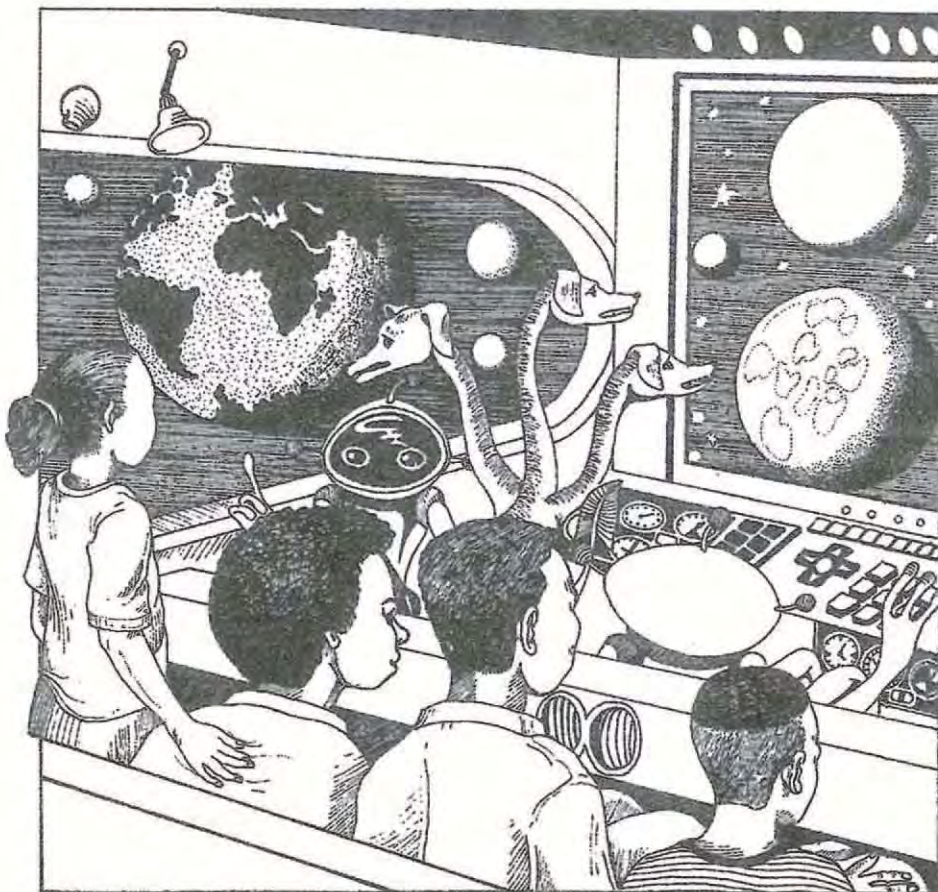


ENGLISH LANGUAGE

YEAR 6

PUPIL'S BOOK



Department of Education

Port Vila, Vanuatu

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ABOUT THIS BOOK

This *Pupil's Book* is written for children in Year 6. Every child should have a copy. The book consists of 15 units of work:

Units 1-5 are for Term 1

Units 6-10 are for Term 2

Units 11-15 are for Term 3

Each new unit begins with a picture page associated with the theme of the unit. The picture page is followed by opportunities for children to speak to one another, and to read and write for a variety of purposes. There are also projects for children to do.

In most units, there are language practice pages that will help children focus on special features of grammar and vocabulary.

There is a *Teacher's Guide* to accompany the *Pupil's Book*. The *Guide* provides more ideas for using listening, speaking, reading and writing in the context of the theme. There are also language notes and additional ideas for language practice.

The *Guide* also suggests how stories from the *Vanua Readers*, the *New Zealand School Journals* and from other sources can be used in order to add to the enjoyment of the unit and to the learning opportunities available to Year 6 children.

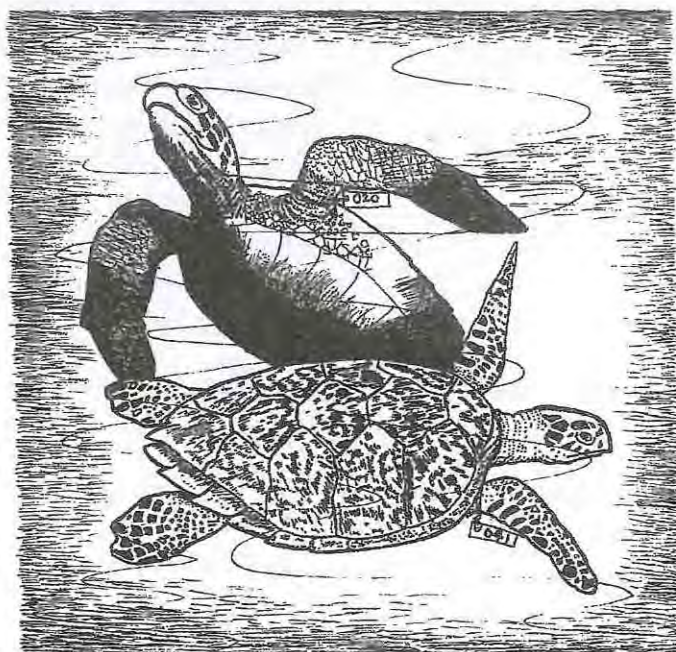
Contents

	Page
Unit 1: Turtles	1
Unit 2: Personal experiences	17
Unit 3: Jobs that people do	29
Unit 4: New Zealand	41
Unit 5: Custom	57
Unit 6: Sharks	69
Unit 7: Investigation	85
Unit 8: Caring for the environment	99
Unit 9: Japan	113
Unit 10: Missionaries	129
Unit 11: Space	141
Unit 12: Saved!	161
Unit 13: Citizenship	175
Unit 14: The British Isles	191
Unit 15: Education	211

UNIT 1: TURTLES

Picture page

What do you know about turtles? What experiences have you had with them?

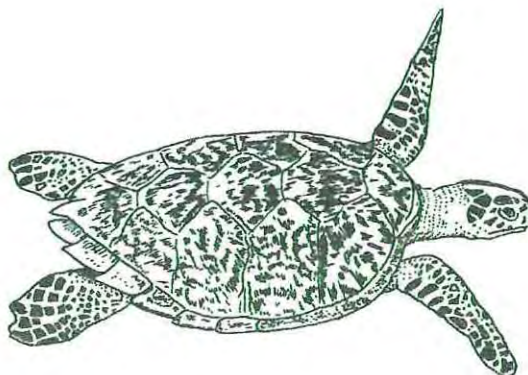


Reading to learn

Here is some information about turtles.

Green Turtles

Green turtles have been around since the age of the dinosaurs. On land they are clumsy and slow, but with their flippers and webbed feet they are speedy swimmers. One of the largest, the green turtle, feels particularly at home in the warm Pacific.



Sharp eyes

You might find it hard to see under water without goggles, but the Pacific green turtle has sharp eyesight to help it find the grasses and seaweeds that grow on the sea bed. It also has sharp jaws instead of teeth to cut through tough plants.

Going home

Green turtles travel up to 2,000 km (1,240 miles) each year to reach the beaches where they lay their eggs. They often return to the beach where they were born. The female hauls herself up the beach and digs a hole with her flippers. She lays hundreds of eggs and covers them with sand. The eggs hatch a couple of months later, and the babies make a mad dash for the sea. Many are gobbled up by crabs and other animals before they get there.

Find out other information about turtles.

- a Visit the library.
- b Listen to a talk from the teacher.
- c Listen to a talk from a person who has studied turtles. Your teacher will have a tape.

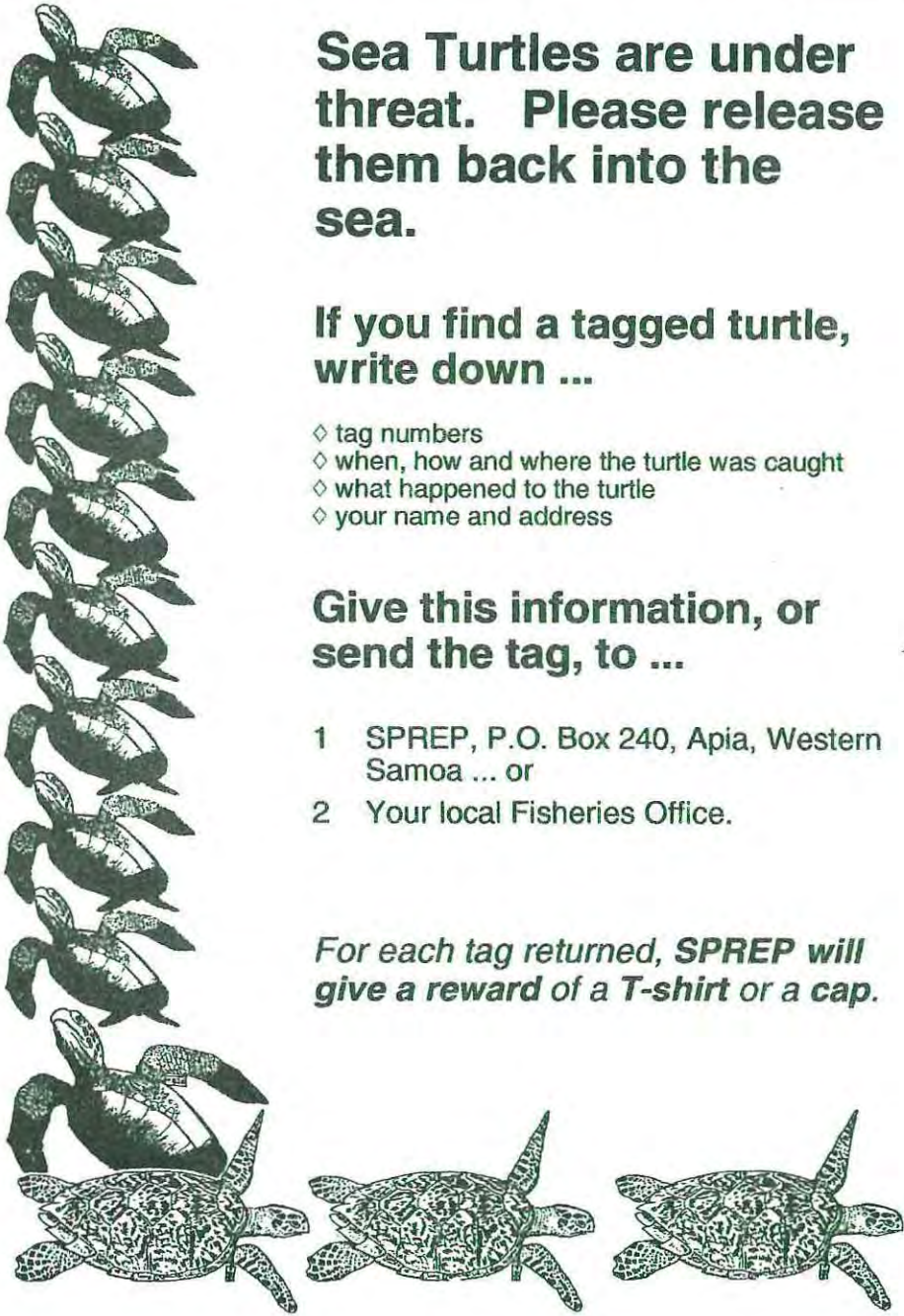
Information table

Fill out the table below. Use several sources of information. The table has been started for you.

Animal	Green Sea Turtle
Interesting features	Turtles have no teeth. Their jaws are bony and serrated like a bread knife.
Food	
Living and dying	
Interesting details	Adult green turtles can stay underwater for up to six hours at a time. Young turtles are poor swimmers, so they float around on rafts of seaweed. Male green turtles spend all their lives at sea.

Read and do

Here is a poster about turtles.



Sea Turtles are under threat. Please release them back into the sea.

If you find a tagged turtle, write down ...

- ◇ tag numbers
- ◇ when, how and where the turtle was caught
- ◇ what happened to the turtle
- ◇ your name and address

Give this information, or send the tag, to ...

- 1 SPREP, P.O. Box 240, Apia, Western Samoa ... or
- 2 Your local Fisheries Office.

For each tag returned, SPREP will give a reward of a T-shirt or a cap.

Imagine you catch a turtle in a net. You take it carefully out of the net and begin to look at it. Now answer the questions on the next page.

Ask and answer

Work with a partner. Take turns at asking and answering the questions.

Sea Turtles

- 1 What do you look for first when you see a turtle?
.....
- 2 If the turtle is tagged what should you do?
 - a
 - b
 - c
 - d
- 3 Where do you send the information?
.....
- 4 Why do the scientists want your name and address?
.....
- 5 Why do the scientists ask you to put the turtle back into the sea?
.....
- 6 Why does a turtle usually have two tags?
.....

Story reading

This is a true story. It is about five boys at Maranatha Primary School on West Ambrym.

Death of a Turtle

One Saturday night Hosea and four other boys went fishing from the beach. It was a long sandy beach and they walked along it looking for a good place to fish.

At last they came to a river running into the sea.

"This is a good place," said Hosea. He knew there was always a lot of fish at the mouth of the river. They feed on the food in the water there.

By eight o'clock, the boys were ready to go back to school. As they walked along the beach, they noticed tracks in the sand leading from the sea into the bush.

"I bet I know what that is," said Hosea, following the tracks with his torch.



Hosea shone the torch further up the beach and saw sand being thrown high into the air. The boys crept nearer and nearer. Yes, there it was - a very large turtle laying her eggs in the warm sand.

The turtle watched the boys intently with rather dull looking eyes as the eggs kept coming and coming from under her tail. Then the turtle heaved herself on her flippers and started to cover the eggs.

"Quick," said one of the boys. "Sit on her back." By now the turtle was beginning to move towards the sea. One boy, with more courage than the rest, climbed on the turtle's back and hung on to the shell tightly. The turtle hissed, shooting out her head on her long neck, and clashing her jaws together, close to the boy's hand.



Two boys ran to the bush to get some vines to tie up the turtle. The other two boys ran back to school to find a good rope. Soon they returned with a very long line, that had come from a fishing boat.

Hosea shone his torch right into the turtle's eyes. This seemed to bring her eyes to life and they shone a brilliant green. The boy on the turtle's back slipped off the shell, skipped to one side and, with the help of another boy, they darted in and got their hands under the side of the turtle's shell. They heaved the heavy creature up and over on to her back. Quickly the boys lashed the back flippers tightly with the vines and tied the rope around the shell. Then they dragged the turtle to the sea. The turtle went splashing away, using her front flippers, but she could not go far because the boys had tied the other end of the rope to a tree.

The boys stood and watched the turtle for a while. Then they went back to their school for the night.



The next day was Sunday. The boys rushed down to the beach again and checked the turtle. She was still there.

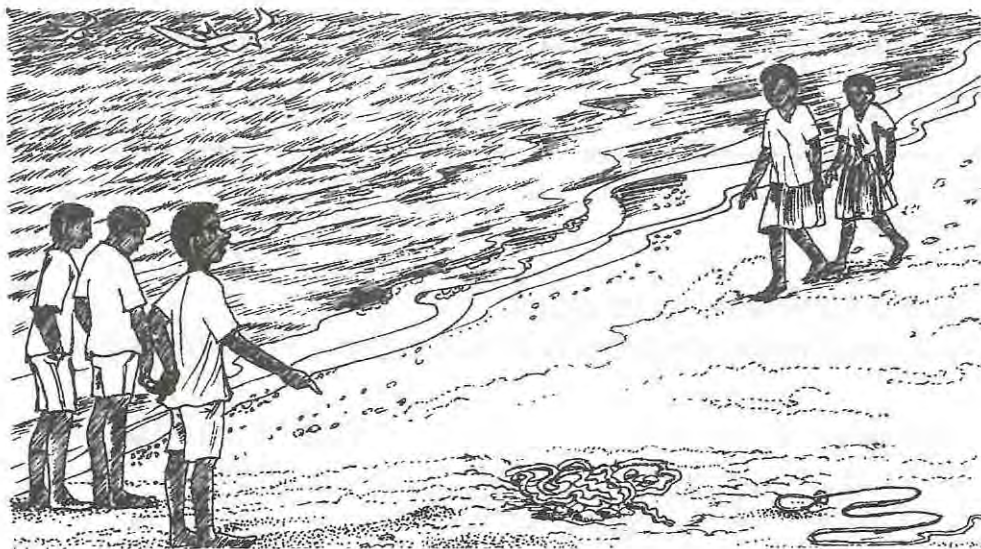
On Monday the boys went back again. The turtle was still there, swimming around at the end of the rope. The boys jumped in and swam with her for a while.

On Tuesday, when the boys returned to the beach, they saw sea birds feeding on the inside parts of the turtle's body. There was no other sign of the turtle or her shell. Even the long rope was not there.

As they stood and looked at the remains, two girls came along the beach and told this story:

"Some men were coming back from hunting pigs. They noticed the hole in the sand and dug up the turtle eggs. Then they saw the long rope. They pulled the rope in, dragged the turtle up the beach, and killed it. They cut off the shell and shared the meat."

The boys were very sad at hearing this story. Later, at school, the headmaster heard about the story. He punished the boys for causing the end of the turtle's life.



Comprehension

Ask and answer

Work with a friend. Take turns at asking and answering the questions.

Death of a Turtle

Questions

- 1 That night, why were the boys walking along the beach?
- 2 What animal had made the tracks in the sand?
- 3 What was the turtle doing when the boys found it?
- 4 What did the boys do with the turtle after she had laid her eggs?
- 5 How often did the boys visit the turtle?
- 6 What happened to the turtle at the end of the story?
- 7 Why were the boys punished by the headmaster of the school?

Picture maps

- 1 Draw a turtle laying its eggs.
Label the interesting parts of the turtle. For example:
 - ◇ The front flippers
 - ◇ The back flippers
 - ◇ The turtle's long neck and head
 - ◇ The turtle's bony jaws
 - ◇ The shell of the turtle
 - ◇ The eggs
- 2 Draw a picture map of the scene on the beach that night.
Label the places mentioned in the story. Say what happened at each place.

What do you think?

Jennifer and James are puzzling over these questions. Help them choose the best answer. Explain to them why you think it is the best answer.

- 1 Why did the boys tie up the turtle?
 - a The boys wanted to keep the turtle for a pet.
 - b The boys wanted to sell the turtle to the people in the village.
 - c The boys wanted the turtle to grow even bigger before they killed it.
 - d The boys wanted to keep the turtle near the eggs so that it could look after the baby turtles when they hatched.
- 2 Why did the men kill the turtle?
 - a The men had not killed any pigs so they wanted to bring back some food for their families.
 - b It was a good chance to get some turtle meat and some shell without any problems.
 - c The men wanted to teach the boys a lesson for keeping their find a secret.

What would you do?

If you found a turtle tied to a tree, what would you do? First, write down a list of things you could do.

- 1
 - 2
 - 3
-

Language awareness

Punctuation

Do your friends know these rules?

Punctuation Rules		
1	A capital letter is used to begin a sentence.	_____
2	A full stop is used to end a sentence.	_____
3	When we write a question we make a question mark at the end of the question. A question mark looks like this ?	_____
4	A capital letter is used to begin someone's name.	_____
5	A capital letter is used to begin the name of a place.	_____
6	A special mark like this ' is used to show where we have shortened a word.	_____

What other punctuation rules do your friends know? Give examples in your exercise book.

Exercise

Look at the sentences below. Which are questions and need a question mark? Decide which are **not** questions and need a full stop.

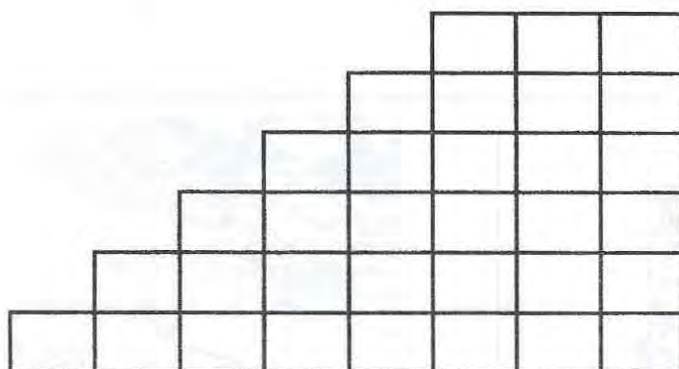
- a How old are you
- b Do you have any sisters or brothers
What are their names
- c We usually go to Sunday School with our cousins
- d What's the time now
- e Please come to my place after school today

Now ask your friend the questions. Write down his/her answers. Then point to the capital letters. Say why you made each of them.

Language practice

Fill the spaces

Fit the he/she/it forms of these verbs in the simple present into the spaces.



to creep
to go
to have
to notice
to splash
to walk

Make up your own examples of this puzzle. Put them into a class book for people to practise.

Did you know ...?

- ◇ When a baby turtle _____⁽¹⁾ its nest for the sea, it
_____⁽²⁾ the light of the moon.
- ◇ If the turtle _____⁽³⁾ the light from a fire first, it
_____⁽⁴⁾ in the wrong direction.
- ◇ If a turtle _____⁽⁵⁾ its way on the beach, it is often
_____⁽⁶⁾ by birds.

Use these verbs. (Remember to make any changes that are needed.)

to follow	to go	to kill
to leave	to lose (one's way)	to see

Ask and answer

Ask and answer five questions about turtles. For example:

Q: How do baby turtles find the sea?

A: They follow the light of the moon.

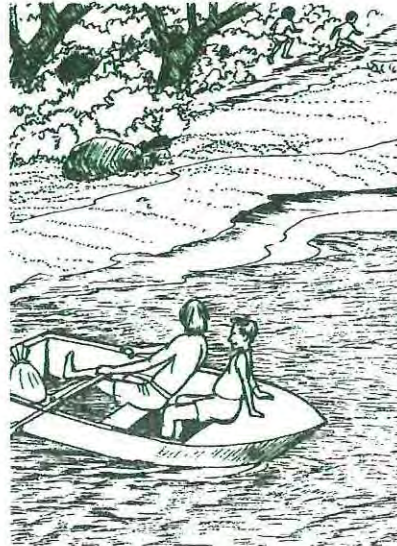
Writing from pictures

Patrick and Elenor were watching two men from a yacht. The men were walking slowly along the beach scratching in the sand with a stick. One man was carrying a sack. Suddenly the men stopped and started picking things out of the sand, then putting them in the sack.

Against the Law

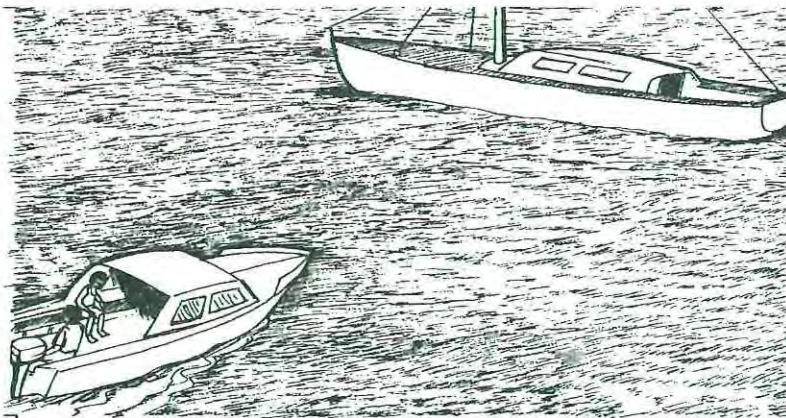


What are the men doing?



What is happening now?
Where are the children going?

What happened next?



Make the story into a book. Illustrate the story and put it in the class library.

Finding out

Investigate one of the following topics. Present your work as a project. Give a short talk on your topic and display your work for others to read.

Topics

- 1 Show the life cycle of a turtle. What is particularly interesting about the life cycle?
- 2 Why are turtles 'under threat'? What are people doing to save the turtle? What can you do?
- 3 Gather some custom stories about turtles. Retell the stories and present them in illustrated booklets.
- 4 Sometimes turtles are tabu. Why is this?
- 5 People in your village will have real life stories about turtles. Make some of the stories into booklets. Write activities to go with the stories.
- 6 Write an information booklet on turtles for the people on your island. Write the booklet in your own language.
- 7 Make a poster that reminds us that the turtle is in danger of dying out. Give some reasons why we should be saving the turtle.



Write some poems about turtles. Put the poems in a poem book.
Here is one page from a poem book that a girl has made.

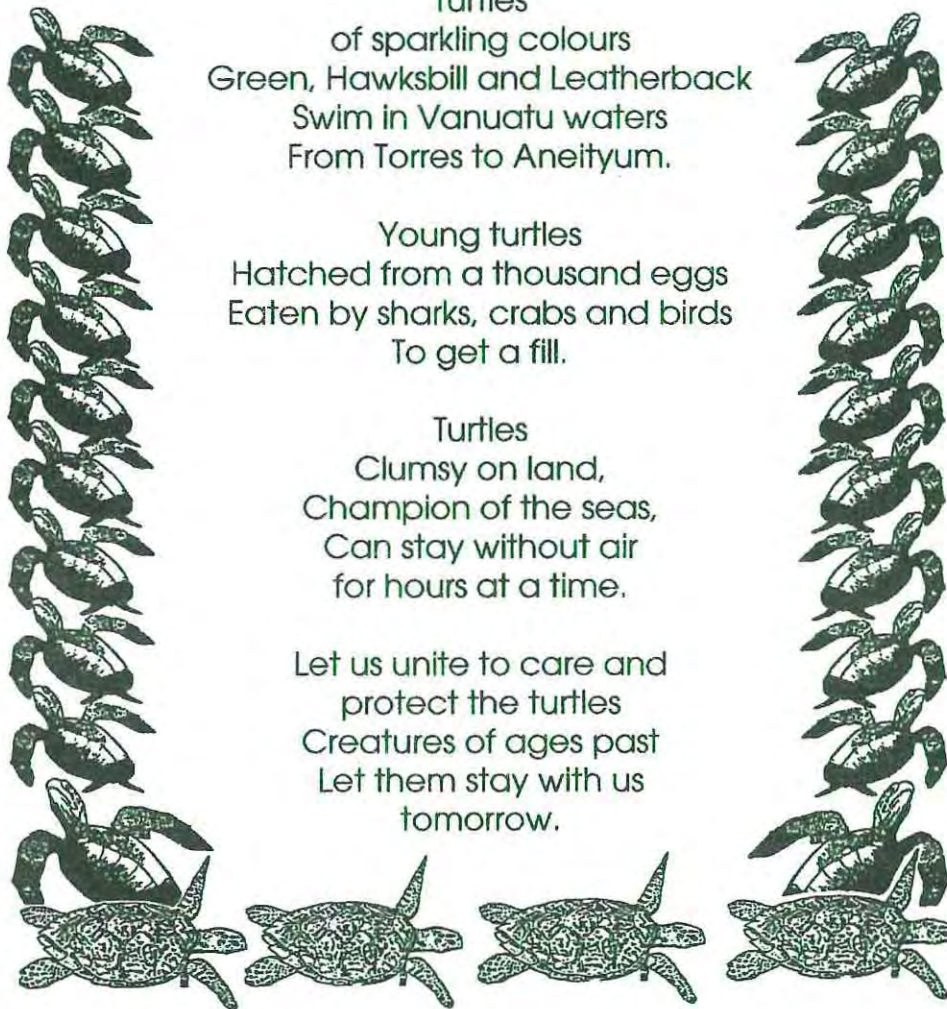
Turtles

Turtles
of sparkling colours
Green, Hawksbill and Leatherback
Swim in Vanuatu waters
From Torres to Aneityum.

Young turtles
Hatched from a thousand eggs
Eaten by sharks, crabs and birds
To get a fill.

Turtles
Clumsy on land,
Champion of the seas,
Can stay without air
for hours at a time.

Let us unite to care and
protect the turtles
Creatures of ages past
Let them stay with us
tomorrow.



UNIT 2: PERSONAL EXPERIENCES

Picture page

What is the most exciting time you have ever had? Close your eyes and remember it. Now share the experience with other people in the class.

Jennifer's Story

Jennifer remembered this story. She was crossing the lagoon with her friend when they broke the paddle

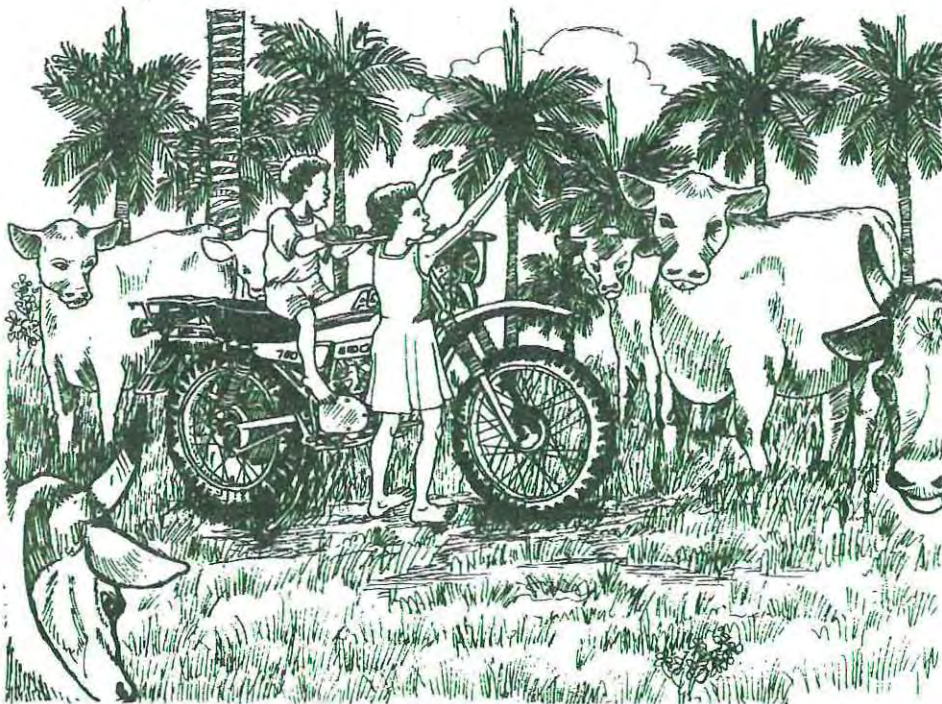


Other experiences

Choose other times in your life from the list below. Tell the story to a friend.

What Happened?

- 1 What is the saddest moment in your life?
- 2 What is the funniest thing that has happened to you?
- 3 When did you feel the greatest fear?
- 4 What was the time when you had to take responsibility for other children?
- 5 What was the time when you did something that you knew was wrong?

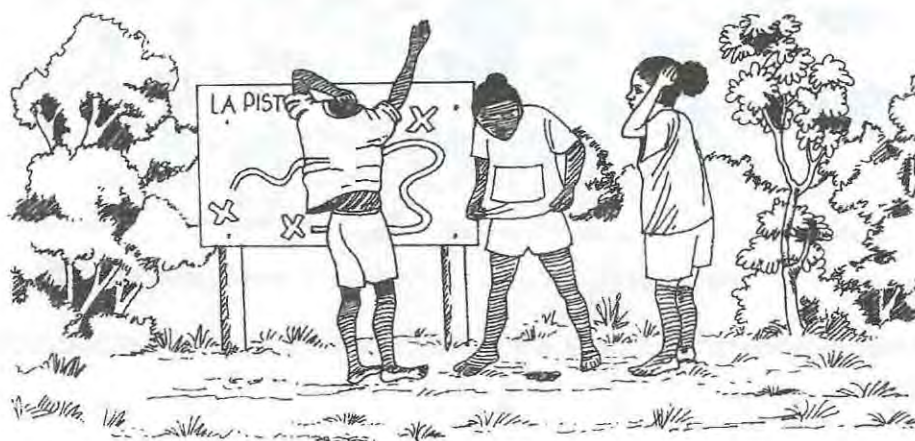


Story reading

Walk-about by Raela Ruben

"Here's your T-shirt," said the official, pulling out one from the box that was too big for me. I put it on. Monique and Marle put theirs on too. We were now officially on the walk.

Every year UNELCO organizes a day-long walk called 'La Piste Bleue'. This year it began at Lololima and lasted seven stages. We walked in threes. That was the rule.



At the start, everyone was laughing and talking with excitement. They laughed less when they reached the path that wound up the hill. It had been raining for two weeks, and the path was like a piece of soap. Socks came off, mud squelched through our toes, legs got stuck, and people slipped over.



At last we reached Station 1. I gave my ticket to the official, and Monique hers, but when we turned round we couldn't see Marie.

"Sit there until she comes," the official said. "You know the rule."

We noticed that some people were walking towards a truck.

"I think they have had enough," said Monique in a low voice. "And it is only Stage 1."



At last Marie arrived and we were allowed to start the second stage.

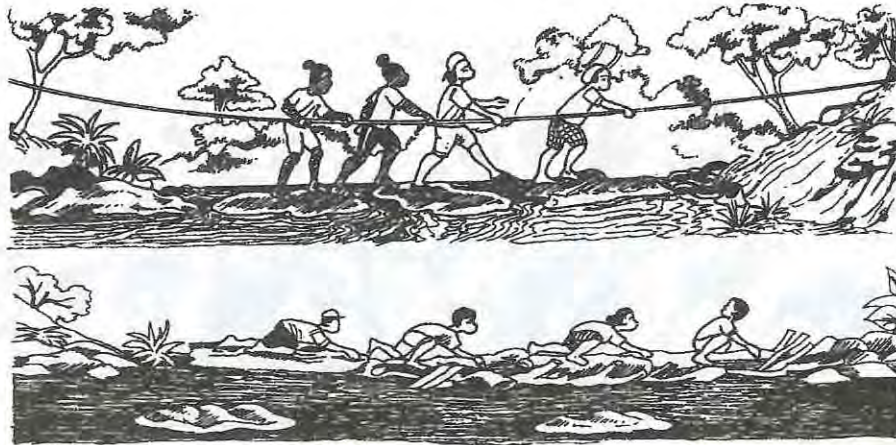
This time we had to climb a fence and go through a paddock.

"I think they are bulls," said Monique nervously.

But I noticed that they seemed more interested in grass than in us.



Between Stage 3 and Stage 5 we crossed and re-crossed three rivers. Sometimes there was a rope for us to hang on to. Sometimes there were logs for us to balance on. Monique, however, crawled. At least we were able to wash the mud off our legs and arms as we crossed the rivers. One man dropped his pack into the river - camera, clothes, papers and all.



Between Station 5 and Station 6 we met a man standing at a fork in the path. He was singing at the top of his voice and waving his arms. For some competitors he pointed right. He pointed left to us, so I immediately said to Monique, "We are going right!"

When we reached Station 6, there were not many people there.

"I wonder where they have all gone to," I murmured.

Later we saw the Mobile escorting the man to the truck. He was still waving his arms and shouting "left", "right", "left", "right".



The people who reached Station 7 were given a prize. We finished, but by then the officials had run out of prizes. I blamed Marie for taking so long to climb the hill. Marie blamed Monique for spending so long crossing the rivers. And they both blamed me for not obeying the man with the waving arms.



4

Picture map

Draw a pretend picture map of the walk.

- ◇ Show the starting point and the finishing line. (Remember there are seven stations.)
- ◇ Show the rivers that had to be crossed and re-crossed. Draw in the bridges, the hills, the path.
- ◇ Show the man at the fork in the path. Remember he was directing some competitors right and some left.

Comprehension

Choose the best answer or answers

- 1 What were the competitors wearing during the walk?
 a New T-shirts b Old clothes
 c Clean socks

- 2 What was an important rule?
 a Don't run - just walk.
 b Don't fall into the river.
 c Always walk in threes.

- 3 Why was it hard to climb the hill?
 a The path was very muddy.
 b People slipped over all the time.
 c There were no bushes to hang on to.

- 4 Why did the official ask Monique and Raela to wait at the first station?
 a The girls needed a rest.
 b The girls had to wait for Marie.
 c The girls didn't give their tickets to the official.

- 5 Why were the girls nervous of 'the bulls'?
 a The bulls were eating the grass.
 b The bulls had horns.
 c Bulls sometimes chase people.

- 6 How did the girls cross and re-cross the rivers?
 a Sometimes they swam across.
 b Sometimes they waded across, holding on to a rope.
 c Sometimes they walked across on logs of wood.

- 7 Was the man supposed to be telling the competitors which way to go at the fork in the path?
 a Yes b No c Perhaps

- 8 Why did the girls not get a prize?
 a They didn't finish the race.
 b They took too long.
 c The organizers ran out of prizes.

Questions

How long did the walk take for most people?

What other rules do you think the competitors had to obey?

What was the weather like in the weeks before the race?

What was the rule?

Were the animals really bulls or were they cows? How do we know?

How did Marie cross the rivers?

What happened to one person?

How do you know the answer to this question?

What was important in the walk?

Language awareness

More than one

Point to the word that tells us how many things we are talking about.
Add the letters that show we are talking about more than one thing.

