# Nguzu Nguzu English

# Pupil's Book 3



**Standard 5** 

First Edition 2005



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# Nguzu Nguzu English Standard 5

# Pupil's Book 3

### A Note to the Pupils

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

You will find that the reading texts and activities are about things which you know about already. There are stories and recounts about everyday life in Solomon Islands and around the Pacific Region. There are factual reports, instructions and explanations about things that you see around you every day. There are exposition texts in which people express their opinions about issues that affect your lives.

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 practice speaking it yourself every day, you will find that it gradually becomes easier.

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

You will learn how to express and write about your ideas and opinions; how to research and record information; how to read and write instructions and procedures; and how to write about interesting events. These skills will help you now with your studies in other subjects as well as later, when you grow up.

The people who have written this book hope that you will enjoy learning English this way in Standard 5.

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#### **Important Note**

This Pupil's Book belongs to the school.

You must not take it home unless your teacher tells you to and it must always be returned to school.

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# Reading - The History of Money in Solomon Islands

Read the text in your reader called The History of Money in Solomon Islands in pairs. Make sure you understand the key words to help you enjoy and understand the text. After reading the text, talk about some new things that you have learnt from the reading.

# **♦** Comprehension

Read through the report again. List the main events that are reported in the text in the order in which they happened. The first and last main events have been listed to help you.

- 1. People bartered goods with each other.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7. Solomon Islands became an independent country in 1978

# Language Study

Look at words in the box. List down the uncountable nouns and make a separate list of the countable nouns in your exercise book.

currency	information	music	basket	children
money	chair	shell	food	ring
rubbish	dog	year	ancestor	cash
sand	car	village	bank	boy

# Spelling

Read through the spelling words for this week and copy them into your book. Think about the meaning of each word.

Use LCRWC to learn how to spell them.

eleven	sixteen
twelve	seventeen
thirteen	eighteen
fourteen	nineteen
fifteen	twenty



# **Oral and Writing**

You are going to create a Fact File. You will be building up your fact file by recording facts that you have learnt each day from your readings. By the end of the unit, you will have a fact file with lots of important information about money. Here are some examples of facts you might include.

Our ancestors did not use coins and paper money. They exchanged goods. Artefacts were used as traditional currencies Modern money was introduced in 1916

The information does not have to be in any particular order. Remember to present your facts clearly and neatly. Take time with your presentation. Talk about how you will organise your fact file with a partner.

Look again at the reader text that you read earlier today. Read the report again and as you read, record any interesting pieces of information that are included in the text. Your comprehension activity today would be a good guide to use. This will be the beginning of your fact file.



## Reading

This is a report that gives you information about traditional forms of trading in Malaita. As you read the text, think about what information you will add to your fact file. Working with a partner, find the key words in the text and discuss how they are used within the text.

# Shell Money of Malaita Linda Puia

#### **Key Words**

strings, discs, compensation, settle, quarrels, equivalent, commodity, culture, history

Long ago, before paper money and coins were introduced to Solomon Islands, people on Malaita bought things with shell money. Shell money was the traditional currency used.

Shell money is made from beautiful shell discs strung together. Traditionally, shell



money was used to pay for such things as a bride, land, pigs and canoes. It was also used for compensation payments to settle quarrels or disagreements.

The different types of shell money had different values. In the local language, the shell money is referred to as, tafuliae, roabala and kasa.

A tafuliae consists of ten strings of shell money, each about two metres long.

A roabala is the same as a tafuliae but is twice as long. It is made up of ten strings of shell money, but it is four metres long. So the value of a roabala is higher than that of a tafuliae. A roabala is equivalent to two tafuliaes.

The third type of shell money is the kasa. It is the most valuable of all the shell money. One kasa is made up of fifty strings of shell money.

A kasa is mostly made out of the highly prized and rare romu red shell. One kasa is equivalent to fifty tafuliae or twenty-five roabala.

Nowadays, Malaitans use the modern currency of dollars and cents, but shell money is still used in some parts of the island. In the rural areas of Malaita, shell money is still used for ceremonial payments such as bride price. It is also used to buy food by some villages. Many Malaitans make shell money into necklaces for sale in the market. Shell money is still an important commodity to Malaitans and is an important part of their culture and history.

To make shell money, shells from the black mussel, the white mollusc and the red tipped oyster are used. Red tipped oysters are very rare and so are worth much more. Divers collect the shells from the reefs in lagoons and sell them to shell money makers. There are less of these shells these days as people have been diving for them for many, many years. Sometimes, Malaitan shell money makers even have to buy the shells from other provinces.



# **♦** C

# Comprehension

Read the text again and answer these questions in your exercise book. Use complete sentences in your answers.

- 1. What is explained in the second paragraph of the text?
- 2. What makes a 'kasa' more valuable than a 'tafuliae'?
- 3. What do you think the word 'commodity' means in the second to the last paragraph?
- 4. What do you think might happen to the shells if people keep making shell money?
- 5. Name two things for which Malaitans still use shell money?
- 6. What new information did you learn about shell money from this text?

## **Language Study**

When we compare two or more things, we usually add -er or -est. For example:

Sam is taller than Darcy.

Ryan is the fastest runner in the class.

There are some adjectives which do not use -er or -est. Instead, we add more, less, least or most. For example:

A kasa is **more valuable** than a tafuliae

A kasa is the **most valuable** of all shell money.

A tafuliae is the **least valuable** type of shell money.

#### Complete the table below in your exercise book.

valuable	least valuable	more valuable	most valuable
expensive			
popular			
useful			
famous			
helpful			
attractive			
important			

# Handwriting

Copy this paragraph into your book. Make sure you use you best cursive writing.

Before paper money and coins were introduced to Solomon Islands, people on Malaita bought things with shell money. This was the traditional currency used for trading long ago. Shell money consists of beautiful discs of shell strung together on a string.

# Oral and Writing

Up-date your fact file by reading the text again and making note of new and important information that you have learnt.

Your ancestors were involved in bartering goods in order to have the things that they needed for their daily lives. Today you will be involved in a role play activity that will give you some understanding about how that bartering process worked.





## Reading

The reading text today is a procedural text. It describes the process of making shell money. Discuss how the illustrations are used within the text. Do they add to your understanding of the text?

# Making Shell Money Linda Puia

#### **Key Words**

craft, major, industry, process, tourists, exported, necklaces, drilled, grinding, strand

Shell money making is a major craft industry in Langa Langa Lagoon in Malaita. As well as making tafuliae, roabala and kasa, shells are also made into necklaces, belts and arm or chest bands. These are sold to local people, tourists and are even exported to

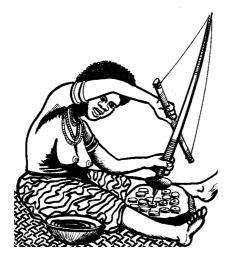
neighbouring islands like Papua New Guinea.



1. Shells are broken into small circles about the size of buttons. River stones are usually used as hammers to break shells into little pieces.

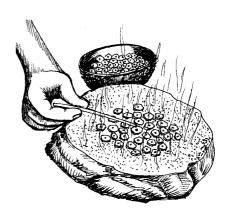


 The rough disks of shell pieces are rubbed down and polished with a grinding stone and sand. This is so that they all have the same thickness.



Each bead is drilled separately.
 Quartz stones from rivers are flaked to make flints for pump drills.

 Nowadays, women sometimes use steel hand drills.



4. The small disks or shell pieces are sometimes heated on hot stones to turn them into a different or darker colour. Most valuable are red to pink, then orange, brown, black and white.



5. The disks are threaded on a string ready for smoothing. All the discs need to be the same size.



6. After threading, each strand is stretched out on a board. The men usually do this heavy work. They grind the strand down with stones using black sand and water.

# Comprehension

Answer these questions in your exercise book.

- 1. What needs to be done before shell pieces are drilled?
- 2. What process is used to give the shell money different colours?
- 3. Which part of the process do you think would take the most time?
- 4. Who usually does the last step of the process?
- 5. Why are small and even-sized strands more valuable?
- 6. If you were to make shell money, which job would prefer to do? Why?

# Language Study

When you trade, you need to have good bargaining skills. You need to be able to persuade people to buy your goods. If you are buying something, you want to buy good quality products for a good price.

Work with a friend for this activity. Below are different trading situations. You and your partner can play the roles of trader and customer. Act out each situation using your persuasive language and bargaining skills.

#### At the Market

You have only \$5 and you want to buy beans. Only one person is selling beans but the cost \$6.

What will you do?

#### At the Market

You are a market trader. You have baskets of kumara for sale for \$40 each but someone wants to buy one for \$30. What will you do?

# **Unit 9: Local Currency**

## **Oral and Writing**

#### **Fact File**

Read Making Shell Money again and up-date your fact file by including new and interesting information from the text.

#### Writing a Report

Reports give information about something, someone or some event. When writing a report it is important to structure the text so that it provides information in a clear and easy to read format. You will prepare a report by working together in small groups. First, you will need to agree on which of the following topics you will research and write a report on.

### **Writing Project Topics**

1. The History of Solomon Islands' Currency.

You need to include facts and information about:

- How people traded before traditional currencies were used.
- What traditional currencies did people start using?
- How did certain artefacts become traditional currencies?
- When was modern money introduced?
- What sort of modern money was introduced?
- When did Solomon Islands have its own currency?
- Why was it important for Solomon Islands to have its own currency?

#### 2. Choose one traditional currency for your project.

#### You need to include information and facts about:

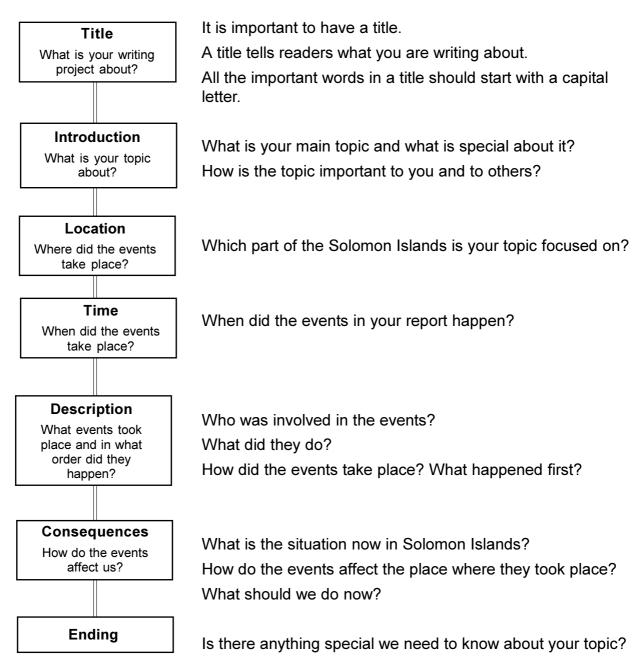
- The island that uses or used this currency.
- For what purposes was the currency used?
- How was the currency made?
- In what way is/was that currency important to Solomon Islands or the local people that used it?

#### 3. The History of Modern Money.

#### You need to include facts and information about:

- How people traded before any form of currency was used.
- What was the first form of money used and where did it start?
- What was the first form of metal money used and when was it used?
- When did the first metal coins appear and who made the first metal coins?
- How did people know to which country currencies belonged?
- When was the first paper money made?

# Start to plan your project by following the flow chart below. Start finding information for each section, and making notes as you go.



# **Unit 9: Local Currency**

#### 4. A traditional currency used on your island.

#### You need to include information and facts about:

- To which island does the currency belong?
- For what purposes was the currency used?
- How was the currency made?
- In what ways is that currency important to Solomon Islands?
- Is that currency used for any purposes today?

# Ideas for you Writing Project.

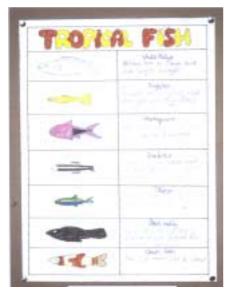
## **Making Books**



You can make a book and staple it together. Or you can punch holes on the sides and use twine or rope to keep the pages together.

Here is an example of a 'Concertina' book. If you do not have long paper strips, you can attach sheets of paper with glue or sellotape.

#### **Making Posters**



Here is an example of an information poster. This is a good idea for the different traditional currencies used in different islands in the Solomons.



You can make a poster in this lay-out. You will write down information and draw pictures to illustrate the information.



Here is another example of a poster and how it is laid out.





### Reading

This text is another report. Read the text, remembering to think about your fact file as you read. Discuss any words that you do not understand with your class.

# Feather Money of Santa Cruz Linda Puia

#### **Key Words**

local, language, scarlet, honey-eater, breast, feathers, binder, inherit, skills

Before the use of paper money and coins, the people of Santa Cruz used traditional money for their trade. This currency was known as teau in the local language. This form of money is only found in Santa Cruz.



This traditional money was made from the feathers of a bird called 'Manga' or 'Opla'. The English name for this bird is the Cardinal or Scarlet Honey-eater. The Manga is red and it lives in coconut trees. To make the money, only the feathers from the breast, head and back of the bird were used. The feathers from about 600 birds were needed to make just one coil of red feather money.

The feather money is made into the shape of a long belt. It is about ten centimetres wide and up to ten meters long. The red feather money is kept rolled up in a coil.

Red feather money was used for bride price ceremonies. During ceremonies, the coils of red feather money were carried

on people's heads. Red feather money was also used as a payment to settle fights and it was used to trade for goods.

Today, red feather money is rarely used and only a few people actually know how to make it. In 1962, there were only five men on Santa Cruz who could bind a red feather coil. A person could only learn this skill if his father was also a money binder.

The binder needs to inherit magical secrets to be allowed to bind money. A person risks the anger of spirits if he attempts to bind money and does not know the magical secrets of money binders.



# Comprehension

Jacob is a Class 5 pupil at Mbokona School. After doing some research at the Central Bank of Solomon Islands, he wrote the following report.

Using the information given in today's reading and other information that you have read about in this unit, complete the passage below.

I visited the (1)	to see a sample of a feather coil the	at is displayed there.
The display has samples of	f both (2) currency and	the first
(3) currency (	used in Solomon Islands. Feather mon	ey is special
because it is not found any	where in the world except in (4)	It is no
. ,	knows how to make this could learn to make (7)	
binder not only learns how secrets.	to make feather money but also (8)	magic

## **Language Study**

Using your role play experience from Day Two, identify some trading words. These will be words that you used as you bargained with other pupils. Your class will make a list of the trading words and phrases that were used. You will make another list of persuasive language that you used.

#### For example:

Trading language	Persuasive language
How much is	This is very highly valued
If I take two, how much will	You can have this if

# **6** 5

# **Spelling**

Sit with a friend and practise spelling your spelling words. One person can read out the words while the other spells the words. Then change over and check each other's spelling.

# **Oral and Writing**

**Up-date your fact file.** 

Continue to work with your group to compile your report.

### Reading

The following text is a procedure. It describes the process of binding feather money. Read the text quietly to yourself. Now read the text with your class.

# Making Feather Money Linda Puia

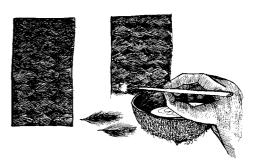
#### **Key Words**

bark, wrapped, pigeon, rectangles, attract, plucked, release

Making feather money is a traditional skill of the men of Santa Cruz which has been lost over the years. Money binding skills were passed down from fathers to sons, with only some men thought to possess the skills and magic secrets to allow them to bind the money. The process of feather money binding was something like this.



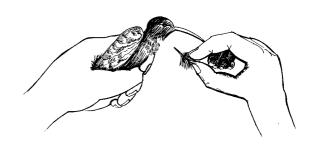
Peel and cut off a strip of tree bark.
 Wrap it with string to make a belt
 about ten centimeters wide and ten
 meters long.



2. Cut and stick brown pigeon feathers together to make flat rectangles.

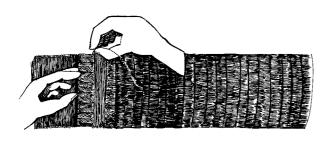


3. Make glue from tree sap and spread it on the branches of a tree. Tie a male scarlet honey-eater to a branch to attract other birds. Other birds will get stuck to the glue.

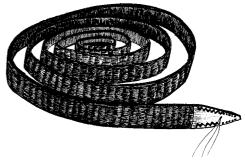


4. Pluck a few red feathers from each bird's breast, head and back and then release the bird. Wrap the feathers in leaves and smoke them to protect them from insect attack.





5. Stick the red feathers along one edge of each pigeon feather rectangle. Place the rectangles one by one on the belt. Wrap string around the rectangle and belt so that only the red feathers show.



6. Roll up the finished red feather money in a coil and keep it in a safe place.

# Comprehension

Read the text again and as you read prepare a list of materials needed to make red feather money. This list should include all the tools and other things used as well as the actual feathers collected.

# Language Study

Complete this table by adding -er, -est, more or most.

The first two have been done for you.

Adjective	Comparing two	Compa
slim	slimmer	
difficult	more difficult	m
beautiful		
easy		
clever		
skilful		
old		
thick		

# Oral and Writing

Continue with your research and drafting. Remember to continue to use the flow chart on page 13 of the Pupil's Book to help you to structure your report as you write and draft.



## Reading

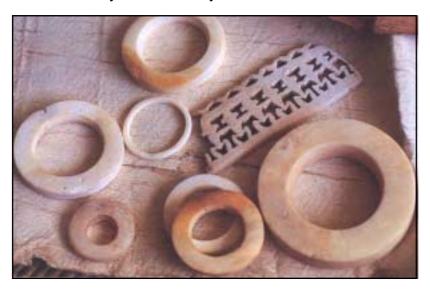
Today's reading text is a report that gives information on the traditional currency of Western Province. Read the text with your class. Discuss the key words and their meaning. Use your dictionary to help you with some of the words.

