ‘the Maori Ulysses’ or ‘the Maori Prometheus’. Ulysses and Prometheus are figures from Greek mythology. Find out what you can about both these two mythological figures, then write some sentences explaining why Maui has been compared to Ulysses and Prometheus.

4. There are Maui legends associated with other Pacific islands, such as Samoa and Tonga. Find a Maui legend set in Samoa or Tonga and copy the legend into your exercise book.
5. Illustrate one of the legends of Maui in an interesting and colourful way.

Activity 4

European Myth

Read the following legend from Northern Europe, then answer the question that follows.

A CREATION MYTH FROM SCANDINAVIA

In the myths of Northern Europe, it was said that before the world was created there was just space. Then Niflheim, a world of clouds and shadows, formed in the north. In this world a fountain spurted cold water that turned into rivers of ice. In the south was Muspelheim, a land of fire. Warm air blew from this fiery region on to the icy north and started to melt it. The melting water created a sea, called Ginunngagap, and out of this sea was born a giant whose name was Ymir.

The ice continued to melt, and a cow was created out of it. The cow liked salt, so she licked the salt off the icy rocks. One day, as she licked a rock, a hair appeared. After three days of licking, a man emerged. His name was Buri. Buri's grandchildren became gods. They did not like the giant, Ymir, so they killed him. When he died his head became the sky and his flesh became the land. And so, for the people of Scandinavia, the world began.

■ Complete the following question in your exercise book:

1. In an atlas, find a map of Scandinavia. Write down the names of the six countries which make up the region called Scandinavia. Notice that most of these countries are quite close to the North Pole. How might this help to explain how the creation myth of the Scandinavian people came about?

Activity 5**Hawaiian Myth**

Read the legend below closely, then answer the questions that follow.

THE THIN GIANT

The island of Molokai, in the Hawaiian group, was the home of Kapi, a man of evil reputation. Leaving his house, which was built on a mountain peak, Kapi travelled by night to another island. Beaching his canoe, he crept through the door of the home of Haka and carried off his wife. Haka's wife struggled and tried to scream, but Kapi put his hand over her mouth.

Great was Haka's distress when he discovered that his wife had gone. It did not take long to decide there was only one man who would be likely to abduct her — the man of evil reputation who lived on Molokai. Haka's first instinct was to cross over to Kapi's island, kill him and rescue his wife. After thinking about it though, he realised that he might not be able to scale the precipitous sides of the mountain on which Kapi's house was built. It was obvious that he needed someone skilled in climbing to reach the peak where Kapi's house was perched among the clouds. The only person he could think of who might be able to do this was Nikeu, who was nicknamed 'the Rogue'. But Haka was desperate, and so he told Nikeu:

'If you climb the mountain and rescue my wife, I'll give you everything I've got.'

'*Everything?*' asked Nikeu, his eyes slyly wandering round Haka's house.

'Yes, everything,' Haka replied. 'What's the use of possessions if I have no wife to share them?'

Haka also enlisted the help of a friend named Kaua, who was skilled in magic. The three men set out, each in his own canoe, and arrived at Molokai. Haka watched anxiously as Nikeu climbed up the steep slope of the mountain. His figure grew smaller and smaller until it could be seen no more. The time of waiting seemed endless, but at last Nikeu could be seen descending the rocky path. To Haka's great relief, he was carrying his wife in his arms.

When they came near he ran towards them, but Nikeu ran faster, threw Haka's wife into his canoe and paddled away quickly. Nikeu had realised that she would be a more precious possession than anything Haka could offer him.

Haka set off in pursuit, but the Rogue's arms were stronger than his. After a while he was too weary to lift his paddle, but Kaua's canoe continued the chase.

Meanwhile, the evil Kapi had discovered his loss. Being skilled in magical arts, he summoned his tame birds and ordered them to bring the woman back to him. The birds swooped down on Nikeu's canoe. The Rogue tried to shield Haka's wife, but they pecked him unmercifully, until he lay in the bottom of the canoe, unconscious and covered in blood. The birds picked Haka's wife up and flew back with her to the house on the summit of Molokai.

Kaua was powerless to intervene until he remembered the spells he had learnt from his grandmother on the island of Kona. He stood up in the canoe and chanted the magic words that made him become tall and thin. It was an amazing sight. His body grew as thin as the thread of a spider's web and as tall as the sky — so tall that it reached the summit of the highest mountain on Molokai. But alas, it could not support his weight. He fell over, and his head came to rest on the distant island of Maui.

Kaua's grandmother rushed through the air to his aid. She fed him nourishing food until he became fat and strong. His height was not affected. When he sat up he was able to touch Kapi's house. He took Haka's wife gently in his arms and lowered her to her waiting husband. Then he pulled the top of the mountain to pieces and threw them into the sea, where they became known as the rocks of Kaua.

- Now answer the following questions in your exercise book:
1. Find words in the story that match the following meanings. Write the meaning, and the word beside it. The paragraph that contains each word is given to you.
 - a. A word that means 'something said or believed about a person' (paragraph 1).
 - b. A word that means 'very steep' (paragraph 2).
 - c. A word that means 'a dishonest or mischievous person' (paragraph 2).
 - d. A word that means 'endless' (paragraph 6).
 - e. A word that means 'showing no pity' (paragraph 9).
 - f. A word that means 'to enter a dispute to change its course' (paragraph 10).
 - g. A word that means 'keeping someone alive and well through feeding' (paragraph 11).

2. Which of the following do you think is the theme of this legend?

- People should never leave their own island.
- Good will always triumph over evil.
- Grandmothers are the most reliable people.
- Never trust anyone who says they have magical powers.

Discuss your answer to this question with the person sitting next to you, and say why you chose the theme that you did.

3. In an atlas, find a map of the Hawaiian islands. Copy the map, marking in the places in the island group that are mentioned in the legend of *The Thin Giant*.

Activity 6

Cook Islands Myth

Read the following legend, from the island of Mangaia, in the Cook Islands, then answer the questions that follow.

TAMANGORI THE GIANT

Tamangori stood over nine feet tall. He always tied his long black hair in the traditional bun style of the people of Mangaia. What made him especially frightening was his ability to move silently. A person was never sure whether Tamangori was around the corner or not. Knowing that the giant hunted humans made him even more frightening. When Tamangori became hungry he would leave his coral cave and make his way towards the village. He loved to eat humans, especially nice fat ones. He would wait beside the track leading from the village to the coast, keeping an eye out for the most delicious looking meat.

The people of the village wanted to kill Tamangori, but even the strongest warriors who met the giant could not match his strength and skill. So, for many years the occasional wandering fisherman or villager was lost, becoming part of the giant's diet.

In a village called Ivirua, on one side of Mangaia, lived two brothers called Pa and Pe. They loved making traps for birds and rats, using trees and branches. On one of their expeditions the brothers remembered that Tamangori also had a love of rat meat. As they looked at their rats tied up in a heap, Pa and Pe decided to venture further than they had ever dared before. They walked for several miles, then stopped to build a fire. They placed a volcanic rock on top of the fire, and as evening approached, Pa threw the cleaned rats into the fire and carefully roasted them. In the meantime, Pa went into the bush to set more traps.

The smell of the roasting rats travelled through the evening air. It reached the nostrils of Tamangori, who was so tantalised he followed the smell. It led him to the fire the two brothers had made.

The enthusiastic noises made by the giant warned the waiting brothers that he was coming, so they had time to arrange the cooked rats in a neat pile, then to hide in the nearby trees. Tamangori arrived and saw the rats.

‘Aha!’ he shouted. ‘Who owns this?’

‘You do,’ came the reply from the bush.

