

Fiji Ministry of Education English Curriculum Year 8

Units 1-5

Contents

Unit	Page
Unit 1: Louis Braille	2
Unit 2: Shopping	8
Unit 3: Clothing	16
Unit 4: Income and wealth	23
Unit 5: Earthquakes	28

Unit 1: Louis Braille (pronounced Lui Brail)

At the age of three, Louis Braille could see the world just like any other child. In the French village of Coupvray, he watched and helped his parents, brothers and sister with the daily work around their small stone house.

Louis's father was a skillful harness maker. He made fine leather bridles and reins for horses and oxen. If Louis had been bigger and stronger, he could have helped his father. "Instead, he helped his mother clean the house and weed the garden"

One hot summer day, Louis felt bored because he had nothing to do. He wandered into his father's workshop and sat down at the bench which was covered with tools. He picked up an awl, a sharp tool used for punching holes in leather. Without thinking he began to press it into a piece of leather. His young hands did not have a strong grip on the tool. It slipped and its sharp point struck him in the eye. Louis screamed. His mother ran to comfort him and bathed the injured eye. The doctor came to do what he could but the injured eye became infected because Louis rubbed it with his hands. The infection spread to the other eye and Louis found he could no longer see shapes clearly. After a time, he could see nothing at all, not even the sunshine through his window in the morning. He was completely blind.

In the early 1800s blind people were not able to go to school. They could not learn to do jobs like sighted people. Without education, they could only earn money with the strength of their bodies; many of them became beggars. There was no proof then that, even without sight, blind people can learn and use knowledge in the same way that other people can.

Louis's parents helped him to continue a happy and active life. He helped his father by polishing leather. He helped his mother to carry water and set the table. To find his way round the village alone, he tapped with a cane made by his father. Still, he could not play games, run down the road or go to school.

Father Palluy, the local priest, gave him lessons three or four mornings a week at the church. Louis learned so quickly that the school-teacher agreed that he could attend the one roomed school with the other children. Louis listened, concentrated and remembered.

If only he had been able to read, he would have learned so much more! Father Palluy had heard of a special school for blind boys in Paris. Louis was accepted by the school and left home for the capital city. The school was damp and noisy and Louis missed the clean air and open fields around his village. But he was too busy to be home-sick long. In the mornings the boys learned geography, history and mathematics. In the afternoons they worked with their hands, learning trades and crafts to earn money later. Most of all Louis loved to play the piano, and later, the organ.

One problem, however, remained. Although Louis did learn to read at that time, the only way the blind could read was to feel large raised letters on the page. This was slow and difficult. Each page contained only a few letters, about 7 ½ cm tall. The books were thick,

heavy and expensive to make. Feeling with the fingers it was hard to distinguish O, from Q, R from B and I from T. To read just one sentence took far too long.

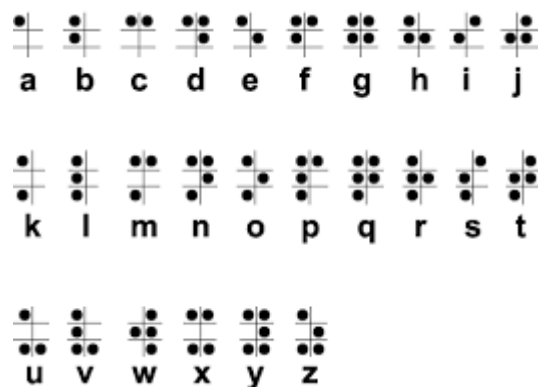
For years people had tried to find another way to read, but without success. In 1821, at the age of twelve, Louis decided he would try to discover a new and better way for the blind to read.

One of his teachers, a former soldier, gave him an idea. On the battle-field he had made dots on thick paper with a sharp tool or stylus. The dots represented sounds and together they formed the raised dots with the fingers. In this way, soldiers could “read” the message in the dark.

For printing many books for blind people, the method was not suitable. So Louis set to work in every spare moment, sometimes all night, to work with paper and stylus.

“If I can find an easier way to use the dots, blind people will be able to read all the books they want to,” he thought. Three years later he found the answer. The twenty-six letters of the alphabet could be written in raised dots. Each dot could be in any of six positions, like this:

By putting dots in different arrangements Louis could represent each letter. Here is an example:



Only the black dots are raised. The rest of the paper is left smooth. It was easy and it worked. He wanted to scream, jump and run with excitement and tell the good news to everyone.

At the school all the boys began to read and write the “braille” way. The teachers, who could see, did not understand the importance of Louis’ discovery. Also, there was no money to print all the books that were needed.

Three years later, when Louis finished his studies, he remained at the school as a teacher. Although he became weak with tuberculosis, a disease of the lungs, he continued to work hard on his alphabet from his bed. He even wrote a book about his ideas, but no one seemed interested.

Finally, in 1844, his chance arrived. A new school building was dedicated and many speeches were made. Louis explained his alphabet and demonstrated its use with several small children. The audience was very impressed. They stood up and cheered. Blind people would read and write “braille” all over the world!

Louis’ health failed and he died eight years later. Other stronger people continued his work. In 1847 the first braille printing press was made to produce many books rapidly. Another machine, rather like a typewriter, was invented so that blind people could write, quickly without a stylus.

Years passed before people realized the great gift that Louis Braille worked so hard to give. Now, blind people speaking many different languages can use their fingertips to read and write with speed and ease in braille.

QUESTIONS

a. Choose the correct answers:

1. When Louis Braille was a young child, he did not help his father with his work because

- (a) he was lazy.
- (b) he was blind.
- (c) he was weak.
- (d) he was bored.

2. Why didn’t Louis go to the village school first?

- (a) He was too busy helping his parents at home.
- (b) It was hard for a blind person to find his way around.
- (c) People thought blind boys couldn’t play games or run.
- (d) Blind people did not usually attend school at that time.

3. At the special school in Paris, Louis’ favourite subject was

- (a) music.
- (b) writing.
- (c) reading.
- (d) geography.

4. Before Louis Braille invented his alphabet for the blind

- (a) blind people used sharp tool to write messages.
- (b) there was already a system but not a practical one.
- (c) blind people could not learn to read or write at all.

(d) several people had found successful ways to teach reading.

5. Why is 'braille' a better system than the one Louis learned at the special school?

(a) It is simple and more practical.

(b) Because Louis Braille invented it.

(c) Louis' teachers helped him to improve it.

(d) It uses a printing press to produce books faster.

B. Answer the following questions in a complete sentence.

1. How did Louis injure his eye?

2. Louis didn't go blind immediately after his accident. What actually made him go blind?

3. Why did many blind people become beggars in those days?

4. How did he find his way around the village after he went blind?

5. Why did the teacher allow Louis to go to the village school?

6. Why were the books used by blind people so thick and heavy?

Vocabulary Exercise

Do you know these words?

