# Nguzu Nguzu English

# Pupil's Book 3



Standard 4

Reprinted in 2004 with assistance from the New Zealand Agency for International Development (NZAID).

nzaid

First edition 2003

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# A Note to the Pupils

This book has been written to help you learn to speak, understand, write and read English.

You will find that the reading texts and activities are all about things which are familiar to you.

There are stories about everyday life in Solomon Islands and factual reports about things you see around you everyday.

This should help you to learn to use English with confidence, to talk and write about your own experiences and ideas, wherever you live in Solomon Islands.

The best way for you to learn English is by practice.

If you listen carefully to your teacher speaking English and if you practise speaking it yourself as often as you can, you will find that it gradually becomes easier.

All of the activities in this book are designed to help you to practise your written and spoken English.

You will learn how to explain your ideas and opinions; how to research and record information; how to read and write instructions; and how to write about interesting events. These skills will help you with your studies and in your adult life too.

The writers of this book hope that you will enjoy learning English in this way in Standard 4.

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### **Curriculum Development Centre Team**

Franco Rodie, Director CDC
Jacob Zikuli, Senior Curriculum Development Officer
David Sokaika, PEDP Curriculum Officer
Ellen Wairiu, PEDP Curriculum Officer
Lionel Damola, PEDP Curriculum Officer
Andrew Herriot, PEDP Project Adviser
Alison Blaylock, PEDP In-service Training Adviser

#### Writers

Nguzu Nguzu English Teacher Writers School of Education English Department Staff

### Consultant Editors, University of Queensland

Annette Woods
Ewa Czernuszewicz
Eluned Lloyd
Cindy Watson
Anna Kinnane

### **Funding Agencies**

European Union
UK Department For International Development
New Zealand Assistance For International Development

### **Desk Top Publishing**

Jacob Zikuli

### **Graphics & Artwork**

Jackson Onahikeni

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### Reading - Feeding Baby Joando

Look at the new words and phrases in the Reader.

Can you read all the words? Do you know what they all mean? Use a dictionary to find out what some of the words mean.

Read 'Feeding Baby Joando'. Then listen carefully while your teacher reads the text. Follow the words in the Reader as your teacher reads.

### **◆ Comprehension**

Read through the text again. Can you answer the following questions?

- 1. Why was Florence cooking only small amounts of food for each meal?
- 2. What are ingredients?
- 3. Why does Florence have to chop some of the ingredients into small pieces?
- 4. How long is it from breakfast to lunch?
- 5. Why do you think Joando is lucky to have Florence's mother living in the same village?

## Language Study

### **Opposites**

Some words can be changed to mean the opposite by adding 'un' at the beginning.

Copy these sentences into your exercise book.

Choose the right word from the two words in the brackets to complete the sentence correctly.

- 1. The hard green pawpaw was (ripe, unripe).
- 2. Eating fresh fruit and vegetables is (unhealthy, healthy).
- 3. It is (unusual, usual) to eat raw meat.
- 4. In a stone oven we (uncover, cover) the food with big leaves, hot stones and earth.
- 5. A stone oven makes sure that all our food is well (cooked, uncooked).

#### **Past Tense**

These sentences are written in the present tense.

Change them into the past tense.

The words you will need to change have been underlined.

- 1. I am cooking our dinner.
- 2. I am chopping the tomatoes.
- 3. We are boiling a pan of water to make tea.
- 4. I am preparing some coconut cream to put on the pudding.
- 5. I enjoy cooking in the holidays.

## Spelling

Look at the spelling words for this week. Can you read all the words? Can you say them correctly? Do you know what each word means?

Use Look, Cover, Remember, Write, Check to help you learn to spell the words. Remember your teacher will be checking whether you have learnt to spell these words at the end of the week.

want	chop
who	fix
well	mix
some	fry
see	cut

Write 5 sentences using words from the spelling list. You must use two of the words in each sentence. Here is an example:

I want to chop up all the tomatoes into small pieces.

Here the words 'want' and 'chop' have been used. Copy this sentence and write 4 more.

### ◆ Oral ◆ Writing

Today you are going to sing a song. It is about cooking.

Sing it to the tune of 'Are You Sleeping? Are You Sleeping?'. Sing it together.

Your teacher will help you.
Some of you could sing the mother's words.
Some of you could sing the children's words. When you know the tune and words well you could sing it as a round.

This is a poem that is set to music. A poem that is set to music is a song.

This song has four verses.

### Are You Cooking?

Are you cooking, are you cooking, Mother dear, mother dear? We're very hungry, we're very hungry. Yum, yum, yum. Yum, yum, yum.

Yes I'm cooking, yes I'm cooking.
Fish and cabbage, rice and potato.
Bring your plate and spoon, bring your plate and spoon.

Yum, yum, yum. Yum, yum, yum.

Oh what nice food, oh what healthy food.

Thank you mother, thank you mother.

We will wash the dishes, we will wash the dishes.

Yum, yum, yum, yum, yum, yum.

Oh that's a good idea, oh that's a good idea,
To help your mother, to help your mother.
Let us work together, to keep our family healthy.
Yum, yum, yum, Yum, yum, yum.

### Write a Song

Your teacher will put you into small groups.

Work with your group to write one verse of a song about food.

You should be able to sing your song to the same tune as the song above.

### The last line can be:

Yum, yum, yum. Yum, yum, yum.

Yum, yum, yum. Yum, yum	,
yum.	



## Reading

The text below is about 'Potato Soup'. Read the text with your teacher. Learn how to pronounce the new words and phrases.

### **Potato Soup**

New wordsPhraseshusked, scraped, lumpy, squeezed, sprinkledcame to the boil

One day Mr. Sulu prepared some potato soup. He used one dry coconut. He husked it and then scraped the meat out using his coconut scraper. He put the grated coconut in a bowl. Then he got five lumpy potatoes. He peeled them and washed them until they were clean. Then he chopped the potatoes into small pieces with his knife. He put them into a pot. He filled the pot with water and then put the pot over the fire.

The water in the pot came to the boil. Mr. Sulu let the water boil until the potatoes were soft. He took the pot off the fire and poured out the water. He took a cup of water and poured it into the bowl with the grated coconut. He squeezed out the coconut cream into the pot of potatoes.

The coconut cream covered the potatoes. Mr. Sulu sprinkled a teaspoon of salt into the pot. Then he put the pot back onto the fire to heat up the coconut cream.

Five minutes later Mr. Sulu tasted his potato soup. "Yum yum," said Mr. Sulu happily and then he ate it all.

## Comprehension

Here are the steps Mr. Sulu followed to make his soup. The steps are not in the correct order. They are all mixed up. Write them in the order that they happened.

- 1. He chopped the potatoes into small pieces.
- 2. He scraped the coconut using his coconut scraper.
- 3. He husked the coconut.
- 4. He peeled the potatoes and washed them.
- 5. He squeezed the coconut cream into the pot.
- 6. He added water to the scraped coconut.
- 7. He added salt.
- 8. He filled the pot with water and brought it to the boil.
- 9. He tasted the soup.
- 10. He put the pot back onto the fire.

# **Unit 9: Local Recipes**

## Language Study

Look at the list of kitchen utensils. Mr. Sulu used these to make his soup. Write a sentence for each one. Write what each one was used for. The first one has been done for you.

1. teaspoon

Mr. Sulu used the teaspoon to sprinkle salt into the pot of potatoes.

- 2. bowl
- 3. scraper
- 4. pot
- 5. knife
- 6. cup

## Handwriting

Here is a verse from the song that you sang in the last lesson. It is written out in joined handwriting. Copy it into your exercise book. Look at your work when you have finished. Is your writing neat? How could you improve your handwriting?

Yes I'm cooking, yes I'm cooking. Fish and cabbage, rice and potato Bring your plate and spoon, bring your plate and spoon. Yum, yum, yum, yum, yum.

## ◆ Oral ◆ Writing

Interviewing

Work with a partner.

One of you will be Mr. Sulu and the other one will be the Interviewer. The interviewer will ask Mr. Sulu some questions about how he made his potato soup.

### Your interview could go like this:

Interviewer

Hello, Mr. Sulu.

Mr. Sulu

Hello, sir.

Interviewer

How are you?

Mr. Sulu

I'm fine, thank you.

Interviewer

I have heard that you make very good potato soup. I would like to ask you

some questions about it.

Mr. Sulu

I will be pleased to answer your questions. What would you like to know?

Interviewer

Where did you learn to make this soup?

Mr. Sulu

Oh, it is an old recipe of my grandmother's. I used to watch her make this soup

when I was little.

Interviewer

What makes this soup so good?

Mr. Sulu

Well, you have to use lumpy potatoes to get the right taste.

The interviewer can ask other questions too. Mr. Sulu must think of some answers. When you have gone through the interview once with your partner, change roles and go through the activity again.

You do not have to use the example above. You can make up an interview of your own.

Write a Recipe for Potato Soup

Read the text again. Use the details in the text to write a recipe for Mr. Sulu's Potato Soup.

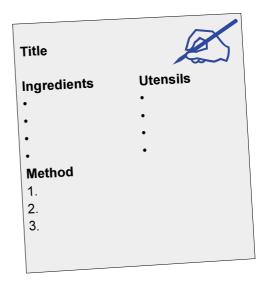
Remember when writing a recipe it is important:

to give the recipe a title;

a list of ingredients;

and a section that gives step by step instructions, usually called the method.

Write out a good copy when you have checked your work.



Write your own Recipe

Read through Mr. Sulu's recipe again.

Think of something you eat at home that you really like. Think about how it is made.

Talk about this with your partner. Write out a recipe.

Draft your recipe first. Check through it to make sure

the steps are in the right order. Have you missed anything out?

Make a list of the ingredients. Let your partner check through your draft too.

Write out a good copy when you have checked your work.

# **Unit 9: Local Recipes**

## Reading

Below is a text about how to make 'Cassava Snacks'. Study the new words and phrases with your teacher. Learn how to pronounce them. Next the read the text.

### Cassava Snacks

New words Phrases

midrib, wilt, scrape, poke, squeeze flat surface, medium sized, neatly, strips small parcel

**What You Need** 

3 medium sized cassava banana leaves (without the midrib)

1 dry coconut 1 teaspoon of salt 1 cup white or brown sugar half a cup of water

#### What To Do

1. Peel and grate the cassava.

- 2. Scrape the coconut. Pour half a cup of water into the scraped coconut. Squeeze it to make thick coconut cream.
- 3. Add sugar, salt and the coconut cream to the cassava and mix well.
- 4. Pass the banana leaves over the fire to wilt them. This stops the leaves tearing easily. Cut into them into 15 centimetre strips.
- 5. Lay two strips of the wilted leaf onto a flat surface.
- 6. Put two spoonfuls of cassava mixture onto the middle of the banana leaf strips. Fold the leaves to make a small parcel. Use up all the cassava mixture in the same way.
- 7. Arrange all the small parcels neatly in a cooking pot.
- 8. Pour enough water into the pot to cover the parcels.
- 9. Boil until the cassava is cooked.

#### How to Tell when the Cassava is Cooked

There are two ways:

- 1. Take one parcel. Open it. Taste the cassava.
- 2. Take a clean coconut midrib. Poke it into one of the parcels. If it is ready, the midrib will come out clean.

## Comprehension

Read through the recipe again then answer the following questions in your exercise book. Look back at the recipe to check your answers.

- 1. How many dry coconuts do you need to make this recipe?
- 2. How do you make coconut cream?
- 3. Why do you have to pass the banana leaves over the fire?
- 4. How will you know the cassava is cooked?
- 5. Why do you think you have to take out the midrib from the banana leaf?

# **Unit 9: Local Recipes**

## Language Study

Here are some words taken from the recipe. The letters in the words are jumbled up. Can you work out what the words are? Write the correct words into your exercise book.

1. ssaaavc	 2. tnooucc
3. diumme	 4. ategr
5. seeequz	 6. fulsoonsp
7. celspar	 8. ribmid

## Spelling

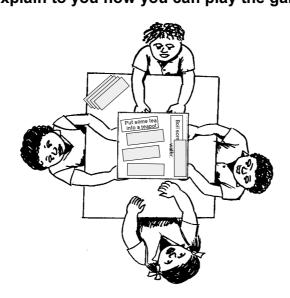
want	chop
who	fix
well	mix
some	fry
see	cut

Copy these sentences. Fill the gaps with words from your spelling list for this week.

1.	Mudu sprinkled	salt into the chicken soup.
2.	Abalyn willt	he taro in a large pan of water.
3.	Lego will	the cassava in some oil.
4.	Robbie will	_ some firewood ready for Prima's wedding feast.
5.	Mother and Papa _	to try Lego's special recipe.

## ◆ Oral ◆ Writing

Play the game 'The Right Order' Your teacher will explain to you how you can play the game.



# **Unit 9: Local Recipes**

Write a Snack Recipe

Work in pairs. Think of something that is good to eat as a snack.

Your teacher will talk about this with you.

Talk about a snack that you know how to make with your partner.

Write out the recipe.

Start by writing

a title.

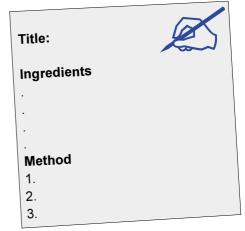
a list of what you need – the ingredients.

the method or procedure to prepare the recipe.

Make sure that you write it in the correct order.

Draft your work first.

When you are sure your recipe is correct write out a good copy. You could draw a picture of your snack to go with your recipe.





### Reading

The text below is taken from the 'Solomon Star' newspaper. Read the text with your teacher. Try to pronounce the new words and phrases.

### Taiyo Fry

New words **Phrases** restaurants, finely, recipes, ingredients salt to taste

Restaurants and people who sell cooked food have different methods of preparing and cooking their foods. The local newspaper 'Solomon Star' sometimes prints recipes. Here is a recipe from the "Solomon Star'. It was an idea from Shanti Valayhudan.



# **Solomon Star**

No.1985

Friday 3rd November, 2001

\$2.50

### Taiyo Fry

### **Ingredients**

1 tin of Taiyo

1 medium sized onion (finely chopped)

1/4 teaspoon chilli powder

1/4 teaspoon coriander powder

salt to taste

1 tablespoon of cooking oil

### Method

- 1. Drain the oil from the tinned tuna. Put the tuna into a bowl. Break up the tuna into small pieces.
- 2. Heat the cooking oil in a frying pan. When it is hot add the chopped onion. Fry until the onions turn light brown.
- 3. Add the chilli, coriander and salt. Mix everything together.
- 4. Add the tuna pieces and fry on a low heat for two minutes.

## Comprehension

Write the answers to these questions in your exercise book.

- 1. What do you need to make Taiyo Fry?
- 2. What is fried first in the cooking oil?
- 3. How do you know when the onions are cooked?
- 4. Why do you think chilli, coriander and salt are added to the onions and tuna?
- 5. What do you think you could eat with your Taiyo Fry?
- 6. Can you think of something else you could add to this recipe to give it a different taste?



## Language Study

drink sink think bank chunk

All of these words end in '-nk'.

Can you think of other words that also end in '-nk'? Make a list of these words in your exercise book.

Choose five of your words and write a sentence using each of them.

### Handwriting

Read the poem 'Fish and Chips'. It has been written out in joined handwriting.

Potatoes in the ground, Dig them with your hands, Peel them, chop them, Fry them in the pan.

Fish in the sea, catch them, cut them in to pieces, Fry them in the pan.

Fish and fried potatoes, Put them in a bag, Add a little bit of salt, That is 'Fish and chips:

Choose the verse you like the most. Copy it into your exercise book. Take special care with the size of your letters. Look at each join carefully. Remember that there is no join after a capital letter.

## ◆ Oral ◆ Writing

#### **Word Game**

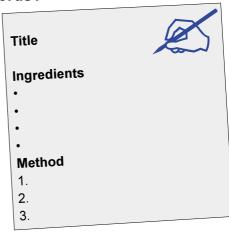
Work with a partner. Look at the words 'recipe' and 'ingredients'.

Your teacher will tell you when to start. Make as many words as you can, using only the letters from the two words. When your teacher tells you to stop, count up the number of words you have made. Who has the largest number of words?

### **Our Tuna Recipe**

You are going to make up a recipe with your partner. Starting with a tin of Taiyo, you can add any other ingredients you like to make your dish. Give your recipe a title. Write out your list of ingredients and then write your method step by step.

Draft your work first. Improve it with your partner. Make sure the steps follow one another. Make sure that all the steps are clear. When you are ready write out a good copy of the recipe.



### Reading

Read the text about 'Keeping Cassava Fresh on Tikopia' with your teacher. Learn how to pronounce the new words and phrases.

### Keeping Cassava Fresh on Tikopia.

New wordsPhrasespeel, smash, woven, fermentpool of wateredge, thick, buried

Faka is a man who lives on Tikopia. One day he dug up some cassava from his garden. He put it in a basket and put it in a pool of water. Faka left the cassava in the pool for several days until the cassava skin was soft. He could then peel the skin off easily.

After he had peeled the cassava, Faka used his hands to smash the cassava into small pieces. He put the pieces into a bowl. Faka then dug a hole in the ground and put woven coconut leaves into the hole to cover the earth. He then put special leaves called 'rautea' on top of the coconut leaves.

Faka took the bowl of cassava pieces and put them into the hole. He then covered the hole with more rautea leaves. Finally he put stones around the edge of the hole. This was to stop animals from digging up the cassava.

Now, whenever Faka's wife, Anne, wants to make some cassava pudding, she takes some cassava from the hole. She makes sure that she covers the hole again before she goes back to the house. The cassava from the hole is good to use for a long time. It is called Masi.