‘Why me?’ asked Tamangori.

‘Because you are the king of the island.’

Tamangori smiled. Indeed, he was a king. His attention returned to the food on the rocks. Quickly he devoured all the cooked rats.

‘More!’ he then shouted.

Pe came running out of the bush, carrying more rats. He threw them onto the fire, then took out more cooked ones. Tamangori had already eaten over forty rats. Soon he lay back against the rock and closed his eyes. The meal had been too much, even for his appetite. The giant dozed off to sleep.

The brothers eyed each other, then silently approached Tamangori. They worked quickly. Pa heated up a volcanic rock in the embers of the fire while Pe sharpened a thin stick to a point. When the rock was red-hot and the stick was very sharp at one end, the brothers were all ready to attack.

Pe crept up to the sleeping giant and pushed the sharpened stick hard into Tamangori’s right ear. He pushed so hard that the spear came out of the giant’s left ear. At the same time, Pa threw the red-hot rock onto the giant’s eyes.

When the spear came out his ear and the rock hit him, Tamangori staggered to his feet, opened his eyes and screamed in agony. The pain was too much. The piercing scream was the once-proud giant’s farewell. Tamangori toppled over and never stood again. Tamangori, the man-eating giant, never again threatened the people of Mangaia.

■ Now complete the following questions in your exercise book:

1. Find words in the story that match the following meanings. Write the meaning, and the word beside it. The paragraph that contains each word is given to you.
 - a. A word that means ‘happening from time to time’ (paragraph 2).
 - b. A word that means ‘openings in the nose through which air is admitted’ (para 5).
 - c. A word that means ‘ate greedily’ (paragraph 11).
 - d. A word that means ‘slept lightly’ (paragraph 13).
 - e. A word that means ‘small pieces of hot wood in a dying fire’ (paragraph 14).
 - f. A word that means ‘extreme pain’ (paragraph 16).
2. In an atlas, find the island of Mangaia, in the southern Cook Islands. It is an island which contains many caves. Copy the map into your book, and on it mark in the village of Ivirua. Under the map, write a paragraph which includes at least three interesting facts about Mangaia. Find out, if you can, how Mangaia’s caves were formed.
3. Giants are often characters in myths and legends, all over the world. Find another legend in which a giant is a main character. Write a summary (2–3 paragraphs) of the legend, and say which country it comes from.

Activity 7

A South Pacific Voyaging Legend

Read the following legend, then answer the questions which follow.

TANGIIA'S NEW HOME

Early one morning a canoe with a double hull, almost sixty feet long, rose and fell with the ocean waves. Its sails were torn and hung down in pieces from the mast. Some men were moving about the canoe mending the holes in the sails which had been damaged by a big storm in the night.

A few feet away from the men sat their high priest. He was praying. He was an important man and his job was to pray to their gods to help get the sea calm again. He knew the names of all the stars and used them to help guide the canoe in the right direction. He could also tell what kind of clouds brought rain and knew a lot about the sea and the way the waves flowed. He was the wisest man in the canoe.

After his prayer, the priest stood up and lifted his hand to cover his eyes. Then he stared into the distance. Tangiia, the captain of the canoe, looked at the priest.

‘Do you see anything wise father of us all?’ asked Tangiia.

‘Quiet my son,’ answered the priest. ‘The gods have spoken true. Look.’ He pointed towards the horizon.

‘I see another canoe,’ said Tangiia. ‘Perhaps it is our enemy, my brother Tutapu. He said he would never rest until he had killed me.’

‘I don’t think so,’ said the priest. ‘We left him far behind us in Tahiti.’

Tangiia hoped that the priest was right but he was a careful man. He told his men to be prepared. The canoe coming towards them might belong to an enemy.

Tangiia and his half-brother were once good friends. They came from a rich island in Tahiti. There was plenty of fish in the lagoon and taro, breadfruit, and sweet potatoes grew well on their land. Although life was good for Tangiia’s ancestors there were now too many people on the island and there was not enough land for everyone. Before Tangiia’s father died he told his sons to share the breadfruit on his breadfruit tree. Each child was to pick fruit from only one branch.

One day Tangiia was picking breadfruit and picked some from his brother’s branch.

‘You have no right to take my share,’ Tutapu shouted at Tangiia.

‘But that is my branch,’ Tangiia shouted back.

‘But I am the oldest son of our father,’ Tutapu said. ‘I know which branch is mine. You listen to what I say.’

Because there was never enough food the two brothers had many arguments. They were so angry that they fought each other twice. Tangiia and his men were beaten. They had to leave their home island. That was their punishment and now they were in the middle of the great Pacific Ocean looking for a new home. The strange canoe was coming closer.

Tangiia, the priest, and all the men watched as the strange canoe came nearer and nearer. They could see many people on the deck.

‘It is not Tutapu,’ said the priest. ‘They are people I have never seen before but they look like us.’

Tangiia jumped up, surprised.

‘Talofa — greetings,’ called a voice from the other canoe.

‘Greetings,’ Tangiia’s spokesman called back. ‘Where are you from?’

‘From Manu’ā in Samoa.’

‘Where are you going?’

‘To search for a new home,’ came the answer. Soon they found out all they wanted to know about their visitors. Their leader was a Karika. He was the eldest son of the high chief of Manu’ā. There was some trouble between Karika and his younger brother. He and his followers were banished from Manu’ā.

‘How strange that we should meet here,’ thought Tangiia to himself. ‘And here we are, like the birds of the ocean. We sleep on the ocean.’

The two leaders became friends and after a long journey Tangiia and Karika finally reached Rarotonga in the Cook Islands. That was nearly a millennium ago.

They found other people already living there whose ancestors had reached Rarotonga by canoe many years before. Tangiia and Karika were stronger than the people of the island and they took much of the land for themselves. Each of their followers was given land. They built new homes and planted taro, sweet potato, and even flower cuttings. Tangiia was kept busy. He build a number of sacred meeting places. The most famous one was built and named after another one just like it in his home island of Tahiti. Today we can see some of these sacred meeting places.

Many other stories are told about ancestors who came to the Cook Islands by canoe. But the most famous one is that of Tangiia and Karika.

- Now answer the following questions in your exercise book:
1. Find words in the story that match the following meanings. Write the meaning, and the word beside it. The paragraph that contains each word is given to you.
 - a. A word that means ‘the framework of a boat’ (paragraph 1).
 - b. A word that means ‘the line at which earth and sky appear to meet’ (paragraph 5).
 - c. A word that means ‘people from whom a person is descended’ (paragraph 9).
 - d. A word that means ‘sent away to another place to live’ (paragraph 22).
 - e. A word that means ‘one thousand years’ (paragraph 24).
 - f. A word that means ‘associated with a god’ (paragraph 25).

2. Which of the following best describes the reason Tangiia and his friends left their home island of Tahiti?

- They wanted to discover other islands in the Pacific.
- The high chief took them away with him.
- They were forced to leave as a punishment.
- They were blown out to sea by a storm.

3. A main theme of this story is:

- Polynesians were very skilled navigators.
- There were always family arguments in the old days.
- Traditional priests were very wise people.
- Cook Islands people originally came from other islands.

Write a sentence explaining why you chose the answer you did for this question, then discuss your answer with the person sitting next to you.

4. Find a picture of a traditional Polynesian voyaging canoe — one with double hulls. Copy a picture of this type of canoe into your exercise book.

Activity 8

A Legend From Ancient Greece

Read the legend below closely, then answer the questions that follow.