The following words are in bold face in the passage. Try to work out their meanings for yourself. Fit them into the space in the sentences; then use your dictionary to check the answers. **bored concentrated demonstrated infected distinguish impressed infection represented**

1. If you don't wash that cut, it will become..... and will get very sore.

2. If you had reallyon doing that exercise properly you wouldn't have made so many mistakes.

3. In the cookery class, we watched carefully while Mrs. Gounderhow to make a banana cake.

4. The nurse looked inside my mouth and said I had an..... in my throat.

5. If you have nothing to do and are feeling why don't you read an exciting book?

6. In a family tree, men areby triangles and women by circles.

7. The twins were so alike that few people couldPita from his brother.

8. The Minister was very by the new hall we had built and said it was one of the finest halls in Fiji.

Writing: A Recount

A recount retells events from either the point of view of someone that was there or from an impersonal point of view. They usually tell us 'what happened' in a sequence of events so that readers are entertained. Below is a diary entry of the first day at secondary school of a Form 3 student. Diary entries are text forms of recounts. They express the writer's feelings, thoughts and attitudes about the events. Diary entries are usually structured to include:

- use of actions verbs
- use of past tense to locate events in relation to the writer's time
- Use of conjunctions and time connectives to sequence events.
- Use of descriptions to keep readers interested.
- use of time words

As you read the diary entry below try to put yourself in the text.

Dear Diary,

Today was my first day of secondary school. This morning I was so nervous about starting school because I had heard so many rumors about the kind of things that go on there. At the end of primary school everyone was telling these stories about students being put in bins and pushed down the stairs and having their heads flushed down toilets, and even though I never really believed it, it still worried me a bit.

Fortunately, nothing like that happened today. I was nervous, but once I got into school everything was fine! The day started with an assembly from the school principal, who welcomed us to the school, and after that we spent the rest of the day getting to know our teachers in our respective rooms. Here in secondary school, we have different teachers teaching us different subjects, unlike in primary school where all subjects were taught by one teacher.

The school is much bigger than my primary school was- there are science laboratories, workshops, a swimming pool, a huge hall, a well-equipped library and I even noticed a room that looked like a kitchen! (I later learned that this was called the Home Economics room).

We also got a timetable of all our lessons – the timetable is so complicated especially since each lesson is sixty minutes. I guess that I'm just going to have to get used to it.

Well, today was a really good day-the day ended even before I realized it! I feel like I made loads of new connections and hopefully in time these can develop into strong and lasting friendships.

Structure

- the orientation (the introduction that tells us who, when and what)
- A record of events, usually in chronological order.
- Personal remarks throughout the record of events.

Common grammar patterns include:

- use of actions verbs
- use of past tense to locate events in relation to the writer's time
- Use of conjunctions and time connectives to sequence events.
- Use of descriptions to keep readers interested.
- use of time words

As you read the diary entry below try to put yourself in the text.

Questions

1. What was the cause of the writer's nervousness from the beginning?
2. Do you think the stories he 'heard' were true? How do you know?
3. What was a new thing that the writer learnt?
4. How is the writer's experience similar/ different to yours?
5. Identify two pronouns and three adjectives from the text.
6. Write down a compound sentence in the first paragraph.

Now it's your turn to write a diary entry. Think about a time that you felt really cheerful about something or really annoyed at someone or depressed after losing a loved one. You can even write about your first day in a new school or a first trip by boat/ plane/ horseback/car/ bus.

Unit 2: Shopping

Peni lived in Tavai, which is a small village in Papua New Guinea. He had never been to a large town. During the holiday, his mother and he were invited to stay with an aunt in a suburb of Port Moresby.

The morning after they arrived, his aunt found that there was no more milk and she asked Peni to go around the corner and buy some powdered milk at the Supermarket. She gave him a five dollar note.

As Peni went along, he thought about the word "Supermarket". He had read an exciting comic about Superman. "Supermarket" - that might be where Superman buys his groceries. It must be a really big shop.

He saw a huge building. It had a huge sign on the roof. It said "Supermarket" in very large letters. He went through the door. It was certainly not like his village shop in Tavai. The door of the supermarket was so big that you could drive a bus through it. There were six counters in a line almost right across the building. A girl in a uniform sat at each counter. It was early in the morning and none of them was busy. Peni went up to the first counter and said to the girl who was sitting there, "May I have a tin of powdered milk, please?"

"What!" exclaimed the girl? "Do you think that I am going to get up from the stool and serve you? Go away, you silly boy."

Peni was so surprised that he could not say anything. He walked along a little further. "They were not too proud to serve you in our village store," he said to himself.

He went up to another counter where there was a kind-looking lady. "May I have a tin of powdered milk, please?"

"I'm sorry," said the lady. "I can't leave this counter. You must serve yourself in this shop. Go to the shelves and take what you want."

"Thank you," said Peni. "That's very generous of you. Where do I go then?"

"There is a turnstile down at the other end. That is where the customers enter," said the lady.

Peni went along to the turnstile. It was made of four pipes in the form of a cross. It was supported by another pipe and turned as the customers walked through. He followed a fat lady through the turnstile. The heavy lady hit the bar in front with her hips as she was going out.

Thump! The bar hit Peni from behind and thump went Peni into the back of the fat lady. He was going so fast that he almost knocked her over.

"Goodness gracious! What are you doing, little boy?" she said in a shocked voice.

"I - I - I was hit by that bar," stammered Peni.

“Oh, I see,” said the lady, surprised. “You should be more careful,” she said as she walked away.

“It wasn’t my fault,” said Peni to himself. “This is a strange kind of a store, but the people who own it must be rich and generous. That lady at the counter said that we could serve ourselves. I’ll get a lot of things for my aunty. Perhaps superman pays for them. He always helps poor people in the comics.”

He watched a woman get a trolley with four small wheels and a large wire basket at the top to put things in. She walked along the rows of shelves and put things in the basket as she went.

“I do. That’s good fun,” said Peni and collected a trolley, too.

He walked up and down the rows. He put two tins of green peas, two tins of beetroot, two bottles of lemonade and three tins of pears in the wire basket. In the next row, he found the tins of powdered milk and he put three big tins of this into the basket. As he went along, he collected many different kinds of customers cashing out foodstuffs. In one row he took some disinfectant, soap, toilet rolls and dish washing detergent. Soon the wire basket was completely full of groceries. “That should be enough,” said Peni. “Aunty will be very pleased with these groceries.”

He watched the fat lady going up to the counter with her trolley. The girl pushing buttons on a machine as the lady emptied the wire basket.

