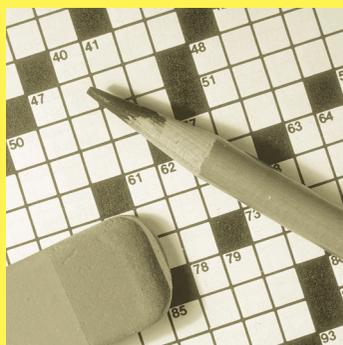


Book 3

Year 9



English

English

Year 9 Book Three



GOVERNMENT OF SAMOA
DEPARTMENT OF EDUCATION

Acknowledgements

The Department of Education would like to thank Graeme Lay for his vision, patience and hard work in putting together this valuable book.

Designed, edited and typeset by Egan-Reid Ltd, Auckland, as part of the Samoa Secondary Education Curriculum and Resources Project for:

Government of Samoa Department of Education 2002.

Funded by the New Zealand Ministry of Foreign Affairs and Trade under New Zealand's Official Development Assistance Programme.

Printed through Egan-Reid Ltd.

Managing Contractor: Auckland UniServices Limited.

ISBN 982-517-031-X

TABLE OF CONTENTS

Unit 1: Library Skills	5
Unit 2: Presentations	16
Unit 3: Current Issues	33
Unit 4: Grammar	35
Unit 5: Vocabulary	46
Unit 6: Personal Letter Writing	48
Unit 7: Reading	50

Unit 1: LIBRARY SKILLS

Introduction

A library is a **storehouse of information** about every subject imaginable. From the library you can get information to help with your research on almost any subject, as well as books which will entertain you and help you with your reading and writing. This unit of work will help you to get the most from your library.

There are two main types of books: **fiction** and **non-fiction**. They are shelved in different parts of the library under two different systems.

Fiction books are ones written from the writer's imagination: *e.g. Novels and short stories*. These books are put on the shelves in alphabetical order according to the first letters of the **author's surname**. They usually have the first three letters of the author's surname on the spine of the book. For example, if you want to find a copy of *Harry Potter and the Philosopher's Stone* by J. K. Rowling, look on the fiction shelves for the 'R' section, then look alphabetically for 'Row'. For books by Albert Wendt, find the 'W' section, then look for the letters 'Wen'.

Activity 1**Finding Fiction Books**

For the fiction books listed below, copy them out in the order that you would find them on a library's shelves: i.e. Write them out in alphabetical order, according to the author's surnames. The first book which would be on the list has been done for you.

Cowley, Joy *The Silent One*

The Lord of the Rings, by J.R.R. Tolkien

What Becomes of the Broken-Hearted?, by Alan Duff

Treasure Island, by Robert Louis Stevenson

Leaves of the Banyan Tree, by Albert Wendt

Dogside Story, by Patricia Grace

The Whale Rider, by Witi Ihimaera

The Silent One, by Joy Cowley

The Wave Rider, by Graeme Lay

The Haunting, by Margaret Mahy

See Ya Simon, by David Hill

Activity 2**Find The Author**

Copy out the list of fiction books below into your exercise book. Find out the name of each book's author, and write the author's name next to the title of each book.

Titles**Author**

Kidnapped

A Christmas Carol

Pride and Prejudice

Potiki

Tales from the Tikong

They Who Do Not Grieve

Jane Eyre

Under the Mountain

The Changeover

The Whale Rider

The **non-fiction** section of the library contains factual books: i.e. Books about real subjects that are true. An American librarian called Melville Dewey (1851–1931) made up a system to help people find books in the non-fiction section of a library. The system is named after him, the **Dewey Decimal System**.

By this system non-fiction books are separated into different sections, similar to the way a supermarket has different sections for breakfast foods, drinks, tinned goods, meat and so on. The library shelves are divided into decimals — groups of ten — and this enables you to quickly locate a book on a subject you are interested in.

The ten main sections of non-fiction books are grouped into hundreds, from 000 to 999. The headings for these ten main sections are:

000s Generalities

e.g. 001 Mysteries, 004 Computer science, 030 Encyclopaedias

100s Philosophy and psychology

e.g. 135 Dreams, 150 Psychology

200s Religion

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

300s Social sciences

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

400s Languages

e.g. 420 English, 450 Italian, 495 Chinese

500s The wonder of nature

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

600s Science and technology

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

700s The arts and sports

e.g. 720 Architecture, 750 Painting, 790 Recreation and sport

800s Literature

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

900s The past, people and places

e.g. 910 Travel, 920 Biography

Activity 3**Using The Dewey Decimal System**

Use the headings on the last page to complete the following sentences. The first sentence has been done for you.

1. A book on learning the Italian language would be found at number 450.
2. A book of William Shakespeare's poems would be found at number _____.
3. A book on sights to see in American Samoa would be found at number _____.
4. A book on the missionaries in the South Pacific would be found at number _____.
5. A book of cartoons would be found at number _____.
6. A book about traditional Samoan architecture would be found at number _____.
7. A book on algebra would be found at number _____.
8. A book on the art of Fatu Feu'u would be found at number _____.
9. A book on AIDS would be found at number _____.
10. A book on flying foxes would be found at number _____.

The **reference section** of a library contains books which cannot be taken out of the library, so they are always there when you need to use them. The reference section contains books like atlases, dictionaries, thesauruses, encyclopaedias and books of quotations, all of which are very useful for any research you are doing. The following activities are all based on the use of books from the Reference Section of the library.

Activity 4 Using The Reference Section

From a world **atlas**, find the information that will enable you to write out and complete the following sentences:

1. S _____ is a land-locked* country in Europe.
2. B _____ is a land-locked country in South America.
3. The name of the large body of water that separates North and South America from Europe is called the _____ Ocean.
4. The very large island just north of Australia is called _____.
5. Three countries which share a border with Thailand are _____, _____ and _____.
6. The capital city of Argentina is _____.

* A land-locked country is one which does not have a sea coastline

Activity 5 Using A Thesaurus

A synonym is a word similar in meaning to another word. A **thesaurus** is a dictionary of synonyms. From a thesaurus in the library, find and write down:

1. Five synonyms for the word 'red'.
2. Five synonyms for the word 'brave'.
3. Five synonyms for the word 'scholar'.
4. Five synonyms for the word 'sleep'.

Activity 6 Using A Dictionary

From a **dictionary** in the library, find and write down the meanings and the part of speech of the following words:

Word	Meaning	Part of speech
chandelier		
dextrous		
euthanasia		
formidable		
gargoyle		

Activity 7**Abbreviations**

From the library's **dictionary**, find and write out the full meanings of the following abbreviations:

1. A.D.
2. B.Sc.
3. C.B.E.
4. D.D.
5. O.H.M.S.
6. OXON.
7. R.S.V.P.
8. Y.H.A.

Activity 8**Quotations**

From a **dictionary of quotations** in the library, find and write down:

1. A short quotation from the writing of Robert Louis Stevenson.
2. A short quotation from the writing of William Wordsworth.
3. A short quotation from the writing of William Shakespeare.

Activity 9**Using An Encyclopaedia Part 1**

From an **encyclopaedia** in the library, find the information which will enable you to write out and complete the following sentences:

1. The capital city of France is _____.
2. The French Revolution took place in the year _____.
3. The French flag is called the _____.
4. The sea to the south of France is called the _____ Sea.
5. Three countries which share a border with France are:
_____, _____ and _____.

Activity 10**Using An Encyclopaedia Part 2**

Also from an **encyclopaedia**, find the answers to the following questions. Write out each answer as a full sentence.

1. What is psychology the study of?
2. In which country would you find a wombat?
3. Describe in words, then draw, the flag of the United States of America.
4. What is a monsoon?
5. Where did the vanilla plant come from originally?

Activity 11***The Guinness Book Of Records***

Find a copy of *The Guinness Book of Records*, and use it to answer the following questions.

1. What kind of information does this book contain?
2. When was it first published?
3. Why is this book republished every year?
4. Write down what you think is the strangest record in the book.
5. Make up a world record that you have set, and write it out as it would appear in *The Guinness Book of Records*.