# Bakiha Linda Puia

#### **Key Words**

fossilised, smeared, grains, paste, warriors, raid, disputes

Bakiha was the traditional currency used in most parts of the Western Province. Bakiha are big rings made from giant clamshells. When a clam died the shells became buried in the seabed and after a very long period of time they formed fossils. Divers dug up the fossilised shells, buried deep in the seabed. The shells were then buried in the sand for several more years until they went white.



When the shells were white and shiny, they were again dug from the sand and marked ready to be cut into the required shapes. The shell was then rounded into shape with the use of a hammer stone. A hole was drilled into the centre of the shell. The shell was then cut into smooth flat sections with a bush vine. The vine was smeared in a paste made from the powder of ground shiny white stones.

Only the best part of a shell was used to make Bakiha. The smaller bits that were left were used to make things like armlets and other ornaments. Bakiha are usually white in colour but there are some that have a reddish colouring. These reddish coloured Bakiha, were considered the most valuable.

Bakiha played an important part in the cultures of Western Province, especially on the big islands like New Georgia. Bakiha was used for trading and ceremonial purposes. For example, they were used to buy a bride. Bakiha was also often used as a means to settle disputes and tribal wars particularly after head hunting raids.





# Comprehension

Read the following statements and think about whether they are facts or someone's opinion.

Remember that a fact is a statement, which is true.

An opinion is a statement, which is one person's belief or idea. An opinion can be argued against and it may not necessarily be true.

Write fact or opinion beside the numbers 1 to 6 in your exercise book as you read and think about the following statements.

1. Giant clams are very beautiful.	
2. Fossils are made of bones or shells from animals that lived long ago.	
3. Bakiha was used before modern currency.	
4. Modern money is more valuable than traditional currency.	
5. Traditional currencies were an important part of many cultures.	
6. Tribal disputes should only be settled with traditional money.	

# **Language Study**

Imagine that you are involved in each of the trading situations given below. Write down two statements or questions that you might use to persuade people to buy your product. The first one has been done as an example.

Now take some time to add more information to your fact file. Remember only to add new information and not information that is already in your fact file.

- You are selling watermelons at the market. There are other people selling watermelons as well. How can you persuade people to buy your watermelons?
- 2. It is 4:30pm and the market closes at 5pm. How can you persuade people to buy the remaining fish in your esky?
- I can discount \$2 if you buy 2 melons.
- b. Would you like to try some of this melon to see if you like it?
- 3. You are selling finely woven mats that are of good quality. How can you convince people to pay more than they pay for other mats?
- 4. You are selling crayfish that can be quite expensive in hotels or restaurants. How can you persuade people to buy your crayfish?

# Spelling

Copy this week's spelling list into your exercise book.

Remember to use Look, Cover, Remember, Write and Check to help you to learn the words during the week.

Use a dictionary to help you find the meaning of these words. Write a definition for each word in your exercise book.

- 1. cash
- 2. shape
- 3. equal
- 4. quantity
- 5. quality

equal
quality
quantity
quarter
question

# Oral and Writing

By today, you should have collected all the information you need and you should continue your drafting your report.

# **Unit 9: Local Currency**



## Reading

The reading today reports some information about kesa, which was the traditional currency of Choiseul Province. The second part of the text is a traditional story about the formation of kesa. These traditional stories are an important part of our culture and should continue to be told. Read the text together with your class and remember to think about what information you will add to the fact file as you are reading.

#### Kesa

#### **Key Words**

ancestors, cylinder, clamshells, vine, parcel, strange, museum

The traditional money used in Choiseul Province is called kesa. Choiseul people are not sure how kesa was made and they are not certain who was responsible for making kesa. Some people believe that their ancestors made kesa, long ago. Others believe that kesa was originally formed naturally from fossilised clamshells.



Each piece of kesa is an open-ended cylinder, like a cup without a bottom. The sides of the cylinder are as thin as glass and very white and shiny. The kesa is kept safely wrapped up in a parcel of pandanus leaf. Three parcels are tied together with vine and are often kept hidden or buried in the ground. All kesa are different in size. thickness, colour and marking. Chiefs and warriors used to measure their kesa and mark the size and value on the handles of their war clubs. In the past, kesa has been used for ceremonial exchange, such as to buy a wife or to pay settle disputes.

Kesa is no longer used as money. Soon all the kesa that exist on Choiseul will be lost or broken. It may only be possible to see kesa in a museum.

### The Heron who First brought Kesa to Choiseul

Long ago, people used to exchange goods when they bought or sold things. One day, a heron came to Nuatambu Island, near Panggoe. It was carrying something. When the heron flew off, some people went to see what the heron had been carrying. They found some strange looking objects on the beach. The cylinder-shaped objects were very white and shiny. The Nuatambu people had never seen anything like this before. Many people believed that these objects were a special gift brought to them. The people called them kesa and regarded them as very special and very valuable. Soon people started using them to buy things. It was then that kesa started to be used as money on the island of Choiseul.

Later, people started to fight among themselves to get more kesa. Many of the kesa got broken. The few that did not break passed around the island as money. As time passed, there was less and less kesa, and because no one knew how to make it, the Choiseul people could not produce more. This increased the value of kesa. Some people did try to make their own kesa, but this kesa was never accepted as it was considered to be false money.

# Comprehension

The following sentences are events described in the reading, The Heron who First brought Kesa to Choiseul.

Re-arrange these events into the order in which they occur in the text.

- 1. People started using the kesa as a currency.
- 2. A heron was seen carrying something.
- 3. There was less and less kesa on the island of Choiseul.
- 4. The Nuatambu people found strange looking objects on the beach.
- 5. Fighting broke out when people wanted to have more kesa.
- 6. The people called the strange objects kesa.
- 7. Before the arrival of kesa, people traded by exchanging goods.

# Language Study

Sometimes we want to make people agree with us. We can do this by wording our statements and questions in a way that is both polite and persuasive.

#### For example:

Parents must come and clean up our school. (forceful and rude)

I would like the support of parents to help clean the school. (persuasive and polite)



### Phrases you can use to persuade people to agree with you.

Don't you think ... I believe ..... don't you?

In fact ... We could .... don't you think?

Wouldn't you agree that ...

#### Re-write the sentences below to make them persuasive and polite.

- 1. You must learn about our culture.
- 2. A lot of our traditions are dying out.
- 3. Our school should have a cultural day.
- 4. Old people should teach young people how to make their traditional money.
- 5. We should forget about modern money and go back to barter.
- 6. Tribal disputes should not be settled with traditional money.

# Handwriting

### Copy this passage using your best cursive handwriting.

Long ago, people used to exchange goods when they bought or sold things. One day, a heron came to Nuatambu Island near Panggoe carrying something. When the heron flew off, some people went to see what the heron was carrying and found some strange looking objects on the beach. The cylinder-shaped objects were very white and shiny.

# Oral and Writing

Today, you should start planning the presentation of your project. Think about how you want to present your information. The following items may help you as you plan together in your group.

#### **Helpful Hints:**

- Make sure your information is easy to read.
- Make sure you have a large, clear title.
- Include some pictures, drawings, borders and frames.
- Think about where you will place the pictures and drawings in the text.
- Group your information and include headings and sub headings.
- Are you going to present your work as a chart, book, brochure, poster or map?
- Where are you going to record your information? eg within boxes, bubbles?
- Are you going to use cursive handwriting or printing?



## Reading

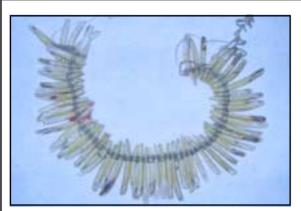
Some of our neighbours had similar ways of trading to traditional Solomon Islands methods. The reading today gives you some information about currencies used in Papua New Guinea many years ago. Read the report and think about how the practices differ from those that you have read about in other texts in this unit.

# Traditional Currencies of Papua New Guinea Linda Puia

#### **Key Words**

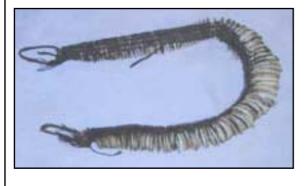
tribes, common, woven, rare, attached, bundle, scraped, patterns

Just like Solomon Islands, Papua New Guinea also has many different tribes and language groups. They also used many forms of traditional currency before paper money and coins were introduced.



#### **Pig Tooth Necklace**

Pig tooth necklaces were used in many parts of Papua New Guinea as money. Pigs are a very important part of Papua New Guinea culture. They are common throughout the country. A necklace usually consisted of 60 pig teeth woven together with a string.



#### Kandangei Shell Money

The village of Kandangei on the Sepik River used this shell belt as money. The shells are 1 to 2 centimetres in diameter. The shells were joined together at the ends and attached to a woven belt. The belt in the picture is very old and rare.



#### **Banana Bundle**

In the Trobian Islands, bundles of banana leaves were used as money. Banana leaves were scraped to show the patterns on the leaves. The 5-centimetre wide leaves were tied into bundles of 10 leaves. These bundles were used for trade and bartering purposes.

# **Unit 9: Local Currency**

### Comprehension

Answer these questions in your exercise book.

- 1. How do the pictures help you to understand the text?
- 2. Explain why each box has a title.
- 3. Which of these traditional currencies do you find unusual? Explain why.
- 4. Name and describe any traditional currencies that were used in your local area in the past.
- 5. Why were there so many different traditional currencies in PNG?
- 6. Why do you think that the shell belts used in Papua New Guinea are now rare?

# Language Study

Match the correct meaning to the correct word. Use a dictionary to help you. Write the words and their definitions in your exercise book.

- tribe repeated marks that make a design.
- 2. common removing a layer by rubbing or scratching it out.
- 3. weave when things are tied or grouped together in a bunch.
- 4. rare to connect or join things to each other.
- 5. attach a group of people related to each other in some way.
- 6. bundle readily available and can be seen or found in many places.
- 7. scrape cannot be seen and found in many places.
- 8. patterns intertwine rope or strips to create a basket, belt, etc.

# **S**

# **Spelling**

Choose five words from your spelling list and write a sentence using each word. Write the sentences in your exercise book and underline the spelling words that you have used.

currency equal cash quality shape quantity shell quarter wash question



# **Oral and Writing**

Up-date your fact file again. Read through the information that you have collected so far.

#### Writing a Report

Your group should be ready to start presenting your report in final draft form. Ensure that you have edited each other's writing before you begin your final draft. The final presentation must be well set out and neatly presented. Make sure the information presented is clearly organised, is easy to read and that the illustrations and sketches are neatly coloured or drawn.



# Reading

The reading text for today is a report about modern money and its history. In small groups, read the text, taking turns to read a small section. Discuss any words that you do not understand with your group.

## The History of Modern Money

#### **Key Words**

livestock, products, region, merchants, trade, crafts, carvings, metal, stamped

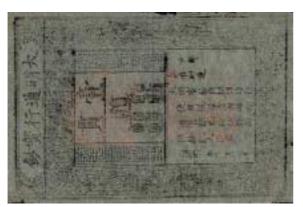
Livestock such as cattle, sheep, camels and pigs were some of the first and oldest forms of money. Other agricultural products such as vegetables were also used for trading. People bartered or exchanged goods to get other products that they needed. Farmers would barter cattle or pigs, in exchange for fish and shells from fishermen for example. Crafts people who made things such as carvings, baskets or blankets would barter their goods in exchange for cattle and pigs or vegetables from farmers.

About 3,200 years ago, many countries in Asia, started using cowrie shells as money. This shell is quite common in the Pacific region, and merchants and sailors who traded in the Pacific returned with cowrie shells from trading. Cowrie shells were highly valued when trading.

Much later people in China started making bronze and copper carvings of cowrie shells to represent the shells in trade. These metal cowries became a popular form of money. These carvings were some of the first 'coins' used as money for trade and exchange.



Early Chinese coins



The first paper money made in China

The practice of using of metal coins for money became widespread, extending to the rest of Asia and Europe. Metal coins were stamped with a mark such as a picture of a king or queen. The name of the country of origin was also stamped on the coin. The first paper money was made about 1,000 years ago. Today, paper money and coins are used as currency all over the world.

# **Unit 9: Local Currency**

## Comprehension

Read through the text again and identify the main events that are discussed. List the events in the order in which they occurred. The list might resemble a time line. The activity has been started for you.

People bartered livestock and vegetables.

### **Language Study**

Without using a dictionary, write down what you think these words mean. Read through the text and look at the way the words have been used. Use the other words in the sentences as clues to help you work out the meanings.

livestock - animals kept for farming

2. goods -

3. crafts people -

4. sailors -

5. purposes -

6. stamped -

# **Spelling**

Un-jumble these letters and write the correct words into your exercise books.

hepas
 requart
 nuccerry

3. eluaq 8. tiquarly

4. hells 9. tiquatny

5. chas 10. squitone

currency equal
cash quality
shape quantity
shell quarter
wash question



# **Oral and Writing**

Tomorrow you will present your report to the class. Writing time today should be spent finishing the final draft and preparing your presentation.

#### Decide:

- who will explain each part of your report.
- who will speak first, second and so on.
- how will you display your information.
- what questions might people ask. Have some answers ready.



## Reading

The final reading text for this unit is a report on different currencies. Most countries have their own currencies, but different currencies can be exchanged for others at banks and hotels.

#### **Currencies of Other Countries**

#### **Key Words**

features, famous, stamped, represent, samples, common

Modern money consists of coins and notes. In Solomon Islands the Solomon Islands dollar is used as the unit of currency. Each country has its own unit of currency. Recently several European countries have decided to use a common unit of currency. The Euro has replaced other units of currency in these countries.

Even though different forms of money may look different, there are usually some common features. Many currencies have the picture of an important leader or cultural identity on the coins and notes. The coins and notes also display the value that they represent. The name of the country of origin is also always stamped on the money.



English pound



Papua New Guine kina



Japanese Yen



Italian Lire

It is also common to see pictures of people, animals, plants or other objects that are important to the country. Solomon Islands' currency includes notes and coins with pictures representing the different cultures of Solomon Islands. The pictures below are of Solomon Islands coins and notes.

Other countries use their own currencies. The table on the next page lists the currencies of some other countries.



Country	Currency
Solomon Islands	Dollars, cents
Papua New Guinea	Kina, toea
Vanuatu	Vatu
England	Pounds, pence
Italy	Euro
France	Euro
Mexico	Peso
Japan	Yen

## Comprehension

Write a short summary of the information included in the reading text today. Read through the text several times to help you to decide the important design features of paper money.

If you were asked to design a Solomon Islands \$100 note, how would you like it to look? Draw your design and explain its meaning, in a short paragraph.

## **Language Study**

Study the picture of the Solomon Island \$50 note below. Work with a partner and discuss the pictures and designs displayed on the note. Using some of the words listed below, write a paragraph describing the \$50 note. Write about what you think the pictures represent, where they come from and why you think they have been included on the \$50 note.





features	currency	value	represent	stamp
valuable	modern	numerals	traditional	artefacts

# Spelling

You are going to have a dictation test. As your teacher reads the sentences aloud, listen and write them carefully in your book.

Try to spell all of the words correctly.

# Oral and Writing

Add the last facts to your fact file. You many want to share the information you have found with friends from other classes or with your family. They may find some of the facts that you have collected interesting.

#### **Presenting your Report**

Prepare for the report presentation. You will need to present your finished project to the rest of the class. You group should be prepared to present the research that you have been involved in.

## **Unit 10: Health Care**



## Reading - What YOU can do to Control Malaria

Today's text is a leaflet. This leaflet could have been prepared by the Environmental Health Division to tell people about ways to prevent malaria. It gives information about where mosquitoes breed and live. The leaflet gives advice about what steps people can take to protect themselves from malaria mosquitoes.

Study the key words before reading the leaflet.



## Comprehension

### **Activity 1**

#### **Answering Questions**

Study the leaflet again and then answer these questions in your exercise book.

- 1. List some of the places where mosquitoes hide.
- 2. What can a community do to prevent the spread of malaria?
- 3. How often do you think the clean up programme should happen in your village?
- 4. Malaria kills, take it seriously! Explain this in your own words.
- 5. List three ways that people can try to avoid mosquito bites.
- 6. Can you think of any ways to avoid bites that are not mentioned in the leaflet?

#### **Activity 2**

#### **Writing Commands**

Change the wording of these sentences to make them into direct commands. The first one has been done for you. Use the words in the box below when you rephrase your sentences.

always	never	do not
--------	-------	--------

1. You should try to sleep under a bed net.

Always sleep under a bed net.

- 2. It is not a good idea to sleep on the veranda.
- 3. People should not build their houses near a swamp.
- 4. Try not to throw rubbish around the house.
- 5. Long grass should be cleared away regularly.
- 6. Containers holding water should be emptied.



# **Language Study**

#### **Giving Reasons**

Complete these commands by giving a good reason to follow them. Write your answers in your exercise book. The first one has been done for you.

1. Don't play at the end of the wharf.

Don't play at the end of the wharf because you might fall in and be attacked by crocodiles.

- 2. Put that taiyo tin in the rubbish pit.
- 3. Come inside the house.
- 4. Go to bed early tonight.
- 5. Never go into the mangrove swamp.
- 6. Always wash your hands after you have been to the toilet.

When you have finished you can play the Why? Because! game with a partner.