“She is probably counting the things that lady is taking so that they can replace them,” he thought.

He saw that the proud girl who had sent him away did not have any customers.

“I’ll make her do some work,” said Peni.

He went up to the counter and started unloading the basket. The girl started pushing the buttons on the machine.

“Click! Click! Click!” went the machine.

As the girl pushed the buttons, a man packed the groceries into a large cardboard box. When the box was full, the girl gave Peni a piece of paper with numbers on it.

“Thank you,” said Peni and started to pick up the cardboard box.

“Hey! Wait a moment,” said the girl. “Look at that paper. It says forty-five dollars and fifteen cents at the bottom. I want \$45.15 for those groceries.”

“That lady at the other counter told me to serve myself. I thought these things were free”, said Peni.

“Ha! Ha! Very funny,” said the girl sarcastically. “Pay me \$45.15 or I’ll call the manager.”

Peni’s face went pale. “I haven’t got \$45. 15. I’ve only got one dollar. I c-c-can’t pay you.” He was almost crying.

The girl rang a bell on her machine and a big man in neat clothes came hurrying to the counter.

“What’s the matter, Miss Karan?” he asked.

“This boy will not pay me for these groceries. He owes me \$45.15 and he says that he has only one dollar.”

The manager turned to Peni. “What is all this about?” he asked in a stern voice. “If you cannot pay for these things, I will have to send for a policeman.”

Peni started to cry. He was frightened. “Boo! Hoo! Hoo!” he sobbed. “I’m from Tavai Village. I’ve never been to a town before. My aunt is Mrs Pele and she sent me for some powdered milk. I thought that the groceries were free because you were allowed to serve yourself. Please don’t call a policeman.”

The manager looked closely at Peni. He thought to himself, “He looks like an honest boy and he is very frightened.”

“All right! All right! Stop crying. I believe you and I know Mrs Pele. She is a good and honest person and you look like an honest boy, but you have caused Miss Karan a lot of trouble. She will have to correct her machine now. That man has packed your things in that box too.”

“It’s all right, Mr. Smith,” said Miss Karan. “It will only take me about two minutes to correct my machine. We are not very busy at the moment.”

The manager thought for a moment. “I want you to put all those things back on the shelves. I want them stacked neatly and in the right places. If you don’t do that, it will waste some other employee’s time.’

“Yes, I’ll do it,” said Peni happily. He picked up the cardboard box and started carrying it towards the shelves.

“Put it in a trolley. That will make it easier,” said the manager in a kinder voice.

Peni placed all the groceries back carefully on the shelves. The manager watched him for a while and then went back to his office.

Miss Karan placed a wooden notice “CLOSED” on the top of the counter and corrected the totals on her cash register. Once it was correct, she took the notice away and started attending to the customers again.

Peni followed a customer to Miss Karan’s counter and said “Thank you. If you had made a fuss, I could have been in serious trouble.”

The girl smiled. It changed her appearance completely and she looked a different and more pleasant person.

“Everybody makes a mistake some time,” she said, “but wait a moment. You have forgotten something.”

“What’s that?” asked Peni. He was puzzled.

“One packet of powdered milk,” said Miss Karan. She got down from her stool and took a packet from a pile.

“It’s on ‘special’ today. It costs three dollars instead of two dollars and seventy-nine cents. Here you are. Three dollars please.”

Peni handed her his three dollars and received twenty-one cents change. “Thank you. I nearly forgot,” he said.

Peni ran home. His mother and his aunt were anxious.

“Where have you been? It is three-quarters of an hour since you left. You should have taken only a few minutes.”

“Oh, I had never been to a supermarket before. It was very interesting. The powdered milk only cost two dollars and seventy-nine cents. It was on special.”

“That was clever of you,” said his aunt.

Peni thought to himself, “If they really knew what had happened, they would think I was silly.”

He did not say anything about his adventure in the supermarket that day.

His mother and his aunt wondered why Peni was so quiet and polite all day. They asked him several times during the day if he was feeling ill but Peni said that he was feeling very well.

It was only after another week that Mrs Pele met Mr. Smith in the street and he told her the full story of Peni’s mistake. Then it was Peni’s turn to wonder why his aunt smiled every time she looked at him.

QUESTIONS

A. Choose the correct answers:

1. Peni thought the reason the shop was called a Supermarket was that

- (a) the building was too big for a shop.
- (b) it was not like the market in his village.
- (c) you could drive a bus through the doors.
- (d) it might be where Superman bought his groceries.

2. What made Peni think the food was free?

- (a) He thought Superman would pay for the food.
- (b) He thought the owner was very rich and generous.
- (c) The woman at the counter told him to help himself.
- (d) He saw a woman putting things in a trolley without paying for them.

3. What do the girls at the counter do in the store?
- (a) They sit there to see that nothing is stolen.
 - (b) They get for you whatever you want to buy.
 - (c) They collect the money for the things you buy.
 - (d) They count the people that come into the store'
4. Why were none of the girls busy when Peni entered the store?
- (a) They were too lazy to work.
 - (b) The store was not open yet.
 - (c) It was still early in the morning.
 - (d) They each had a 'CLOSED' sign in front of their counter'
5. Which of the following statements about what happened later is NOT true?
- (a) Peni felt he'd been silly in the supermarket.
 - (b) Peni felt a bit sick for the rest of that day.
 - (c) Peni lied to his mother and aunt on his return.
 - (d) Peni's aunt was later told about Peni's experience.
6. Which of the following statements about what happened at the check-out counter is TRUE?
- (a) Peni was not frightened of the manager.
 - (b) Peni could not pay for all his groceries.
 - (c) The check-out girl was kind and helpful to Peni.
 - (d) The check-out girl threatened to call the police.
7. What happened when Miss Karan rang the bell on her machine?
- (a) The manager came to the counter.
 - (b) A paper came out with the price on it.
 - (c) A man came to put the groceries in boxes.
 - (d) A policeman came to see what the difficulty was.
8. What does the word 'special' in the passage mean?
- (a) That the price was less than usual.
 - (b) That the price was more than usual.
 - (c) That the article was not the same as usual.

(d) That the article was specially made for the shop

B. Answer the following questions in complete sentences.

1. Why was Peni sent to the supermarket?
2. How did he know the large building he saw was the supermarket?
3. Why was he surprised when the girls at the counters refused to get the milk he asked for?
4. Where did the customers enter the supermarket?
5. Why was the fat lady shocked?
6. What did Peni use to put his groceries in?
7. Why did Miss Karan want \$45.15 from Peni?
8. When did Miss Karan's appearance change?
9. Why were his mother and aunt anxious when Peni came back?
10. Why did they think he was ill?
11. How did Mrs Pele find out the true story about what had happened in the supermarket?
12. In what way(s) does a supermarket differ from an ordinary shop?