Other Sources Of Information Found In A Library

A good library does not just contain books. There are many other resources that can help you find information that you need. These other resources are:

- **Newspapers.** Local newspapers and papers from other places.
- **Magazines.** Also called periodicals, these cover a wide range of topics.
- **CDs and tapes.** Music and languages are recorded on CDs and tapes.
- **Listening posts.** These have headphones for listening to CDs and tapes.
- **Atlases.** Books of maps showing local places and countries around the world.
- **Archives.** Old books, photographs, journals and diaries from the past.
- **Video tapes.** Tapes for both information and entertainment.
- **Vertical file.** Large filing cabinets filled with clippings from newspapers, magazines, articles and illustrations.

Activity 12**Using The Library To Research A Subject**

Think of a subject which you would like to find out much more about. The subject can be **historical, geographical, environmental, political or health-related**.

Examples of historical subjects:

Pre-European Samoan society, Chinese migration to Samoa, the 1918 influenza epidemic, the Mau movement, Samoan independence.

Examples of geographical subjects:

Volcanic landforms, climate change, how coral reefs form, tropical rainforests, migration in the South Pacific.

Examples of environmental subjects:

Global warming, preserving the rainforests, saving our coral reefs, saving the whale, protecting endangered species.

Examples of political subjects:

The matai system, how parliament works, women in Samoan politics, a great political leader.

Examples of health-related subjects:

Staying smoke-free, the benefits of exercise, eating sensibly, how the heart works, diabetes prevention.

Use **all the library's resources** to help you find out as much as you can about your research topic. As you find the information, make a list of all the books, magazines or articles you take it from. Record each book's title, author, publication date. Also, the name of the magazine or newspaper, publication date and writer of the article, or details of other source material you use in your study. This list will form your **bibliography**, which is a very important part of your written work.

In the library, go to:

- The non-fiction section and the heading under which books on your subject will be shelved, using the Dewey Decimal System.
- The reference section for encyclopaedias, dictionaries and atlases.
- The vertical file for articles cut from magazines and newspapers.

When you have chosen your research subject, make a list of key words that are connected to your topic. These are words that are very important to your subject. Then, whenever you come across any of these key words in a reference, be particularly alert!

Whenever you find information which is relevant to your subject, write down notes about it. To help find the information quickly:

- Use the **contents page** at the front of the books. Do any chapter headings link up with your subject? Make a note of the page numbers.
- Use the **index** at the back of the book. Does it list any of your key words? Make a note of page numbers.
- Note any **diagrams** or **illustrations** which give you useful information.
- **Tag** the books' useful pages with a strip of paper.
- If you come across any words you do not understand, use a **dictionary** to find out the meaning of the words and keep a **glossary** of them.

As you make your notes, consider:

- Are both sides of an issue given, or just one point of view?
- Does the writer give good background information leading up to the subject?
- If the subject is controversial, does the writer present the points 'for' and 'against', or does the writer present just one point of view?
- Is the information you found up to date or out of date?

If you photocopy pages of books and magazines which contain useful information, highlight or underline the parts of the page which are relevant to your subject. Another word for your research information is **data**.

Activity 13

Presenting Your Research

When you have all your research information gathered together: books with tagged pages, magazine articles and photocopied pages with underlined sections, you now have to get all the information together for its presentation. Another term for this is 'displaying your data'. Your presentation should include facts, figures and pictures.

Use as many interesting ways of presenting your information as you can. These can include: diagrams, displays, maps, graphs, pictures, photographs, cartoons, quotes.

When you are getting your presentation material together, remember to keep these points in mind:

- Don't just copy information from books, use your own words.
- Check and correct your work at least twice. Make sure you have all your facts correct. Make sure you have spelt people's names correctly.
- Get the attention of your audience by presenting something really interesting at the beginning of your presentation.
- Make your key words the headings for your presentation.
- Present your facts in as clear and interesting a way as possible.
- Be prepared to answer any questions about your subject from other members of the class.

Activity 14

Key Words

Below is a list of key words to do with research using the library, and a list of their meanings. The meanings are not in the correct order.

Copy the list of key words down your page, then alongside each word write its correct meaning, choosing from the list on the right-hand side.

Library Research Meanings

Key Words:

Non-fiction	A container holding papers arranged for reference purposes.
Bibliography	A list of subjects, in alphabetical order, at the end of a book.
Glossary	Facts or information used for discussing or deciding something.
Archives	A book written from the author's imagination.
Index	Historical documents or records of a community.
Reference	A list of special words and their meanings.
Fiction	A list of books or articles about a particular subject.
Data	A man who invented a way of classifying non-fiction books.
File	A book containing factual information.
Dewey	Something that can be referred to as an authority on a subject.

Activity 15**How Well Did You Learn About Library Skills?**

Use the information you have learned about library skills to write out and complete the following sentences.

- a. The area of the library which contains books which cannot be taken out of the library is called the _____ section.
- b. Books in the non-fiction section of a library are shelved according to the _____.
- c. Books in the fiction section of a library are shelved according to the first letters of the authors' _____.
- d. A person who works in a library is called a _____.
- e. The place in a library where articles cut from magazines and newspapers are filed is called the _____ file.
- f. A list of books and articles used in someone's research is called a _____.
- g. An alphabetical list at the back of a book is called the _____.
- h. A book or set of books giving information on all branches of knowledge is called an _____.
- i. A book containing maps of all parts of the world is called an _____.

Unit 2: PRESENTATIONS

Introduction

A **presentation** (noun) is a demonstration or display, an exhibition or theatrical performance, put on by a person or a group of people before an audience. In this unit of work you will work by yourself and with others, **to present** (the verb from the noun 'presentation') a short play, a speech, a debate, a poster and an advertisement to your audience, the rest of the class.

Mini Drama

A mini drama is a short (5–10 minutes) play. Like all plays, it is meant to **entertain** the audience, and perhaps to teach them something as well. It should have **interesting characters**, and some **conflict** between the characters, to create and hold the audience's attention. The conflict can consist of opposing ideas or some sort of physical conflict (but not a real riot!).

Activity 1

A Situation For A Mini Drama

Working in a group of 4–6 people, brainstorm to work out a **situation** from which an entertaining and amusing mini drama could emerge. The situation should contain some conflict. Examples might include:

- Behind the scenes at the festival.
- Preparing for White Sunday.
- Disaster at McDonalds.
- Trouble at the checkout.

Some suggestions for mini dramas which could be developed from the above situations:

- Before the festival, one character steals bits of another character's costume.
- During a White Sunday performance, the key character forgets his lines.

- In the McDonalds' kitchen, a fire breaks out.
- At the checkout counter, a worker is falsely accused of taking money from the till.

When your group has decided on the situation on which it will base its short play, the next step is to decide on the **characters** who will take part. Make your characters as real and recognisable as you can for your audience. Give them made-up names and work out exactly what the conflict between them will consist of.

Decide who in the group will be your **director** — the person in charge who directs the characters as to what they should do — and the **script writer** — the person who writes the text describing the scene and the dialogue that the characters speak. The rest of the people in the group will take the characters' roles in your play.

The script writer now writes the **script** for your mini drama. This is the text for your play, describing the scene, what the characters do and what they say. Copy your script and give a copy to each person in the group. Make the dialogue as natural and realistic as possible. Have them speak as people talk in real life. Remember the importance of conflict — there should be serious disagreement between two or more of the characters during the play. There should also be a **resolution** of this conflict — a solving of the problem — at the end of the play.

Have a **read-through** of your script, with the director describing what happens and each character reading their part. After the read-through, discuss any changes that need to be made to the story, the dialogue or the play's resolution.

Rehearse your mini drama thoroughly. Practise your dialogue and learn your words off by heart, so that you don't have to hold notes in your hand during your performance. Try to get right inside the skin of the character you are playing, so you really feel that you *are* that person.

Working together, decide on the **costumes** you will wear during the performance, and help each other obtain suitable costumes for your play.

Perform your play for the rest of the class. During each performance, each member of the audience will judge it for its effectiveness and give it a **mark out of twenty**. Award a maximum of 5 marks for each of the following aspects of the mini drama:

- Entertainment.
- Story, including resolution.
- Acting.
- Costumes.

When judging the plays, use the following criteria.