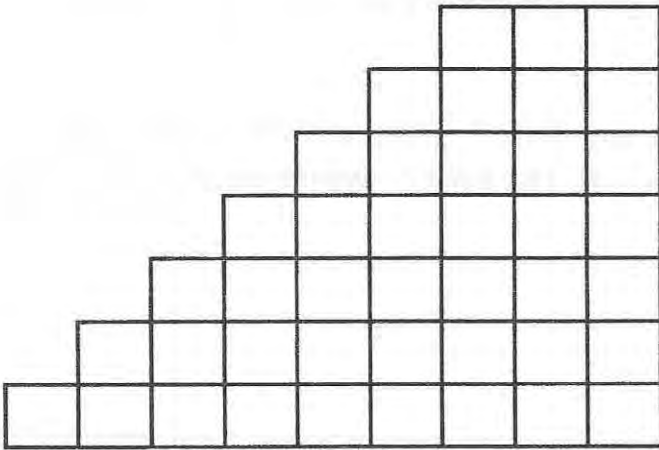
One thing	More than one thing
a T-shirt one week one sock a bull a single log	three T-shirts two week_ both sock_ several bull_ two log_
a branch a mango a bush a box	some branch__ five mango__ a few bush__ two box__
a berry a leaf	berr___ some lea___
a child a man a woman a tooth a foot a mouse	some _____ a group of ____ many _____ my _____ my _____ lots of _____
one breadfruit one fish	four _____ ten _____
a piece of rope a bucket of water a bag of clothes a packet of flour	two piece_ of _____ two _____ _____ _____

Can you give the rules for talking about more than one thing?

Language practice

Fill the spaces

Fit the past tense forms of these verbs into the right spaces.

	<p>Verbs</p> <p>to blame</p> <p>to finish</p> <p>to give</p> <p>to meet</p> <p>to slip</p> <p>to squelch</p> <p>to wave</p>
--	--

A story

Here is a story that Pita wrote for the picture on page 18. Help him with his verbs.

Lick, Lick

My sister has a motor bike. It is _____ red.
Sometimes she _____ me for a ride.

One day we _____ to the plantation. As
we _____ along the track, we
_____ some bullocks sitting on the grass in
front of us. My sister _____,
_____ off the bike, and _____ to
wave her arms at the bullocks. They just
_____ there and _____ at her.

Verbs

paint
take

ride
go
see
stop
jump
begin
sit, look

What will happen next, do you think? Make a prediction. Then turn the page.

The story continued ...

Suddenly one bullock stood up and _____
towards the bike. Then he stopped and
_____ the mudguard.

"I think he _____ the taste of the polish,"
my sister laughed. "I _____ the bike this
morning."

Verbs

walk/come

lick

like

clean

How will the story end, do you think? How will they shift the bullocks? What will happen to the bike? Write your own ending. Show it to your teacher.

My ending:

Asking questions

Write your own comprehension questions for the story. Make sure you know the answers yourself. Then ask the questions of a friend. For example:

Q. Where were the children going on the bike?

A. To the plantation. Perhaps they wanted to gather some nuts.

Q. Why did the bullock lick the motorbike?

A. Perhaps he liked the colour. Perhaps he liked the taste of the polish.

Story writing

Leisei and Saralyn decided to go fishing although it was a cloudy day. They paddled out towards the reef passage in search of larger fish. All of a sudden, it got darker Tell their story.

The Storm



What did Leisei and Saralyn decide to do? What was the weather like?

1



Where did they get the best fish? What is happening to the weather?

2



What happened to the canoe? What happened to the children?

3



How did the children reach the shore? How does the story end?

4

My Other Flip-Flop

Have you seen my other flip-flop?
I had it just before.
It shouldn't be too hard to find -
it's somewhere on the shore.
It disappeared all by itself
when I was in the waves,
and that's the way my other flip-flop
usually behaves.

Have you seen my other flip-flop?
It's green with white on top.
It's still quite newish looking,
because it's just come from the shop.
I need my other flip-flop -
the sand's too hot to touch.
If you find my flip-flop for me
I'll thank you very much.



Have you seen my other flip-flop?
Mum says, 'Not *again!*
I'm sick of buying flip-flops -
Have a good look, use your brain!
Did you leave it in the shop
when we went to get a drink?
Or is it down beside the rocks?
Look, it must be somewhere. *Think!*'







Have you seen my other flip-flop?
It isn't in the house.
Without a foot to walk in it,
It can't have gone too far.
I wish that I could stop this -
It's been going on for years.
When summer starts,
my other flip-flop
always disappears.

Adapted from a poem by Don Franks

UNIT 3: JOBS THAT PEOPLE DO

Picture page

Make a list of the jobs that people do on your island in order to earn money. The pictures and the headings in the boxes will help you with ideas.

	Jobs associated with gardening, farming, fishing and forestry
	People who work in shops and businesses
	People who drive different kinds of transport
	People who repair things, build things, or make things such as crafts
	People who serve the community or help us in different ways
	People who have important jobs that require higher education and long periods of training

Finding out

Here are the names of occupations in Vanuatu. Choose one occupation. Then make a book about the work that the person might do.

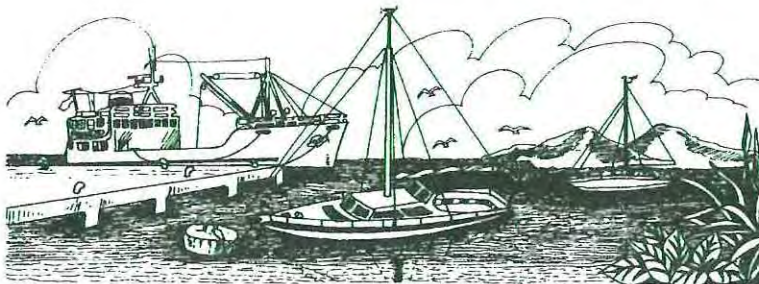
Occupations

A pastor, a doctor, a dentist, a lawyer, an accountant, a teacher, a police person, an administrative worker, a nurse, a computer specialist, a salesperson, a clerical worker, a secretary, a telephone operator, an engineer, a mechanic, a technician, a pilot, an air hostess, a cabin steward, a hotel worker, a builder, a farmer, a gardener, a bus driver, a taxi driver, owners of speedboats, people who work for the water supply, the electricity department, or the Disaster Office, crew members on a ship, people who work on fishing boats ...

In making the book, answer some of these questions:

- a What does the person usually do during a period of time on the job?
- b What training do they need?
- c Why is their job important?

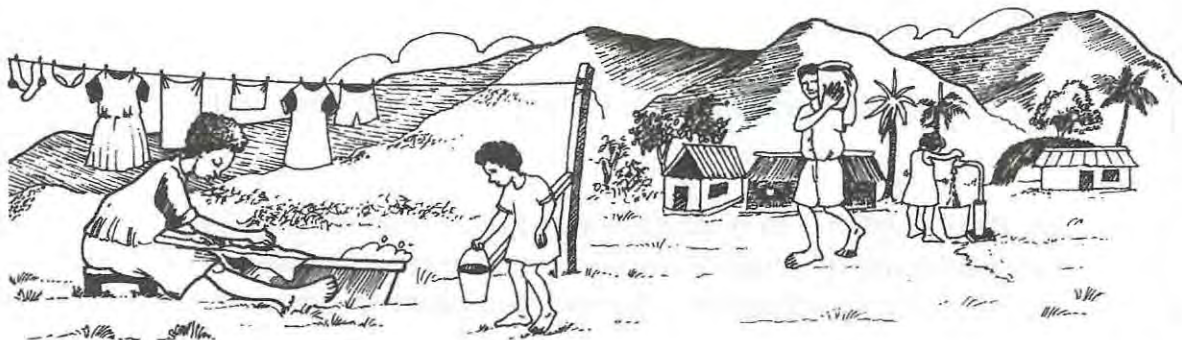
Include in your book a diary record of a typical day's work.



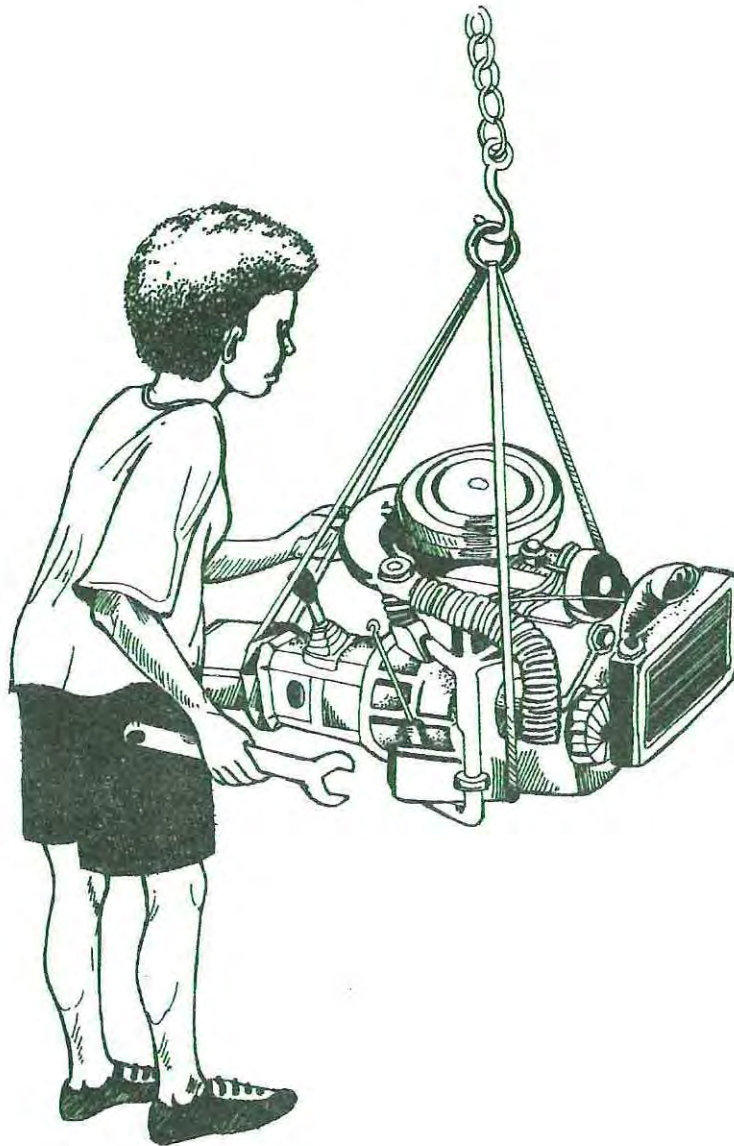
Unpaid jobs

Some people say that the most important jobs are the unpaid jobs. What do they mean? What are the unpaid jobs that people do every day? List them in the table below. Say why each job is particularly important. For example:

Unpaid jobs	Importance
Raising children within the family	Our parents help us to become the kinds of people we are. Without their care we would not survive.



Joyce



Hullo, I'm Joyce.

Can you guess what my job is? The picture will give you a clue.

Yes, that's right! I'm a motor mechanic. That means I'm qualified to fix all kinds of engines - car engines, diesel engines, outboard motors, pumps and generators.

Becoming a motor mechanic wasn't easy for me. Many people thought that a girl wouldn't do well in technical classrooms where there were only boys. "Kastom" would make it difficult for a girl to join in the lesson fully.

They said that a girl couldn't do the noisy, dirty and heavy work in the mechanical workshops. I think it was the discouragement that made me all the more determined. I knew that I wanted to be a mechanic and that I could do it. I was lucky that both my parents encouraged me when I was young. I was the eldest of eight children. The three who came after me were all boys, but my father treated me with the same respect that he would give to an eldest son.

My father had a truck and he always maintained it well. In the weekends, I would crawl under the engine with him to hold the tools and take care of the nuts and washers. Sometimes he would ask me to reach places where only a small hand could fit. I loved the smell of the oil. I also loved the special smell of the soap that we would use to clean our hands and arms after we had finished our jobs on the engine.

I was lucky to be given a scholarship to study in New Zealand. I spent five years there. My parents paid all my training fees but the scholarship paid for my accommodation, food and living expenses.

Now I'm back in Vanuatu, working in an engineering firm. Then the criticisms started again. Could a girl really do the jobs that come the way of a motor mechanic? Could she work fast enough? Could she find the problem with an engine quickly and without help? Would she make the right decisions?

I don't pretend to know everything but I pick things up quickly from manuals, and I'm not afraid to ask.

The men in my village are happy to see me in the evenings. "There is our sister," they say. "Me glad yu kam hom. Yu save kam luk problem we mifala I kat wetem"

Information table

Joyce - motor mechanic

Name	
Important people in her life	
Where she trained to be a motor mechanic	
Problems she faced during her training	
Things she remembers about her father	
What she is qualified to do now	
Moments that are special for her	
Things to learn from the story	

Questions that I have:

Tavita, Helicopter Pilot



I have an exciting job - flying helicopters.

Uses

Helicopters are vertical flight aircraft. This means that they can fly up and down or hover above one spot.

Helicopters are slower than aeroplanes, but they can do things that planes can't. For example:

- ◇ Helicopters can land almost anywhere - in a clearing in the bush, on buildings, ships and, if they have floats, they can even land on water.
- ◇ Helicopters can fly very low, slow, and close to mountains, cliffs, trees, rivers and ships.
- ◇ Helicopters can hover just above the ground which is useful for picking up people or cargo.

Yes, helicopters are very useful.

Training

If you want to become a helicopter pilot, you must first get a pilot's licence. After that you have to go to flight school where an instructor will teach you how to fly helicopters.

My job

I fly a rescue helicopter for the Government of Vanuatu. Because you can go anywhere in a helicopter, we can rescue people from the bush, from the water or off ships, without having to land.

With spotlights and other special equipment, we can fly at night. Sometimes we search for missing people or carry police officers and even police dogs to emergencies.

Safety

Helicopters can be very dangerous, so please remember these rules:

- ◇ When a helicopter is landing or taking off, always stand where the pilot can easily see you. Never go near the tail.
- ◇ On sloping ground, always approach or leave the helicopter from the downhill side.
- ◇ Helicopters can raise a lot of dust and, if this happens, bend over and cover your eyes.
- ◇ Always wear a safety belt when flying in a helicopter.



Comprehension

Ask and answer

Instructions

Work with a friend. Take turns at asking and answering these questions.

Questions

- 1 Say three things that helicopters can do that aeroplanes can't.
- 2 If I wanted to become a helicopter pilot after I leave school, what would I have to do?
- 3 What kinds of jobs is Tavita trained to do?
- 4 If you are watching a helicopter land, what must you remember?



Finding out

- 1 What other kinds of jobs could helicopters do in Vanuatu? Make a list.
- 2 Draw a plan of a helicopter. Label the interesting parts.
- 3 If you want to become a pilot, what school qualification will you need to have? Think about this question carefully with a friend and write down your suggestions.

Language awareness

Present simple

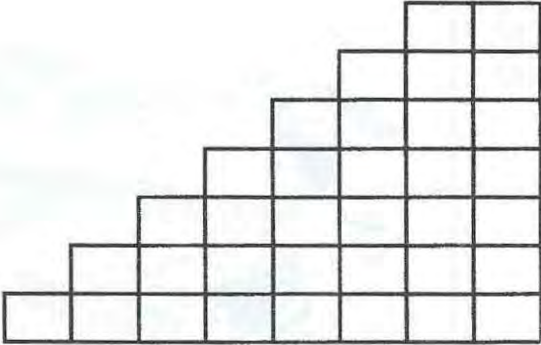
Do you know these rules? Tick (✓) when you know it.

Form	I/you/we/they <u>live</u> ✓ he/she/it <u>lives</u> ✓
Spelling	Sometimes the spelling changes: go ⇒ goes finish ⇒ finishes carry ⇒ carries
Questions	We make questions with <i>do</i> or <i>does</i> with the dictionary form of the verb: Do you need a pilot's licence to fly a helicopter? Does Tavita have a pilot's licence?
Negative sentences	We make a negative sentence with <i>do not</i> (<i>don't</i>) + the dictionary form of the verb: Helicopter pilots don't mind long hours. Tavita doesn't mind long hours.
Use	We use the present simple: ◇ After repeated actions, often with <i>always</i> , <i>often</i> , <i>sometimes</i> , <i>every day</i> : Tavita sometimes flies the Mobile to emergencies. ◇ For facts that do not change: Tavita lives in Port Vila. ◇ With verbs such as <i>like</i> , <i>love</i> , <i>hate</i> ; <i>know</i> , <i>believe</i> , <i>understand</i> ; <i>see</i> , <i>smell</i> , <i>hear</i> ; <i>own</i> , <i>belong</i> , <i>have</i> , <i>need</i> : Tavita likes his job.

Language practice

Make them fit

Fit the *he/she/it* forms of these verbs in the present simple into the puzzle.

	<p style="text-align: center;">Verbs</p> <p>be carry control fight fly go have</p>
---	---

Story

Did you know ...?

- ◇ Sometimes helicopter pilots _____ put out bush fires. The helicopter _____ water on the fire from above. Sometimes the helicopter _____ fire fighters to a fire.
- ◇ Usually a helicopter pilot _____ a different job every day. On some days, he _____ tourists to another island. On other days, he _____ emergency supplies to people in the bush. Sometimes he _____ for fishermen who have been blown out to sea.

Verbs

carry
drop
fly
help
deliver
do
search

Dislikes

Make a list of things you dislike. Then make a list of things your friend dislikes. Here is an example.

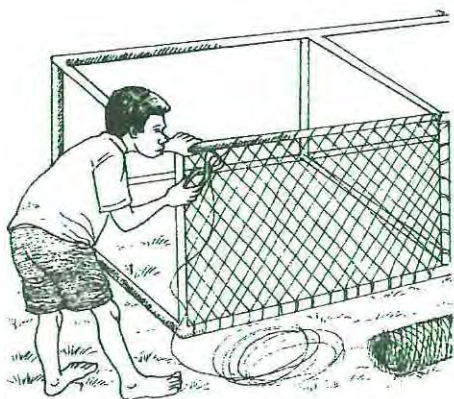
Me	My friend
I don't like boiled cabbage.	Lucy doesn't like long centipedes.

Story writing

Anna Temai and her husband Michael have made a fish farm. Tell their story.

Fish Farm

What did they make first? Where?
What did they put in the first pond?



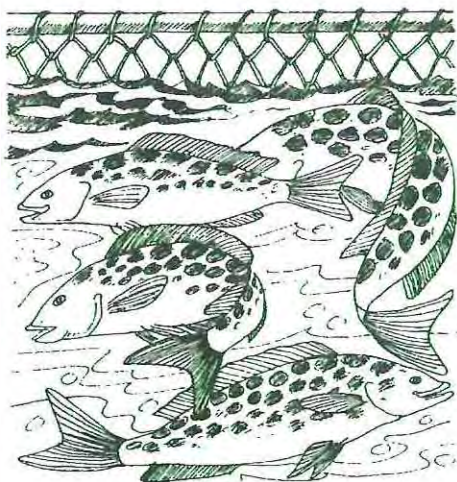
1

What jobs do they do every day?



2

What happens after six months?



3

What happens to the fish when they are fully grown?



4

UNIT 4: NEW ZEALAND

Picture page



Find these places on the map:

- | | |
|----------------|--------------------------|
| ◇ Auckland | ◇ The geysers at Rotorua |
| ◇ Wellington | ◇ Mount Cook |
| ◇ Christchurch | ◇ The Moeraki boulders |
| ◇ Dunedin | ◇ Milford Sound |

Finding out

Compare New Zealand and Vanuatu.

Topic	New Zealand	Vanuatu
Flag		
Islands		
People		
Languages		
Distinctive animals and trees		
Transport		
Ways that the country earns its money		
Popular sports		
Well-known people		

Add to the table using topics such as:

- | | |
|------------------------|----------------------------------|
| ◇ Money | ◇ Important food |
| ◇ History | ◇ Important days on the calendar |
| ◇ Environmental issues | ◇ Climate |

Projects

- 1 Imagine you are going to New Zealand for a holiday. Your uncle and auntie wrote to you and said: "We will take you to three places that you would like to see."

What three places do you want to visit? Name them, draw the places on a picture map and say why you want to go there.

- 2 Pretend your uncle and auntie work on a sheep farm. You spend the first week of your holiday helping them on the farm.
 - ◇ Draw a picture map of the farm.
 - ◇ Say what you did each day during the first week.
 - ◇ Draw a picture of one part of the farm. Label the picture and write a caption for it.

- 3 The New Zealand *School Journals* have stories about life in different parts of the country. Find examples of the following stories:

- ◇ Stories about Maori children
- ◇ Custom stories told to children in New Zealand
- ◇ Articles about the work that people do
- ◇ Articles about animals that live in New Zealand.

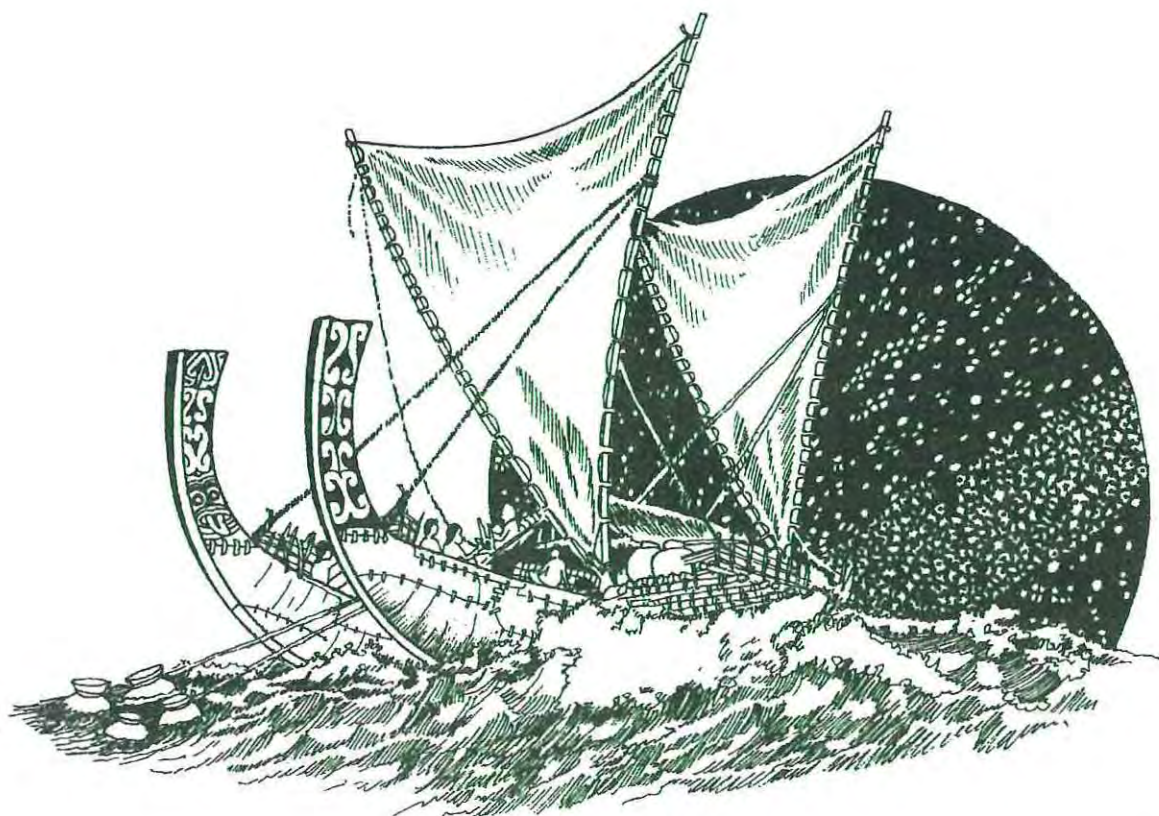
Read the stories, present a part of the story in a readers' theatre and display the *Journal*.

- 4 The Maori people arrived in New Zealand about 900 years ago in seven great ocean-going canoes.
 - ◇ Make a model of one of the giant voyaging canoes that were used to explore the Pacific. Give it a name.
 - ◇ List what the canoes probably carried on their voyages south.

What kind of map was typically used by Polynesian navigators at that time? Make a similar map for travelling from your island to another part of Vanuatu by ocean-going canoe.

There are some pictures in this unit that will help you with your project.

Voyaging canoes



Other ideas for projects

New Zealand is a good place for outdoor adventures. You can go tramping in the bush, climb a mountain or whizz down one on skis. You can zoom down rivers in jet boats, crash through whitewater in inflatable rafts, or paddle in kayaks. You can go sailing, swimming, and even bungee jumping if you dare.

- ◇ What is bungee jumping? What are the differences between bungee jumping and land-diving on Pentecost?
- ◇ What is whitewater rafting? Blackwater rafting? Or skiing?

A Maori legend

Maui's Fish

Long, long ago there was a boy called Maui. One day he went fishing with his brothers.



When they were out at sea, Maui threw the anchor overboard.

1

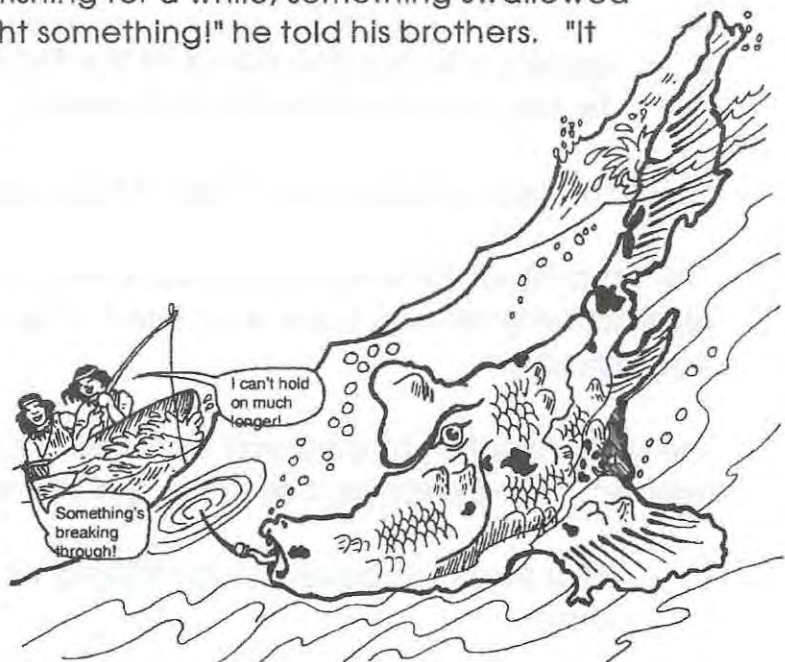
When the boys began to fish, Maui used a special hook.



He bit his thumb, put some blood on his special hook, and threw it into the sea.

2

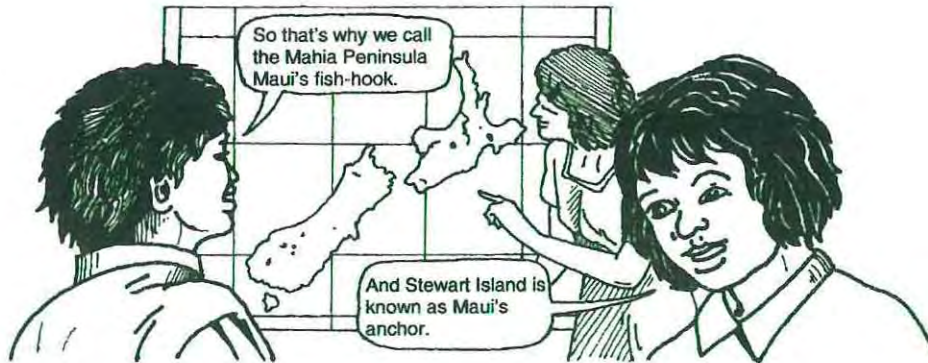
After Maui had been fishing for a while, something swallowed the hook. "I've caught something!" he told his brothers. "It feels enormous."



The huge fish put up a tremendous fight. At last, Maui hauled it in.

3

The fish became the North Island of New Zealand. The Maoris call it 'Maui's fish'. They call the South Island 'Maui's canoe'. Other parts of New Zealand get their names from this legend.



4

Can you guess?

1 Here are two Maori names for parts of the North Island:

- ◇ Upoko o te Ika (the head of the fish)
- ◇ Te Hiku o te Ika (the tail of the fish).

Point to those places on a map of New Zealand.

2 'Te Ika a Maui' (the North Island) is very hilly. Using the legend, why do you think that is so? Discuss your ideas with your teacher.

3 Ask your teacher to give you additional details about the legend. For example, ask these questions:

- ◇ Was Maui supposed to go fishing with his brothers that day?
- ◇ What else did Maui and his brothers do that was important in the story?

Story reading

This is a story about five Maori children who have a problem with a bully. You can find the story in the *School Journal* Part 2, Number 1 (1998) pages 22-27.

A New Friend

by Tangihōro Fitzgerald

Pita, Hiroti, Poi and Ngahu all go to the same school as me. We're friends, and we always do things together.

One afternoon, we were taking a short cut home from school across the paddocks. Suddenly Toma appeared out of nowhere. Toma goes to our school too, but he's a bully. Everyone's scared of him.



"Let's get out of here!" said Poi.

We scattered in all directions.

Toma raced after Poi. You'd have to be as fast as a lion to catch Poi, so the rest of us stopped and watched him leap over the fence and disappear across the paddock with Toma close behind him.

The rest of us followed them at a safe distance. Just on the other side of the fence, we came across Toma lying on the ground.

"Please help me," he begged. His leg was doubled up underneath him, and he was crying with pain.

We took off as if a ghost was after us.

We didn't tell anyone what had happened. But next morning at school everyone was buzzing with the news. When Toma didn't come home, his family had gone out to look for him. They'd found him still lying where we'd left him. His leg was broken, and some of the kids said he had exposure as well.



We felt terrible. We went to see our teacher, Matua Tūrei, and told him what had happened.

Matua Tūrei was angry. "You've behaved very badly," he said. "We're lucky Toma didn't die. After school, I want you to find a gift for Toma, to make up for what you did."

"Yes, Matua Tūrei," we said. We really did feel ashamed of ourselves. But where were we going to get the money to buy something for Toma?



After school, we all went down to the dairy. We pushed Pita ahead of us to talk to the shopkeeper.

"We're looking for some work to do," Pita mumbled.

The shopkeeper peered down at us. "What for?" he asked.

"We need some money to buy something for Toma," we said.

"For Toma?"

"Yes - he's in hospital."

The shopkeeper looked at us. "OK," he said. "Come out to the back, and I'll give you some jobs to do. Pita, you and Poi can wash the dishes. Hiroti, you can sweep the kitchen floor, and you two, Tehei and Ngahu - you can take these cartons out to the shed and stack them up in the corner."

We bought a card for Toma and took it to him in hospital,
with one from the shopkeeper as well. We all shook hands
with him and said we were sorry.

We'd made a new friend.

Kāre i hē te kōrero a ngā pakeke -
ko te aroha tonu te tino mea.

What our elders say is right -
there is nothing greater than love.



Original illustrations by Hoani Tatu

4

Picture map

Draw a picture map showing the incidents in the story. Show the school, the short cut home across the paddocks, the shop, and the main road leading to the nearest town. The hospital will be there.

- ◇ Label the picture map and write captions that say what happened in the various places.
- ◇ Put the picture maps in a class book, or display them for others to read.

Comprehension

Ask and answer

Practise asking and answering these questions with a friend.
Remember to give details and explain your answers.

Questions

- 1 Who were the important people in the story?
- 2 What was Toma's problem? What problem did the other boys have?
- 3 Why did the boys 'scatter in all directions' when Toma appeared from nowhere?
- 4 Do you think Toma made a good choice in chasing Poi?
- 5 How do you think Toma broke his leg?
- 6 Why did the boys run away 'as if a ghost was after them'? Why did they say nothing that night to their parents?
- 7 What did the boys learn at school the next day?
- 8 What good things did the boys do in the story? First? Second? And then finally?
- 9 Did the events in the story change the children in any way? How?

Writing opportunities

- 1 Have you or your friends ever been frightened of an older boy or girl? What happened? Has the problem been solved yet? Turn your experience into a story for others to read.
- 2 With your friends, make a list of rules for helping younger children deal with bullies. Discuss the rules with your teacher. Then display them on a chart.
- 3 Write some advice for older children who may be bullying younger children. Turn the rules into a poster.

Word study

Choose the best answer

- 1 Sometimes the children **took a short cut home** after school.
 a They knew a quick way home.
 b They went the long way home.
 c They walked slowly along the road.
- 2 Suddenly Toma **appeared out of nowhere**.
 a Toma had been following the boys.
 b Toma was waiting in the paddock.
 c Toma stepped out from behind some bushes.
- 3 Poi **leapt over** the fence and disappeared across **the paddock** with Toma close behind.
 a climbed over d the field
 b jumped over e the farmland
 c fell over f the garden
- 4 The children looked at Toma lying on the ground. "Please help me," he **begged**.
 a asked
 b cried
 c yelled
- 5 The teacher was very angry with the boys. "We're lucky Toma didn't **die of exposure**.
 a die of cold
 b die of pain
 c die of shock

Questions

Why?

What kind of boy was Toma?

Why did Toma only chase Poi?

What did the children do that was wrong?

How did the story end?

Find the word

What words in the story am I thinking of?

- a A person who uses their strength to hurt or frighten other people.
- b Toma's leg was in this position.
- c To run in different directions.
- d Cardboard boxes.
- e A small building at the back of a house or shop. It is used for storing things.

a b _ _ _ _

dou _ _ _ _ up

to sc _ _ _ _

_ _ _ _ _

a _ _ _ _

Reading to learn

Violet has written some information about kiwis. She wants you to read the information three times. Then she wants you to answer the questions on the next page without looking back. Can you answer all the questions correctly?

Shy Kiwis

Look at the picture. A male kiwi is sitting on two eggs.



Do you know:

- 1 Kiwis can't fly. They have tiny wings, no tail, and feathers that look like hair.
- 2 Kiwis are shy birds. They hide during the day and hunt for worms, seeds, beetles and insects during the night.
- 3 Kiwis have a great sense of smell. They have nostrils at the tip of their long pointed beaks. They also have whiskers around their face.
- 4 Kiwis use their sharp claws to dig special nest burrows. Females lay one or two huge eggs. The male usually looks after the eggs and chicks.
- 5 Until people arrived in New Zealand 1,000 years ago, the kiwi had no enemies. Now wild cats, rats, stoats and dogs kill kiwi chicks before they have a chance to grow up.
- 6 A kiwi is New Zealand's national emblem. 'Kiwi' is the nickname for a New Zealander.



One-dollar coin



A rat



A stoat

Now turn the page and answer the questions

Check test

- 1 Doris is holding a kiwi.

Point to:

- ◇ The long pointed beak
- ◇ The kiwi's nostrils at the tip of the beak
- ◇ The whiskers around the kiwi's face
- ◇ The soft feathers
- ◇ The large sharp claws



- 2 Why can't kiwis fly? Give two reasons.

a _____
b _____

- 3 Where do you find kiwis during the day?

- a Under bushes in the forest
- b Asleep in burrows in the ground
- c Hunting for food in the bush

- 4 If you wanted to feed a kiwi, what would you give it to eat?

a _____ b _____

- 5 How many eggs does a kiwi lay? _____
Who usually sits on the eggs to keep them warm? _____

- 6 Name three animals that kill kiwi chicks.

a _____ b _____ c _____

- 7 What do people sometimes call boys and girls from New Zealand? _____

- 8 Label interesting things in this picture:



Your score

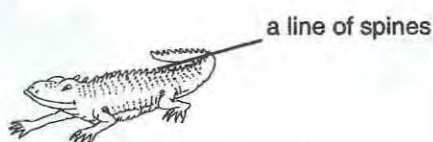
Language practice

Peter has made some notes on the tuatara - another unusual animal that is found in New Zealand. However, Peter is not sure about his verbs. Please help him choose the right forms.

The Tuatara

Do you know ...

- 1 A tuatara _____ like a lizard with a line of spines on its back.



look
looks
looking

- 2 Tuataras _____ only on tiny rocky islands off the coast in New Zealand.

live
lives

- 3 Tuataras _____ the day in burrows or _____ in the sun. At night they _____ out to feed.

come
sitting
spend

- 4 Tuataras can't _____ very fast. They _____ and wait for a tasty meal to pass by. Then they pounce. They _____ insects and worms.

like
run
sit

- 5 A female tuatara _____ a burrow with sharp claws. She _____ up to 15 eggs inside the burrow. Then she _____ the eggs with grass, leaves and soil. The babies _____ over a year to grow inside the egg.

cover
dig
lay
take

- 6 Tuataras _____ adults after about 20 years. An adult tuatara can _____ to be 120 years old.

become
live

- 7 'Tuatara' _____ a Maori word that _____ 'lightning back'. The name _____ from the spines along the tuatara's back.

be
come
mean

Story writing

Big, bad Bolo was a bully. He liked to come up to children, cover their eyes with one hand, and take their lunches out of their bags. Until one day. Tell the story in the pictures.