Vocabulary

Do you know these words?

The following words are in bold face in the passage. Try to work out their meanings for yourself and then fit them into the spaces in the sentences.

suburb groceries generous replace sarcastically

1. Mr. Waka is a veryman. He often gives food from his garden to my grandparents.
2. Mr. and Mrs. Chandra live just out of Suva in acalled Raiwaqa.
3. Every week, Mrs. Prasad goes to town to do her shopping. When she has bought all, she usually has a milkshake before catching the bus home.
4. Rajend kicked the ball as hard as he could but it missed the goal by about ten yards. "Oh good shot!" said his friend.....

5. My uncle gave me \$10 to buy books for school. I thanked him and said it was very of him to give me so much.
6. "Those reading books are very much worn and several of them have pages missing. We'll have toabout half of them before the beginning of the term," said the headmaster.
7. Mr. Waqa works in the sugar mill. He has just moved into a house in aof Lautoka so that he won't have to travel very far to work each day.
8. The woodwork teacher told the boys to take good care of the tools. "They cost a lot of money and if they get broken we can't afford tothem," he said.

Writing; A Narrative Poem

A narrative poem is a poem that tells a story in an entertaining way - usually with rhymes. Before writing and books were common, people used narrative poetry to tell stories. The rhymes and rhythm made the stories easy to remember and pass on to other people.

There are many different types of poems. Some of these are:

- subject poetry – this can be done on any subject that you wish. All you have to do is list down the things you have learnt about the subject!
- Cinquain poetry- this type of poem is usually five lines
- a haiku- is a special Japanese form of poetry because it has only 17 syllables. A haiku usually has nature themes and is usually entertaining.
- acrostic poem- This type of poem has the first letters of each line aligned vertically to form a word. The word is often the subject of the poem.
- ballad- usually retells an event in history, in the news or in your life as a narrative.

Below is a narrative poem by Eve Merriam from 'Leaves' by Cliff Benson. Read the poem and examine the text.

Teevee by Eve Merriam

In the house
of Mr. and Mrs Spouse
he and she
would watch teevee
and never a word
between them spoken
until the day
the set was broken.

Then “How do you do?”
said he to she,
“I don’t believe
that we’ve met yet.
Spouse is my name.
What’s yours?” he asked.
“Why, mine’s the same!”
said she to him,
“Do you suppose that we could be..?”
But the set came suddenly right about,
and so they never did find out.

1. Identify two sets of rhyming words.
2. In the poem, do you think Mr. and Mrs Spouse came to a resolution?
3. Is this poem fiction or non- fiction? How do you know?
4. Who is the likely audience for this poem?
5. What message do you think the author is trying to get across?
6. What effect does the ‘teevee’ have on Mr. and Mrs Spouse?
7. Compare Mr. and Mrs Spouse to your family. How are they different? How are they similar?
8. How is ‘teevee’ different from newspapers and radios?

Now it’s your turn to write a narrative poem.

The Writing Process:

- Make a draft.
- Revise your writing
- Proof read it
- Read it out loud and share it with a friend.

Unit 3: Clothing

Traditional Dress and National Dress in the Pacific

Have you ever been invited to a party or special occasion and been asked to wear your traditional dress or national dress? If you have, I wonder what clothes you wore. If you are a Fijian boy, you probably put on a sulu or if you are an Indian girl you would wear your prettiest sari. Samoan girls wear poletasi and Tongans wear ta'ovala. But are all these traditional clothes the sort your ancestors wore long ago.

Remember, in the Pacific long ago, there was no woven cloth such as cotton. In Polynesia, bark cloth, or tapa, was used for most clothing before the coming of the Europeans. Bark cloth was made from the paper mulberry tree, the breadfruit tree and the banyan tree. In the old days the men wore loin clothes made of the bark cloth. The women wore a long skirt and if it was cool, they wore a cloak around their shoulders. Traditional costume for the Cook Islands included a skirt or kilt made from the bark of the Hibiscus plant.

In Fiji, brides wore dresses made of tapa cloth, which is known as masi. To make masi mulberry trees are cut down when they are about a year old. They are taken to the village, where the bark is taken off while it is still soft and soaked in water. The outer bark is scraped off the soft inner bark with a shell.

When the bark is ready, it is laid on a curved table and beaten with hardwood beaters. This is hard work but the bark soon begins to look like cloth. When they start beating the bark, it is about 10 centimeters wide and quite thick but, after the beating, it is about a half a meter wide and very thin. Several lengths of bark are then joined together. In this way it is possible to make very large pieces of masi or tapa.

Tapa may be coloured, using a dye, or by smoking the cloth. Sometimes it is left its natural white colour. The most usual colours are black and brownish red. The black colour is made by burning a piece of Kauri gum for about three hours and collecting the soot from the smoke. The brownish red colour comes from red clay or from the juice of a mangrove or swamp tree.

The colour is put on the cloth with leaves or a strip of bamboo dipped in the colour. Pandanus leaves are used to make wide lines and strips of bamboo are used for narrow lines. Another method is to cut a pattern of holes in a leaf and use the leaf as a stencil. The leaf stencil is laid on the piece of masi and the colour is put on. The parts covered by the leaf are left white but wherever there is a hole there will be a patch of colour the same shape. Sometimes, patterns are carved on bamboo or on pieces of wood. These are dipped in the dye and the colour is printed onto the tapa.

In the old days, other island groups such as Kiribati and Vanuatu did not use tapa and so had different traditional dress. In Kiribati, both men and women wore skirts made of strips from the fine white part of a coconut leaf. The leaves were split, soaked in seawater and then

dried in the sun until they became very white. They were then tied in small bunches and fastened to two strings with special knots. A thick skirt was made by tying several bunches, one over the other.

In Vanuatu, many different types of dresses were worn on the different islands. On some of the islands in the south, skirts like those of Kiribati were worn but these were made from pandanus leaves. The leaves were heated by fire until the sharp prickly edges could be torn into thin strips. Then they were left to soak in the sea for several days and put in the sun to dry until they were soft and white. A sea-shell was used to soften the fibres and they were sewn to a waist band. Like tapa cloth, they could be coloured with vegetable dyes.

On the other islands of Vanuatu, mats woven from pandanus were the main dress. The men on northern Pentecost wore bari, a finely woven mat which was passed between the legs and over the belt leaving a piece hanging down in front and at the back. The Big Nambas men on northern Malekula wore a nambas made of pandanus fibres dyed red. The women of the Big Nambas wore head-dresses made of pandanus fibres dyed red, which they used to cover their faces if they happened to meet their husband's male relatives. It was taboo for these men to see the woman's face.