20 out of 20

Highly entertaining all the way through. A very believable story with a great resolution, totally convincing acting by all the characters and excellent costumes.

18–19 out of 20

Very entertaining most of the time. A very interesting story with a very satisfactory resolution, convincing acting by all the characters and very good costumes.

16–17 out of 20

Entertaining most of the time. An interesting story with a satisfactory resolution, credible acting by most of the characters and good costumes.

14–15 out of 20

Fairly entertaining most of the time. A good story with a satisfactory resolution, mostly convincing acting and interesting costumes.

12–13 out of 20

Quite entertaining. An interesting story with a fairly satisfying resolution, quite good acting and suitable costumes.

10–11 out of 20

Entertaining for some of the time. Interesting some of the time, with a reasonable resolution, average acting and satisfactory costumes.

8–9 out of 20

Not very entertaining for most of the time. Story rather hard to follow, with an unconvincing resolution, below average acting and unsatisfactory costumes.

6–7 out of 20

Not at all entertaining. A dull story with an unsatisfactory resolution, poor acting and not much effort made with costumes.

4–5 out of 20

Very boring throughout. Story very hard to follow, with no proper resolution, actors who didn't know their lines and little effort with costuming.

2–3 out of 20

A waste of the audience's time. No proper story, no resolution, very unconvincing acting and no effort made to produce suitable costumes.

Activity 2**Speeches**

In Book 2 you learned the way to prepare and make a speech. As part of this presentation unit you are to also give a speech on a topic of your own choice.

Choose a topic which you think will appeal to most members of the class. The topic can be serious or light-hearted. Here are some examples of speech topics:

The worst moment of my life

The happiest moment of my life

A great sportsperson

Problems with parents

An unforgettable character

Why I hate buses

Why I love buses

The joy of netball

The big game

The fautasi race

Teuila — a time of celebration

Preparing your speech

An effective speech is always a **well prepared** speech, so **plan** yours very carefully. Go through the following steps in your preparation:

- Note down all the **ideas** and **information** connected with your topic. If there is going to be a lot of information involved, research the topic in books, magazines and newspapers.
- Organise the information into a **logical order**, so that your speech will ‘flow’ naturally from one part to the next. Learn the information carefully, so that you can remember all the parts of it, without looking at your notes.
- Divide what you are going to say into 8–10 **‘blocks’**. Like paragraphs in an essay, each block of information should link naturally with the next one. Give each block a title: *e.g. Ways of training for the fautasi races.*
- Using these headings and small pieces of cardboard, make 8–10 **cue cards** on which you write the different headings for your speech, and a short summary of the information under each heading.
- **Practise your speech** at home, firstly by yourself, then with friends and family. Check the **timing** of your speech, so you won’t go on for too long. Thorough practice will give you the confidence to deliver your speech effectively in front of an audience.

Delivering your speech

Remember the key points in making an effective speech:

- Have a really interesting opening which will get the audience's attention immediately. Sometimes a question will have this effect. For example:

Where would we be without buses? I know where, stuck in the bush for weeks on end. Some people might like that, but not me. I like to go to town, and there's only one way to get there. By bus!

- When you have the audience's attention, you can go on to the main part of the speech, the part which contains most of your information and ideas. Don't forget to make your speech 'flow' naturally from one part to the next, never jump all over the place, this will annoy your audience. Try not to have too many facts and figures, either, this will make them bored.
- The ending of your speech is very important. It should summarise, in just a sentence or two, the main ideas your speech has contained: *e.g. You might hate buses, but I don't. Without buses, there would be no freedom. It's the bush, or the bus. And I know which I prefer!*

Speech techniques

Remember these techniques when delivering your speech. They can mean the difference between a speech which is ordinary and one which is brilliant!

- **Breathe deeply** several times before you begin to speak, to steady your nerves and your voice. If your voice is steady you will be more confident.
- **Don't speak too quickly.** Force yourself to slow down. A 'gabbled' speech is never a good one.
- If you feel a rush of nerves, **stop altogether**, breathe deeply once or twice, then continue.
- **A deliberate pause** between points makes your audience become more attentive. So too does an interesting **question**: *e.g. Are you ashamed of your bus? Some people might be, but I'm not ashamed of mine!*
- Always try to include some **humour** in your speech. Don't be deadly serious all the time: *e.g. Sure, our bus's exhaust pipe's falling off, and two out of four tyres are half flat, but who cares about that?*
- Keep **eye contact** with your audience. Focus on one of them for a few moments, then move onto someone else. This will attract and hold their attention.
- Never read a speech from pages of notes. Always use your **cue cards**.
- Remember your **'body language'** as you speak. Stand up straight, never slouch, and use hand gestures to emphasise important points.

The class's speeches will be judged by the class itself. Do this in the following way:

Head up a sheet of notepaper, **Speech Judging**. Under the heading write two sub-headings, **Content** and **Delivery**. 'Content' means 'what the speaker talks about'; 'Delivery' means 'the way the speaker talks'. Make a list of each speaker's name as they give their speech, and award them marks out of 10, a maximum of 5 for Content and 5 for Delivery.

Judge the content and delivery according to the following **criteria**:

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

Debating

A debate is a **formal discussion on a set subject**, between two teams, an **affirmative** team and a **negative** team. 'Affirmative' means 'in agreement with'; 'Negative' means 'against'. There are three members in each debating team. Debating not only gives you excellent practice at thinking and speaking, it can also be great fun!

A debate discusses the arguments for and against a controversial (an argumentative) statement, called the **moot**. A moot can be serious: *e.g. That this government has lost the confidence of the people*; or light-hearted: *e.g. That all bananas should have zips*. Each team has to present as many arguments as they can to support their side of the moot, and speak as well as they can to convince the audience and the judge that they are right. The person who judges a debate is called an **adjudicator**.

A **chairperson** controls a debate, calling on each speaker to present their arguments in turn. All statements made by team members should be directed to the chairperson.

The chairperson is helped by a **timekeeper**, who times each speaker and ensures that they don't speak for longer than they should. The timekeeper rings a warning bell once, one minute before the end of the time given to each speaker, then twice when their speaking time is finished.

The **audience** is very important to a debate. They must listen carefully to the speakers, and can applaud the speakers when they make a really good point. With the permission of the chairperson, members of the audience can also speak during the debate. A comment from a member of the audience is called an **interjection**.

At the end of the debate the adjudicator decides which of the two teams has presented the better arguments, and declares the winner.

The order of a debate

Because a debate is a formal discussion, it must follow clearly set out **rules** and keep strictly to the time limits. The following is the order in which a debate is carried out.

1. The leader of the affirmative team

Speaks for a total of four minutes. During this time the affirmative leader:

- Opens the debate.
- Gives the affirmative team's definition of the topic, as defined by a dictionary.
- Introduces each member of the affirmative team and gives a brief summary of the arguments each will use during the debate.
- Begins the argument for the affirmative team.
- Ends with a strong statement for the affirmative team (*'We will prove without any doubt that our arguments . . .'*).



2. The leader of the negative team

Speaks for a total of four minutes. During this time the negative leader:

- Gives the negative team's definition of the topic. May agree or disagree with the affirmative team's definition.
- Introduces the members of the negative team and gives a brief summary of the arguments each will use.
- Begins the argument for the negative team.
- Argues against (rebutts) the points made by the first speaker for the affirmative.
- Ends with a strong statement for the negative team (*'We will prove without any doubt whatsoever that . . .'*).



3. The second speaker for the affirmative

Speaks for a total of four minutes. During this time the second speaker:

- Rebutts the points made by the first speaker for the negative.
- Presents the main part of the affirmative team's argument.
- Ends with a strong statement for the affirmative team.

**4. The second speaker for the negative**

Speaks for a total of four minutes. During this time the second speaker:

- Rebutts points made by the first and second speaker for the affirmative team.
- Presents the main part of the negative team's argument.
- Ends with a strong concluding statement for the negative team.

**5. The third speaker for the affirmative**

Speaks for a total of four minutes. During this time the third speaker:

- Finishes the argument for the affirmative team.
- Rebutts all the arguments used by the affirmative team, making them seem worthless.
- Ends with a strong statement for the affirmative side.