Sore Fingers



What did Bolo like to do? What did he always say as he took a child's lunch?

1



What did Thomas put in his school bag one day? Then what did he do?

2



Suddenly Bolo leapt out from behind a bush. What did he do?

3



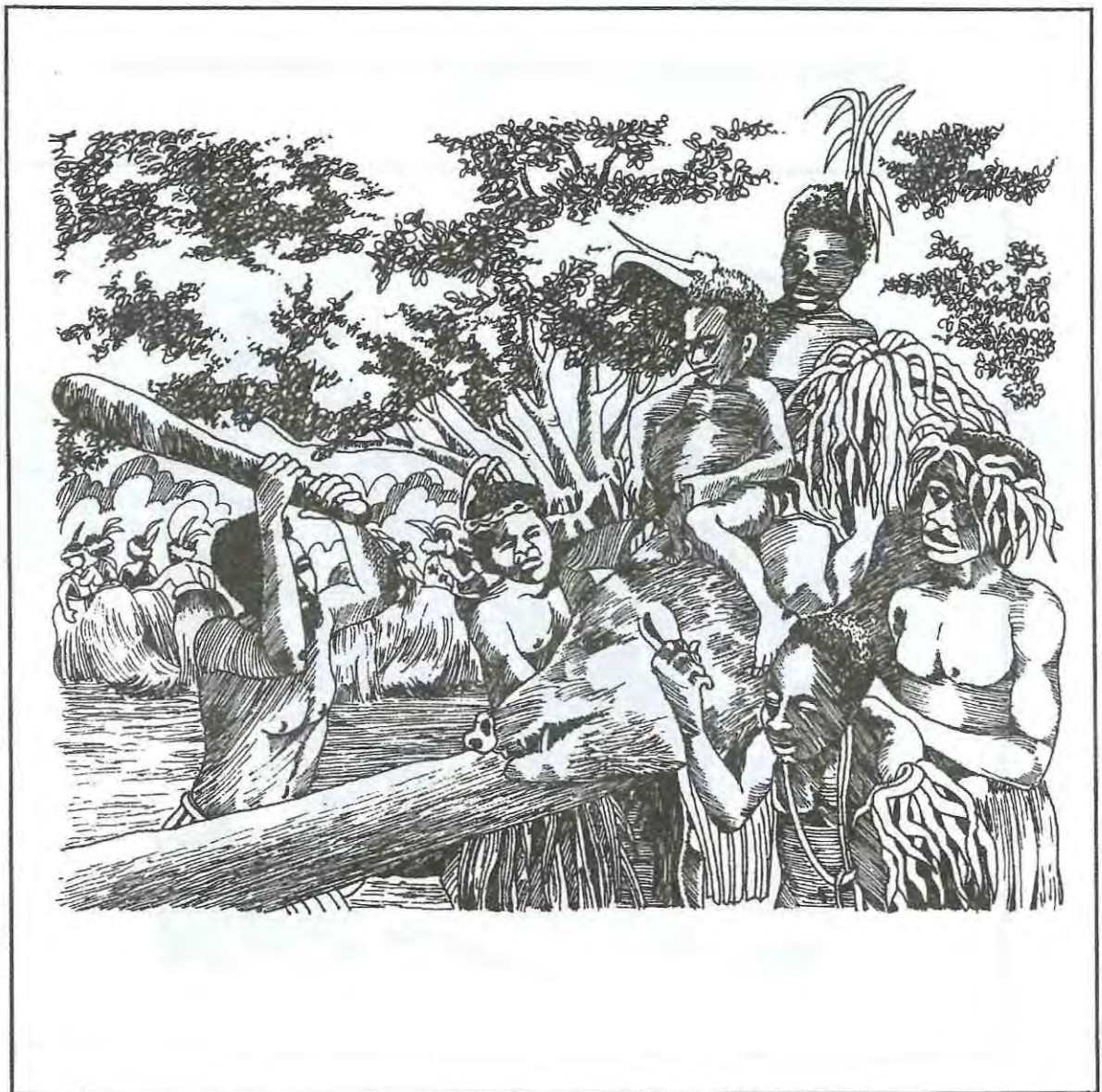
"Awe, awe, awe," shouted Bolo as the crab pinched his hand. What did Thomas say to Bolo as he ran away?

4

UNIT 5: CUSTOM

Picture page

Make a list of important custom ceremonies in your area.



Finding out

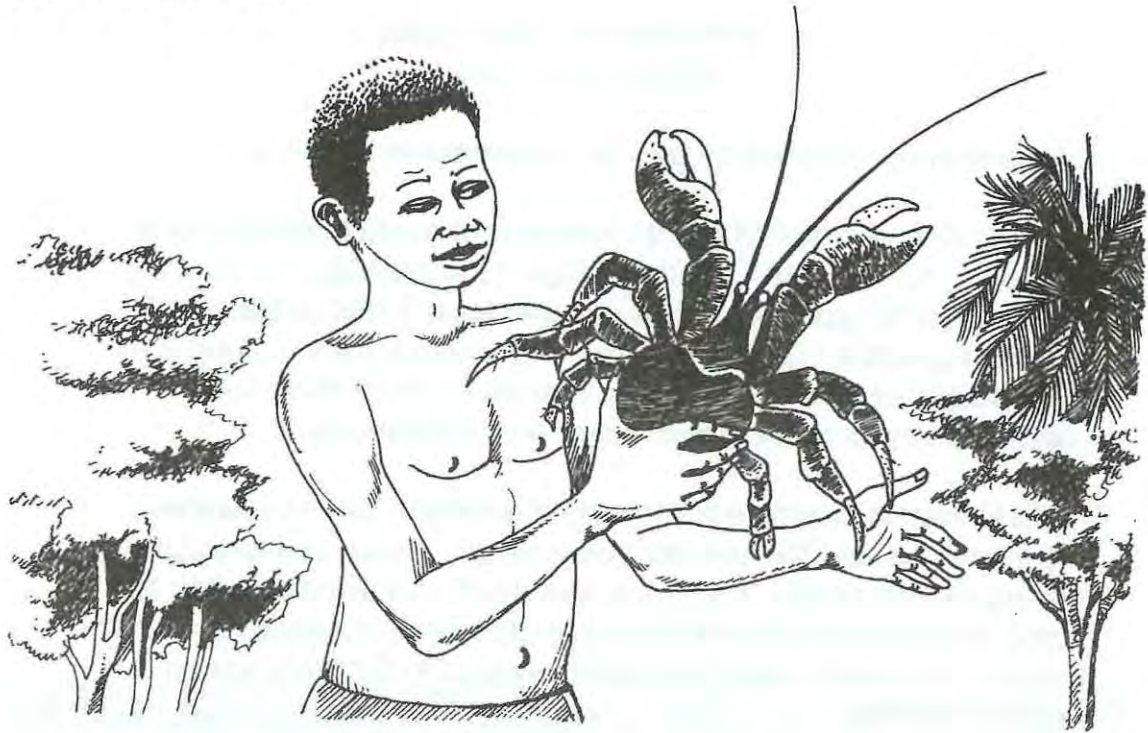
- 1 Choose an important custom ceremony. When does it take place? What is the purpose of the ceremony? Who takes part in it? What special knowledge and skills do various people need? Who is allowed to watch?
 - ◇ In your opinion, what is the most interesting time during the ceremony? What is the role of women?
 - ◇ Make your project into a book and share it with your friends.



- 2 Customs not only influence what we do on special occasions, they also influence what we do every day.
 - ◇ Give two examples of when members of your family follow customary practices around the home.

Catching coconut crabs

Look at the picture



Answer these questions with some friends:

- 1 What do you know about coconut crabs? Write down what you know about them.

- 2 When is the best time to catch coconut crabs? _____

- 3 What questions do you have about coconut crabs? Write down three questions.

◇ _____

◇ _____

◇ _____

Now turn the page and read the story.

Catching Coconut Crabs

by Samuel Wadjeno

I like eating coconut crabs. So I decided to catch some.

It was nine o'clock at night. I prepared my bag and several strings. All the time, I kept looking at the dark sky, waiting for the moon to appear. A few minutes later it did, large and almost golden. Slowly, and looking around me, I picked up my bag and torch and began to walk towards the bush. I walked slowly, hoping that no-one would see me.

This kind of adventure is sacred. If a person was to see me, they would say, "Where are you going?" Those words would bring me bad luck. My ancestors say that it is not good to talk about somebody who is fishing or crabbing, and especially at night. The spirits would disturb the person and they would catch nothing.

After the bush, you come to the sea. I wanted to go there because, at night, when the moon appears, the coconut crabs go to the sea to swim. You can find them easily then. During the day, they hide in deep holes and you have to smoke them out.



When I reached the sea, I sat on some rocks and looked at the moon shining on the surface of the water. The stars seemed near, the silence of the night around me. I began to think of my ancestors' words about the night, and the power of God to protect me.

With a prayer, I started to look for coconut crabs. Soon I saw one on the face of the cliff. I approached it slowly, pointing the light of my torch on its face. Dazzled by the light, it stood still, almost shyly, and uncertain where to go. Using my right hand, I caught it from behind. I tied it up with one of the strings that I had brought with me. Then I saw another one on my left, and another on my right. Quickly I tied the first one, then the second one, and the third one. They were so large they were enough for me. I put the coconut crabs in my bag, and carrying it on my shoulder, I returned home happily.

My mother was going to prepare a wonderful feast out of my favourite food.

2

Picture map

Draw a picture map of the events in the story. Show:

- ◇ The person's village
- ◇ The path to the sea through the bush
- ◇ The place where he sat and looked at the night
- ◇ The place where he caught the coconut crabs.

Retell the story

Using your picture map, retell Samuel's story to a friend.

Comprehension

Choose the best answer

- 1 What was Samuel's favourite food?
 - a Coconut cream
 - b Coconut crabs
 - c Fish
- 2 Why did Samuel walk slowly and carefully along the bush path?
 - a The night was very dark.
 - b He was scared of bush spirits.
 - c He didn't want anyone to see him.
- 3 What words would bring Samuel bad luck?
 - a Where are you going?
 - b Can I come with you?
 - c When are you coming home?
- 4 Where do coconut crabs go at night time?
 - a They climb coconut trees.
 - b They hide in holes in the bush.
 - c They go to the sea to swim.
- 5 What did Samuel use the torch for?
 - a To see the crabs
 - b To dazzle the crabs
 - c To find his way home
- 6 Why did the crabs not pinch Samuel?
 - a He knew how to hold them.
 - b He tied them up with string.
 - c He put them in his bag.

Questions

What's your favourite food?

What would Samuel do if he saw someone coming along the path?

Why?
Do you have a custom like that?

How do you usually catch coconut crabs during the day?

Say why you know that your answer is correct.

How do you pick up a crab?

Say it

Work with a friend. Take turns at calling out the squares. Pretend you are the person in the story.

	1	2
A	Say when it is a good time to catch coconut crabs. Why?	You are sitting on the rock and looking at the moon and the stars. What are you thinking about?
B	Imagine you see a light from a person walking along the bush path towards you. What would you do? Why?	Show how you catch a coconut crab. Explain what you do.

Writing

Write down three pieces of advice for catching coconut crabs.

Your questions

Have some of your questions been answered by the story? Have you any other questions to ask the author of the story?

Language awareness

Relative clauses

Samuel says:

"Do not talk about somebody **who** is fishing at night." **Why?**

"If you are afraid, think about God **who** can protect you." **When were you last afraid? Did you think about God?**

"When you are crabbing, use a torch **that** has a strong light." **Why?**

"This is the biggest crab I caught. Here, hold it at the back. The claws, **which** are at the front, can't reach you then." **What does a coconut crab use its claws for?**



Complete the rules

a Relative clauses tell you more about ...

☐ verbs

☐ nouns

b _____ replaces people. _____ and _____ replace animals and things.

Join these sentences

1 This is a machine. **It** makes hot rain.

2 Think about your mother. **She** always looks after you.



Language practice

Food facts

Some of these facts about food are wrong. Complete the sentences with *that*, *which* or *who*. Then say if you think the information is true or false. If the information is wrong, can you make it right?

- ☒ T The food which we eat gives us energy.
- ☐ People _____ play a lot of sport need less energy.
- ☐ Meat, eggs and fish are foods _____ are good for making muscles.
- ☐ People _____ want to lose weight should eat lots of sugar, fat and cakes.
- ☐ In the past, people ate the food _____ grew near where they lived.
- ☐ Today, we eat food _____ comes from all over the world.
- ☐ People _____ sleep all day use a lot of energy.
- ☐ A person _____ eats a banana a day will never get sick.

Now write some facts about a topic you know a lot about. Try to use *who*, *which* or *that*. Show your facts to a friend.

Story Writing

This is a story about Fred and his motor bike. It is a story about Patrick too. Patrick wanted to ride Fred's motor bike, but he did not ask first.

Too Fast

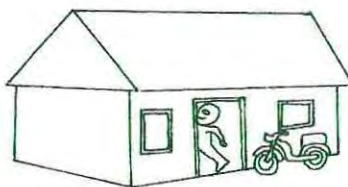
Where is Fred going? What on?



On Saturday, Fred went home after work on his _____.

1

Where did Fred leave his motor bike?



2

What did Patrick see? Where was the key?



Patrick saw the motor bike by the house. The _____ was still in the bike.

3

What did Patrick do? What happened?



Patrick sat on the motor bike and _____ the key.

4

What do you think happened next?

What did the motor bike do?
Could Patrick stop it?



The engine started and off the
bike went very quickly.

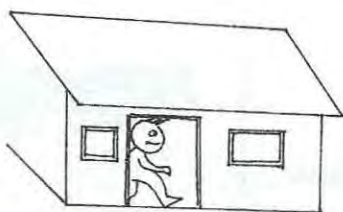
5

Where did the bike go?



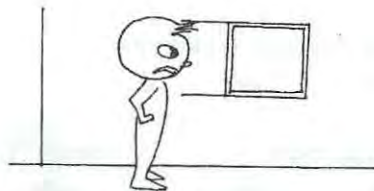
6

What did Fred do at that moment?



7

Where did Fred look? What could
he see?



He looked down the road. He
looked at the _____
on the sand.

8

What did he see next? Was he happy or angry?



9

Grammar test

Whales

Choose the best answer

Did you know ...?

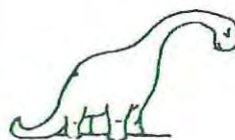
- 1 The whale is the _____ animal in the world.
a big b bigger c biggest
- 2 A whale is bigger _____ a dinosaur.
a as b like c than
- 3 Its heart is almost as big _____ a car.
a as b like c than
- 4 An elephant can stand _____ its mouth.
a beside b next to c inside
- 5 Its baby is as big as _____ truck.
a the b a c an
- 6 A whale _____ hold 10 people on its flipper.
a can b will c must
- 7 A baby whale _____ a calf.
a call b called c is called
- 8 The calf _____ inside its mother and is born alive - just like you.
a grow b grows c grew
- 9 The calf stays close to its mother _____ it can take care of itself.
a when b after c until
- 10 Whales usually _____ fish and squid.
a eat b eats c ate
- 11 People _____ study whales often swim with them and take photographs.
a who b which c that

Illustrations

The whale's flipper



A whale



A dinosaur



A calf swimming with its mother



A squid



Score →

UNIT 6: SHARKS

Picture page

What sharks eat

sea birds

turtles

rays

seals

fish

squid

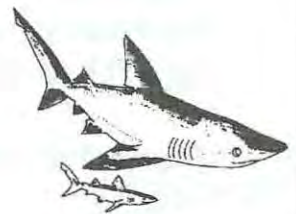
lobster

rubbish on the sea bed

Hammerhead shark



Mother shark and its baby



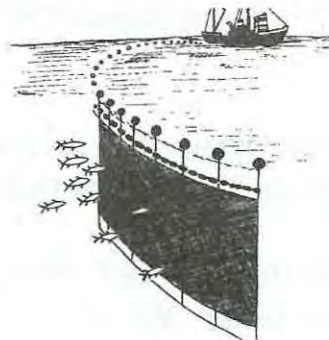
A great white shark



Manta ray



Drift net



- ◇ What do you know about sharks?
- ◇ What stories can you tell?

Finding out

Investigate one of the following topics. Present your work as a project. Give a short talk on the topic. Display your work for others to read.

Topics

1 What do people in your class think about sharks? Survey four of your friends and present your results.

2 What are the local names of some of the main kinds of sharks seen in Vanuatu waters?

Make a study of one kind of shark, e.g. the whale shark, the hammerhead, the great white shark or the tiger shark. Find information about the shark - where it lives, what it feeds on, how it has its young.

3 Study the outside and the inside of a shark.

- ◇ What do you notice about the skin?
- ◇ What is distinctive about the teeth?
- ◇ How do sharks breathe?
- ◇ What other interesting details can you find?

4 What do sharks eat? How do sharks find their food, even when the shark can't see it?

5 Baby sharks. What are they called? How do they grow? What do they eat? What other interesting facts do you know about them?

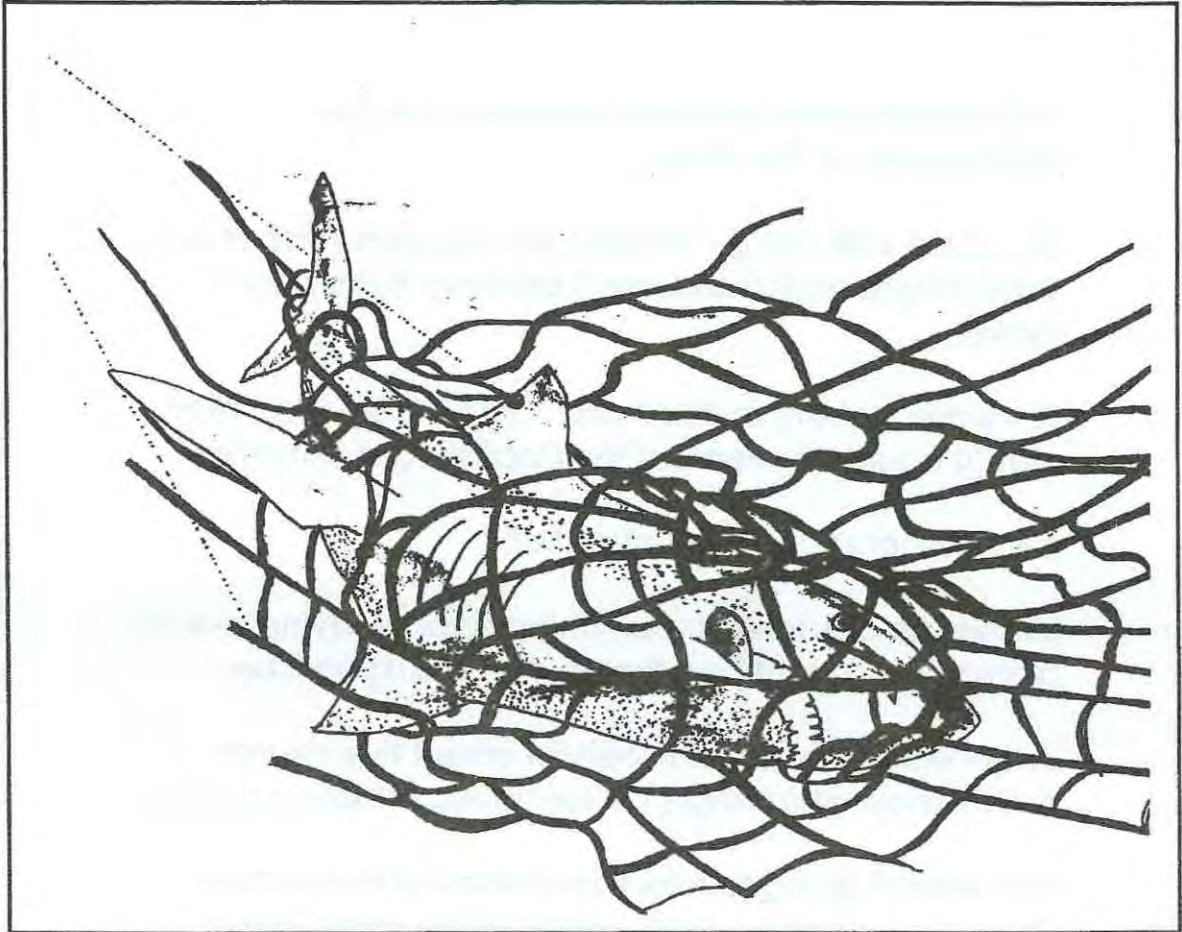
6 Why do sharks sometimes attack people? How can you avoid shark attacks? Write some rules that people should know.

7 What dangers do sharks face? Should sharks be protected, even dangerous sharks? Why?

8 Why do scientists study sharks? What questions are they trying to answer? How are they finding the answers?

Shark picture

Kim Westerskov took a photograph of a great white shark tangled in a fishing net. His photograph looked like this:



Point to:

- ◇ The shark tangled in the net
- ◇ The dogfish in the shark's jaws
- ◇ The shark's gills (Remember they are on both sides of the shark's body.)
- ◇ The razor-sharp teeth and dorsal fin

My Shark Picture

Kim Westerskov

I felt a bit scared as I swam down to take the photograph of the shark.

The shark was dying. It had been tangled in a net for some hours, and sharks can't breathe, if they can't move.

So I wasn't afraid of this shark. I knew it couldn't hurt me. It couldn't even eat the dogfish right in its jaws.

It was other sharks I was afraid of.

Sharks are attracted by anything dead or dying. I was afraid there might be other hungry sharks nearby.

Underwater, I could only see for about five metres. I didn't know what might be swimming around near me.

But I wasn't going to miss the chance of the picture. This is a great white shark - sometimes called "great white death". It is probably the most dangerous animal in the world. I would never get the chance of a close-up picture again.

You can see Kim Westerskov's photograph in the Part 2 *School Journal*, Number 5, 1978. It is on page 2.

Comprehension

Choose the best answer. Say why you chose the answer you did. Sometimes there is more than one right answer.

		Questions
1	<p>Why was the shark in the picture dying?</p> <p>a It was caught in a net. b It couldn't breathe. c Other sharks were eating it.</p>	How did Kim know the shark was dying?
2	<p>How long had the shark been in the net?</p> <p>a For less than one hour b For about an hour c For several hours</p>	How do large fish as well as seals and dolphins get tangled in nets?
3	<p>Why was Kim Westerskov not afraid of this shark?</p> <p>a It was dying. b It could not breathe. c It could not eat the dogfish in its jaws.</p>	How do sharks breathe?
4	<p>What was Kim Westerskov afraid of?</p> <p>a Other hungry sharks nearby b The shark in the net c The dirty water</p>	What are sharks attracted to?
5	<p>What are the names given to the kind of shark in the picture?</p> <p>a Great white death b Great white shark c Tiger shark</p>	<p>What is the local name given to this kind of shark?</p> <p>How large do they grow?</p>

The Black Shark

"We'll be back this evening," shouted Philip's mother as she pushed the sailing canoe into deeper water. There were already four women on board. It was daybreak and the women were going to the garden island to collect pandanus leaves and gather food for the week.

Philip stood on the beach wishing that he could go too. It would take two hours to reach the garden islands. By the time his mother had dug the yams and taro, and stripped the pandanus leaves, there would not be much of the day left.



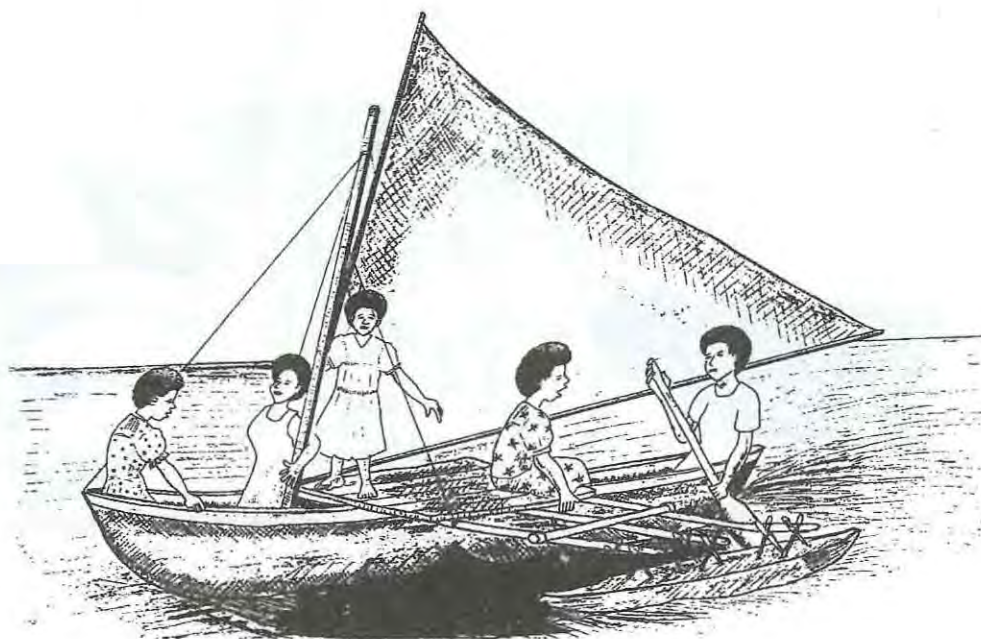
The outward trip went according to plan. After working hard all day, the women loaded the canoe for the return journey. The canoe did not have much freeboard. The green pandanus leaves were heavy and trailed in the water. The sun was low on the horizon but there were still several hours of daylight left.

As expected, the canoe made slow progress on the return home. The wind had dropped to a gentle breeze, so the women began to paddle to increase their speed. Suddenly Philip's mother noticed a dark shape in the shadow of the sail.

"I think we have company," she said quietly to the other women. They peered anxiously at the shape. Yes, there was something there, even darker than the shadow of the sail, and as long as the canoe itself.

One of the women threw a yam into the sea. It landed with a splash ten metres away. The shadow moved towards it, as if to investigate the splash. A black dorsal fin rose two feet out of the water and then turned back towards the canoe.

There was only one thing to do.



Before you read on:

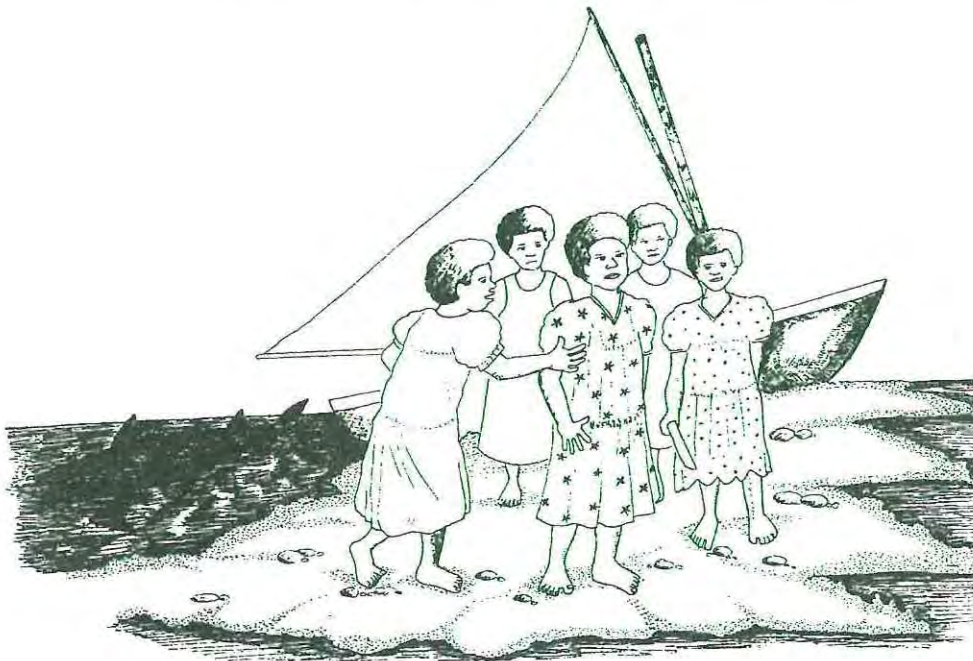
- ◇ What was 'the one thing to do'? (Remember that sharks of that size can easily attack a canoe and capsize it.)

This is what the women did.

They started wrapping taros and yams in brightly coloured cloth torn from their dresses. They threw the bundles which would sink and attract the shark. This trick worked five times.

They threw the pandanus leaves over the side next, and gradually the rest of the cargo.

The last hundred yards to the reef were travelled on prayer alone. The canoe grounded on the reef and the women lashed it to some coral. The black shape of the shark pounded back and forth along the side of the reef, the dorsal fin making a whistling sound as it cut the surface.



Before reading on:

- ◇ What should the women do now? Daylight was failing and soon they would not be able to see if the shark was still there.

It was possible to reach a nearby island by walking along the reef, but this could only be done at low tide. Even then they would need to swim part of the way.

"I think we should try and walk to the island," said Philip's mother, and the other women agreed.

The women began stumbling over the sharp coral. One hour brought them to the first gap in the reef. There was now another problem. One of the women had cut her foot. It was bleeding badly, and the blood was washing off the side of the reef into the lagoon.

Before reading on, say what you think:

- ◇ Would the blood attract the shark?
- ◇ How will the women cross the gap? Who should go first? How? Who should go last?

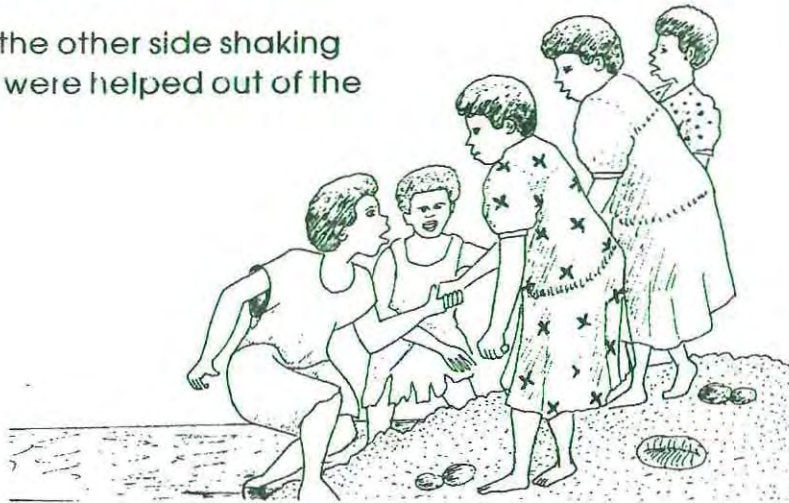
The woman with the cut foot realized the danger and volunteered to go last and alone.

"I will stay and swim with you," said Philip's mother. The other women nodded. They knew Philip's mother was a strong swimmer.



The first woman slid silently into the water clutching her bush knife. She swam quietly, careful not to make a splash. One across. The others followed until only two remained. So far, nothing had been seen, so the last pair entered the water, with Philip's mother helping the woman with the bleeding foot. Both held their breath expecting at any moment to see the fearful fin cut the water, or feel the enormous jaws snap shut on their kicking legs. Silently they slowly crossed the dark water.

They reached the other side shaking with fear, and were helped out of the water.



Weeping with relief, the women began to walk along the reef again. The tide was going out, small pools were forming on the reef. The sun had gone, and in the dark two other women cut their feet and ankles badly.

Then the last gap was reached. To their horror they saw a wide trail of phosphorescence in the water. The shark was back. They saw its glistening blue-black skin, high dorsal, huge jaws and razor-sharp teeth as it flashed by. They stared at it, imagining its glassy eyes peering back at them, waiting for the tide to cover the reef.

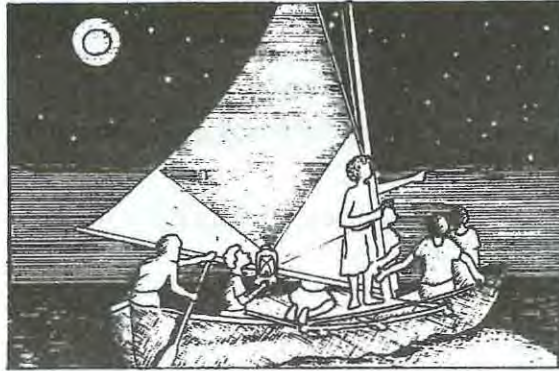
There was nothing the women could do now. Eventually the shark would get what it wanted.

Before reading on:

- ◇ Do you agree that there was nothing the women could do?

When the women had not returned by nightfall, the villagers became alarmed and sent canoes out to search for them.

"You had better come too," said Philip's father. "You can sit in the stern and hold a lantern."

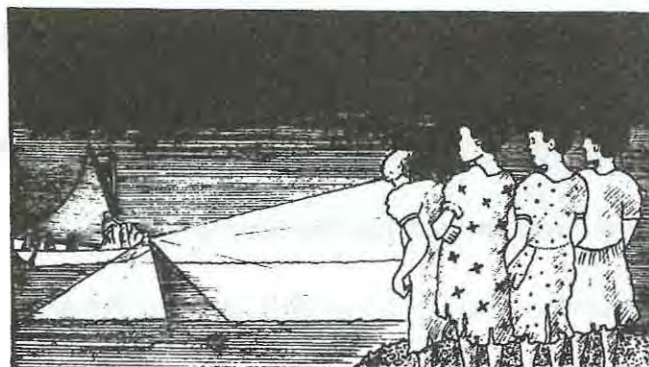


On reaching the garden island, the men found nothing. So they decided to follow the edge of the reef, then exposed at low tide.

Finally finding the empty canoe, the search party decided to continue along the reef, holding the lantern high and calling the women by name.

For the women, time passed slowly. They had stopped talking long ago. They were exhausted, and getting colder and colder in the night air.

Suddenly they heard the sound of voices and the lights from the lanterns. Making as much noise as possible, they saw the canoe come out of the night towards them.



Comprehension

Picture map

Draw a picture map for the story.

- ◇ Show the important places mentioned in the story.
- ◇ Draw the canoe tied to the reef. Draw the shark, the women, and the canoe belonging to the search party.
- ◇ Label the picture and write captions.

Ask and answer

The Black Shark

Instructions

Work with a friend. Take turns at asking and answering the questions.

Questions

- 1 Why were the women going to the garden island?
- 2 When did they first notice the shark?
- 3 How did they distract the shark?
- 4 Why did the women decide to walk along the reef?
- 5 What was the problem when the women reached the first gap in the reef? How did they solve the problem?
- 6 Why didn't the women cross the second gap in the reef?
- 7 Where did the men search for the women first?
- 8 What gave them a clue as to where to search next?
- 9 How does the story end?

Language awareness

Adverbs

- 1 Adverbs tell more about verbs ...

Noun	Verb	Adverb	Other words
The women	peered	anxiously	at the dark shape in the water

or adjectives.

Adverb	Adjective	Noun
Brightly	coloured	cloth

- 2 Making an adverb is easy. Here are the rules.

Rule	Example
Adjective + -ly ⇒ adverb	bad ⇒ badly quick ⇒ quickly
If an adjective ends in -y, change y into i and add -ly	noisy ⇒ noisily busy ⇒ busily
Some adverbs you just have to learn	good ⇒ well fast ⇒ fast hard ⇒ hard

- 3 Find sentences in the story with adverbs. For example:

The woman's foot was bleeding **badly**.

Language practice

- 1 Lucy wants to present her project about crocodiles. Help her with the adverbs.

Crocodiles	Adjectives
Crocodiles can swim _____ to catch fish. They go _____ and _____ behind the fish to get near them. Then they swim _____ to catch them.	fast quiet slow quick
Do you know that crocodiles can't chew very _____? Their teeth are not the right shape for chewing.	good

- 2 Here is some more information about crocodiles. Supply the adverbs.
- a How do crocodiles eat fish if they can't chew _____ (easy)? Well, they eat stones. The stones break the fish into small pieces inside the crocodile's stomach. It works _____ (real well).
- b Crocodiles can't move _____ (quick) when they are out of the water. This means they can't run _____ (fast) on land.
- c Crocodiles can see _____ (good) under water.

- 3 Make adverbs from adjectives.

nice	⇒ _____	hard	⇒ _____
easy	⇒ _____	fast	⇒ _____
good	⇒ _____	anxious	⇒ _____

Story writing

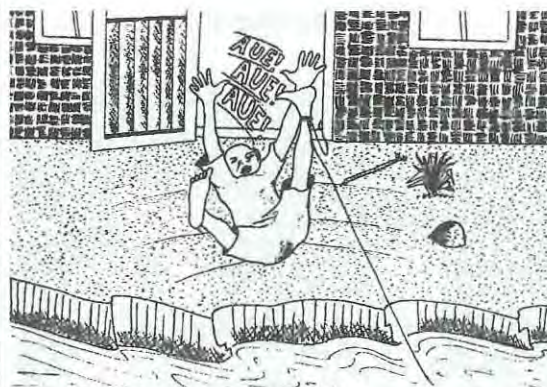
On the lagoon side of the village in the story, an old man and his wife lived in a house on a bank next to the sea. One night, a week after the women's adventure with the shark, he set a bait on his fishing line and tied the end of the line to his leg before going to sleep. Tell the rest of the story by following the pictures below.