You may wonder why people in the old days in the Pacific wore clothes at all. It was not to protect them from the cold and rain because many of them gave no protection at all. It was partly to decorate themselves and to show what sort of people they were. Little children often ran about naked until they were old enough to wear grownup dress. When they were allowed to put on clothes, it was a sign they were adults. On the island of Aoba in the Northern Vanuatu, girls would be tattooed for the first time when they became women. Only important people were allowed to wear certain decorations, as the feathers of a hawk, hibiscus flowers, an arched band of shells, a tabua, or whale's tooth, a pig's circular tusk, only they were allowed to paint their faces and bodies with certain colours and markings.

All this changed with the coming of the Europeans. The early missionaries were horrified to see Pacific Islanders who were naked or nearly naked. In Europe at that time (over a hundred years ago) ladies wore long dresses and it was thought to be very bad if a gentleman even caught sight of a lady's ankle. Words such as legs were considered to be very rude and polite people did not say them. The missionaries not only brought their religion but also the western way of life and the western way of looking at things.

If an islander wanted to be a Christian, the first thing he had to do was to dress himself in Western clothes which covered his body. Western clothes were a sign that a person was a Christian.

The traders arrived at the same time as the missionaries and they brought with them lengths of cheap, brightly coloured cotton material usually called calico. The new converts their nakedness in fact to cover them up as much as possible. This is why dresses such as

the mother-hubbards worn in Vanuatu and New Caledonia were designed. Other people copied the styles worn by the missionaries and by their wives. The Chinese, for example copied the high missionary collars. You must remember though, that the early clothes the missionaries wore were not the same the clothes as Europeans wear today.

Nowadays, many Pacific Islanders are proud of their countries and like to wear some sort of dress which shows what country they come from. It is not traditional dress because it is made of material which our ancestors did not have. We call this sort of dress national dress.

QUESTIONS

A. Choose the best answer:

1. Which of these sentences is true according to the passage?
 - (a) We do not know what the people in the Pacific wore long ago.
 - (b) We know that long ago, people in the Pacific did not wear any clothes
 - (c) People in the Pacific long ago wore the same clothes as they do now.
 - (d) People in the Pacific long ago did not use any woven material like cotton.

2. What is tapa?
 - (a) A type of mat worn as clothing.
 - (b) A sort of dress worn by Polynesians.
 - (c) A type of material made from tree bark.
 - (d) A type of grass skirt made from pandanus.

3. Unless tapa or masi is dyed or smoked, its colour is
 - (a) red
 - (b) white
 - (c) black
 - (d) brownish

4. In the southern islands of the Vanuatu, people used fires to heat pandanus so that
 - (a) the smoke would colour the leaves
 - (b) the leaves would become soft and white
 - (c) it would be possible to remove the sharp edges
 - (d) they would be able to make dye from the leaves.

5. Why may Pacific Islanders long ago have worn traditional dress?
 - (a) To show what sort of people they were
 - (b) To protect them from the wind and rain
 - (c) To show others what country they came from
 - (d) To cover the parts of their bodies which the missionaries thought should not be seen.

6. Why did the missionaries make Pacific Islanders wear western clothes?
 - (a) To make them look more beautiful

- (b) Because they did not know how to make tapa
- (c) They thought it was sinful to be naked or to be partly naked.
- (d) Because western clothes are easier to make and cheaper to buy.

7. How did the early Christian converts in the Pacific get materials for their clothes?

- (a) They used bark cloth
- (b) They bought calico from traders
- (c) They went overseas to buy them
- (d) They wove their own cotton material

8. What is a mother-hubbard?

- (a) The wife of an early missionary in the Pacific
- (b) The traditional dress of women in the Pacific
- (c) The dress worn by the wives of the early missionaries.
- (d) A type of dress designed by the early missionaries.

B. Answer the following questions in complete sentences:

1. Before the Europeans came, what material did the people in Polynesia make clothes from?
2. How can narrow strips of bark be widened?
3. How stencils made from leaves?
4. What other material was used for clothing in the Pacific besides bark cloth?
5. Why did the women of the Big Nambas hide their faces at times?
6. What do we mean by national dress?

Vocabulary

For each of the words in List A on the next page, find the correct description in List B. Look back at the passage and try to work out the answers before using your dictionary. (Not all of the words are in your dictionary)

LIST A

1. sulu
2. sari
3. poletasi
4. ta'ovala
5. tapa
6. masi
7. kauri
8. soot
9. clay
10. mangrove
11. pandanus
12. bari
13. nambas
14. hawk
15. tusk
16. tattoo
17. calico
18. mother hubbard
19. collar

LIST B

- (a) A mat worn around the waist by a Tongan.
- (b) A mat worn as traditional dress by men on north Pentecost in Vanuatu.
- (c) The tooth of a pig.
- (d) A sticky kind of earth.
- (e) A kind of bird which hunts other birds and small animals.
- (f) The name given to the brightly-coloured cotton cloth brought by early traders to the Pacific.
- (g) A plan with sharp pointed leaves with prickles on them that can be used for weaving mats and baskets.
- (h) A pattern of marks made on a person's skin.
- (i) A pine tree with sticky sap called gum.
- (j) Black stuff left by smoke.
- (k) Material made from the bark of the paper mulberry tree.
- (l) The wrap-around skirt worn by a Fijian.
- (m) A tree which grows in swamps or in muddy water at the edge of the sea.
- (n) A long loose dress designed by early missionaries.
- (o) A piece of material worn around the neck of a shirt or dress.
- (p) The national dress of many Indian women and girls.
- (q) The national dress of Samoan women and girls.
- (r) Traditional dress of the bush-men of Malekula, an island in Vanuatu
- (s) The Fijian name for tapa.

Writing

A PERSUASIVE TEXT (a discussion/ dialogue)

A discussion is a form of interactive, spontaneous communication between two or more people either:

- face to face (as in a talk between family members or friends) or
- non- face to face (such as telephone conversations).

Discussions exist within a social context which determines the purpose of the conversation and shapes its structure and features. This basically means that conversation is determined by the situations we find ourselves in. For instance, we may converse with our friends in an informal manner but as soon as a teacher comes by, we 'switch modes' of our conversation to a more formal manner.

Discussions can be either formal or informal. Formal discussions are usually used in official business situations or perhaps polite conversations with strangers. Informal discussions are common among friends, family members or class mates. Most informal discussions will have the following features:

- an agenda
- adverbials e.g. well, so, now, then
- co-operative signals e.g. yes, yeah
- varied intonations, speed, volume, laughter etc.
- turn taking
- disagreement
- adjacent pairs- a question is asked and an answer is expected
- humour
- use of conversation tags and fillers, exclamations, hesitations etc.