**6. The third speaker for the negative team**

Speaks for a total of four minutes. During this time the third speaker:

- Finishes the argument for the negative team.
- Rebutts all the arguments used by the affirmative team, making them seem worthless.
- Ends with a strong statement for the negative side.

**7. The leader of the negative team 'sums up'**

Speaks for just two minutes. During this time the negative leader:

- Summarises the negative team's arguments. No new material is allowed to be introduced by the leader now.
- Sums up the negative team's objections to the affirmative team's arguments.
- Ends with a strong *denial* of the moot.



8. The leader of the affirmative team ‘sums up’

Speaks for just two minutes. During this time the affirmative leader:

- Summarises the affirmative team’s arguments. No new material is allowed to be introduced by the leader now.
- Sums up the affirmative team’s objections to the negative team’s arguments.
- Ends with strong *support* for the moot.

As you can tell from the above procedure, both teams have to plan and prepare their material very carefully, as well as learning to think quickly and speak ‘on their feet’. This is the challenge of debating. To help you learn how to plan for a debate, do the activity that follows.

Activity 3

Planning A Debate

Consider this moot: **That all secondary school uniforms should be abolished.**

Put two headings on your page:

Arguments for this moot and **Arguments against this moot.**

Under each heading, put as many arguments as you can think of, for and against. For example:

An argument for the moot

Secondary students are mature enough to choose their own clothes, and should not have to wear what adults force them to wear.

An argument against this moot

Students would become very competitive with their peers and force their parents to buy them expensive designer clothes that would be a waste of money.

Now think up three more arguments for and against this moot, then discuss your arguments with someone else in the class.

Preparing for a Debate

As you can tell, a debate is a team event. To prepare for a debate you must:

- Choose two teams of three speakers, one for the affirmative, one for the negative.
- Choose a leader for each team. The leader should be a very good speaker and organiser.
- Use a dictionary to help you define the words in the moot.
- Decide the order in which each team member will speak, and the arguments each speaker will use.
- The third speaker is the one who has to rebut the opposing team's arguments, so he or she must be good at 'thinking on their feet'.

Form two teams of three from the class, choose a chairperson, then debate the moot: *That all secondary school uniforms should be abolished.*

The whole class will be the adjudicator for your debate. Have a show of hands at the end to see which team, the affirmative or the negative, the class thought was the more convincing during the debate.

Activity 4

How Well Did You Learn About Debating?

Use the information you have learnt about debating to copy out and complete the following sentences:

1. All debates are based on a controversial statement, which begins with the word 'that', and which is called the _____.
2. The team that supports the statement is called the _____.
3. The team that argues against the statement is called the _____.
4. Speakers from each team must try to disprove, or _____ the opposing team's arguments.
5. The person in charge of a debate is called the _____.
6. The person who judges who wins a debate is called the _____.
7. The person who keeps a close eye on how long each speaker speaks for is called the _____.
8. A comment from a member of the audience during a debate is called an _____.

Posters

A poster is a large sheet of paper, for display in a public place, announcing an event or advertising something. Although there will almost always be words as well as pictures on a poster, it is firstly the picture — sometimes called a static (still) image — which is meant to catch people’s attention. A successful poster will have an attractive mixture of visual images and cleverly written language.

The image on a poster should be large and striking, with bold lines, strong colours and attractive lettering. It should not be cluttered with too many images — one powerful one, arranged in an interesting way, should do.

The words have to get the poster’s message across very briefly.

Sometimes special language techniques will be used to give the poster more appeal: *e.g. Alliteration* — several consecutive words starting with the same letter: *Drink — Drive — Danger — Death*.

A pun — a play on the double meaning that words can have — is sometimes used: *e.g. A poster on the importance of having safe electrical fittings in your house might have the heading above a man getting a violent electric shock:*

IT’S A SHOCKING WAY TO DIE!

A road safety poster in New Zealand just contained the words:
STOP HIM SPEEDING — PUT YOUR FOOT DOWN!

- Who was this message aimed at?
- Can you explain the ‘double meaning’ in ‘Put your foot down’?

Or, the poster may contain a short question, to catch the public’s attention: *e.g. Manu Samoa: On top of the world this winter?*

Posters can be used for many purposes, but they should always be designed so that they attract the attention of the audience at which they are aimed. For example, a poster aimed at a teenage audience will have bright bold colours, a short sharp ‘message’ and a picture of an attractive young person on it.

A poster aimed at an older audience will contain more words and a more serious image.

Here are some examples of the use posters can be put to:

- To advertise an important sporting event: *e.g. A rugby sevens tournament.*
- To advertise an important cultural event: *e.g. The Teuila Festival.*
- To advertise a concert: *e.g. Britney Spears at Apia Park.*
- To advertise a film: *e.g. A Lord of the Rings movie.*
- To draw attention to a political event: *e.g. A general election in Samoa.*
- To advertise a health campaign: *e.g. Smoke free Samoa.*
- To advertise a public safety campaign: *e.g. Road safety.*
- To advertise a conservation campaign: *e.g. Don't kill whales for food.*

Although the picture on a poster needs to be dramatic and exciting to catch people's attention, the words on the poster are also very important. There will be very few of them, because the picture takes up most of the poster, so the words need to state the poster's message very briefly and clearly. For example, a poster advertising a new Michael Jackson CD might have a close-up photograph of the singer, the heading, **Michael Jackson**, and underneath it the statement, *The World's Number One Entertainer Is Back With His New Album*, and at the bottom the statement, **Bad And Dangerous**.

Activity 5

Matching The Words On A Poster

Below are some of the words that might appear on the eight examples of the posters listed above. Write down the eight posters, and opposite each one, match up the words that might appear on it. The first one has been done for you.

Poster subject

Don't kill whales for food.

Words on the poster

Why eat us? We don't eat you!

1. Non-stop action in one of the world's most exciting sports.
2. Enrol now! Before you lose your chance to help decide our nation's future.
3. Smell fresh, stay healthy — say 'no' whenever you're offered one.
4. Why eat us? We don't eat you!
5. Stay alive — never drink and drive.
6. One of the most spectacular cultural events in the entire South Pacific.
7. She's coming, at last! The entertainer the whole world's excited about!
8. The world of Middle-Earth comes to the big screen.

Activity 6**Designing A Poster**

Choose any one of the eight types of posters listed. Then, using your own drawings, or getting pictures from magazines, design a poster which will appeal to a wide range of people. Make it as eye-catching as possible. Do your draft design on a piece of notepaper first, then your finished poster on a large sheet of paper.

After the image (picture) is complete, add the words which provide the important written information on the poster. Make the statements short, sharp and striking, using any special techniques that will add to the force of the message: *e.g. Alliteration, a pun or a startling question.*

Activity 7**Advertisements**

An advertisement is a public notice intended to draw to the attention of people that something is for sale. Advertisements appear in many places: in newspapers and magazines, on the radio and on television, and on billboards.

It is important that you understand the language of advertisements, because it is easy to be misled by them, and if you are misled you can spend your money buying something that you don't really need or that is not of good quality.

Advertisements, whether they are all text or a combination of language and pictures, aim to persuade you to buy something. To help to persuade you to buy a product, they must supply you with some information about what they are offering for sale.

Because other people are probably also trying to sell you the same or a very similar product, advertising writers are always trying new ways to persuade you to buy their product. Selling products is very competitive. Advertisers will try to make their product seem more exciting, more useful, more glamorous than the product their competitors are making and selling.

In magazines and newspapers advertisers use a mixture of exciting pictures and clever language to attract the readers' attention to a product. On television the advertiser often uses fast-moving pictures to attract the viewers' attention, and on radio the advertiser uses excited voices, music and sound effects to get the listeners' attention. All kinds of advertisements also use humour to help get the listeners' or viewers' attention.

There are different types of advertisements.

Classified advertisements

Classified advertisements are small advertisements, found in newspapers or magazines, usually put there by individual people, rather than companies, who wish to sell their services or products. People who advertise in the classified section of a newspaper or magazine pay a set rate per word: *e.g.*

Builder available. Renovations, additions, decks etc. Experienced tradesman. Immediate start. Ph Semisi 21-735 or 021-988-341.

Cleaning, commercial and domestic. Honest, reliable lady. Reasonable rates. Ph Ana 20-016.