Who caught whom?



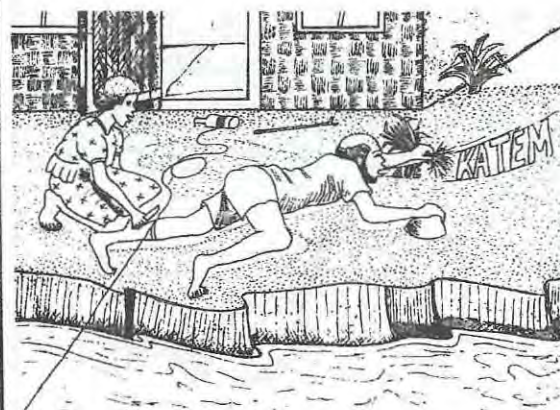
What did the old man used to do?

1



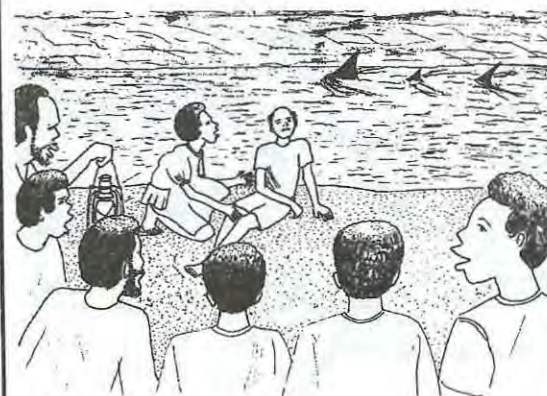
What woke the man's wife?
What was happening?

2



What did the man's wife do?

3



How does the story end?

4

The story continues

The shark must be caught! People bathe in the shallows of the lagoon, children play there, and women do their washing there as well.

- ◇ Make a plan for catching the shark. Then imagine the story.

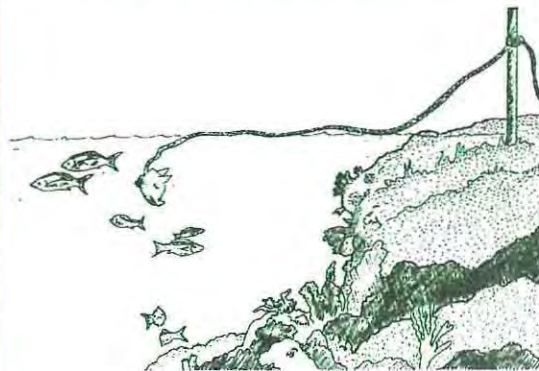
The pictures below show what actually happened.

Black Shark



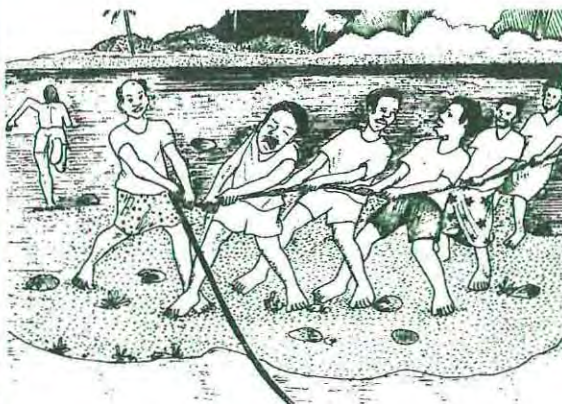
What did the elders give permission to do?

1



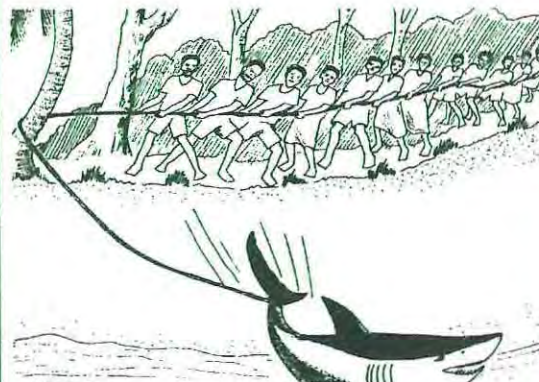
What steps did the men take?

2



What happened when the shark struck?

3



How was the shark finally landed?
What was done with it?

4

UNIT 7: INVESTIGATION

Picture page

The doctor calls



Road accident



At the airport



Look at the pictures

In each case a person is investigating a situation.

- ◇ Who is the person?
- ◇ What are they doing? Why?

Finding out

Many jobs require people to investigate a situation. Choose a person with one of those jobs.

- ◇ What does the person investigate?
- ◇ How does he usually do it?

Job	What the person investigates ...	How the person does it
A doctor	<p>The signs of a sickness</p> <p>The damage done to your body in an accident</p>	<p>Asks questions, looks carefully and presses parts of your body</p> <p>Looks at the results of a blood test, or an X-ray</p> <p>Use knowledge and experience</p>
A dentist		
A policeman		
The water-supply men		
A Customs officer		

The Wrong Food



Pita looked at his dog. "You don't look well," he murmured. "Dad, come and look at my dog. Something's wrong with him."

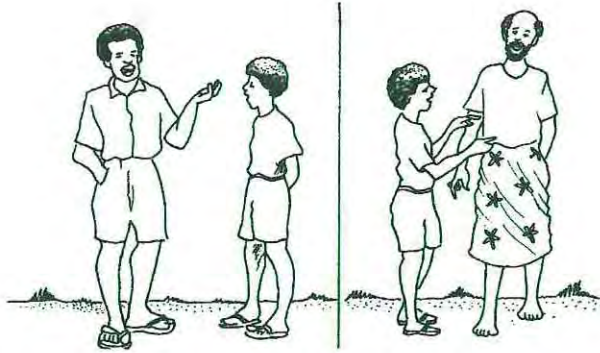
"I think he's been poisoned," said Pita's father, looking into the dog's eyes.



Pita carefully picked up his dog and put him in the shade of a tree. "I wonder how he got poisoned," he thought to himself.

Before you read on, answer these questions:

- 1 How do you think the dog got poisoned? Give at least three suggestions.
- 2 What would you do if you were Pita?



Pita went to his uncle's house. "Do you know if anyone has been poisoning rats around here?" he asked.

"No," his uncle replied. "I don't think so."

Pita went to his grandfather's house. "Grandpa," he said, "is anyone poisoning trees around here?"

"No, I haven't heard of it," said Pita's grandfather.

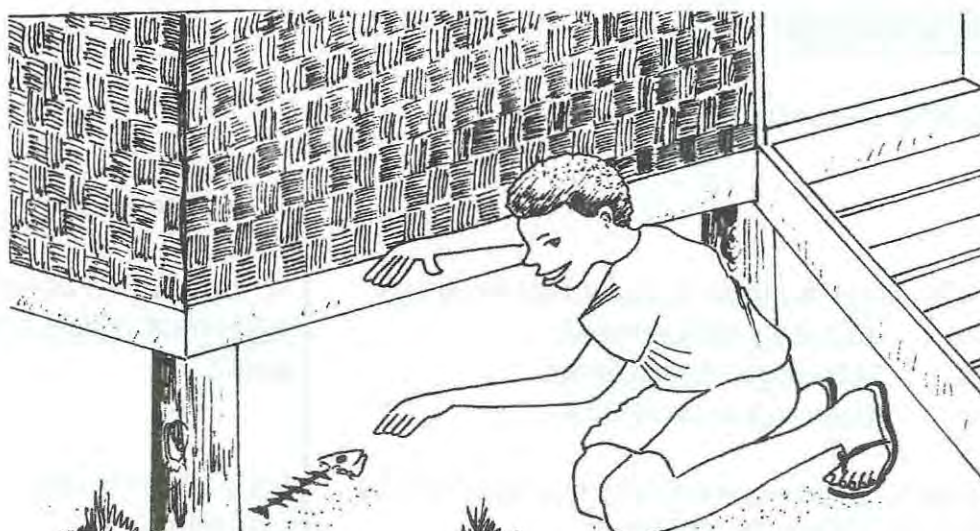


That evening Pita went down to the beach. He saw some fish on the sand, but the sea birds were not pecking at them.

"I wonder ...," thought Pita.

Before you read on, answer these questions:

- 1 Why do you think the sea birds were not pecking at the fish?
- 2 What do you think Pita was wondering?



Pita ran back home and looked under the house. There was a half-eaten fish there and some fish bones.

"I think I know why you're sick," he said to his dog as he brought him some fresh water.

Discuss Pita's theory about why the dog was sick.

- ◇ What was Pita's theory?
- ◇ Do you know of any dogs that have been poisoned that way?

3

Picture map

Draw a picture map for the places mentioned in the story.

- ◇ Don't forget to draw all the clues.
- ◇ Say what happened, or probably happened in each place.

Comprehension

Choose the best answers.

- 1 Why did Pita look carefully at his dog?
a The dog looked well.
b The dog looked tired.
c The dog looked sick.
- 2 Pita's father looked into the dog's eyes.
What did he say to Pita?
a "Take the dog and put it under the tree."
b "I think the dog's been poisoned."
c "Give your dog a drink of water."
- 3 Where did Pita put the sick dog?
a Under a tree
b In the house
c Next to the copra stack
- 4 Why did Pita visit his uncle and his grandfather?
a To tell his uncle and grandfather about the dog
b To get some medicine for his dog
c To find out who was using poison in the village
- 5 As far as Pita knew, was anyone using poison in the village?
a Yes b No c Don't know
- 6 Why did Pita think the fish might be the problem?
a The fishermen had left the reef fish on the beach.
b The birds were not eating the fish.
c There were fish bones under their house.

Questions

What are the usual signs that a dog is not well?

How do animals sometimes get poisoned?

Why did Pita choose that place?

What else should Pita have done before leaving the dog?

What do people sometimes use poison for in your village?

When are reef fish sometimes poisonous?
Which reef fish are always poisonous?

Reading to learn

Melanie is curious about bats, especially bats that suck blood! This is what she found out in the school library.

The Vampire Bat

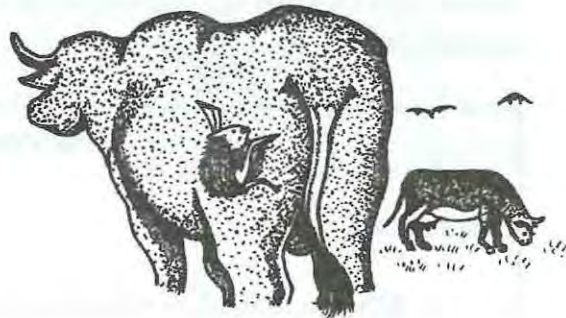


The bat is hungry. It leaves the cave and looks for food.

Every night this bat wakes up in its dark cave.



Most bats eat insects or fruit, but this bat doesn't eat anything. It drinks, and it drinks only one thing - blood. This is a vampire bat. It lives in South America.



The vampire bat has got very sharp teeth. It cuts a small hole in the cow's leg. Then it drinks the cow's blood. The cow doesn't feel anything.



Before morning the bat flies back to its cave and sleeps.

Remembering

1 Fill in the gaps

The Vampire Bat

The vampire _____ lives in Central and South
_____. It _____ in a _____ by day and
it _____ for food at _____. This bat doesn't
_____ fruit or insects. It _____ blood. It
_____ very _____ teeth. With these it
_____ a small _____ in an animal's leg.
Then it drinks the animal's _____. Before
morning the bat _____ back to its home in the
cave.



2 Ask and answer

Work with a friend. Take turns at asking and answering the questions.

The Vampire Bat

Questions

- 1 Where does the vampire bat live?

- 2 When does it look for food?

- 3 What does it drink?

- 4 How does it get the blood?

- 5 What does it do by day?

Crime puzzle

What is the most deadly clue a criminal can leave behind?

Fingerprints

Fingerprints are the most deadly clues that criminals can leave behind at the scene of a crime. Why?

First of all, each fingerprint is unique. The tiny ridges of skin on the fingertip make a pattern that is different from any other in the world. Even identical twins have different fingerprints.

Second, your fingerprints never change. No matter how long you live, no matter how well you disguise yourself, your prints reveal your true identity.

Some criminals have tried to burn away their prints, but when the skin grows back the same patterns come back again.

Solve the case

This fingerprint was found at the scene of the burglary.



Here are four prints taken from suspects. Who was at the scene of the crime?



Suspect A



Suspect B



Suspect C



Suspect D

Language awareness

Verbs



- 1 Read and answer the questions.
Look at the picture of Pita's dog.
- ◇ The dog looks ill. It **has just eaten** some poisonous fish.
When did the dog eat the fish?

A short time ago? ☐ A long time ago? ☐

Has Pita given his dog a drink of water yet?

Yes ☐ No ☐

- 2 We call this verb group the **present perfect simple**. It is easy to make, but remember you need words called **past participles**.

Base verb

look
invite

Past simple

looked
invited

Past participle

looked
invited

Be careful. Some past participles are not so easy.

eat
give

ate
gave

eaten
given

- 3 Fill in this table.

Base verb	Past simple	Past participle
arrive	arrived	arrived
finish	finished	
	cut	cut
see		seen
unwrap		unwrapped
wash		
	combed	
		cleaned
	bought	
break		

Language practice

1 Fill in the gaps. Use the present perfect simple.

a Jennifer _____ a large milkshake.
She made it _____.

Last week? ☐

A few minutes ago? ☐

Words
just/made

b John _____ his homework.
Is his homework finished now?

Yes ☐ No ☐

already/done

c Milly _____ her homework yet.
Is her homework finished now?

Yes ☐ No ☐

not/done

2 The birthday party

Violet **has invited** five friends to her birthday party. Look at all the things Violet and her mother and father have to do for the party. They **have done** some things but they haven't done everything.

◇ Write 10 sentences. Use the present perfect and *already* and *yet*.

They have already sent the invitations.

Things To Do

- | | | |
|---|--|---|
| 1 | Send the invitations. | ✓ |
| 2 | Make a chocolate cake. | ✓ |
| 3 | Decorate the room. | ✓ |
| 4 | Put the candles on the cake. | |
| 5 | Bake some biscuits. | ✓ |
| 6 | Hide the presents for the treasure hunt. | |
| 7 | Blow up the balloons. | |
| 8 | _____ | |

Sixth Sense

Stephanie Willis knew immediately that something was wrong. She was at home with her mother and older brother Samuela. Samuela was jumping on his bed upstairs.

"Suddenly the house got very quiet," recalls Stephanie, who was talking to her mother in the kitchen. She dashed upstairs and found Samuela hanging by one leg from the window ledge. Stephanie grabbed Samuela's right ankle and tried to pull him back in. But Samuela was too heavy. Stephanie put her foot against the bedroom wall, leant back and screamed for her mother to help.

Rushing into the bedroom, Mrs. Willis was able to grab Samuela's left leg and one arm. Together she and Stephanie pulled Samuela back inside.

Stephanie wants to be a policewoman one day. "I think I have a sixth sense about danger," she said. "I can always tell when a friend is in trouble." Her special gift may come in handy again one day.



Activities

- 1 Draw a plan of the children's house. Show Samuela's bedroom upstairs and the kitchen downstairs.

◇ Where do you think Samuela's bed was placed in his room?
- 2 What are the names of the 'six senses'? Give both the verbs and the nouns.

Senses	
1	<u>To see (sight)</u>
2	<u> </u>
3	<u> </u>
4	<u> </u>
5	<u> </u>
6	<u>To sense danger</u> <u>(the sense of danger)</u>

- 3 What is your guess?
 - ◇ How did Samuela come to fall out of the window?
 - ◇ How did Stephanie know that something was wrong?
- 4 Samuela was both a lucky and an unlucky boy on this occasion. List the unlucky thing that happened to him. List the lucky things that happened?

Unlucky thing	Lucky things

- 5 Write your own story where your 'sixth sense' has helped to save someone from danger. Illustrate and publish your story.

A truck with no brakes

During the holidays, Unity and her two sisters went to the cinema in the next village. After the film, they climbed on the back of their uncle's truck. Look at the pictures and finish their story.

A Truck with no Brakes



Where had the girls been? How were they going to get home?

1



Where did the truck stall? What happened? What did the truck driver call out? What did Unity do?

2



What happened to the truck? What happened to Unity? Her sisters?

3

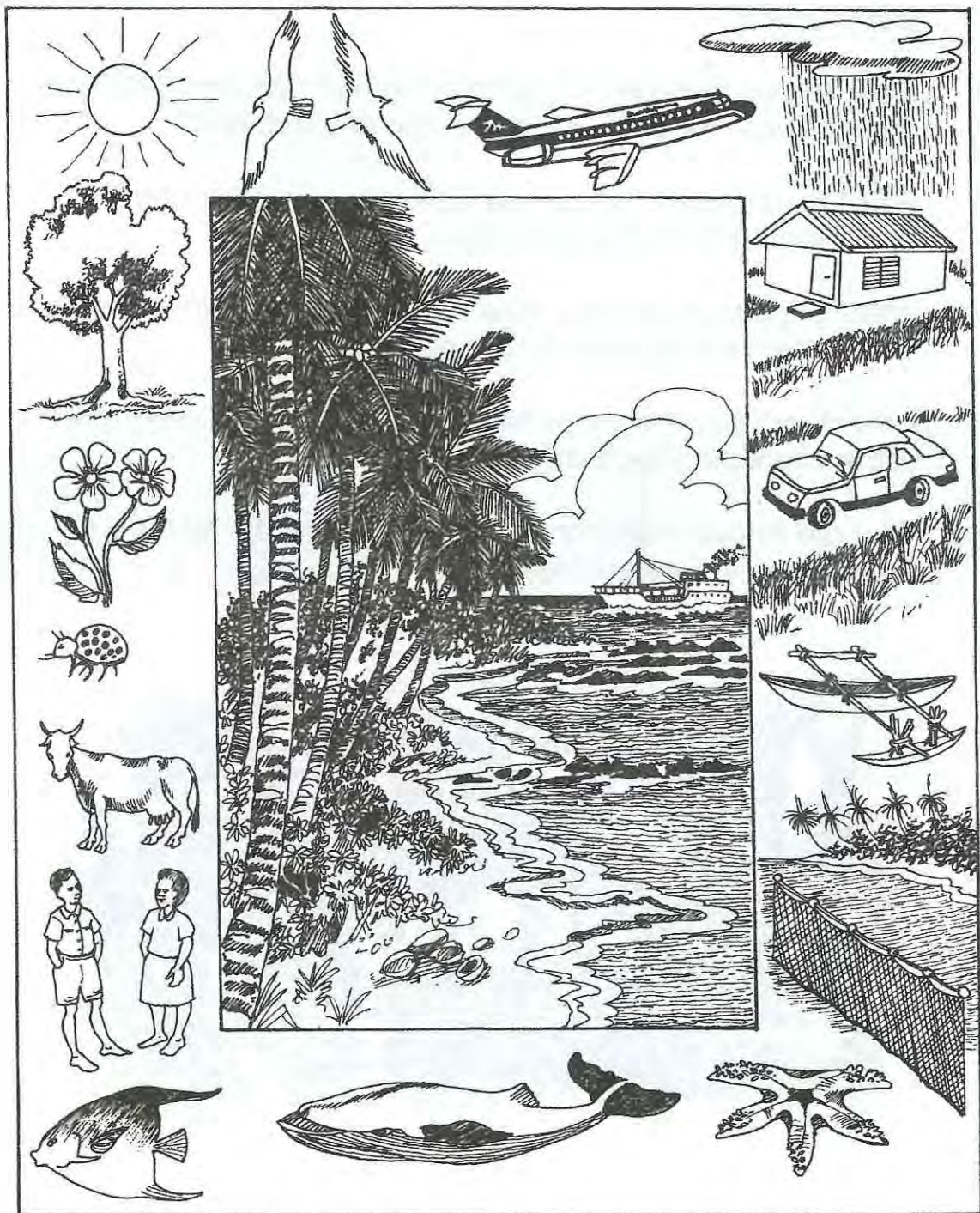


How did the story end?

4

UNIT 8: CARING FOR THE ENVIRONMENT

Make a list of all the kinds of things that are part of our environment.



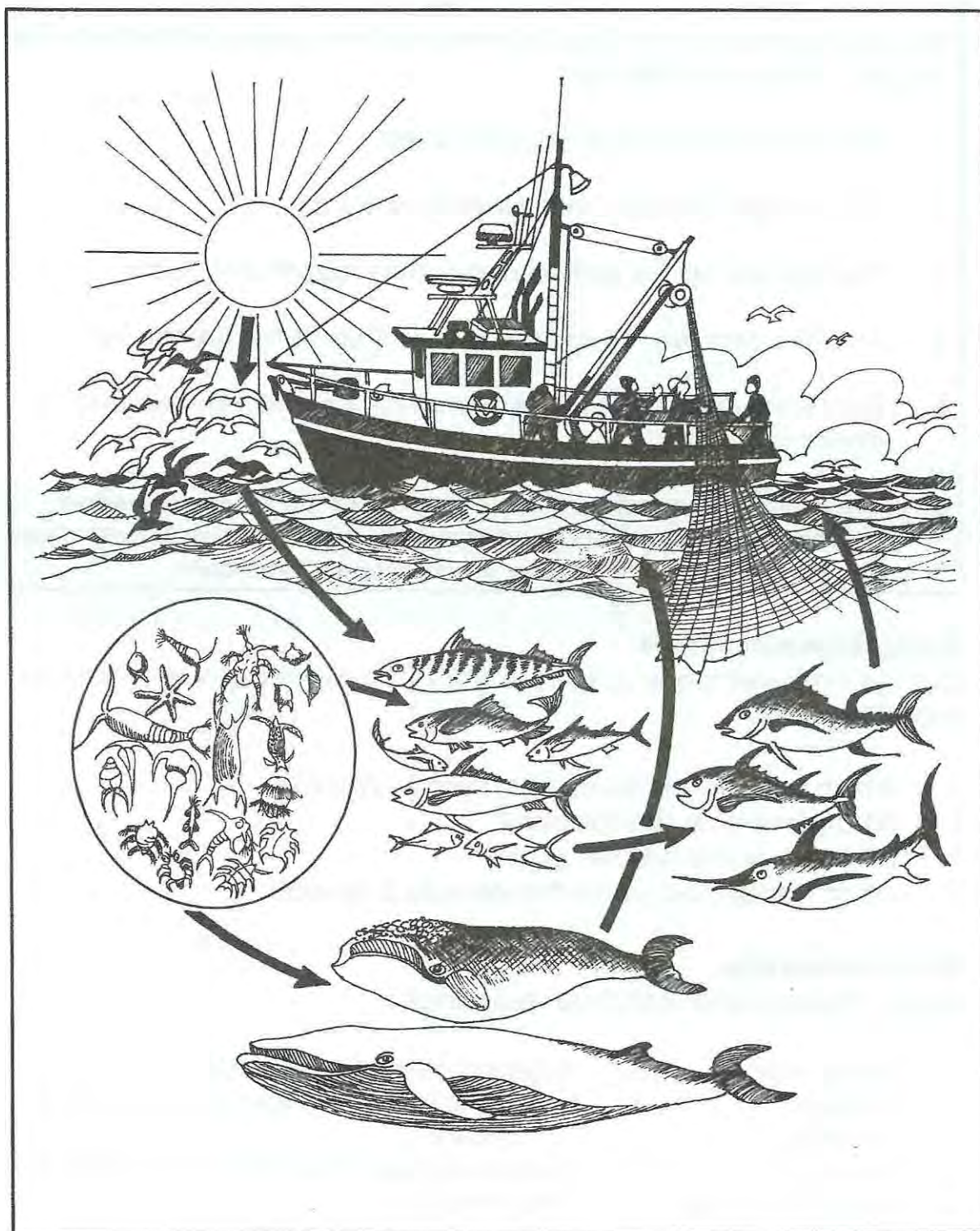
Topics

- 1 How many species of life are sharing the world? What are some of the major species? Find out some interesting facts about them.
- 2 How do you dispose of rubbish at home? What happens to the rubbish? How does it affect the environment?
- 3 What is pollution? Show how pollution can affect the environment that you are living in.
- 4 What is 'global warming' and the 'greenhouse effect'? How will it affect Pacific Island nations?
- 5 How does your village protect its water supply? What are some interesting facts about water?
- 6 Why are forests important in the environment? What happens when we cut trees down?



Food chains

A food chain shows how living things depend on other living things to survive. Here is an example. (All food chains start with the sun.)



Clean-up day

Please read the report in the box below. Read it several times so that you can remember the information.

News Report

The youth groups in Port Vila organized a clean-up day on Saturday, 28 August. This is what they did:

- 1 They organized themselves into teams.
- 2 They assigned each team a stretch of road.
- 3 They picked up the rubbish and put the rubbish into sacks.
- 4 A truck collected the sacks and took them to the rubbish tip.
- 5 The teams checked into the control centre and reported their stretch of road 'clean'.
- 6 The teams attended a lunch at the end of the clean-up period. There was a music group performing during the lunch break. They launched the song "Keeping the environment clean".

Comprehension check

Can you answer these questions without looking back at the news report?

- 1 When was the clean-up day held? Where?
- 2 Who picked up the rubbish?
- 3 Where was the rubbish put?
- 4 What happened when the job was finished?

Word knowledge

Match these words with their meanings.

- | | |
|----------------------|---|
| ___ to organize | A to give (a person a job to do) |
| ___ to assign | B to plan, to make arrangements, to form a group ... |
| ___ to collect | C to go and speak to people, telling them that the job is done. |
| ___ to check in | D to sing the song for the first time |
| ___ to launch a song | E to pick up, to go and get, to gather ... |

More projects

Choose one of these topics and complete the tasks that are set. Present a report on your topic to the class.

Topics

- 1 Why do people drop their rubbish on the road?
 - ◇ Interview your friends and three adults.
 - ◇ Classify the reasons they give for dropping rubbish.
 - ◇ Present your findings. Combine your findings with the findings from other students.
- 2 Organize a clean-up day in your community.
 - ◇ How will you organize it?
 - ◇ Who will take part?
 - ◇ What will you do with the rubbish you collect?If you live near a beach, organize a clean-up day for the beach.
- 3 How is rubbish disposed of in your community?
 - ◇ List the different types of rubbish produced by people.
 - ◇ Say what is usually done with the different types of rubbish.
 - ◇ Suggest changes that may be needed in your community for the disposal of rubbish.
 - ◇ How could you get those changes adopted?
- 4 Find out where most of the rubbish is being dropped. Where is it coming from? Should there be a rubbish bin near that place? Who should be responsible for the bin? Who should clear and clean the bin? Where else should rubbish bins be located?
- 5 Make a list of rules for keeping the environment clean. (The rules should be learned by heart and obeyed. What should the penalty be for breaking the rules?)
- 6 Make a poster to remind people of what they should be doing. Have a message on your poster. Run a competition to see who can create the most effective poster.
 - ◇ Display the posters where people will see them.
- 7 Create a song to encourage people to 'Keep our environment clean'.
 - ◇ Create a play to go with the song.
 - ◇ Perform the play at school and to community groups.

Reading to learn

The Peril of Plastic

Something like 640,000 plastic containers and bags are tossed into the ocean every day.

Fishing boats lose or discard more than 100,000 tons of plastic nets and other fishing gear each year. Commercial fishing has increased around Vanuatu, so more plastics than ever are being dumped in our waters - nets, buoys, cordage, sheet plastic and plastic strapping.

Merchant ships around the world dump six-and-a-half million tons of trash overboard each year, but the plastics are as great a threat to sea animals as all the rest of the debris put together.

Plastic is long-lasting, hard for creatures to escape from when they get entangled, and hard to digest if swallowed.

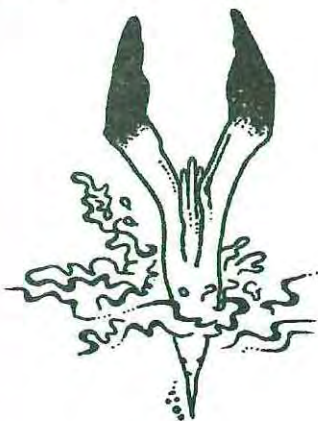
Surface feeding birds

At least 42 species of seabirds are known to snack on plastic. It obstructs the digestive tract or causes ulcers.

A study of wedge-tailed shearwaters, which breed on central Pacific islands, showed that 60 per cent had swallowed plastic.



Diving birds



Diving birds often fall foul of carelessly discarded plastic yokes which are used to hold together cans in six packs.

Even seagulls, which can disgorge disagreeable food, have been strangled by plastic yokes.

A gannet starved to death from a blockage in its intestines after swallowing a chunk of foam plastic.

Seals and dolphins

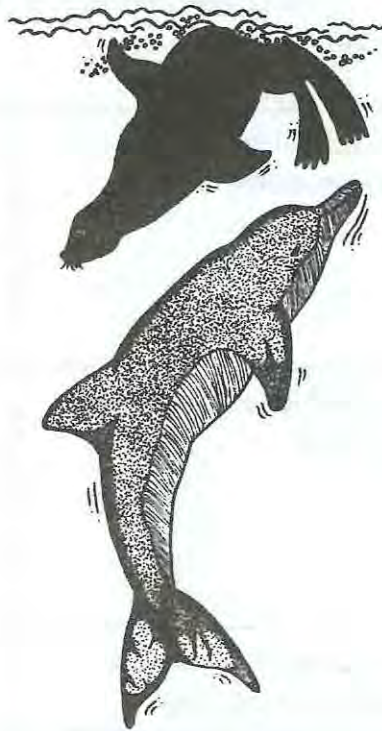
Tens of thousands of seals have died in one area alone, after being caught in fishing netting.

The seals get their heads or their flippers caught. They get exhausted from dragging it or lose their ability to catch food.

Some drown or die from wounds as they are cut by netting or may be choked by plastic around their necks as they grow.

Some seals get "collared" by polypropylene strapping. Young fur seals play with the blue plastic bands which slip over their heads. As the seal grows, the plastic cuts into them.

Schools of dolphins also get entangled in netting and drown.



Whales and turtles



More than 100,000 whales, dolphins, seals and turtles are killed by plastics each year.

Turtles (like birds) often mistake plastic objects for prey. Leatherbacks are attracted to plastic bags because they look like jellyfish. They are choked to death by the bags.

A minke whale was in bad shape when it was stranded on a New Zealand beach. It died, and a plastic bag was found jammed deep in its gullet.

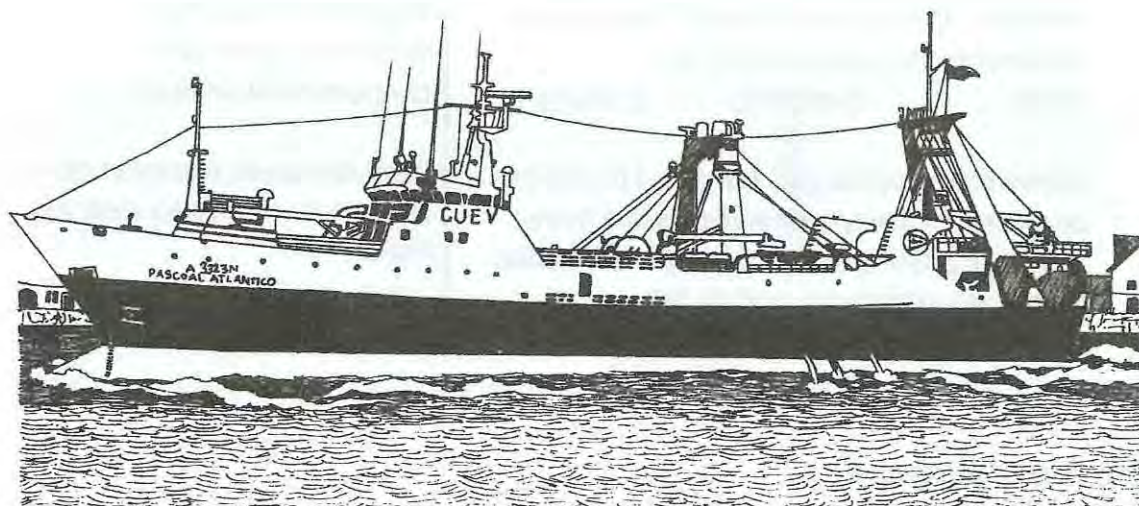
Information table

Work with a partner. One person looks at the text 'The Peril of Plastic'. The other person asks for the information needed to fill out the table.

How much plastic goes into the ocean every year?	
Why is plastic a danger to marine life?	
What information do we know about surface-feeding birds and plastic?	
About diving birds?	
How does plastic kill seals and dolphins?	
How does plastic kill whales and turtles?	

What can we do about plastic?

- 1 Get together with your classmates and clean a beach, or a riverbank, or a roadside.
- 2 List all the plastic products you find. Find out where they come from.
- 3 Encourage everyone you know to dispose properly of plastic and avoid junking our seas and our land.
- 4 Bring ashore any derelict fishing gear you find in the sea, the lagoon, or the river.



New words

Choose the best meanings for the bolded words.

- 1 The **peril** of plastic
a dangers b uses c threat
- 2 Over half a million pieces of plastic are **tossed** into the sea every day.
a put b thrown c dumped
- 3 Merchant ships dump over six million tons of **trash** into the ocean every year.
a cargo b debris c rubbish
- 4 Sometimes birds eat bits of floating plastic. Once swallowed, the plastic **obstructs** the digestive tract.
a fills b blocks c stops
- 5 Sometimes seals get tangled in pieces of plastic. They get **exhausted** from dragging the plastic along. They also lose their ability to catch fish.
a caught b killed c tired

Questions

What is the peril of plastic for marine animals?

What items are frequently tossed away?

Give some examples of the trash that is often dumped overboard.

What is the digestive tract of an animal?
What happens if it becomes blocked?

Why do seals sometimes lose their ability to catch fish?

Using the dictionary

Look up the meanings of these words. Say the words to a friend. Draw the word, label your pictures and write true sentences using the words.

- ◇ A **commercial** fishing boat
- ◇ **Fishing gear**
- ◇ The **digestive tract** of a bird or mammal
- ◇ A **merchant ship**
- ◇ A **buoy, cordage**

Answering questions

Can you answer important questions about the environment in Vanuatu? Here is Cathy's question and the answer she found in the school library.

Why will the big bush *not* grow again like it was before?

When big bush is cut down, it will not grow again like it was before. At least, not for hundreds of years, and in some cases never. Why is this? If we cut a banana plant, it grows again. If we leave the garden we cleared, trees will grow back. So why won't the big bush grow again?

The trees, the streams, the soil of the forest, and all the life in the forest, together form an ecosystem - like the three sides of a triangle. If one thing changes, everything changes.

A forest shelters the shallow topsoil it grows in, and feeds it with fallen leaves. When a forest is cut down, that topsoil is washed off by the rain, dried by the sun, and blown away by the wind. There is nothing to make the soil fertile again, and the land can become too barren to grow trees.

Rain that used to trickle slowly through tree roots and undergrowth to reach the streams now rushes to rivers. This causes floods and more erosion.

Seedling forest trees are too delicate to grow in full sunlight or windy places, or on barren ground. They need a 'nursery' of older trees providing shelter and nutritious soil.

Trees need insects to pollinate the flowers; birds and animals to spread the seeds. When a forest is cut down, the insects, birds and animals leave or die.

These changes cannot easily be reversed. That is why, in some parts of the world, areas that were once forest now are desert. If one side of a triangle is taken away, the triangle collapses. In the same way, if enough trees are cut down, the forest ecosystem collapses. That is why a cut-down forest does not grow again.

Activities

1 Forest ecosystem

Draw the big trees in the bush. Show how the trees protect the thin topsoil and the young trees. Label your picture, showing how the forest ecosystem works.



2 Deforestation



Say how deforestation destroys the forest ecosystem.

- ◇ Draw a diagram that shows the effects of cutting down the trees in the big bush.

Debate

The men of a village are meeting together. They are trying to decide whether to allow an overseas timber company to cut trees out of the big bush. What are some of the things the men will be saying? For each point made, write an opposite point in the table below.

In favour of logging the big bush	Against logging the big bush
"The company will build a road and fix the bridge. I'm sick of carrying everything. If we had a road, we could use a truck."	"They built us a road last time, too, but when they finished logging, the bridge washed out and the road slipped away."
"It's only a little bit of bush we'd be selling."	"But once it's gone, it's gone forever. It won't _____ again."
"If we sell some bush there will be money for school fees and books; maybe a coffee husker, or a water tank, even a tractor."	
	"If our bush goes, where do we hunt or get our medicines?"