### **Spelling**

Here are your spelling words for this week.

Study your spelling list for the week and complete the following activities:

- Find three words that have the **soft g** sound (as in arrange) and write them in your exercise book. Add two more words of your own.
- Find three words starting with the ch sound (as in change) and write them in your exercise book. Add two more words of your own.
- Write three words that have the ch sound in the middle or at the end, such (as in teacher or much).
- 4. Can you think of a word that begins and ends with **ch**?

change arrange
children challenge
clothes uniform
orange unusual
under although

Don't forget to learn your spelling words this week using the spelling strategy Look, Cover, Remember, Write, Check (LCRWC).

# **Unit 10: Health Care**



# **Oral and Writing**

#### **Designing a Leaflet**

In small groups, talk about ways that people can help to prevent a disease or health problem that you know about. These are some of the things you can talk about.

- What things cause this disease or health problem?
- Does this health problem affect many people?
- What people are most likely to get this disease? Children? Elderly people?
- · Can we change our homes to help stop this disease or problem? How?
- Can we change some of the things we do to help stop this disease? What are they?
- What should someone do if he or she gets this disease?

# Read the malaria leaflet in your reader again. Now plan your own health leaflet. Here are some things to consider.

- What will you call your leaflet?
- What is the purpose of your leaflet?
- What is your main message?
- Who do you want to read your leaflet? School children? Adults?
- What subheadings will you use to organise your information?
- What pictures can you add to make you message clearer?
- How will you set out your leaflet?
- What captions will you write under each of the pictures?
- Remember that this leaflet must contain **facts**, not opinions.

# Here are some topics that you could choose to write about in your leaflet. You may think of your own topic too. Choose one topic only.

- 1. What you can do to prevent scabies.
- 2. What you can do to control bakua.
- 3. What you can do to prevent diarrhoea.
- 4. What you can do to control flies.



#### Reading

Today's text is an information report called Malaria Cases in Solomon Islands. It tells about the malaria mosquito and how it spreads this disease to people. Study the key words carefully. Practise pronouncing the words correctly and try to use some of them in sentences. Read the report silently.

#### Malaria Cases in Solomon Islands

#### **Key Words**

tropical, recover, parasite, female, parallel, serious, complex, infected person, decreased

Malaria is a very serious tropical disease. Every year many people around the world die from this illness. Many more people become sick with malaria and recover. Malaria can usually be cured with medicine.

Malaria is caused by a parasite which lives in the blood of an infected person. It can be passed from one person to another by the bite of a female mosquito.

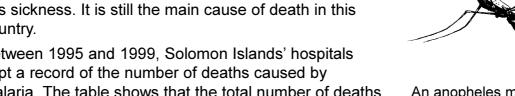
Only one type of mosquito carries malaria. It is called the anopheles mosquito. These mosquitoes usually bite in the evening or at night time.

The anopheles mosquito is easy to spot because of the way it sits with its body at a 45 degree angle. Other mosquitoes sit parallel to the surface of your skin.

It is surprising that something so tiny can be so dangerous!

In Solomon Islands, malaria is the most serious and complex health problem that the community faces. For many years, health officers have been trying to control this sickness. It is still the main cause of death in this country.

Between 1995 and 1999, Solomon Islands' hospitals kept a record of the number of deaths caused by malaria. The table shows that the total number of deaths has decreased.



Deaths Caused by Malaria								
Province 1995 1996 1997 1998 1999								
Honiara	14	6	4	2	3			
Makira	3	0	1	0	0			
Malaita	19	5	5	11	5			
Western	7	9	1	8	3			
Choiseul	2	1	9	8	9			
Central	1	1	5	0	1			
Isabel	1	3	1	0	0			
Guadalcanal	17	5	1	4	1			
Temotu	0	0	0	0	1			
Total	64	30	27	33	23			



A non-malaria mosquito



An anopheles mosquito

The health division uses community talks, posters, video shows and drama to teach people about malaria. The work done by the health division has made a big difference in Solomon Islands. Many people have taken steps in their own homes and communities to fight against malaria.

Health education is a very important part of trying to control this disease.

## 2

#### **Unit 10: Health Care**



#### Comprehension

#### **Answering Questions**

Look carefully at the table in today's text and use it to help you answer the following questions. Write each answer in a full sentence in your exercise book. The first one has been done for you.

- 1. How many people died from malaria in Honiara in 1997? Four people died from malaria in 1997 in Honiara.
- 2. How many people in Western Province died from malaria in 1996?
- 3. How many people in Choiseul died from malaria between 1995 and 1999?
- 4. Which province shows an increase in malaria deaths over the 5 years?
- 5. In which province did most malaria deaths happen?
- 6. In which province did the fewest malaria deaths happen?
- 7. Compare the total number of malaria deaths for each year in the table. What do you observe? Can you explain this?



#### **Language Study**

#### **Verbs**

Change the verbs in the following sentences from the present tense to the past tense. Present tense is when something is happening now. Past tense is when something has already happened. Write the answers in your exercise book.

#### For example:

**Present Tense** Ida **is digging** a drain at the back of her house.

Past Tense Ida dug a drain at the back of her house.

- 1. Alice is sleeping under a mosquito net.
- 2. John throws all his rubbish into the pit.
- 3. The health inspector **uses** chemicals to kill mosquitoes.
- 4. Suli **is buying** a bed net to protect herself from malaria.
- 5. The children **are clearing** the bush around the house.
- 6. Six patients at Seghe hospital have malaria.
- 7. Dorothy **is ringing** the clinic to get the result of her malaria test.

## Hair

#### **Handwriting**

Copy this paragraph into your exercise book. Use your best cursive handwriting. Look back in your exercise book to see whether your cursive writing is improving. Always check that:

- · You are holding your pencil correctly;
- Your slope lines run the same way;
- Your letters are equal in size;
- The spacing between words is the same.

Mosquitoes search for places to lay their eggs in standing water. Containers of water lying around people's homes encourage mosquitoes to lay their eggs. Each mosquito lays many eggs on top of the water.

#### **Oral and Writing**

#### Leaflet

#### **Proofreading and Editing**

In this activity, you are going to proofread and edit the information leaflet about a disease or health problem that you planned yesterday.

#### Follow these steps:

- Reread your first draft of the leaflet.
- Do you have enough information about this health problem?
- Have you used large subheadings to organise your information?
- Does your writing make sense? If not, change it to make sense.
- Circle any words that look wrong. Check their spelling in word lists or the dictionary.
- Check punctuation. Have you used capital letters and full stops?
- Have you used some direct commands to tell people what to do, such as

#### Always eat healthy food. or

Go to the doctor if you have a fever?

- · Look for ways to improve your draft.
- Can you change a sentence to make it sound better?
- Is your message clear?
- Do your pictures help make your message clearer?







Now write and illustrate your leaflet on a piece of paper to display in the classroom.

When you have finished, look at the leaflets designed by other pupils. Think carefully about your classmates' leaflets. You might like to help other pupils by telling them what you liked about their work. Did they draw eye catching pictures? Can you suggest ways that some leaflets could be improved? Remember to always be positive about other people's work.

### Reading

Look at the key words and study this poster.

#### **Key Words**

healthy homes, happy lives, utensils, tidy

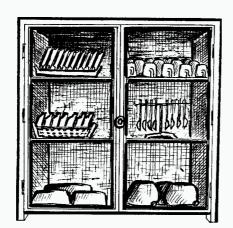
## **Happy Live, Healthy Homes**



Wash your hands before you eat.



Always sleep under a mosquito net.



Keep eating utensils clean and tidy.



Don't leave rubbish lying all over the place.



#### Comprehension

Look at the poster again with your partner. Talk about the problems that might occur if we do not follow this advice. Then write one or two sentences explaining each problem. For example:

If we do not wash our hands after going to the toilet we may get germs on our food which can cause diarrhoea (belly run) and make us very sick.

- 1. Wash your hands before you eat.
- 2. Always sleep under a mosquito net.
- 3. Keep eating utensils clean and tidy.
- 4. Don't leave rubbish all about the place.

#### **Language Study**

#### **Verbs**

Look at the verbs in the first column. Finish this table in your exercise book by writing the past tense of each verb.

Verb	Yesterday I (past tense)
hunt	
creep	
sleep	
eat	
keep	
throw	
walk	
clean	



### **Spelling**

These are your spelling words for this week. Say and spell the words. Copy them carefully into your exercise book. Use the spelling strategy 'Look, Cover, Remember, Write, Check' (LCRWC)

change	arrange
children	challenge
clothes	uniform
orange	unusual
under	although

#### **Activity 1**

#### **Dictionary Skills**

Use a dictionary to find out what the following words mean. Write each word and its meaning in your exercise book.

1. challenge 2. under 3. unusual 4. change

#### **Activity 2**

#### **Matching Meanings**

Look at the definitions below. Match them to words in your spelling list.

Write the correct word in your exercise book.

- a) Clothes that are the same. School children wear one.
- b) To organise or put in order
- c) Something to cover the body
- d) A citrus fruit
- e) Young people
- f) A joining word meaning 'even though'

## Oral and Writing

#### Make a Safety Poster

In your group, design a safety poster of your own. Choose one of the following topics. Discuss your topic before you begin the poster.

- Road Safety
- 2. Fire Safety
- Safety at Sea
- 4. Safety at Home
- 5. Healthy Habits for Eating

Draw a rough plan for your poster before you do a final copy. There will be more time to finish it tomorrow. Read the tips below before you begin your plan.

- 1. Draw pictures to make it look attractive and eye catching.
- 2. Use large words for your main text.
- 3. Your pictures must help people understand your message.
- 4. Think of who the poster is for.
- 5. Decide what information is most important to include.
- 6. Use language that will convince other people to follow your advice.

## 4

#### **Unit 10: Health Care**



#### Reading

Look at the key words. Find out what they mean. Read the text about an illness called AIDS.

## What is Aids? Ellen Wairiu

#### **Key Words**

virus, immune, infected, breaks down, fluids, cure, damage

AIDS stands for Acquired Immune Deficiency Syndrome:

- Acquired means you can get infected with it;
- Immune Deficiency means a weakness in the body's system that fights diseases;
- Syndrome means a group of health problems that make up a disease.

AIDS is caused by a virus called HIV. This virus breaks down the body's immune system and makes the body weak. Your immune system is the way your body is able to fight diseases. People who have AIDS often get illnesses because their bodies can't fight these diseases.

You can get infected with HIV from anyone who's infected, even if they don't look sick. The blood, body fluids and breast milk of people infected with HIV contain enough of the virus in it to infect other people. When someone is infected they are known as HIV positive.

In can take a long time for people who are HIV positive to develop AIDS. When people develop AIDS they become sick and die because there is no cure for the disease. Many other diseases can be cured with medicines but AIDS has no cure and people do not recover from it. There are drugs that can slow down the HIV virus, and slow down the damage to the immune system. But there is no way to get all the HIV out of the body.



#### Comprehension

#### **Activity 1**

#### **Answering Questions**

Read the text again then answer these questions.

- 1. What happens if your immune system is weak?
- 2. What happens to most people who develop AIDS?
- 3. Do all people infected with HIV look sick?
- 4. What can doctors do to help people with AIDS?



#### **Activity 2**

#### **Matching Meanings**

Copy these words from today's text into your exercise book. Write the correct meaning next to each word.

1. recover	to make well
2. sick	to get better
3. cure	an illness
4. medicine	unwell
5. weak	not strong
6. virus	tablets, drugs

## Language Study

#### Conjunctions

Read the sentences. Use the linking words to complete the sentences.

#### and because so but

1.	Augustine buries empty tins the rats love to hide in them.
2.	Rats love dark dirty places.
3.	David went to bed early he didn't go to sleep.
4.	Alison bought a new rat trap her old one was not catching any rats.
5.	Siake has a very high fever he will stay at home all day.
6.	Lionel was coughing a lot the teacher sent him home to rest.

### Spelling

Revise your spelling words for this week. Look at the following groups of words. Say the sounds and try to pronounce the words correctly.

- Words in this group start with the ch sound.
   change children challenge
- Words in this group start with the un sound.
   under unusual
- 3. This word begins with the al sound. Can you think of two more?
  although

change arrange
children challenge
clothes uniform
orange unusual
under through

# 4

#### **Unit 10: Health Care**

Draw this table in your exercise book. Find three words from the list below that fit into each group or category. Add three more words of your own to each column.

chicken until cherry always chips unhappy also uncle altogether unity

ch	un	al



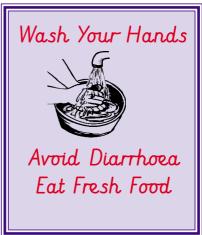
#### **Oral and Writing**

**Completing your Health Poster** 

Work in your groups and complete the poster which you started yesterday. Read this checklist and discuss it before you begin. Some words are given in the example below to help you write a slogan for your poster.

- Does your poster:
- look attractive and eye catching?
- include important information about the topic?
- use words that sound convincing?
- have large text that can be read from a distance?





Pin your posters on the wall and walk around to look at each other's work.

#### Reading

Study the key words. Find out what they mean then read the poem about rats below.

### Rats Ellen Wairiu

#### **Key Words**

peeping, corners, regularly, scraps, valuable things, gnaw, storage tin

Rats love to live in dirty places,
Peeping through holes and hiding in small spaces,
Looking for food and dirty corners that smell,
So make sure that you always clean your house well.

Rats are able to run so fast,
In a blinding flash they scamper past.
Running from corner to corner they bound,
Looking for scraps left lying around.

Rats can climb extremely well,

They climb around the house and make a noise as well,

Chewing up the ceiling to build a nest,

Making a mess is what they do best.

Rats will chew anything in sight,
They use their sharp front teeth to bite.
Any clothes and unwashed things on the floor
And anything left around for them to gnaw.

Rats can make people very unwell,
They can put germs on your food and you can't tell,
They can chew all the valuable things that you own,
They can make a lot of mess in your home.
They make houses smell bad and do lots of harm,
They can even chew an unwashed leg or an arm!

So always try to keep your house clean,
Throw all rubbish in bins where it can't be seen,
Wash all the dirty clothes and dishes you see,
Sweep the house regularly and keep it dirt free,
Put all of your food in a safe storage tin.
Let's keep rats out and not let them in!

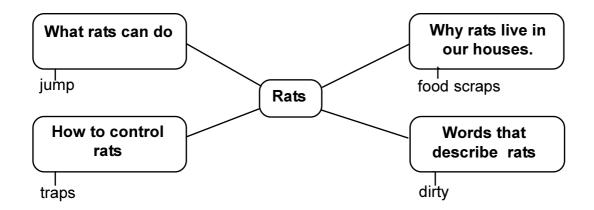
# 5

#### **Unit 10: Health Care**

#### Comprehension

#### **Concept Map**

Copy the concept map below into your exercise book and put in as much information about rats as you can. Read the poem again to get some information.



#### **Language Study**

#### **Giving Reasons for Opinions**

Read the statements then answer the questions below each one. The questions ask you what you think. They ask for your opinion so there is no right or wrong answer. You must give a reason for your opinion. Read through the two examples to help you complete the activity.

#### For example:

Rats and cockroaches are dirty animals. What do you think?

I think this is true because they spread germs and eat in dirty places.

Rats are not harmful if we treat them well. Do you agree?

I don't agree because if we let them stay in our houses they will breed and cause a lot of damage.

- 1. Left over foods should be thrown behind the house to keep the rats out of the house. Do you agree?
- 2. Rats love houses that have dirty floors. What do you think?
- 3. Rats are not dangerous to human beings. What do you think?
- 4. You should wash all dirty clothes and dishes and sweep the house regularly after meals. Do you agree with this statement?
- 5. Using a rat trap is one way of keeping the number of rats in the house low. What do you think?

## Spelling

Revise your spelling words for the week and make sure you can spell them all before the dictation test.

### Oral and Writing

Writing a Rat Report

Study the concept map you worked on in the comprehension activity. Look at the words that you wrote near each heading.

Work in pairs. Now write a short report about the rats living in a house.

Here are some questions to help you with your report writing.

- 1. What is a rat?
- 2. What are some problems they might cause for your family?
- 3. Do you know why rats like to live in houses?
- 4. What are some things you might do to get rid of them?

Set out your report like this:

Title: Living with Rats

**Introduction:** Rats are animals that ...

Main Body of the Report: Some problems caused by rats ...

Rats are attracted to ...

**Conclusion** We can control rats ...



#### Reading

Study the key words. Use a dictionary to find out what they mean. Read the personal recount by Alison Blaylock about the symptoms she felt when she first got malaria.

## Symptoms of Malaria Alison Blaylock

#### **Key Words**

symptoms, weaving, dizzy, shivering, aching, microscope

Last Monday I worked really hard in my garden preparing a new plot for kumara vines. When I woke up on Tuesday morning my arms and legs were aching and my knees were sore. I felt very tired. I thought I must have worked too hard the day before, so I decided to rest for a while. Instead of going to the garden, I stayed home to finish weaving a mat.

By lunch time, I couldn't think about what I was doing. I felt dizzy and my head was starting to ache. I decided to lie down on my bed and have a long sleep.



That evening I tried to make supper, but when I bent over the fire, my back ached so much that I had to rest. My sister, Linda, finished cooking and brought me a plate of rice and fish.

"You really don't look well," she said. "Tomorrow you must rest in the house".

I didn't feel hungry, but I ate the rice and fish. I hoped it would make me feel better.

I went to bed early and tried to sleep. There was a cool breeze but I was hot and uncomfortable. My whole body was aching. I couldn't sleep. By midnight I was sweating and I went outside to try to cool down. I washed my face and sat down on the veranda.