Property to Let. Ashtown central. 2 brm spacious unit, 2 mins to central Ashtown and beach. Great location. \$100 per week. Ph Lucy 438-1442 or 021-333-813.

Activity 8

Classified Advertisement Style

These advertisements all use incomplete sentences and abbreviated (shortened) words and letters rather than full words. Why do you think classified advertisements use this shortened style?

Activity 9

Making A Classified Advertisement 1

Imagine you have something you want to sell through a classified advertisement: *e.g.* *A television set, a CD player, a motorbike.* Make up an advertisement for what you want to sell, suitable for placing in a local newspaper.

Activity 10

Making A Classified Advertisement 2

Imagine that you are looking for a part-time job. Make up an advertisement stating your suitability for such work, for placing in the classified section of the local paper under the heading: **Work Wanted**.

Magazine And Newspaper Advertisements

In magazine and newspaper advertisements, the images are almost always large, bright and positive, to catch the readers' attention immediately they turn to that page, and the language used is very persuasive. These are called **display advertisements**. Like all advertisements, they are aimed at a particular audience — the main group of people who are likely to buy that product: *e.g.* *Children, teenagers, sports people, older people.*

A display advertisement uses **bright colours, bold language** and **unusual pictures** to catch the reader's eye. Also, these advertisements usually contain many **adjectives** (describing words) in their language, to make their product attractive: *e.g.* *Shampoo advertisements use adjectives like shiny, bouncy, natural, and car advertisements use adjectives like luxurious, stylish, stunning, racy.*

Display advertisements must also give you some useful **information** about the product they are advertising: *e.g. The price of the product, or where you can buy it.* Sometimes you have to look at the advertisement very closely to see just what it is trying to sell you! For example:



Activity 11

Understanding A Display Advertisement 1

Study the display advertisement above, then answer the following questions:

1. What job do the three men in the picture do?
2. Why are they holding their arms in those positions?
3. What three areas of New Zealand are they from?
4. What product is the advertisement selling?
5. Why are the words 'give us a whistle' used instead of 'phone us'?
6. What do the words 'proud sponsor' mean?
7. Write down one piece of information the advertisement contains.

Activity 12

Understanding A Display Advertisement 2

Find an example of a display advertisement from a magazine. Cut it out and stick it into your book. Underneath the advertisement, write out and complete the following sentences:

1. The product this advertisement is selling is _____.
2. The advertisement caught my attention because _____.
3. Two adjectives contained in the advertisement's language are _____ and _____.
4. The main audience this advertisement is aimed at is _____.



Tourist advertisements

Some very common types of advertisements are those that are aimed at people who want to go to another country for a holiday where they can relax and enjoy a different culture. Many islands in the South Pacific depend on tourists for their main income. However, as most of the islands offer the same attractions — sunshine, beaches, holiday resorts — it is their advertisements which are very important in attracting tourists to their particular island. Most South Pacific countries produce glossy brochures designed to attract visitors to their islands for a holiday or a special event. To the left is an example of such an advertisement.

Activity 13

Understanding A Tourist Advertisement

Study the tourist advertisement above, then use it to complete the sentences below.

1. The main audience for this advertisement would be _____.
2. The advertisement's image has been designed to catch the reader's attention by _____.
3. 'In conjunction with' means _____.
4. Before this fishing tournament there have been _____ others held in Samoa.
5. The two main items of information in the advertisement are: _____ and _____.

Activity 14**Designing A Tourist Advertisement**

Your family has decided that they will develop some of their coastal land into a tourist resort for visitors from overseas. You have been asked to design a display advertisement for the new resort, intended for an audience of overseas readers.

Give your new resort a suitable name, then plan your advertisement carefully, so that it contains attractive images, suitable language and necessary information for its audience. Then draw the finished display advertisement, making it as interesting as possible.

Television advertising

Because advertising on television is the most expensive type, TV advertisements depend on fast moving images and urgent voice-overs to get their message across as quickly as possible, sometimes in a matter of a few seconds.

Activity 15**Discussing TV Advertisements**

If you can, study some TV advertisements very carefully. Watch for the techniques they use: *e.g. Cartoon images, a humorous situation, a short dramatic situation, attractive young people in a lovely setting, an authority on a subject talking to the camera, an aerial view of a car in a dramatic landscape, a person using the product and saying how good it is.*

1. Choose one TV advertisement that you think works really well. Write a paragraph describing what the advertisement is for, what it shows, and why you think its techniques work.
2. Choose another TV advertisement that you don't like at all. Write a paragraph describing what the advertisement is for, what it shows, and why you don't like it.
3. Discuss your responses to the two TV advertisements with a friend in the class.
4. See if you have any agreements or disagreements about the advertisements, and if you disagree, discuss why.

Unit 3: CURRENT ISSUES

Introduction

‘Current’ means ‘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 combine all the skills you have learnt in the presentation unit, working in groups to research a current issue, prepare a speech about the issue, write a mini drama based on the issue, make up a poster advertising the issue and debate a moot related to it.

- Join with others in the class to form a **group** of six or seven people.
- Vote on a **leader** of the group who will give members various responsibilities. The leader has to make sure that the work in this unit is shared evenly among the members of the group.
- Decide on a **current issue** that you will research and present. Do this in consultation with your teacher, as only one group should present a particular issue.

Some examples of current issues:

Preventing over-fishing our marine resources

Improving the health of the Samoan people

Preventing youth suicide

Effective ways of preventing crime

Keeping Samoa pollution-free

Fighting the drug problem

Solving the problem of alcohol abuse

Should all Samoan schools be co-educational?

Practical ways to reduce emigration from Samoa

Solving religious rivalries in our society

The dangers of smoking

Activity 1**Researching Your Current Issue**

Working together and using as many resources as you can, find out as much as possible about your topic. Use library books, the vertical file, newspapers and magazines.

- After putting all your resources together, choose one person from the group who will make a short (4–5 minute) **speech** on your current issue to the rest of the class. Help your speaker prepare his or her material, plan and cue cards.
- Choose another person to design and draw an effective **poster** relating to the most important aspect of your issue, for display in the classroom.
- Working together, make up a **mini drama** based on some aspect of your current issue. Your play should be based on an important conflict: *e.g. A student has to resist peer pressure to start smoking; a family is divided about whether or not to leave Samoa and live in Los Angeles.* Your play should be 4–5 minutes long. Present your mini drama to the rest of the class.
- Divide your group into two teams of three, an affirmative and a negative team. Decide on a moot closely related to your current issue: *e.g. That no-one under the age of thirty should be allowed to buy alcohol.* Then, in front of the rest of the class, **debate the moot**. Make sure you follow the rules of debating as you have learnt them in the previous unit. The winner of your group's debate will be decided by a show of hands from the other members of the class.

A report on the current issue unit

At the end of this unit, write a report between one and two pages long, describing what you did during the current issue unit, what you thought of each different presentation, and what you learnt from the unit overall. Hand your report in to your teacher for assessment.

Unit 4: GRAMMAR

Introduction

Grammar is the study of words and of the rules for the relationship of words to each other in sentences. A knowledge of grammar is essential if you are to write English clearly and accurately. This unit will make you more aware of the rules for writing clear, accurate sentences.

The sentence is the basic unit of language. A sentence expresses a complete thought. It begins with a capital letter and ends with a full stop, a question mark or an exclamation mark. There are three types of sentence.

A statement: *It's a very hot day today.*

A question: *Do you think it's hotter than yesterday?*

An exclamation: *It must be even hotter than yesterday!*

A complete sentence contains a subject and a verb. The subject of a sentence is the person or thing that carries out the action of the verb and can be found out by asking the question 'who or what?' before the verb. A verb is a word that says what a person or thing does: *e.g. In the sentence, Manu Samoa won an exciting victory over Fiji, the verb is the word 'won'.* So, by asking the question, 'Who won?', the answer is 'Manu Samoa', so Manu Samoa is the subject of that sentence.

A sentence without a subject will make no real sense: *e.g.*

Went there yesterday.

Along the street.

Likes violent videos.

Beside the market.

Going through the bush.

None of these sentences has a subject, so they have little meaning. They are called incomplete sentences.