TYPHON AND ZEUS

Typhon was the son of the Earth goddess, Gaia. He had a snake's tail and a hundred snake-like heads with flashing eyes and black tongues. Each head had a terrible voice. One boomed with the voice of a roaring god. Another snarled and foamed like a mad dog. One bellowed like an enraged bull and another had an ear-splitting whistle. Thick bristles covered Typhon's heads and faces and snakes sprouted from his thighs. His body was covered with dirty feathers. As if he did not look frightening enough, this monster was also as tall as a mountain. At the mere sight of Typhon, the gods fled.

When Typhon was a child, his mother told him how Zeus, the father of the gods, had fought against her other children. She filled Typhon with anger towards Zeus. And as soon as he was fully grown, he fought Zeus. At first Typhon was losing the battle. Zeus hurled his thunderbolts at Typhon and drove him on to a mountain in Syria. But there Typhon stood his ground. He grabbed Zeus's arms and wrenched away his weapon. Then he tore out the sinews in his arms and legs, so that he could not move. Zeus just lay helpless on the

ground. Typhon dragged him to his cave. He told a monster, who was part-woman, part-snake, to hide the sinews under a bearskin and to guard Zeus carefully.

Soon afterwards, two gods came looking for Zeus. They saw him in the cave. While one distracted the monster and made her look the other way, the other found the sinews and put them back into Zeus's arms and legs. They then flew off with him in a winged chariot, back to Mount Olympus, the home of the gods.

Zeus fetched more thunderbolts and started to take his revenge on Typhon, whom he chased across the sea to the land we know today as Italy. Then with a huge effort, he tore a piece of land off the tip of Italy and threw it at Typhon. It landed on the monster and crushed him. The land became the island of Sicily.

Because the monster was immortal, he could not die, but was kept a prisoner under Sicily, in the depths of Mount Etna, the volcano on the island. His jailer was the blacksmiths' god, Hephaestus. Typhon could not escape because Hephaestus had made giant anvils from bronze and iron and fitted them on his head. But every time Typhon tried to wriggle free, there was an earthquake. And Typhon's fiery breath still erupts as lava out of Mount Etna when it erupts.

- Now answer the following questions in your exercise book:
1. Find words in the story that match the following meanings. Write the meaning, and the word beside it. The paragraph that contains each word is given to you.
 - a. A word that means 'furious or violent' (paragraph 1).
 - b. A word that means 'tough fibrous tissues connecting muscles with bones' (paragraph 2).
 - c. A word that means 'living for ever' (paragraph 5).
 - d. A word meaning 'a block of iron on which a blacksmith hammers metal into shape' (paragraph 5).
 - e. A word that means, 'molten rock which flows from a volcano' (paragraph 5).
 2. In an atlas, find a map of the Mediterranean. Copy the map, and on it mark in and name the following places: Greece, Mt Olympus, Italy, Sicily, Mt Etna.
 3. The islands of Samoa are all volcanic in origin. Make up a myth of your own, describing how Upolu, Savai'i and the other islands of Samoa were formed. Make sure you have some heroic Polynesian characters in your myth, and write about one and a half pages.

Activity 9**Further Research**

The following are famous figures from world mythology. Choose one of the figures, or a pair of them, and find out as much information about them as you can. Write a summary of the part played by the figure or figures you have chosen, then give a short talk to the rest of the class about the figure you have researched.

| | |
|------------------------------|--------------------------|
| Ta'aroa (Tahiti) | Zeus (Greece) |
| Rangi and Papa (New Zealand) | Pele (Hawaii) |
| Malu (Samoa) | Osiris and Isis (Egypt) |
| Hercules (Greece) | Romulus and Remus (Rome) |
| Quetzalcoatl (Aztec) | Artemis (Greece) |

Activity 10**How Well Did You Learn About Myths And Legends?**

Copy out the following paragraph, filling in the gaps with words chosen from the list underneath.

All _____ throughout history have told myths and legends about their creation, the forces of _____ and their heroes and heroines. There are many myths and legends told by the Polynesian people. Polynesia is a huge _____ region, extending from _____ in the north to New Zealand in the _____. The _____ who lived on the islands of Polynesia passed on their traditional myths and legends _____, from one _____ to the next. Like the myths and legends from many other cultures, the Polynesians' traditional stories often contain _____ characters who carried out _____ deeds, while others tell the story of the islands' _____. Some of the characters in Polynesian stories, like Tagaroa and _____, occur in the myths and legends of several island cultures. Now that these stories have been _____ down, today we can read and enjoy the many myths and legends from the different islands of _____.

Missing words

| | | | |
|----------|--------------|------------|-----------|
| Hawaii | supernatural | orally | Polynesia |
| creation | ocean | generation | Maui |
| people | cultures | written | south |
| heroic | nature | | |

Unit 2: DRAMA

In this unit you will practise making up plays of your own, by yourself or in a group, and perform your plays for the rest of the class. Before you begin to make up your plays, though, do the following activity, which will help you understand the most important words associated with performing plays.

Activity 1

Mixed Words

The two columns of words below are mixed up. Rewrite the two columns, matching the words with their meanings correctly. Use a dictionary to help you with any words that you have not seen before.

| Words | Meanings |
|----------------|---|
| 1. Actor. | a. A raised platform on which plays are performed. |
| 2. Properties. | b. Clothes worn by actors to help their roles. |
| 3. Stage. | c. A performance by one actor, alone on a stage. |
| 4. Costumes. | d. A play practice. |
| 5. Improvise. | e. Area near the front of a stage. |
| 6. Soliloquy. | f. Objects used on stage to add to the effect of a play. |
| 9. Downstage. | g. An actor speaking his or her thoughts out loud on stage. |
| 8. Upstage. | h. Sides of a stage out of sight of the audience. |
| 9. Solo. | i. A person who helps actors remember their lines. |
| 10. Wings. | j. Area near the back of a stage. |
| 11. Scenery. | k. To make up a play as you go along. |
| 12. Prompt. | l. A painted curtain at the back of a stage. |
| 13. Backdrop. | m. Person who plays a role in a play. |
| 14. Rehearsal. | n. Features on a stage to represent a landscape. |

Activity 2**Making Up And Performing A Solo Play**

Choose an important figure from European or Samoan history. Examples may include:

| | |
|-------------------|------------------------|
| Joan of Arc | William Shakespeare |
| Rupert Brooke | Florence Nightingale |
| Helen Keller | John Williams |
| Emily Pankhurst | Robert Louis Stevenson |
| Malietoa Laupepa | Colonel Robert Logan |
| Tamasese Titimaea | Mata'afa Iosefa |
| Tasai Olaf | Frederick Nelson |

- Research your historical figure's life and achievements: i.e. Find out about their family background, what they did to become famous, and what sort of personality they had.
- Write a short play (5–10 minutes long) based on your historical figure's life. Make it as realistic as possible.
- Perform your solo play for the rest of the class, without telling the others the name of your historical figure.
- Use the first person narrative right through your play: *e.g. I was born in England in the year 1789. My father was a ...*
- If possible, dress in period costume: i.e. The clothes that your subject would usually have worn in their lifetime.
- When you have finished describing your subject's life, see if the class can guess who your figure is.

Activity 3**Making Up A Group Play**

Working in groups of 4 or 5, make up a play based on one of the short stories you have studied this year, or an important scene from the novels *Treasure Island* or *Across the Barricades*. If you select a scene from a novel, ensure that the scene involves the main characters and contains an important conflict or conflicts. Also make sure that you:

- Write a **script** for your play, using realistic dialogue.
- Allocate a **role** in the play to everyone in your group.
- Get some **properties** and/or **costumes** to add to the realism of your play.
- **Rehearse** your play thoroughly, so that everyone knows their lines.