Sometimes on Tikopia, Masi is also made by cooking cassava and other vegetables in an earth oven for a few hours. They are then mashed up in huge wooden bowls. The mash is mixed with coconut cream to make a thick pudding. The mixture is wrapped in taro leaves and buried underground for several years to ferment. Masi is buried all over the island of Tikopia and is often used when there is not enough food in the gardens.

## Comprehension

Read through the text again. The text tells how Faka prepares his cassava so that it keeps fresh for a long time. This is called 'preserving'.

Here are some words that are used in the text.

peel smash cover basket

Can you match them to the correct meaning? Write out each meaning adding the matching word at the end.

- 1. To put something on top.
- 2. To squash and break into small pieces.
- 3. often made from woven leaves.
- 4 To take off the skin

# **5** υ

# **Unit 9: Local Recipes**

### Language Study

#### **Punctuation**

Look at the sentences below. They have been written out with all the full stops and capital letters missing. Can you write them into your exercise book and put in the full stops and capital letters in the correct places?

anne often makes cassava pudding she is very pleased that faka has prepared some masi for her to use she goes to the special hole and takes what she needs every morning anne then covers up the hole so that animals do not dig up the masi

## Spelling

Look at the words listed below. They are from your spelling list for this week. How many more words can you make using each of the spelling words as a base? Copy the list and the examples. Try to make more words using these spelling words. Add your own words.

1. wa	ant -	-	wants,	
2. sc	me ·	-	somewhere,	
3. se	e -	-	seem,	
4. cu	t -	-	cuts,	
5. ch	ор -	-	chopped,	
6. fix		-	fixing,	

Can you spell this week's words?

Are you learning your words each week?

Are you taking time to learn to spell them every day?

Your teacher will check if you have learnt this week's words and a record of how many words you get right this week.

## ◆ Oral ◆ Writing

### **Debating**

Today you are going to hold a debate. Your teacher will explain to you how this will take place. Everyone will take part. Your teacher will put you into two groups.

The point to be debated is that: 'Knowing How to Preserve Food is Important'.

Group One will argue 'for' the motion. This means they agree with the motion.

Group Two will argue 'against' the motion. They do not agree with the motion.

You will work in your groups to think of good points for your argument. You will take notes of what you talk about.

Your teacher will help you to hold your debate. Your teacher will also show you how to vote at the end of the debate. Which group will put forward the best arguments?

# **Unit 9: Local Recipes**

### Reading

Read about how to make baked slippery cabbage with roast nuts. This recipe comes from Western Province. In Western Province it is called masi masi. The masi masi is cooked in a motu. A motu is a stone oven.

### Masi Masi from Western Province

New words			Phrases
bowl	wilt	motu	serve with potatoes
layers	overlap	roast	crack open

### Ingredients

Ngali nuts (as many as you like)
Slippery cabbage (as much as you like)
4 to 5 straight banana leaves for making parcels
leaves for covering the motu (stone oven)
1 tablespoon salt

### How to roast the nuts

2 cups of water

- 1. Crack open the ngali nut shells and take out the nuts.
- 2. Roast the nuts in a motu for one or two hours.
- 3. When the nuts are roasted put them in a milk or Milo tin.
- 4. The nuts will keep fresh in the tin for many months.

### **Preparing Masi Masi**

- 1. Start the fire in the motu
- 2. Chop some roasted nuts into very small pieces in a bowl.
- 3. Put the salt into the water. Stir and add to the bowl of nuts.
- 4. Pass the banana leaves over the fire to wilt them.
- 5. Place the slippery cabbage in layers on top of the banana leaves.
- 6. Put some of the nut mixture on each layer of cabbage.
- 7. Make parcels, by folding the two ends of the banana leaves so that they overlap each other.
- 8. Prepare the motu and put the cabbage parcels on the hot stones. Put some hot stones on top of the parcels and cover them up with some leaves.
- 9. Leave the motu until the masi masi is cooked. Serve with potatoes.

## Comprehension

Answer the questions in your exercise book. Read the recipe again to check your answers.

- 1. Where is this recipe from?
- 2. How can roasted ngali nuts be kept for a long time?
- 3. How many ngali nuts do you need for this recipe?
- 4. Why do you think salt is added to the nuts?
- 5. Have you tasted something cooked like this before? If you have, what was it and what did it taste like?



### Language Study

Here are some words often used in recipes. Look them up in a dictionary. Write down the meaning of the word. Then write a sentence using the word.

You can change the ending of the word if you want to.

Look at the first word. It has been done for you as an example.

1. chop

meaning chop – to cut into pieces

**sentence** First, <u>chop</u> the onions into small pieces.

2. stir

3. roast

4. bake

5. pour

### Spelling

Here is your spelling list for this week. Read the words. Say them correctly. You can use a dictionary to find out what these words mean if you need to.

boil your cake right she bake bowl up meal will

Copy the words into your exercise book.

Use Look, Cover, Remember, Write, Check to help you learn how to spell the words.

Work with a partner. Spend a few minutes each day to learn your words. Remember your teacher will be checking if you can spell the words at the end of the week.

Below are five words from the spelling list. Write a sentence using each word.

1. right 2. cake 3. meal 4. bowl 5. boil

## Oral Writing

### Acting a scene

Work in groups of 3. Act out a scene where you are making masi masi.

You can collect some props to help you. Remember you are pretending.

- You could use any leaves to be the cabbage and banana leaves.
- You could use small stones for nuts.
- · You could use sand for salt.
- You could use water.
- You will need a cup or a bowl.

Act out the scene. Talk with your group about what you are doing as you act it out. You could show your scene to the rest of the class. One member of the group can be the narrator. Have you remembered all the steps involved in making masi masi?

# **Unit 9: Local Recipes**

### Write a Traditional Recipe

You are going to write out a traditional recipe.
This means something that has been made for many years in the place where you live.
Think about special food that is prepared in your village or province. Maybe you know of special food that is made for feasts. Talk about it with a partner.

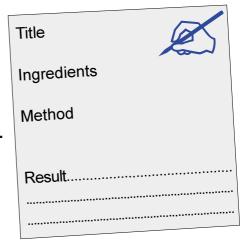
Write the instructions of how to make it step by step.

Draft your work first.

Check the steps.

Check the spelling.

Check that you have capital letters and full stops in the correct places.



When you are sure your recipe is correct write out a good copy.

Draw a picture to go with your recipe. You could write it out on a piece of paper in your best joined handwriting. Your teacher could put all the recipes together and make a 'Class Recipe Book'. You could keep this in the Book or Reading Corner.

## Reading

Below is a narrative about someone who attended a school open day at Jejevo school. Read the text with your teacher. Talk about the new words and phrases with your teacher.

### The School Open Day

New wordsPhraseskind, helpful, basin, stalls,leaned back, few moments, prize winnerscompetitiondelicious smell, bag of flour

Griffin went to Jejevo Primary School in Ysabel Province. One day, after school, Griffin came back with a note for his mother. His mother opened the note. She leaned back in her chair and read it silently. A few moments later, Griffin's mother said, "There is going to be an Open Day at your school".

"What will happen at the Open Day?" asked Griffin.

"Well, all the parents look around the classrooms. There are usually lots of activities organised too. There could be dancing and different sports will be played. There will also be food for sale." answered Griffin's mother.

"Last year," his mother continued, "one of the best things was the sale of food at the stalls. Everyone enjoyed this because there were so many different kinds of food for sale. The stalls were filled with food and everywhere there was a delicious smell. I really enjoyed the food competitions" she continued. "There were three different competitions. There was a fish competition as well as one for puddings and one for cakes. At the end of the judging the prize winners were announced. The recipes of those who had come first were printed and given out to all the parents."

"Have you ever won a prize?" asked Griffin.

"Well, I have never entered, but I think I will this year," said his mother. "Last year Julia won the prize in the fish competition. She won a new fishing line and some hooks."

"What did she make?" said Griffin.

"She made your favourite, fish in coconut cream," said Griffin's mother. "In the cake competition, eight women entered. Clara won the first prize. Her prize was a 10 kg bag of flour. She was so happy when she walked up to collect her prize from the judges. Nicholas was the only man who entered the competitions. He did really well. He won first prize in the pudding competition. His prize was a coconut scraper and an aluminium basin. Nicholas' wife was very happy to have a new basin for the kitchen."

"You are such a good cook. You are sure to win a prize if you enter. Which competition do you think you will go in for?" asked Griffin.

"I will think about it. I would love to win a prize," said his mother.

# **Unit 9: Local Recipes**

### Comprehension

Read the 'The School Open Day' again to yourself.

Draw a picture of the open day that took place last year. Griffin's mother talks about it in today's text.

In your picture you should draw Griffin's school with the classrooms and the area around the school where the activities are taking place. Remember that there was dancing, games were being played, food stalls and competitions were going on. Draw Julia, Clara and Nicholas and his wife. Draw teachers, parents and pupils at the open day. You could label your picture.

## Language Study

Look at these short words. Can you read them all?
with in to at by on to
Here are some sentences about Griffin's mother and the school open day.
Some of the words are missing. Write out the sentences and choose words from the list above to fill the spaces. The first one has been done for you.
Griffin's mother decided 1to enter the fish competition 2 the next School Open Day. Griffin's father went out 3 his canoe 4 catch some fish for her to cook. He caught a big mamula 5 using a special hook 6 his line. Griffin's mother baked the fish 7. chilli and tomatoes. Griffin was excited. He was sure his mother's

## Handwriting

Look at this rhyme. It has been written out in joined-up handwriting. Read it carefully. Look at the way the letters have been joined. Copy the rhyme into your exercise book using joined writing.

I eat my beans with honey. I eat them with a knife. It makes the beans taste funny But it keeps them on the knife.

## Oral Writing

Your teacher will put you into small groups. Talk in your group about a school open day, bazaar, party or a wedding feast you have been to.

- Talk about what happened before the day.
- Talk about what happened on the day.
- What did you or your family do?
- Did any activities take place on that day?
- Tell your group what you liked most.

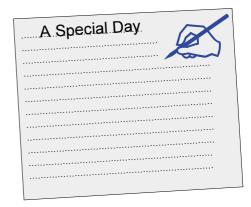


# Write Your Reccount A Special Day

Now choose one of the events you have talked about and write a recount. Think about the questions above again.

Write the first draft then give it to someone in your group to read and check. Then write out a final good copy.

Draw a picture to go with your recount. You will be given time in tomorrow's lesson to finish this work.



Remember when writing a recount that you should follow the following structure and include:

- a setting;
- a sequence of events;
- a conclusion.

# **Unit 9: Local Recipes**

## Reading

Read the text about 'Preparing for the School Open Day' with your teacher.

### **Preparing for the School Open Day**

New words Phrases

secret, surprise, special a week away, swampy area, coconut plantation

All the children were proudly preparing their classrooms and their work to show their parents. Everybody was looking forward to having new recipes from the cooking competitions. Last year they had enjoyed Julia, Nicholas and Clara's recipes.

Griffin's mother decided to enter the food competition at the Open Day. She was thinking of making something for the fish competition. She asked her husband what he thought she should make.

All the other mothers in the village were thinking about special recipes too. Many of the women had learnt a lot from last year's competition.

Some men in the village also planned to take part in this year's competitions. They wanted to win just like Nicholas had won last year. Some girls were practising dances and the young boys were talking about producing a play from one of the Nguzu Nguzu storybooks.

The School Open Day was just a week away. Everybody in the village was very busy getting ready. The men built small stalls where the food would be sold. The women collected firewood. Some older girls went to the swampy area behind the village to collect some taro and leaves for baking. The older boys went to the chief's coconut plantation and collected coconuts for cooking and drinking. The teachers were busy putting up pupils' work on the classroom walls.

Griffin really wanted to know which recipe his mother was going to make for the competition. He kept asking his mother.

She kept saying, "No, I'm not going to tell you because I want my recipe to be a surprise".

Griffin's mother was planning a special recipe, which even her husband didn't know about. Other women in the village boasted about their recipes but Griffin's mother kept her recipe as a secret.



### Comprehension

Read through the text again. Answer the questions in your exercise book. Write your answers in complete sentences.

- 1. What did Griffin's mother decide to do at the next school open day?
- 2. What were the young boys thinking of doing for the open day?
- 3. What did the men do to get ready for the open day?
- 4. How do you think the teachers were getting ready?
- 5. Why do you think Griffin's mother wanted to keep her recipe a secret?

### Language Study

Copy these sentences in your exercise book. Put in punctuation marks in the correct places. The punctuation marks missing are: question marks, speech marks, full stops, commas, capital letters and apostrophes.

### The first sentence has been done for you.

- what about fish cubes in coconut cream said Mr Griffin "What about fish cubes in coconut cream?" said Mr. Griffin.
- 2. the school open day is just two days away said the headmistress
- 3. every body in the village was very busy cleaning the school grounds
- 4. malcolm tell me what your wife is cooking for the competition asked marcus
- 5. girls it is time for you to start practising your dance said joyce
- 6. mother said no im not going to tell you about my recipe

## Spelling

These are the words for this week's spelling.

she	bowl
up	meal
will	your
boil	right
cake	bake

Work with a partner. Help each other to learn the words.

Can you say them correctly?

Do you know what they all mean?

Can you spell the words?

Now look at the words again. They are not in alphabetical order. Put them into alphabetical order. Write them in alphabetical order in your exercise book.

The first two have been done for you.

Why does 'bake' come before 'boil' when they both start with 'b'?

1. bake	2. boil	3.	4.	5.
6.	7.	8.	9.	10.

# **Unit 9: Local Recipes**

## ◆ Oral ◆ Writing

### A Special Day

In the last lesson you started writing a recount of a special day.

### This could have been:

- a School Open Day;
- a bazaar;
- a wedding feast;
- or any feast that you went to.

Finish your work. Remember to draw a picture to go with your recount.

Read your recount aloud to the rest of the class when you have finished.

You could show the class your picture and talk about it too.



## Reading

Here is another text about how to make 'Chicken and Pumpkin Soup'. Read the new words and phrases with your teacher before reading the text.

### **Chicken and Pumpkin Soup**

New words

chopped, servings, uncovered, peeled, mixture

Phrases

serve hot, lower heat, bring to the boil, until tender

### Ingredients

(makes six servings)

2 tablespoons cooking oil

½ cup chopped onions

- 1 chicken
- 4 cups water
- 2 tomatoes, chopped
- 4 cups peeled and sliced pumpkin
- 6 pumpkin tips
- 1 cup coconut cream
- 1 green pepper, sliced
- 3 tablespoons lemon or lime juice salt

### **Method**

- 1. Wash the pumpkin tips and chop them.
- 2. Fry the onion in the cooking oil until tender.
- 3. Cut chicken into small pieces.
- 4. Add the chicken pieces to the onion and cook for 10 minutes uncovered.
- 5. Add water, lemon or lime juice and salt.
- 6. Bring to the boil, lower heat and cook for 15 minutes uncovered.
- 7. Add tomatoes, pumpkin slices, green pepper and pumpkin tips. Cook for 5 more minutes.
- Add the coconut cream. As soon as the mixture comes to the boil again, remove from the heat.
- 9. Serve hot with cooked taro, cassava or yam.

## Comprehension

Read through the recipe 'Chicken and Pumpkin Soup' again.

Answer the questions below in your exercise book.

- 1. After you have made the soup how many people will it feed?
- 2. How many cups of water do you need for this recipe?
- 3. What does 'tender' mean?
- 4. How is the chicken prepared before it is cooked?
- 5. What kind of vegetables are taro, cassava and yam?

## ◆ Language Study

In recipes kg means kilogram. What do these other abbreviations mean? They are all used in measuring. Write the long form of each of the abbreviations in your exercise book.

- 1. q
- 2. I
- 3. tbs
- 4. kg
- 5. tsp

Now choose three of the words and use them in sentences. You could write more than one sentence for each measuring word. Here is an example:

Yesterday I was weighed at the clinic.

I was surprised to see that I weighed 78 kilograms.

### Handwriting

Read the letter written by Miss Delwin to Silvia.

Silvia came to Class Four and showed them how to make Chicken and Pumpkin Soup. Notice the letter is written in joined handwriting.

Highway Primary School P.O. Box 444 Honiara 29<sup>th</sup> April 2002

Dear Silvia,

Thank you for coming to our class yesterday morning. We all enjoyed learning how to make chicken and pumpkin soup. I made it last night for my family and they loved it. My father ate his share and asked for some more. My mother said she would buy a chicken, a parcel of pumpkin tips and a small pumpkin from the market and make it again tonight.

Please come again to our class with some more of your recipes.

Yours sincerely, Miss Delwin.

Copy The letter. Make sure you start with a sharp pencil. Copy each word carefully so that all the joins look the same. When you have finished, show your work to your friend. Ask your friend to tell you how it could be improved. Do you agree?

## ◆ Oral ◆ Writing

This passage is called 'The Good Cook'. Read it aloud with a partner.

Do you understand how the mother cooked the fish?

Do you know what she added to the fish?

#### The Good Cook

Mother bought a big fish at the market. She chopped the fish into small pieces. She cleaned the fish and put it into a big pot. She chopped up a tomato and put it in the pot too. Then she squeezed in some coconut cream. She cut up some beans and put them in the pot. She sprinkled in some salt and a spoonful of curry powder. She put the pot onto the fire.

Soon the house was filled with a delicious smell. That night all the family had a tasty meal.

"Mother is a good cook," they said.



### Write the Fish Recipe

Work with your partner and write out the passage as a recipe.

You will need to put everything that the mother used under the heading 'Ingredients'.

You will have to write what the mother did, step by step under the heading 'Method'.