What should the men do? Sometimes there is no clear right or wrong answer. You listen to all the points of view, think about them, then make up your mind.

Important words

Environment Glossary

climate

The average weather in a region of the world.

a compost heap

A pile of food scraps and yard waste that is broken down by worms and tiny insects. The result looks like dirt. It can be used to enrich the soil.

conservation

The planned and wise use of water, forests and other natural resources so they will not be wasted.

deforestation

The cutting down of most of the trees from forested land, usually so that the land can be used for something besides a forest.

**an ecosystem**

A community of living things and the place where they live, such as a forest or pond.

the environment

All living and non-living things in an area at a given time. The environment affects the growth of living things.

extinction

The disappearance of a type (species) of plant or animal from Earth. Some species become extinct because of natural forces, but many others are becoming endangered or threatened with extinction because of the activities of people.

fossil fuels

Anything that comes from once-living matter deep in the earth, such as oil, gas and coal.

global warming

An increase in Earth's temperature due to a build-up of certain gases in the atmosphere.

the greenhouse effect

Warming of Earth caused by certain gases (called **greenhouse gases**) that form a blanket in the atmosphere high over Earth. Small amounts of these gases keep Earth warm so we can live here, but the larger amounts produced by factories, cars and burning trees may hold in too much heat and cause global warming.

groundwater

Water in the ground that flows in the spaces between soil particles and rocks. Groundwater supplies water for wells and springs.

the habitat

The natural home of an animal or a plant.

**pollution**

Contamination of air, water or soil by materials that can injure health, the quality of life or the working of ecosystems.

recycling

Using something more than once, either just the way it is, or treated and made into something else.

reforestation

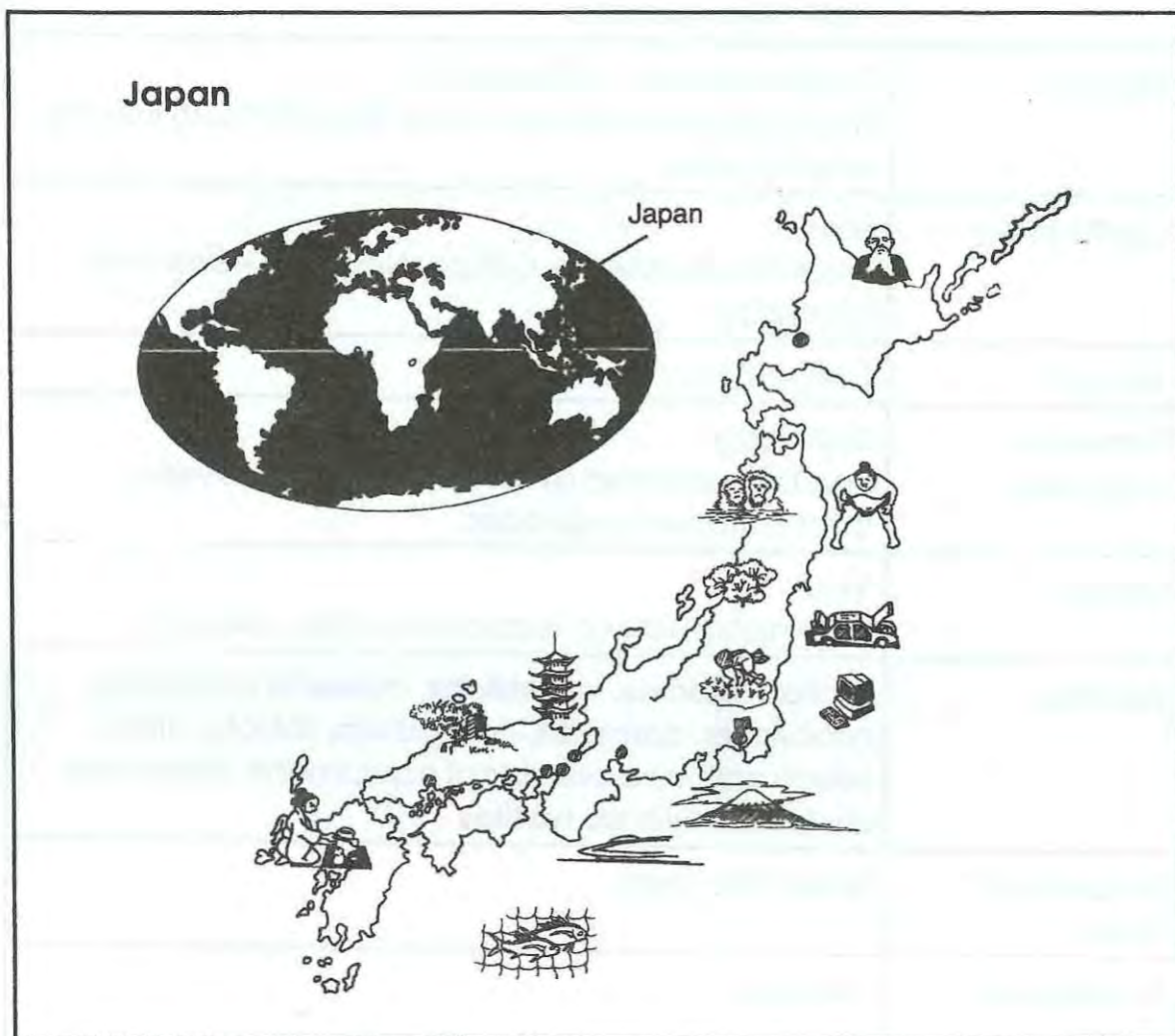
Planting new trees where other trees have been cut down.

soil erosion

The washing away or blowing away of topsoil. Trees and other plants hold the soil in place and help reduce the force of the wind. Soil erosion can happen when trees and plants are removed from the ground.

UNIT 9: JAPAN

Picture map



Find these places and emblems on the map:

- | | |
|-------------|------------------------|
| ◇ Tokyo | ◇ The island of Honshu |
| ◇ Kobe | ◇ Mount Fuji |
| ◇ Hiroshima | ◇ A Buddhist temple |
| ◇ Osaka | ◇ A sumo wrestler |

Fact sheet

Country	Japan (Nippon) 125 million people
Islands	There are over 1,000 islands. The largest islands are: Hokkaido, Honshu, Kyushu and Shikoku.
Capital city	Tokyo Important ports are Osaka, Nagoya, Kobe and Kawasaki.
Airport	Tokyo International Airport
National language	Japanese English is learned at school as one of several international languages
Money	Yen One hundred yen is approximately 130 vatu.
Exports	Motor vehicles, televisions, cassette and video recorders, cameras, computers, robots, other electronic and electrical equipment, ships, iron, steel, chemicals, textiles
Traditional food	Rice, fish, sushi
Traditional dress	Kimono
Important words	o-hayō gozaimasu (good morning); hai (yes); dōmo arigatō (thank you); Nani? (What?); basu (bus); hikoko (aeroplane); zero, ichi, ni, san, yon, go (1, 2, 3, 4, 5)

Job

- ◇ Test a friend on the facts until you both know them well.

Finding out

Investigate one of the following topics. Present your work as a project. Give a short talk on your topic. Display your work for others to read.

Topics

- 1 Look at a map of the world. Find Japan. What countries are close to Japan? Draw your own map and present it to the class.
- 2 Imagine you are going to Japan on a school trip. Your hosts have asked you to choose three things you would like to see during your visit. What are the three things you would like to see? Say why you have chosen them.
- 3 Pretend that you visit a rice farm, or a car factory, or a shipbuilding yard. What would you see? Make a picture map of the activity. Then present your map to the class.
- 4 Your hosts invite you to a Japanese tea ceremony. How do you prepare yourself for the ceremony? What would you do during the ceremony?
- 5 You spend one day in a Japanese classroom. What will you find similar and what will you find different about the school day in Japan and a school day in Vanuatu?
- 6 On Sunday your hosts will take you to church. However, your hosts may not be Christians. Instead they may be Buddhists or follow the Shinto religion. Because you are interested in their religion, you ask them some questions.
 - ◇ What questions would you ask?
 - ◇ What answers would they probably give you?
- 7 About five hundred years ago, armies of samurai protected the lands of local lords in Japan. Find out some interesting information about the samurai:
 - ◇ How did they dress? What weapons did they carry?
 - ◇ What 'code of honour' did they follow?
 - ◇ What did they do when they were not fighting?
- 8 Many different 'martial arts' have developed in Japan over the centuries. Give a talk about one of them:
 - ◇ Karate
 - ◇ Judo
 - ◇ Sumo wrestling
 - ◇ Kendo

Did you know?

- 1 In Japan you can buy many things from machines - not just drinks and chocolate. The Japanese have machines for selling Bibles, socks, golf balls, hamburgers, and even whiffs of fresh air!
- 2 It is so busy on Japanese trains in rush hour that people are paid to push passengers into the carriages.



- 3 Japan is made up of lots of volcanic islands. There are 50 active volcanoes as well as many dormant ones. Mount Fuji is the highest mountain in Japan. It last erupted in 1707.
- 4 In Tokyo there is even a restaurant for dogs!
- 5 Japanese spider crabs are the largest crabs in the world. They can measure 3.5 m from claw to claw.
- 6 A mushroom that grows on one Japanese island glows so brightly in the dark that people use it as a lantern!
- 7 Japanese people grow tiny trees in bowls. These 'bonsai' trees grow to about 60 cm in height.



The shinkansen
(bullet train)



Mount Fuji

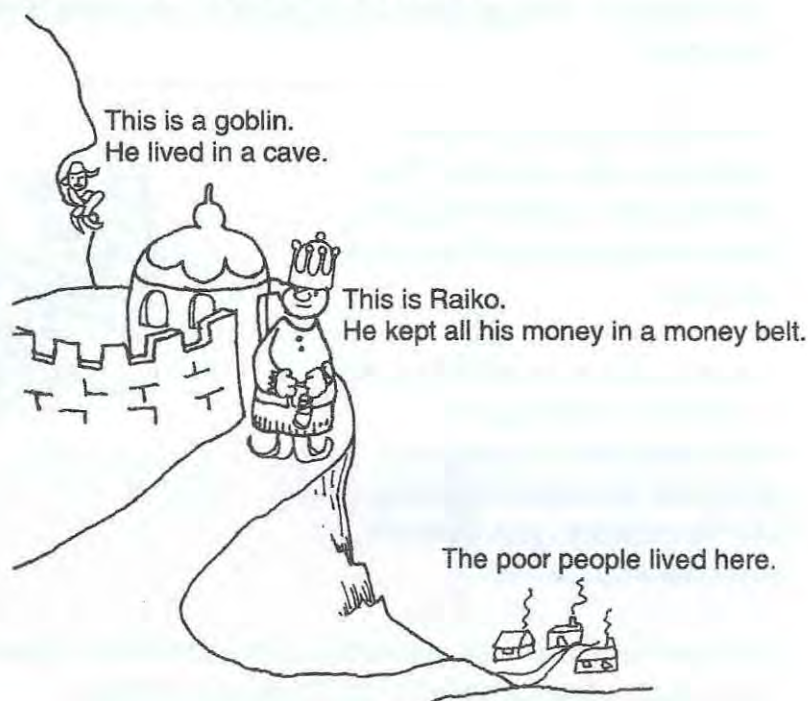


A bonsai tree

A traditional story

The *School Journals* contain several traditional stories from Japan. Here is one of them. It is called 'Raiko and the Goblin' and is retold by M. Durand. You can find the story in *School Journal* Part 1, Number 1 (1977) pages 2-6.

Raiko and the Goblin



There was a village at the foot of a mountain. Close by lived a man called Raiko.

Raiko was the richest man in the land, but he was also the meanest. He kept all his gold in a money belt wound tightly around his waist.

The poor never got anything from Raiko - except the scent of his lovely garden, as they climbed the mountain path past his house.

A goblin lived on the mountain. He had made his home in a cave. From there he could see the country spread out below. No-one knew he was there.

One evening, the goblin watched Raiko as he walked in his garden.

"I don't need this garden," Raiko was saying to himself. "Flowers are no use. I can't eat them. The gardeners are old and slow. I'll send them away - and the house servants too."

He smiled to himself as he thought how much money he would save. The goblin watched him, and read all his thoughts.

The next morning, Raiko woke up with a fever. The money belt, which he wore even in bed, felt hotter and heavier.

His servants nursed him well, but his fever got worse. Raiko said nothing about sending his servants away. He decided to put that off until he was better.



On the third night an old man came to Raiko's bedroom. He stood in the lamplight and looked at Raiko.

"Take off your money belt," said the old man. "Give your money to the poor people in the village. Then you will get well."



Raiko was so angry, he snatched a dagger from under his pillow and struck at the old man.

The old man jumped aside and, running to the lamp, blew it out.

In the moonlight, Raiko saw, not the old man, but a hairy, black monster with many legs.

Raiko screamed. His servants rushed into the room. Something ran past them and out of the door. They saw a trail of blood on the floor.

Taking lanterns and spears, the servants followed the trail through the garden and up the mountain. There, sticking out of a small cave was a great spider.



Some of the servants dropped their lanterns and ran away. Some froze to the spot.

"Tell your master to take off his money belt," the spider shouted, "or I will strangle him with it."

The servants rushed back to the house. They found Raiko in great pain. The girdle was pulled even tighter around his middle.

The servants told Raiko what had happened. Quickly he took off the belt.

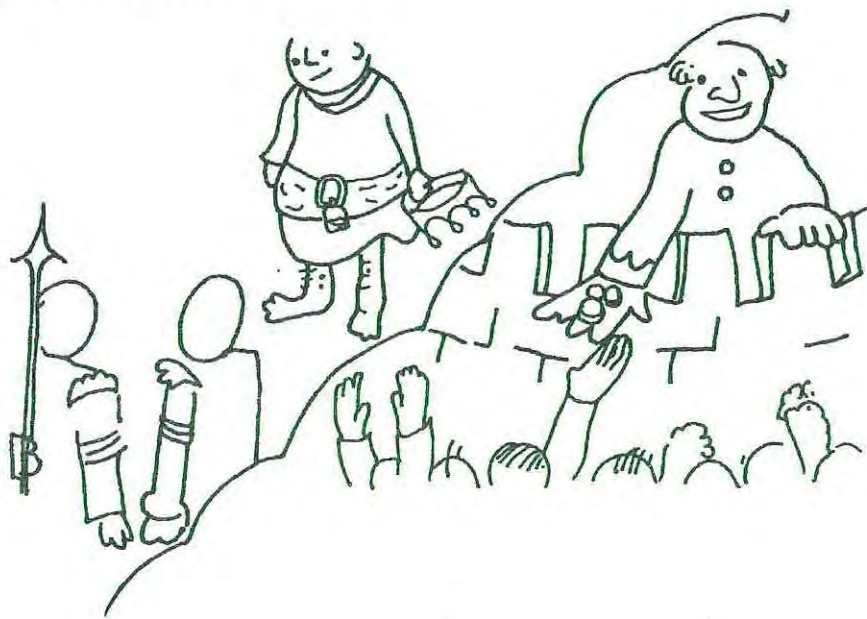
At once Raiko began to feel better.

He gave half his gold to the poor and some to his servants.

Later, the goblin looked down from his cave.

The villagers were going happily to work in the fields, and Raiko's garden was as lovely as ever.

The goblin smiled.



4

Picture map

Draw a picture map for the story. Show these things:

- ◇ The mountain and Raiko's castle
- ◇ The cave where the goblin lived
- ◇ The village and the mountain path.

Label your picture and write what happened at the different places.

Comprehension

Choose the best answers. Sometimes there may be more than one answer. Remember to say why you chose particular answers when you are talking about your work with a friend.

1 Match the people in the story with the places where they lived.

- | | |
|---------------------|---|
| ___ Raiko | A The cave at the top of the mountain |
| ___ The goblin | B The castle halfway up the mountain |
| ___ The servants | C The village at the foot of the mountain |
| ___ The poor people | |

Questions

- | | |
|--|---|
| <p>2 Where did Raiko keep his gold?</p> <p>a In the castle</p> <p>b Under his bed</p> <p>c In the money belt around his waist</p> | <p>Why did Raiko keep his gold there?</p> |
| <p>3 Why did Raiko become sick?</p> <p>a He was so mean to the people.</p> <p>b His money belt was too tight.</p> <p>c He had a fever.</p> | <p>What usually happens when someone develops a fever?</p> |
| <p>4 Who really was the old man?</p> <p>a A doctor b The goblin</p> <p>c A spider</p> | <p>How did he change his appearance?</p> |
| <p>5 The old man came into Raiko's bedroom. What advice did he give Raiko?</p> <p>a Take off your money belt.</p> <p>b Share your gold with the poor.</p> <p>c Give some money to your servants.</p> | <p>Who do you think caused Raiko's sickness?</p> |
| <p>6 What did the old man change into when Raiko hit him with his dagger?</p> <p>a The goblin b A servant</p> <p>c A spider</p> | <p>What happened next in the story?</p> |
| <p>7 How did Raiko finally get better?</p> <p>a He took some medicine.</p> <p>b He visited the spider.</p> <p>c His servants loosened the money belt.</p> | <p>Why do you think Raiko listened to the advice this time?</p> |
| <p>8 How did the story end?</p> <p>a Raiko shared his gold with all the people.</p> <p>b Everyone began to live a happy life.</p> <p>c The goblin sat in his cave and smiled.</p> | <p>What does the story teach us?</p> |

Thinking about the story

Real and unreal

In this story some things could happen in real-life but other things are made up. They are unreal. Below are some sentences from the story. Say if they are **real** or **unreal**.

- 1 There was a village at the foot of the mountain. _____
- 2 A goblin lived in the cave. _____
- 3 The king woke with a fever. _____
- 4 The old man turned into a spider and ran away. _____
- 5 The king was too frightened to tell his servants what had happened to the old man. _____

What else do you know ...?

- 1 Raiko was the meanest man in the land.
Raiko had a lot of money but he did not share it with other people.
- 2 The spider began to creep across the room.

- 3 Some of the servants froze to the spot when they saw the enormous spider sitting in the cave.

- 4 The goblin smiled.

Story writing

Write another story about making people change their minds.

Reading to learn

Japan

Japan has four main islands and over 4,000 smaller islands. The four main islands are Hokkaido, Honsu, Shikoku and Kyushu.

Draw a map of the four main islands. Name them. Show Korea and China on your map and name the seas around Japan.

Most of Japan is covered by forests and mountains. There are short, fast-flowing rivers and small lakes. Only about a quarter of the land can be used for farming and buildings. The Japanese have made new land by cutting back hills and reclaiming land from the sea.

Draw a mural showing the forested mountains, the farmland and cities. Show a hill being cut away and land being reclaimed from the sea.

There are 125 million people in Japan. Most people live in crowded cities on the coast. The Kanto Plain around Tokyo is Japan's biggest area of flat land. Rice is the main crop grown. Japan has also a large fishing fleet. The Japanese eat more fish than any other nation.

Imagine you are staying with a Japanese family. What will you probably have for dinner?

When an earthquake starts under the sea, huge waves, called tsunami, sometimes sweep on to the land. These waves can be twice as high as a house and do terrible damage.

Comprehension

Patrick and Evelyn have been to the school library. This is what they learned about Japan from a book. Read what they say:

Patrick

"If you are nervous about earthquakes, tsunamis and volcanoes, don't go to Japan!

- ◇ There are about 5,000 earthquakes every year in Japan. Luckily, they are usually only small ones. Sometimes, though, a big one strikes and can cause a lot of damage.
- ◇ Huge sea waves made by earthquakes under the sea sometimes flood coastal areas and sink ships. The giant waves are called tsunamis.
- ◇ There are over 60 active volcanoes in Japan."

Evelyn

"If I lived in a large city in Japan, I might wear a mask on still days. Do you know why? Well, it is a special kind of mask that stops the pollution in the air from going in my nose and mouth. If I wear the mask, I will be breathing clean air as I walk to school."

Your questions

Ask Patrick and Evelyn some questions on their talk. Your friends will pretend to be Patrick and Evelyn. They will answer your questions using information cards that your teacher will give them. Here are some examples of the questions you might like to ask:

- ◇ Why are there so many earthquakes in Japan?
- ◇ What causes air pollution in Japanese cities?

Language awareness

Present simple

1 The rules for forming the present simple are easy:

- a With the pronouns *I, you, we, they* and with plural nouns, just use the dictionary form of the verb.

Sumo wrestlers **push** and **pull** each other during a fight.

- b With *he, she, it* and singular nouns, add **-s, -es** or change **-y** to **-ies**.

Add -s		Add -es		y ⇒ -ies
take	⇒ takes	go	⇒ goes	hurry ⇒ hurries
begin	⇒ begins	watch	⇒ watches	try ⇒ tries

One wrestler **tries** to push the other outside the ring.

- c The verbs *to be* and *to have* have special forms:

I **am**; you/we/they **are**; he/she/it **is**
I/you/we/they **have**; he/she/it **has**

Sumo wrestlers **are** very heavy men.

- d We make questions with *do* and *does* + the dictionary form of the verb:

What **does** a sumo wrestler **eat**?
How heavy **do** they **weigh**?

2 Ask your teacher the rules for using the present simple in your stories and your talk.

Language practice

Write some facts about a topic that you know a lot about. For example, James wants to tell us more about sumo wrestlers. (Help him with his verbs.)

☐ Do you **know** that sumo wrestlers _____ over 200 kg? One of the heaviest wrestlers _____ 240 kg - that is the same weight as a baby elephant.

☐ Sumo wrestlers do not wear any clothes. Instead they _____ a silk belt. The belt _____ 10 m long. They _____ it around their waist between four and seven times.

☐ Before a fight, sumo wrestlers _____ their arms and _____ their feet several times.

☐ During a fight, each wrestler _____ to push the other one out of the ring. They _____ on to each other's belt and _____ and _____ as hard as they can.

☐ Sumo wrestlers _____ special food to keep their weight *on*!

Verbs

to weigh

to be
to wear
to wrap

to lift
to stamp

to hold
to pull
to push
to try

to eat

Story writing

This is a story about Jennifer and Thomas. They read a book about "seesaws". They wanted to make one too.

Ask First!

What did Jennifer and Thomas do?
When? What did they want to do?



On Saturday, Jennifer and Thomas
_____ a book about
seesaws. They wanted to
_____ one.

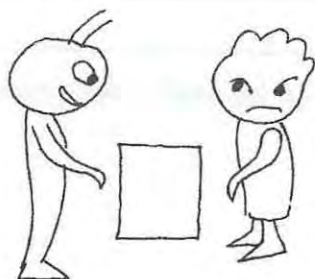
1

What did Jennifer do?



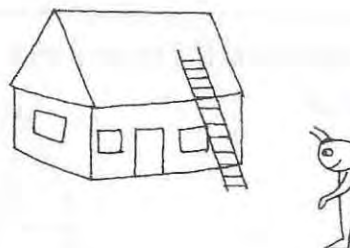
2

What did they want then? Did they see one?



3

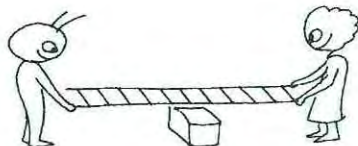
What did Thomas see? Where?



4

What do you think Thomas is going to do?

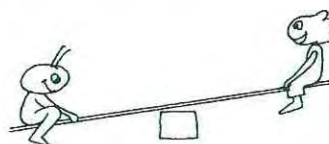
What did Thomas and Jennifer do?



Thomas and Jennifer _____
the ladder and _____ it on
the box.

5

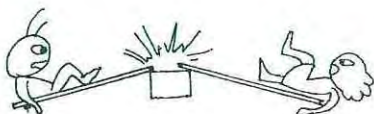
What did they do?



They sat on the ladder and played
_____.

6

What happened?



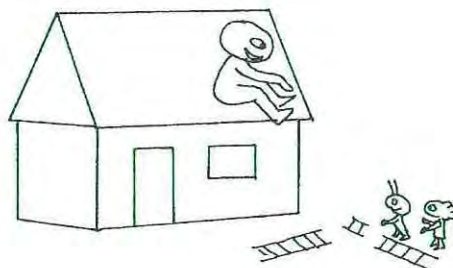
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Who was on the roof? What did
he want to do? Did he see the
ladder?



8

What did he tell Thomas and Jennifer? What did he see? Was he pleased
or angry?

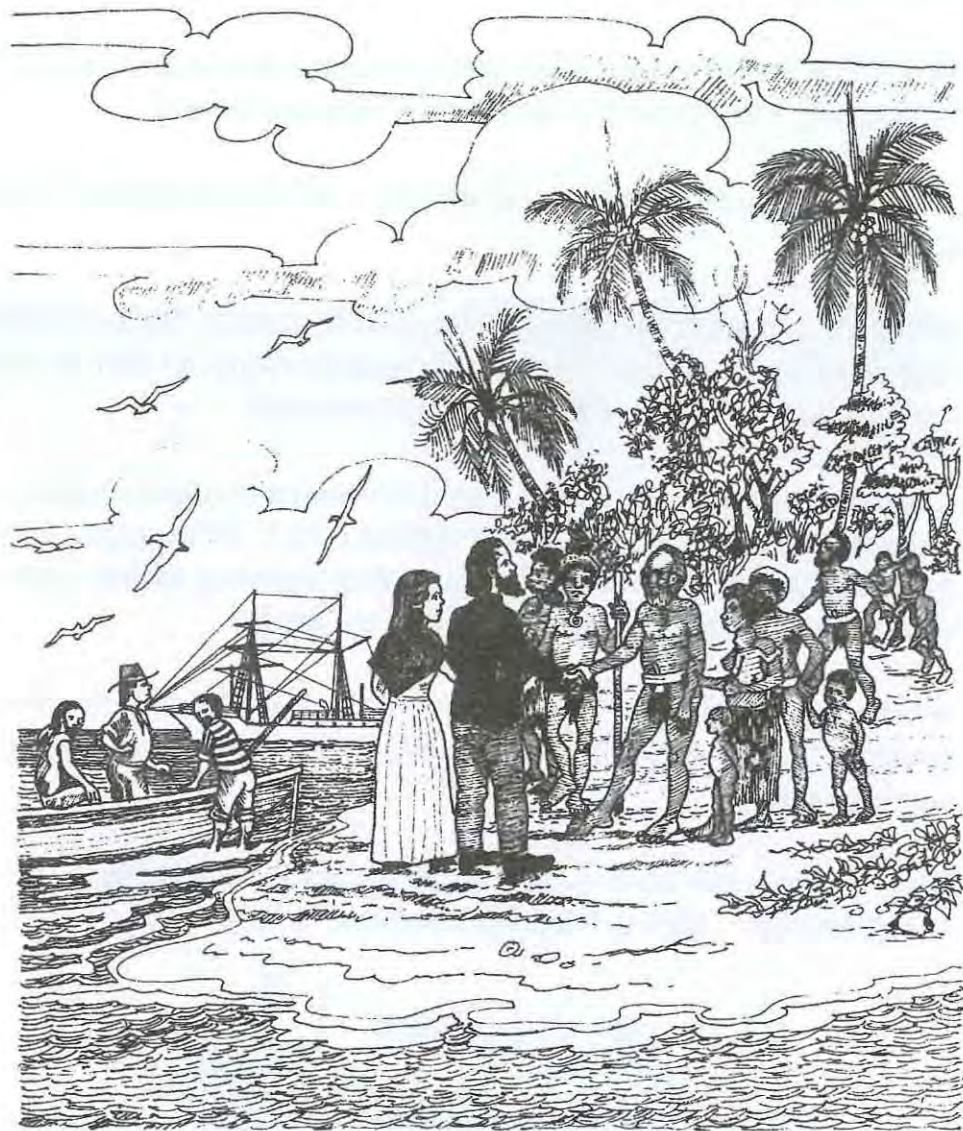


9

UNIT 10: MISSIONARIES

Picture page

Missionaries began to arrive in Vanuatu in the years following 1839. Who were the first missionaries on your island? What churches did they represent? What slowly happened as they continued their work?



Finding out

Choose a topic from the following list and research it using informants in your area.

Topics

- 1 When was the first church built in your area? Who built the church? Who was the first pastor?
- 2 Where is the oldest church on your island? When was it built? Who was the first pastor?
- 3 What are the names of the early missionaries on your island? When did they come? What did they achieve?
- 4 What did the early missionaries do? What services did they provide?
- 5 What changes to traditional life did the early missionaries ask the people to make? How did people react at first to these requirements? What happened later on?
- 6 If you wanted to become a missionary or a pastor today, how would you prepare yourself for that role? Where would you go for training? How long would the training take? What would you be studying during the training?
- 7 Who is your pastor? Where was he trained? In what other places has he served as a pastor? What are his areas of responsibility?
- 8 What stories are told in your village about the early missionaries? Make these stories into a booklet.



Reading to learn

Many of the stories of Jesus's life took place on the shores and in the villages and towns around the Sea of Galilee.

The Sea of Galilee

The Sea of Galilee is a large, freshwater lake that is fed by the River Jordan. The lake is about 20 kilometres long and about 12 kilometres wide. The lake is deep below sea level and is surrounded by high hills. Sometimes there are fierce winds and sudden storms on the lake.



At the time of Jesus, the lake was rich with fish. Many people in the area made their living by fishing on the Sea of Galilee. They used to catch the fish at night. During the day, there were nets to mend and clean. The fish were sorted and sold while some fish were sent to the lake town of Magdala for salting.

At least four of Jesus's disciples were fishermen - Peter, Andrew, John and James.

Activities

- 1 Find the Sea of Galilee on a map. In the Bible the Sea of Galilee is known by several different names, including the Lake of Gennesaret and the Sea of Tiberias.
 - ◇ Draw a map showing the River Jordan, the Sea of Gallilee, and the names of some of the nearby towns and countries.
- 2 A fishing boat from the time of Jesus was recently discovered in the mud beside the Sea of Galilee. It was 9 metres long and 2.5 metres wide. The boat was pointed at both ends, and quite shallow.
 - ◇ Make a model of a fishing boat from the time of Jesus. Remember that it will have a net and a sail.
- 3 Jesus performed many miracles by the Sea of Galilee, including the 'Feeding of the Five Thousand' and the 'Fishers of Men'.
 - ◇ Tell the story of one of those miracles. Illustrate your story and present it for a class book.
- 4 Jesus had 12 disciples. He gave special powers of preaching and healing to each disciple.
 - ◇ Make a list of the names of the 12 disciples. Choose one of the disciples and give some information about him.
- 5 Read about some of the miracles in the Bible, for example Matthew 4, Mark 1, Luke 5, Matthew 14, Mark 6, John 6. Practise reading the verses until you can read them fluently. Then read your verses to the class.

A miracle of Jesus

Jesus Walks on Water



Jesus had been preaching by the shores of Lake Galilee. Night was now falling and it was time for everyone to go home.

"You go back across the lake," Jesus told his disciples. "I want to be alone for a while."

As the fishing boat drew away from the shore, Jesus sent the crowds home. Then he climbed up a hill. Alone at last in the darkness, he began to pray.

While Jesus prayed, a strong wind blew up over the lake. The boat carrying the disciples was tossed by the high waves. Although the disciples rowed with all their might, they could make no headway against the wind. It was almost dawn and the exhausted disciples were only halfway across the lake.

Jesus, alone on the hill, was aware of the danger the disciples were in. He could see the boat struggling against the wind and came to help them, walking across the waves.

At first the disciples were terrified. "Look!" they cried out. "It's a ghost!"

"Don't be frightened," said Jesus. "It's me!"

"If it is you," said Peter, "let me walk to you on the water."

"Then come towards me," replied Jesus.

Peter climbed out of the boat and walked towards Jesus. But when he looked down at the wild waves of the lake, he lost his courage and he began to sink.

"Save me!" he cried out.

Jesus stretched out his hands and held on to him. "Why do you not have faith?" he asked.

As Jesus and Peter climbed back into the boat, the wind died down and the water grew calm.

The disciples were filled with wonder. Who could their master be, they wondered. How was he able to do such an amazing thing?

Picture map

Draw a picture map showing what happened on the lake that day.

- ◇ Say what happened at the various places in the story.

Activities

Ask and answer

Jesus Walks on Water

Instructions

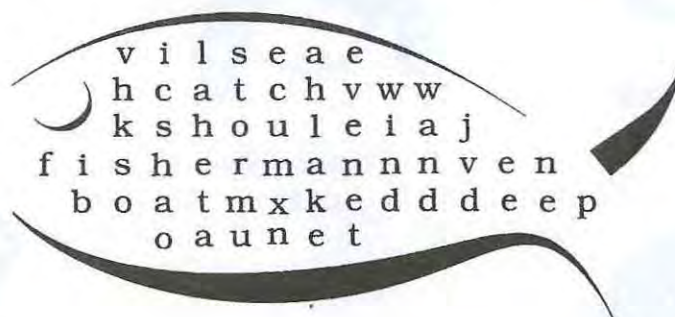
Work with a friend. Take turns at asking and answering the questions. Don't forget to give details.

Questions

- 1 What did Jesus do after his disciples set off in their boat across the lake?
- 2 What happened to the weather during the night?
- 3 Why were the disciples afraid when they first saw Jesus walking towards them?
- 4 Which disciple walked out towards Jesus?
- 5 What happened when Jesus got into the boat?

Search and find

There are 10 words hidden in the fish below. They may be hidden up, down, across or diagonally. They may be written forwards or backwards.



___ fisherman

___ catch

___ wind

___ net

___ boat

___ wave

___ lake

___ storm

___ deep

What other words can you find?

Memory game

Look carefully at this page for a few minutes. Try to memorize all the different things that a fisherman in Jesus's time would find by the Sea of Galilee. Then close the book and write down the things you can remember. Play the game with a friend and see who can remember the most.



a boat



a fisherman



a donkey



a snail



a fish



a goat



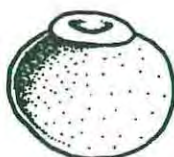
a sandal



a freshwater
crab



a net



a pot



an oar

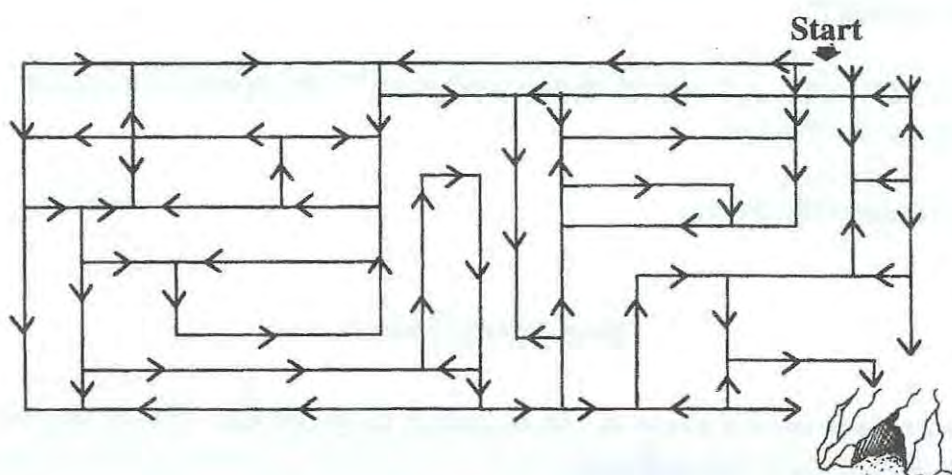


a chicken

Maze

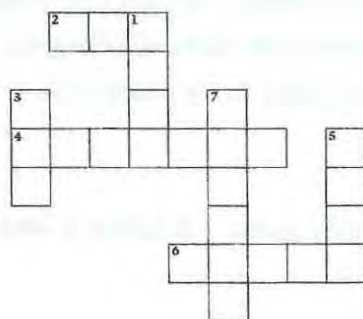
David, the shepherd-warrior, was very wise and a hero to the people of Israel. But King Saul became jealous of David and tried to kill him. So David ran away from Jerusalem to escape (1 Samuel 19).

- ◇ Help David find a place to hide. Follow the lines to find a path to the cave. You must follow only lines that have arrows pointing in the direction you want to go.



Crossword

Use the clues to fill in the blank areas of the crossword.



Across

2. Adam's wife
4. God's sign the world will never be destroyed again by a flood
6. The fruit Adam and Eve weren't supposed to eat

Down

1. Where Adam and Eve lived
3. Noah built an _____ to escape the effects of the flood.
5. A bird released from the ark
7. The name of a boy who had a coat of many colours

Story writing

Retell a Bible story for your friends to enjoy. For example, here is Saniel's story.

The Story of My Name

My name is Saniel. One day I asked my mother, "How did I get my name?"

"Read the Bible," was all she would say. "They spell your name with a 'D' there."

So I found this story.

God Saves Daniel

Daniel was once a slave in the house of King Darius. Every day he prayed to God, three times.

King Darius liked Daniel. When Daniel grew up, the King made him the ruler of Babylon. Daniel still prayed to God every day, even though King Darius made a law against it.