Suddenly I did not feel hot any more, I started to feel cool and before long my whole body was shivering and trembling. I went back to bed and pulled up the cover to keep warm. I knew I must be ill. I decided to go straight to the clinic in the morning to find out what was wrong.

In the morning Linda and I walked to the clinic. I still felt very tired and my muscles were aching as we walked. Halfway there I felt sick and we had to stop while I vomited. When we reached the clinic I rested outside while we waited to see the nurse.

"What symptoms have you had?" asked the nurse.

"My whole body aches, all my joints and muscles are sore and I feel tired and very weak." I said. "Last night I thought I had a fever but then suddenly I felt cold and shivery and I couldn't get warm," I continued. "I know I must be sick, but what do you think is wrong with me?"

"It sounds like malaria," she said, "but we can't be sure until we test your blood."

The nurse took a sample of my blood and it was checked under the microscope. "Yes," she said when she saw the results. "You have malaria so you must take a course of medicine."



#### Comprehension

#### **Finding Meanings**

#### **Activity 1**

Find the words below in the text. Reread the whole sentence and find out what the word means. Do not use a dictionary. The text will help you with the meanings. Write the words next to their correct meaning in your exercise book.

The words are all symptoms of malaria.

fever trembling
 weakness perspiring

3. dizzy high body temperature4. shivering having no strength

5. aches pains6. sweating worn out7. tired wobbly

#### **Activity 2**

#### **Putting Events in Order**

The events listed below happened in the recount about getting sick with malaria but are written in the wrong order. Rewrite them in your exercise book in the correct order.

- They tested a sample of blood.
- Linda cooked supper of fish and rice.
- Alison felt dizzy and her head ached.
- Alison went to bed early and tried to sleep.
- Alison worked hard in her garden.
- The nurse thought it might be malaria.
- In the morning, Alison and Linda walked to the clinic.



#### **Language Study**

#### **Activity 1**

#### **Nouns and Verbs**

Look at the words below. Some of them are nouns and some are verbs.

Draw two colums in your exercise book headed nouns and verbs. Decide whether each word is a noun or verb and write it in the correct column.

garden worked shiver mosquitoes headache pain walked decide

Now add some more verbs and nouns of your own to the table.



#### **Activity 2**

Plural nouns ending in ch form a plural by adding es. For example:

one ditch two ditches

one sandwich two sandwiches

Write the plural forms of these nouns.

1. bunch 2. witch 3. coach 4. watch 5. church

#### **Spelling**

These are your spelling words for this week. Say and spell them. Use a dictionary to find out what they mean.

Look at the words that have the letters ph in them: ph makes an f sound.

telephone, graph, alphabet, photograph, dolphin

always telephone
also graph
along alphabet
almost photograph
until dolphin

Use a dictionary to find five more words that have the letters ph in them. Find out what they mean.

Write the words and their meanings in your exercise book. For example:

1. phone – to make a telephone call to somebody.



#### **Oral and Writing**

Have you ever pretended to be sick so that you didn't have to do something that you didn't want to? Shel Silverstein wrote this poem about a child who pretended to be sick so she didn't have to go to school.

#### Sick

#### **Shel Silverstein**

"I cannot go to school today,"
Said little Peggy Ann McKay.

"I have the measles and the mumps,
A gash, a rash and purple bumps.

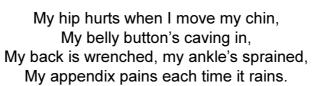


My mouth is wet, my throat is dry,
I'm going blind in my right eye.
My tonsils are as big as rocks,
I've counted sixteen chicken pox.
And there's one more, that's seventeen,
And don't you think my face looks green?





My leg is cut, my eyes are blue, It might be instamatic flu! I cough and sneeze and gasp and choke, I'm sure that my left leg is broke!





My nose is cold, my toes are numb,
I have a splinter in my thumb.
My neck is stiff, my voice is weak,
I hardly whisper when I speak.



My tongue is filling up my mouth,
I think my hair is falling out.
My elbow's bent, my spine is not straight,
My temperature is one-o-eight.



My brain is shrunk, I cannot hear,
There is a hole inside my ear.
I have a hangnail, and my heart is — what?

What's that? What's that you say? You say today is ......... Saturday? Goodbye, I'm going out to play!"







#### **Talking about Poetry**

Talk about this poem in a small group. Here are some questions for you to discuss.

- 1. Did you like this poem? Tell your friends why or why not.
- 2. What happened when the child found out it was not a school day?
- 3. Do you ever get tired of going to school?
- 4. Can you read the poem using a sad voice?
- 5. Why did the poet call this poem 'Sick'?
- 6. Can you think of another title for this poem?

#### **Proofreading and Editing**

In this activity, you are going to proofread and edit the short report about rats living in a house that you began yesterday. Follow these steps:

- 1. Reread your first draft of the report.
- 2. Have you used subheadings to organise your information?
- 3. Does your writing make sense? If not, make it make sense.
- 4. Circle any words that look wrong. Check the spelling in word lists or the dictionary.
- 5. Check punctuation. Have you used capital letters and full stops?
- 6. Look for ways to improve your draft. Can you change a sentence to make it sound better?

#### Writing a Cinquain

Plan and write a short poem called a cinquain. You might like to choose something you've learned about in the unit as the topic for your poem, eg. rats or malaria. Read the cinquain poem about mosquitoes below.

#### Cinquain poems are written like this:

Line 1	a noun – the topic	Mosquitoes
Line 2	two adjectives	small black
Line 3	three verbs	breeding, biting, sucking
Line 4	four words giving further information about the topic	spreading malaria to people
Line 5	one noun – summarises the topic	enemy.

#### Reading

Go through the key words and find out what they mean. Read the information report about Dengue Fever below. Talk about it with your teacher.

#### **Dengue Fever**

#### **Key Words**

swamp, drain, puddle, rash, sicker than, items, common, clogged, recovery, outbreak

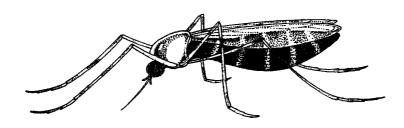
Malaria is not the only disease carried by mosquitoes. Dengue fever is another serious illness that is passed from person to person as a result of the bite of a female mosquito.

Dengue fever usually starts with a high fever, bad headache and pain behind the eyes. It used to be called "break-bone fever" because it also causes bad muscle and joint pain. Vomiting is common. People with dengue fever often don't feel hungry or well enough to eat. Most people get a rash three to four days after the start of the fever. The illness can last up to ten days, but full recovery can take as long as a month. Older children and adults are usually sicker than young children.

There is no special medicine for treating dengue fever. Doctors advise people to get plenty of bed rest, drink lots of water and take medicine to reduce fever.

The mosquito that carries malaria, the Anopheles, is black in colour. The Dengue mosquito, the Aedes, is black with white stripes.

The Dengue mosquito does not lay eggs in swamps, drains and puddles. Instead, its eggs are laid in containers, such as buckets, tyres, clogged roof guttering, pot plant bases or any old items that hold water in them.



In 1999, there was a Dengue Fever outbreak in Fiji. A Task Force from Honiara was sent to Fiji to find out about the disease. When the Task Force returned to Solomon Islands they found out that there was no Dengue Fever in Solomon Islands.

In 2002 there was a dengue fever outbreak in Solomons Islands. Many people became very ill. Most people got better but some people did die.

## 7

### **Unit 10: Health Care**

#### Comprehension

#### **Activity 1**

#### **Dengue Fever Facts**

Reread the text about dengue fever and the mosquitoes that pass it from person to person. Use the chart you have helped your teacher to develop too. Find the facts to complete the table below.

Facts about Dengue Fever					
Symptoms	Treatment	The Dengue Mosquito	Other Facts		
high fever	bed rest	called Aedes	passed from person to person by female mosquito		

#### **Activity 2**

people

ten

#### Cloze

Read this paragraph about dengue fever. Fill in the spaces with one of the following words:

behind headache

high

Der	ngue fever begins with a fever. Some people have a bad
Oth	ers have pain the eyes. Many get a rash. This illness can last
up t	o days.
Laı	nguage Study
Act	ivity 1: Prepositions
Cho	pose the correct preposition from the brackets at the end of each sentence.
Wri	te the complete sentences in your exercise book.
1.	Some people have pain the eyes. (before, behind)
2.	You should put a mosquito net your bed. (over, under)
3.	The girl with dengue fever got a rash her body. (on, in)
4.	Please go the clinic if you have these symptoms. (after, to)

#### **Activity 2: Adjectives**

Adjectives are describing words. Choose the best adjective from the list below to describe each of these nouns.

smelly female	healthy stagnant	beautiful hairy	green painful
1	_ mosquito	6	flower
2	_ rat	7	grass
3	_ garbage	8	headache
4	_ child	9	water

#### Spelling

Make as many small words as you can think of from the five words given below. You can change the order of the letters around to help you find more! An example has been done for you.

orange – age, range, ear, gone, ran, rage, gear, groan, anger

- 1. telephone
- 2. photograph
- 3. alphabet
- 4. dolphin
- 5. always

### Oral and Writing

#### Yes/No Game

For your oral activity, you will be playing a game called the Yes / No Game In this game, you will need to use cards that have words written on them. Each word will be taken from one of the texts you have read so far. Here are the rules: One pupil picks up a card but doesn't show anyone what is written on it.

one pupil pione up a cara but accent conon anyone initiation on

The rest of the class has to ask questions to find out what word it is.

The person with the card can only say 'yes' or 'no'.

Think of some good questions to ask in the game.



#### Here are some examples:

- Is it a verb (doing word)?
- Is it a noun (naming word)?
- Is it an animal?
- Is it a place?

- Is it a disease?
- Can you sleep there?
- Is it a person?

#### Writing

#### **Mosquito Breeding Places**

Look around the school grounds and think about anything you see which mosquitoes might use for breeding. Can you think of anything at home or in your local area that might provide a place for mosquitoes to breed? In small groups, list any possible problem areas you find.

Choose a group leader to write down your group's findings. Copy this table onto a chart. Think of things to do to get rid of the mosquito breeding places. Make a list of your ideas for solving the problems.

Mosquito Breeding and Resting Places				
Problem Area		ea	Solutions	
At Home	In the Local Area	At School	How can we fix the problems?	
pot plants	old tyres	long grass	empty water from pot plants	



#### Reading

Study the key words. Use a dictionary to find their meanings. Practise pronouncing the words and say some of them in sentences. Read the narrative text about a cockroach called Colin.

## Good Advice for Cockroaches! Alison Blaylock

#### **Key Words**

cosy, reflection, shiny, rather, handsome, armour, clumsy, armed, comfortable, curious, scuttled, waggling, struggled, flip, elegant

Colin the cockroach lived with his twenty-nine brothers and twenty-one sisters in a cosy nest in a cupboard under the kitchen sink.

Colin was a clever little cockroach. He was also rather good looking. He liked to climb up the water pipe and into the sink to take a look at his reflection in the shiny silver tap. He thought himself rather handsome with his shiny black armour and elegant legs!

When they were all young his mother had still been alive. He could remember her well, and often thought of the words of advice she had given all her children before she died, (she died under a heavy boot on the kitchen floor, but that is another story!)

"My children" she had said. "I will give you some good advice. Follow it and you will have a long and happy life."

"First, never go out in the daylight. We cockroaches are made for the night time."

"Second, be careful of humans. They have very big feet and are very clumsy. Some humans are our friends because they leave food around for us to eat, but others are our enemies they come armed with red tins that go, 'hisssss'. These are very dangerous. Stay away from them!"

"Thirdly, you must never, never lie down on your back!"

Colin understood about not going out in the daylight. He understood all about humans. They

had six humans living in their house and mostly they were kind. They would leave their plates and cups in the sink after they had finished eating and drinking Milo, so that Colin and his family could eat too. Colin loved Milo!

One day it went too far though. One of Colin's brothers didn't make it back into the cupboard in time and another human came with one of the red tins that go, 'hissss.' He fired it at Colin's brother and, sadly, he died! Colin didn't forget that day in a hurry.

So he understood all about humans. But what Colin didn't understand was why his Mum had told them never to lie down on their backs. He didn't see what harm it could do. He had often seen the humans lying on their backs when they were asleep on their beds. It looked rather comfortable!





So one day, he was so curious that he decided to put his Mother's advice to the test.

He called his brother Clive and said, "You know what Mum said about never lying down on your back? I don't really think it would do any harm, do you? Let's give it a try."

So Colin and Clive scuttled out on to the kitchen floor and Colin gave Clive a helping leg and flipped him over onto his back.

"This is fine," said Clive waggling his legs in the air. "In fact it's rather comfortable! You try."

Colin couldn't turn over by himself so he asked Clive to help him.

"OK, said Clive. "Just wait while I get the right way up again."

Clive tried to turn over but he couldn't. His little legs were waggling faster and faster, but he just could not get up.

"Help me Colin," he cried, "I can't get up".

So Colin rushed over and tried to help. He stuck one elegant leg underneath his brother's back and tried to flip him over, but it was no use. He just couldn't turn him over again.



The two brothers struggled and struggled, but no matter how hard they tried they simply could not get Clive the right way up!

It was nearly daylight and they could hear the humans getting out of bed so Colin had to hurry back to the nest and leave poor Clive lying there, helpless on the kitchen floor.

Colin never saw Clive again. He never even knew what happened to him. But from that day on Colin understood all the advice his mother had given them and always remembered never to lie down on his back.



#### Comprehension

#### **Activity 1**

#### **Answering Questions**

Re-read the narrative text and answer the following questions in your exercise book.

- 1. Who is Colin?
- 2. Where and with whom does Colin live?
- 3. What were the three pieces of advice Colin's mother gave before she died?
- 4. What do you think the red tin that goes hisss might be called?
- 5. What are some things that people usually do to cockroaches?
- 6. What does **cosy** mean?
- 7. 'Some humans are our friends'. Why did Colin's mother say this?

#### **Activity 2**

#### **Story Frame**

Here are events from today's text, 'Good Advice for Cockroaches!' They are not in the right order.

- 1. Now Colin understood all the advice his mother gave them.
- 2. The brothers tried very hard but they could not get Clive the right way up!
- 3. Colin's mother gave her children some good advice.
- 4. Colin couldn't see was why his Mum had said never to lie down on their backs.
- 5. A human came with a red tin that goes hissss and fired it at Colin's brother.

Your task is to rewrite these sentences in your exercise book in the correct order. Then draw a picture in a box or frame next to each sentence to show what is happening. An example has been done for you.

#### **Good Advice for Cockroaches!**



1. Colin's mother gave her children some good advice.



#### **Language Study**

#### **Verbs**

Verbs are doing, saying, or thinking words.

Write the sentences below in your exercise book. Underline the verb(s) in each sentence and write down whether they are saying, doing or thinking verbs.

#### For example:

- a) Colin **struggled** (doing) to **turn** (doing) Clive over.
- b) Apolos **talked** (saying) about his trip to Vanuatu.
- c) Mark wished (thinking) it was his birthday.
- 1. Melissa thought about buying a tin of insect spray.
- Lolo regretted not completing his homework.
- 3. Colin remembered his mother's words of advice.
- 4. Mark is sweeping the deck of the boat.
- 5. Cockroaches do not understand humans.





#### **Spelling**

Revise your spelling words for this week. By the end of the week you should be able to spell the words.

**Use the spelling strategy** 'Look, Cover, Remember, Write, Check' **(LCRWC)**.

#### **Alphabetical Order**

These words are not in alphabetical order.

mosquito fly ant cockroach

always telephone
also graph
along alphabet
almost photograph
until dolphin

To put them into alphabetical order you must look at the first letter in each word.

ant cockroach fly mosquito

When words begin with the same letters, you must look at the next letter in order to put them into alphabetical order. These words all begin with co so you must look at the third letter to put them into alphabetical order. If the third letter in words is the same then you must look at the fourth letter and so on.

cockroach contain cosy

Arrange the spelling list for this week in alphabetical order.

#### **Oral and Writing**

This is the last paragraph of the today's text. Read it together again.

Colin never saw Clive again. He never even knew what happened to him. But from that day on Colin understood all the advice his mother had given them and always remembered never to lie down on his back.

Now imagine that you are Colin. Plan and write a notice to warn other cockroaches about humans. Work with a friend to discuss your notice. Here are some questions you could talk about to help draft your notice:

- 1. Who are you writing this notice for?
- 2. What advice do you want to give them?
- 3. What is your main message?
- 4. What could you include about things that have happened to your cockroach family?

This is an example of a notice written by a Cockroach.



They are out to get us They are our enemies!

Stay away from humans especially those with big boots on or those carrying red tins.

They Kill!
YOU HAVE BEEN WARNED!

# 9

#### **Unit 10: Health Care**

#### Reading

Study the key words. Use a dictionary to find their meaning. Read the letter to the editor of a newspaper about the problems caused by stray dogs.

#### A Letter to the Editor

#### **Key Words**

allow me, concern, roaming, to voice, trained, owners, responsible, properly, suggest

The Editor

Solomon Star

P.O Box 255

New China Town

Honiara

Ranadi, Honiara 5th August 2004

Dear Madam/Sir.

Please allow me to voice my concern about the stray dogs in our city. I don't know why some people want to keep dogs as their pets. Many people do not look after their dogs properly. Pets should be well fed and trained by their owners. People should not let their dogs roam the streets.