Give the fish dish a name. When you have written the recipe draw a picture of mother

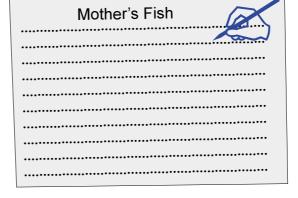
preparing the meal.

	-	_			
This	is	how	VOL	could	start

Mother's Fish <a href="Ingredients">Ingredients</a>
1 big fish

### **Method**

- 1. Chop the fish into small pieces
- 2. Clean the fish and put it into a pot



Remember to add to your 'Ingredients' list as you go through the steps.

# **Unit 9: Local Recipes**

## Reading

Read the text about 'Pawpaw and Bush Lime Juice' with your teacher.

### **Pawpaw and Bush Lime Juice**

New words	Phrases
strainer, strain, fibres	pawpaw pulp, equal amount of water
pour, chill	mash up, measuring cup

This recipe for pawpaw and bush lime juice is a healthy drink for children. It is easy to make. Pawpaw grows very well in our gardens. There are a lot of lime trees around too. If you do not have pawpaw and limes at home you can usually find them in the market. This is a recipe that you could try at home.

#### What You Need

1 ripe pawpaw, washed, cut in half with the seeds taken out 6 bush limes, cut in half water sugar a strainer measuring cup or jug

#### What To Do

- 1. Use a spoon to scrape the pawpaw pulp into a clean bowl and mash up the fruit.
- 2. Put the mashed fruit into the strainer.
- 3. Strain to separate the juice from the fibres. Throw away the fibres.
- 4. Squeeze the juice out of the bush limes.
- 5. Add an equal amount of water to the juice.
- 6. Pour the lime juice into the pawpaw juice.
- 7. Add sugar. Stir well to dissolve the sugar.
- 8. Chill, if you have a cooler or a fridge.
- 9. Serve and enjoy the juice.

## Comprehension

### Look at the recipe again. Can you finish these sentences in your exercise book?

1. Take a ripe	
2. Strain to	
3. Measure the juice using	:
4. Sweeten with	
5.	to the amount of juice.

### Answer these questions in your exercise book.

- 1. The recipe doesn't tell us how much sugar to add to the juice. How would you know how much to add if you were making this?
- 2. Why do you think this juice is good for children?
- 3. Can you think of something else you could add to this juice to make it tasty?

### Language Study

#### **Odd One Out**

Look at the groups of words. Can you find the odd one out?

Write the word that is the odd one out. Write a sentence to say why you have chosen it. The first one is done for you.

- 1. taro tomato cassava yam tomato (All the other words are root crops).
- 2. strainer spoon ripe cup
- 3. water add pawpaw lemon
- 4. sugar add squeeze stir
- 5. pineapple cabbage orange mango
- 6. cut scrape fibres mash

## Spelling

The words that are underlined have jumbled up letters.

Can you work out what the words are?

All the words are from your spelling list for this week. Write out the sentences correctly.

- 1. Do not forget to wash oury hands before you eat a laem.
- 2. Mary put a cover on the lowb.
- 3. Will esh kbea the acke in the oven?
- 4. I <u>llwi</u> wash <u>pu</u> after the <u>leam</u>.
- 5. <u>olib</u> the cabbage and put it in the <u>olwb</u>?

### **Spelling Check**

Today your teacher will check if you can spell this week's words. Remember that your teacher keeps a record of how many you get right each week.

Have you been learning the words?





### Oral Writing

#### **Delicious Juice**

Work in pairs. Talk about the kind of juice you really like to drink.

Here are some things you could talk about.

- What is your juice made from?
- Why is it your favourite?
- How do you make it?
- What do you need to make it?
- Do you know everything you have to do to make the juice?

# **Unit 9: Local Recipes**

**Your Juice Recipe** 

Write a recipe of how to make a fruit juice. This could be one you have made or it could be one you have made up. Work on your own but use ideas you talked about with your partner.

Write a first draft. Let your partner read your work. Check that the steps in the recipe are correct. Check that all the words are spelt correctly. Write out a good copy. You could draw a picture for each step.

Remember to write a name for your recipe.

You could put up your recipe on the classroom wall or take it back to your house and show it to your family.

Ginger Lime	
Ingredients: 6 bush limes water sugar a small piece of ginger	Utensils: strainer knife jug bowl
Method: 1. Peel and grate: 2 3	

# 1 Unit 10: Water and Health

# Reading - Clean and Healthy

### **Clean and Healthy**

Can you read the new words and phrases?

Do you know how to say them correctly?

Do you know what they mean?

Read the conversation with your class and teacher. Individuals or groups might read different sections of the text. The conversation is between a Health Inspector called Lale and a sick man called Damo.

### Comprehension

Read the conversation again silently. Answer these questions in your exercise book.

- 1. What was wrong with Damo?
- 2. Make a list of things that Damo saw when he looked around where he lived.
- 3. The Health Inspector told Damo that there should not be still water near his home. Explain why.
- 4. What do you think a Health Inspector does?
- 5. What did Damo decide to do after he had spoken to the Health Inspector?

### Language Study

Write the following words in your exercise books. Use a dictionary to find the correct meaning.

Next, write your own sentences using each of the words.

Here is an example.

soap

I use soap and water to wash my hands.

- 1. diarrhoea
- 2. boiled
- 3. medicine
- 4. flies

## Spelling

These are the spelling words for this week. Can you read all the words? Do you know what they mean?

over other blue yellow white clear dirty plenty tidy

Work with a partner to study the words.

Learn how to read, write and spell them correctly. Use the spelling strategy Look, Cover, Remember, Write, Check as you copy the words into your books.

### Unit 10: Water and Health

## ◆ Oral ◆ Writing

Work in groups of four and discuss these questions with your friends.

- 1. What had made Damo ill?
- 2. Have you ever been ill like Damo?
- 3. What did you have to do to get better?

Think about some of the things that Health Inspector Lale talked about to Damo. What did he tell Damo to do to make his home a healthier place to live?

Think about where you live.

Can you think of any things that might be unhealthy in some way? Could these things be improved?

Draw two pictures.

Draw one of an unhealthy environment. In the second picture show what it could be like.

Write a few sentences underneath your pictures explaining what needed to be changed?

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# Unit 10: Water and Health

### Reading

Read through the water rhymes with your teacher. Use the dictionary to help you understand the new words and phrases. Try to pronounce the words and phrases correctly.

### **Water Rhymes**

#### New words

drops, grains , snoring, pleasant, bumped

#### Phrases

mighty ocean, wet through, washing day

#### I hear Thunder

I hear thunder I hear thunder.
Hark do you?
Hark do you?
Pitter patter raindrops.
Pitter patter raindrops.
I'm wet through,
so are you.

### It's Raining

It's raining.
It's pouring.
The old man is snoring.
Went to bed and bumped his head, and couldn't get up in the morning.

### **Drops of Water**

Little drops of water, little grains of sand, make the mighty ocean, and the pleasant land.

#### Rain on the Green Grass

Rain on the green grass, and rain on the tree, and rain on the house top, but don't rain on me.

## Comprehension

### The Water Cycle

Do you know where rain comes from? Your teacher will work with you to understand this.

Your class will build up a picture on the blackboard. This picture will show you what happens to make it rain. You can draw the picture in your exercise books.

## Handwriting

Think of some good ideas about these topics.

Keeping Clean and Healthy Wash your hands before you eat. Wash your hands after going to the toilet.
Wash your hands before you start to get food ready.

Work with a partner. Copy one of the messages above - or one that you have thought of yourself onto a large sheet of paper. Use joined-up writing and the correct punctuation. Display your messages on the classroom wall for others to see.

Plural means more than one.

# Language Study

Singular means one.

For example:

For example:

'girls' is plural.

'banana' is a singular word.

Talk about this with your teacher. Here are some other examples:

Singular	Plural
one coconut	two coconuts
one fly	two flies
one shell	four shells
one wife	three wives

Copy the sentences. Change the word in brackets so that it is in the plural form.

- 1. My brother made two (table) for our new house.
- 2. We bought three kitchen (knife) at the shop yesterday.
- 3. The three (girl) will go to the school open day next week.
- 4. Some of the (man) didn't want to play football.
- 5. Our dog had five little (puppy) last night.
- 6. We need some more (pencil) for our class.

# 🔷 Oral 🔷 Writing

Work in pairs. Read this conversation. Take turns to read the parts of Jane and the

nurse.

Good morning Jane, you don't look very well today.

What's wrong?



Have you been washing your hands before eating your food?

Well, Jane, you have told me one reason why you might be sick. Remember that a person can get diarrohoea through eating food with dirty hands.

Oh. I have been sick for a month now. I have diarrhoea, and my body is very weak.

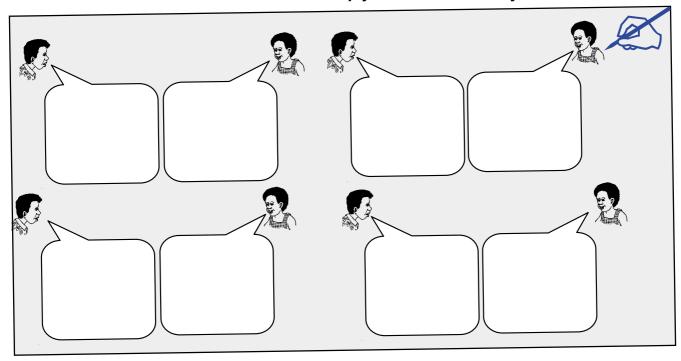




Oh, thank you, nurse, I have learned an important lesson today. I will try to remember to wash my hands before eating my food. I hope I get better soon.

# **Unit 10: Water and Health**

Plan a conversation with your partner. Draw some speech bubbles and write the sentences inside them. Your teacher will help you with this activity.



Think of what you would like to talk about. Write the words that are spoken in your conversation in the speech bubbles. Read the conversation with your partner. Remember to use neat joined-up writing when you write out your final copy. You will have more time to finish this in the lesson tomorrow.

# **Unit 10: Water and Health**

# Reading

Say the new words and phrases below. Read the text and talk about it with your teacher.

#### Food and Keeping Healthy

New wordsPhrasesfat, malnutrition, weak, storestay alive, small for their age

We need food to stay alive. If we do not eat enough food or drink enough water, our bodies become weak. This makes us more likely to become sick. If we get sick our bodies may not be strong enough to get better.

We can become ill from getting too little or too much food.

When children do not get enough food they may grow slowly. These children will be small for their age. However children may eat a lot, but still not grow well. This can happen if they do not eat the right types of food. These children will be small for their age too.

Not having enough of the right kind of food causes people to suffer from malnutrition.

Eating too much of the wrong kind of food can also make our bodies store the extra food as fat. Fat people are also more likely to become sick.

We can become sick for many reasons, but one reason is not eating the right amounts and types of food. We can also become sick because of germs in the food we eat and water we drink.

# Language Study

Choose a word from the list to complete the sentence correctly. These words are called conjunctions or linking words.

	but	because	aithough	nowever
1.	Our teacher	did not come to	o school	he was sick.
2.	Patty wante	d to buy a book	she did n	ot have enough money.
3.		_ the weather v	vas bad, the cap	tain still decided to sail.
4.	The boy was	s slow he	e was still chosei	n to run in the race.



# Comprehension

Copy and complete the table below.

Match the words from the left with the sentences from the right. One has been done for you.

malnutrition	can be found in food and drink and can make us sick
water	is stored when we eat too much of the wrong types of
	food
germs	is needed by us to stay alive and healthy
food fat	is not having enough of the right kinds of food to eat
fat /	is a drink which must always be clean

Read the text again then answer the following questions in your exercise book.

- 1. What will happen if we don't eat enough food?
- 2. Describe one way that you might be able to tell that a person eats too much of the wrong sort of food?
- 3. What is malnutrition?
- 4. Why do you think it is important to eat the right kinds of food and have clean drinking water? Write a paragraph to explain your answer.

# Spelling

#### **Rhyming Words**

Look at these words. They are from this week's spelling list. Can you think of words that rhyme with them? The endings of the words have to sound the same. Some word endings might sound the same but be spelt differently. Copy the table into your exercise book.

blue	rhymes with	flew		
white	rhymes with			
clean	rhymes with			
yellow	rhymes with			

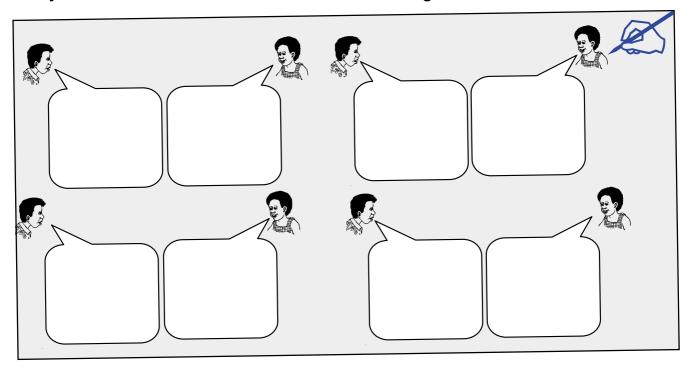
Now work with a partner to complete the rest of the rhyming words. Use the words in the rhyming box to help you. Say the words out aloud before you write them.

#### **Rhyming Box**

scene	bellow	fellow
crew	bean	seen
kite	night	few
clue	light	been
keen	mellow	right

# ◆ Oral ◆ Writing

Continue to plan and complete yesterday's conversation with your partner. Think of how you could make the conversation more interesting.



Read the conversation with your partner. Act out the conversation. Let your friends listen and enjoy it.

Your teacher may ask you to display your copy on chart paper so that it can be displayed on the classroom walls.



## Reading

Can you read the new words and phrases below? Do you know what they mean? Read the 'Healthy Tips' poster with your teacher. Your teacher will talk about the poster with you.

#### **Healthy Tips**

New words latrines, bedding, boil, sneeze

**Phrases**to get rid of, hook worms,
eating utensils, the spread of germs

#### Healthy Tips

- Wash your hands with soap before and after every meal.
- Always wash your hands with soap after going to the toilet.
- Do not use beaches and bushes as toilets.
- Wash your body well with soap at the end of the day to get rid of sweat and dirt.
- Clothes and bedding should be washed often with washing soap.
- Your bedding should be aired in the sun every day.
- Wash cooking and eating utensils immediately after use.
- Always, remember to cover food from flies to stop the spread of germs.
- Drink plenty of clean water each day.
- Boil water before drinking it if you think it is not safe.
- Hook worms are common so always remember to wear slippers or shoes on your feet.
- Cover your mouth when you cough or sneeze.

# Comprehension

Read through the poster again and then answer the following questions.

- 1. Explain why it is important to cover food from flies.
- 2. What must you do after going to the toilet?
- 3. Why do we have to wash our body with soap each day?

Write three health tips. Write one for hair, one for teeth and one for fingernails. Can you give reasons for your health tips?

Hair	Teeth	Fingernails

# **Unit 10: Water and Health**

# Language Study

Spelling can be difficult because some English words have silent letters. Look at these examples. Can you say these words?

know climb write

Fill in the missing letters in each of the words below.

They are words that have a silent letter. Look at the meanings to help you.

_nife	- to cut with
_nock	- tap on the door
com_	- used to make hair tidy
_nee	- a joint in leg
thum_	- goes with finger
_nat	- a very small insect
_rite	- to produce words on paper

# Handwriting

Copy the Healthy Tip Poster below neatly into your exercise book. Use your best handwriting.

Put in the full stops. Make a nice and colourful pattern around your poster as a boarder.

Brush your teeth daily. Keep your room clean. Wash your hands regularly.

# ◆ Oral ◆ Writing

In groups of four discuss the story below. The story has six paragraphs. The first paragraph is complete. Talk about how to write the other five paragraphs. Some sentences have been started for you. Some words are given to help you with your writing.

# Our Daily Swim 1. One day, a relative came to my village to visit. He loved taking photos. I asked him to go to a waterfall with my friends and me. We were going for our daily swim. 2. We walked through the bush

3.	We could hear the falling water getting louder and nearer	
4.	Finally, we got to the waterfall. My visiting friend and I ran straight	
5	. My friend took photos of us everywhere we	

# Reading

Read the new words and phrases below. Some of the words are difficult. Your teacher will talk about them with you. Read the information about different diseases.

#### **Diseases from the Water**

#### New words

malaria, scabies, mite, germs bacteria, diarrhoea, breed

Malaria, yellow fever and dengue fever are diseases. They are spread by mosquitoes that breed in water. These insects can bite you, especially when you are near water. The insects also live in damp places. If the mosquito bites a person who has malaria, dengue or yellow fever it will then pass the disease on to the next person that it bites. The mosquito carries the disease from one person to another.

Guinea worms spend part of their life-cycle in water. If we drink water infected with guinea worms they live in our stomachs. About a year later they will travel down our legs. The worms burrow out of our bodies through our legs or feet.

Liver fluke is caused by worms that live in our bodies. The eggs spend part of their life-cycle in snails that live near water. If we eat leaves with the eggs of the worms on them we can become infected with the worms. The eggs will hatch and grow into worms inside our bodies. To prevent this, any food we collect must be washed well in clean water.

Phrases

guinea worm, dengue fever, lung fluke, life-cvcle

**Scabies** is caused by a tiny mite that lives under the skin. If someone has scabies it is very easy to pass it on to others by using the same towels, bedding or wearing the same clothes. Scabies is passed on particularly when there is not enough good water for washing.

**Diarrhoea** can be caused by many different things. Germs or bacteria may be in the water we drink. Boiling the water can help to kill these germs or bacteria.