Some jealous people told the King about Daniel. When the King spoke to Daniel, he was very sad: "Because you have disobeyed me, I will put you in a lion's den. If your God is so powerful, let him save you from the lions."

So Daniel was thrown into a den of hungry lions. A large stone was rolled over the entrance.

- ◇ What do you think happened to Daniel. Was he eaten by the hungry lions?

The next day, the King's soldiers removed the stone.

When the King looked into the lions' den, he saw Daniel sitting quietly with the lions. "From now on, we must pray to your God," said the King.



2

Questions

- 1 How many times a day did Daniel pray to God?
- 2 What law did Daniel break?
- 3 What did King Darius say when he threw Daniel to the lions?
- 4 Who kept Daniel safe from the lions?
- 5 What new law did King Darius make?

Choose the best answer for each item. Answer the questions on the left in a sentence.

- 1 Jennifer _____ to school every day.
a go b going
c goes d goed
- 2 I can't speak French at all, but my brother Kaltang _____ it well.
a will speak b speak
c speaks d spoken
- 3 I _____ my homework yet.
a have not finished b did not finish
c am not finishing d will not finish
- 4 When Patrick arrived at school, there _____ hardly anyone there.
a were b was
c weren't d wasn't
- 5 The dog _____ the fish if it comes into the kitchen.
a ate b has eaten
c was eating d will eat
- 6 While Pita _____, his friends gathered wood for the fire.
a is fishing b was fishing
c fishes d fished
- 7 It is now eight o'clock. The children _____ for the bus since seven this morning.
a are waiting b were waiting
c have been waiting d waited
- 8 Yesterday, we _____ netball and soccer against another school.
a play b plays
c playing d played

What does Jennifer do every day?

Who speaks French in your family?

Have you finished your homework today?

Were there many people at school when Patrick came this morning?

Where has Lucy left the fish?

Who did what?

How long have the children been waiting for the bus?

What games do you like playing the best of all?

UNIT 11: SPACE

Picture page

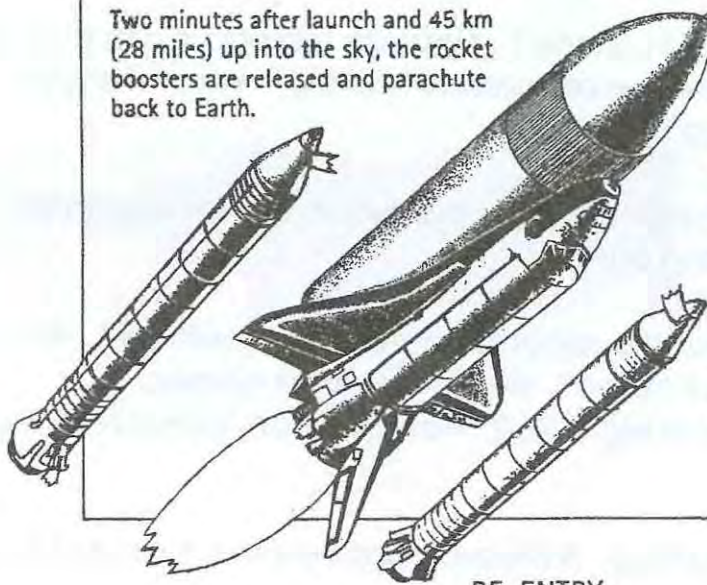
What do you know about the stars and the planets? What do you know about space, space travel, space stations and satellites? Have you read any stories about space adventures?

FLIGHT OF THE SHUTTLE

Three rocket engines and two booster rockets, with power equal to 140 jumbo jets, lift the shuttle off its launch pad and place it into orbit at 28,175 km (17,468 miles) per hour.

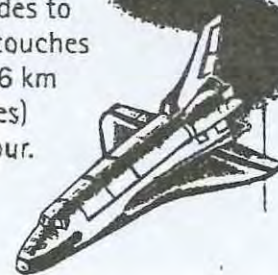
Two minutes after launch and 45 km (28 miles) up into the sky, the rocket boosters are released and parachute back to Earth.

At 112 km (69 miles) the main 700-tonne (686-ton) fuel tank falls away and burns up. It re-enters the Earth's atmosphere as the shuttle heads into orbit.



RE-ENTRY

Coming out of orbit, the shuttle slows down to re-enter the Earth's atmosphere. It glides to a landing and touches down at 346 km (215 miles) per hour.



Q: How is a shuttle launched into space?

Finding out

Choose a question that interests you. Research the topic using the school library or a person with special knowledge. Present the information in a booklet. Give a talk, or arrange a display.

Questions

- 1 What is space? What can we see when we look into space with our own eyes? What more can we see if we use a telescope?
- 2 How do people travel in space? How do the rockets work that are used to send astronauts or cargoes into space?
- 3 What is it like to live in space? What do astronauts do during space travel? How are astronauts trained? What dangers do astronauts face?
- 4 How are scientists exploring the planets in our solar system? What are we finding out?
- 5 What are stars, planets, moons, comets and meteors? Why is there no life on our moon? Why do comets appear unexpectedly in our night sky? How are stars formed? How do they die?
- 6 Ask your own questions. Research answers to your questions.

Mercury Venus Earth Mars Jupiter Saturn Uranus Neptune Pluto



Story reading

This is a story about kidnappers from outer space. It has been adapted from a story by Nicholas Fisk.

Sweets from a Stranger

Chapter One The Black Car

First, the girl.

Tina Halliday, age eleven, black hair, waving at the ends. Brown eyes, tall for her age, quite pretty (but a nail-biter), good at most school subjects, and very good at sport.

Next, the car. Painted black, brown leather seats, paintwork shining in the evening light.

And last, the driver of the car -

No, but wait. We will meet him a little later.

The black car was being driven slowly and badly. It lurched along the road, seeming to accelerate to all of fifteen miles an hour - then slow again.

Tina saw the car. She thought, That driver could be drunk. She moved closer to the hedge beside the road. If the worst came to the worst - if the driver lost control - she could easily push her way through the hedge and be safe.

The car slowed. Now it seemed to be aiming at her: following her. Tina felt the first flutter of fear. She thought, That car is coming for *me*.

The car almost stopped, right beside her. Panic jumped into Tina's throat. When the car's window slid down, she thought, Shall I run? But her knees and legs felt weak.

A high-pitched voice, a man's voice, came through the open window. 'Little girl! Little girl! Do you want a ride in my car?'

Very loudly and distinctly, Tina said, 'No! I do not!' She thought, I'll give him 'little girl' if he tries anything on.

The voice said, 'But - but it's a nice car. Wouldn't you like a ride?'

Tina said - almost shouted, 'No! Go away!'

The panic was leaving her. A part of her mind was almost giggling. If only Mum could see this! The thing she had been warned against even when she was tiny! 'Bad Stranger Man trying to get Nice Little Girl into Big Wicked Car!' Next thing, he'd be offering her a sweet

The black car lurched and bumbled along beside her. The man inside - she could not see his face - said 'Little girl! Would you like a sweet? I've got some sweets!'

At this, Tina began laughing. 'You're too much!' she choked. 'Really you are! A nice ride, and you've got some sweets, too!'

The man said something that stopped her laughing, 'Please,' he said. 'Please!'



Tina, knowing she was behaving foolishly, went closer to the car, bent down and looked through the window. Even now she could not see the man. Only that he was small. Nothing else.

'Don't go away!' he said.

There was complete despair in his voice.

'Don't go away! I don't *understand* anything I don't know what to *do*'

Tina told herself: You must be mad! - and got into the car.

Chapter Two The Invitation

Now Tina could see the man's head. It was turned away from her. Small man, small head.

'I don't know,' the man said. He made a gesture with his arm and hand. Tina saw the hand.

It was like a claw. It had only three fingers. There was skin that was not skin. There was dark, glossy hairiness.

The panic came back - leapt into her throat - choked her, froze her, numbed her. She could not speak. She could only look at the hand, the dreadful hand.

He must have seen the whites of her eyes or the terrified O of her mouth, for he snatched his hand away, produced a glove and clumsily put it on. The glove had five fingers. Tina thought, Two of them must be padded. Still she could not move or speak. She made a gasping sound.

'I'm an invader,' the man said, as if replying to her sound.
'An invader. Come to conquer you. But it's not working.'

Tina coughed and forced her voice to work. 'Where do you come from?' she said.

'Out there.' He waved his gloved hand vaguely upwards. 'Not from a planet: our home planet was finished thousands of years ago. We made our own world. We're having trouble with it. Not enough fuel, not enough minerals, not enough of anything. Your planet has the things we need, so we're invading But I don't know, I don't know'

I'm not dreaming, Tina thought, This is real. It is happening. Escape! Run away! But she did not want to go.

'Look,' the man said. 'All I want to do is to stop being an invader. To go home. They told me things - told me what to do, what to say - but nothing is going right.'

Now Tina could see his face, for the first time. It was a horrible face. Though the mouth had lips, it was really only a movable hole. The skin - but it was not skin - was too tight over the cheek-bones, too loose at the ears. And the ears were waxen, unreal. The hair began and ended too sharply. It did not grow from the scalp; it was fitted to it. A wig. She shuddered. 'Why?' she demanded. 'Why did they dress you up like this? I mean, if you're an invader, why couldn't you look like an invader? - someone frightening and threatening and, what's the word, indomitable? You're just a - a mess. I'm sorry, but you are.'

'They - my masters - wanted us to be friendly invaders,' the man explained. 'Not monsters: people like yourselves. People who drive cars and wear clothes. But it went wrong, of course. Everything's gone wrong.'

'What are you really like?' Tina said.

The man shifted uneasily. 'Probably you'd think us hideous,' he said.

'But you don't think *me* hideous?' Tina said, smiling. She knew she had a nice smile. Her smile faded as she saw the man's eyes grow cautious and look away.

'Well' he said. 'Well'

'You *do* think me hideous?' Tina said, amazed.

'You're so different, that's what it is. So very different from us. Your eyes are so small, and your hair grows in the wrong places -'

'I see,' Tina said, pursing her lips.

'I hope I haven't given offence?'

'Not at all. Do go on,' she said, stiffly.

'Different,' the man said. 'Things are so different where I come from! Perhaps a bit better. A lot better in some ways.' He began to speak enthusiastically. 'We don't need to use telephones when we want to speak to each other: we just tune into minds. We don't need these complicated great machines, these cars, to travel in -'

'It's a pity, then,' said Tina coldly, 'it's a pity you have to go around invading people! Or,' she added spitefully, '*attempting* to invade them!'

'Our world must survive,' the man said, quietly. 'It's a beautiful and wonderful world. It must be saved!'

Tina said, 'Hmm.'

'The most beautiful! The most wonderful!' the man insisted. 'If only you could see it for yourself! Then you'd understand!'

'I'm sure you're right,' Tina said, distantly. She looked at her watch. 'Goodness me! I'm late! I must go! The time!'

'On our world, we control time,' the man told her. 'We always have time' A thought struck him. 'Come with me! See my world! Don't worry about time - stay as long as you like and I promise you'll be back here only a minute or so from now! Come with me!' His dark eyes blazed at her from the mask of his face. The mask was stupid: the eyes were not.

For the second time Tina told herself: You must be mad! Out loud, she said, 'All right, then. Show me your world.'

Chapter Three Shana

Tina felt herself twisted, racked, stretched, flung apart - and thought, This is the journey, then.

'This is my face,' he said. The mock-human mask was gone. Huge, dark, liquid eyes looked at her from the furred face - the face of a cat, but not a cat, not a seal, not an otter, not any Earth animal. She saw the neat, flowing body, covered in dense fur, dark grey and tipped with silver. She saw the high forehead, the mobile mouth. (He's smiling! she thought, So that's how they look when they smile!) No tail. Useful three-fingered hands.

'There is my world,' he said. Through the glassy bubble of nothingness that separated them from the stars, a world gleamed and glittered in the blackness, coming closer and closer impossibly fast - a huge, complicated globe, jewelled with a million tiny lights, sprinkled with clouds.

'Shana,' he said. 'That is Shana. I am a Shanad. In the heart of the world, there is a city called Ro-yil. Can you say those words?'

She found that she could. Her mouth spoke them for her in a tongue her brain did not know. She tried out this new gift. 'What is your name?'

'Talis,' he said.

'Rhymes with Palace,' Tina said, vaguely. There was so much to look at, the glittering world was rushing at them -

'There,' said Talis. 'We have landed. Get out. I will show you the city first.'

He hurried her to the edge of a vast square shaft, took her hand, and made her fall, endlessly, through a tunnel of lights and textures, fleeting shapes and sounds. She wanted to scream; but Talis's calm face was beside her, his hand held hers, his voice spoke to her. They seemed to meet some sort of invisible cushion. The sensation was like that of being in a lift, slowing violently. And then they were in the city of Ro-yil.

The city hung, a sphere within a sphere, pulsing with light. Towers soared, glassy and magnificent. Plants taller than Earth trees sang softly. There were Shanads everywhere, many in glassy bubbles like that which had carried Tina and Talis from Earth. The bubbles seemed to move instantly from place to place. 'Hoverflies ... fireflies,' Tina murmured.

'What?' Talis said.

'Beautiful,' she replied. 'Wonderful, beautiful, magnificent ...!'

A crystal bubble drifted by. It was empty. 'Tsa!' said Talis; the bubble stopped by them. 'Ata-all!' he said and the side of the bubble split open. 'Get in,' he said. 'I'll take you to my home.'

Tina memorized the words and tried to understand how Talis drove the bubble. There was no time. The city hurtled for a split-second, then gently slowed. Tina gasped. Talis smiled. 'You like my city, then?' His voice had changed. Now it was confident, laughing, sure.

Tina could only reply, 'Marvellous!' Then, 'This bubble,' she said, 'it's the same as the one that brought us here, isn't it?'

'The same. It can take you anywhere! Anywhere in the universe! But who would want to leave *this*?' He swept his arm at the jewelled city, the crystalline towers of peal and jet, aquamarine and turquoise, strung together with luminous silver threads

'Home,' he said. 'Come.'

A door opened in a glassy golden wall.

She entered and saw humans.

The door closed and Talis was gone.

Chapter Four

Prisoner!

There were perhaps twenty of them. They stared at her, silently. Then a raggedly dressed woman with a tired face came to Tina and said, 'Oh dear. Poor you. And so young.'

'But Talis said - Talis promised -'

'Oh, I dare say he did. I dare say he told you he can control time and all that And you fell for it. Felt sorry for him, didn't you? Felt you had to help? Those big dark eyes of theirs And you fell for it. So did I, years ago. I used to be a district nurse. So what's your name?'

'Tina.'

'You're a hostage, dear,' the woman continued. 'They want to invade Earth, but they can't. You see, they want metals and minerals and I-don't-know-what from Earth; but their weapons won't work *without* the metals and minerals. So they're stuck, aren't they?'

'What do you mean, hostages?' Tina said.

A young man joined the group and answered. 'They're going to use us instead of weapons,' he said. 'They'll tell Earth they've got us. If Earth won't give them the things they want, they'll threaten to kill us, you see? They'll *barter* us! When they've got enough of us.'

Tina said, 'But - but they can't! I've got to go home!'

'Cheer up,' the man said. 'You're not dead yet. No good crying.'

Tina swallowed her sobs and said, 'How long have you been here?'

'He's been here seven years,' the nurse said, pointing to a person huddled in the corner. 'Seven years. He has given up speaking to anyone now.'

'Why don't you escape?' Tina said.

'Might be difficult, don't you think?' the young man said. 'I mean, we don't *look* much like them, do we? We'd be a bit *noticeable* outside, wouldn't we? Anyhow, if you think you can get out, have a go. Ah, food!'

A door in the wall opened: a gleaming box slid in. Immediately everyone - even the crouched man - came to life. They grabbed and gobbled, crammed their mouths, bargained noisily over swaps.

Tina thought, You're a shabby lot. She ate the food. It looked strange but tasted good. The things that looked like sugar fruits were best of all. She saved some, hiding them in her pocket. She thought, They've given in; I won't. I'll learn everything I can, and hoard food and wait for the right moment: then I'll escape

9

Tina's escape

I wonder how Tina will escape.

- ◇ Remember that Tina knows the commands to make the travel bubble work, or she thinks she does
- ◇ But she must get out of the room first. (Remember the food box sliding in through a hole in the wall. Can she use that, I wonder?)
- ◇ What do you think she will use the sugar fruits in her pocket for?

With a friend, write the end to the story. Then compare your ending with the ending that your other friends write.

Comprehension

Picture map

Draw a picture map showing the different people, places and events in the story. (Remember that the story starts in our world and then moves to Shana and the city of Ro-yil.)

- ◇ Write the important words that people say in speech bubbles.

Ask and answer

Sweets from a Stranger

Instructions

Work with a partner. Take turns at asking and answering the questions.

Questions

- 1 What was strange about the black car?
- 2 What did the man say to Tina when he stopped the car beside her - the first time, the second time, the third time?
- 3 What did Tina remember her mother telling her many times?
- 4 Why did Tina get into the car eventually?
- 5 Who was the man in the car? Where did he come from? Why was he here?
- 6 How did the man persuade Tina to go to Shana? How did they get there? What words did Tina memorize?
- 7 What happened on Shana? Where did Talis take Tina? Where did he put her? Why?
- 8 How do you think the story will end?

The First Moon Landing

On 16 July 1969, a huge Saturn rocket blasted off, sending three astronauts into orbit around the Earth. Once in orbit, the astronauts locked together the landing craft, *Eagle*, and the command ship, *Columbia*. Then they fired rockets to carry them 390,000 km to the Moon.

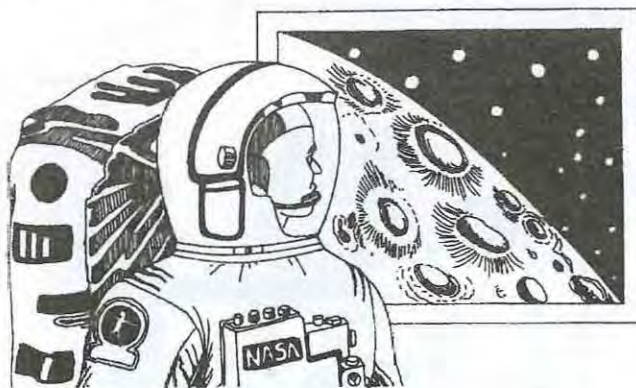
Three days later, the astronauts were in orbit around the Moon. Neil Armstrong and Buzz Aldrin crawled into the *Eagle*. Michael Collins stayed in the *Columbia*.

"You cats take it easy," he called out as his two friends closed the hatch that separated the two craft.

With a spurt of flame, the *Eagle*'s rocket engine fired to begin its descent to the surface of the Moon.

"Four hundred feet ... three hundred ... two hundred ...," Buzz called out as Neil Armstrong controlled the *Eagle*'s speed and position. He stared through the porthole. Instead of a smooth, flat plain, they were flying over a large crater ringed with rocks.

Suddenly, a tense voice from Mission Control came over the voice link. "Thirty seconds," it warned - they had enough fuel for only half a minute's flying.



"Forty feet ... kicking up some dust ... thirty ...," Buzz muttered.

The rocket's blast was creating clouds of moon dust, making it hard to see how fast the craft was moving.

Suddenly, the *Eagle* shot forward, skipped over some rocks, and came to a hovering halt.

"Contact light!" Neil cried excitedly, as the *Eagle*'s feet gently touched the Moon's surface.

"OK, engine stopped," he said. Then, with triumph, he added, "The *Eagle* has landed."

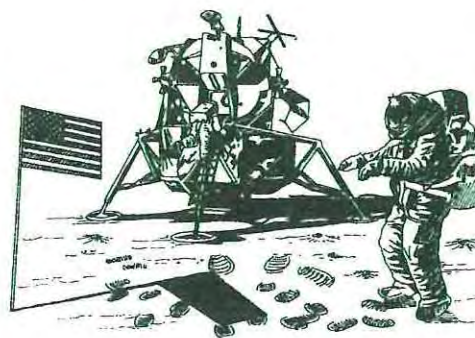
What happened next?

Neil Armstrong climbed down from the *Eagle* to become the first person to set foot on the Moon. As he did so, he said, "That's one small step for a man, one giant leap for mankind."

Buzz Aldrin followed him out of the landing craft. Their footprints will stay on the Moon's surface for thousands of years. There is no wind or rain to wipe them out.

The two men put up the American flag on the Moon's surface and a plaque saying 'We come in peace for all mankind'.

After two-and-a-half hours collecting rocks and setting up instruments for sending facts back to Earth, Neil Armstrong and Buzz Aldrin blasted off to rejoin Michael Collins in *Columbia*. The three astronauts then returned to Earth. But before they could celebrate, doctors had to make sure they had not picked up any nasty Moon bugs!



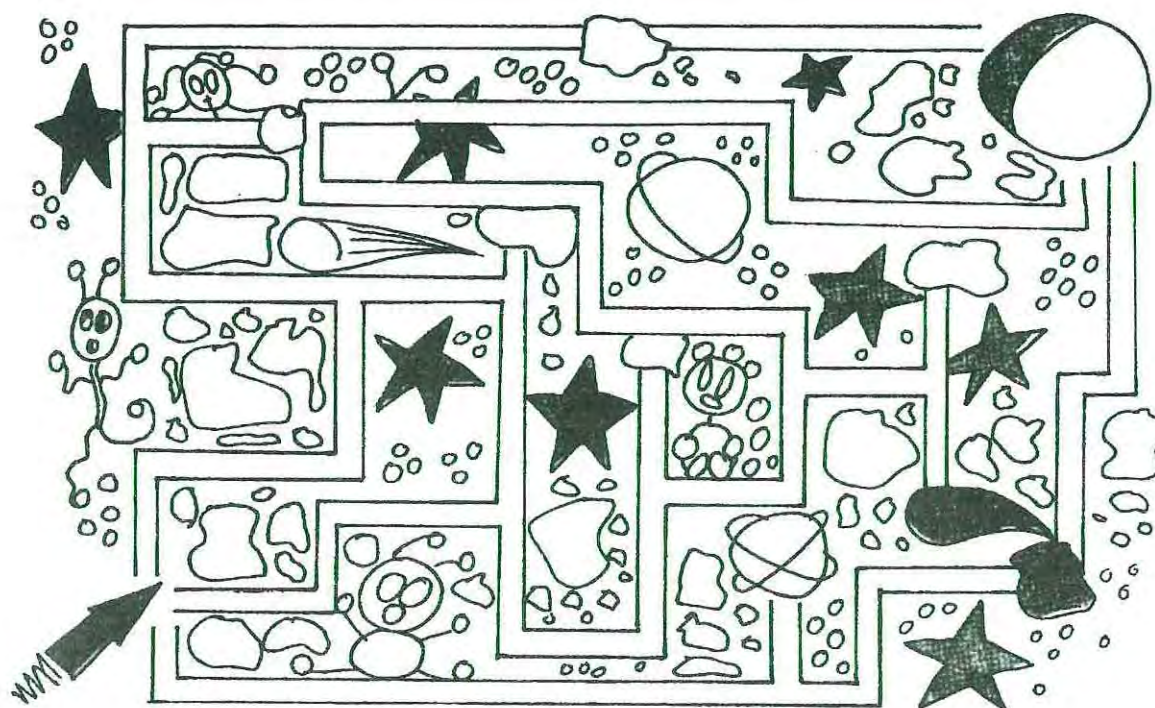
Comprehension

Read the story about 'The First Moon Landing' several times. Then complete the table below with a friend.

Title	The First Moon Landing
Launch date	
Names of the astronauts	
Command ship	
Landing craft	
Engines	
Famous words	
a When shutting down the engines	"The Eagle has _____."
b First words on the Moon	"That's one small step for a man, one giant _____."
c The words on the plaque	'We come in _____ for all mankind.'
Jobs the astronauts did on the Moon	
First thing they did when they reached home	

Puzzle page

Find your way to the moon.



Did you know ...?

- ☐ If you stepped into a shadow on the Moon you would disappear!

Why?

Shadows on the Moon are much blacker because there is no air or dust to carry light into the shade. A shadow on the Moon is just the place to hide from an annoying brother or sister!

- ☐ Because there is no weather on the Moon, it takes about *50 million years* to wear down the lunar surface by *one millimetre*. That's one sandcastle that won't be washed away!

Story writing

Imagine you are travelling to another planet. What do you find there? Tell your story. For example, here is a story that Violet wrote.

How Strange!



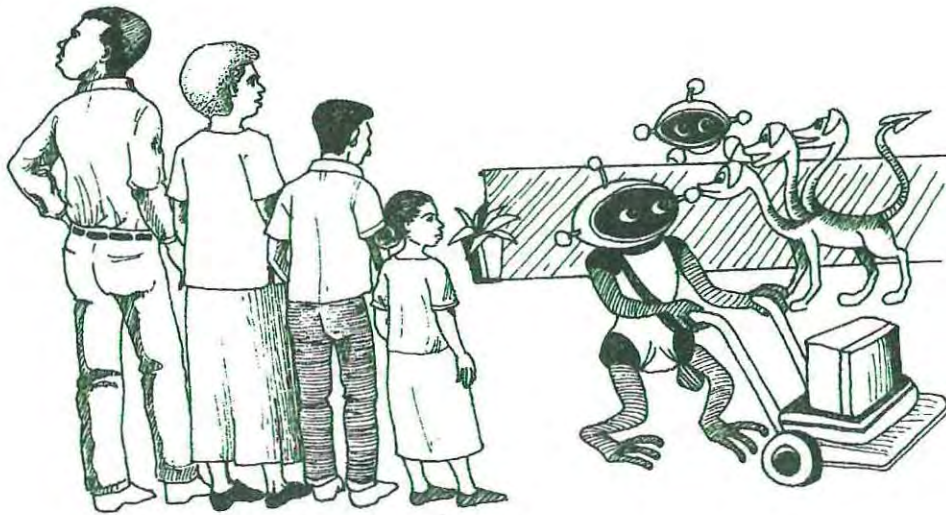
"Violet, have you got everything you need?" yelled Mum. We were going to Mars. Think of that.

"Yes," I yelled back. "Come on! Let's go before it's too late." We all rushed into the car. By the time we got there our hearts were already pumping fast. We went inside the rocket and a man showed us everything. He also made sure we had our handkerchiefs because if you have a running nose it will float everywhere. Suddenly I heard my family counting down with the man ... 5, 4, 3, 2, 1, 0. Blast off!!!

At last we're at Mars. There were aliens everywhere. We took a taxi and of course an alien was driving it. Then we stopped in front of a big sign that says 'Marstell'. We went into the Marstell and I saw these house-keeping aliens. How strange, I thought. I've never heard of house-keeping aliens before. But anyway. "Pring Prong Prang Dang Pang."

"What on Mars is he saying?" I whispered to Mum.

"I think he said may I take your bag please," replied Mum.



After a month I knew their language and everyone knew me but at last we had to return to Earth. So all my best aliens came to drop me off. One of them gave me my favourite nut. Then I said, "Pang Plong (Goodbye)."

When we got home our auntie invited us to have dinner at her house. We went there and told them everything about Mars. And they kept on saying, "How strange!"

Language practice

John has written some information about the Moon for his project. Can you help him with his verbs?

Watching the Moon

At night, the moon seems to shine brightly, but the light really _____ from the sun.

(1)

Take a close look at the full moon. The big dark patches _____ flat areas called 'seas', but there

(2)

_____ not any water there. The dark rings _____

(3)

(4)

craters. Space rocks _____ them when they

(5)

_____ into the Moon.

(6)

Moon shapes

The Moon moves around the Earth all the time. Each night you _____ see a different amount of the bright side.

You _____ see a new moon. The sun is on the other side.

(1)



This is a crescent moon. You _____ only see part of the side lit up by the sun.

(2)



This is a full moon. You _____ see all of the bright side.

(3)



Going to the Moon

A spacecraft going to the moon _____ break away

(1)

from the Earth's gravity. A powerful rocket _____ it

(2)

into space to escape the strong pull. The spacecraft

_____ to the Moon in about three days.

(3)

blast

get

must

Space quiz

1.



What do astronauts use to help them see a long way into space?

2.



Which spacecraft took people to the Moon for the first time?

3.



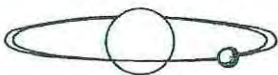
Which country launched a space station called Mir in 1986?

4.



Which machines beam television signals around the world from space?

5.



What is the name for a planet's path around the Sun?

6.



What is the name for the rocks that sometimes strike the Earth from space?

Language practice

John has written some information about the Moon for his project. Can you help him with his verbs?

Watching the Moon

At night, the moon seems to shine brightly, but the light really
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(1)

Take a close look at the full moon. The big dark patches
_____ flat areas called 'seas', but there
(2)
_____ not any water there. The dark rings _____
(3) (4)
craters. Space rocks _____ them when they
(5)
_____ into the Moon.
(6)

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The Moon moves around the Earth all the time. Each night
you _____ see a different amount of the bright side.

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(1)
other side.



This is a crescent moon. You _____ only see
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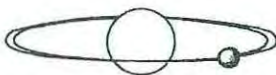
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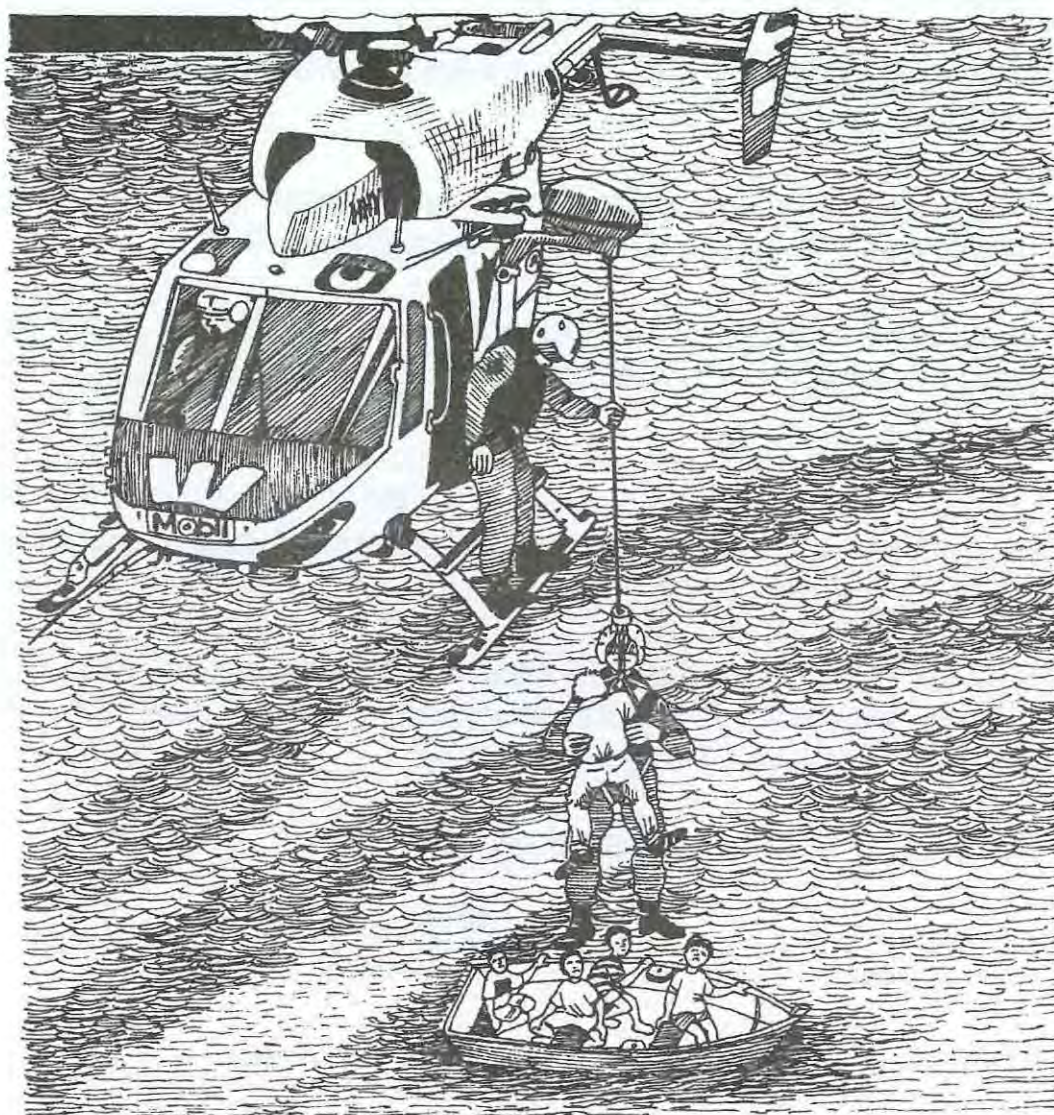


What is the name for the rocks that sometimes strike the Earth from space?

UNIT 12: SAVED!

Picture page

A Rescue Helicopter at Work



Look at the picture.

- ◇ Say what is happening.
- ◇ Why are helicopters used in many rescues?

Finding out

- 1 How do you save a person who is almost drowning. Demonstrate the steps.
- 2 A friend has a very bad cut, perhaps on their foot, leg or arm. How do you stop the bleeding? What do you do next?
- 3 Someone has drunk poison by mistake. What should you do to save their life?
- 4 A young child has fallen into a fire and burned his or her hands and knees. What should you do immediately?
- 5 An older brother or sister has had an electric shock. They are lying unconscious on the floor. What should you do?
- 6 A friend is stung by a jellyfish or bitten by a sea snake, poisoned by a stone fish, slashed by a ray, caught in a clam, or attacked by a shark. Choose one situation. Then say what you would do to help them.
- 7 Sometimes animals need to be saved. Perhaps they are injured, stranded, trapped, caught or poisoned. Describe a situation and say what you would do.
- 8 Pretend you are lost somewhere:
 - ◇ In a cave ◇ In the bush
 - ◇ At sea ◇ In the dark.
- 9 Pretend you are caught or trapped somewhere:
 - ◇ In a tree ◇ In a sea cave
 - ◇ By a flood, a cyclone, an earthquake or in an accident.

Tell your story.

A letter from a penfriend

Amy has received a letter from her penfriend in New Zealand.
Read her letter aloud to the person sitting next to you.

Taipa Bay

Dear Amy,

Yesterday I helped to save a whale.

My father found it first. It was on the beach near our house.
My father said it was probably chasing stingrays and got
stranded with the tide went out.

Everyone came to help, even the teacher and the children
from my class.

We covered him with wet sheets to protect him from the sun.
Our job was to pour water gently over him to keep him cool.
We also dug holes in the sand for his flippers and tail.

As we waited for the tide to come in, we patted the whale
gently and sang quietly to him. My father said he seemed to
trust me.



A conservation officer came and helped the men to build a pontoon. As the tide came in, they floated the whale on to the pontoon. My father used our boat to tow the pontoon out to the deep water.

From the shore, we could see our whale swimming round the boat several times. Then it flicked its tail flukes and headed for deeper water.

Your friend,

Caroline.



2

Whale care

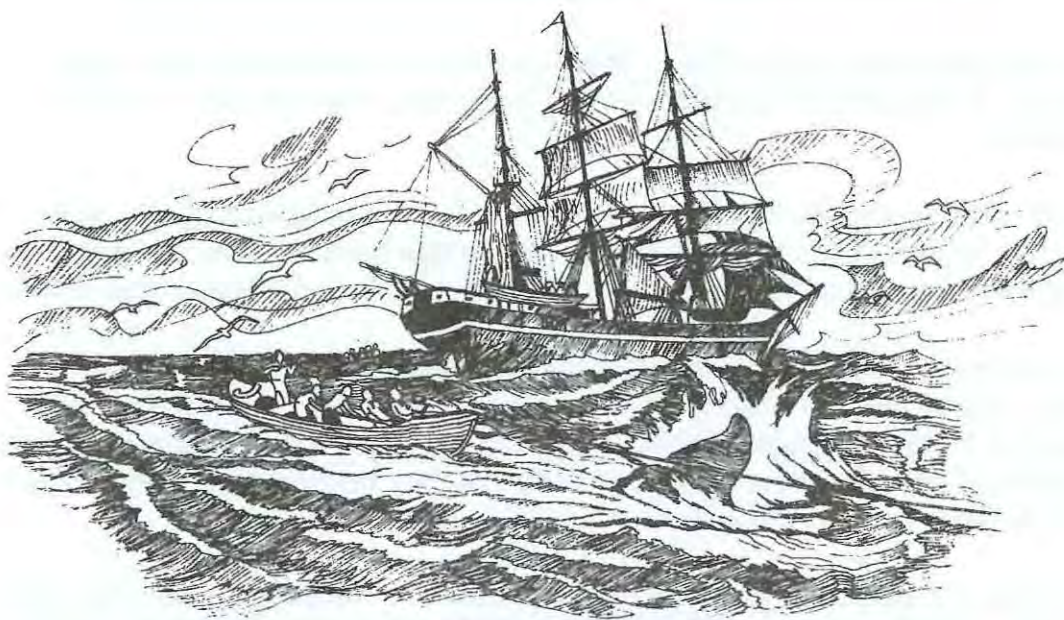
Here are some things Caroline learned from the conservation officer:

- ◇ Never pour water down the whale's blowhole. If you do, the whale will drown.
- ◇ Never lift a whale by its flippers, tail or dorsal fin.
- ◇ Keep fingers away from the whale's eyes.
- ◇ Pat the whale gently instead of rubbing. A whale's skin is very thin and delicate.
- ◇ Talk quietly or sing to your whale. Let it know that you are a friend.