What really concerns me is seeing so many dogs roaming through people's houses and tipping rubbish bins over along the road. This causes a terrible mess and attracts a lot of flies. The dogs' owners must not have fed their dogs well.

Some of these animals have been dumped by their owners and are not looked after at all. People have even been bitten by stray animals because the dogs are hungry and frightened of people.

Sometimes stray dogs come into my yard and steal clothes and dig up my supsup garden. Dogs can bring in rubbish and leave their dog mess where my children play. This spreads germs and disease.

I think the City Council should step in and do something about these stray dogs. One idea I can suggest to the council is to catch and lock the dogs in pens until their owners go and claim them.

People must learn to be responsible pet owners and look after their animals properly.

Thank you

Concerned Citizen

#### Comprehension

#### **Cause and Effect**

Talk about the problem of stray dogs with a friend. Here are some questions for you to discuss.

- 1. Why do you think people let their dogs roam?
- 2. Is there more than one reason?
- 3. Are all dogs kept as pets?
- 4. What problems do stray dogs cause?
- 5. Can you think of problems that are not mentioned in the letter?
- 6. What can dog owners do to help solve the problem?
- 7. What can the council do to help solve the problem?
- 8. Can you think of other solutions to the problem?

Copy this table into your exercise book and add your ideas.

List things that stray dogs do that can cause health problems for people. List the letter writer's ideas and try to add some of your own. Can you think of other solutions to these problems? The first one has been done for you.

Stray Dogs				
Causes	Effects (Problems)	Solutions		
Owners don't feed dogs	Tipping over rubbish bins	Make bins that are hard to tip over		
Dogs roaming streets				



### **Language Study**

Joining with and or but

Words that join sentences are called conjunctions or linking words. Join these sentences by using and or but. Study the example first.

The dog sniffed the bone. He would not eat it.

The dog sniffed the bone **but** he would not eat it.

- 1. The baby bumped her head. She did not cry.
- 2. The cat saw the dog. It ran into the house.
- 3. I went to town. I saw lots of dogs tipping over rubbish bins.
- 4. The councillor tried to run after the dogs. He was too unfit to catch them.
- 5. The police warned people to keep their dogs at home. The people did not listen.



#### **Handwriting**

Copy these sentences into your exercise books. Write in your best cursive handwriting. Notice that capital letters do not join.

Dogs make good pets if we look after them properly.

Feed your dog well so it doesn't tip over rubbish bins or steal things.

Train your dog so it does what it is told.

Keep your dog in your yard so it doesn't roam the streets.

#### **Oral and Writing**

Writing a Letter to the Editor

In a small group, choose one of the following topics to discuss.

- 1. Rubbish collecting
- 2. Overcrowded houses
- 3. Unemployment problems
- 4. Higher school fees
- 5. No proper sanitation
- 6. Drinking water problems

#### Talk about the topic you have chosen. Here are some questions to discuss:

- What is the purpose of writing this letter?
- Why does this topic concern you?
- What are some problems caused? (Give some examples)
- How are the problems caused?
- What are your ideas about ways to solve these problems?





Now draft a letter to the editor of a newspaper to express your concern. Reread the letter to the editor about stray dogs for ideas. Remember that the purpose of your writing is to convince the reader of your point of view.

Set your letter out like the example below. The bold writing shows the parts that you will need to change or write.

you will need to change or write.		
Put your address here		
Put the date here		
Solomon Star		
P.O Box 255		
New China Town		
Honiara		
Dear Editor,  Paragraph 1 - write what you are writing about and state your opinion here.		
Paragraph 2 - write your reasons for you opinion. You should have more than one reason.		
Paragraph 3 - sum up you point of view and give some suggestions.		
Yours faithfully, Sign your name		



#### Reading

Study the key words below. Use a dictionary to find their meanings. Read the recount about a cleaning up day.

#### Clean Up Day Ellen Wairiu

#### **Key Words**

health inspector, encourage, perfect, transformed, importantly, noticed, rubbish dump, health committee, volunteers, logging company

Last year a health inspector came to our village to give a talk on malaria and dengue fever. She explained that the community can do many things to prevent malaria and that we should work together to try to prevent mosquitoes from breeding around the village. After her visit the Village Health Committee decided to have a clean up day in which everyone from the community could help to tidy up the village.

First the health committee made a list of jobs that needed to be done. Next they decided who should do each job and then they chose a date for the clean up day. It was to be held on Friday March 7<sup>th</sup>. Everyone agreed that all other work would stop for one day and the whole village would work together.

The school children had the job of clearing the long grass around the school, the clinic and the church area. They also had to chop down the bushy areas on the edge of the playing field. They started at six o'clock in the morning before it got too hot.

The village men and women had the job of cleaning up rubbish. They went from house to house looking around each area for things that might encourage mosquitoes to breed. They collected empty tins, coconut shells, plastic bottles and old containers. As they worked they talked about the problem of getting rid of rubbish in their village. They were pleased that the committee had decided to make a rubbish dump where everyone could take their rubbish.

Volunteers dug some deep pits where rubbish could be buried so that it would not collect water. A separate pit was dug for the vegetable waste. One of the men had learned how to make compost from vegetable waste. He planned to show people how their rubbish could be turned into good compost to help their gardens grow.

One group of people had been given the job of moving heavy items. There were some rusty oil drums and old rubber tyres left near the village by a logging company. These were full of rainwater and a perfect place for mosquitoes to breed. Drums were taken away and tyres turned inside out and filled with soil. Some villagers collected flowering plants from the bush and planted them in the tyres. They were placed outside the church and the clinic and looked really good.

By evening the work was finished. The village was transformed. It was clean and tidy, but more importantly it was free of breeding sites for mosquitoes. The older women of the village had spent the day preparing a giant motu of potatoes and cabbage. Everyone sat down to enjoy their evening meal together as the sun was going down.

"Have you noticed anything different this evening?" called out one of the old men.

"No mosquitoes," everyone replied together.

#### Comprehension

#### **Activity 1**

#### **Answering Questions**

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

- 1. What did the health inspector talk about?
- 2. Why do you think the villagers wanted to clean up their village?
- 3. Who planned the cleaning up day for the villagers?
- 4. Did everybody help with the cleaning up?

#### **Activity 2**

#### Story Frame - Retelling Events in the Recount

Look at the pictures on the following page showing some of the main events from the recount, Clean Up Day. Your task is to tell what is happening in each picture. In your exercise book, write one or two sentences about each picture. Think about:

- who is in the picture
- what they are doing
- where it is happening
- when it is happening
- why this is happening

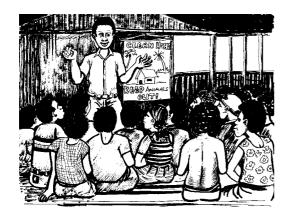
#### Here is an example:

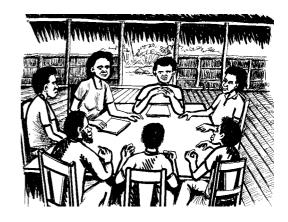


The children helped in the morning by clearing the long grass near the buildings. This would help to keep the area tidy and to get rid of a place where mosquitoes like to hide.



#### Now it's your turn to write









## Language Study

#### **Jumbled Words**

The missing words are from the text, Clean Up Day. Read each sentence to see if you can guess the missing word. The letters of the words are jumbled in the brackets. Copy the sentences into your exercise book and unjumble the missing words to complete them correctly. Study the example first.

They want to get rid of mosquito breeding (eedbring) places.

1.	The village was (formtransed).
2.	Some people dug deep (spit) where rubbish could be buried.
3.	Vegetable waste can be turned into (pocomst) to help gardens grow.
4.	The (unicotymm) can work together to prevent malaria.
5.	The health (mmcoittee) made a list of jobs that needed to be done



### **Oral and Writing**

**Clean Up Day Notice** 

The health committee in today's recount planned their clean up day and made a notice to inform the villagers. Imagine you are part of the committee and it is your job to help plan this event.

#### In small groups, discuss:

- what tasks need to be done?
- who will do each of the tasks?
- what date you will choose?
- what times will people be working?
- what will happen after the work is finished?

Reread today's text to get some ideas. You can add your own ideas too. Copy this notice into your exercise book and fill in the missing information.

Cleaning Up Day			
Let's work together to get rid of mosquitoes!			
<b>Date</b> : pm			
What Need to be Done?	Who will do each Job?		
Sweeping around the school, clinic, church buildings	•		
After the Clean Up  Come and enjoy a village feast. Meet at the			

# 10

#### **Unit 10: Health Care**

#### Writing

#### **Proofreading and Editing**

In this activity, you are going to proofread and edit the letter to the editor that you began yesterday. Follow these steps:

- Reread your first draft of your letter.
- Have you expressed your concerns clearly?
- Is your main message clear?
- Have you told about the problems that concern you?
- Have you suggested any ideas to fix the problem?
- Does your writing make sense? If not, make it make sense.
- Circle any words that look wrong. Check the spelling in word lists or the dictionary.
- Check punctuation. Have you used capital letters and full stops?
- Look for ways to improve your draft. Can you change a sentence to make it sound better?

Write your final draft in your exercise book.



### ♠ Reading – In Search of Excitement

The text in the reader for this unit is a recount called, In Search of Excitement. A recount tells of events that have happened. This text, is a recount about a boy called Ramsay who is bored with village life. Ramsay sets off to Honiara to look for something exciting to do.

Make sure you understand the meaning of the key words and other new words you find in the text. Try to pronounce them correctly.

### Comprehension

Rewrite the following passage and fill in the gaps. Try to do this without looking at the text from the reader. You do not need to use words from the text as long as your sentences make sense.

Ramsay thought that village life was He wished that he could visit so that he could find something more interesting to do.	
One day he got the chance to to Honiara. Soon he was enjoying all the that the capital had to offer.	
In town, Ramsay tried several different including football, dancing and Tae Kwon Do. Sadly, Ramsay was quickly with every new activity he tried.	
It wasn't long before he was about village life again. He to go home to his village.	)

### Language Study

A noun is a name of a person or thing

A common noun is the name of an ordinary thing.

A proper noun is the special name that belongs just to one person or place.

Proper nouns start with capital letters.

Read the poem on the next page about a children's party and then make a list of all the proper nouns and common nouns in the poem, into your exercise book. An example has been done for you.





#### What a Party!

Jane spilled her ice-cream,
James joined the football team,
Alison kicked her brother Jake,
Daniel ate some chocolate cake.
Norman broke his best hat,
Moira Jack tripped over the mat,
Charles ate so much he felt sick,
Jacinta kissed poor little Nick.
Michael wanted to play a game,
Mark wanted to do the same,
Karen called, "I want my mum!"
Joe wished he hadn't come,
And I danced and sang all day,
Everyone wanted to eat and play.

Common Nouns	Proper Nouns
party	Jane

#### **Spelling**

Here is the spelling list for this week. Learn your spelling words using the spelling strategy, Look, Cover, Remember, Write, Check (LCRWC).

Then copy the list into your exercise book.

Read the definitions below carefully. Only one of the meanings given is correct. Write the word and its correct definition in your exercise book.

brought	daughter
thought	naughty
fought	taught
doughnut	would
ought	should

#### 1. brought

- a. the past tense of bring
- b. to ride a bicycle
- c. to buy something with money

#### 2. daughter

- a. a male child
- b. a female child
- c. an old man

#### 3. thought

- a. to sing a song aloud
- b. a book
- c. the past tense of 'think'

#### 4. naughty

- a. badly behaved
- b. kind and gentle
- c. clever

#### 5. fought

- a. fourth place in a competition
- b. past tense of fight
- c. a pot used to cook food

#### 6. taught

- a. a sweet fruit
- b. to make someone angry
- c. past tense of 'teach'

#### 7. doughnut

- a. a ring-shaped cake
- b. an aeroplane
- c. a deep sea fish

#### **Oral and Writing**

Discuss your favourite type of entertainment with a partner. Here are some questions that will help you in your discussion:

- 1. What is your favourite form of entertainment?
- 2. What do you like about it?
- 3. Where do you go to take part?
- 4. Who do you go with?
- 5. Can you do this activity at home?
- 6. Do you have to pay to do this?
- 7. How long have you been doing it?

#### Writing

Choose one of the following activities or choose the activity that you have discussed with your partner.

- 1. tennis
- 2. basketball
- 3. flower arranging
- 4. singing in a choir
- 5. dancing

#### **Unit 11: Entertainment**

Write one more paragraph to add to today's recount to tell what happens when Ramsay tries this new activity.

Try to make your paragraph fit in with the rest of the recount. Remember that Ramsay is the kind of person who quickly gets bored with new things. He doesn't like to put much effort into activities.

You should try to make your paragraph funny.

Here is an example. Read it carefully before you write your own.

The next day Ramsay went along to the tennis club at Kukum.

"Tennis is brilliant," he said to himself. "If I learn how to play tennis I might even go to the next South Pacific Games."

First Ramsay learned how to hold the racket. The first ball he hit went over the fence and landed in the middle of the road. It took him ten minutes to cross the road and get the ball back. The next ball went straight over his head and landed in the sea! He was soaking wet after he got that one back!

"That's enough tennis," he decided. "It's such a boring game anyway!"



#### **Reading and Discussion**

Today's reading is a speech presented by a school principal to parents at the School Open Day. It is an exposition. The principal tells the parents her opinions about how too much entertainment affects schoolwork.

Study the key words. Make sure you can pronounce them correctly and understand their meanings.

## Entertainment or Education? Lionel Damola

#### **Key Words**

honoured, guardians, guided, concentrate, opinion, affecting, future, motivated

Honoured guests, parents and guardians, teachers, students, ladies and gentlemen.

Welcome to our school and thank you for coming today. Most parents believe that their childrens' education is important. Our children must be praised for their good work. They also need to be guided by their parents and teachers so that they can do their best at school.



As I walk around the school and see your children working, I have seen some things that worry me. Some children seem very tired, some find it hard to concentrate in lessons, some are coming late to school and some children are not coming to school at all. I am very concerned about this. Parents should be concerned too because their children aren't learning as much as they could at school.

There may be many reasons for this. I think that one thing that is really affecting our students badly is too much entertainment. Many children watch television and videos until late at night. There are sports activities every evening and dances and fundraising activities every weekend. In my opinion, there is too much entertainment and not enough education. Parents need to know that too much time being entertained is bad for children's learning at school.

Firstly, if students stay awake late at night when they should be in bed, they are tired and sleepy at school. Some students are late for school. Some do not have a good breakfast and some have no breakfast at all because they are rushing to be ready on time. A student who is tired or hungry cannot concentrate on his or her lessons.

Secondly, if their evenings are filled with other activities, some students find it hard to do their homework. Homework is an important part of the school programme. If you want your children to do well, you must help them to find time to study at home in the evenings.

#### **Unit 11: Entertainment**

Thirdly, some students are missing classes without good reasons. This is worrying because they miss out on important lessons. It concerns me that some pupils do not seem interested in learning at school. They have so many other things to do that they are not motivated to learn.

Education is very, very important. If children work hard and learn well at school, they will have the skills to get a good job. Children only have one chance in our schools. We have to help them to make the best use of it.

Parents, it is up to you to decide what your children do in their free time. You must help your children to make wise choices about how they use their time. You should make sure that your children have time to do their homework, get plenty of sleep at night and have a good breakfast before they come to school each day.

Teachers and parents must work together to make sure students do well at school. I believe that education is for the future but entertainment is only for now. Our children's future is in our hands. Let's not let them throw it away!

Honoured guests, parents and guardians, teachers, students, ladies and gentlemen, thank you very much for listening.

#### Comprehension

Read the text carefully and answer the questions in your book.

- 1. Who is the school principal talking to?
- 2. What is the main thing the principal believes is affecting the children's studies?
- 3. Explain the meaning of the following phrases in your own words:
  - Our children's future is in our hands.
  - Education is for the future, entertainment is only for now.
- 4. "In my opinion, there is too much entertainment and not enough education." Do you agree with the principal's point of view? Give reasons for your answer.



#### **Language Study**

Choose the correct tense for each verb and write the full sentence in your exercise book.

- 1. The Principal (thanked, thank) the people for coming to the School Open Day.
- 2. The Principal (said, says) that he / she had seen the students in their studies.
- 3. The Principal (believes, believe) that too much entertainment is a bad thing.
- 4. Parents should (help, helped) students to find time to study at home.
- 5. Everyone (listen, listened) very carefully as the Principal (talked, talks).

#### Handwriting

Read the poem below. Write one verse into your exercise book using your best joined-up writing.

#### Always check that:

- · you are holding your pencil correctly.
- · your slope lines run the same way.
- · your letters are equal in size.
- the spacing between letters and words is equal.

## Urban Lights

Come with me to town

For that's where I'm bound

To hear no voice but electrical sound,

And dance with my feet touching no ground.

Won't you come with me

To walk and wander through such immensity?

From hill-top into the warmth of the sea,

Man, what wonders you're bound to see.

And zoom here and there, whisk near and far It's good to see you again, Sah!

You get that greeting at every bar.

Sports? We have it all From jigjaw puzzle to basketball. We play at home, we play at the pool We play from nightfall to nightfall.

Adapted from: Where Leaves Had Fallen A Collection of Poems by Celo Kulaghoe





#### **Oral and Writing**

Look at this framework for an exposition carefully.

Read the speech presented by the school principal again with your partner. Find and discuss the way the principal has organised the ideas in his / her speech.

Can you identify the introduction, the main arguments and the conclusion? What is the title of the speech?