Pinworms are tiny worms that live in our bodies. Their eggs are passed out of our bodies when we go to the toilet. If we do not wash our hands after going to the toilet and then eat or prepare food, we pass on the pinworms. It is important to wash our hands with soap and water after going to the toilet.



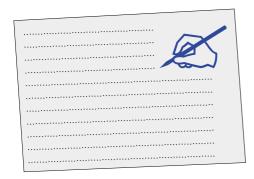


# Comprehension

Read through the text again. Answer the following questions in your exercise book. Remember to use complete sentences.

- 1. Make a list of diseases that are spread by insects that breed in water.
- 2. Name the animals that spend part of their life-cycle in water.
- 3. Which diseases can be spread when there is not enough water for washing?
- 4. How can diarrhoea be caused?

Work in a groups of four. Choose one of the six diseases discussed in the text 'Diseases from the Water'. Read the section of the text about this disease again.



Look for a place where you can find dirty water on the ground and look for insects or small living things in the water. Talk about this in your group and write a short report of what you see. Remember that even if water looks clean it could still have tiny germs in it. Some germs are too small to see.

Your teacher will help each group to report their findings to the whole class.

# **◆** L

# Language Study

Asking questions

Rewrite the sentences below as questions using the most suitable words from the box. Remember to place a question mark at the end of each question.

do	what	who	were	are	where
did	was	is	when	does	how

#### For example,

**Sentence** Wendy washed the bedding.

**Question** What did Wendy do to the bedding?

- Mary boiled the water before drinking it.
   What did Mary do before drinking the water?
- 2. Tom always wears slippers.
- 3. James washed his hands before he prepared the fish.
- 4. I am going for a swim.
- 5. At night I always sleep under a mosquito net.
- 6. I like to drink cool boiled water.

# Unit 10: Water and Health

# Spelling

Look at the words below. The letters are in the wrong order. These words are from your spelling list. Unjumble the letters to write your spelling words correctly. Write 1-10 in your exercise books and write the words correctly.

yidtr
 aecnl
 dtyi
 heotr
 tlnpye
 larce
 aecnl
 dtyi
 vero
 eiwth
 oeywll

Your teacher will check if you have spelt these words correctly.

# ◆ Oral ◆ Writing

Work in small groups.

Choose one of the following questions to discuss in your group.

Report your discussion to the whole class. Use English in your discussion and in your report.

- 1. In what ways is water important to us?
- 2. How does water affect our health?
- 3. What can we do to prevent getting diseases from water?

Write notes as you discuss, to help you to remember what you talked about. Your teacher will talk to you about note-taking.

These notes will be useful when you have to report back to the whole class.

Your teacher will choose one or two pupils from your group to report back to the class, but you should all be ready to discuss the issues.



#### Reading

Look at the text 'A Message From Water'. Can you read the new words and the phrases? Discuss these words with the class so that you all understand the meanings of the words. Read 'Message from the Water' silently. Your teacher will also read the text aloud to you.

#### A Message from Water

by Mary Buto

**New words** roar, kingdom

Phrases animal kingdom, man-made tools

Once upon a time, in the country called Nevabi there was a war. It was between the human kingdom, the land animal kingdom, the fish kingdom, the bird kingdom and the plant kingdom.

The war had broken out because each kingdom wanted to be in control of Water. The humans attacked with man made tools. The land animals attacked with their horns, tusks, teeth and claws.

The fish attacked anything that dared to go under the water. The birds made a very loud noise. It was so loud that it drove every living creature mad. The plants gave out a bad smell that was awful.

Water watched all of this from her cool place up in the mountain. Water was saddened by what she saw. Suddenly from the mountain there came a roar. As everything went silent, Water's voice was heard loud and clear.

"Shame on you! How dare you fight over me?" she roared.

"Listen to me. If I could give a little of myself to each kingdom I would. But I cannot be divided. You can only share me. Listen to me. You all need me to stay alive. Humans need me to drink, to cook with and for washing to keep clean. Land animals, you need me to drink and to swim in to keep cool. Fish, you need me as a home. Plants, without me, you will dry up and die. Birds, you need me to drink, to wash your feathers and to cool yourselves on hot days," she continued.

"So you see, you all need me in many different ways. If you share me wisely you will have enough of me. There is no need to fight. Share me and enjoy me," Water concluded.

Everyone listened. All the kingdoms of the earth thought about what Water had said. They realised that they had to live together and share Water. Had it not been for the help of wise Water, Nevabi would have been in trouble.

# **Unit 10: Water and Health**

# Comprehension

In pairs, read the story again. Make a list of ways the different kingdoms of Nevabi use water. Use the text to find your answers.

Use of Water				
People	Plants	Land Animals	Birds	Fish
clean drink swim cook				

Can you think of other uses for water? Add them to your chart also.

# Spelling

Here are the spelling words for this week.

out plant red loud green uncle black share brown clever

Work with a partner and study the words.

Learn how to read, write and spell them correctly.

Use these steps to help you. Look, Cover, Remember, Write and Check.

# ◆ Oral ◆ Writing

In the reading, we read about the war between the different kingdoms of Nevabi. There were five kingdoms involved in the war.

Your class will work in five groups. Each group will select one of these kingdoms to discuss.

the human kingdom the land animal kingdom the plant kingdom the plant kingdom

In your group, discuss the reasons why your kingdom wants to be in control of Water. Write these reasons neatly on a piece of paper.

As a group discuss the control of water. Report what you discussed to the rest of the class.

Does any one group have more right to use the water?



## 

# Language Study

Look at these sentences. They are all in the past tense.

The humans attacked with man-made tools.

The war **broke** out because each kingdom **wanted** to control Water.

Copy these sentences and change the words in **bold** so that the sentence is in the past tense.

- 1. The land animals *charge*.
- 2. The plants **send** out a bad smell.
- 3. The fish attack everything under the water.
- 4. The birds *make* an awful noise.
- 5. Everyone *listens* to Water.

Some verbs have irregular past tense forms. This means that you do not just add '-ed' to change the present tense into the past tense.

Here are some examples:

present tense past tense eat ate sleep slept

Copy and complete the table below in your exercise book. Write the past tense form of each verb.

present tense	past tense
1. drink	drank
2. know	
3. fight	
4. buy	
5. write	
6. drive	
7. run	
8. think	
9. fly	
10. see	
11. feel	
12. sing	

Choose four past tense words from your list. Write a sentence using each of the words into your exercise book.

#### For example:

I drank two cups of tea this morning.

# Reading

Read the new words and phrases. Do you know what they mean? Use the dictionary to find the meaning of the words you do not know. Discuss how the words are used in the text to help you understand them.

Listen while your teacher reads the text to you.

#### Water Sources in Solomon Islands

**New words** communities, concrete, streams, logging chemicals, piped, pump **Phrases** water sources, human waste

Where does water come from? We get water from many places. We get water from lakes, rivers, streams and springs. Wells are dug to get water that is trapped under the ground. A place where water comes from is called a water source. A good water source is rain. Rainwater can be collected from the roofs of houses and kept in water tanks. Water from all sources can be piped too. Sometimes a pump is used to move the water along the pipes.

Many communities on larger islands use water from rivers. We all use water for cooking, drinking and washing. We wash ourselves, our clothes and bedding, and our cooking pots. We also use water to keep our houses clean. Because water is used for so many different purposes, it is often not safe to drink water from rivers. It can have things in it that can harm us and make us sick. River water can have animal and human waste in it. Sometimes chemicals are put into rivers by plantations, farms or by people who are logging.

Some people in Solomon Islands use water from streams. Water that comes from streams is usually clean. It is usually running fast and flows down from the mountains. Water that is not running (moving) should never be drunk without at least boiling it first.

Rainwater is clean but it must be collected in clean containers to make it good to drink. Boiling water will often make it safer to drink.

Well water comes from the ground. It is collected from a hole that is dug in the ground. A well can be dug and lined with stones, brick or concrete. Wells should be dug at least 30 to 50 metres away from pit toilets, rubbish heaps or burial grounds.

A stone wall of about 50 centimetres high, should be built to stop animals getting near the well. Drains should be built to channel waste water away from the well.



# Comprehension

Using the information from the text you have just read, complete the table below by answering the questions.

Use short notes for your answer. You do not need to write complete sentences.

The first one has been done for you.

List some examples of water sources.	lakes, rivers, streams, springs, wells and rain
Why do stone walls need to be built around wells?	
What is piped water?	
What are some of the problems with river water?	
If you had to collect water to drink where would you get it? Give reasons for your answer.	

# Language Study

Nouns, Verbs and Adjectives.

1. A noun names a person, a place, or a thing.

For example: John, village, dog

2. A verb is a doing word or an action word.

For example: run, walk

3 An adjective tells us more about a noun.

For example: dirty, hot, noisy

Look at the words below. Put each word in the right column. Is it a noun, a verb or an adjective? The first one has been done for you. Do the activity in your exercise book.

Solomon Islands dug pipes dirty fast David clean pigs washing rivers wash fresh pour build mountains

Noun	Verb	Adjective
Solomon Islands		

# **Unit 10: Water and Health**

## Handwriting

Copy this paragraph into your exercise book, using your best handwriting. Use joined-up letters in your writing.

Many communities on larger islands use water from rivers. We all use water for cooking, drinking and washing. We wash ourselves, our clothes and bedding, and our cooking pots. We also use water to keep our houses clean.

# ◆ Oral ◆ Writing

You will work with a partner.

Plan a survey to find out some information about water sources in your village or community.

Prepare a table like the one below. Discuss what sort of information you would like to find about water sources. You can put your own ideas into the table, as well as the examples provided below.

What I want to find out	Information I found out from asking others.
What water sources are there in my village, town or local area?	
What is used for water in my local area?	
Where does the drinking water that we use come from?	
What toilets are available in the area?	
Are there problems with water in my local area?	

Prepare your interview sheet.

Check your interview sheet with your partner. Look at other interview sheets in the classroom. Take your interview sheet home after school today.

Record your information at home. Ask some adults to answer your questions. Take notes. Bring your interview sheet back tomorrow for the next lesson.



# Reading

Look at the new words and phrases with your teacher before you start reading. Discuss the words and how they are used.

#### Smoking

New wordsPhrasescigarettes, poisonous, tobacco, dangerouseffects of smoking, at an early age

More people are smoking cigarettes than ever before. Many people smoke in Solomon Islands. Smoking tobacco is very bad for your health. People who smoke can become sick. After smoking for a long time people can become so sick that they die. It can take many years before the effects of smoking are noticed.

Tobacco smoke is very poisonous and dangerous.

Smoking is bad for young people. It is dangerous if young people start smoking at an early age.

People, especially young people should learn about smoking and the dangers of smoking.

Smokers may look many years older than they are. They may die earlier because of smoking.

People who smoke cigarettes and tobacco are also more likely to get heart disease, lung cancer and have asthma (short breath).

# Comprehension

Answer these questions in your exercise books. Use the text to help you with the exercise.

- 1. Why is smoking tobacco bad for you?
- 2. How long can it take before the problems of smoking are noticed?
- 3. Do you think smoking is a bad habit? Why do you think this?
- 4. What is a habit?
- 5. Why do you think people smoke?

# Language Study

Some words sound the same but have different meanings.

#### For example

bear a heavy four-legged furry animal.bare without covering or protection.

These words are called homonyms.

# **Unit 10: Water and Health**

Complete the sentences in your exercise book.

Write in the correct word from the brackets in the spaces and use a dictionary to check your answers.

For example
The some chicken soup for dinner. (made, maid )
The <b>maid made</b> some chicken soup for dinner.
1. The went out on a rainy (night, knight) 2. Joyleen that her father had bought her a dress. (knew, new) 3. Mothers often clothes at the shop the old warehouse. (by, buy) 4. Morgan sang a that sent to sleep. (him, hymn) 5. I will you at the butcher's shop to buy some (meat, meet) 6. The aeroplane the island because of the (missed, mist) 7. I am not to speak in the classroom. (allowed, aloud)  Spelling  Read the sentences. Complete each sentence by using one of this week's spelling words
1. John is, he came first in the maths test.
2. The thunder was so my sister was frightened.
<ol> <li>My gave us a bag of lollies to out.</li> <li>Three colours beginning with b are blue, and</li> </ol>
5. The red and green in the garden looked colourful.
◆ Oral ◆ Writing
Survey Discussion The class will discuss the information that you were all able to find out by surveyin people at home last night. What do you know about water in your local area now? Ar there problems that could be improved? What would need to be done to improve th water situation in your local area?
Writing Key Messanges About Smoking Health authorities write health warnings about smoking on cigarette packets. In pairs, study these health warnings from the Health Authority. They are from a commo cigarette packet.
SMOKING CAUSES LUNG CANCER SMOKING REDUCES YOUR FITNESS
SMOKING CAUSES HEART DISEASE
TOBACCO AND CIGARETTES CAN SHORTEN YOUR LIFE

# **Unit 10: Water and Health**



On strips of paper, write key messages that will educate and warn young people about the dangers of smoking.

Display them on the classroom wall.

#### Write a Letter

Write a letter to a person you know well such as your brother, sister, aunt or uncle about the dangers of smoking.

Tell them what will happen if they don't stop smoking.

Write your letter neatly and tidily. Use joined-up writing.

#### Remember the important parts of the letter;

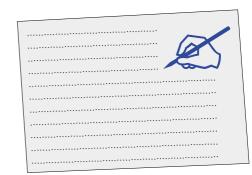
the address, date, introduction, body of the letter, conclusion.

sign off and your name.

Draft your letter first. Check it through.

Can you improve it?

Write out a good copy in your best joined-up handwriting.



# Reading

Read and discuss the text below with your teacher.

#### The Importance of Water by Ellen Wairiu

#### New words

Phrases healthy and fit

receive, functions, fountain, renewed pulse, pumping

Water is the source of life. From it, I receive my breath. Through it, my body functions well.

With it, I keep healthy and fit. From it, I receive life.

Water is the fountain of life.
From it, I receive my strength.
Through it, my strength is renewed.
By it, my strength builds up.
With it, my life lives on.

Water is the river of life.
With it, my blood is refreshed.
From it, my heart receives its beat.

Through it, my breath continues. By it, my pulse keeps pumping.

# Comprehension

Read the poem silently. Next, talk about the poem with your teacher.

What is the poem about?
What message is the poet trying to give the reader?
What did you learn from the poem?
Why is water important to us?

# Handwriting

Copy out the first verse of the poem. Look carefully at the joins. Can you make your writing look the same?

Water is the source of life.
From it, I receive my breath.
Through it, my body functions well
With it, I keep healthy and fit.
From it, I receive life.



#### Language Study

#### Look at these words:

can. will. do. is.

These words can be used to form questions.

#### For example,

Do we have enough food for our visitors tonight? Can I have a cup of tea please?

Yes, you can. No, we don't. No, you can't. Yes, we do.

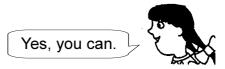
Will you come to my birthday party Is the policeman going to the parade tomorrow?

tomorrow? No, he isn't. Yes. I will Yes. he is.

No, I won't.

In pairs use can, will, do and is to practise making and answering questions with your partner.







# Oral • Writing

Work in pairs. Make up your own poem about water.

You may use some words from the poem you have read today. You can use words from the Water Rhymes you read last week. You can use your own words too. Remember to use correct punctuation. Check for the correct spelling of words. Write neatly in your exercise books. Draft your poem first, read it and then rewrite any parts which do not sound right.

Read your poem aloud to the whole class. You could present your poem neatly and then display it in the classroom.

# Unit 10: Water and Health

# Reading

The paragraphs below are taken from the text 'A Message from Water' by Mary Buto. Read the new words and phrases with your teacher. You should know what they all mean.

Now read the text silently. Can you read all the words? Discuss any difficult words with the rest of the class.

#### A Message from Water

New words Phrases roar, dare, silent, wisely, realised, share loud and clear, stay alive

Water watched all of this from her cool place up in the mountain. Water was sad with what she saw. Suddenly from the mountain there came a roar. As everything went silent, Water's voice was heard loud and clear.

"Shame on you! How dare you fight over me?" she roared.

"Listen to me. If I could give a little of myself to each kingdom I would. But I cannot be divided. You can only share me. Listen to me. You all need me to stay alive. Humans need me to drink, to cook with and for washing to be clean. Land animals, you need me to drink and to swim in to keep cool. Fish, you need me as a home. Plants, without me, you will dry up and die. Birds, you need me to drink to wash your feathers and to cool yourselves on hot days," she continued.

"So you see, you all need me in many different ways. If you share me wisely you will have enough of me. There is no need to fight. Share me and enjoy me," Water concluded.

Everyone listened. All the kingdoms of the earth thought about what Water had said. They realised that they had to live together and share Water. Had it not been for the help of wise Water, Nevabi would have been in trouble.

# Comprehension

Read the statements below. Think about the text you have just read. In your exercise books, write the numbers 1 - 6. Write true or false for each statement. The first one has been done for you as an example.

1.	From its place in the mountain, Water's voice rang out loud and clear.	(Tru	<b>e</b> )
2.	Water listened happily to what was happening.	(	)
3.	Water said that all the kingdoms needed her.	(	)
4.	Water said that humans only need her for washing.	(	)
5.	According to Water, fish need water for food and drink.	(	)
6.	Without water, plants can still live and grow well.	(	)

# Unit 10: Water and Health

# Language Study

Speech marks (" ") (sometimes called quotation marks) are used to show what is said when writing direct speech.

#### For example

"Shame on you!" roared Water. "How dare you fight over me?"

Write these examples into your exercise books. Put in the necessary speech marks to show what is being said.