Here's a discussion among some Malaysian girls. Go through the text and examine it

CHINESE GIRL: I think it's indecent the way some of these European tourists dress. Most of the women wear no sleeves at all and have very low necklines. Some of them come off the tourist ships and walk around the town wearing sun-dresses with bare backs. Chinese girls are very careful to wear dresses with sleeves and high collars.

EUROPEAN GIRL: Yes, but you're not always so careful about your legs. We may wear mini-skirts but at least we don't have slits up the side of the dress so all the men can see our thighs. I heard about a Chinese girl who was dressed like that in Rome, and all the Italian men stopped their cars so that they could look out and whistle at her. A policeman came up to her, put her coat round her and told her to go back to her hotel and change at once. She was holding up the traffic and causing a traffic jam!

INDIAN GIRL: Well, you can't find anything wrong with me surely. My sari comes right down to my ankles.

EUROPEAN GIRL: Yes, but your waist is bare. Some European men are not used to seeing bare waists and it makes them stare at you.

MALAY GIRL: Well, what about me? Muslim girls have to cover their arms and legs, I have long sleeves and my sarong comes right down to my ankles like Usha's sari.

EUROPEAN GIRL: Yes, but your baju (blouse) is so transparent that everyone can see through it and your sarong is so tight around your hips that they wiggle when you walk.

INDIAN GIRL: Well, it seems that the only really decent women's dress is that worn by women in Afghanistan. It is like a tent and covers the woman from head to toe. There's just a little slit in front of her eyes so she can see out. A man can't tell if she's old or young, fat or slim, beautiful or ugly!

CHINESE GIRL: Well, who wants to be like that? I like all the boys to look at me and think how pretty I am!

MALAY GIRL: Don't be so vain, Pooh Yee! I'm sure the boys prefer girls who are sweet and modest and don't wear indecent dresses.

INDIAN GIRL: Here come some of the boys. Let's ask them what they think.

CHINESE GIRL: Hi boys! What sort of clothes do you think girls ought to wear?

MALAY BOY: Oh you girls! You're always thinking about what you look like. We've got more important things to occupy us. Come on, boys. Let's go and play football.

EUROPEAN GIRL: Just you wait a few years until you're old enough to start taking girls to dances! Then we'll see you in front of a mirror making sure that your hair is oiled and properly combed. Now you don't care what you look like but it will be a different story then!

BOYS (scornfully): Girls!

GIRLS (equally scornfully): Boys!

1. Is this an informal or formal conversation? Support your answer.
2. Identify a rhetorical question from the text above?
3. Identify a simple sentence.
4. What is the purpose of this text?

Write a persuasive text. It could be a discussion amongst your family members during a meal time or amongst your friends during a break or a discussion with your teacher.

Unit 4: income and wealth and planning ahead

Read this passage and answer the following questions.

EMELE'S STORY by Adele O'Leary

Emele is not at school today. It is the school holidays so she is spending the day with her Bubu (grandmother). Everyone else in Emele's family is at work. Her Bubu is chanting to Emele as they sweep leaves in Emele's Garden. "Emele," says Bubu, "what do you want to be when you leave school?"

Emele looks thoughtful and she is quiet for a long time. She finally answers. "Bubu, I want to be a rugby player when I grow up but Tata (father) said that most rugby players are men and you have to be really, really good to earn money. I don't know what I want to be now.

"Bubu smiles." Emele you are very good at rugby so keep playing in your spare time but Tata is right. I think you need to think about different career opportunities."

Emele sits in the shade and starts to wonder..... Emele's Tata works as a taxi driver. He picks up a lot of tourists at Savusavu airport and drives them to beach resorts. Emele's Tata sometimes works in the evenings instead of during the days. Business is better at night so he can earn more money but he does miss out on spending time with Emele and her family. Emele's Tata has been a taxi driver for 15 years. He likes his job because he can chat with tourists and share all of the great places in Savusavu. Emele wonders if she could be a taxi driver too but decides that she would not enjoy sitting in a vehicle for long hours without exercising.

Emele's Nana (mother) has two jobs. She makes sulu to sell to tourists and she is a cleaner at a holiday resort. Emele's Nana loves making sulu. She tie-dyes the fabric using bright colours Emele's mother does not make enough money from selling sulu that is why she has a second job. Emele wonders if she could help her mother and make and sell sulu's when she grows up.

Emele's older sister, Liliana, has left school and she wants to study business, hospitality and Tourism at University. She has a waitressing job at a restaurant in Savusavu and saves most of her money towards her university education.

Emele's Tata Levu (uncle) operates a diving business and takes tourists out to 'Dreadlocks and Barracuda Point' in his own glass bottom boat. His business is very successful and he employs two other workers so that he doesn't have to run all the tours. Emele's Tata Levu offers the cheapest diving tours in Savusavu and he includes lunch in the package deal.

Emele wonders if she could be a tour operator for her Tata Levu but she suddenly remembers that she gets sea sick. Emele is confused. What will she be when she leaves school? Is there anything that gives her the same happiness as rugby? Emele's Bubu interrupts her thinking. Bubu senses Emele's worries and reassures her. "Emele, you will find a job that is just right for you.

You will need to think about what you are good at and makes you happy, and try and work out what work opportunities will suit you.”

The next day Emele greets her Bubu with a huge smile and sprinkling eyes.” Bubu, I have thought of a lot of things that I can be when I grow up. I am really good at sports and I love being outside. I am good at welcoming people and I am very proud of my island. I could be a trekking guide and take tourists to our ancestral villages or I could be a recreational coordinator at a holiday resort or I could be a manager of a fitness studio or I could operate my very own business offering tourists bicycle tours.”

Emele’s Bubu gives her a big hug. “Well done Emele, you have thought of some great work opportunities that suit your skills and personality. I am so proud of you. I wonder which option you will take.”

A. Answer the following questions.

- I. What responsibilities doe Emele have?
- II. What rights, roles and responsibilities do her parents have?
- III. What are their financial rights and responsibilities?
- IV. How would you describe the family members’ relationship in Emele’s family?
- V. Do you think they understand their rights, roles and responsibilities?
- VI. How does Tata and Nana income’s contribute to Emele’s family wellbeing?
- VII. How can Tata & Nana’s financial planning skills achieve their family goals and obligations?
- VIII. What could be some possible financial risks Tata and Nana might face in their everyday struggle to feed the family?
- IX. What is Liliana’s long-term goal and how is she saving up for it?

