Before Reading

BEFORE READING ACTIVITIES (PAGE 60)

For these activities, encourage students to exchange ideas, and to speculate and to guess. Do not tell them the answers that are factual; they will find out the answers as they read.

ACTIVITY 1 BEFORE READING AFTER THE EARTHQUAKE
Open answers. Encourage discussion.

ACTIVITY 2 BEFORE READING GATHERING OF THE WHAKAPAPA
Open answers. Encourage discussion.

ACTIVITY 3 BEFORE READING A KIND OF LONGING
Encourage students to speculate and make guesses, but do not tell them the answers. They will find out as they read that the answers are 2, 4, 6, and 7.

ACTIVITY 4 BEFORE READING THE SILK
Items of vocabulary to do with sewing are the most likely words, but other answers are also possible.

1 scissors
2 pin
3 sew
4 pyjamas
5 thread
6 needle
7 pattern
8 button

After Reading

ACTIVITY 1 AFTER READING

4 MR BLAKISTON: So Walter noticed the horse.
I’m not surprised. He always wants to know what’s going on.

2 MRS BLAKISTON: Yes, he’s always asking questions. Too many, sometimes. But when we arrived, I did ask Miss Duncaster if she had a visitor.

8 MR BLAKISTON: And what did she say to that?

6 MRS BLAKISTON: She said there was nobody there!

1 MR BLAKISTON: So while you were going in the front door, Joe Sleaver was going out the back door!

5 MRS BLAKISTON: Shhh! Walter will hear you. We don’t know it was Joe’s horse. And perhaps he just called to say he was sorry about her mother.

9 MR BLAKISTON: Then why didn’t she say so? I think she had something to hide.

7 MRS BLAKISTON: Really, it’s not right to talk about these things. Her mother has just died.

3 MR BLAKISTON: You’re right I suppose. Still, I wonder – Bill Gabriel has a brown horse . . .

ACTIVITY 2 AFTER READING

Dear Mr Reynolds, I am sorry to tell you that I will need to be away from work for another week.

Yesterday I returned from Murupara, where I took my grandfather to complete the genealogy. The visit was successful, but just after he had given the books of the whakapapa to the village, he closed his eyes and died. Now we are all getting ready to say goodbye to him, and I have to stay to help my father and the rest of the family. I hope to be back in the office by the 25th.

Yours truly, George Nepia

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ACTIVITY 3 AFTER READING

Open answers.

ACTIVITY 4 AFTER READING

Suggested answers:

HERB: I’ve got a present (surprise) for you, Amy. I bought (got) it in Hong Kong. Lots of people wanted it, you know, so I had to keep it pinned (wrapped) round my middle (waist) all the way home.

AMY: Oh, Herb, it’s lovely (beautiful, wonderful)!
Look at these peacocks with their long tails. And the little boats on the lake here, look. And the colour (blue) is really beautiful, isn’t it?

HERB: It’s the same blue as your eyes.

AMY: Oh, Herb, you know that’s not true! But it’s beautiful (lovely, wonderful) and thank you very (so much. I’m going to put it away safely and keep it for something really special.

ACTIVITY 5 AFTER READING

The eighth word is LONGING.

In A Kind of Longing, Roy feels this, because he has been waiting for a long time to meet a girl like Kay.
**ACTIVITY 6 AFTER READING**

1. Kay in *A Kind of Longing*. She has just been talking to Roy in the coffee bar about her brother and father.

2. The old man in Murupara in *Gathering of the Whakapapa*. He has just said goodbye to Nani Tama, knowing it is for the last time.

3. Miss Duncaster in *After the Earthquake*. She has just said goodbye to Mrs Blakiston and Walter after their visit and is remembering Walter’s irritating question about the brown horse.

4. The nurse in *The Silk*. Mrs Blackie has just left the bedroom, where her husband is lying dead, to change a button on his pyjamas.

**ACTIVITY 7 AFTER READING**

Open answers.

**ACTIVITY 8 AFTER READING**

Both haiku are about *The Silk*.

Notes for the teacher:

This activity helps students to think about the stories they have read, and what they see as the themes, or points of interest in the story. It also helps them to practise the key vocabulary of the stories. There are no right or wrong answers for this activity, provided that the haiku accurately reflects some aspect of the story.

- For classroom work students can work in pairs or small groups to write their haiku. When all the groups have finished, there can be a guessing competition, with other groups guessing which story each haiku is about. Other possibilities include a haiku recital (each group in turn reads out their haiku to the class), and a poster display.

- If students are doing their reading at home, writing a haiku is a creative way of showing they have read and understood the story. Haiku can be written in students’ own reading diaries, or shared with the class. A good way is to keep a big ‘Reviews Book’ in the classroom, and each student writes their haiku in the book for other students to read.

- Haiku don’t rhyme or scan, but must keep to the 5 / 7 / 5 syllable rule. They can be one long sentence, or a number of short sentences, or just phrases. They can be funny, or sad. Avoid using characters’ names. These examples for the other stories in this book show some different ways language can be used in haiku.