- 1. Listen to me please, cried the little girl.
- 2. When are you going home? asked his uncle.
- 3. I can't find my pencil, said the unhappy girl.
- 4. Goodbye, the old woman called.
- 5. Hello, said Tony. How are you?
- 6. Could I have a drink of water please? asked my father .

# Spelling

A grade four pupil has written the sentences below. The pupil has made some spelling mistakes. Read through the sentences. Which words don't look as if they are spelt correctly to you?

Write out the sentences into your exercise book. As you copy the sentences correct the words that are spelt incorrectly.

Underline the words that you have changed. The first one is done for you.

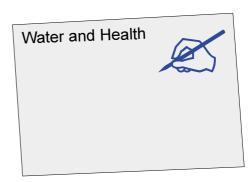
- 1. The blak and white sea snake came aut of the water.
  - The <u>black</u> and white sea snake came <u>out</u> of the water.
- 2. The river bed was covered with grean and broun stones.
- 3. The rock pool was so clear we could see the plannt under the water.
- 4. She maid a drink for us to shere.
- 5. The rede bucket made a lowed splash as it fell into the well.

# Oral Writing

Think about the topic of this unit.

For the last two weeks you have been learning about 'Water and Health'.

Do you think this is an important topic? Have you learnt some new things? Which activities can you remember? Which activities did you like best? Talk about this with your friends.



#### Writing a Summary

In your exercise book write a summary of the topic 'Water and Health'.

A summary is an outline of what you have been learning about. Your teacher will start your summary with you on the blackboard. Copy this and write more to explain all that you have learnt.

# Reading - The Volleyball Match

Your reading today is about a volley ball competition between two schools. It is a narrative story.

Read the new words and phrases. Use the dictionary to find out what they mean. Next, read the story with your teacher.

## Comprehension

The sentences below are from the story, The Volleyball Match. They are all in the wrong order. Can you write them out in the order in which they happened in the story?

The text in the story will help you to do this.

The teacher watched the pupils to see how well they played.

Tomlin and Leah went and put their names down for the school team straight away.

After school, the sports teacher held a volleyball training session.

He showed them the under arm serve.

One day at school, Tomlin and Leah found out that there was going to be a volleyball match against another school.

# Language Study

#### **Past Tense**

Read the sentences below. Look at the word in the bracket.

Change the word in the bracket so that the sentence is in the past tense.

This means it has happened already.

Write the sentences in your exercise book. The first one has been done for you.

1.	The team from the nearby school (come)to Tomlin and Leah's school.
	The team from the nearby school <b>came</b> to Tomlin and Leah's school.
2.	Both teams (play) very well.
3.	He (hold) the ball in his left palm with his arm out straight.
4.	Then he (take) a short step forward.
5.	He (swing) his right hand and hit the ball.

# Spelling

Look at these words. Can you say them? These are your spelling words for this week. Use the spelling strategy – Look, Cover, Remember, Write, Check, to help you learn the words. Copy the words into your exercise book.

three	eight
five	again
four	point
six	bean
seven	coach

#### Read this poem. Can you see eight words in this poem that are in your spelling list?

One, two, three, four, five, Once I caught a fish alive. Six, seven, eight, nine, ten, Then I let it go again.

Why did you let it go? Because it bit my finger so. Which finger did it bite? This little finger on my right.

## Oral Writing

#### **Follow the Steps**

Work with a partner and talk about the steps needed to serve the ball in volleyball. Let your partner read out the steps while you try to follow them. Then change places. You read out the steps for your partner.

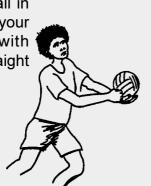
1. Stand with your left foot forward and bend forward slightly.



3. Take a short step forward with the left foot and at the same time swing your right hand to hit the ball.



2. Hold the ball in the palm of your left hand with the arm straight out.



4. Keep your eye on the ball from start to finish



#### **A Different Serve**

Think of other ways to serve the ball. Talk about a different way with your partner.

It could be an over arm serve.

Can you write the steps out?

Remember to write the steps in the correct order.

Work with your partner to see if you can follow the steps.

1. Stand with your left foot	3
2	4

# Reading

The text below gives information about the steps involved in passing the ball in a volleyball game.

Read these steps and discuss them with your teacher.

#### How to Pass the Ball in Volleyball

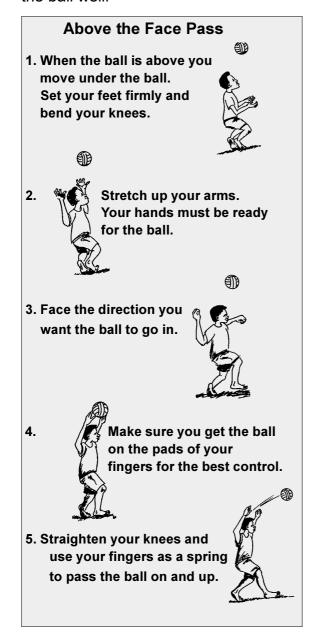
New words

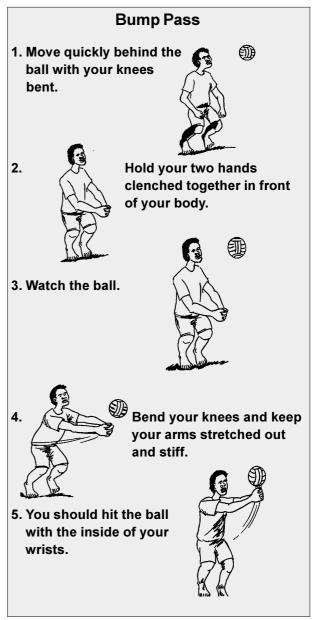
stretch, stiff, clenched, control direction, spring

**Phrases** 

pads of your fingers, set your feet arms stretched out

There are two ways of passing the ball in volleyball. One is the **Above the Face Pass**. The second is the **Bump Pass**. If you follow the steps you will be able to pass the ball well.





# Unit 11: Village Games and Sports

## Comprehension

Study the two lists of instructions. Can you answer these questions? Write the answers in your exercise book. Use complete sentences.

- 1. What are the two passes in a volleyball game called?
- 2. Describe how you should move if the ball is above you.
- 3. In the bump pass what do you do with your hands?
- 4. In the above the face pass where must the ball be for the best control?
- 5. Which pass do you like to use best when playing volleyball?

# Handwriting

Look at the notice about the Village Sports at Nammugga Village.

Can you copy this into your exercise book?

Look carefully at the joined-up handwriting. Can you make yours look the same?



# Language Study

Look at these words.

in at by on to

The words are called prepositions.

Copy the sentences into your exercise books. Fill the blank space with one of the words.

The first one has been done for you.

1.	I did my training si	x o'clock this morning.
	I did my training at six o'cld	ock this morning.
2.	The sports master took us	the playing field.
3.	She wrote the team list	the blackboard.
4.	We held our hands togethe	er front of our body.
5.	The volleyball court is	the river.

# **Unit 11: Village Games and Sports**

# Oral Writing

#### Play the Game

Choose three other pupils to work with. Think of a game that you know well. Write out the instructions of how to play the game.

Follow the plan below to help you with your work.

- 1. First choose a game that you know well. Discuss the rules of the game with your group. Agree on what the important rules are. Discuss how to play the game and what a new player might need to know about.
- Next, plan how to write the instructions.Decide on the order in which they should be written.They must be easy to understand.
- 3. Write a first draft of the instructions. Redraft the instructions with your group. Make any changes that are needed. Check that all the words are spelt correctly. Would the instructions give a reader enough information to play the game?
- Write out the rules on a large sheet of paper.
   This will be your good copy.
   You could draw a picture for each point.

How To Play Softball 1	
2	
3	

Show your instructions to another group. Are they able to follow the instructions as you have written them? Could they play the game by reading your instructions?

# **Unit 11: Village Games and Sports**

# Reading

Read Ben's letter with your teacher. Talk about the new words and phrases. Use your dictionary to find out what they mean.

#### A Letter to Ben

New words

event, interesting, arrange, handicrafts, programme, transport

Phrases

one-day event, pick you up

Kukele Primary School North Choiseul Monday 22<sup>nd</sup> July

Dear Ben,

I am writing to let you know that my school is organising a one-day event. It will take place on the 18<sup>th</sup> of August. It will be our school open day. There will be lots of interesting things to do. Food and handicrafts will also be on sale. We are inviting people from the nearby villages to come to our open day.

The programme will start at 8:30 a.m. Here is the programme for the day.

School Open Day Programme

8:30 a.m. Opening Speech (MP for East Choiseul, Honourable Roy)

9:00 a.m. Bazaar

12:00 noon Games and Activities

7:30 p.m. Video Show

Please let me know if you would like to come. I can arrange transport to pick you up.

Your friend,

**Tomlin** 

# Comprehension

Here is Tomlin's letter again. Some words and phrases have been missed out. Can you find the missing words?

Write the numbers 1 to 6 in your exercise book.

Next to each number write the missing word that corresponds.

		Kukele Primary School North Choiseul
		Monday 22 <sup>nd</sup> July
Dear Ben,		
the 18 <sup>th</sup> of August. It is Food and handicrafts to our open day.	u know that my (1.) is organising a one-day e will be our school open day. There will be lots of inters will also be on sale. We are inviting people from the (3.) at 8:30 a.m. Here is (4.) programme	resting (2.) to do. nearby villages to come
School Open Day Pro	ogramme	
8:30 a.m.	Opening Speech (MP for East Choiseul, Honourab	ole Roy)
9:00 a.m.	Bazaar	
12:00 noon	Games and Activities	
7:30 p.m.	<b>Video</b> (5.)	
Please (6.) i	f you would like to come. I can arrange transport to p	oick you up.
Your friend,		
Tomlin		

## 

## Language Study

#### **Abbreviations**

Here are some words that we often do not write out in full. These words are shortened. Just a few letters are used. This is called an abbreviation.

Look at the two columns below. Can you match the abbreviations with their meanings?

Write out the letters with the right meaning by each one.

1. M.P. (ante meridian) in the morning

2. a.m. for example

3. p.m. Solomon Islands

4. S.I. Member of Parliament

5. e.g. (post meridian) after 12 noon

6. St. street

Using an apostrophe to make contractions

We sometimes shorten two words to one when we speak.

When these contractions are written down, we need to put in an apostrophe where letters are left out.

#### Look at these two examples.

- I am going to the school open day.
   I'm going to the school open day.
- 2. <u>I will</u> run in a race. <u>I'll run in a race</u>.

# Unit 11: Village Games and Sports

#### Now look at these words.

do not - don't
 can not
 was not
 has not
 does not
 have not
 would not
 there will
 could not
 they will

Copy them into your book. Next to each example, write the contraction that stands for the two words.

Remember to use an apostrophe to show where you have left letters out. The first one has been done for you.

# Spelling

The word 'again' is in your spelling list this week. In the word 'again' the long <u>a</u> sound is made by the two letters ai. The words rain and paint have the same sound, spelt the same way.

Write down as many other words as you can think of that have ai in them.

Your teacher might make a class chart of all the words using ai that you and your classmates have thought of.

ʻai'	words as in pain	 

Now think about what letters make the long <u>a</u> sound in the following words: cane; pay; neigh.

# ◆ Oral ◆ Writing

Imagine that you've just received a letter from Tomlin asking you to attend his school open day.

Work in groups of three and discuss how you would reply to his letter.

Suggest what you would like to say in your reply. Think about these questions in your discussion.

- Is it possible for you to go?
- Who will come with you?
- Are you looking forward to the day?
   How would you get there?
- Would you like Tomlin to arrange transport to pick you up?

Write the reply. Set out your letter neatly. Remember the important sections of your letter.

address	body of the letter
date	sign off or farewell
greeting	your name

Dear Tomlin,  Your

# **Unit 11: Village Games and Sports**

# Reading

Your teacher will read the following text about a visit from a famous soccer star to a school.

Follow the passage as your teacher reads it. Can you read all the words?

#### **Suri Comes to School**

New words

famous, involved, striker coach, encourage, radio

#### **Phrases**

soccer star, interrupted one of the children, fulfilled my dream

Last year Batram Suri visited our school. He is a famous soccer star in Solomon Islands. He came with the national soccer coach. His name is George Cowie. Many students had heard Batram Suri's name on the radio. They had not seen him in person. This was their chance to see him.

Mr. Turner, the school principal, had met Batram Suri in town. He had talked to him and then invited him to visit the school.

"Will you come to visit the school children tomorrow?" the Principal had asked.

"Yes, I will. I hope the children will enjoy meeting me," replied Suri.

The next day, Batram Suri and coach George Cowie arrived at our school. Everyone assembled in the school hall. Batram Suri talked about soccer and the games he had played. George Cowie talked about his job as coach. Then it was the pupils' turn to ask Batram Suri some questions.

"What positions have you played in a team?" asked one Standard Four pupil.

"I tried many positions, but the one I always loved the most was striker," replied Batram Suri.

"Why do you like playing striker more than any other position?" interrupted one of the children.

"I like people to shout my name when I score goals. Then my name is written in the newspaper. That is how I have become famous," answered Batrum Suri, with a grin.

The talk lasted for an hour. George Cowie told us that to play well, we would also need to have a good education. After the visitors' talk, the school principal thanked Batram Suri and George Cowie for coming.



"I think we are lucky to have such people visiting us," said Mr. Turner. "They are able to encourage school children to be involved in sport."

Many children in our school said they had learned a lot from the visitors.

"I hope that one day I will become a soccer star like Batram Suri," said one of the boys.

"Hearing Batram Suri's name on the radio wasn't enough. Now I have seen him in person!" added one of the junior boys.

"The most exciting thing for me was to see him in person. His visit has fulfilled my dream," said another.

# Comprehension

Here are some questions about the text Suri Comes to School.

Below the questions are the answers. These have been written in the wrong order. Can you match the right answer with each question?

- 1. Who visited the school?
- 2. Who invited the visitors to the school?
- 3. When did the visit take place?
- 4. Which position did Batram Suri like best?
- 5. How did the pupils know about Batram Suri?

#### **Answers**

Mr. Turner, the school principal, invited the visitors to the school.

The visit happened last year.

Batram Suri and George Cowie visited the school.

Many pupils had heard Batram Suri's name on the radio. They might also have read about him in the newspaper.

Batram Suri liked to play striker the best.

# Language Study

Copy these sentences into your exercise books. Put in question marks and speech marks in the correct place. The first one has been done for you.

- 1. "Will you come to visit the school children tomorrow?" asked the Principal. "Yes, I will. I hope the children will enjoy meeting me," replied Suri.
- 2. What positions have you played in a team asked one Standard Four pupil.

  I tried many positions, but the one I always loved the most was striker, replied Batram Suri.
- 3. Why do you like playing striker more than any other position interrupted one of the children.
- 4. I like people to shout my name when I score goals, answered Batrum Suri, with a grin. I think we are lucky to have such people visiting us, said Mr. Turner. They are able to encourage school children to be involved in sport.

# **Unit 11: Village Games and Sports**

## Handwriting

Copy this poem into your exercise book. Look carefully at the joined-up writing.

Can you make yours the same?

Star of Solomon,

Oh Star of Solomon,

How famous you are,

people talk about you.

We read about you in the newspaper.

Far and near

Your name is heard.

# Spelling

Look at these two words. 'Which' and 'witch'. Both words sound the same but have different meanings and different spellings. This is called a homonym. For example:

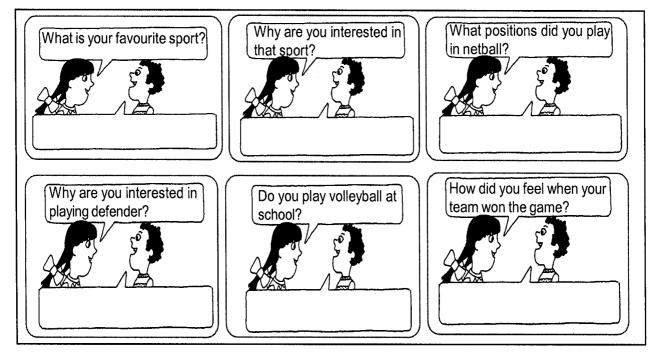
Which cake do you think tastes the best? The witch waved her wand.

Look at your spelling list. Which other three words have homonym partners? Write the answers in your exercise book. Then write a sentence for each example, using both the spelling word and its homonym partner. Here is an example using 'which'.

<u>Which</u> of the girls is playing the role of a <u>witch</u> in the school play?

# ◆ Oral ◆ Writing

Work with a partner and ask each other questions. Answer your partner's questions. Talk about a favourite sport or a game you have been to watch. Begin with some of these questions. Take turns to ask and answer questions.



Make up some more of your own questions to ask your partner.

Try to use who, what, where, when, who and how in your questions.



#### **Sports Poem**

Today you are going to write a poem.

Think of a special sportsman or sportswoman.

Write a poem about that person.

Your teacher will help you think of some good words to use.

Don't write the name of the person you are writing about in your poem.

Draft your poem first. Write out a good copy when you have checked it through.

Draw a picture of the sports person to go with your poem.

Read your poem to the rest of the class.

Can your classmates guess who your poem is about?



# **Unit 11: Village Games and Sports**

#### Reading

Read the passage below. Your teacher will discuss it with you.

#### The Importance of Sport

New words Phrases race, improve, language, culture to solve problems, fit and healthy

Playing sport is important in many ways. It is a way of bringing people together. People from different villages or towns can play sport together. They can get to know each other through sport. They can become friends. People in villages who are having problems can forget their problems and enjoy playing sport together. Many villages have shown that this is one way to solve problems between villages.

People from different islands can play sport together also. They get to know each other. They can become friends.