Perform your play for the rest of the class. As each play is performed, the rest of the class is to award each group a mark out of fifteen. Use the following criteria when making your judgements:

1–5 for the script.

1–5 for the costumes and properties.

1–5 for the acting.

When each group has completed their play, underline the best play and hand in your judging paper to the teacher, who will look at all the judgements and declare the winner or winners.

Unit 3: MEDIA – NEWSPAPER STUDY

Introduction

Although television now brings the news into people's homes a very short time after a story happens anywhere in the world, most people still get most of their local and international news through a daily newspaper. 'Local news' means stories that are happening in the area where the newspaper is sold; 'international news' means stories that are happening in countries overseas.

A newspaper has four main functions:

- To provide its readers with accurate information about events occurring at home and in overseas countries and the background to these events.
- To provide publicity about important events which will be occurring in the area in which the newspaper is distributed and to advertise services and products.
- To provide entertaining articles about people's leisure activities, such as listing television and radio programmes and reporting sports events.
- To influence its readers' opinions by expressing the newspaper's views about events which are happening locally and overseas, and publishing letters to the editor.

Activity 1**Sentences To Describe Media**

Below are some sentence openings which refer to either newspaper or television news. Copy them into your exercise book. Complete each sentence by selecting a suitable ending from the list that follows.

Sentence beginnings

1. Newspapers can report an important event _____.
2. Newspapers can be kept _____.
3. Newspapers contain _____.
4. Television news can report an important event _____.
5. Television news reports an event _____.
6. Television news reports can be _____.

Sentence endings

- ... a very wide range of detailed reports, events and entertainment.
- ... just minutes after the event has actually happened.
- ... for reading at any time convenient to the people who buy them.
- ... only briefly and without much background detail.
- ... in detail, with all the background detail needed to understand it.
- ... updated very quickly when a new development occurs.

Activity 2**Examples**

1. Cut out an example of an overseas news story from a recent copy of a newspaper and stick it into your exercise book. Beside it, say which overseas country the story comes from.
2. Cut out an example of a local news story from a recent copy of the newspaper and stick it into your exercise book.

Fact And Opinion

Newspapers contain a mixture of fact and opinion. It is very important that you recognise the difference between a fact and an opinion. A fact is something that can be proved to be true. Examples would include:

Fact: The new church was dedicated by the Bishop on Sunday.

Opinion: I like the design of the new church, it's very stylish.

News stories, whether from the local area, the nation or from overseas countries, should be based on fact. People who write news stories must check their facts carefully, to ensure that what they write is always correct, so that the readers of the newspapers can depend on the stories being reliable. Every news item should contain these facts:

who
why

where
when

what
how

Activity 3

Writing A News Story

Use the following information to write a short news story (4–5 paragraphs). A fire occurred in your district. The following facts are known to you.

- The fire destroyed the church hall.
- The fire occurred at 1 A.M. last Saturday.
- Fire brigade could do nothing.
- No injuries.
- Empty petrol can found in bushes nearby.
- Police investigating.

Make sure you remember the ‘who–where–what–why–when–how’ rule when writing the story. When you have finished the story, write a suitable headline for it.

Activity 4

Fact Or Opinion?

Put two headings in your exercise book, **Fact** and **Opinion**. Then read the statements that follow, and put them under one heading or the other.

1. That exam was way too hard.
2. The exam lasted exactly three hours.
3. Exams are the best way to test a student’s knowledge.
4. That exam was so easy!
5. All the exam results will be checked by the principal.
6. Maybe I’d better revise my History tonight.
7. The median for the Maths exam was 48.5%.

Activity 5**Factual Statements**

1. You have been watching the canoe races in the harbour at Apia. Imagine you are a newspaper reporter writing about the event. Write three factual statements about the races, suitable for publishing in a local paper.
2. Now imagine you are one of the competitors in the canoe races. Write three of your opinions about the races, suitable for sending in a letter to a friend in Los Angeles.

Activity 6**International News Story**

Read the following example of an international news story, then answer the questions that follow.

Bullets Fly at Church of Nativity

Bethlehem — Israeli troops fired shots at the Church of the Nativity in Bethlehem last night and battled Palestinian gunmen in the West Bank towns of Jenin and Nablus, defying United States demands to end the offensive.

The Army, which says it has killed at least 200 Palestinians in its sweep for militants after a wave of suicide attacks, said the gunmen fired first from inside the church, one of Christianity's holiest sites.

The gunmen denied firing first. The incident is likely to fuel world anger and increase pressure on Israel, which has intensified its 10-day-old offensive since United States president George W. Bush demanded a withdrawal from Palestinian cities last week.

1. Write down two facts from the news story: i.e. Things that are definitely true.
2. Write down two things that *could* be true but are not yet provable.
3. What is it about the story's headline that attracts the reader's attention?
4. Under each of the words which are the basis of a news story, write the answers from the *Bullets Fly at Church of the Nativity* story.

who — where — what — why — when — how

who: Israeli troops

where: _____

what: _____

why: _____

when: _____

how: _____

Letters To The Editor

The Letters to the Editor section of a newspaper — which is usually found on the editorial page — is the place where readers can express their opinions freely about what has been happening in the news. An example of some letters are written below. They refer to the previous newspaper story.

Letter 1

Dear Sir,

Congratulations on your front-page story by John Woodfield last Monday, describing the horror caused by the Israelis' invasion of the West Bank of the Holy Land and other articles on the same subject.

These stories prove that the Israeli Prime Minister, Ariel Sharon, who was found guilty of committing war crimes during the 1982 invasion of Lebanon and later massacres of innocent civilians, has also declared war on Christianity and humanity in general.

The people of the world must be told the truth about this hideous war brought down on the Palestinian people by Prime Minister Sharon. Your paper is bringing out this truth; keep up the good work!

Valerie Wichman
Henderson

Letter 2

Dear Sir,

Everyone seems very quick to condemn the Israelis for what is happening on the West Bank of Palestine, but how about looking at the situation from the Israeli point of view for a change? Not many people know what it is like to live in constant fear of suicide bombings.

Having spent 8 years living in Israel, I do. You go about your daily life as best you can, but you avoid places where crowds have to gather, such as supermarkets. As you sit on the bus on your way to the shopping mall, you watch every person who gets on, watching their every movement, wondering if they have a bomb strapped to their waist, hidden beneath their clothes. Whenever you go out for a meal, you instinctively watch the door and suspect everyone who enters of being a possible bomber.

Whenever I hear of another suicide bombing, I feel fear and horror and worry desperately for the lives of my family and friends I left behind in Israel. I search web-sites for the names of the dead and mutilated, dreading the day the names of my loved ones might appear on the list. Can't you understand how we Israelis feel about this terrible situation?

Deborah Cohen
Ponsonby

Discussion points

1. Which of the two letters do you think is more persuasive?
2. Why is it a good thing to have a *Letters to the Editor* section of the newspaper where people's opinions can be freely published?