Activity 1**Adding A Subject To An Incomplete Sentence**

Rewrite the incomplete sentences on the last page, adding a subject so that they make sense. The first one has been done for you:

I went there yesterday.

The sentence now has a subject, 'I', so it is complete and makes sense.

Activity 2**Verbs And Subjects**

Copy out the following sentences, and for each one, underline in one colour the verb, and in another colour the subject.

1. Yesterday Tasi missed the netball practice.
2. Sione waded out to the reef.
3. The students discussed their play.
4. The debate was very popular with the class.
5. The road was blocked by the fallen tree.

Verbs

Verbs occur in different forms, usually in one or another of their tenses. Tense is the form of the verb that shows when the action takes place. That is, whether the action takes place in the past, present or future. The most common tenses are:

The simple present tense:	The girl <i>walks</i> along the beach.
The continuous present tense:	The girl <i>is walking</i> along the beach.
The simple past tense:	The girl <i>walked</i> along the beach.
The continuous past tense:	The girl <i>was walking</i> along the beach.
The perfect tense:	The girl <i>has walked</i> along the beach.
The past perfect tense:	The girl <i>had walked</i> along the beach.
The future tense:	The girl <i>will walk</i> along the beach.

In the above sentences, the girl is the subject and the verbs are in italics. Short words like 'is', 'has', 'was', 'had', 'will' are important parts of the sentence and are called **auxiliary verbs**. 'Auxiliary' is an adjective meaning 'giving help or support'. The main auxiliary verbs in English are: *be, can, could, do, have, let, may, might, must, ought, shall, should, will, would*.

Activity 3 Verb Tenses 1

Complete the following table by filling in the blank spaces with the correct tense.

Present Tense	Past tense	Future Tense
I swim.	_____	I will swim.
I sing.	I sang.	_____
He tackles.	_____	He will tackle.
_____	They feasted.	They will feast.
_____	She danced.	_____

Activity 4 Verb Tenses 2

Make up sentences beginning with the words below. At the end of each sentence, write in brackets whether the sentence is in the past, present or future tense.

1. Last Sunday . . .
2. Sometimes . . .
3. Tomorrow . . .
4. This afternoon . . .
5. Next Friday . . .

Activity 5 Choosing The Correct Verb

Read the following story. Write out the story, choosing the correct verb form from the two words in italics.

Sione *saw/seen* the pig *ran/run* into the bush behind the plantation. He *chases/chased* after it, *waving/will wave* his bush-knife at the pig. Sione *thinks/thought* that he would *catch/caught* the pig, but when he *reaches/reached* the bush, he *trips/tripped* over a tree root and *fell/falls* on his face. Sione *got up/gets up* and *will look/looked* around. Over by a palm tree the pig *sat/was sitting* on the ground. Sione *stares/stared* in amazement at the pig. The animal *laughed/was laughing* at him. The sight was so strange that Sione *begins/began* to laugh as well.

Activity 6**Using Verbs**

Complete the sentences below by putting the most suitable verb in the gaps in each sentence, choosing the verbs from the list below the sentences. There are three verbs in the list which do not fit anywhere. Underline the verb you put into each sentence.

1. The teachers held a meeting to _____ who would be the head girl and boy.
2. After the touch practice the team _____ on the field to discuss the next game.
3. To prepare for White Sunday, Tania _____ her part in the play thoroughly.
4. Tana left his canoe on the reef and _____ into the sea to look for lobsters.
5. After a week of looking through the bush, the rescuers _____ the search.

Verbs

dived	played	abandoned	gathered
followed	fought	rehearsed	decide

Adverbs

An adverb adds meaning to a verb. Adverbs add strength to your sentences by showing how, when or where something happens. Adverbs often end in the letters 'ly': *e.g.*

The girl swam towards the rock — verb 'swam'; no adverb in the sentence.

The girl swam powerfully towards the rock — now the adverb 'powerfully' adds more meaning to the way the girl swam.

Some adverbs which do not end in 'ly' are: *how, however, why, when, often, still.*

Activity 7**Finding Adverbs In A Sentence**

Copy out the following sentences, then underline the adverb in each one.

1. The man walked quickly towards the market.
2. We usually have coffee with our doughnuts.
3. Mose is probably our best player
4. This is a slightly better result.
5. The truck became increasingly unreliable.

Activity 8**Choosing A Suitable Adverb 1**

Complete the following sentences by putting a suitable adverb in the gaps. Choose the adverbs from the list below the sentences. There are three adverbs that will not fit.

1. The tourist tipped the waitress _____ because of her excellent service.
2. The bus driver swerved _____ to avoid hitting the child.
3. The girl moved across the stage _____ as she performed her dance.
4. The referee blew his whistle _____ to break up the fight.
5. The headmistress looked _____ at the talking pupils during assembly.

Adverbs

sternly	gracefully	helplessly	weakly
suddenly	loudly	meanly	generously

Activity 9**Choosing A Suitable Adverb 2**

Put suitable adverbs of your own into the following sentences.

1. The choir sang _____ in front of the overseas visitors.
2. Sano revised his notes _____ in preparation for the exam.
3. The team played _____ in their effort to gain the winning points.
4. The dog crept _____ out of the house with the steak in its mouth.
5. The lightning flashed _____ in the sky before the storm broke.

Nouns

A noun is the name of a person, a place or a thing. There are four different kind of nouns: common nouns, proper nouns, abstract nouns and collective nouns.

Common nouns are words for everyday objects: *e.g. Shoe, hat, horse, fish, taro.*

Proper nouns are the names of people or places. They always have a capital letter: *e.g. Apia, Savai'i, Auckland, Mt Vaea, Robert Louis Stevenson, the Mau.*

Abstract nouns are words for qualities, for things we cannot see or touch: *e.g. Warmth, courage, truth, experience, anger.*

Collective nouns are words for groups of things: *e.g. Team, squad, committee, swarm, herd, gang.*

Activity 10**Identifying Nouns**

Below is a list of nouns. Put four headings across your page: **Common Nouns**, **Proper Nouns**, **Abstract Nouns** and **Collective Nouns**.

Now put the nouns in the list under one of the four headings. If you are unsure of the meaning of any of the nouns, look up the word in a dictionary.

There should be four nouns under each heading when you have finished this activity.

Nouns

river	audience	Pago Pago	table
bravery	platoon	love	Los Angeles
dislike	truck	heartbreak	Fono
squad	Manono	flock	video

Activity 11**Finding Nouns**

Using the definitions below, find nouns that match the following definitions. The first letter of each noun has been provided for you.

Noun	Meaning
P _____	An annoying person or thing.
S _____	A doctor who performs surgical operations.
T _____	A person in charge of the funds of an organisation.
T _____	A long narrow ditch cut in the ground.
U _____	An open sore on the surface of the body.
V _____	A short curtain around the base of a bed.
V _____	The words used in a farewell.
W _____	A ballroom dance.
W _____	A small, fierce, furry animal.
X _____	A musical instrument consisting of flat wooden bars which are struck.

Adjectives

An adjective is a word that describes a noun. Adding suitable adjectives can make your writing more interesting. When you are choosing adjectives to use in your writing, try to think of fresh and interesting ones, not ones that have been used over and over!

A thesaurus will help you to find interesting and unusual adjectives. Look up the word in the thesaurus, find the **Adj.** section in the word's listing, then choose a fresh adjective from the ones listed. If you are in doubt about the adjective's exact meaning, check in the dictionary to make sure it is the exact adjective that you want: *e.g. The word sad is not a very interesting adjective.* Looking up the entry for 'sad' in the thesaurus, in its **Adj.** section, the following synonyms are listed:

dejected, joyless, cheerless, unhappy, gloomy, despondent, downbeat, pessimistic, despairing, crestfallen, defeatist, discouraged, disheartened, dismayed, troubled

Plenty to choose from, and they are all relatively fresh adjectives.

Activity 12

Finding Adjectives

1. Find 10 adjectives that you could use instead of the word 'happy'.
2. Find 10 adjectives that you could use instead of the word 'green'.
3. Find 10 adjectives you could use instead of the word 'lying' (not telling the truth).