People from different countries can play sport together. They get to know each other. People who have a different race, a different language or a different culture can get to know one another. They learn a lot about each other by playing sport together.

Sport is also very good for our health. It is a good way of helping us to stay fit and healthy. People can improve their health if they play sport often.

In countries such as Europe and south America, sport has even become a way for sports stars to make a lot of money.

# Comprehension

Read the passage again. Answer the questions.

- 1. Write down three important reasons for playing sport.
- 2. What can happen if villages that are having problems play sport together?
- 3. Write down at least two benefits of being a sports player, according to the text

# Language Study

Use 'and' or 'but' in the sentences below.

1. John Ethe	l were late for the game.
2. She passed the ball	he dropped it.
3. The children were re	ady the sports teacher wasn't there
4. Our uniform is red	blue.
5. He didn't like soccer	he liked rugby.

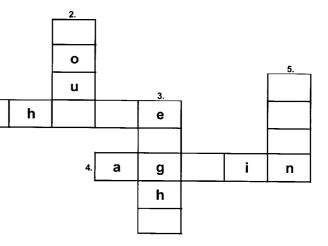


# Unit 11: Village Games and Sports

# Spelling

Look at this word puzzle.
Can you find the missing words?
Read the clues to help you. Write the words in the correct order in your exercise book.

- 1. This number comes after two.
- 2. How many legs does a chair have?
- 3. A number that sounds like ate.
- 4. Once more. To do it once more.
- 5. A vegetable, a homonym for been.





Think about some good and bad things about sports in your village or town. Look at the list below. Can you add some more things to the list? Your teacher will help you.

Sports			
Good things	Bad things		
meet with friends	not everyone is good at sports		

Read your list to the rest of your class.

Write a few sentences in your exercise book, using the information from your chart, explaining the good and bad things about playing sport.

Make a first draft. Check and correct the spelling and punctuation.

Re-write your sentences to improve them, making sure that your passage makes sense and gives information.

# Unit 11: Village Games and Sports

### Reading

Read the text below about 'The School Bazaar' with your teacher. Discuss the new words and phrases. Use the dictionary to find out what they mean.

#### The School Bazaar

New wordsPhrasescrafts, bazaar, prizes, stalls,<br/>rumbling, decorationsindoor games, packed with people,<br/>a muddy bog

One of the most important days in our school calendar last year was the day of the school bazaar. Before the big day there were lots of things to do. Some people made crafts. Some boys and girls painted pictures. Some pupils made decorations.

When the day of the school bazaar arrived, everyone was excited. Everyone was busy getting ready. Some children had brought local fruit and food to sell. They were busy putting these out on a stall. They looked delicious. The crafts were put out on another stall. They were beautiful. The games were ready. A table was set up with all the prizes that would go to the winners of the games.

Soon the school grounds were packed with people as they arrived for the bazaar. They were all looking around the stalls. Everyone wanted to buy something.

We were lucky because in the morning the sun shone. At half past two in the afternoon suddenly the sky became very dark. There was loud rumbling. Large drops of rain started to fall. It rained all afternoon. The ground became a muddy bog. We had to stop the games and play indoor games in the school hall. Everyone still had a good time.

By the end of the day we were all tired, but happy. The rain had stopped some of our activities but we still managed to raise \$1,600. Everyone had worked very hard to make the school bazaar a success.

# Comprehension

Look at the sentences below. Write out each sentence. Choose the correct phrase to complete each sentence. Reread 'The School Bazaar' to help you.

everyone was sad.

1. When the day of the school bazaar arrived not everyone was excited. everyone was excited.

many games

2. There were many stories and very good prizes were given to the winners. many movies



# Unit 11: Village Games and Sports

before

3. Everyone was busy doing lots of things after the school bazaar.

during

four o'clock

4. At quarter to one in the afternoon it suddenly started to rain.

half past two

all asleep.

5. By the end of the day, we were very angry.

all tired.

# Language Study

#### **Past Tense**

Copy these sentences into your exercise book. Change the words (verbs) in brackets to past tense. Remember the past tense means it has happened already.

- 1. Everyone (**is**) busy doing lots of things before the school bazaar.
- 2. Some people (are) making crafts and others (are) sorting goods on the stall.
- 3. School children (bring) along some local fruit and food to sell.
- 4. Some boys and girls (are) painting pictures.
- 5. It (is) definitely one of the most important days in the school calendar.
- 6. When the day of the school bazaar (arrives), everyone (is) excited.
- 7. There (are) games and very good prizes given to the winners.

# Spelling

#### Look at these words.

nine score ten break after game sum arms rain goal

These are your new words to learn this week. Can you say them?

Use the spelling strategy – Look, Cover, Remember, Write, Check – to help you learn how to spell the words.

Go through the list of words with your partner.

Help each other to learn to spell each of these words, especially any that are difficult for you.

Copy the words into your exercise book.

# **Unit 11: Village Games and Sports**

# ◆ Oral ◆ Writing

Talk about some of the things you usually do in preparation for your school bazaar. Here are some of the things you can talk about:

- · cutting the grass;
- · painting and making decorations;
- preparing and collecting food to sell;
- · building stalls, making a market;
- preparing the sports ground.

The diagrams below show school children and teachers preparing for their school bazaar.

Write your own sentences to describe what they are doing.

# Unit 11: Village Games and Sports

# Reading

Today you are going to read a poem. Follow carefully while your teacher reads it with you.

#### **Moonlight Game**

New words

rays, breeze, shadow, gentle

**Phrases** 

drifts lazily drifts across the sky like a golden ball

The last rays of the sun go down.

The shadow of the evening slowly draws near.

The children meet to continue their moonlight game.

The children call to each other,

"Come out to play."

The moon soon appears and lazily drifts across the sky like a golden ball.

The sweet smell of the flowers swiftly flows with the evening breeze,

Blown by the gentle north wind.

The children call to each other,

"Come out to play."

The moonlight game begins.

The silent night breaks and noisily fills with whistles, giggles,
And laughter of little boys and girls playing.

The children call to each other,

"Come out to play."

By Mosley Tuhaika

Adapted by Jacob Zikuli

# Comprehension

Read the poem again. Imagine the scene it is describing to you.

Talk about this in a small group.

Draw a picture to represent what the poem is describing.

Work with your teacher and class to discuss and answer the following questions.

- 1. When do the children usually play their moonlight game?
- 2. How do the children get together to play?
- 3. What did the writer mean when he wrote; "The moon soon appears and lazily drifts across the sky?"
- 4. What causes the sweet smell of the flowers to flow?
- 5. Why is the silent night broken and filled with whistles and giggles?

# **Unit 11: Village Games and Sports**

Look at the sentences below. One word in each sentence is underlined. Choose one word from the brackets to replace the underlined words, so that the meaning of the sentence stays much the same.

- 1. The evening **slowly** draws near. (quickly, gradually)
- 2. The moon soon appears and **lazily** drifts across the sky. (hungrily, slowly)
- 3. The sweet smell of the flowers **swiftly** flows with the breeze. (angrily, quickly)
- 4. The silent night breaks and **noisily** fills with whistles. (quietly, loudly)

### Handwriting

Look at the first verse of the poem. It has been written in joined-up handwriting. Copy it into your exercise book. Concentrate on writing neatly and accurately.

The Moonlight Game.

The last rays of the sun go down.
The shadow of the evening slowly draws near
The children meet to continue their moonlight
game. The children call to each other
"come out to play."

# Language Study

#### Look at these two sentences

The shadow of the evening **slowly** draws near.

The moon soon appears and **lazily** drifts across the sky.

In the examples above, 'ly' has been added to the word <u>slow</u> to form the word <u>slowly.</u>
The word lazy has had 'ly' added too, but the letter 'y' had been changed to an 'i' before 'ly' is added. So <u>lazy</u> has become <u>lazily</u>.

Copy the sentences below into your exercise book. Add 'ly' to the words in brackets. Remember that if the word already ends in 'y', you must first change the 'y' to an 'i', before you can add 'ly'.

- 1. The silence of the night was broken and **(noisy)** filled with the laughter of little children.
- 2. My mother woke me (quick) this morning.
- 3. The children cheered (loud) for the winning team.
- 4. Naughty Tema (angry) kicked the ball.
- 5. Granny Maria (slow) walked to the hospital.
- 6. The sleepy dog (lazy) licked the bone.

# 7 Unit 11: Village Games and Sports

# Oral Writing

Discuss what you think is happening in each of the pictures below.

Draw pictures and write some sentences to describe what is happening. There are some words printed below to help you.

Your teacher will help you to think of more useful words. Some examples have been done for you.

swiftly heavily gracefully angrily quickly roughly



Dark clouds began to form and thunder rumbled angrily in the sky.



Lightning flashed quickly across.....



Strong winds began to blow and leaves.....



Up in the sky, dark clouds moved.....



Rain fell .....from the ..... and flooded..... Big waves rolled and crashed.....

# **Unit 11: Village Games and Sports**

#### Reading

Below is a sports news report taken from a local newspaper. Read and discuss it with your teacher.

#### **Roviana Cup Success**

New words Phrases

tournament, referees, invited, according to the sports coordinator

Every year in December, Madou Village in the Roviana Lagoon holds sports tournament - the Roviana Cup. This year the soccer and netball tournament was held from Monday 5th to Saturday 10th of December.

The Roviana Sports Coordinator, Milton Talasasa, reported that a total of nine teams took part in the tournament. Many people from villages around Roviana Lagoon also came to watch the games. Three referees from Honiara were invited to take part.

Six prizes were given to the winners at the end of the tournament. In soccer, Kalikoqu received the \$1,200 first prize and won the Football Roviana Cup. Dunde and Munda received \$1,000 each for coming second and third.

In the netball competition, Nusa Roviana Rangers won the Netball Roviana Cup, receiving the first prize of \$1,200. Saikile and Tunivile received \$1,000 each for the second and third places.

According to the sports coordinator, the tournament was a great success. The prize giving ceremony took place at Madou Village on Saturday the 10th of December.

# Comprehension

Some of the sentences below about the Roviana Cup are true, while others are not true (false).

Read each sentence and decide which sentences are true.

Copy those statements that are true into your exercise book.

- 1. The soccer and netball tournament lasted for two weeks.
- 2. The tournament was from Monday the 5th to Friday the 10th of December.
- 3. The sports coordinator reported that nine teams took part in the tournament.
- 4. Four referees from Honiara were invited to the tournament.
- 5. Both Dunde and Munda received \$1,000 each for coming second in the soccer tournament.

# Unit 11: Village Games and Sports

### Language Study

Write each sentence below into your exercise book, using the correct word from the bracket to complete it.

- 1. Our soccer (also, and) netball teams played well in the tournament.
- 2. According (at, to) our sports master both teams did very well.
- 3. The school sports day will take place (by, on) Monday.
- 4. Other teams will (too, also) take part in the games.
- 5. (Although, However) most teams took part in the games, only three teams won prizes.

#### **Past Tense**

News reports are usually written in the past tense, because they are usually reporting events that have already happened.

To make a verb into the past tense 'ed' is often added to the end of the word, as in the two examples below:

```
end is changed to ended; report is changed to reported.
```

When the word already ends in an 'e', then usually a 'd' is added to make the past tense, as in the example below:

like is changed to liked.

Write the words below into your exercise books. Change the words into the past tense by adding 'ed' or 'd'. The first one has been done for you.

	Past tense		Past tense
1. ask	ask <b>ed</b>	4. attend	
2. receive		5. invite	
3. start		6. play	

# Spelling

Look at these words. They are all words in your spelling list for this week. The letters have been mixed up. Can you work out what each word is? Can you write them down in this order?

1.	mega	6.	ferat
2.	einn	7.	croes
3.	smar	8.	mus
4.	loga	9.	etn
5.	ainr	10	. bakeı

# **Unit 11: Village Games and Sports**

### ◆ Oral ◆ Writing

Work with a partner.

Talk about a game or a tournament you have been to in a town or village.

Talk about some of the things you saw during the game.

Look at these questions. They will help you to remember.

- When did the game take place?
- Where did the game take place?
- Who were the teams?
- Who was there?
- What happened during the game or tournament?
- · How did it end?

Discuss these things with your partner.

#### **Sports Report**

Imagine you are a sports reporter for a newspaper. Write a short report about a game or a tournament. Remember most of a news report is in the past tense.

A news report tells details of what occurred and often reports what someone has said.

Draft your report. Have your teacher or a partner read through your report. Make any changes that are necessary to make your report read better.

When you have written out a good copy read your

When you have written out a good copy read your report to the class.

Your teacher could make a class display of all of the reports.

NUSA ROVIANA RANGERS HOLD TITLE



# **Unit 11: Village Games and Sports**

# Reading

The paragraphs below are taken from the story The Volleyball Game. Read them again with your teacher.

#### Tomlin and Leah Play for the School Team

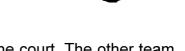
New words
court, yelled, pleased
On the day of the match, the volleyball court,
bent slightly forward

On the day of the match, the team from the nearby school came to Tomlin and Leah's school. The two teams put on their sports uniforms. They went to the volleyball court.

The game was tough. Both teams played very hard. Three minutes before the end of the game the score was thirteen to twelve. The visiting team were winning by one point. It was Tomlin's turn to serve the ball.

"Come on, Tom. Use the under arm serve," yelled Leah.

Tomlin grabbed the ball. He stood with his left foot forward. He stood with his body bent slightly forward. He held the ball in his left palm with his arm out fairly straight. Then he took a short step forward with his left foot. He swung his right hand. He kept his eye on the ball. He hit the ball as hard as he could.



The ball flew over the net. It landed on the other side of the court. The other team could not return it. Tomlin had scored a point.

"Good shot, Tom!" said the other players in the team.

The score was equal. It was getting dark and there was no time to finish the game.

"I think there will have to be a replay," said Leah.

Tomlin and Leah were pleased they were going to play another game of volleyball. They had enjoyed being in the school team. They were looking forward to the second match. They hoped that they would win next time.

# Comprehension

Write the answers to these questions in your exercise books. Look back at the paragraphs to help you.

- 1. How did the two teams play during the game?
- 2. Which team was winning by one point before Tomlin's final serve?
- 3. Who scored the last point in the game?
- 4. What was the final result of the game?
- 5. Explain how Tomlin hit the ball on his last serve.

# **Unit 11: Village Games and Sports**

# Language Study

Look at the words in brackets. Can you read them? Do you know what they mean? Copy these sentences into your exercise books.

Put 'dis-' 'un-' or 're-' in front of the words in brackets to change their meaning.

<ol> <li>Grandfath</li> <li>Our teach</li> <li>Mother g</li> <li>The villag</li> </ol>	her Tito gave the chic her Mary is quite (hap ave me some (ripe) _	had to be (played) kens some (cooked) _ py) about or mangoes for the old class (appear)	rice. ur homework. lunch.
		these words to make e for you. Write all the	their opposites. words in your exercise book
1. happy	unhappy	6. fair	
2. like		7. likely	
3. agree		8. approve	disapprove
•	dishonest	9. appear	
5. used		10. ripe	

# Handwriting

Look at this paragraph. It is written in joined-up handwriting.

Copy it into your exercise book. When you have finished look at your work carefully. Does yours look the same as this one?

Tomlim and	l Leah þa	d enjoyed
being in the They were b	e sonooi u ooking foi	d enjoyed eam. rward to the
second ma They hoped	tch. that they	would win.

# Oral Writing

Look at these examples.

- A few minutes later, the final whistle blew.
- Half an hour later, the school team arrived.
- **Not long** after, the final whistle blew and the umpire announced it was a draw.

# Unit 11: Village Games and Sports

Work in pairs. Make up your o	wn sentences using the	ese phrases.
A few minutes later		
Not long after		
Half an hour		
Not long after the bell rang, we ran into	Half an hour after we arrived at school, the bell rang.	A few minutes later, the food was ready.

# **Unit 11: Village Games and Sports**

# Reading

Tony kept a record of his trip to the Nguvia Sports Carnival. Read the text with your class.

# **Tony's Diary**

New words	Phrases
departed, boarded, journey	engine problem

Monday 11th February 2002					
7:30 a.m.	Had my breakfast early and got ready for the journey. Left Visale at 7:45 a.m. by truck. There were three of us as well as the driver.				
9:30 a.m.	Stopped over at Point Cruz to refill the petrol tank. Bought sandwiches and drinks for our next trip.				
10:00 a.m.	Left Point Cruz for Nguvia. Picked up an extra passenger.				
11:00 a.m.	The truck broke down. It would only drive slowly at 10 km/hour! Stopped at the roadside to check the engine.				
11:30 a.m.	Driver fixed the engine problem. Set off again on our journey to Nguvia.				
11:45 a.m.	Arrived at Nguvia. All teams had already arrived and were ready for their games.				
12:00 noon	All soccer and netball players assembled for the uniform parade.				
1:00 p.m.	First netball match between Ngalibiu and Nguvia. Nguvia won 14 points to 10.				

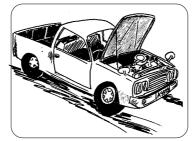
# Unit 11: Village Games and Sports

### Comprehension

**Work Out the Order (sequence)** 

Arrange the pictures in order of the events that happened during Tony's trip. Write numbers on the pictures to show the order in which the events happened.













#### Can You Remember?

Use Tony's trip record to help you answer these questions.

- 1. On which day did the trip take place?
- 2. Why did Tony and his friends stop at Point Cruz?
- 3. When did the first netball match begin?
- 4. At 11.00 a.m. why did the driver have to stop?
- 5. How long did the trip from Point Cruz to Nguvia take?
- 6. What happened not long after they arrived at Nguvia?