Next, choose one of the following problems or you can think of your own:

**Exposition Framework** 

Title:

Statement of Position: (Introduction)

**Arguments:** 

Summing up: (Conclusion)

The community does not support the school.

Parents are not paying school fees.

Pupils always come late to classes.

The school does not have enough text books.

Discuss the problem with your partner.

Here are some questions to help you in your discussion:

- What is the problem?
- · Who is affected by the problem?
- What are the causes of the problem?
- What things should be done to solve the problem?
- Can you think of more than one way to fix the problem?

After you have discussed your ideas, you are going to begin to write a plan for your speech by yourself. The box below shows you how to set out your plan and games for some useful words and phrases.

		Spee	ch Plan		
Titl	e: Children forget	to bring lunch to	school		
Sta	tement of position:	Welcome		_ and	
	I thi	nk			
Arg	guments:				
•	This is happening be	cause			
•	Another cause of the	problem is			
•	This problem can be	solved by	childrer	n should	parents should
•	Another way to fix the	e problem is			
•	Teachers should				
Su	<b>mming up:</b> Thank you	ı for listening			
(Co	onclusion)				

#### Reading

The poster below advertises a picnic trip. Look at the poster carefully and read the details of the trip. A poster is another form of exposition.

#### **Key Words**

depart, hustle and bustle, cruise, budget, relaxing, campfire, treasure hunt

# PICNIC ON BUNGANA

Friday 10<sup>th</sup> to Saturday 11<sup>th</sup> March 2003 Depart Friday 6.00 p.m Return Saturday 8.00 p.m

Pienie

MV Temotu Family Cruise Cruise

Camp Fire

Island Dance Greasure Hunt

Sick of the "husitle and bustle" of town?
Get away from it all at a price that is within you budget!
We promise a truly relaxing weekend.

Island Cours Tickets:

Adults \$150.00;

Beach Volleyball

Family package (parents + 2 Children under 14 years) \$300.00; Kids: (under 14 years of age) \$30.00; Includes breakfast and lunch on Saturday

FIME OF FOR THE

Ticket Sales:
Solomon Sights & Sounds
King Solomon Hotel
Get Smart Hair Salon
ANZ Bank, Point Cruz

#### **Unit 11: Entertainment**



#### Comprehension

Study the picnic advertisement carefully. Find information on the poster to answer the following questions in your exercise book.

- 1. What is the advertisement trying to persuade people to do?
- 2. When will MV Temotu depart and when will it return?
- 3. How much would it cost for an adult and one child to go on the picnic trip?
- 4. What does the cost of tickets include?
- 5. Where could you buy a ticket for the picnic?
- 6. List the activities that will be available on Bungana Island.

#### **Language Study**

Choose a suitable preposition to complete each sentence and write the sentences into your exercise book.

or	n at	to	before	with	under	f _		
1.	A lot	ga	mes were pl	ayed	W	e ate.		
2.	I played m	any diffe	erent games		my frie	nds.		
3.	At noon we	e rested	and had our	r lunch _	·	the palm tr	ees.	
4.	All the boy	s swam	a	nother s	mall islan	d.		
5.	My sister p	layed _	the	beach a	and found	shells	N	lum.
6.	All the girls	swam	OI	ne reef _	a	nother.		
7.	We boarde	ed the sl	nip	8 o'clock	k the	e evening t	to return	l

#### **Spelling**

Use the clues to find these ough words

- a. past tense of bring
- b. past tense of think
- c. past tense of fight
- d. a round or ring-shaped cake
- e. must or should

#### **Oral and Writing**

#### **Activity 1 - Create an Advertisement**

Imagine your school is going to have a big fundraising picnic trip travelling on MV Lauru. The trip will go to one of your favourite islands to raise money for the school's new classroom building.

Your task: You have been asked to design an advertisement for the event.

#### In a small group discuss the following:

- How many ways can you think of to advertise the picnic trip on MV Lauru in order to attract lots of people?
- Where is the best place to advertise?
- Who do you want to read your poster or hear your advertisement?
- Do the people you want to attract listen to the radio often?
- What activities will be included?
- What information do you need to give about meals?
- What details should you include about the date and time, the event, and the cost of tickets?

#### Some Tips

The message must be clear and appealing to the readers or listeners.

#### You might want to create one of these:

- A radio message;
- A newspaper advertisement;
- A poster to display in a local shop;

If you have a different idea, discuss it with your teacher.

If you write a script for a radio advertisement, you must decide who is going to say your words and what time of the day you would like to hear your advertisement.

If you are making a poster or newspaper advertisement, remember to print. Don't use cursive writing on a poster.

Make it big! Make sure your writing is big enough on a poster for people to read from a distance. It must be eye-catching.

#### **Unit 11: Entertainment**

#### **Activity 2 - Writing a Speech**

Look at the plan for a speech that you wrote yesterday. Today you are going to expand the notes in your plan into complete sentences. Use the speech framework and the questions below to guide you in drafting your speech.

#### Follow these steps:

- Reread the notes you wrote in your plan.
- Do you have enough arguments about this problem?
- Can you think of any other arguments to support your point of view?
- Have you followed the layout suggested?
- Have you begun by greeting the audience?
- · Have you finished by thanking the audience for listening to your speech?
- When you have finished your draft, read it to yourself or to a friend.
- Is your message clear?





#### Reading

This is an historical recount about how the Football World Cup began. Study the key words and read the recount carefully.

## Football World Cup Lionel Damola

#### **Key Words**

hosts, final, score, president, stadium, neighbours, idea, competition

Thirteen countries played in the first Football World Cup in Uruguay. There were four European teams, eight from South America and one from the USA. The first ball was kicked on 13 July 1930. The game was between France and Mexico and the final score was France 4, Mexico 1.

Uruguay went on to win the first Football World Cup. They beat their South American neighbours, Argentina, in the final.



Uruguay Football Team, 1930 - Winners of the first world cup

The president of the World Football Federation at that time was Jules Rimet. After the First World War, Rimet had the idea that playing soccer could bring the countries of the world back together. He thought that a soccer competition could help peace and understanding grow between countries. That is how the World Cup began.

There has been a World Cup every four years since 1930, except for the years of 1942 and 1948. During these years, the Second World War and its after effects were affecting the world, so there was no World Cup competition.

In 2002 the first World Cup to be held in Asia was hosted by Japan and South Korea. Teams from every continent came together to play for the highest trophy in soccer. Thirty-two countries competed.

People came from many countries to watch the matches. Millions watched on television screens all over the world, as Germany and Brazil played in the final at the Yokohama Stadium, Japan.

#### **Unit 11: Entertainment**



#### Comprehension

Read the historical recount silently and answer these questions. Write your answers in your exercise book.

- 1. Rewrite these events in the order in which they happened.
- a) World War II 1939 to 1945
- b) Germany and Brazil played in the final at the Yokohama Stadium, Japan
- c) First Football World Cup held in 1930
- d) First World War
- 2. In 1942 and 1948, the competition was interrupted by which war?
- a) World War I
- b) World War II
- c) Gulf War
- 3. The Football World Cup is played every
- a) year
- b) twenty-two years
- c) four years
- 4. When and where was the first World Cup held in Asia?
- a) in 1994 and hosted by Uruguay and Argentina
- b) in 2002 and hosted by South Korea and Malaysia
- c) in 2002 and hosted by Japan and South Korea
- 5. Where was the 2002 World Cup final played?
- a) in Yokohama stadium in Japan
- b) in Pocitos Stadium in Uruguay
- c) in South Korea



#### **Language Study**

Read this passage and find all the proper and common nouns. Choose eight of each type of noun and write them in two columns in your exercise book.

Last Sunday my family went to the Art Gallery. We were going to have a picnic outside the gallery. Dad parked our car under a tree near the beach. It was a fine day and there were a lot of people at the Art Gallery.

My brother, Martin, ran off to the swings to play. My sister Rose and I decided to walk across to the Mendana Hotel before lunch. Everywhere we looked we saw people, palm trees and butterflies.

After lunch we sat in the shade of a tree. Then we helped Mum and Dad pack the car again. On the way home we went past Lawson Tama where the Naha and Koloale teams were playing a football game.



Spel	lina
OPOI	

#### **Commonly confused words**

boughtpast tense of buyI bought an apple at the shop.broughtpast tense of bringI brought my dog with me.

Fill the gaps in these sentences using bought or brought. Then use each word in a sentence of your own.

1.	Rose	her lunch to scho	ol.
2.	Mum	_ the fruit at the mark	ket.
3.	I wish I had	a drink at the	shop.
4.	The farmer we	ent to town and	a new rake.
5.	Have you	your home	work to school today?

### Oral and Writing

Look at the draft speech that you wrote yesterday about a problem that concerns you. Now you need to proofread and edit your draft. Follow these steps:

- Have you clearly told the listener what you believe?
- Have you explained your arguments well?
- Have you summed up your ideas at the end of the speech?
- Did you thank people for listening?
- Is your message clear?
- Have you used persuasive language?
   eg. People ought to ..., Everyone should ...

Now practise reading your speech so that you can present it to the class.

#### **Unit 11: Entertainment**

#### Reading

This is a recount in the form of a letter. Alice is on holiday in Australia and writes the letter below to her friend, Sione in Nenubo village.

Study the key words. Read the letter and try to understand the information in it.

#### A Letter to a Friend

#### **Key Words**

fantastic, cousins, surfing, surfboard, museum, exploring, brilliant

Seaview Apartments Mooloolaba Sunshine Coast Queensland Australia 26 June. 2003

Dear Sione,

Thank you so much for looking after Dingo for me. I miss playing with my dog, but I'm happy that you are taking care of him. I hope that you are enjoying the holidays. I am!

I'm having a fantastic holiday at the beach! It's great to see my cousins again. I hadn't seen them since they moved to Australia last year. Everyone met me at the airport. Daniel is nearly as tall as Uncle Nuopla now, but Anna and I are still about the same height. Little Saki is walking all by himself now. They send their best wishes to everyone in Nenubo Village.

The weather has been fine so we walk along the beach every morning. I'm getting better at surfing all the time because Daniel is helping me to learn. Yesterday I even stood up on my surfboard. Not for long, but it's a start! I wish we lived near the beach. We could have so much fun.

One afternoon Uncle Nuopla took us out in his little motorboat. We went right across the bay to another beach. We didn't swim there but had fun exploring and climbing rocks.

Auntie Palei took us to the movies and a museum in Noosa, a nearby town. It was brilliant! The display I liked best was about a warship that was wrecked near this bay many years ago.

As you can tell, I am really enjoying my holiday but I'm looking forward to seeing my family and friends (and Dingo of course!) again soon. I will have lots of photos to show everyone. See you soon,

Your best friend,

Alice

### **♦** Comprehension

Write the word true for true statements and the word false for false statements in your exercise book.

- 1. Dingo is the name of Alice's dog.
- 2. Alice was sad to see her cousins again.
- 3. Alice wrote this letter to her friend, Sione, who was on holiday in Australia.
- 4. Nuopla is shorter than Daniel now.
- 5. In the letter the word 'fantastic' means 'very good' or 'excellent'.
- 6. None of the family members met Alice at the airport.
- 7. The family in Australia sent their best wishes to everyone in Nenubo village.
- 8. If the weather is fine, Alice and her cousins walk along the beach every morning.
- 9. Auntie Palei took them to the movies and a museum in Noosa, a nearby town.
- 10. Alice is bringing a lot of photos from Australia to show everyone.

### Language Study

A pronoun is a word used instead of a noun. Look at these examples.

Here is the cat. It has been sleeping.

**Cat** is the **noun**. **It** is the **pronoun** used instead of the noun **cat**.

Pamela saw **Pamela** in the mirror as **Pamela** walked through the room.

This sentence is clumsy so we would say:

Pamela saw **herself** in the mirror as **she** walked through the room.

(herself and she are pronouns)

#### **Exercise A**

Choose suitable pronouns to complete each sentence and write them in your exercise book.

1.	Alice picked up a shell and looked at
2.	The family saw that the weather was fine so all walked to the beach.
3.	Alice and friends played on the beach but didn't swim there.
4.	Auntie Palei took Alice and her cousins to the movies and museum. Then
	took home again.
5.	It seems as if Alice is really enjoying holiday in Australia.
6.	Alice said that is looking forward to seeing friends again soon

#### **Unit 11: Entertainment**

#### **Exercise B**

Complete these sentences by adding suitable pronouns.

1.	After Jordan planted	I the seeds,	Wa	atered the garden.
2.	The captain told the	sailors that	could	go ashore.
3.	The bus left a cloud	of dust as		travelled along the road.
4.	Jane said that	_ would write a letter	to	mother.
5.	The cat cleaned	as	sat ir	n the sun.

#### **Spelling**

Read the sentences. The underlined words are from this week's spelling list. They have been spelt incorrectly. Write them correctly in the order that they appear in the text below.

When I was little, Mum and Dad (1) <u>tort</u> me that I (2) <u>shoold</u> always eat healthy food. Mum always said it was (3) <u>nauty</u> to eat too much junk food. I usually ate sandwiches and fruit for lunch.

I (4) thourt that apples were nice to eat but my favourite food was a (5) dohnut. Sometimes my parents (6) woud give me one to take to school. Sometimes I (7) brout it home again if I wasn't hungry. Then my brother and I (8) fort about who would eat it! Now my (9) dorter goes to school and she knows she (10) ourt to eat a healthy lunch every day.

#### **Oral and Writing**

Talk about the things you usually do during school holidays. Here are some questions that might help you in the discussion.

- Where did you spend your holiday? Why?
- Who did you go with?
- Did you miss your friends?
- What things did you do during the holiday?
- · What things did you enjoy most?
- How do you feel about the holiday?
- Do you like staying at home during the holidays?
- If you could go on holiday anywhere in the world, where would you choose and why?

Tomorrow, you will write a letter to a friend about your holiday. Think about what to say. What would you tell your friend about your holiday?



#### Reading

This is a telephone conversation between a grandmother and her granddaughter about a trip to the Trade and Cultural Show.

## A Great Day Out Lionel Damola

#### **Key Words**

trade and cultural show, pity, souvenir, crocodile, splash, at once

Flory: Hello Grandma. How are you?

Grandma: I'm fine, dear. How are you?

Flory: Fine. Guess what Grandma? On

Saturday, I went to the Trade and Cultural Show with Mum and Dad.

**Grandma**: You're a lucky girl. Was it good?

Flory: It was brilliant! There were animals and music and dancing and I

got a balloon and we had fish and chips and an ice cream and

there was a great big crocodile, too!

**Grandma**: Hey Flory, slow down. You are trying to tell me everything at once.

Tell me about the animals. What animals did you see?

**Flory**: First we saw some cattle, but they were boring because they were

asleep. The horse was better because he opened his mouth wide

and showed us his teeth.

**Grandma**: Did that frighten you?

**Flory**: No, way, Grandma, he was inside a big strong fence. Then we saw

a pig eating dry coconut meat from a big wooden bowl. Then we went to see a cat. She was very friendly. She even licked Dad's ice

cream!

**Grandma**: Oh, poor Dad. Did you see any other animals?

**Flory**: Yes, after lunch we went to see the crocodiles. One of them was

just lying in the sun but the other one was swimming in the water. He opened his mouth so wide that we saw his teeth. He made such a big splash that my clothes got wet, but mum said it didn't matter

because it was sunny.

**Grandma**: That sounds like fun. What about the dancing?

**Flory**: There were loads of dancers and panpipers too. Mum took a photo

of me standing beside the dancers in their costumes.

**Grandma**: Did Damola like the dancers?

#### **Unit 11: Entertainment**

**Flory**: No Grandma, he didn't come with us. He's too small so he wouldn't

have been able to walk around at the show all day!

**Grandma**: What a pity!

**Flory**: Yes, but we bought him a present. We went to the souvenir shop.

Dad said a souvenir is something to remind you of your trip and Mum bought a T-shirt for Damola and some animal books and a

video.

**Grandma**: Did you buy any souvenirs?

**Flory**: No, because I didn't have any money.

**Grandma**: Nothing for me?

**Flory**: Oh, Silly Billy Grandma! Dad bought a surprise for you but I can't

tell you what it is.

**Grandma**: Oh good! I love surprises. So it sounds as if you had a lovely day.

When did you get home?

**Flory**: It was almost dark when we got home. Damola loved his T-Shirt,

but it was a bit big! When he's bigger I'm going to take him to the next Trade and Cultural Show, and you can come too, Grandma.

**Grandma**: Thank you, my dear that would be lovely. Goodbye for now.

Flory: Goodbye Grandma.

#### Comprehension

Put these sentences in the order in which they occurred according to Flory. Copy the sentences into your exercise book in the correct order.

- a) After seeing the animals they went to watch the dancers.
- b) Then Flory saw a pig eating dry coconut meat.
- c) First Flory saw some cattle and a horse.
- d) Flory went to the show with Mum and Dad on Saturday.
- e) Next she went to see a friendly cat.
- f) Mum bought a T-shirt and some animal books and a video for Damola
- g) After lunch they all went to see the crocodiles.
- h) Flory told Grandma about all the animals she saw.

## Language Study

Adjectives are the describing words that add important details to the nouns in your writing. Adjectives can add information about shape, size, colour and mood. Rewrite these sentences and underline the adjectives. The first one has been done for you.

- a) I saw a friendly cat at the show.
- b) Dad bought a lovely present for Grandma.
- c) Flory rang her Grandma the day after she went to the interesting show.
- d) The clever girls danced to the beautiful music.
- e) The wild animals were kept inside big, strong fences.
- f) The young panpipers made lovely music by blowing across the bamboo pipes.
- g) Mum took a wonderful photo of Flory standing beside her favourite dancers.