Activity 13

Using Adjectives

The words below are all adjectives which can be used to describe nouns in a sentence:

intelligent

enormous

helpless

revolting

attractive

thrilling

- Use each of the above adjectives in a sentence which you have made up. For example:

The student was so intelligent that he won a scholarship to study in Australia.

Activity 14**Choosing A Suitable Adjective**

Copy out the paragraph below, putting suitable adjectives into the gaps, choosing the adjectives from the list under the paragraph. There are three adjectives that do not fit. Underline each adjective that you use in the paragraph.

The first five-eighth kicked off. The ball rose _____ into the air. When it came down it was caught by the opposing team's _____ lock forward. He put his head down and charged, his _____ legs working vigorously and his expression _____. He made a few metres before the other team's _____, stocky half-back tackled the big forward bravely. The ball flew _____, then was snatched up by the half-back. He was short but a very _____ runner. Going wide, he beat three _____ opposing players, one after the other, then dived in at the corner to score. There was a _____ grin on his face as the try-scorer walked back to the half-way line.

Adjectives

delighted	long	noisy	high
loose	rotten	desperate	low
ferocious	short	tall	fast

Activity 15**Using Adjectives To Describe An Object**

Add interesting adjectives to the following sentences, to describe the objects vividly.

1. The _____, _____ dog ran towards the intruder.
2. The _____, _____ reef fish swam right up to the snorkeller.
3. The _____, _____ pig waded into the lagoon.
4. The girl's dance costume was _____, _____ and _____.
5. The _____, _____ frigate bird flew high over the ocean.

Pronouns

A pronoun is used instead of a noun. Using a pronoun avoids repeating the name of a person or thing. Look at the following sentences: *I found Tasi. Tasi was outside. Tasi was weeding the garden.* By replacing the noun with a pronoun, the sentences now read: *I found Tasi. She was outside, weeding the garden.*

The pronoun is 'she'. Pronouns referring to people are called **personal pronouns**.

The personal pronouns are: *I, me, we, us, you, they, them, he, she, her.*

Pronouns are also used to show that something belongs to someone.

These are called possessive pronouns: *e.g. Mine, yours, theirs, his, hers, its, ours.*

Activity 16

Replacing Nouns With Pronouns

In the sentences below, replace the nouns in italics with the correct pronouns.

1. Moana and Maria decided that *Moana and Maria* would organise an anti-graffiti campaign. *Moana and Maria* had some good ideas for the anti-graffiti campaign. *Moana and Maria* started the anti-graffiti campaign by talking to the school assembly about *the anti-graffiti campaign*.
2. 'Let's go, guys!' called Tana and Sione. *Tana and Sione* were going out in their canoe. Tana and Sione pulled the canoe down to the water and then *Tana and Sione* launched the canoe and got into *the canoe*, and began paddling out to the reef.
3. Rebecca and Josie were flying to Auckland. *Rebecca and Josie* were excited, because it was *Rebecca and Josie's* first trip to New Zealand. *Rebecca and Josie* couldn't wait to leave for the airport.

Conjunctions

Conjunctions are joining words. They enable you to join parts of sentences which usually contain their own verbs. The main conjunctions are: *after, although, and, as, because, before, but, for, if, like, now, or, once, since, so, than, that, though, till, unless, until, when, where, whether, while.*

Activity 17**Using Conjunctions**

Use a conjunction to join the following sentences, choosing a suitable conjunction from the list on the previous page. Underline each conjunction you use.

1. We will all leave for church _____ the rain stops.
2. Hamburgers with cheese taste nice, _____ they are very fattening.
3. William was very interested in dinosaurs, _____ he researched their history.
4. The bush-knife became rusty _____ Joshua left it outside in the rain.
5. I don't particularly like cabbage, _____ I will eat it because it's healthy.

Activity 18**Using Conjunctions To Construct A Paragraph**

Below is a list of statements about the Otara market in South Auckland. Turn the statements into a well-written paragraph, using suitable conjunctions and pronouns so that it reads as smoothly as possible.

Every Saturday in Otara there is a market.

The market is held in the carpark in the centre of Otara.

The market consists of dozens and dozens of stalls.

The stalls are run mainly by Polynesian and Asian people.

The stalls sell many things.

The stalls sell fresh fruit and vegetables and takeaway food.

The stalls also sell clothing, tapes and CDs.

There are also stalls selling second-hand goods.

There are also musicians at the Otara market.

The musicians play for the market crowd.

The crowd always enjoys shopping and listening to music at the Otara market.

Prepositions

Prepositions show the relationship between things or the position of things in relation to one another. The main prepositions are: *about, above, across, after, against, along, among, around, as, at, before, behind, beside, between, by, down, during, except, for, from, in, inside, into, like, near, of, off, on, outside, over, past, round, since, through, till, to, toward, under, underneath, until, up, upon, with, without.*

Activity 19

Using Prepositions

The paragraph below has all its prepositions missing. Write the paragraph out, putting the missing prepositions into the gaps. Underline each preposition you use.

Sina had been invited to stay _____ her cousins _____ Pago Pago. She decided she would go _____ ferry, leaving _____ Friday night and coming back _____ Sunday. She went _____ Apia and booked her fare. The ferry office was _____ a lawyer's office, on the ground floor of a big building. _____ Sina left the office with her ferry ticket, she realised that she would need a new suitcase to put her clothes _____. Wondering how much this would cost, she bought a newspaper and looked _____ in the classified advertisements to see if there was one advertised there. She found an advertisement _____ suitcases and was pleased to see that some _____ them were very reasonably priced.

Unit 5: VOCABULARY

Introduction

The more words you know and understand how to use, the stronger your reading and writing will be. Try all the time to increase your vocabulary. Words are not only fascinating in themselves, they will help you increase your powers of communication.

Use your dictionary and a thesaurus constantly, to help you increase your word power.

Activity 1

Using A Dictionary

Use a dictionary to help you find the answers to these different ways that people have of making a living. The first two letters of each word have been given to you.

- a. A person who studies human origins and development — an_____.
- b. A person who studies the stars — as_____.
- c. A person who manages people's financial affairs — ac_____.
- d. A person who defends an accused person in a court of law — ba_____.
- e. A person employed to drive a car — ch_____.
- f. A person who tests people's eyes — op_____.
- g. A person who corrects people's crooked teeth — or_____.
- h. A person who specialises in treating children's diseases — pa_____.
- i. A person who stuffs the skins of dead animals for lifelike display — ta_____.
- j. A person who travels to an overseas country for pleasure — to_____.

Activity 2 Matching Words With Meanings

Use a dictionary to help you to match up the two lists below correctly. When you write them out, put the words on the left and their correct meanings on the right.

Meanings	Words
1. Hand-clapping by a pleased crowd of people.	condor
2. The large branch of a tree.	kerosene
3. A South American vulture.	gridlock
4. The way of speaking in a particular region.	applause
5. An outbreak of a rapidly spreading disease.	horizon
6. The shore between high water mark and low water.	bough
7. A traffic jam caused by lines of traffic meeting.	journalist
8. The line at which land and sky appear to meet.	foreshore
9. A person who writes for a newspaper or magazine.	dialect
10. Heating or lighting fuel made from petroleum.	epidemic

Activity 3 Making New Words

See how many other words you can make from the following list of words. Rearrange the letters and use each letter in the word only once. Compare your word lists with someone else in the class.

parliament	democracy	independence
plantation	encyclopaedia	bibliography

Activity 4 Anagrams

An anagram is a word formed from the rearranged letters of another word: *e.g.* The word *horsartec* is an anagram of the word *orchestra*.

See if you can work out what the following anagrams represent. All the words are to do with the sea. The first one has been done for you.

- | | |
|----------------------|------------|
| a. rarhoub = harbour | b. dans = |
| c. lettur = | d. raloc = |
| e. naut = | f. lewha = |
| g. efer = | h. raksh = |
| i. heslls = | j. vesaw = |

Unit 6: PERSONAL LETTER WRITING

Introduction

A personal letter is one written to someone you know well. In a personal letter you share your thoughts and feelings with the person to whom you are writing. Although many people use email for their personal letters these days, rather than posting a letter, the style of writing is still the same: i.e. The letter will be very informal and relaxed, because the two people who are communicating know each other well. However, even though it is written in a relaxed style, a personal letter must still be written correctly.