B. What people do in Emele’s Story

Stage of Life	Emele	Tata	Nana	Liliana	Tata Levu
School					
Post school study					
Working & Single					
Working & married with Family					

--	--	--	--	--	--

Vocabulary

Do you know these words?

created complained crowded slightly complaint persuade seized furious

Which of the words from the list above will fit into the spaces in these sentences? Try using context clues.

After you have tried the exercise, use your dictionary to check the answers.

1. My brother is a little taller than I am but he's thin so he's only heavier.
2. Emma says she hasn't time to go on the picnic but we'd like her to come. You're her best friend; see if you can..... her to come.
3. Christians believe that God made the world and all the animal's first. After that he..... people.
4. Our new outboard motor wouldn't start easily so weto the man who sold it to us and he repaired it.
5. Everyoneround the strange-looking fish on the beach.
6. The hunter..... his spear with both hands and ran towards the pig.
7. The man whose car was damaged was very angry. He was so..... that he started punching the other drivers.
8. A policeman arrived and told the man that if he wanted to make a....., he should inform the police and not punch other people.

Writing

A NARRATIVE TEXT- a parable

A parable is a story that teaches us a value or a lesson.

It usually includes: the orientation (which answers the who, where, when, why and how), the complication and the resolution (the solution to the complication). The language features include:

the use of action verb – this provides interest to the writing, past tense, connectives, written in the third person, use of adjectives and adverbs- this provides readers with vivid descriptions.

Choose a parable from the Bible, for example, the Good Samaritan.

Now re-write the parable in a modern-day setting.

For example, the injured person could be a child who falls over in the playground. The Good Samaritan could be another student who comes along to help the child.

Grammar

A. compound sentences

Look at these simple sentences:

John was happy. He reached home before dark.

We can join them to form a compound sentence like this:

John was happy to reach home before dark.

Here are some more examples:

1.Rita was delighted. She got a new kitten.

Rita was delighted to get a new kitten.

2.The children will be excited. They will see the Prime Minister.

The children will be excited to see the Prime Minister.

3.My mother was cross. She saw the hole in my dress.

My mother was cross to see the hole in my dress.

4.I'm sorry. I hear you've had an accident.

I'm sorry to hear you've had accident.

5.The boys were pleased. They won the match.

The boys were pleased to win the match.

Now do the same with these sentences. Join these pair of simple sentences to form a compound sentence.

1. We were glad. We saw there was some food left.

2. The thief was horrified. He saw a policeman watching him.

3. The fishermen were relieved. They reached the shore before the storm.
4. The people were shocked. They heard about the earthquake.
5. We were all alarmed. We heard that a hurricane was near.
6. Sunita was happy. She won the first prize.
7. The dancers will be thrilled. They will perform for the queen.
8. The farmer was angry. He saw the pigs eating his crops.
9. You'll be amazed; you'll find the prices have almost doubled.
10. I'm sorry. I see you have a puncture.

B. Conjunctions

because and although

Read each pair of sentences carefully. Decide whether because or although should be used to join the two sentences. Then write out the new sentence.

1. The workmen went home early. They had finished their work.
2. The workmen went home early. They had not finished their work.
3. Apisalome is going to work. There is a strike.
4. The rugby match was postponed. The field was too muddy.
5. The football match was postponed. The rain had stopped.
6. Jone borrowed his sister's fountain pen. He didn't have one of his own.
7. The discussion went on and on. It was getting very late.
8. My parents never complained. They had to work hard every day.
9. Everything grows well here. The soil is very fertile.
10. Nothing seems to grow well here. The soil looks very fertile.

Unit 5: Earthquakes

You will quite often hear on the radio or see in the newspaper reports about earthquakes. These reports usually say that an earthquake has 'shaken' or 'rocked' a certain place, causing widespread damage. Sometimes the damage is very severe. Whole towns may be destroyed with hundreds of people killed and thousands more left without homes.

Quake is an old English word for 'shake' and that is exactly what happens in an earthquake; the surface of the earth shakes. It may shake both up and down and from side to side. Usually, the shaking lasts for only a few seconds in one place but sometimes the earth goes on shaking for over a minute.

The shaking movements, or vibrations, can be very fast. For example, in one severe earthquake in Assam, part of the earth shook 45 centimeters from side to side two hundred times in one minute. At the same time, it shook up and down. Buildings were shaken to pieces and big trees snapped off close to the ground.

Not all earthquakes are as violent as that, of course. Sometimes the movement is very slight and causes no damage at all. People may just hear a noise rather like thunder and feel the earth shaking under their feet for a few seconds. It may make them feel dizzy and frightened but it does no harm. These slight movements are usually called earth tremors. We sometimes feel earth tremors in Fiji and in 1953 there was an earthquake which caused quite a lot of damage in Suva. In some parts of the world such as New Zealand, Japan and California earthquakes occur quite often. Architects in these places try to find ways of designing buildings that will not be badly damaged when earthquakes occur.

In ancient times, people made up myths and legends to explain why the land sometimes shook. Some people believed that gods or giants shook the earth when they were angry, or that the shaking of the earth was caused by a giant snoring. Others said that the world was carried out on the backs of elephants which shook it as they moved.

Modern scientists, however, know much more about the causes of earthquakes. Through studying them they have learnt a great deal about the structure of the inside of the earth. They know that the center, of the earth, the core consists of a mixture of metals which is so hot that it is always in liquid form. Round the core, there is a thick layer of rocky material called the mantle, which is also very hot but not as hot as the core. Above the mantle is the crust, which forms the land we live on. The hard bottom of the oceans is also part of the crust.

As you know, when things get hot, they expand. Sometimes the core of the earth expands so much that it pushes hard against the mantle and the crust, making them move or even crack. This is what causes an earthquake. Some parts of the crust are weaker and more cracked than others so they move more easily.

That is why there are more earthquakes in some parts of the world than in others. The scientific study of earthquakes is called seismology, so the scientists who study them are called seismologists. One of the instruments they use to measure the force or strength of

earthquakes is called a seismograph. A seismograph can feel or detect very small earth tremors which are so slight that people do not notice them. There is a seismograph in the Geology Department in Suva.

Seismologists know what causes earthquakes but they still cannot tell people exactly when and where an earthquake is going to occur in the future. They are trying very hard to find an effective way of predicting earthquakes so that people can be warned before they happen. If it was possible to predict earthquakes accurately, people would be able to move away from the area and many lives would be saved, especially in towns.

The effects of an earthquake on a large town can be terrible. Many people are killed when buildings fall on top of them. Others are not killed straight away but are trapped under things which have fallen on them. They may starve to death if they are not rescued in time. Another great danger is that things which burn easily may fall into fires. In the great earthquake in San Francisco in 1906, most of the damage was caused by fires started in this way. It was impossible to put the fires out because the earthquake also broke the main water pipes.