# Language Study

The word driver comes from the word drive.

How many other words can we make from the word drive? Did you think of these examples?

drive driving driven driver drove

Now look at the words below. How many words can you make from them? Can you find at least three for each word? Can you find more? Use the dictionary to help you with your work.

1.	play	player	 
2.	build		 
3.	farm		 
4.	dive		 
5.	run		 
6.	hunt		 

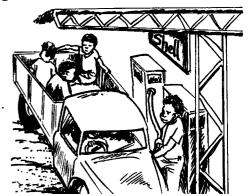
# **Unit 11: Village Games and Sports**

#### Spelling

Carefully read through the sentences below. Which words do you think do not look as if they are spelt correctly?

Rewrite those words with their correct spelling. Use your spelling list for this week to help you. All the incorrect words come from the spelling list.

- 1. At tin past nighn I had my breakfast.
- 2. Afta breakfast I got on the truck to start my trip.
- 3. I was happy because I skored a gole.
- 4. It was a close gaim, the skore was 14:11.
- 5. I got 9/10 in my maths teast. I only got one some wrong.
- 6. Buy the time we got to Nguvia it had started to rein.
- 7. My ams were sore from serving the ball.
- 8. The reign stopped before we started on our trip home.



# ◆ Oral ◆ Writing

Talk about Tony's trip record to the Nguvia Sports Carnival with your teacher and your class. Discuss the things that happened during his trip.

Think of a sports trip that you have been involved in.

Talk about some of the things that happened during your trip.

#### **Diary Writing**

Your teacher will help you to write a diary with the rest of the class on the blackboard. You will think about what you did in school yesterday.

Can you remember the lessons you had?

What did you do before school?

What did you do after school?

You will need to carry on writing this diary throughout the day. The diary will finish when you go to bed tonight.

Make a first draft of your work. Check your work for mistakes before you write out a good copy. Draw some pictures to go with your diary.

Diary for a Day Write a diary for today. Read the questions, they will help you.

- What time did you get up?
- · What did you do before you came to school?
- What did you have to eat? At what times did you eat?
- · What lessons have you had so far today?
- Have you had any breaks?



# **Unit 12: Forms of Transport**

# Reading - My First Trip in a Dugout Canoe

Look at the text 'My First Trip in a Dugout Canoe' in the Reader. Can you read the new words and phrases? Do you know how to say them correctly? Discuss the meanings of the new words with your teacher and class. You could use a dictionary to find the meaning of the words.

Your teacher will read the text aloud to you. You will then read the text aloud in turn. You could also read the passage with a partner. Can you remember what happens in the passage? Can you remember the order in which things happened? Discuss this with your partner.

# Comprehension

#### **Activity A**

Read the passage again.

Answer the following questions in your exercise book.

- 1. How old would Ellen have been in 1990?
- 2. What did Ellen do during the school holidays?
- 3. Who was Mr. Sika?
- 4. Why did Ellen stand up and start paddling?
- 5. Why was Ellen late cooking the rice for lunch?

#### **Activity B**

Read the passage again. You could read it with a partner.

Make a list of what happened to Ellen.

Write your list in the correct order as it happened in the text. Your teacher will help you to begin. You could start like this.

- 1. Ellen did the housework.
- 2. Ellen's friends arrived at her house
- 3. Ellen planned a trip with her friends.

# Language Study

Look at the words below and discuss what they mean with the class. Write a sentence using each word.

- 1. planned
- 2. paddled
- 3. screamed
- 4. started
- 5. climbed

# 1

# Spelling

Here are the spelling words for this week.

parents Monday
holiday Wednesday
dinner Friday

lunch Sunday land ves

Look at the words carefully. Can you read them all? Learn how to say them. Use a dictionary to find the meaning of any words that you do not understand.

Work with a partner. Learn to spell the words together. Ask each other to spell the words out loud. Check each other's work.

Copy the words into your exercise book. Use the spelling strategy: Look, Cover, Remember, Write, and Check to help you as you copy the words into your exercise book.

Take care as you write. Your teacher will check your words.

Complete these words. They are in this week's spelling list.

1. A day of rest and worship for Christians. S\_n\_y

2. The day of the week after Thursday. \_ r\_\_a y

3. Your mother and father \_\_a \_e\_\_s

4. A meal that we eat in the middle of the day. \_\_\_n\_h

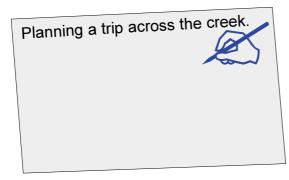
5. An answer that says you agree. \_\_s

# ◆ Oral ◆ Writing

Below is a short section of text taken from the end of the recount 'My First Trip in a Dugout Canoe'. The passage tells us that the girls talked about what to do the next time they explored the other side of the creek.

In the afternoon my friends came back for me again. We talked excitedly about what to do the next time we wanted to explore the other side of the creek.

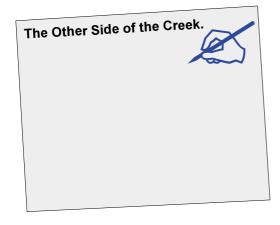
In groups of four, talk about what you think the girls could plan for their next trip. Make a note of things you talked about.



Choose a group leader to report back to the class with what you have talked about.

# **Unit 12: Forms of Transport**

#### **What Happens Next?**



Write a short recount explaining what happened on the next day when the girls went exploring again.

You can use ideas you talked about with your group or you can use ideas from other groups. You can also use ideas of your own.

Remember to proofread your work once you have finished writing. Then redraft your recount to improve the writing.

# **Unit 12: Forms of Transport**

# Reading

Look at the new words and phrases.

Can you read the words? Can you say the words correctly?

Read the passage silently. Your teacher will then read it aloud with you and your class.

#### **Lunch Time at Home**

New words

Phrases

shed, excitedly, adventure, lunch

a little annoyed, would never forget

My parents came home at twelve o'clock to have their lunch. The pot of rice was still on the fire.

"What have you been doing all day and why are you so late with the cooking?" asked my mother rather crossly.

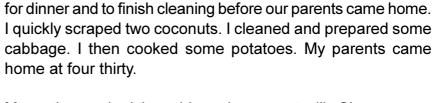
"I have been very busy. I washed the clothes and swept and mopped the floor. Then I went down to the canoe shed to look for some dried coconuts to cook with," I answered.

"Next time, please begin cooking at eleven o'clock," said my mother a little annoyed.

We ate our lunch at half past twelve. My mother told me to scrape two dried coconuts, prepare the slippery cabbage and cook the potatoes ready for the evening meal. She said that I must do these things before they came back from work in the afternoon.

In the afternoon my friends and I all met once again. We talked excitedly about what to do the next time we wanted to explore the other side of the creek. We all agreed that we would never forget our adventure on the creek.

Soon it was nearly three o' clock. We went back to our houses to get the food ready





My mother cooked the cabbage in coconut milk. She was very pleased with the work I had done in the afternoon. After our meal I was allowed to play with my friends. We had time for one game in the playground before it got dark.



### Comprehension

Look at the passage again.

Match the words below to their meanings.

Words Meanings
1. shed to travel to a

shed to travel to a place in order to learn about it
 favourite a meal eaten in the middle of the day
 explore a small simple building used for storing

4. adventure something you like the best

5. lunch an unusual, exciting or dangerous experience

# Language Study

Read the sentences below. Choose the best word in the brackets to complete each sentence correctly. write the complete sentence in your book.

- 1. Yesterday, I (scraped, scrape, scratch) ten coconuts for the cassava pudding.
- 2. We then (place, put, down) Mr. Sika's canoe into the shed.
- 3. My mother (was, were) angry when she (see, saw) me in wet clothes.
- 4. Esther couldn't play with us because she (hadn't, had) (finishes, finished, finish) her jobs.
- 5. Kwai (sleep, slept, sleeps) for a long time because she was very tired.
- 6. Annette wanted us to (use, used, uses) her father's canoe.

# Handwriting

Copy this handwriting exercise. Make sure your pencil is sharp. Use your best joined-up writing. When you have finished look at your handwriting. Does it look similar to the example? How could you make your handwriting neater?

In the afternoon my friends and I all met once again. We talked excitedly about what to do the next time we wanted to explore the other side of the creek. We all agreed that we would never forget our adventure on the creek.

# Oral Writing

#### **Adventure Story**

In groups of about five, talk about a travel adventure you have had with your friends or family.

Or you could talk about a travel adventure someone else in your family has had. Make sure everyone in your group has a chance to talk.

# **Unit 12: Forms of Transport**

After talking about your adventure, write a recount about it in your exercise book.

You can look back at Ellen's recount on page 13-15 of your Reader for some ideas.

Write a first draft. Then give it to someone in your class to read and check.

Discuss what they think about your writing and how it could be improved. Redraft your recount.

Now write out a final copy. You could also draw a picture to go with your recount if you have time.



### Reading

This passage is about how to make a raft. It is a set of instructions or a procedure. The order of the steps is very important if the text is going to provide correct instructions for a reader to follow. Read the passage together with your teacher. Look at the illustrations as you read.

Making a Raft

New words

raft, bark, loya cane, together

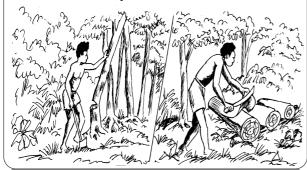
**Phrases** 

long time ago, peel off

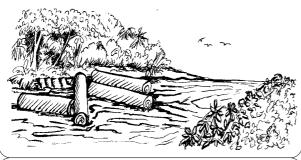
A long time ago people used rafts to cross rivers and to carry things. A raft is often made of logs tied together and used like a boat that can float.

#### How to Make a Raft:

1. Cut down about 5 trees. Cut off the branches. Peel off the bark and leave the trunks to dry.



2. After a few days, move the logs to the river or to the sea. Cut the ends off the logs to make them all the same length. They should be about 7 to 10 metres long.



3. Find some loya cane in the bush. Cut and split the loya cane. Use the hard part to make small strips of loya cane rope.



4. Use the rope to tie the logs together. Lay the logs beside each other and place a piece of split bamboo across the logs, from one side of the raft to the other. Use the rope to tie the logs together. Start with one, and then tie the logs one at a time. Wrap the rope around the bamboo each time you rope another log. This will hold the logs firmly. Do the same at the other end.



5. The raft is now ready to go into the water.



### Comprehension

**Making Your Raft** 

Work in groups of three or four.

Read the text again and discuss the steps. Follow the steps and make a raft yourselves. You will need:

a knife;

six straight sticks, pencils or centre parts of the sago palm fronds to use as the logs; strings, two split hard parts of bamboo or smaller sticks.

### Language Study

The word raft ends with the letters 'ft'.

Make a list of words ending with 'ft'.

Your teacher will help you to build up a list on the blackboard.

Look at the list of words below. Match each word to the correct meaning.

Write the meaning and the word in your exercise book.

	raft	soft	lift	aircraft	left	draft	
1.	not hard						
2.	logs tied to	gether flo	ating on t	he water			
3.	to raise						
4.	the opposit	e of right					
5.	plane, jet						
6.	an early ve	rsion of y	our writing	g			

# Spelling

Finish these sentences. Use words from this week's spelling list. Make sure you have spell all of your spelling words correctly.

1.	My	asked me why I had not finished my homework.	
2.	The first day after	the weekend is	
3.	During the school	we went to the Russell Islands.	
4.	My mother called me to come for		
5.	There was a dispu	te in the village about who owned a piece of	

# ◆ Oral ◆ Writing

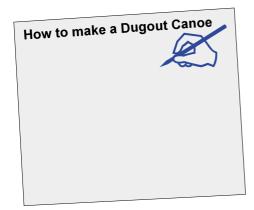
Work in the same groups as you did for the comprehension activity.

Each group can show the raft that they made to the rest of the class.

Discuss how reading the text helped you to make the raft.

Were the instructions clear?

Did your group become confused at any point? Why?



Write a set of instructions about how to make a dugout canoe or something else that people made in the past.

Remember to write your instructions step by step. Draw pictures to go with each of your instructions.

# **Unit 12: Forms of Transport**

# Reading

Read the passage silently first.

Ask the teacher to help you to say some of the words that are new.

Do you understand what all the words mean?

How are you going to find out the meaning of words you do not know?

#### Sea Transport

New wordsPhrasestraditionalfrom one place to another, forms of transport

Long ago in Solomon Islands, big canoes like the 'tomoko' and the 'tepuke' were the main forms of sea transport. These forms of transport moved people and goods from

one place to another.



**Tomoko** 



**Tepuke** 

Today, these traditional forms of transport are not used for long journeys. They are now only used for ceremonies.

There are many different kinds of ships and boats that move people and goods about. They differ in size, whether they are motor or sail boats or propelled by people paddling. They also differ in their speed, the facilities on board, and many other features.

Ships are becoming one of the main forms of transport in Solomon Islands. Solomon Islands is made up of many islands. Many of these islands are a long way from each other.

Most of the ships used in Solomon Islands are bought from other countries. However, there are some ships that are built in Solomon Islands. These are built in Malaita Province. Malaitan ship builders build some very fine ships.

Ships are used for different reasons. Passenger boats are used for moving people from one place to another. Barges are used for carrying heavy machines and cattle. Cargo boats are used for carrying goods and materials like copra. Towboats are used for helping to move larger ships. They might pull big ships to safety when they have become stuck on reefs, or when their engines have broken down. Fishing boats are used for fishing.

# **Unit 12: Forms of Transport**

### Comprehension

Read through the text again.

Answer the questions in your exercise book.

- 1. What type of ship carries passengers?
- 2. What is a word that can mean goods and materials being carried?
- 3. What were the main forms of sea transport used long ago in the Solomon Islands?
- 4. What are towboats used for?
- 5. Why do you think tepuke and tomoko are not used for everyday sea transport today?

# Language Study

Choose the word from the brackets that completes each sentence correctly. Write out the sentences into your exercise book.

- 1. We saw many different (ships, ship) at Point Cruz Harbour.
- 2. Different (country, countries) make different types of ships.
- 3. Most of the ships used in Solomon (Island, Islands) are made in other countries.
- 4. People in villages use (canoes, canoe) to go fishing.
- 5. Long ago big canoes took people and (good, goods) from one place to another.
- 6. At Christmas many people go (homes, home) by ship.

# Handwriting

Read the poem. Do you understand what the poem is about? Choose the verse that you like the best.

Look at the way it has been written. Some verses are written in joined-up writing. Copy any one verse into your exercise book. Focus on making the handwriting look neat and even.

Oh Ship!

Oh Ship! You sail the Solomon Seas. In fine and bad weather You sail the Solomon Seas.

Oh Ship! From East to West, From North to South, You sail the Solomon Seas.

Oh Ship!
You are home to the sailors.
You are transport to the passengers.
You sail the lonely Solomon Seas.

Oh Ship! Islands close and far apart Harbour and bay Safe and dangerous You sail the Solomon seas.

Oh Ship!
The islands seem to say
Come, we have sometheing to feed you with
You move alone gracefully on the ocean
to your destination
And sail the Solomon' lonely seas
to meet the needs of everyone.

Lionel Damola.

# **Unit 12: Forms of Transport**

# ◆ Oral ◆ Writing

**Traditional Canoes** 

Work in small groups.

In your group, talk about the advantages (good things) and disadvantages (things that are not so good) of using and making big traditional canoes.

Write down five advantages and five disadvantages.

An example has been done for you.

Advantages (good things) • cheap to make	Disadvantages (things that are not so good)  • the materials won't last long

What Would I Choose?

Work in small groups.

Talk about traditional canoes and modern motor canoes.

Which would you like to have? Give reasons for your choice.

Why would you like to have a traditional canoe?

Why would you like a modern canoe with an outboard motor?

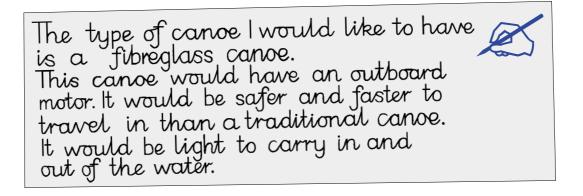
Choose a group leader to write down your points.

Make sure everyone in your group takes part when you talk about the canoes.

Report what you have discussed back to the class.

Now write a short passage explaining your ideas.

Here are examples from two Standard Four pupils.



# **Unit 12: Forms of Transport**

# Reading

Read the passage. Can you read all the words?

Do you understand what all the words mean?

Ask your teacher to help you say some of the words you do not know.

Discuss any words that you do not understand the meaning of. Use the dictionary to help in this discussion.

#### **Traditional Transport**

New words Phrases

goods, travelling, custom far apart, a long time, means of transport

Walking is the oldest way to travel. Many islanders have to walk from one village to another. Sometimes the villages are far apart. It takes a long time to walk between them.

If villages are near the sea, dugout canoes and outrigger canoes are often used to get from one place to another. These are the traditional methods for travelling from one part of an island to another or from one island to another.

'Traditional' means something that is usually used or that has been used for a long time. It is the custom to use it. A means of 'transport' means anything that gets people and goods from one place to another. This could be a ship, boat, canoe, car, truck, bicycle, motorbike, plane or a helicopter, for example.

Tepuke, tomoko, and binabina are traditional forms of transport. A tepuke is an outrigger sailing canoe that was used traditionally in Temotu Province. A tomoko is a war canoe used in Western Province and a binabina is a very large war canoe used in Central Islands Province.

Different types of traditional canoes were used for different things. Outrigger canoes, rafts and dugout canoes were used for fishing, visiting friends and relatives on other islands and moving goods to nearby places and islands.

Tomoko and binabina were used when the people went to war. These days they are used for custom celebrations.