Here is an example of a personal letter:

Dear Theresa,

Well, you missed a great party, I'm sorry to have to tell you!!! (joke). About three hundred people turned up. Well, OK, a slight exaggeration, there were thirty. But, what a cool thirty they were. Remember those good-looking twins we met at Maria's place at Easter, Esera and Patrick? They were both there. I couldn't tell which one was which — talk about lookalikes — but hey, who cares about that? Ha! Anyway, they came, and that was the good news, but even better news was that they brought six of their St Paul's mates with them. So the guys outnumbered us two to one! Talk about choice. Anyway, just when Esera was up on the table, waving a can of beer in one hand, doing the St Paul's war dance, in walked his headmaster, Brother Dominic. Aeeeyyy! Shame all right. But Brother Dominic was cool, he just said to Esera, 'I'll have that, thank you son,' took the can off him and walked out. Everyone cracked up, then got on with the party. Didn't end till midnight, when the bus came for the St Paul's guys.

Anyway, Trees, I thought you'd like to know what a great time we all had, and . . . that we're all invited to the St Paul's end of term party on the fifteenth of next month, in the college hall. This time, sis, no excuses, OK? Let your folks know that I'll be there to look after their little princess and keep the guys away from her!

Write soon.

Love,

Rhonda.

Activity 1 Understanding The Example Letter

1. Write down three examples of very informal language in the letter.
2. How else can you tell that Theresa and Rhonda know each other well?
3. Why does Rhonda use three exclamation marks after 'tell you'?
4. Explain how the word 'choice' in the letter has two meanings.
5. Rewrite the last sentence of paragraph two, in formal English.
6. Explain Rhonda's use of the word 'Trees' at the end of the letter.

Activity 2 Writing A Personal Letter 1

Write a letter from Theresa to Rhonda, replying to Rhonda's letter. Make it as realistic as possible, and write in the same friendly, personal, informal register (style).

Activity 3 Writing A Personal Letter 2

Imagine you are Rhonda. Theresa has just written to tell you that her parents have said she isn't allowed to go to the St Paul's dance because they don't think that she is old enough. Write a letter to Theresa's parents, asking them to change their minds. This, too, will be a personal letter, because Rhonda knows Theresa's parents well, but this letter will be much less informal and much more polite.

Begin your letter like this:

Dear Mr and Mrs Brown,

Theresa wrote and told me that she isn't allowed to come to the St Paul's end of term dance. I was so disappointed for her that I thought I'd write and ask you if . . .

Activity 4 Writing A Personal Letter 3

Imagine you are either Rhonda or Theresa, or Esera and Patrick, one of the twins mentioned in Theresa's letter. You have all just been to the St Paul's end of term dance. Write a letter to another friend who was not there, describing what the dance was like.

Unit 7: READING

Introduction

During this unit you will be able to read a fiction and non-fiction book of your own choice, then write a review of the books that you have read. You will be expected to read the books very closely, meaning that you must concentrate hard on what you are reading, so that you will be able to write interesting and accurate reviews.

From the library, choose a fiction book — a novel or collection of short stories — that interests you. To help you choose your fiction book, consider the following points:

- Have you read and enjoyed any other books by the same author? If you have, then you will probably like the others that the author has written.
- Look closely at the book's 'blurb', these are the notes often found on the back cover. This will give you an idea of what the story is about, and help you decide whether or not it will appeal to you.
- Most books have a synopsis, usually inside the front cover. A synopsis is a summary of a book's plot. Read the synopsis of the book you are considering, to help you decide if it is likely to interest you.

Activity 1

Things To Keep In Mind When Reading Your Book

When you have chosen your fiction book, read it closely, concentrating hard on the plot (what happens in the story), the characters (the people in the story), the language (the style of writing) and any themes (important ideas) that come from the story.

Activity 1**Writing A Review Of A Fiction Book**

Write a review of the fiction book. Your review should include:

- The book's title, author, publisher and year of publication.
- Two paragraphs about the book's plot (but don't say what happens in the end).
- One paragraph about the language the author uses in the book.
- A concluding paragraph giving your opinions about the book, whether you liked it or not, and giving reasons why you liked or disliked the book.
- Give the book a 'star rating', out of five. Five out of five will be the highest rating, zero out of five the lowest:

★★★★★ = Excellent

★★★★ = Very good

★★★ = Good

★★ = Uninteresting

★ = Dull

No Stars = Totally boring

Here is an example of a book review, which includes all the features listed above.

The Wave Rider

by Graeme Lay (Penguin Books NZ Ltd), 2000

This novel for young adults (15–18 year olds) tells the story of 16-year-old Justine Hale, who lives in the small town of Kaimara with her father, Murray, and 11-year-old younger brother, Tim. Justine and Tim's mother died of an asthma attack eight years before the story takes place. Justine is in her last year at Kaimara High School and has a part-time job working in Kaimara's chemist shop. She is a hard-working student, particularly good at art, but she and her close friend Melissa can't wait until school finishes and they can go away to study at university in Auckland. Both the girls find life in Kaimara very boring, especially during the winter. The only time that anything exciting happens is during the summer, when people come from all over to stay at Kaimara's surfing beach.

One day during the winter an American boy, 18-year-old Carl Sikowsky, arrives in Kaimara, driving a big new four-wheel drive Jeep. Carl amazes the townspeople by taking his surfboard way out to sea and riding the huge reef waves that roll in from the ocean. Only one other person in the town's history has shown such bravery or skill, and that was many years ago, so long ago that nearly everyone in Kaimara has forgotten the other wave rider. When Carl and Justine meet they fall in love, living in their own

special world at the weekends in the little house that Carl has rented beside the sea. But there is a shameful secret in Justine's past that she cannot share with Carl, a secret that surfaces when another, much older stranger arrives in Kaimara that winter.

I thought the language in this novel was straightforward and so the story was easy to follow. The dialogue is natural and when the young people speak they talk like teenagers really do, not the way that adults think they do. Also, the descriptions of Carl surfing are very realistic. Sometimes I thought that the giant waves would throw him off his board and he would be drowned, but he was so skilful that he was able to beat them before they beat him. The descriptions of the sea and the waves were very vivid and I was able to imagine the excitement that Carl was feeling when he paddled out to sea and rode the huge waves back into the beach.

I enjoyed the story *The Wave Rider*, although in parts it was also very sad. It showed some of the family problems that teenagers have to face, especially when divorce and death break families up, and there was a very surprising ending to the story that I did not expect to happen. The main character, Justine, had to be very strong to cope with her difficulties, but she managed to face up to them and so became a stronger person. I think this novel would best suit readers of sixteen to seventeen, because the main characters are in this age group.

Star Rating = ★★★

Activity 3

Writing A Review Of A Non-Fiction Book

Look in the library for a non-fiction book on a subject that interests you or that you are curious about: *e.g. Biography, history, astronomy, zoology, sport, travel.*

Read the book closely, getting as much information as you can from it. Make notes of any particularly interesting facts you come across as you read the book.

Write a review of the non-fiction book. Your review should include:

- The book's title, author, publisher and year of publication.
- Two paragraphs about the book's content: i.e. The material it covers. Include some sentences saying what the book's illustrations (photographs, drawings and diagrams) were like.
- One paragraph about the language the author uses in the book, whether it is clear and easy to follow or too difficult to understand.

- A concluding paragraph giving your opinions about the book, whether you learned anything from it or not, whether you liked it or not, and giving reasons why you liked or disliked the book.
- Give the book a 'star rating', out of five. Five out of five will be the highest rating, zero out of five the lowest:

★★★★★ = Excellent

★★★★ = Very good

★★★ = Good

★★ = Uninteresting

★ = Dull

No Stars = Totally boring

Activity 4 Keeping A Reading Journal

From now on, whenever you read a book, fiction or non-fiction, keep a record of it in a special section (maybe on the last few pages) of your English exercise book. Head up each entry with the book's title, author, publisher and year of publication, and write two paragraphs, one summarising what the book is about and the other giving your opinions of each book you enter in your journal. Give every entry a 'star rating' using the system used in Activities 2 and 3.