Activity 7**Two Interesting Letters**

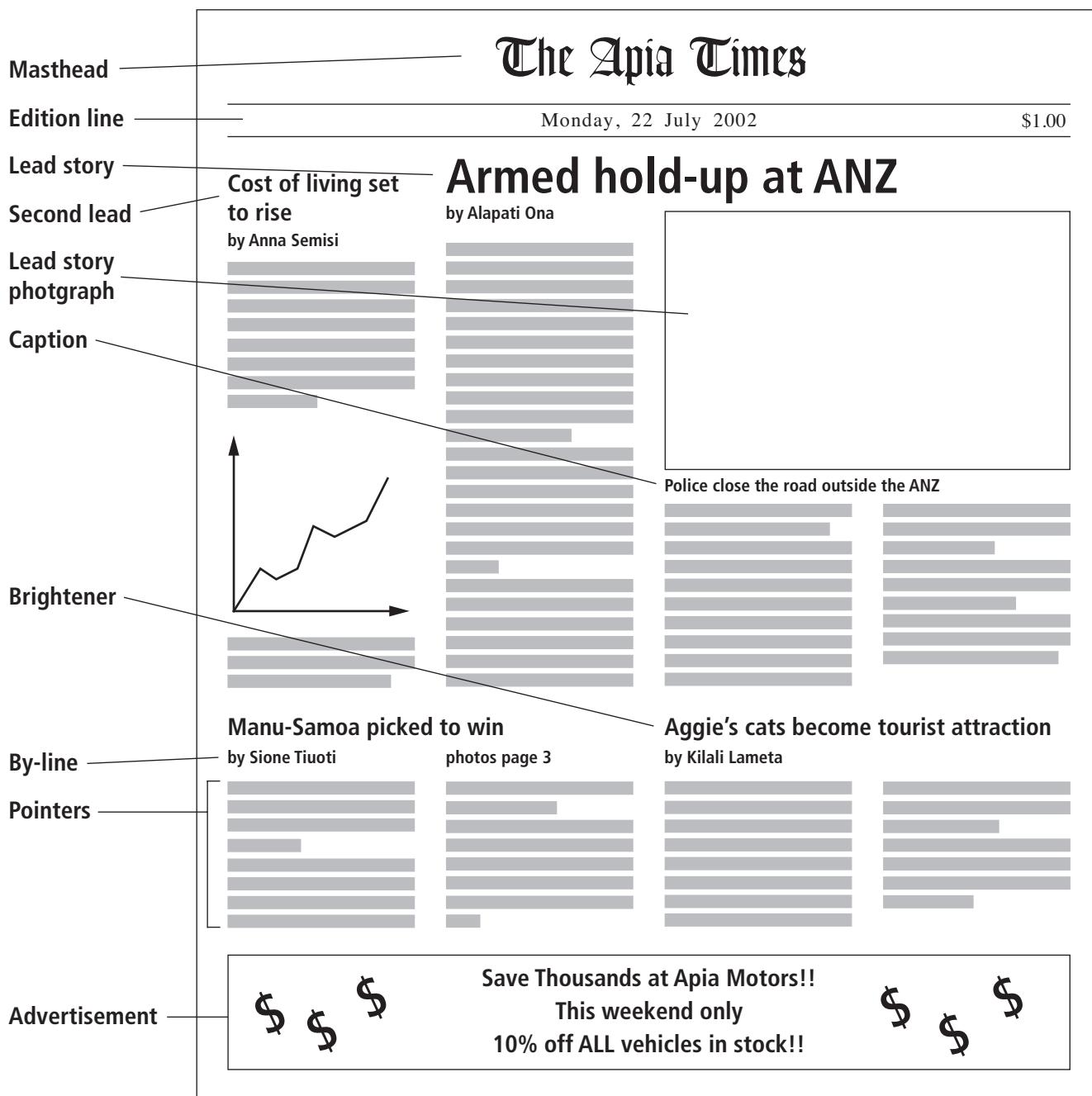
From a recent issue of a newspaper, read the letters to the editor. Cut out two letters that interest you and put them into your exercise book. Alongside each letter, write a sentence stating whether or not you agree with the views expressed by the letter writers, and why. Some papers state the 'rules' that readers of the paper who write to the editor must follow: *e.g. The writer's name and address must be supplied.* See if you can find a paper that has these rules on its *Letters* page, and if you find one, cut the rules out and stick them into your exercise book.

Activity 8**Writing A Letter To The Editor**

Working in pairs, write a letter to the editor of your local newspaper. First, decide on some important issue that is happening in your district, or in Samoa. Discuss your opinions about the issue and decide on your attitude towards the issue before you begin to write your first draft of the letter.

Plan your letter carefully before you write the final copy. It should only be 3–4 paragraphs long, and should state your opinions clearly and accurately. Put a copy of your letter into your exercise book.

Presenting A Newspaper — The Front Page



The most important and interesting news stories of the day are found on the front page of a paper. The 'lead story' — the most prominent — often contains news of a disaster, a war or controversial event, and will have a photograph alongside it. The lead story may be international or local, depending on how important it is for the readers.

Front Page Features

Masthead: the name of the newspaper, at the top of the page.

Edition line: the day and date on which the newspaper was printed.

Lead story: the main story of the day, the one in bold black type.

Lead story photograph: the largest photograph, at the top of the page, illustrating one aspect of the lead story.

Caption: note underneath the photograph, explaining what it shows.

Second lead: the second most prominent news story of the day.

By-line: name of the writer of the story, underneath the headline.

Brightener: an amusing or ‘human interest’ story.

Pointers: summaries of a story whose details are given inside the paper.

Advertisement: there is usually one advertisement, somewhere on the page.

Activity 9

Finding Front Page Features

Take the front page of a recent copy of the newspaper, then cut out each of the features defined above, and name each one. Put the labelled features in your exercise book.

The Layout Of A Newspaper

The way the pages of a newspaper are arranged or set out is called the layout. The layout on each page should be attractive to look at as well as interesting. A good page in a newspaper should have the following qualities:

Clarity

Each story should be easy to follow, and it should be obvious to the reader which photographs illustrate which story.

Balance

The headings, stories and photographs on each page should be well balanced, not weighed too heavily towards one or the other.

Attention-getter

The headlines, sub-headings and photographs should be set out in such a way that the reader’s attention is caught and held.

Contrast

There should be a contrasting mixture of words and photographs, so that the page is not boringly similar. Each page should show variety in its layout.

Activity 10**Making A Front Page**

Working in pairs, make up the front page of a newspaper on a large sheet of paper.

Give your paper a suitable name for the masthead: *e.g. The Savai'i Sentinel*. Make up lead and second lead stories, add photographs and captions and all the other features which make up a typical daily newspaper's front page. Keeping in mind the essential features of layout, sketch the page's layout first on notepaper, and write draft copies of your stories before you write the final versions. When your front page is complete, display it on the classroom wall, along with the others from the class.

The People Who Work For A Newspaper

A newspaper is put together by a large team of people, each one having a special role in contributing to the paper's production. The following are the main people responsible for producing a newspaper:

Editor: the person who is responsible for what goes into the paper, and its writing.

Reporter: the person who collects the news for a story and writes the story.

News editor: the person who decides where in the paper the story will go.

Leader writer: the person who writes the editorial ('leader'), expressing the paper's opinions about the main news stories of the day.

Sub-editor: the person who prepares the story for printing in the paper, including making up a suitable headline.

PC operator: the person who operates a computer to make sure that the story fits the page properly and is in the correct position.

Photographer: the person who works with a reporter while researching a news story and takes an interesting series of photographs to illustrate the story.

Proof-reader: the person who checks the stories for spelling, word usage and grammatical mistakes.

It is the responsibility of the editors and sub-editors to decide which stories are selected for publication in their paper, and to select the best photograph to illustrate each story. To decide which stories are published, they ask themselves the following questions:

Is the story important? Does it affect many people? Does it involve important people? Does it contain drama, conflict or human interest? Does it contain something surprising or unusual? Does it contain something that the public has the right to know about? If the answer is yes to these questions, then the paper will 'run' (i.e. Print) the story.

It is also the sub-editor's job to check the news reports for spelling and syntax (sentence) mistakes, reword the information or shorten the story to fit the available space if this is necessary.