What else did Caroline learn?

Story reading

The *Merlin* and the Mermaid



The whaling ship *Merlin*

Before reading the story

- 1 What is the ship's name? What is a mermaid?
- 2 Point to:
 - ◇ The whale boats
 - ◇ The ship's rigging
 - ◇ The ship's sails
 - ◇ The seamen
- 3 Draw pictures and diagrams in your vocabulary scrapbook to show the meanings of these words:

the crew
seamen
to sail
the wheel
a cabin
a wave

the captain
to fall overboard
the deck
to haul in a fishing line
the rail

on board a ship
a whaleboat
the rigging
the stern
to lower a boat

Reading the story

The *Merlin* and the Mermaid

by Joan Druett

In the year 1868, a seven-year-old American girl went to sea in a whaling ship. The ship was the *Merlin*, and she sailed in it for four long years.

The girl was called Nellie Allen. We know about her because she wrote down in a diary the things that happened to her, and the diary is now in a museum.

Nellie's father was the captain. Her mother, and her brother Henry, who was ten, were also on board. There was a large crew - Nellie's best friends were two seamen called Frank and Charlie. She loved living on the *Merlin*.

The ship was crowded. It was very small, only about the size of one small house, but 39 people lived on it. There were also many pets - Nellie kept pigeons, chickens, dogs, a goat, a turtle, a mongoose and many little birds. Sometimes the birds flew overboard into the sea, but the men would lower a whaleboat and rescue them.

One day, the Second Officer teased her about it. "We can save your pets," he said. "But if you go overboard it is a different matter. Little girls sink like stones!"

Nellie laughed. "I won't sink!" she said. Then she climbed into one of the whaleboats to do some fishing.

Even though whaling ships were so small, they could be recognized from a long way off because of the whaleboats slung from their sides. They were excellent places to fish from - and Nellie loved to fish. She often caught a whole barrel full of fish in one day.

Sitting in the whaleboat, Nellie set her line, and returned to the deck. But she kept climbing back into the boat to haul in the line and set it again.

The ship was going fast, so it was breezy out there.

"Watch you don't fall!" said the man at the wheel.

"I won't fall," said Nellie. The line was not right, so she set it again. Then as she put her foot on the deck, Nellie slipped. ***

Make a prediction.

What do you think happened to Nellie?

The story continues ...

She felt herself falling. Then she remembered what the Second Officer had said. "I won't sink!" Nellie thought.

She sank at once. She felt the water go over her head. She kicked and splashed. She knew where she was, and she knew what was happening to her. She was drowning.

She splashed up to the surface. A wave hit her. She sank again. Someone must save her, she thought. They had saved her birds, so surely they would lower a boat to rescue Nellie! She splashed very hard. Up she came again.

She saw a crowd of men at the stern of the ship. The ship was quickly leaving her behind, and Nellie was getting tired. Her arms and legs felt heavy. A wave knocked her under the water again. The last thing she saw was the stern of the ship. It had the name *Merlin* painted across it. Above the name there was a carving of an eagle.

"My hope went," she wrote later in her diary. "I thought that it was the last time I would ever see the sun and the ship. Under water, it seemed like going to sleep. But when I rose again, I saw Frank close to me. It gave me new hope, and I tried to swim as hard as I could. I remembered all the stories I had read about drowning people taking hold of their rescuers round the neck, and pulling them under. But when I got hold of Frank's neck, I forgot everything."

Nellie held on to Frank so hard that she started to choke him. It was lucky that Charlie was there, or she and Frank would have drowned. Charlie dived beneath them both, and held them up until a boat was lowered to rescue them.

When Nellie was brought back to the ship, Captain Allen took her in his arms and carried her down to the cabin. He told her that he had felt quite helpless when he saw her in the water. Like many of the men on board, he could not swim.

After Nellie was dried and rested, her father put her on his shoulder and carried her about the ship to show all the men that she was all right. "Look at our mermaid!" he said.

For a while, everyone made a great fuss of Nellie, and she felt very important. But soon she was wishing she had not fallen in. She was not allowed to climb into the boats any more. She was not allowed up the rigging. If she tried to fish, she was tied with a rope to the rail!

After reading the story

Your predictions

How well did you predict the ending of the story? In groups, read the ending you wrote.

Ask and answer

The *Merlin* and the Mermaid

Work in pairs. One person pretends to be Nellie. The other person asks the questions.

Questions

- 1 Hello Nellie. Why were you living on a ship? What was the name of the ship?
- 2 Who were your friends on board? What did you like doing most?
- 3 What pet animals did you have on the ship? What happened if your birds flew overboard into the sea?
- 4 Did you ever fall overboard into the sea? Please tell me what happened.
- 5 What were some of your feelings when you were in the water?
- 6 How were you rescued?

Story parts

The *Merlin* and the Mermaid

Questions

- 1 Where does the story take place?
- 2 Who were the main characters?
- 3 What were their problems?
- 4 How did they try to solve their problems?
- 5 What can be learned from the story?

Think of an interesting way to present the answers to these questions.

Say it ...

	1	2
A	Pretend you are the Second Officer: Warn Nellie about what happens to little girls who fall into the sea.	Pretend you are Captain Allen: 1 Say why you could not help to rescue Nellie from the sea. 2 Say what you did as soon as Nellie was back on the ship. 3 Say what you did next and why. 4 Say why you called Nellie "our mermaid".
B	Pretend you are the man at the wheel who is steering the ship: Call out a warning to Nellie as she climbs into the boat to fish.	Pretend you are Nellie: Say why you wrote a diary
C	Pretend you are Frank: 1 Say what happened when you reached Nellie. 2 Say how Charlie helped.	Pretend you are Nellie: Give some advice to a child who is going to live on a ship.

Who said these sentences?

Who Said What to Whom?	
1	"We can save your pets, but if you go overboard it is a different matter. Little girls sink like stones!" _____ said to _____.
2	"I won't sink!" _____ said to _____.
3	"Watch you don't fall!" _____ said to _____.
4	"I won't fall," _____ said to _____.
5	"Look at our mermaid!" _____ said to _____.

Language awareness

Would + verb

- 1 Sometimes *would* + verb is the past of *will* + verb when we are imagining an action. For example:

"Surely someone will rescue me." (present)
"Surely someone **would** rescue me," she thought to herself. (past)
- 2 Sometimes we use *would* + verb to talk about things that happened regularly in the past (but that may not happen now).

Nellie **would** fish for hours from the whaleboat.

This meaning of *would* is the same as *used to* + verb.

Nellie **used to** fish for hours from the whaleboat.

Would/used to

Read the sentences. Choose the one sentence in which *used to* can replace *would*. Talk about the meaning.

- 1 Whenever Nellie's birds flew overboard into the sea, the men would lower a whaleboat and rescue them.
- 2 The seamen had saved Nellie's birds, so surely they would lower a boat to rescue her.
- 3 A wave hit Nellie. She sank again. She wrote, "I thought that it was the last time I would ever see the sun and the ship."
- 4 Frank swam to rescue Nellie. She held on to Frank so hard that she started to choke him. It was lucky that Charlie was there, or she and Frank would have drowned.

Linking words

Linking words join two sentences. Write down the linking words in the sentences in the box above. Say the two sentences to a friend.

Language practice

Joining sentences

Side A has a sentence which can join with the sentence on Side B to form a new sentence. Join the sentences using one of the words in the box. Make any changes necessary.

and but so that because or

A	B
1 Nellie went to sea in a whaling ship.	1 She sailed in it for four years.
2 Nellie and her mother and brother lived on the ship.	2 Her father was the captain.
3 The ship was only about the size of one small house.	3 Thirty-nine people lived on it.
4 One day, Nellie slipped on the deck.	4 She fell into the water.
5 She knew she was in the water.	5 She knew she was drowning.
6 Nellie felt that she would never see the ship again.	6 She felt that she would never see the sun again.
7 At last Nellie was rescued by the sailors.	7 She was brought back to the ship.
8 After that, she was tied to the ship's rail with a rope.	8 She could not fall into the water again.

Practise saying the sentences with a partner.

Make sentences

Make sentences with *used to* and *would*. Say the answers with a partner. For example:

- Nellie wrote in her diary every day.
 - Nellie **used to** write in her diary every day.
 - Nellie **would** write in her diary every day.
- The birds flew overboard. Sometimes they fell into the sea.
 - _____
 - _____
- The Second Officer teased Nellie about her pets.
 - _____
 - _____
- Nellie laughed. "I won't sink!" she said.
 - _____
 - _____
- Nellie often caught a whole barrel of fish in one day.
 - _____
 - _____

Writing

1 Personal story

Have you ever been in danger and been rescued by someone? Have you ever rescued a person or animal from a dangerous place?

- ◇ Write a personal account of the rescue.
- ◇ Make your story into a book with a cover and illustrations.
- ◇ Present your book to the class. Read your book to another person at school or at home.

2 Pretend diary

Pretend you are Nellie. Record what happened to you in your diary.

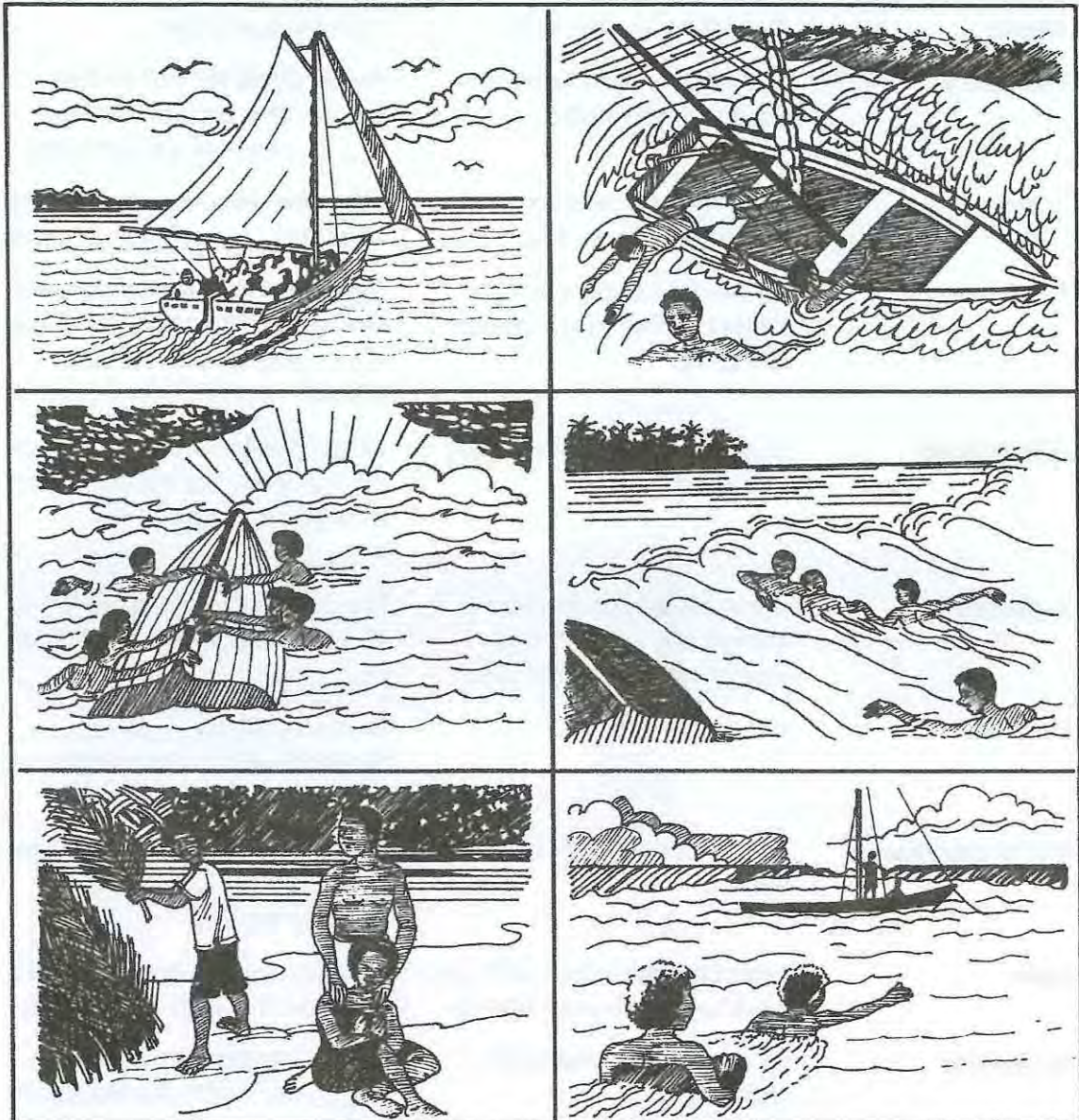
Monday, _____ (date)	_____ (date)
On board <i>Merlin</i>	_____ (place)

3 Making lists

- Make a list of rules that would help a person who was in danger of drowning.
- Make a list of rules for helping a person who is in difficulty in the water.

Picture story

Some years ago, six people were sailing from the mainland to their home on a small island. Thomas was one of the people in the boat. Look at the pictures, pretend you are Thomas and tell his story.



Vocabulary

the captain of the <i>Merlin</i>	the person who is in charge of the ship	Nellie's father was the c_____ of the <i>Merlin</i> . He gave the orders to the people working on the ship.
the crew of the <i>Merlin</i>	a group of people working together on the ship	The c_____ had to work hard catching whales.
the deck	the floor of a ship where people can walk	Nellie climbed out of the boat. She slipped on the d_____ and fell into the sea.
a diary	your written record of what happens to you each day	Why are we lucky that Nellie kept a d_____ of her voyage?
to drown	to die because you are under water and cannot breathe	Nellie felt the water go over her head. She knew she was d_____ing and she was afraid.
a mermaid	a girl who is in some ways like a fish	When Nellie was safely back on the ship, her father said to everyone, "Look at our m_____!"
a museum	a place where valuable things are kept so that people can look at them	We can still read Nellie's diary because it is kept in a m_____.
on board	on a ship	Nellie lived o_____ b_____ the ship with her parents and brother.
to fall overboard	to fall from a ship into the water	"If you fall o_____ you will sink like a stone," the officer warned Nellie.
pets	animals which live with you and become your friends	Name some of the p_____ that lived on the ship with Nellie.
to rescue	to save someone from danger	Nellie's father could not r_____ her because he could not swim.
a seaman	a sailor, someone who works on a ship	Nellie's best friends were two s_____ called Frank and Charlie.
to sink (sank)	to go beneath the surface of the water	Nellie felt the water go over her head. She felt herself s_____ing.

UNIT 13: CITIZENSHIP

Picture page

Every person belongs to their country in different ways. How do you belong to Vanuatu?

I am myself



I am a citizen of Vanuatu



I am a member of a family



I am a member of a church



I live in a village ... on a particular island

Responsibilities

Everyone in Vanuatu belongs to a particular village. What does this mean? In thinking about this question, Susie made a list of her responsibilities in the village. Look at her list and choose five that you think are very important.

Village responsibilities (Susie)	Your list
1 To keep the village clean	1 _____ _____
2 To behave appropriately	_____
3 To show respect to elders	_____
4 To be willing to carry out jobs when they are given to me	2 _____ _____ _____ _____
5 To attend school during the week and Sunday School in the weekend	3 _____ _____ _____ _____
6 To look after young children properly	4 _____ _____
7 To look after pets and animals appropriately	_____
8 To learn the culture of the village	5 _____ _____ _____
9 To obey the village rules	_____
10 To keep myself safe	6 _____ _____ _____ _____

Finding out

Choose a topic from the following list. Investigate your topic and present your findings in a booklet.

Citizenship

- 1 What rules does your village have? What happens if people break particular rules? What should happen?
- 2 What are the duties and responsibilities of the chiefs in your village?
- 3 How are important decisions made in the village? Give some examples.
- 4 How are disputes within the village settled?
- 5 Why is it important to learn the language and culture of the village?
- 6 How do people keep in contact with their home village when they move to another place? Give examples that you know about.
- 7 What things can you remember best of all about growing up in your village?



I'm Twelve and my Mother's Nurse

When I was four, my mother started having dizzy spells - dropping plates at home and losing her balance in the garden. At first she began to walk using a stick. At that time she had trouble seeing out of her left eye. A few years later, when I was seven, Mum's health got much worse and she had to use a wheelchair.

I can remember my mother before she got sick. She always did everything for our family. She looked after the house, cooked our meals, made our clothes, cared for our grandmother, and took us to the beach. The best times were in the evening, sitting around the fire singing and telling stories. When someone told a joke, she would laugh out loud, clap her hands and hide her face. We still have fun, but things are different now.

These days I am Mum's nurse. I'm in charge of her medicine, I cook her food and do almost everything for her.

On school days, I start very early. I get up at 5.00 a.m. and get myself dressed. Mum wakes up about 5.30 and we do some exercises together. It is important for Mum to keep her muscles moving in case they find a cure for her sickness one day.

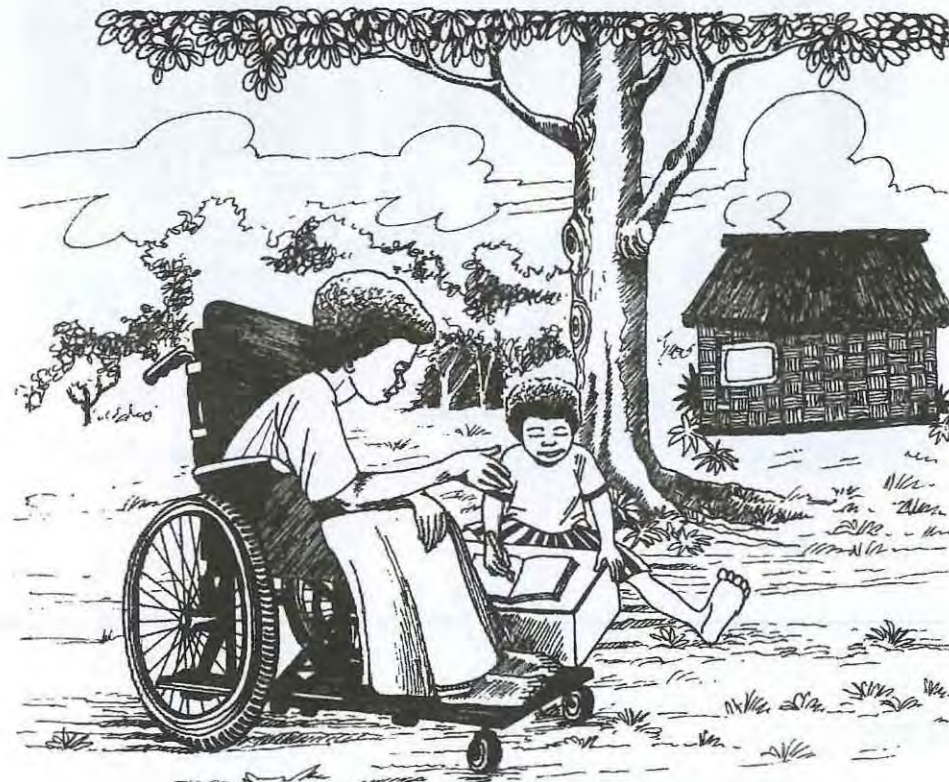


Next, I help my mother out of bed and into her wheelchair. There is a special sliding board we use because I am not strong enough to pick her up on my own. I make breakfast and get her medicine ready.

I leave for school at 7.30. Before I go, I make my lunch and get my mother set up in the kitchen with her food for the day and a bottle of water.

I usually come right home after school because my mother might need me. The first thing I do is to get us some food. I then go outside with Mum and push her wheelchair under the tree. I usually do my homework there. My Mum can still help me with mathematics and I have a special box to write on.

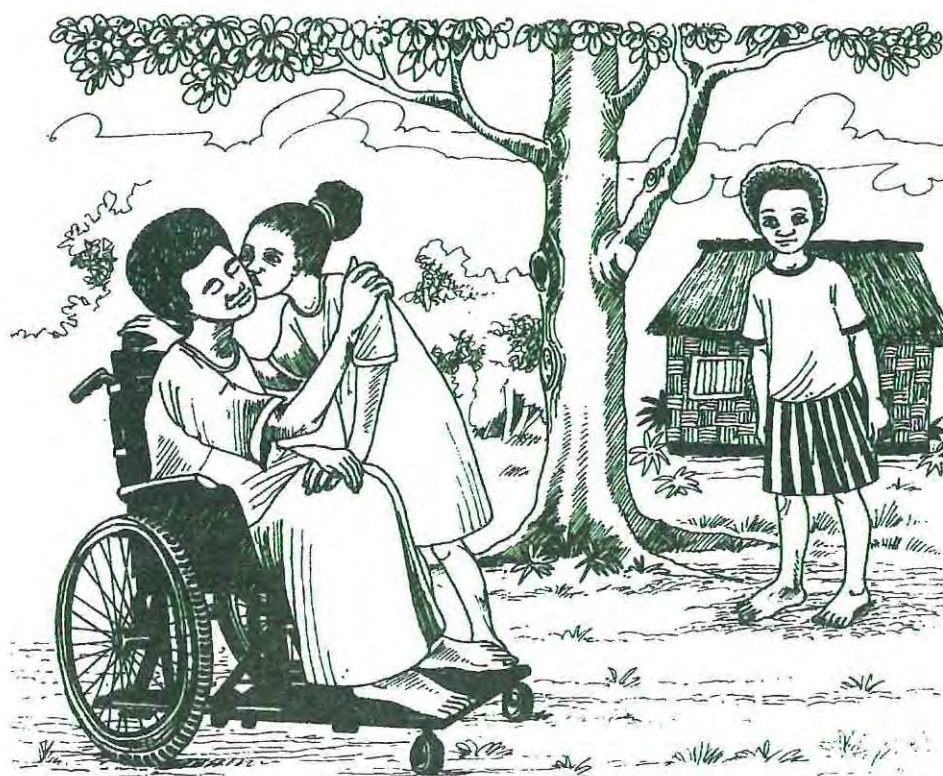
My bedtime is nine o'clock on school nights. Before I go to sleep, I get Mum changed into her nightdress. Then we say our prayers together. There is one that she taught me from a child's prayer book. It reminds me of the good old days. Then I kiss her goodnight and turn out the light.



My friends know my mother is in a wheelchair, but we don't talk about it much. We talk about netball, music or homework instead. If my friends come to our place, they say 'Hullo' and give my mother a hug.

I don't know what is going to happen to my mother when I go to secondary school. You are probably wondering about my father. Where is he? To be honest, he left us soon after my mother got sick. The people living next door to us are very kind and keep an eye on Mum while I'm at school.

I don't think of myself as special, or of what I do for my mother. I don't look at my mother and think about what she can't do. I just see her as my mother.



3

Picture map

Draw a picture map for all the places mentioned in the story.

Comprehension

- 1 Who is telling a story? A boy or a girl? How do you know? (List as many clues as you can.)
- 2 What do **you** do for your mother? Make a list. Compare your list with what the child in the story did.
- 3 List the things you like doing with your mother. How does your list compare with the things mentioned in the story?
- 4 Should the person in the story go on to secondary school or should the person stay at home to look after the mother? (Give your reasons for your answer.)
- 5 The family still had fun, even though the mother was in a wheelchair. What kind of fun do you think they had? List all the good times the mother and child could have together.
- 6 Why are the mother and the child living alone? Where is the father? Why are members of her family not staying with her?
 - ◇ Explore some of the possible reasons for this.
 - ◇ What do you think of the reasons?
- 7 The story says that the neighbours help sometimes. I wonder what they do. Make a list of suggestions.
- 8 Discuss the role of the child's friends in the story.
 - ◇ What did the friends used to do?
 - ◇ What else could they have done?
- 9 Write the words of the prayer that the mother and child might have said together in the evening. (Remember that the words of the prayer remind the child of the good old days.)
- 10 What part of the story do you like best of all? Read that part to your friends. Say why you chose that part.

Before Breakfast

'Where's Papa going with that axe?' said Fern to her mother as they were setting the table for breakfast.

'Out to the pig pen,' replied Mrs. Arable. 'Some pigs were born last night.'

'I don't see why he needs an axe,' continued Fern, who was only eight.

'Well,' said her mother, 'one of the pigs is a runt. It's very small and weak, and it will never amount to anything. So your father has decided to do away with it.'

'Do **away** with it?' shrieked Fern. 'You mean **kill** it? Just because it's smaller than the others?'

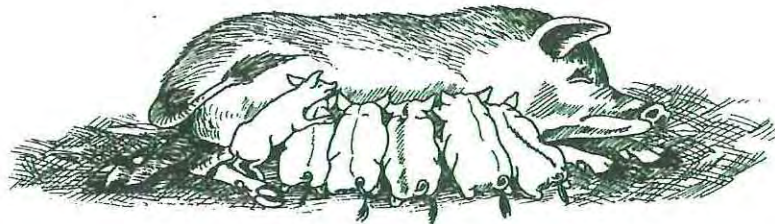
Mrs. Arable put a jug of milk on the table. 'Don't yell, Fern!' she said. 'Your father is right. The pig would probably die anyway.'

Fern pushed a chair out of the way, and ran outdoors. The grass was wet and the earth smelled of springtime.

'Please don't kill it!' she sobbed. 'It's unfair.'

Mr. Arable stopped walking.

'Fern,' he said gently, 'you will have to learn to control yourself.'



'Control myself?' yelled Fern. 'This is a matter of life and death, and you talk about **controlling** myself.' Tears ran down her cheeks and she took hold of the axe and tried to pull it out of her father's hand.

'Fern,' said Mr. Arable, 'I know more about raising a litter of pigs than you do. A weakling makes trouble. Now run along!'

'But it's unfair,' cried Fern. 'The pig couldn't help being born small, could it? If I had been very small at birth, would you have killed **me**?'

Mr. Arable smiled. 'Certainly not,' he said, looking down at his daughter with love. 'But this is different. A little girl is one thing, a little runty pig is another.'

'I see no difference,' replied Fern, still hanging on to the axe. 'This is the most terrible case of injustice I ever heard of.'

A queer look came over John Arable's face.

'All right,' he said. 'You go back to the house and I will bring the runt when I come in. I'll let you raise it on a bottle, like a baby. Then you'll see what trouble a pig can be.'

When Mr. Arable returned to the house half an hour later, he carried a cardboard box under his arm. Fern was in her bedroom changing into her school clothes. The kitchen table was set for breakfast, and the room smelt of coffee, bacon and wood-smoke from the stove.

'Put it on her chair!' said Mrs. Arable. Mr. Arable set the carton down at Fern's place. Then he walked to the sink and washed his hands and dried them on a towel.

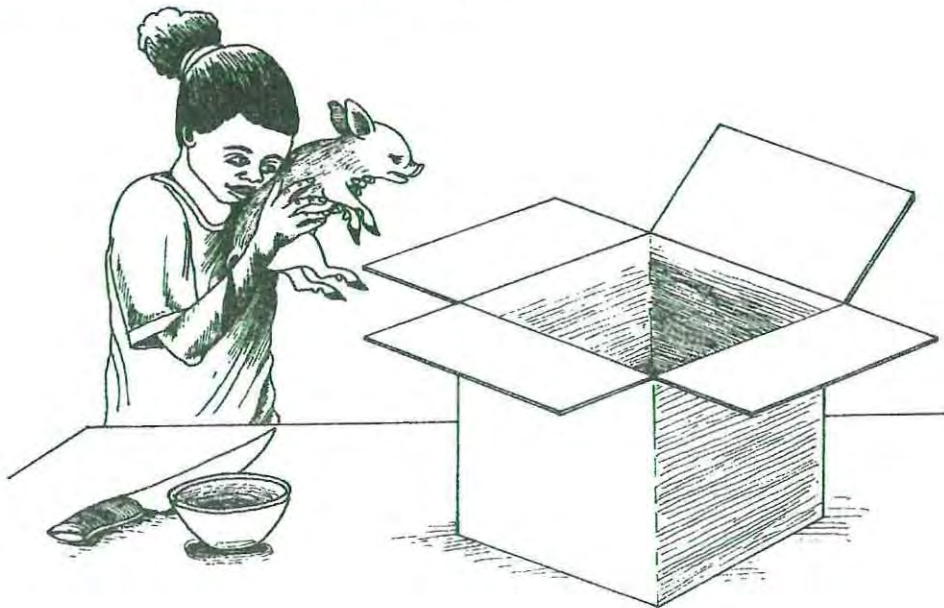


Fern came slowly into the kitchen. Her eyes were red from crying. As she approached her chair, the carton wobbled, and there was a scratching noise. Fern looked at her father. Then she lifted the lid of the carton. There, inside, looking up at her, was the newborn pig. It was a white one. The morning light shone through its ears, turning them pink.

'He's yours,' said Mr. Arable. 'Saved from an untimely death. And may the good Lord forgive me for this foolishness.'

Fern couldn't take her eyes off the tiny pig. 'Oh,' she said softly. 'Oh, **look** at him! He's absolutely perfect.'

She closed the carton carefully. First she kissed her father, then she kissed her mother. Then she opened the lid again, lifted the pig out, and held it against her cheek. 'I'm going to call you Wilbur,' she whispered.



Adapted from *Charlotte's Web* by E. B. White

3

If you like this story, ask your teacher to tell you about the adventures that Wilbur had as he grew up into a rather fat pig. In the story, Wilbur is saved from the usual fate of fat pigs by a cunning plan made up by Charlotte, a beautiful grey spider.

Multiple choice

Choose the best answers. Say why you chose each answer.

	Questions
<p>1 Why was Fern suspicious of her father's intentions?</p> <p>a He was carrying an axe.</p> <p>b He was walking towards the pig pen.</p> <p>c She knew some piglets were born last night.</p>	<p>What was the father going to do with the axe?</p>
<p>2 What is a runt?</p> <p>a A mother pig (a sow)</p> <p>b The firstborn piglet in a litter</p> <p>c A piglet that is smaller than the other piglets in the litter</p>	<p>How many piglets does a sow usually have?</p>
<p>3 What do farmers often do to the runt in a litter of piglets?</p> <p>a Look after it especially well</p> <p>b Give it away to someone</p> <p>c Do away with it</p>	<p>What does 'do away with it' mean?</p>
<p>4 Why did Fern plead with her father to save the runt?</p> <p>a The piglet couldn't help being born small.</p> <p>b The piglet could almost certainly cause trouble.</p> <p>c It was unfair to kill the runt.</p>	<p>Fern asked her father a most important question. What was the question?</p>
<p>5 How did Fern finally persuade her father not to kill the runt?</p> <p>a She held on to the axe.</p> <p>b She convinced her father that he was being unfair.</p> <p>c She offered to raise the piglet herself.</p>	<p>What were Fern's final words to her father about this matter?</p>
<p>6 When Fern came into the kitchen, she saw a cardboard box on her chair. What was inside the box?</p> <p>a A piglet from the litter</p> <p>b The little runty pig</p> <p>c Wilbur</p>	<p>What did Fern do with the piglet?</p>

Making a play

Turn the story into a play. Perform the play in front of other children at your school.

A deadly saying

Sometimes there are two little voices inside your head telling you what to do. Which voice should you listen to?

Deadly Saying No.1: "I Can't Do It"

When you have to try something for the first time - such as reading the lesson in church, or entering a race, or joining a sports team - one little voice might say:

- ◇ "Why take the risk?"
- ◇ "No way!"
- ◇ "I can't do it!"

Although the experience might be great, and it is likely to be good fun, there is always a chance the experience is going to turn out wrong.

So what do you do?

Take a lesson from the story about 'The little engine that could'. The unhappy engine could not climb the hill because he convinced himself he couldn't. But when he repeated to himself, "I think I can, I think I can," over and over, he climbed the hill with no problem at all.

When you are faced with a challenge, and all you can hear between your ears is, "I can't do it!" just close your eyes and say 10 times, "I know I can do it, I know I can do it ...". Then put your hand up and volunteer, join the team, or enter the race.

Even if you miss an important goal, or come last in the race, you'll get over it. (Hey, there is always a next time.) Just do it.

Voices in our heads

- 1 What do you say to yourself when you are afraid to do something important?
 - ◇ When do you say these words?
 - ◇ What do your friends say to themselves when they are afraid?
- 2 Sometimes cartoonists draw the little voices inside our heads as:
 - ◇ A tiny devil sitting on one shoulder whispering mischief in one ear, while
 - ◇ An angel sits on the other shoulder advising us to ignore the troublemaker and listen to your true self.

Where do you think the little voices come from? Can you draw them trying to influence your actions?

- 3 There are many 'deadly sayings' that create a tug-of-war with good and bad in our heads. Make a list of these with your friends. To help you with this task, here is a list that Muriel and her friends began.

	Deadly saying	What we should be saying
1	"I can't do it!"	"I know I can do it!"
2	"I'm bored!"	"I have choices!" "I must spend my free time wisely."
3	"I wish I was like my friends! Some of my friends have everything!"	"Get serious. No-one has everything. Believe in yourself. Listen to your angel who is telling you how wonderful you are."
4	"No-one will know!"	"Someone will see you for sure, and God certainly knows. If it is wrong, or going to make other people unhappy, just 'don't do it'."

- 4 Write a short article about one of the 'deadly sayings'. Use examples that have happened to you. Publish your article in a class book with the articles written by your friends.

Language awareness

Verbs

1 Look at these sentences:

- ◇ Pita **has had** his dog, Sticky, for two years.

Has he got Sticky now?

Yes ☐

No ☐

- ◇ Ruth **has lived** next to the school since she was six.

Does she live next door now?

Yes ☐

No ☐

2 We call this verb group the **present perfect simple**. It is easy to make, but remember you need words called **past participles**.

Base verb

work
smile

Past simple

worked
smiled

Past participle

worked
smiled

Be careful. Some past participles are not so easy.

eat
sing

ate
sang

eaten
sung

3 Fill in this table.

Base verb	Past simple	Past participle
walk	walked	walked
	painted	painted
meet	met	
open		opened
fly	flew	
carry	carried	
	liked	liked
ride	rode	
	saw	
love		
		drunk

Language practice

1 Fill in the gaps. Use the present perfect.

- a Violet _____ Jennifer for a week.
- b Patrick _____ on Tanna all his life.
- c Helen _____ to school since Monday.
- d Paul _____ fishing for a long time.
- e Susie _____ a parrot since she was eight.

Words

not/seen
lived
not/been

not/gone
had

2 Look at the words below. Do they go with *for* or *since*? Write them in the correct boxes.

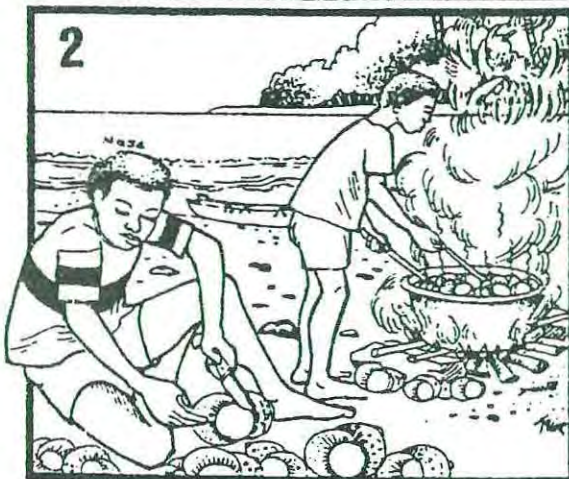
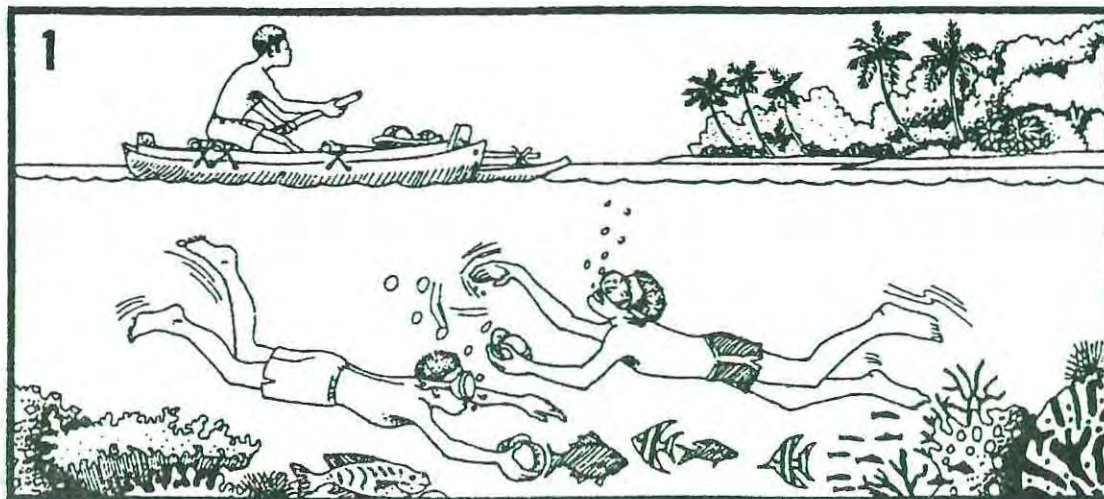
Saturday
five years
I was a baby
a week
15 July
last Monday
a month
January
I was ten
last week
six months
an hour
three minutes
five o'clock
half an hour
half past two
Friday
four weeks
1999
a year
last term
a long time

For ...	Since ...
five years	Saturday

◇ What is the rule?