### Spelling

Here is the spelling list for this week. Learn your spelling words using the spelling strategy, Look, Cover, Remember, Write, Check (LCRWC).

Then copy the list into your exercise book.

Choose the best word from this week's spelling list to go in each of the spaces.

light	didn't
might	taxi
night	practice
flight	time
different	ľm

1.	Why don't we do some	ething	_ today?
2.	Mosquitoes come out a	at	
3.	The short form of writing	ng 'did not' is	·
4.	Last night we lit a lamp	to give us	in our dark room
5.	The from So	olomon Islands to Austra	alia took three hours.
6.	I called for a	to take me to work.	
7.	When it was	to finish classes the	teacher rang the bell.
8.	If you want to get bette	er at playing the piano, v	ou have to .

#### **Unit 11: Entertainment**

#### **Oral and Writing**

Today you are going to write a letter to your friend about your holiday. Use the structure of the letter below to plan and draft your letter. It includes some ideas to help you start your sentences.

King Solomon Hotel Honiara Solomon Islands 22 February 2004

Dear Ben.

Hello! I'm having a great holiday.

When we got there, we ...

Yesterday, we ...

Every morning, we ...

After dinner, we ...

My family and I like to ...

The best part of my holiday so far was when ...

When I come home ...

Your friend, Vanessa



#### Reading

The text below is a narrative. It tells the story of a young man called Benjamin who decides he needs to do some exercise to get fit. Benjamin joins a fitness class but things don't go as he expects.

Look at the key words. Discuss the meaning of some of the words. Read the story.

## Exercise is Good for You! Alison Blaylock

#### **Key Words**

terrible, in pieces, aerobics, struggled, giggling, crash, exhausted, awful cracking noise, huffing and puffing

One morning as Benjamin was getting dressed three buttons came off the front of his shirt. Pop! pop! 'That's funny!' he thought to himself, 'this shirt used to fit me well.'

In the office, Benjamin sat down at his desk and heard a terrible sound. 'O dear! There go my trousers' he thought. He bent over and sure enough there was a great tear in the back of his trousers. 'I must be getting fat,' he thought to himself.

That afternoon after he'd finished his fish and chip lunch, he sat down on his chair and heard an awful cracking noise. Benjamin only had time to wonder 'What was that?' before he found himself in a heap on the floor with his broken chair in pieces underneath him.

'Right, that's it! he said, as he picked himself up off the floor. 'I need some exercise.'

Benjamin went straight to the nearby sports hall and signed his name up for the aerobics class. At five o'clock on Thursday he struggled into his sports pants, put on a giant t-shirt and waddled down to the sports hall.

He heard music playing as he arrived and looked all around the room. He was surprised to see that almost everyone there was female.

'This is great,' he said to himself. 'I'll soon show these women what exercise is all about.' Taking his place in the middle of the room he started to try to follow the exercise steps.

It wasn't as easy as it looked!
When all the others went left,
Benjamin went right! When all the
others went right, Benjamin went
left! When all the others went
forwards Benjamin went backwards
and when they all went backwards
he went forwards and crashed into
the women in front of him.

He heard some giggling behind him but didn't look. He had seen a pretty girl up ahead and was determined to impress her with his fitness.



#### **Unit 11: Entertainment**

Soon the music speeded up and the exercises started getting faster. Benjamin was huffing and puffing, but still he carried on jumping this way and that to the music. When all the others went down, Benjamin went up and when all the others went up Benjamin went CRASH. Down on the floor!

Poor Benjamin! He was exhausted and almost unconscious. He had to be carried to a taxi by six very strong young women. 'Well', he thought to himself as the taxi rushed him to hospital, 'I don't think I'll try that again - I thought exercise was supposed to be good for you!



#### Comprehension

After reading the narrative, one Standard 5 pupil retold the story in his own words. Can you help him fill in the spaces? Copy the numbers 1 to 9 into your book. Write the words beside the correct number as you read and complete the cloze passage.

buttons	hospital	others	jumping	trousers	chair	gırı	right	join
One mornin When he sa the back of	at down at	his office			•			
Benjamin at and he fell o the nearby s	on the floor	. He decid						
When he go because wh v behind him.	nen all the ovent forwar	others we	nt left, Ben	jamin went	5)	!	When a	all the 6)
Benjamin sa puffing, but floor.		•	•			-		-
Benjamin w	as exhaus	ted. He ha	ad to go to	the 9)	ir	a tax	i.	



### **Language Study**

Adverbs are words that tell us more about verbs.

For example:

Ben smiled **happily**. (the adverb **happily** tells us how Ben **smiled**)

#### **Exercise A**

Choose an adverb to complete each sentence.

loudly	madly	enthusiastically	quickly	carefully
	-			•

1.	Benjamin heard music playing _	as he arrived.
2.	Benjamin listened	to the instructor.
3.	He joined in with the exercises	·
4.	He kept on jumping around	to the music.
5.	The taxi rushed him	to hospital.

#### **Exercise B**

Copy these sentences into your exercise book. Circle the adverb in each sentence, and underline the verb that it describes.

#### For example:

This child wrote his sentences neatly.

- 1. That morning, Benjamin dressed carefully.
- 2. In the sports hall Benjamin happily signed up to do a fitness class.
- 3. When the exercises sped up, Benjamin followed uneasily.
- 4. Benjamin was carried safely into the taxi by six strong women.
- 5. Benjamin moaned loudly and decided that he would never do aerobics again.

## Handwriting

Copy this poem about a sports fan into your exercise book. Use your best cursive handwriting. Notice that the first word on each line of this poem begins with a capital letter.

Sports Fanatic
By Julie Sipolo

Rugby player,
Soccer fullback,
Judo enthusiast,
Sprinter every night.
His latest love, Bruce Lee!
Karate fanatic now.
Eats, sleeps, breathes Bruce Lee.
Movie goer most nights
To see Bruce Lee in action.
All his days and nights are fully booked
Got no time for me!





#### **Oral and Writing**

In this activity, you are going to proofread and edit the first draft of the letter that you wrote yesterday.

#### Follow these steps:

- 1. Reread your first draft of the letter.
- 2. Does your writing make sense? If not, make it make sense.
- 3. Circle any words that look wrong. Check the spelling in word lists or the dictionary.
- 4. Check punctuation. Have you used capital letters and full stops?
- 5. Have you used informal, friendly words in your letter?
- 6. Look for ways to improve your letter. Can you change a sentence to make it sound better?
- 7. Can you add some adjectives and adverbs to your sentences to make them more interesting?

#### For example:

a. My brother dug a hole on the beach.



- b. My little brother happily dug a huge hole on the sandy beach.
- 8. Is there anything else you want to add to your letter?
- 9. Write your final draft in your exercise book.
- 10. Read it to your friends.



#### Reading

The two letters in today's text are examples of two different opinions about the same event. Read the letters carefully and think about the points of view expressed in each letter.

#### **Rugby Incident**

#### **Key Words**

famous, sponsoring, disgraced, foreigners,, crowd, brawl



## **Solomon Star**

#### LETTERS TO THE EDITOR

#### **Rugby Shame**

Rugby was brought to shame again this week.

A few weeks ago it was Matangiki, that acted disgracefully and now players from Solbrew have been fighting as well. The famous beer company must now consider its position in sponsoring the team. Is Solbrew willing to sponsor a team that brings disrepute to the game?

Come on Solbrew, you must explain your position!

To those people who always bring rugby to humiliation, you should be ashamed of yourself. You disgraced yourself in the eyes of local spectators and brought shame on Solomon Islands in the eyes of foreigners.

If you want to fight you should join boxing or other contact sports but not rugby.

To the rugby officials, this is a

challenge for you. The rugby crowd is picking up. To chase them away with such behaviour is very bad for your sport.

> James Rex Tuimo West Honiara

## Foreigners' Views On Rugby Incident

Please allow me space in your paper to correct some harsh accusations made by J.R. Tuimo, on behalf of Solbrew Rugby club.

As a club sponsored by Solbrew our main objective is to uphold the rules of the game and respect our sponsor's ambition in promoting the sport.

I do not defend what happened on the field. Like any other sporting club, the Solbrew Rugby Club does not welcome bad sportsmanship. Each individual is responsible for his or her own behaviour, however. The club has strongly condemned the action committed by one of our players.

James Tuimo's letter suggests that these rugby incidents have brought the whole country of Solomon Islands into disrepute in the eyes of foreigners.

Surely there are other, far more shameful things happening in this country than a brawl on the rugby pitch. Perhaps you should turn your attention to more important issues such as crime, corruption or the sad state of the economy.

These are issues, which certainly concern foreigners and should concern us all.

D. Tohahenua Solbrew Rugby Club Honiara

### **Unit 11: Entertainment**

#### Comprehension

Read the text carefully. Answer the following questions in your book.

- 1. What is the title of James' letter to the editor?
- 2. How does James think people who bring shame to rugby should feel?
- 3. What does he suggest that players who want to fight should do?
- 4. What does James think will happen to rugby crowds if players keep fighting on the field?
- 5. Why do you think D. Tohahenua responded to James' letter?
- 6. What are the important issues that D. Tohahenua asked James to think about?

#### **Language Study**

Adverbs can tell us how, when and where an action is done.

#### **Activity 1**

Rewrite each sentence and underline the adverbs that tell how something is done. Then write down the verb each adverb describes.

Find the how adverbs in each sentence.

#### For example:

Each student spoke **confidently. spoke**My little torch glowed **brightly** in the dark. **glowed** 

- a) The boys cheered loudly when their team scored.
- b) Mr. Tohahenua explained his club's ideas clearly.
- c) The players fought disgracefully.

#### **Activity 2**

Rewrite each sentence and underline the adverbs that tell when something is done. Then, write down the verb each adverb describes.

#### For example:

I saw Andrew <b>earlier</b> .	saw
The new schoolbooks will be delivered tomorrow.	delivered
a. Rugby was recently brought to shame.	
<b>b.</b> Rugby is played weekly.	
c. James wrote today about the incident.	

#### **Spelling**

Words with ight

#### **Activity 1**

Use the clues to find these ight words.

a)		i	g	h	t
b)			g	h	t
c)		i	g	h	t
d)		i	g	h	t

- a) A journey by aeroplane
- b) The opposite of dark
- c) I may, but I may not
- d) The time of darkness between sunset and sunrise

#### **Activity 2**

Arrange the following words in alphabetical order:

different practice I'm time didn't taxi



#### **Oral and Writing**

#### Discussion

In a your group, talk about each of the two letters carefully. Make sure you understand the:

Main idea What is the main point the writer is making?
 Intended audience Who does the writer want to read this letter?

Purpose Why did the writer write this letter?

Writer's opinions
 What does the writer think about this issue?

#### Writing a Letter to the Editor

In your group, choose one of the following statements to discuss.

- a) Children should not be allowed to do boxing.
- b) Football players who fight should be banned from playing.

#### Talk about the statement you have chosen. Here are some questions to discuss:

- Do you agree or disagree with this statement?
- What are your arguments?
- Can you think of an argument about safety of the players?
- Can you think of an argument about how spectators might feel?
- How can you convince others that you are right?
- What is the purpose of writing this letter?
- Who do you want to read your letter?

Now draft a letter to the editor of a newspaper to express your opinion. Remember that the purpose of your writing is to convince the readers of your point of view.

Set your letter out like the example below.

Your address

Solomon Star

P.O Box 255

Honiara, New China Town

8th August 2004

Dear Editor

Paragraph 1

Say what you are writing about and what your opinion is.

Paragraph 2

Give your reasons for your opinion. Try to include two or three different arguments or reasons.

Paragraph 3 Sum up your point of view.

Sign off with your name.



#### **Reading and Discussion**

Today's text is about different people's favourite radio programs.

Study the key words. Discuss their meaning. Practise saying the words correctly.

## Favourite Radio Programmes Lionel Damola

#### **Key Words**

programme, religious, events, university, current affairs, ads.

I like listening to the news and current affairs on the radio.

I can hear up to date information about local, national and world events. It helps me to know more about things going on in the world.





I am a teacher so I like to listen to educational programmes.

I get good ideas to improve my lessons and I sometimes hear good stories on children's programmes like Taem Blong Pikinini.

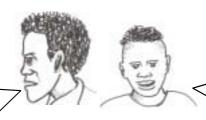
I am a student doing studies at the University of the South Pacific (USP). I listen to the USP programme over the radio once a week to help with my studies.



Being a religious person, I like listening to Christian teaching programmes. These help me to know more about Christian values.

If I cannot make it to Church on Sunday morning I also like listening to the Sunday service.

I listen to lots of radio programmes. I only listen to the radio when I do not have somebody to talk to. It keeps me company listening to the music, advertisements and other programmes.



I listen to the radio to improve my English. I like the information programmes like the Radio Health Programme and those about law and order problems. I find that listening to them helps me to understand English better and to learn new words.

I don't have a favourite programme. I just listen to everything on the radio. Living in the village, it helps me to keep in touch with the wider world.



I like the pop music channels best. I listen to Paoa FM mostly because they have 'no repeat play' days where they play a wide range of my favourite music.

My baby daughter loves the ads on the radio. She likes the tunes and dances along to the music. The Solomon Blue advert is her favourite!



### **Unit 11: Entertainment**



#### Comprehension

You have read what different people say about their favourite radio programmes.

Copy the table below into your book. Add the reasons each person gave for watching his or her favourite radio programme. An example has been done for you.

Favourite Radio Programme	Why? (Reason)
News and Current Affairs	up to date information
	local, national and world events
	helps to know more about the world.
University of the South Pacific	
Educational programme and children's programme.	
Christian teaching programme	
Information programmes like the radio health programme and those about law and order problems.	
Paoa FM – 'No Repeat Play' days	

What is your favourite radio programme? Give the reasons for your choice in a few sentences in your exercise book.



### **Language Study**

#### **Activity 1 - Prepositions**

Use opposites of these prepositions to fill the spaces.

a)	We walked down the stairs at the radio station.			
	We walked the stairs at the radio station.			
b)	I looked at the radio station below our house.			
	I looked at the sky me.			
c)	They sat on the wall to listen to the national news on the radio.			
	They fell the wall while listening to the national news on the radio.			
d)	We went inside the house.			
	We went the house.			
e)	They arrived after us.			
	They arrived us			

#### **Activity 2 - Pronouns**

#### Choose the correct pronoun to complete each sentence.

- a) That radio is mine. Give it to (I, me).
- b) The children are going to the concert with (him, he).
- c) We are taking the other class with (we, us).
- d) Are you going with (they, them)?
- e) The bus driver gave the tickets to (him, he).

### Spelling

#### **Word Patterns**

These spelling words end in ight: night, might, light, flight

Many English words contain these letters. Here are some more:

sight fight right tight bright

Copy these clues into your exercise book and write an ight word beside each clue.

- 1. something you see
- 2. very firm
- 3. opposite of left
- 4. brawl
- 5. not dark

### Oral and Writing

#### **Proofreading and Editing**

In this activity, you are going to proofread and edit the letter to the editor that you began yesterday. Follow these steps:

- 1. Reread your first draft of the letter.
- 2. Have you expressed your concerns clearly?
- 3. Is your main message clear?
- 4. Have you stated your opinions clearly?
- 5. Have you given arguments or reasons to support your opinion?
- 6. Have you used words that will convince readers of your point of view?
- 7. Does your writing make sense? If not, make it make sense.
- Circle any words that look wrong. Check the spelling of these words in word lists or the dictionary.
- 9. Check punctuation. Have you used capital letters and full stops?
- 10. Look for ways to improve your draft. Can you change a sentence to make it sound better?

Write your final draft in your exercise book.





#### Reading

In today's text, some boy scouts and village boys chat about the different types of entertainment that can be found where they live.

Study the key words. Talk about the meaning of these words. Try to pronounce the words correctly and use them in sentences. Read the text.

#### A Campfire Chat Lionel Damola

#### **Key Words**

mid-year break, chat, amazed, local, similar, huge, ordinary, neither, swapped

During mid-year break a group of boy scouts from Honiara spent a week camping on Santa Catalina Island in Makira.

On their last night, under the moonlight, the scouts and the village boys sat together telling stories. They were chatting about what they liked to do in their spare time. The scouts talked about the different types of entertainment they had in a big city like Honiara. The local boys talked about the activities they had in the village. Everyone listened carefully as the leader of the boy scouts spoke.



"If you ever go to Honiara," he began. 'You will be amazed at all the different things you can do. Music, dances, cultural shows, sports! There is always something going on. And if you don't want to go out, you can watch TV and videos at home. There are lots of video hire shops in town."

"What's TV?" asked Billy, one of the smallest village boys, but no one heard his question.

"Yes," said another scout. "Honiara certainly has plenty of activities, but I'm sure our



village friends enjoy some of these things too. Tell us about entertainment in the village," he said, turning to one of the boys.

"Well," replied the boy. "In the village, we do similar things. We have sports matches, picnics, village dances and we have celebrations on special days."

"Yes," added another village boy. "One day last year, we had canoe races, a dancing competition and a huge feast."

"That's true," said one of the bigger boys. "But those things only happen on special occasions. On ordinary days life in the village can be boring. All we usually do is swim in the river and tell stories!"

One of the boy scouts spoke up again. "That doesn't sound boring at all," he said. 'Where I live in Honiara the river is too dirty to swim in and the sea is too far away. I'd love to be able to go swimming every day like you are able to do."

"Yes, but I'd love to go to the dances and national football matches like you do in town," replied the boy. "I guess there are good things to do in both places!"