Even though the copy (stories) in a newspaper are checked very carefully by the sub-editors before the paper is printed, mistakes still slip through. Because of this, many newspapers now have a *Corrections and Clarifications* section, where such mistakes are corrected the following day. Here is an example of an entry from *The New Zealand Herald*'s corrections and clarifications column.

- In a Travel feature yesterday, the name of the tugboat *Taioma* was mis-spelled *Taimoa*.
- An agency report yesterday put the New Zealand time of the Queen Mother's funeral service at 11.30 p.m. last night. It should have been 10.30 p.m. to allow for British summer time.
- A graphic in the World section mispelled catafalque as 'catalfaque'. And Windsor Castle is west of London, not east.

Activity 11

Headlines

Headlines should attract the reader's attention as well as summarising the content of the story underneath it. Headlines use techniques such as alliteration (words in succession starting with the same letter) or puns (a play on double meanings of words) to cleverly catch the attention of the reader.

Here are some newspaper headlines. Below them are summaries of the stories to which they refer. Write out the headlines and match them up with the stories they head.

The headlines

- Bell tolls 101 for best-loved royal.
- Bungy firm bounces back.
- Corpse count high and rising.
- Peace process presses ahead painfully.
- Tunnel vision for fun runners.
- Electricity price rise cause shocks.

The stories

- Casualties in the Middle East war are becoming heavier.
- A fund-raising mini-marathon course includes running through a tunnel.
- A rise in the price of power was totally unexpected.
- The bell of Westminster Abbey rang once for every year of the Queen Mother's life.
- Discussions on solving the Middle East crisis are making very slow progress.
- A company which runs bungy jumping holidays is making profits again.

Activity 12**Writing Headlines**

Choose three events which have happened in your area this year. Imagine that each event is being covered by a national newspaper. Write three suitable headlines for each of the events you have chosen, and under each headline, write the opening sentence for the story which would follow.

The Editorial

The editorial — sometimes called the ‘leader’ — is written by the editor or a senior staff member of the newspaper. The editorial is based on one principal idea, usually as a result of a major news story or a series of events which have been in the news recently, or on a topic which is of interest to many people. An editorial is an example of persuasive language, intended to persuade readers that the editor’s opinion on the subject is the right one.

An example of an editorial: *The Daily News* April 6

Good neighbours and bad

Every street has one. If it is lucky enough not to, then the wider neighbourhood will surely have one. He or she or they live at the address where the chainsaw starts at 7 A.M. — and invariably on mornings when they must have known you were out late enjoying an extra bottle of wine the night before. Or they have got a dog that barks at seagulls or every whisper it insanely imagines among the bushes in the surrounding properties. Or there’s a grumpy old-timer who just wishes the world was how it was 50 years ago and grabs every opportunity to make happy children unhappy. Or the person who trundles his lawnmower out on a beautiful evening just as the neighbour’s barbecue guests arrive. Or worse, hardly mows them at all. Or . . . the list is endless.

It is the most worrying aspect of moving house. What will the neighbours be like? Does their stereo play Haydn or hip-hop? Is that reconstruction ever going to be finished? Are all those cars permanent or part of a fleeting celebration? Cautious buyers cruise the prospective area late on the danger nights and listen for danger signals. They ask about the scruffy houses, whether they are rented, and who’s got dogs. Real estate agents say that noise is one of the top reasons why people shift. Noise and nutty neighbours. In Britain they make TV programmes about such people.

The great majority of us should count our blessings for having good neighbours. Invite them over. Say thanks somehow. And they’ll say it back.

Activity 13**Studying An Editorial**

Read the above editorial carefully, then answer the following questions.

1. Copy out the question in paragraph two that *best* summarises the editorial's opinion.
2. List three problems that inconsiderate (thoughtless) neighbours can bring.
3. The TV programme referred to is called *Neighbours From Hell*. Why do you think it was given this title?
4. Which of the following statements best describes the editorial writer's main attitude towards neighbours?
 - He thinks inconsiderate neighbours are a normal part of life.
 - He thinks inconsiderate neighbours cause lots of trouble.
 - He thinks inconsiderate neighbours should be greeted in a friendly way.
 - He thinks inconsiderate neighbours should mow their lawns.
5. Write a sentence explaining why you chose the answer you did for the above question.

Advertising In Newspapers

When people buy a copy of a newspaper, the price they pay does not cover all the costs of producing it. It is very expensive to buy the newsprint for the paper, the computers on which to write the stories, the ink to print the stories and pay the salaries of all the people who work for the newspaper. To increase the paper's income it also contains advertisements which people who advertise in the paper must pay for.

There are different kinds of advertisements in a newspaper. The larger the advertisement, the more expensive it will be. A whole page advertisement in a city newspaper can cost thousands of dollars. These large advertisements are called 'display ads'. Companies which advertise in this way know that thousands of people will see the advertisement and read about the products they are selling, so they are willing to pay for such a large space because they will get their money back in sales. Typical full page advertisements are for supermarkets or large stores selling many products.

At the other end of the scale are the 'classified advertisements' in a newspaper. These are small, written advertisements found at the back of the paper, put there by people who are wanting to buy or sell something, renting or wanting to rent a property, or to inform people about a birth, death or anniversary in their family. People who put classified advertisements in the paper are charged by the word, so they must give as much information as possible in a short space, to keep the cost of the advertisement down.

Here are some common classified advertisement headings from a newspaper:

| | |
|------------------------------|----------------------------|
| For Sale | Situations Vacant |
| Flats/Houses To Let | Boats For Sale |
| Social Services | Businesses For Sale |
| Cars For Sale | Flats Wanted |
| Holiday Accommodation | Births |
| Deaths | In Memoriam |

Activity 14**Classified Examples**

Write the above classified advertisement headings in a list down your page. Then get one example of each type from a recent copy of the newspaper and stick it into your book beside each of the 12 headings.

Activity 15**Writing Classifieds**

Imagine that you are:

- Selling a truck.
- Looking for part-time work.
- Wish to announce the birth of triplets in your family.
- Looking for a flat in Apia.

For each of the above situations, name the classified column of the newspaper you would place your advertisement in, and write a suitable classified advertisement for each one.

Activity 16**Other Advertisements**

Other advertisements in the newspaper involve entertainments available for its readers. These include advertisements for movies, concerts, shows or sports events.

Cut out a newspaper advertisement for a movie, concert, show or sports event which you would like to go to, and stick it into your book. Alongside the advertisement, write a sentence saying why you would like to go to the event which is being advertised.

Activity 17**Special Interest Sections**

Newspapers often contain sections providing information on subjects of special interest. These include TV and radio programmes, TV previews and reviews, Book Reviews and features on authors, sections on Sport, Travel and Business.

Find and put into your exercise book a page from a newspaper's special interest section which interests you. Underneath the page write a sentence beginning:

*I found this page from the _____ section of the newspaper
interesting because . . .*

Unit 4: LETTER WRITING: PERSONAL AND FORMAL

Introduction

Writing a letter is a very important means of communication. Although many people now use email to communicate by letter, the skills involved in letter writing have not changed. All letters should be well written, accurately written and informative. However the type of language used in a letter very much depends on whether it is personal or formal.

A personal letter is one that is written to someone you know well: *e.g. A close friend or a relative*. Because you know the person to whom you are writing, its style will be relaxed and informal, with few strict rules of presentation and style.