Story writing

Nase wanted a radio but he had no money. He asked his sister Nellie and his friend Tom to help him. The three children went diving for green snails. Tom remained in the canoe while Nase and Nellie collected the snails. Look at the pictures and tell the story.



UNIT 14: THE BRITISH ISLES

Picture map



Find the places on the map:

- | | |
|---------------------|--------------------|
| ◇ London | ◇ Scotland |
| ◇ River Thames | ◇ Wales |
| ◇ Buckingham Palace | ◇ Northern Ireland |

Finding out

Choose one of the following topics. Research the topic using the school library or by interviewing a knowledgeable person. Present the information to an interested group. Publish the information in a booklet.

Royal family

Who are the most important members of the British royal family? What are their roles? Where do they live?

Famous Kings and Queens of England

Choose a famous King or Queen of England. Describe an important event that occurred during his or her reign.

The British Empire

Draw a picture map of the world, naming the various parts of the British Empire by the end of the 19th century.

- ◇ Choose one country that was part of the Empire. Say how Britain took control of its land.

The Commonwealth of Nations

What is the Commonwealth of Nations? Who is its leader? How many countries belong to the Commonwealth? Draw a picture map of one of those countries.

Vanuatu

There is a British High Commission in Port Vila. What does it do? Why does England still take a special interest in Vanuatu?

England today

If you went on a holiday to England, what places would you most like to see? Choose five places and say why you would want to go there.

Grace Darling



Grace Darling was a young English girl who lived in a lighthouse with her father. A lighthouse is a tall building like a tower which stands on rocks in the sea. The light from the lighthouse warns ships not to go near these rocks.

One night there was a terrible storm. The wind was very strong and roared angrily. The waves rose very high and the rain poured down. How frightening it was!

Now there was a ship out at sea that night. It went up and down with the waves. The people inside were very frightened. Their faces were as white as sheets.

Suddenly the waves dashed the ship against some rocks and it broke into two. The people fell into the dark, cold water. Some of them swam to the rocks and stood there. They shivered with cold and cried for help.



"Help! Please help us, someone!" they called. But it was difficult for anyone to hear their shouts in the roaring storm.

Grace Darling was awake that dark, stormy night and heard the cries for help. She ran to her father and begged him, "Father, let's save them. Please, Father!"

"No, no, Grace. This terrible storm will kill us all! Besides, we have only a small boat," he replied. But Grace begged so hard that at last her father agreed.

He and Grace rowed out in their boat. The sea was still very rough, but at last they reached the poor people on the rocks. They could take back only a few at a time. They rowed back several times until at last many were safe in the lighthouse. Grace Darling was truly a heroine.

Comprehension



Ask and answer

Grace Darling

Instruction

Work with a friend. Take turns at asking and answering the questions.

Questions

- 1 Why did ships used to need lighthouses? What do they use today?
- 2 What happened to the sailing ship in the story?
- 3 Why was it difficult to hear the cries for help?
- 4 What did Grace Darling want her father to do?
- 5 Why did he agree at last?
- 6 Why could Grace and her father not rescue all the people at once?
- 7 Who do you think they rescued first? Last?

Picture map

Draw a picture map of the events that night. Label the places on the map. Say what happened in each place.

Word study

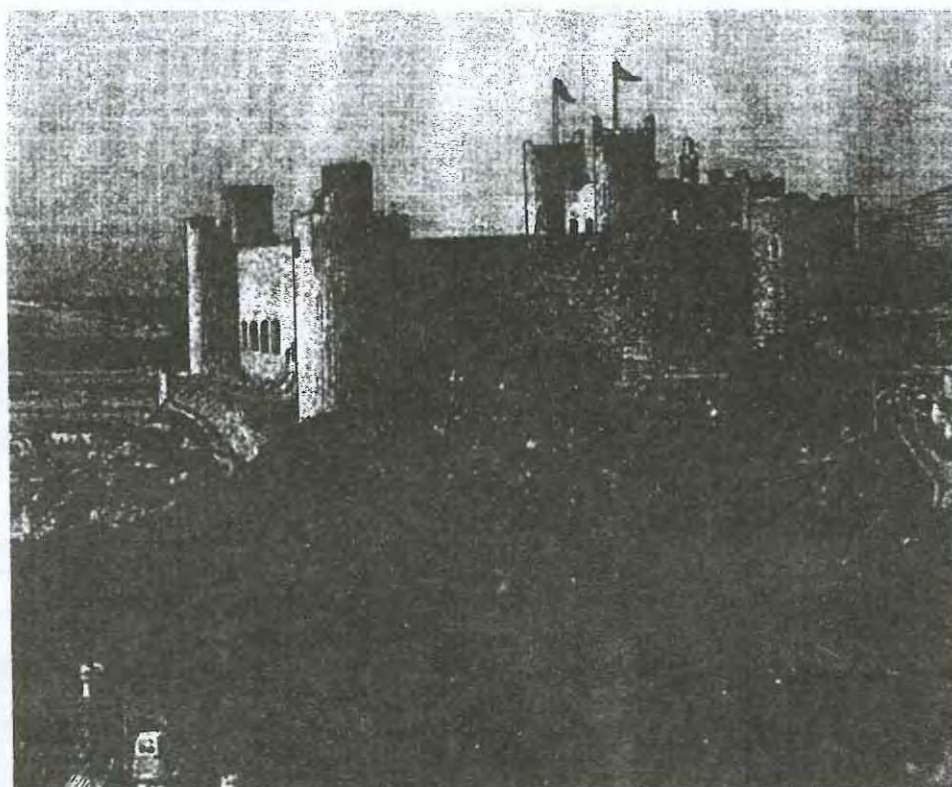
The following sentences are from the passage. Replace each underlined word with a word or words of the same meaning (a, b, c or d).

- 1 The wind roared angrily.
a shouted b was like an animal
c made a loud noise d came very quickly
- 2 They shivered with cold.
a cried b fell ill
c became wet d trembled
- 3 Grace Darling was truly a heroine.
a brave girl b strong girl
c helpful girl d kind girl
- 4 She ran to her father and begged him, "Father ...!"
a called b asked
c told d ordered
- 5 Grace begged so hard that at last her father agreed.
a said "Yes" b asked a question
c became quiet d said "No"

Ideas for writing

- 1 Sometimes men are not always the bravest people in an emergency. Sometimes it is women or even children, or a disabled person, who turns out to be the bravest.
◇ Write an imaginary story where an unexpected person takes charge in an emergency.
- 2 Research a true story where a young girl shows special courage in the face of great danger, risking her life in order to save the lives of others.
- 3 Turn the story of Grace Darling into a play. Provide dialogue for the people on the ship as well as the argument between Grace and her father. Use a story-teller to introduce the play and the different settings.

Castles



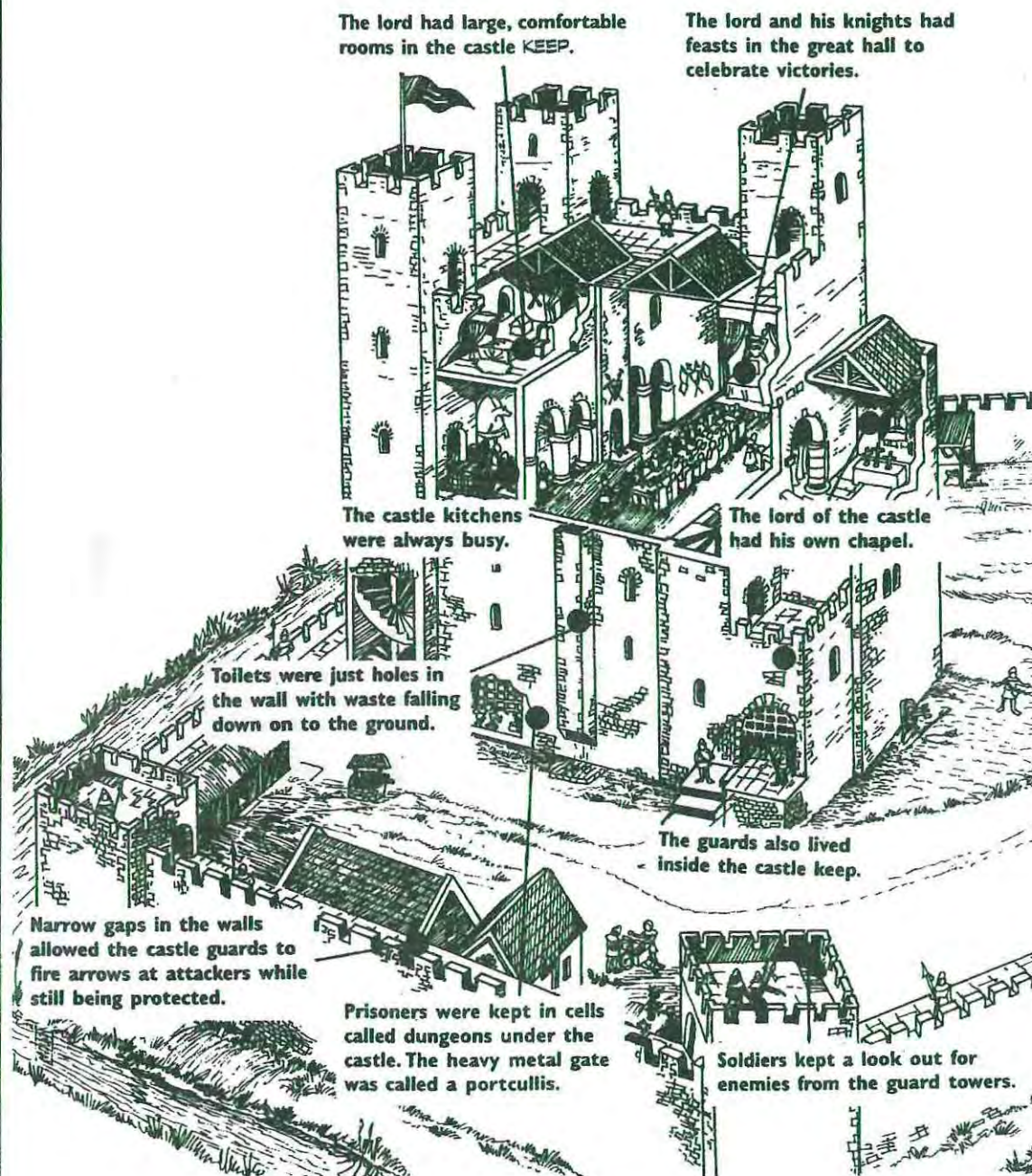
There are castles all over the British Isles. They were built hundreds of years ago when powerful lords with their own armies fought against each other. In those days, living behind strong, stone walls was the safest place to be.

Castles were like small towns. Hundreds of people lived in them. There was the lord and his family, the lord's knights and soldiers, and the servants who looked after them all. People living outside the castle walls would also come in when enemies were near.

The castle in the picture is Harlech Castle in Wales. It was built 700 years ago but still stands tall and strong today. Many castles were built on hilltops. This made it easier for the guards to see enemies approaching the castle and to fire arrows down on them.

On the next two pages is a picture plan of a castle.

A picture plan of a castle



Many castles were built on hilltops. This made it easier for the guards to see enemies approaching the castle.

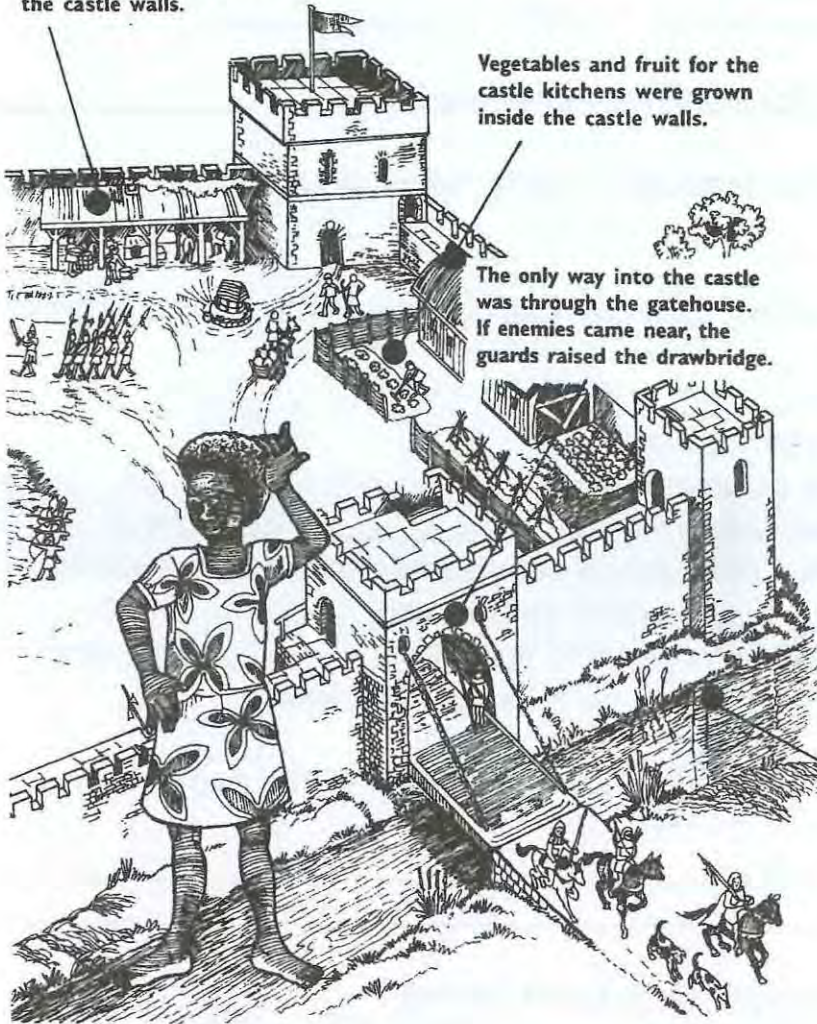
A castle was like a 'safe house' for hundreds of people.

The horses used by the lord and his men were kept in stables safe inside the castle walls.

Vegetables and fruit for the castle kitchens were grown inside the castle walls.

The only way into the castle was through the gatehouse. If enemies came near, the guards raised the drawbridge.

A deep ditch helped protect the castle. Sometimes the ditch was full of water and called a moat.



A deep ditch helped to protect the castle. When the ditch was full of water, it was called a moat.

Quiz

How much do you remember?

- 1 What were castles made from? _____
- 2 Who lived in castles?
 - a _____
 - b _____
 - c _____
 - d _____
- 3 Where did the lord and his family live? _____
- 4 If you wanted to capture a castle, what would your army need to do?
 - a Climb the hill. (Remember castles were often built on a hilltop.)
 - b Cross the _____.
 - c Climb over the castle _____.
 - d Cross the courtyard to the keep.
 - e Open the heavy metal _____ called the portcullis. That would get you into the keep where the _____ of the castle lived.
 - f You would then need to fight the _____ and the _____ who lived in the keep.
- 5 Why were castles often built on hilltops? (Give two reasons.)
 - a _____
 - b _____
- 6 Why were the castle walls build like this?

- 7 How did people get in and out of the castle in normal times?
 - ◇ They lowered the _____ and crossed the moat.
- 8 Why was a castle like a 'safe house'? _____

Story reading

The story of 'Alice in Wonderland' was written by Lewis Carroll for a little girl called Alice. He started the story of Alice's adventures in Wonderland on a boating holiday with Alice and her family. The story of what happened to Alice when she fell down a rabbit hole is a story much loved by English children.

Alice in Wonderland (Based on a story by Lewis Carroll)



Alice was getting a bit tired of sitting by her sister in the grass and having nothing to do.

She was just beginning to feel sleepy when a white rabbit ran by her. There was nothing strange about that except she heard him say to himself, "Oh dear! I shall be late."

Alice ran after the rabbit and was just in time to see him pop down a large rabbit hole. Without thinking, Alice went down the rabbit hole after him. She fell down ... and down ... and down The sides of the rabbit hole were filled with cupboards and shelves. "How strange," she thought to herself.



At the bottom of the hole was a long hall with many doors. All the doors were locked but Alice found a tiny key on a glass table. The key opened a small door that led into a beautiful garden. Alice longed to go into the garden but she was too big to fit through the door.

Back on the table, Alice found a bottle. The label tied to the bottle read, "Drink me." Because the bottle wasn't marked "Poisonous", Alice drank the mixture.

"What a curious feeling," Alice thought to herself. "I must be shutting up like a telescope." In fact, she was now only ten inches tall, the right size to go through the little door into the garden. But she had left the key on the table.

Then Alice found a cake that read, "Eat me." So she ate it. This made her grow and grow and grow until her head hit the ceiling. Now Alice was too big to go through the door. She began to cry

Alice cried so much that she found herself swimming in her own tears.

Alice soon found she was not alone. A mouse was swimming towards her. "Oh, mouse," Alice said politely, "do you know the way out of this pool?" The mouse did not answer.

"Perhaps it's a French mouse and doesn't speak English," thought Alice. She only knew one sentence in French from school. "Où est mon chat?" she asked hopefully.

The mouse jumped out of the water with fright.



"Oh, I beg your pardon!" apologized Alice. "I forgot mice don't like cats!"

"Would **you** like cats if you were me?" squeaked the mouse indignantly.

"I suppose not!" said Alice, and they swam together to the shore.

"I need to grow to my right size," said Alice to the mouse as they were drying themselves in the sun. "Could you help me?"

The mouse pointed to a large mushroom in the distance. "Ask the caterpillar. He might be able to help."



The caterpillar told Alice to eat from one side of the mushroom to become tall ... and from the other side to become small.

Alice put her arms round the edges of the mushroom, as far as she could reach, and broke off two pieces. She nibbled each piece in turn, growing sometimes taller and sometimes shorter, until she managed to bring herself up to her usual height. Then she set off again till she came to a house.

Alice went up to the door and knocked. There was a most extraordinary noise going on inside - howling, sneezing, and every so often a crash as if a dish had been broken. There was no answer to her knock, so Alice pushed the door open and walked in.

Ask your teacher to tell you what happened to Alice in the house.

Your teacher can also tell you about the other adventures that Alice had:

- ◇ She met the March Hare. He was having tea with the Mad Hatter and a dormouse who was fast asleep. As Alice left the tea party, the others tried to put the dormouse into the teapot!
- ◇ As Alice walked in the forest, she noticed that one of the trees had a door in it. She went through the door and found herself in the long hall again.
- ◇ With her mushroom pieces, Alice was able to make herself small enough to go through the door into a beautiful garden. Lots of strange things were going on there!
- ◇ In the garden, Alice met the Queen of Hearts who wanted to cut off Alice's head.
- ◇ At the end of her adventures, Alice found herself lying on the grassy bank beside her sister.



Comprehension

Ask and answer

Alice in Wonderland

Instructions

Work with a friend. Take turns at asking and answering the questions.

Questions

- 1 Where was Alice sitting at the beginning of the story?
- 2 What did Alice see just as she was beginning to feel sleepy?
- 3 What was strange about the rabbit?
- 4 Why did Alice jump down the rabbit hole?
- 5 Where did Alice find the tiny key?
- 6 What happened when Alice drank from the bottle marked, "Drink me"?
- 7 Remember Alice was swimming in the pool of tears. Who showed Alice the way back to the shore?
- 8 What did the caterpillar advise Alice to do?

Picture map

Draw a picture map showing the various places in the story. Label the places and say what happened in each place.

Story writing

The 'secret seven' have built a tree hut in a wood near their homes. At night they store their food and drink in a hole in the tree. Look at the pictures. Finish the story. (Don't forget to give the children names.)

Who is the intruder?

The next morning, the Secret Seven gathered around in a circle at the tree-house. "This is now our official Summer Headquarters," Peter announces. "And this is our first official secret meeting."

"Oh, no!" cried Janet, pulling the orange bottle from the cubby hole. "It's empty! That cheeky squirrel has been at it again!"

Janet examined the bottle more closely. "An animal might have been able to take the top off, but it could never put it back on again," she proclaimed.

"You're right," Peter nods solemnly. "A person has been snooping around our hideout. I don't like it one bit!"

Now finish the story!

- ◊ How do the Secret 7 discover the identity of the intruder?
- ◊ How does the story end?

Language practice

About foxes

Foxes **are** beautiful animals. They **have** soft fur and they **are** very clever. They always **hunt** at night. **Do** you know that foxes **eat** mice, rats, birds and rabbits?



(Now cover the words.)

How much can you remember?

- 1 Foxes _____ at night.
- 2 Foxes _____ mice, rats, birds and rabbits.
- 3 Foxes _____ soft fur. They also _____ very clever.
- 4 Yes, foxes _____ beautiful animals.

Invent an animal

Think of an animal. Your friend will ask you some questions about your animal.

Card A

I am thinking of this animal

Card B

Questions

- 1 Where does your animal live?
- 2 When does it sleep?
- 3 What does it eat?
- 4 What does it drink?
- 5 Does it live alone or in a group?
- 6 What can it do? (Can it swim, climb trees, run fast?)
- 7 Does it make a noise?

Choose the best answer

- 1 Joseph always _____ a shower in the morning.
a have b having c has
- 2 Susie _____ her teeth right now.
a brush b brushing
c is brushing
- 3 Violet usually _____ for school at seven o'clock.
a leave b leaves
c is leaving
- 4 At the moment, Paul _____ with his dog.
a play b plays
c is playing
- 5 Jennifer's parents _____ to Port Vila at the end of the week.
a go b going
c are going
- 6 Milly's friends _____ tonight.
a not coming b is not coming
c are not coming

Questions

What else does Joseph always do in the morning?

What is her sister doing at the same time?

What does Violet always take in her bag?

What is Paul's sister doing?

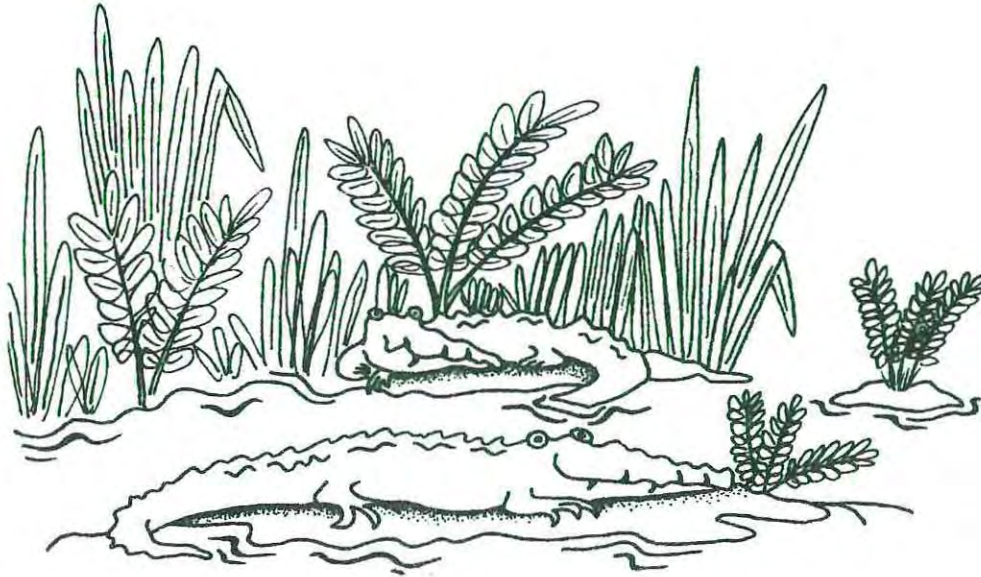
How are they going?

Why aren't they coming, do you think?

Read the sentences. Answer the questions.

- 1 Violet's mother is cooking fish for dinner tonight.
 ♦ Is Violet's mother cooking fish now? Yes ☐ No ☐
 ♦ When is she cooking the fish? _____
- 2 Jennifer is meeting Lucy after school
 ♦ Is Jennifer meeting Lucy now? Yes ☐ No ☐
 ♦ When is Jennifer meeting Lucy? _____
- 3 Margaret is going to stay with her grandmother next weekend.
 ♦ Is Margaret staying with her grandmother now? Yes ☐ No ☐
 ♦ When is she going to stay with her grandmother? _____

If you should meet a Crocodile ...



If you should meet a crocodile,
Don't take a stick and poke him;
Ignore the welcome in his smile,
Be careful not to stroke him.
For as he sleeps upon the Nile,
He thinner grows and thinner;
And whene'er you meet a crocodile
He's ready for his dinner.

Lewis Carroll

UNIT 15: EDUCATION

Picture page

How do you learn the knowledge and skills that will make you a valuable person?

Education from elders



Education in your local area



Leaving home for education



Education in the workplace



Finding out

Choose a topic from the list below. Present your work as a booklet that can be used by other people.

Topics

- 1 What is the history of education in your local area?
 - ◇ When was the first school built?
 - ◇ Who are the teachers that people especially remember in your area?
 - ◇ Did teachers from overseas come to your area? What was their story?
- 2 What do we learn at school? Make a list and then organize your list in an interesting way.
- 3 What is your favourite work at school? Why do you have those feelings about it?
- 4 What would you like to do after you leave school? Why? What special skills or knowledge will you need?



Story reading

Pasting Pictures

by Unity Garae

"It's time for our art and craft lesson," said Mrs. Wasi.

"Hurrah!" shouted Danny. He liked doing art and craft.

Mrs. Wasi showed the class what she wanted them to do. Then she handed out the materials. "Now children, stop talking and get on with your work," she said.

The children were doing pasting. They had to paste lots of pictures on to a large sheet of paper. Danny looked at his paste brush. He looked at the girl beside him. Suddenly he pasted her lips. The girl squealed. This was fun, thought Danny. He ran around the room pasting more girls' lips.

"Mrs. Wasi! Danny is pasting us!" they shouted.

"Danny! Stop that at once!" said Mrs. Wasi angrily.

But as soon as she turned away, Danny started doing it again.

"Excuse me, Mrs. Wasi! Danny is putting paste on us again," shouted Mary.

Mrs. Wasi was furious. She walked towards her stick. Danny stopped what he was doing and stood very still. He knew what was going to happen to him. Mrs. Wasi held Danny by his collar and whacked him. Danny burst into tears, then he lost his temper. He picked up a stone and threw it at the blackboard. It made a big hole. Then he kicked the cupboard and rushed out through the classroom door and sat down under the big banyan tree. A few minutes later, the headmaster came out. He took Danny into his office and gave him another whack and a big telling off.

Next week, they had art and craft again. Danny picked up the paste brush. He looked at the girl beside him. He badly wanted to put paste on her. But then he remembered the whacking he had got. Danny put the paste on to his picture and stuck it on to the paper.

Comprehension

Remembering the story

Choose the best answer or answers. Say more about the choices you made. Then answer the questions on the right.

- | | | |
|---|---|---|
| 1 | What were the children asked to do for art and craft?
a Stop talking.
b Paste pictures.
c Make a mural. | Did Danny like art and craft?

What is a mural? |
| 2 | What bad things did Danny do instead?
a He looked at his paste brush.
b He put paste on a girl's lips.
c He ran around the room pasting other girls. | What was the worst thing that Danny did? |
| 3 | What did the girls do?
a They squealed.
b They complained to the teacher.
c They put paste on Danny. | What did the girls say to their teacher? |
| 4 | Why did Danny keep on pasting the girls?
a Danny liked doing it.
b The girls liked it too.
c The teacher was not looking. | What did Mrs. Wasi do when the girls complained a second time? |
| 5 | What else did Danny do?
a He made a hole in the blackboard.
b He kicked the cupboard.
c He ran outside. | Why did Danny do these things? |
| 6 | How many times was Danny punished altogether?
a Once
b Twice
c Three times | What punishment did Danny receive? |
| 7 | How does the story end?
a Danny wants to paste the girls again.
b Danny remembers his punishment.
c Danny does what he is asked to do. | What art and craft activity were the children asked to do the following week? |

Thinking about the story

- 1 Fill in the table below.

Important people in the story	
Important actions in the story	

- 2 Choose a person in the story. Draw their picture in your exercise book. Then find the words that tell us how the person is feeling at different times in the story.
- 3 What part of the story did you like best of all? Read that part aloud to your group. Say why you chose that part.
- 4 Make a list of naughty things that boys and girls sometimes do in class. Say what is a fair punishment for each behaviour.
- 5 Write a story about a boy or girl who plays a trick on another person in class. What happens to them?
- 6 What are the best times for you at school? Say why you feel good about those times.

Reading to learn

When we go to school we go there to learn about our world and the things, animals and people in it. Frequently we have questions to ask and answers to find. Here is Patrick's question, and the answer he found in the school library.

Why Doesn't a Spider get caught in its own Web?

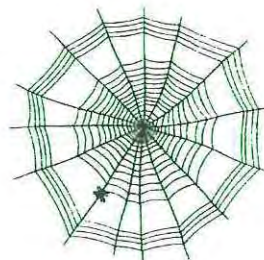
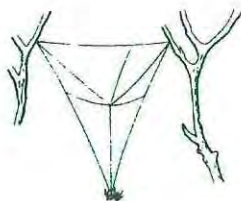
Spiders' webs are very sophisticated pieces of engineering. They are constructed of at least three kinds of silk:

- ◇ Sticky, stretchy "catching" silk
- ◇ Much stiffer and less elastic "framework" silk
- ◇ Strong, thick "anchor" silk

When an insect flies into the web, it usually plunges straight into the catching silk, which stretches and sticks, wrapping itself around the unlucky invader. Further struggle only makes the tangle worse.

The spider goes to investigate. It makes its way across the web, treading on the stiff silk that anchors the web to its surroundings, and on the radials of framework silk. Neither of these two kinds of silk is very sticky.

If the spider touches the sticky silk by mistake, its seven other legs can easily pull the leg away. The tiny surface area of the foot that is stuck makes this easy to do.



Remembering

How many facts can you remember?

What was Patrick's question?	Why doesn't a spider _____? _____?
------------------------------	---------------------------------------

The answer

What are the different types of silk in the web?	1 Sticky, stretchy _____ 2 Stiffer and less elastic _____ 3 _____ _____
What happens to an insect that flies into the web?	
How does the spider cross the web to get the insect?	
What happens if the spider puts one of its legs on the sticky silk by mistake?	

Word study

What do the underlined words mean? Choose the best answers. Usually there is more than one right answer.

- 1 Spiders' webs are very sophisticated pieces of engineering.
a clever b complex c simple
- 2 Webs are constructed of three kinds of silk.
a built of b spun from c made with
- 3 When an insect flies into a web, it usually plunges straight into the catching silk.
a jumps b goes c falls
- 4 The insect gets tangled in the sticky catching silk.
a caught b trapped c found
- 5 Then the spider comes to investigate.
a To find out what is happening
b To eat the insect tangled in the web
c To repair the web that has been damaged
- 6 The spider treads carefully across the web, standing only on the stick silk that anchors the web to its surroundings, or on the silk that makes the framework of the web.
a runs b steps c walks
a holds b ties c fixes

Draw a diagram

Draw a diagram that shows how a spider makes its web. Then show an insect caught in the web. Label the interesting parts of the web.

Amazing facts

Did you know ...?

- 1 For its size, the rhinoceros beetle is one of the strongest animals in the world. The beetle can carry 850 times its own weight on its back. This is like a person carrying 10 elephants on their back.
- 2 For its size, the tiny flea can jump higher and longer than any other creature. It can do a long jump of 33 cm. This is like a person jumping four soccer fields. A flea can also jump 160 times its own height. This is similar to a human jumping to the top of the Eiffel Tower in Paris.
- 3 Spiders spin their webs with silk about 15 times finer than human hair. The silk is very light but it can be as strong as steel wire of the same thickness. In Papua New Guinea, people sometimes use the webs of orb spiders as fishing nets. The nets are strong enough to hold a fish weighing half a kilogram.

Write some more amazing facts for your friends to read.

- ◇ Use the school library.
- ◇ Put your amazing facts into a class book.



A rhinoceros beetle



An orb web

Story writing

Moli's school fees must be paid, so George and his family are working hard in their coconut plantation. The boat is due soon and they want to sell several bags when it comes. Look at the pictures and tell the story.



Projects

Choose Your Future

- 1 Diary a day in the life of your own family now. Use pictures and words. Tick (✓) what is important to you.
- 2 Plan your day in 2020.
 - ◇ How old are you?
 - ◇ What are you doing?
 - ◇ Who is around you?
 - ◇ What are your hopes?
 - ◇ What is important to you?
- 3 List five ways your life may be different.

Your Local Language

- 1 What local language are you best at speaking?
 - ◇ About how many people know that language?
- 2 Write a short story in your local language.
 - ◇ If there is no spelling system for your language, can you invent one?
 - ◇ Write a simple dictionary for some of the important words in your story.
- 3 What are you going to do to keep your local language alive? (Give at least three suggestions.)

A New School

- 1 Imagine a new school is going to be built in your village.
 - ◇ Draw the plans for the new school.
- 2 Suggest the changes that you would like to see in the new school.
- 3 Choose one change and write some pluses and minuses about the change.

Grammar check test

- 1 Paul _____ a new shelf for his sister yesterday.
a making c make
b made d makes

- 2 If I do something bad, my teacher _____ me.
a would punish c punished
b punish d will punish

- 3 While the chief _____, the people of the village listened carefully.
a talk c was talking
b talks d is talking

- 4 Some thieves have just _____ a video player from the shop.
a stole c steal
b stolen d stealing

- 5 The boys from our village usually _____ late to school.
a arrive c will arrive
b arrives d arriving

- 6 My mother doesn't sing the national anthem very well, but my little brother _____ it very well.
a sing c sings
b had sing d singing

- 7 We _____ since six o'clock this morning to sell our copra to the *m.v. Kotu*.
a are waiting c waited
b have been waiting d waiting

- 8 Anna types faster _____ her sister Marie.
a like c as
b than d also

Questions

What did Paul do for his sister?

What will your teacher do if you do something bad?

What was the chief doing?

What have the thieves done just now?

Say something about the boys.

How well do the two people sing the national anthem?

Tell me about the people on the beach.

How well does Anna type compared to her sister?

Grammar check test (contd.)

- | | | Questions |
|----|---|---|
| 9 | The Mobile arrested the men
_____ broke into the bank
during the weekend.
a whom c which
b they d who | What did the Mobile
do? |
| 10 | There aren't any _____ shoes
left in the store.
a many c some
b much d more | Can I buy some shoes
in this store at the
moment? |
| 11 | The teacher ordered the noisy boys out
_____ the classroom.
a in c on
b off d of | What did the teacher
do? |
| 12 | I was _____ tired that I fell
asleep in the truck.
a so c more
b much d to | Why did the person
fall asleep in the
truck? |
| 13 | Patrick always travels to his office
_____ taxi.
a with c by
b from d at | How does Patrick get
to his office every
day? |
| 14 | Agnes has not seen her parents
_____ the last five years.
a before c until
b for d since | When did Agnes last
see her parents? |
| 15 | Lots of cakes were _____ for the
party.
a make c making
b makes d made | Do we know who
made the cakes? |
| 16 | Susie asked if she could have
_____ drink of lemonade.
a many c other
b another d much | What did Susie want? |

Time Capsule

by K. E. Anderson

In a hundred years it'll be opened
By people you won't even know.
What will you put in your capsule?
What will you tell and show?

I'll take from the paper a clipping
That will tell of the Bosnian war.
I hope in one hundred years
They don't want to fight any more.

I'll write about nuclear weapons
The testing, the protests, the fear.
I'll warn the people next century
Earth needs tending and care.

I'll put in a picture of forests
And lakes and wide-open spaces.
In a hundred years from now
They may never have seen those places.

I'll put in a tape of music
Which I listen to every day.
I only hope in a hundred years
There are things on which it'll play.

In a hundred years it'll be opened
By people you won't even know,
What will you put in your capsule?
What will you tell and show?

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