A tepuke was a voyaging canoe. This means it was used for travelling very long distances.

Dugout canoes, outrigger canoes, rafts, tomoko and binabina are moved by paddles. A tepuke has a large sail. It uses the wind to move. At the back of a tepuke is a large paddle that is used for steering.

# Comprehension

Answer the following questions in your exercise book.

- 1. What does the word 'traditional' mean?
- 2. Which canoes were used for war on some islands?
- 3. List some forms of transport that you have seen?
- 4. What is a tepuke? Where does it come from?
- 5. Think about the canoes mentioned in this text. Which one would you like to ride in? Give reasons for your answer.

2.

4.

6.

8.

islands

ladies

women

friends

# Language Study

canoes
 relatives

5. men

7. rafts

Remember singular means 'one'. Plural means 'more than one'. Write the singular forms of these words.

Spelling nere are a number of words spelt i e underlined.	incorrectly in this letter. These spelling mistakes
an you spell the underlined words prrect spelling into your exercise b	correctly? Write the underlined words, using the book.
	St. John's Community High School, P.O. Box 324, Honiara.
	( <u>1</u> ) Wednday. 12 <sup>th</sup> June 2002.
Dear Mark, I would like to thank you for the (2) (4) dinna your mother gave us everyour family. We got back safely on	holliday I had with my (3) <u>parens</u> in your village. The ery night was very good. We enjoyed our week with n (5) <u>Munday</u>
When you come to Honiara next (6) <u>Sanday</u> I would like you to come to my house for (7) <u>lanch</u> . I hope you will say (8) <u>yess</u> and come to visit us.	
Regards, Ketty Niaule	

# **Unit 12: Forms of Transport**

# ◆ Oral ◆ Writing

Play the Game 'What Am I?'

You are going to play a game. Your teacher will put you into two teams. Each pupil will be given a card. Do not show your card to anyone. Your card will have two sides. Here is an example of what your card could look like.

Side A Side B

I am a traditional type of sea transport from Western Province. They used me to go headhunting or to go to war.

What am I?

Tomoko

Your teacher will explain to you how to play the game. Listen carefully so that you understand the rules.

#### **Writing Activities**

1. Make a Game.

Work in a small group. Make a game like the one you have just played. Write some riddles for different forms of transport. Here are some forms of transport that you could use.

car plane bus pick-up truck helicopter tractor lorry bicycle motorbike

Remember to write your cards neatly. Put the answer on the back of the card. Try out your game with other groups.

How clear are your riddles? Can your friends guess the answers?

My Favour	ite Transport
,	
A	
4//	

#### 2. My Favourite.

Draw a picture to show a type of transport that you like. Find out and write about:

- the advantages (good things) of your form of transport;
- what it is used for:
- what materials it is made from;
- who would make it;
- how long it would take to make.

Write a short paragraph describing the form of transport that you found out about and drew.

# **Unit 12: Forms of Transport**

#### Reading

Read the passage carefully and try to understand all the information in it. You could ask your teacher to help you read some of the words you are not sure about.

Try to use a dictionary to check the meaning of some of the new words.

#### The Explorer - Mendana

New words Phrases
explorers, eventually, century, settlement, as well as, close by, set off southern

The first European explorers arrived in Solomon Islands during the 16<sup>th</sup> century. This was about 450 years ago. They had heard a story about a sea journey and two islands at the end of the journey. The story said that the Inca people had travelled into the southern seas and had returned with gold, silver and other riches.

Alvaro de Mendana (1542 – 1595) and his ships set off from Peru in 1567 to find these islands. They were almost shipwrecked near Luaniua now known as Ontong Java. They then went south because of bad weather.

On 7 February 1568 they reached a group of islands that would eventually be named Isles de Solomon by the Spanish. The sailors named the island where they landed Santa Isabel. They spent about six months there exploring Santa Isabel and other islands close by including Malaita and Guadacanal.

Instead of forming a Spanish settlement on the islands, Mendana returned to Peru. It would be two centuries before another European visitor or explorer returned to Solomon Islands.

On 5 April 1595 Mendana set off again to explore the Pacific Region and to return to the Isles de Solomon. This time he took four ships with him and 450 people. The chief pilot was Pedro de Quiros.

Mendana reached Graciosa Bay on Santa Cruz Island in September 1595. He became very ill. He died there on 18 October 1595, before reaching Santa Isabel again.

# **◆ Comprehension**

Read the text again and answer the following questions in your exercise book.

- 1. In what year did Mendana die?
- 2. What was the island in Solomon Islands that Mendana first named?
- 3. What story had Mendana and other Spanish sailors heard that made them want to explore the southern seas?
- 4. Why do you think Mendana may have stayed in the Santa Isabel region for such a long time?

# **Unit 12: Forms of Transport**

### Language Study

Read these sentences. Make each sentence into a question.

Write the question into your exercise book.

Here is an example. Notice there are several correct ways to ask a question about the information given in the sentence.

Sentence.

Questions

The teacher read the big book to the class.

Did the teacher read the big book to the class?

What did the teacher read to the class?

Who did the teacher read the big book to?

Now write one question for each of these sentences.

Sentences		Questions	
1.	Mendana's ships set off from Peru.		?
2.	Mendana set off to find the Isles de Solomon.		?
3.	Mendana wanted to be Governor of a Spanish		
	colony on Santa Isabel.		?
4.	Mendana took four ships with him on his journey.		?
5.	Mendana died on Santa Cruz.		?

# Spelling

Here are the spelling words for this week.

Tuesday travel
Thursday tomorrow
Saturday yesterday
play journey
of transport

Look at the words carefully. Can you say them correctly? Think about the spelling of the words as you discuss them.

Work in pairs.

Copy the words into your exercise book.

Use the steps in Look, Cover, Remember, Write and Check to help each other learn the words as you copy them into your exercise book.

Remember your teacher will check if you can spell these words at the end of the week.

Here are some words from this week's spelling list. The letters are mixed up. Write the words correctly.

1. urThsayd		3. layp	 5. sporttarm _	
2. dartseeyy	<del></del>	4. aayurSdt	 6. ooowrrmt	

# **Unit 12: Forms of Transport**

# ◆ Oral ◆ Writing

Making a Timeline

Your teacher will put you into groups of three. You are going to make a timeline of Mendana's life.

Your group timeline will begin the day Mendana was born and will finish the day Mendana died.

Your teacher will talk through how to make a timeline.

Remember it must be in the right order. Plan with your group. Everyone in your group should do some writing as well as some drawing.

Make your timeline carefully. When it is finished your teacher will put it up on the wall.

# Unit 12: Forms of Transport

# Reading

Read this passage.

Can you say the words correctly? Do you understand all the new words and phrases? Use a dictionary to find the meaning of the new words or any other words that you do not understand.

#### **Navigating the Sea**

New wordsPhrasesnavigation, sea-farers, currentfrom one place to another, help them travel

Navigation is about finding the way from one place to another.

The first sea-farers kept land in sight and used this to help them to know where they were.

However to travel further, sailors needed other ways to navigate. Sailors in the past watched the flight of birds, the direction of waves and currents, and the sun and stars to help them navigate. Eventually sailors began to make maps to help them travel. In very early times the people of the Marshall Islands made maps out of palm twigs and cowrie shells.

# Comprehension

Read the passage silently again. Can you finish these sentences? Write each sentence into your exercise book.

1.	Navigation is	·
2.	The first seafarers kept	·
3.	Sailors used	to help them navigate.
4.	People began to make maps _	<del>-</del>

# Handwriting

Read the poem. Do you understand what the poem is about?

This poem is written in joined-up writing. Copy 5 lines of this poem. Choose the lines you like the best. Make sure your writing is neat and that you have an even slope throughout.

Sun

Sun, you are the biggest star in the sky You are the king of the sky! Why do you keep staring at me?

Sun, I try to hold your sunshine in my hand. You just slip through my fingers.

Sun, I try to catch your sunshine as I run.
You slide behind the hill.

But watch, you big star!

Your sunshine is everywhere You light up the day.
Good for you.

Just beause you get up before me Do you have to be proud of yourself?

> When will you stop shining? Bet I'm in bed first tonight!

> > by Lionel Damola

# ◆ Language Study

The word, 'star', begins with the letter 'st'. Here are some more words beginning with 'st'.

startstopstickstaystepstormstonestillsting

Choose five words. Use each of your five words in a sentence. Write these sentences into your exercise book.

# ◆ Oral ◆ Writing

**Bingo Game** 

Work in groups of five.

Fold a piece of paper to make four squares.

Look at the list of words in the box. Choose four words from the list.

Write each word in one of the squares on your paper.

This is your 'Bingo Card'.

#### How to play

Choose one player to be the caller.

The caller reads out the words from the list.

The caller can read out the words in any order.

The caller should not look at the other players' Bingo Cards.

As the words are called out, if the word is on your Bingo Card cross it out.

The first player to cross out all of their words calls out "Bingo".

This player is the winner of your game.

Take turns to be the caller. Play the game again, using different words.

sun	
	sky

star	bird
ship	water
sea	sky
waves	tide
sun	earth
current	night
sailor	maps
navigate	travel
land	
sight	



# Reading

Your teacher will read the story to you.

Follow the words in the Pupil's Book while your teacher reads. Read the story again to yourself.

Can you say all the new words and phrases? Do you know what they all mean? Use a dictionary to find the meaning of the words you do not understand.

#### **Modern Transport Can Save Lives**

New words

**Phrases** 

crashed, dangerous, imagine

traditional ways of travelling, modern transport

Mark had lived in the village of Loma in Temotu Province for a very long time. All his life he had been used to the traditional ways of travelling around. When he wanted to go fishing, he paddled out to the reef in his dugout canoe. When he wanted to visit his family or friends on another island, he always paddled his own canoe.

A lot of people in his village used outboard motors on their canoes. Mark thought they were noisy and dangerous. He did not like anything that made a noise and puffed smoke. He could not imagine how some people flew in aeroplanes.

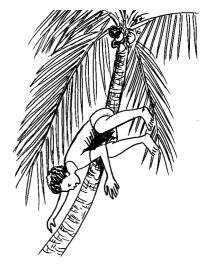
"What if the plane fell out of the sky?" he would say.

One day, Mark and his grandson Tom, were working in their garden. It was a hot day and they were very thirsty.

"Let me get us some green coconuts," Tom said.

He climbed a tall tree near the garden. When Tom was close to the top, a dead coconut leaf crashed onto his head and knocked him off the coconut trunk. Mark ran to Tom. He picked Tom up and ran quickly to the village clinic.

The nurse at the clinic took Tom in the medical canoe to Lata. There was a plane waiting at Lata to take Tom to Honiara. Tom arrived at the National Referral Hospital and the doctors and nurses looked after him.



After three weeks, he was well enough to go home. The doctors told Mark that Tom had been very lucky. If Tom had not been able to get to the hospital as quickly as he did, he might not have recovered so well.

Mark realised that although modern transport is noisy and frightening, it had saved his grandson's life.

#### Comprehension

Write the answers to these questions in your exercise book.

- 1. What did Mark use to go fishing?
- 2. Why was Mark afraid of flying?
- 3. Who took Tom to Lata?
- 4. How did Tom get to the National Referral Hospital?
- 5. How long did Tom stay at the Hospital?
- 6. Why do you think Mark preferred traditional ways of moving around?

# Language Study

Some words in English are called 'verbs'.

Verbs are sometimes called 'action' or 'doing words'. Read the sentences below. Rewrite them and underline the verbs. The first one has been done for you. You can use a dictionary to help you.

- 1. Mark paddled his canoe out to sea.
- 2. Tom climbed a tall coconut tree.
- 3. A dry coconut leaf fell on Tom.
- 4. The village nurse took Tom in the medical boat.
- 5. A plane waited at Lata for the nurse.
- 6. The doctors helped Tom at the National Referral Hospital.

# Spelling

Look at the chart of words and their meanings. They are all mixed up.

The words are from your spelling list for this week.

Write the spelling words into your book with the correct meaning beside it.

<u>Meaning</u>	<u>Word</u>
To do something for pleasure and to enjoy oneself rather than work	Thursday
To go from one place to another	Saturday
A trip	play
The day before before today	journey
The day that comes before Sunday	yesterday
The day that comes after Wednesday	travel

# Oral Writing

**Mouse and Cheese Game** 

Play the game 'Mouse and Cheese'.

Your teacher will talk about the rules of the game. In this game you will have to mime an action from a card to the rest of your class.

Your classmates will have to guess what you are doing.



What Happened in the Story?

Work with a partner. List what happened to Mark and his grandson, Tom. List what happened in the correct order.

The list has been started for you. Complete the list.

Mark and Tom were working in their garden.	
Mark and Tom were thirsty	

Look back at the story. Read it again.

Check that you have everything in the right order.

When you are sure your list is correct write out a good copy.

Choose one of the things that happened.

Draw a picture to show that event.

### Reading

Look at the different types of transport carefully.

Do you know what they all are? Do you know what they are used for? Name each one. Think about their different uses and where you would see them.

#### **Modern Transport**



# Comprehension

Make three columns. Look at the example below.

Name of transport	What it is used for	Where I can find it
car	taxi	town

Remember to check your spelling. You can use a dictionary to help you if you need to. Can you make a list for all forms of transport in the diagram?

Try to add other forms of modern transport to your list also.

# Unit 12: Forms of Transport

# Language Study

The sentences below are written in the past tense.

Change them into the present tense. Copy them into your exercise book.

The first one has been done for you. You can see that there is more than one right answer.

1.	He paddled home.	He <b>paddles</b> home.	He <b>is paddling</b> home.
2.	She sailed her boat.		
3.	I walked to school.		
4.	They flew to Honiara.		
5.	We drove to church.		
6.	He swam in the river.		

# Handwriting

Make three different lists of transport as shown below. You can add some more of your own. These lists have been written in joined-up handwriting. Copy these into your exercise book. Use joined-up writing when you write in your own examples too.

Land Transport	Air Transport	Sea Transport
truck	aeroplane	outrigger canoe
car	helicopter	dugout canoe
motorcycle		ship
bicycle		speedboat

# ◆ Oral ◆ Writing

Read and talk about this poem with your teacher.

#### **Ships**

Mine are passengers, come, come aboard. Back to your home, sweet home.

Mine is cargo, come, come aboard. Jump onto the wharf to meet waiting friends.

Mine are all who enjoyed travelling on me, come, come aboard. Sing with laughter as you approach green green islands. Feel the golden sandy beach, as you step ashore.

by Jacob Zikuli

#### Think about these questions.

- 1. What is the poem about?
- 2. Can you picture what is happening in each verse?
- 3. Why do you think everyone is happy to get to the green island?

Now, in pairs write your own poem about ships, boats or canoes or about travelling on a ship, boat or a canoe. Draft your work and then rewrite and edit your text.

Read your poem to your friends in the class. When you have finished your poem write out a good copy. Draw a picture to go with your poem.

# **Unit 12: Forms of Transport**

### Reading

The following advertisement gives information about the Malaita Shipping Company Limited.

Look at it carefully. It tells you what the Malaita Shipping Company Limited does. Why do you think shipping companies want to tell everyone what they do?

#### **Transport Advertisement**

New words deck, comfortable, ice Phrases video movies, air conditioned



### Comprehension

Look at the advertisement carefully again.

Answer the following questions in your exercise book.

- 1. What is the name of the shipping company?
- 2. Which ports do the ships visit?
- 3. Which telephone number would you ring to contact the office in Auki?
- 4. What is the name of the section that sells tickets for the ships?
- 5. Which ship do you think is the oldest? Give a reason for your answer.

### Language Study

The words in the box below are from the Malaita Shipping advertisement. Do you know what they all mean? You could use a dictionary to check if you need to.

Choose a word from the box to complete each sentence. Copy the sentences into your exercise book. The first one is done for you.

		ticket	ice	passengers	comfortable	safe	clean	
		ill be <u>safe</u> o		ip when there is	a storm.			
		eat was ver						
4.	The w	hole ship w	as	and tidy.				
5.	The w	<i>r</i> ater was as	s cold as	S				
6.	You h	ave to buy a	a	to go on the ship	0.			

# Spelling

Write out the passage below into your exercise book. Some of the words are spelt incorrectly. These words are underlined. Correct these words as you copy the passage into your exercise book.

"I saw your uncle **(1)** <u>yestaday</u>", said mum. "He asked us to go and visit him. This is very kind **(2)** <u>off</u> him. We will go next **(3)** <u>satuday</u>. The **(4)** <u>jorney</u> will take six hours. We will

- (5) travle by boat and get a taxi to (6) transporte us from the wharf. We will stay until
- (7) Thusday. You can (8) pley with your cousins".

Your teacher will check that you have learnt the spelling words for this week.

# **Unit 12: Forms of Transport**

# ◆ Oral ◆ Writing

Look at the shipping advertisement again. Talk about it with your teacher.

#### **Writing Advertisements**

Work in pairs. Imagine that you and your partner own a shipping company. Choose a name for your shipping company. How many ships do you have?

Think of some names for the ships. What type of ships will you have?

Plan where your ships will travel. You could look on a map to plan your route.

Now you are going to plan and draw an advertisement for your shipping company. If you have colours you can make your advertisement colourful.

Remember the words must be big so that they can be read easily. You do not need to use a lot of words if you have used a picture well.

Remember the advertisement should be 'eye catching'. Your teacher will talk about all of these things with you.

Draft your advertisement with your partner.
When you have planned it write and draw it carefully.
When you have finished you could put up your
advertisement on the classroom wall.
Look at the advertisements your friends have made.
Which shipping company would you choose to use?

Makarere Transport Services