An Example Of A Personal Letter

Saturday, 15 July

Hey Sis,

Greetings from greyest Grey Lynn! Actually it's not that grey at all, because there's a mid-winter festival on this weekend and there's heaps going on. Dances, cultural performances (Samoans right up there, of course), bands and a big market day in the main street. It's cool (like, about 15 degrees), and cool (heaps of things happening all day and half the night). Last night Tasi and me teamed up with some guys from MAGS and went to a dance at their school. Four guys for every girl, how about that? I can just imagine you racing down town to buy an air ticket for Auckland. A one-way ticket. Nah, don't get too carried away Sis, the festival finishes tonight so it'll be back to school on Monday morning for this party girl. Better that you start saving now for next year's festival, or if you can't wait that long, try for the Poly festival in March. That is soooo cool. Better sign off now, this is one Sa babe who needs an early night!

Love to all the team back there, especially you-know-who. And take care, Sis.

Alofa

A formal letter is one which is written to someone you don't know well or may not know at all. It follows stricter rules of tone and presentation, and must obey certain rules because the person receiving the letter does not know you and therefore can only judge you by the quality of the letter they receive from you.

An Example Of A Formal Letter

14 August, 2002

12 Faatoia Road,
Fagal'i,
Apia.

Dear Mr Nelson,

I am replying to your advertisement in the *Samoa Observer* last Wednesday, in which you invited young people interested in training to be cultural tour guides, to contact you with a view to taking a Tourism Introduction course.

I am a 16-year-old student at Samoa College. As I will be leaving school at the end of next year and would like to follow a career in the hospitality industry, the course you are advertising sounds like an ideal introduction to the work I am interested in. My parents are totally supportive of my plans to work in this very important industry.

For the past three years I have been an active member of Samoa College's cultural group and have performed several times in inter-school cultural competitions. As I am a fluent Samoan speaker and have a keen interest in Samoan history and culture, I feel that I would be well suited to undertake your Tourism Introduction course.

I can be contacted at home at the above address, or by phone at Apia 97-86, from 3pm onwards. I look forward to hearing from you.

Yours sincerely,

David Manu

(David Manu)

Activity 1**Formal And Informal Language**

Put two headings across your page: **Formal Letter Language** and **Informal Letter Language**. Read the two letters again, then put the following descriptions of their style under the heading which best describes them.

1. Complete sentences, with an object and a verb.
2. No need to mention personal details like age and background.
3. Some incomplete sentences, lacking a verb.
4. Casual over punctuation and sentence structure.
5. Relaxed style, as if speaking to the person receiving the letter.
6. No use of slang or young people's language.
7. Set out in proper paragraphs, each paragraph dealing with one topic.
8. Greeting and signing off very casual and relaxed.
9. No paragraphing, just one statement leading to another.
10. Addresses the person receiving the letter very casually.
11. Uses some slang expressions.
12. Greeting and signing off follow a set, formal pattern.
13. Mentions important personal details like age and qualifications.
14. Follows the rules of punctuation strictly.

Activity 2**Replies To A Letter**

Imagine you are the sister Alofa has written to and you have just received her letter. Write a reply, saying what you have been doing since you last saw her, and what you are planning to do over the next few weeks.

Activity 3**Applying For A Job**

Study the advertisements below which were listed in your local newspaper. They are all for part-time work. Choose the job which most appeals to you and write an application for it, setting your letter out in the proper way according to the model shown. Pay particular attention to setting out, sentence writing and paragraphing.

Babysitter wanted

Reliable schoolgirl wanted to care for two preschool children, 3 p.m. to 7 p.m., Monday to Friday. References needed. Write to: Valencia Stephenson, Box 37, Apia.

Supermarket workers needed

Strong, fit young people (16 years and under) wanted for supermarket work, Friday 3 p.m. to 8 p.m. and all day Saturday. Unpacking, shelf stacking, checkout work. Write to: the Manager, Pacific Foodland, Box 77, Apia.

Car grooming

Keen, careful young man or woman (16–17) needed for rental car cleaning, Faleolo area. Must be honest and reliable. Driver's licence would be an advantage. Write the Manager, Coral Rentals Ltd., Faleolo Airport.

Activity 4**Did You Get The Job?**

When you have finished the final draft of your formal letter, swap it with someone else in the class. Imagine that you are the employer who placed the job advertisement in the paper. Read your classmate's letter carefully, from the point of view of the employer. Mark it in the following way.

| Impression | Result |
|---|---------------------------------------|
| A An excellent letter which presents a very good impression of the applicant. | An interview will be given. |
| B A good letter on the whole, but spoilt by some sentence errors and paragraphing. | Listed for a possible interview. |
| C Too many errors of spelling, layout paragraphing. Creates a poor impression. | Not even considered for an interview. |

Activity 5**Writing To Your Principal**

Conclude this unit by writing a letter to the principal of your school, applying for a testimonial which could be used in a job application. The letter will be a formal one. In the letter, mention to the principal some of the highlights of your time at the school, some thoughts you have about the schooling you have received, and your hopes and plans for your future.

Unit 5: CURRENT ISSUES

Introduction

‘Current’ is an adjective meaning ‘happening at the moment’. An issue is ‘an important topic for discussion’. A current issue, therefore, is:

Something important that is happening in the world today.

In this unit you will work in pairs to research a current issue, prepare a talk about the issue and design a poster to publicise its importance.

Examples Of Current Issues

Saving Samoa’s rainforests.

Preventing the over-fishing of Samoa’s marine resources.

Improving the health of the Samoan people.

Preventing youth suicide.

Effective ways of preventing crime.

Keeping Samoa pollution-free.

How to make Samoa smoke-free.

Fighting the drug problem.

Fighting the problem of alcohol abuse.

Co-educational schools versus single sex schools in Samoa.

Ways to reduce emigration from Samoa.

Problems caused by violent videos.

Protecting our endangered species.

Keeping our culture alive.

Learning through the internet.

The benefits of tourism to Samoa.

The disadvantages of tourism to Samoa.

Dealing with visual pollution in Samoa.

The advantages of the Samoan extended family.

The disadvantages of the Samoan extended family.

Activity 1

Current Issues

- Working together and using as many resources as you can, find out as much as possible about your topic. Use as your research resources books, magazines, pamphlets, newspapers or any other sources of up-to-date information about your topic. Make notes about your topic as you go, under these headings:

A definition of the issue.

Why this issue is important.

A detailed explanation of the issue.

What needs to be done to solve the problems associated with the issue.

- After putting all your resources together, prepare a short (4-5 minute) talk on your current issue for presentation to the rest of the class. Divide your material into two sections, so that you both present an equal amount of material. Make it as interesting and informative as you can. Be prepared to answer any questions which the rest of the class might want to ask you about your issue.
- Still working together, design and draw a poster that summarises the main points of the issue. Your poster should contain a combination of written and visual material.

Unit 6: VOCABULARY

Introduction

You should constantly work at building up your ‘word power’, at increasing your vocabulary. The more words you can use, (and spell correctly!), the more effective your written and oral English will be. Learn and use as many ‘new’ words as you can. When you are reading, whether it is fiction or non-fiction, look up in the dictionary and write down the meanings of any words you come across that you do not understand. Also train yourself to use a thesaurus — a dictionary of synonyms — to vary your use of words.

The following activities will help you build up your vocabulary.

Activity 1

Using The Dictionary

Using a dictionary to help you, work out which of the meanings is the correct one for the following words, then write the word and its correct meaning.

1. A *chaperone* is:
 - a. Leggings worn by a cowboy to protect his shins from thorns.
 - b. An older woman who accompanies a young girl on social occasions.
 - c. A type of tough grass that grows on mountainsides in Mexico.
 - d. A small hat worn by French people on religious occasions.

2. *Gristle* is:
 - a. The area of the brain responsible for learning practical things.
 - b. A prickly plant which grows in the Scottish Highlands.
 - c. A very bad traffic jam in a city.
 - d. The tough tissue found in animal bodies.