In Tokyo, in 1923, an earthquake occurred just as people were cooking their lunch. Their charcoal cooking stoves were knocked over and hundreds of great fires blazed through the city. Of course, when a severe earthquake occurs, assistance is sent from all over the world. Doctors, medical supplies, food, tents and other essential things are rushed to the area. But it is very difficult to organise help in a place where roads are blocked, railways are wrecked and telephone wires are broken. Often, doctors and rescuers cannot reach the people who need help until it is too late.

There is also the great danger of diseases such as typhoid spreading rapidly where the water supply has been cut off. The problems caused by earthquakes are similar to those caused by other natural disasters such as hurricanes and floods. There are usually a lot of people willing to send assistance but the great difficulty is making sure that the assistance reaches the people who need it.

QUESTIONS

A. Choose the correct answer:

1. The word 'earthquake' is a suitable name for what happens when the earth moves because

- (a) the movements can be very fast.
- (b) it usually causes a lot of damage.
- (c) 'quake' is an old word meaning 'shake'.
- (d) earthquakes make people feel frightened

2. An earthquake is usually felt for (a) 200 seconds.

- (e) a few seconds.

(f) over a minute.

(g) several minutes.

2. The writer mentions the earthquake in Assam to show

(a) how quickly the earth can shake.

(b) how long an earthquake can last.

(c) what causes the shaking movements.

(d) in which countries earthquakes are likely.

3. An earth tremor is

(a) just a loud noise.

(b) a very severe earthquake.

(c) a slight shaking of the earth.

(d) a type of earthquake felt only in Fiji'

4. According to the passage, some old myths and legends were made up to show

(a) why elephants are important to man.

(b) how strong the giants were.

(c) what made the gods angry.

(d) what caused earthquakes.

5. The surface of the earth is called.....

(a) the crust

(b) the mantle

(c) the core

(d) the center.

6. If seismologists could predict earthquakes effectively, they would be able to

(a) stop severe earthquakes from happening

(b) measure the force of earthquakes accurately.

(c) prevent buildings in towns from being damaged

(d) say exactly when an earthquake was going to occur.

7. According to the passage, what is the greatest difficulty faced by people who want to help after an earthquake?

(a) They usually need more money for medical supplies

- (b) It is often hard to move around in the area
- (c) There are no houses left for them to live in
- (d) Not enough people offer to give assistance.

B. Answer the following questions in a complete sentence

1. How do people sometimes feel when there is an earth tremor?
2. What happened in Fiji in 1953?
3. What type of work does an architect do? (Check your answer in the dictionary.)
4. Which is the hottest part of the earth?
5. What does a seismologist do?
6. What can seismologists not do yet?
7. Why couldn't fireman in San Francisco put out the fires after the earthquake in 1906?
8. What started the fires after the earthquake in Tokyo in 1923?

Vocabulary exercise

The following words are in bold in the passage. Try to work out their meaning for yourself, fit them into the spaces in the sentences, and then use your dictionary to check your answers.

widespread violent predict vibrations snapped off detect essential occur

1. The wind was so strong that many branches
2. There was rain in most parts of Fiji at the weekend. Many sports had to be cancelled because of the..... rain.
3. When the driver started the engine, the whole bus began to shake. The.....made the parcels on the floor shake up and down.
4. The two men began to argue. Then they grew angry and began to shout. After a while they became.....and started punching each other.
5. Padma mended her dress so neatly that it was very hard to where the hole had been.
6. Some people believe that by looking at the position of the stars they canwhat is going to happen in the future.
7. Earthquakes are more likely to in California than in Fiji.

8. We can live without many things but water and food are..... Writing

Writing

Instructional Text: Emergency Evacuation Procedure

Instructions, rules and procedures target to ensure that something is done correctly and a positive outcome is accomplished. If there is a process to be undertaken, this is given in the order in which it is to be undertaken to accomplish the desired outcome. There may be variations in the instructions and these can be combined with other text types. For instance, some may have pictures, while others don't.

The structure of an instructional text usually (but not always) includes the following:

- title or opening to set out what is to be accomplished.
- starts with a list of items required.
- often accompanied by diagrams.
- sequence steps in order to accomplish the goal.

Language features of an instructional text are usually (but not always):

- written in the imperative, present past tense
- written in chronological order (often numbered in steps)
- clear and concise- adjectives and adverbs are used for clarity
- the author does not name individuals but addresses them generally.

Common forms of instructional texts include recipes, time tables, list of rules, instructions on packaging etc.

Below is an earthquake emergency evacuation procedure leaflet for an unnamed school. Read through the instructions and view the diagram and note the language features and how the text is structured.

EARTHQUAKE EMERGENCY EVACUATION PROCEDURE:

1. Children are to listen to the announcements and act accordingly as per school/class drill.
2. Wing B move to the assembly point via the backdoor of their respective classrooms in pairs.
3. Wing A move orderly to the assembly going via the front doors of their respective classrooms in pairs.
4. Wait for further instructions from the respective emergency evacuation coordinators.

Other forms of instructional texts

Analyze the following texts and compare it with a partner before working on your own.

OUR CLASSROOM RULES

1. Come to class prepared with your materials and a positive learning attitude.
2. Keep your hands and feet to yourself.
3. Respect one another.
4. Pay attention and don't talk while the teacher is talking.
5. Follow all school rules.

Class timetables, recipes, game rules, science experiments, Instruction manuals on washing machines are also forms of instructional texts.

Writing Practice

Your friend wants to come over to your home but does not know the directions. In the space below write down an instructional text to help him/ her find their way over. Make diagrams to clarify your location.

Remember the structure:

Title/Opening

Sequence of steps

Diagrams

The Writing Process:

Make a draft.

Revise your writing.

Proof read it.

Read it out loud and share it with a friend.

A Hands-on Instructional Text

Did you know that an erupting volcano can trigger earthquakes, flash floods and tsunamis? Here is an experiment on: **'How to make a Volcano.'**

STEP 1: Mix the flour, salt, cooking oil and 2 cups of warm water. You should get something like 'roti' dough- it should be smooth and firm! This is the 'cone' of your volcano.

STEP 2: Stand the coke bottle in the baking pan and mold the dough around it into the shape of a volcano. Do not cover the mouth of the bottle and don't drop any dough in it as well.

STEP 3: Fill the bottle MOST of the way with the WARM water. Take extra pre- caution while you do this!!

STEP 4: Add a bit of red colouring and add 6 drops of detergent to make the 'lava'.

STEP 5: Add the baking soda and slowly pour in the vinegar- STEP BACK AND WATCH YOUR VOLCANO ERUPT!!!!!!