3. A *nucleus* is:
 - a. The central part of something, around which other parts collect.
 - b. A power station which produces large amounts of energy.
 - c. A bomb which is capable of causing enormous destruction.
 - d. A type of acid used in the cleaning of old bricks.

4. A *scapegoat* is:
 - a. A type of trowel used to clean the hooves of goats.
 - b. A species of goat which lives in the Himalayas.
 - c. The shoulder blade of a goat.
 - d. A person who is made to carry blame unjustly.

5. *Stalwart* means:
 - a. Very heavy.
 - b. Resembling a wart.
 - c. Very courageous.
 - d. Easily frightened.

6. *Venomous* means:
 - a. Highly poisonous.
 - b. Like the planet Venus.
 - c. Willing to take risks.
 - d. Truthful by nature.

7. To *wallop* means:
 - a. To throw a great distance.
 - b. To ride a horse very hard.
 - c. To hit hard.
 - d. To play the drums.

8. A *xenophobe* is:
 - a. A musical instrument.
 - b. A member of an African tribe.
 - c. A machine for photocopying.
 - d. A person who fears foreign people.

9. A *yokel* is:

- a. A wooden device connected to a plough.
- b. A simple-minded country person.
- c. An animal between one and two years old.
- d. A small native bird from Australia.

10. *Zoology* is:

- a. The scientific study of animals.
- b. The scientific study of zoos.
- c. The scientific study of sea creatures.
- d. The scientific study of Zulu people.

■ When you have finished working out the correct answers and writing them down, test the meanings of the 10 words with the person sitting next to you.

Activity 2

Creating Your Own Word Test

Choose 10 words from the dictionary whose meanings you did not know before, then for each of the 10 words, make up multi-choice questions like the ones in Activity 1. When you have finished making up the 10 questions, give them to the person sitting next to you and see how many they can answer correctly.

Activity 3

Synonyms

A thesaurus is a book that lists words in groups of synonyms — words having similar meanings. Using a thesaurus will enable you to vary your use of words rather than using the same ones over and over again, and so make your writing more varied and interesting.

Using a thesaurus, find five synonyms for each of the following commonly used words. Write these out in your exercise book.

woman _____

green _____

hungry _____

dark _____

tired _____

Activity 4**Mix And Match**

Below is a list of words and meanings. They are mixed up. Write down the list of words and, using a dictionary, put the correct meaning opposite each word.

| Words | Meanings |
|---------------------------|---|
| 1. Alloy (noun). | a. A seven-sided figure. |
| 2. Betroth (verb). | b. Very light and delicate. |
| 3. Cinnamon (noun). | c. Putting care and effort into what one does. |
| 4. Diligent (adjective). | d. The control lever of an aircraft. |
| 5. Estuary (noun). | e. Extremely complicated. |
| 6. Foggy/fogey (noun). | f. A metal formed by mixing one metal with another. |
| 7. Gossamer (adjective). | g. A type of spice which comes from the bark of a tree. |
| 8. Heptagon (noun). | h. The mouth of a large river. |
| 9. Intricate (adjective). | i. To formally engage with a promise to marry. |
| 10. Joystick (noun). | j. A person with very old-fashioned ideas. |

Activity 5**Making Your Own Mix And Match**

Choose 10 new words from the dictionary and make up an exercise like the one in Activity 4. When you have finished, swap exercises with someone else in the class and match up their words and the correct meanings.

Activity 6**Occupation Titles**

Complete each of the following sentences to give the meanings of the occupations. Write each one out in your exercise book.

- A *mortician* is a person who _____.
- An *orthodontist* is a person who _____.
- An *optometrist* is a person who _____.
- An *astrologer* is a person who _____.
- An *astronomer* is a person who _____.
- A *prospector* is a person who _____.
- An *entomologist* is a person who _____.
- An *etymologist* is a person who _____.
- An *evangelist* is a person who _____.
- A *geologist* is a person who _____.

Activity 7**Grammar And Vocabulary**

One good test of how well you have learned the rules of grammar and vocabulary is to proof-read a piece of someone else's writing. This means that you read it through very carefully, line by line, looking for mistakes in spelling, sentence construction (syntax), punctuation or vocabulary. Whenever you find a mistake, you must correct it.

- On the following pages is an essay about the famous writer Robert Louis Stevenson's travels through the Pacific Ocean. It is very badly written and so needs a thorough proof-reading. Read the essay carefully, and every time you come across a mistake, underline it. If you think a word has been spelt wrongly but are not sure, look the word up in the dictionary to check its correct spelling.
- When you have found and underlined all the mistakes, compare your corrections with those of someone else in the class. Together, make sure that you have found and corrected all the errors in the essay.
- Rewrite the essay in your exercise book, so that it is perfect.

A Writer in the Pacific

Robert Louis Stephensen was a famuos writer. He was born in Scotland in 1850. Wrote many exciting storeys like *Treasure Island* *Kidnapped* *The black arrow* and *The Strange Case of Mr Jekyll and Dr Hyde*.

Wen he was a young man Robert Louis Stephensen was very sick. His doctor tells him that if he left Scotland and went to live in a warm country his illnes would be curred. He traveled too many countries and wrot storeys about the places his visited after he had traveled threw many of the countries of europe and america some frends told him about the islans of the pacific he decided to visit them.

In 1888 stephensen left San Francisco with his wife and frends in a small ship called the *casco* they sayled towards the southwest. After more than a month of sayling they landed at Nuku Hiva in the Marquesas islands. The writer enjoyed tawking to the people there and tried to understand there ways and customs.

From Nuku Hiva Stephensen and his party sayled onto papeete in tahiti. Hear they had to repair there little ship before they truned north to sayle to the hawaain islands first they sayled thru a fierce storm. Later they was becalmed of the coast of Hawaii. After thirty days they sayled into the port of Honolulu on the island of oahu.

While in hawaii Stephensen maid meny friends he soon met the ruler of the islands king Kalakaua the writer became the frend of the king and wood often vizit his pallace to play cards with him. While they were playing cards the king told stephensen about the customs and history of the peopple of hawaii.

Kalakaua was the greatest leader in the pacific at that time he had herd about the kings of the countries of Europe and wanted to bee like them. He built a stone pallace and had meny servants dressed in bright uniforms. He had his own military banned and built a Theatre for plays and concerts he likked to dress in fine uniforms and cloths like the kings and emperors of europe.

king Kalakaua also had a small armie of soldiers. He wanted to have a navy to so he brought and old steemship. He put cannons on the ship and trained a cru to sale her the king named the ship H.H.M.S. *kaimiloa*. The king wanted to increase his power and becum the leader of all the pacific Island countries. He opened a hawaiin embassie in samoa and sent his gunboat to empress other countries with his power his boat was chased away by the germans who were taking controll of samoa at that time.

King kalakaua never became a strong leeder of all the hawaain people and was not abel to rule a great empire of pacific Island countries wen he died his sister Liliuokalani came to the throne but in 1983 she handed over the government of her countrie to the united States of america.

After staying, for six months in hawaii robert luis Stephenensen sayled away on a small trading schooner, to the gilbert Islands. He stayed there on a atol for sevrel months hear he mad another frend the ruler the island king Tem binoka. after he left the Gilbert islands he went to live, in samoa. In a house called vailima, on the slops of mt Vaea. Stepehensen became a frend of meny of the samoan people who called him tusicalla, witch means 'Teller of tails'. It was while he lives there that Stepheneson became very sick and dies in december 1894 his grave is on the topp on Mt vaea.



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