One of the scouts told everyone that there was one problem with entertainment in town. "Most things cost money," he explained. "It costs five dollars to get into Lawson Tama, so often I can't go to the game because I haven't got any money!"

"Me too," said another boy. "I usually only see football on the television because I can't afford to go to the game myself."

"What's television?" asked Billy again, but no one replied.

"Most village entertainment is free," said the oldest village boy. "If it's a big event, most people bring food to share. That's good because people don't have to pay to attend."

"I don't know how I would choose between all the different things going on in town," said one of the village boys. "I would want to go to everything all at once!"

"Yes, that can be a problem too," said the scout leader. "Some young people end up going out so much that they never have time to do their homework. My parents are always telling me that I spend too much time watching videos and not enough time studying!"

"What are videos?" came Billy's small voice, but still nobody answered!

The conversation went on late into the night as the boys swapped stories and shared their ideas.

"We'd better get to sleep because we have an early start for our return to Honiara tomorrow.' said the scout leader.

'Yes," said one of the village boys. "But first, can someone please explain to Billy what a television is?'

Everyone turned around to look at Billy. He was fast asleep on the floor! They all laughed.

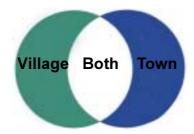
"He'll just have to go to Honiara and find out for himself what television is!' said the oldest village boy as he lifted Billy up and carried him to his bed.



#### Comprehension

#### Complete these activities in your exercise book.

- Suggest another suitable title for this text. 1.
- 2. List the types of entertainment enjoyed by the village boys.
- 3. List the types of entertainment enjoyed by the scouts from Honiara.
- 4. Add any other forms of entertainment you can think of that weren't mentioned in the text.
- 5. Copy the diagram below into your exercise book. Write the entertainment found only in villages in the green circle. Write the entertainment found only in towns in the blue circle. Write the entertainment found in both places in the middle part where the circles overlap.



### Language Study

#### **Verbs**

#### Choose the best verb to complete each sentence in your exercise book.

- Last year the Boy Scouts (spend, spent) a week camping on Santa Catalina.
- 2. Next week the Scouts (have been, will be) competing in the soccer competition.
- 3. One of the village boys said that they will (win, won) the match next month.
- I (talk, talked) very loud last night during our discussion.
- Can you (prepare, prepared) our dinner now? 5.
- A young boy from my school (wins, won) the high jump at the last carnival. 6.
- 7. All of us (needed, will need) to be fit to win at the sports carnival next week.

## **Spelling**

Read the sentences carefully. Some words are not spelt correctly. The words are in this week's spelling list. Find them and spell them correctly.

#### Welcome Home, Dad

One nite my family and I went to the Honiara Airport to meet my father. He had been away to study in Australia for a long time. My sister wasn't with us because she had to go to choir practise.

We were so excited when the flite from Brisbane arrived.

"Im so happy to be home!" Dad said as he hugged us all. He smiled at us. "I mite just have a surprise in my bag for you."

Lots of diffrent people walked past as we waited for a taxee. Dad gave me a lite blue parcel. My brother and I dident open our presents until we got home.

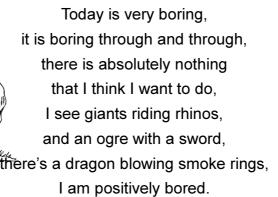
#### **Unit 11: Entertainment**

#### **Oral and Writing**

Read this poem by Jack Prelutsky. It is a funny poem written by someone who thinks everything is boring – even when a flying saucer lands in the yard!

# Today Is Very Boring Jack Prelutsky

Today is very boring,
it's a very boring day,
there is nothing much to look at,
there is nothing much to say,
there's a peacock on my sneakers,
there's a penguin on my head,
there's a dormouse on my doorstep,
I am going back to bed.



Today is very boring,
I can hardly help but yawn,
there's a flying saucer landing
in the middle of my lawn,
a volcano erupted
less than half a mile away,
and I think I felt an earthquake,
it's a very boring day.



#### **Unit 11: Entertainment**

#### **Discussion**

Talk about this poem in yourgroup. Here are some questions for you to discuss.

- 1. Did you like this poem? Tell your friends why or why not.
- 2. Do you like the rhythm of the poem?
- 3. Have you ever felt bored?
- 4. When do you feel bored?
- 5. What things can you do if you're bored?
- 6. Do you think it would be boring if a flying saucer landed near you?
- 7. Why is the poet saying that it's a boring day when so many exciting things are happening?
- 8. Can you think of another title for this poem?

#### Writing

#### Making a List - Boredom Busters!

Work with your group to think of as many ideas as you can of things to do when you are bored. Use the list of activities you added to the diagram today to help you. Here are some questions to help you to organise your ideas on how to 'bust' boredom.

- What things can you do when you are bored at home?
- What things can you do when you are bored at school?
- What things can you do when you are bored in a village?
- What things can you do when you are bored in a town?

Choose a group leader to write down your group's ideas.



#### Reading - Choosing a Site for your House

Read the text in your reader. It is a procedure text since it tells you step by step how to do something. It tells you how to choose a site so that you can build a house. It points out things to look for and things to think about before you start building.

## **♦** Comprehension

Read the procedure text carefully.

Answer the questions in your exercise book.

- 1. Why is it very important to consider where your house will be built?
- 2. Why is it important to think about the available land to build your house?
- 3. Why is it important to think about the availability of resources in the area that you want to build in?
- 4. Why is it important to consider the local weather conditions that the house will have to withstand?
- 5. Why is it also important to assess any risks or dangers that may be caused by natural disasters, like cyclones, at the site you have chosen?
- 6. What do you think will happen if safety issues are not considered when choosing a site for your house?

### **♦** Language Study

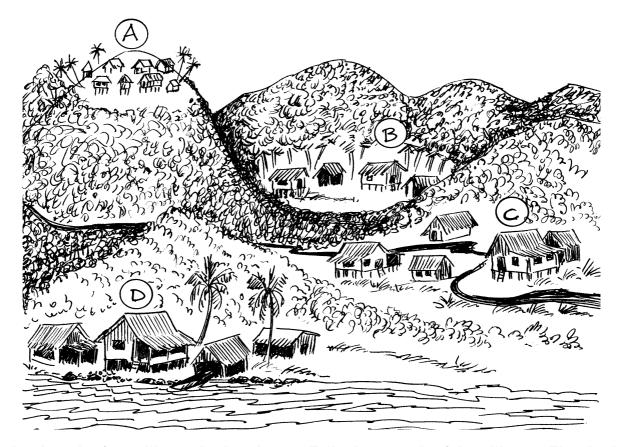
Look at the sentences on the following page. Add a phrase to complete each sentence. Remember a phrase is a group of words without a verb. The phrase here tells you more about the verb. It tells you how, when or where. It does the same job as an adverb. Your phrase will start with a preposition. Choose one from the preposition bank below and complete the sentence.

about around beside from on since until	above at between in onto through up	across before by into out to with	after behind down near outside toward	along below during of over under	among beneath for off past underneath
---	---	---	--	---	--

## **Unit 12: Architecture**

1.	. We chose a site to built our house (where?)				
2.	When the tide was high and the sea was rough, fierce was house (where?)	aves swept ou	ır neighbour's		
3.	We are often hit by strong winds and cyclones	(whe	en?)		
4 the national disaster council officer is giving our villagers					
	about how to prepare our homes if there is a cyclone war		-		
5.	We protected our new house from the midday sun	(how?	)		
6.	Dad and uncle built my house	(ho	ow?)		
	pelling				
Thi	is is the spelling list for this week.	huge	love		
	py the list into your exercise book. Make sure you	bridge	above		
-	py each word correctly. Learn to spell the words.  e the Look, Cover, Remember, Write and Check	edge			
	ategy (LCRWC).	cabbage	-		
	e the clues to complete these words. They are all	engine			
	m the spelling list.	ongo	4.0.0		
1.	At a higher place o _ e				
2.	A structure built over water to provide a crossing from one	e side to the c	other		
	d _ e				
3.	Someone you've never met before or someone who is no	ew to a place			
	g _ r				
4.	A line where one thing ends or meets another _ d _ e				
5.	Beneath or lower than I _ w				
6.	A vegetable with green leaves for a _ e				
7.	Knowing how to do something _ b _ e				
8.	Any machine that changes the energy it produces into mo	ovement	i e		
9.			- <del>-</del>		
10	Another word meaning very big u e				

#### **Oral and Writing**



Look at the four villages in the picture. Talk about each of the villages. First look at each site and talk through these questions.

- How steep is the site?
- What is the access like?
- What is the ground like for foundations?
- How large is the area of the site?

#### Now talk about the resources that are available at each village site.

- Are there construction materials available?
- Is there a good, clean water supply near the site?
- Is there good access for transport?
- Is it easy to get to and from the gardens?

#### Talk about the effect of the weather on each village.

- Is there protection from strong winds?
- Is there some shelter from rain?
- Do you think the village will catch breezes so that the houses do not get too hot?

#### **Unit 12: Architecture**

Lastly, talk about safety issues. Remember, it is important to think about any risks to each village. Can you tell whether any of the following would be a problem?

- cyclones
- earthquakes
- landslides or flooding
- · high tides

#### Writing

There are four villages in the picture. They are village A, village B, village C and village D. Choose one of the villages. Choose the village which you think is in the best place. Explain why you have chosen this village.

#### Remember to write about:

- 1. the best type of land.
- 2. the availability of resources in the area.
- 3. the effects of the climate and weather at the site.
- 4. safety issues.



#### Reading

Read the procedure text carefully. Make sure you understand the key words as they are names of parts of a house. The text tells us about how to build a leaf house. The text has a title section, materials section and the method section.

## How to Build a Leaf House Lionel Damola

#### **Key Words**

rafters, braces, posts, beams, joists, poles, diameter, lash

#### **Materials**

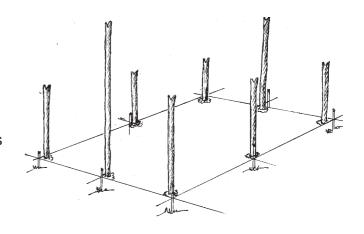
To build a simple rectangular leaf house 12m x 8m, you will need:

How Many?	Materials	More Details
24	bamboo rafters	each 4 metres long
8	roof braces	each 6 metres long
2	main posts	each 6 metres long
6	supporting posts	each 4 metres long
5	cross beams	each 12 metres long
6	cross beams	each 8 metres long
12	floor joists	each 6 metres long
about 40	wall frame poles	each 3 metres long
	split bamboo or betel nut	to cover the floor
	split bamboo	for ridge caps
	split bamboo	to tie down the walls
approximately 540	leaf panels eg. made of sago palm	
	bush rope, vines or string	

#### Method

#### 1. Plan and First Posts

Measure and mark out the floor plan of your house. Use sticks to mark out the position of each post. Dig 8 holes, 1 metre deep, for the 2 main posts and the 6 supporting posts and set the posts firmly in the holes.

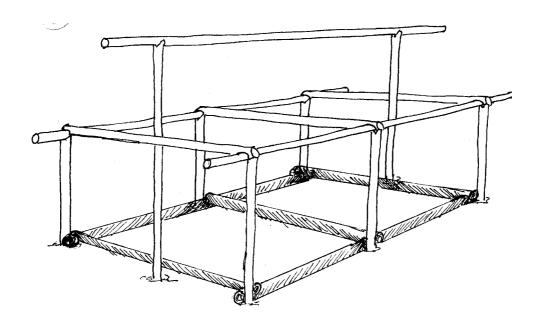


#### **Unit 12: Architecture**

#### 2. Skeleton

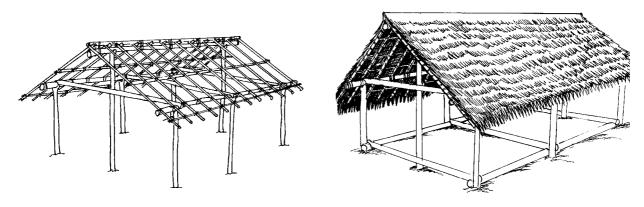
Lay the horizontal cross beams and lash these securely to the posts as follows:

- a. First, one 12 metre cross beam across from one main post to the other. This will make the high ridge.
- b. Second, the other four, 12 metre cross beams along the length of the floor and roof.
- c. Third, the six, 8 metre cross beams across the width of the roof and floor.
- d. Secure the roof braces tightly between the cross beams.



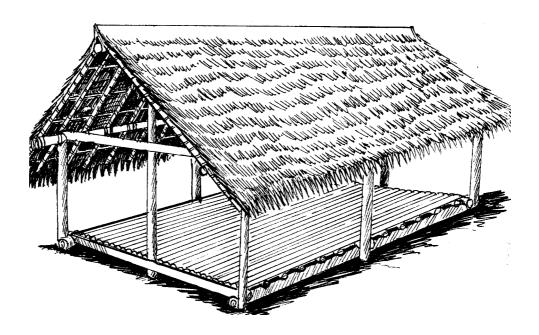
#### 3. Roof

Lay the rafters on the roof beams in pairs one metre apart. Tie these tightly to the roof beams with strong vines. Place split bamboo strips at the bottom of the rafters to attach the leaf panels. Starting at the bottom, overlap the leaf panels and attach these securely to the rafters until you reach the roof ridge. Make a ridge cap by folding a leaf panel over the cross beam. Complete the roof by tying this securely to all the rafters and posts.



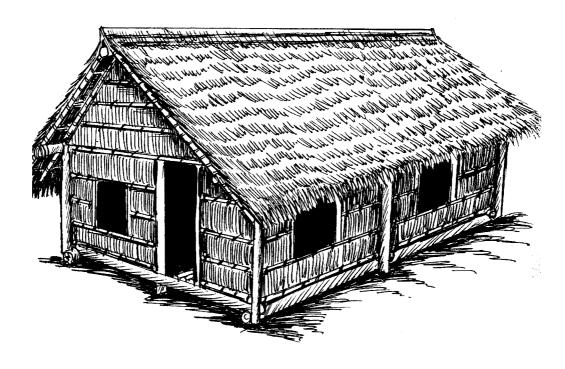
#### 4. Floor

Attach the 12 floor joists along the floor of the building, tying them securely to the cross beams of the floor. Use split bamboo or betel nut to cover the floor.



#### 4. Walls

Complete the wall frame by tying wall frame poles vertically approximately one metre apart, around the walls. Allow spaces for doors and windows in the frame. Strengthen the wall frame by adding diagonal and horizontal braces where necessary. Tie split bamboo around the base of the walls to attach the leaf panels. Complete the walls by lashing the leaf panels to the wall frame using vines.



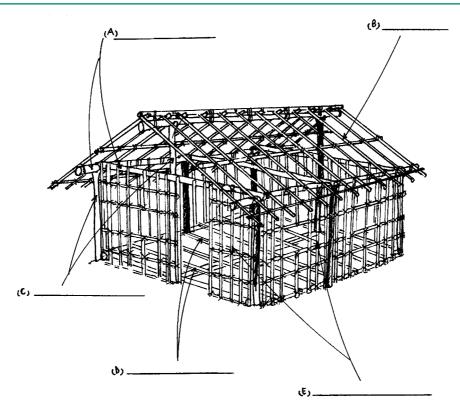


#### Comprehension

Choose the correct name of each part of the house from the list below.

Write only the answers alongside A, B, C, D, and E in your exercise book. Do not draw the diagram.

wall frame posts posts floor joists rafters cross beams



#### **Language Study**

Words that join sentences are called conjunctions.

Two simple sentences can be joined to make one longer one by using when. We put when in front of the part that happens first.

#### For example:

Teilo repaired his leaking roof. The heavy rain started to fall.

Teilo repaired his leaked roof **when** the heavy rain started to fall.

#### Make one sentence out of each pair of sentences by using when.

- 1. I marked out where each post would go. I started to dig the holes.
- 2. We put up the posts. The cross beams were lashed securely to the posts.
- 3. We put up the roof beams. The rafters were tied to the roof beams with strong vines.
- 4. We tied a bamboo strip to the bottom of each rafter. The leaf panels were tied on.
- 5. We tied the floor joists to the cross beams. We covered the floor with split bamboo.

## Handwriting

Read the passage below. Copy it into your exercise book in your best joined-up writing.

#### Always check that:

- your slope lines run the same way;
- your letters are equal in size;
- the spacing between letters and words are equal;

Throughout the South Pacific there are many different styles of traditional houses. For hundreds of years people have used the resources found on their islands to build their houses. With the introduction of western ways of building, traditional materials have now often been partly or completely replaced with materials such as corrugated iron and concrete blocks.

### Oral and Writing

Have you seen a local leaf house? Have you seen one being built? In your groups talk about your own experiences. Perhaps you live in a leaf house. Maybe you have seen and been in a leaf house close to where you live. Maybe you have a leaf kitchen at home.

Talk about the text you have read today. Is your leaf house built like the one that is described? Think about the questions below to help you decide.

- What materials are used in your leaf house?
- · What are the walls made from?
- What is on the floor inside the house?
- What is the roof made from?

#### Now talk about other things to do with your leaf house.

- Where is your leaf house?
- What is your leaf house used for? What is its purpose?
- Who built your leaf house?
- If you saw your leaf house being built, describe to your class mates what you can remember about that. Describe the procedure. What was done first? What was done next? and so on.



- If you helped to collect materials, describe this to your group.
- Do you know who designed your leaf house?
- Talk about who collected the materials, who did any carpentry and who did any weaving.

You will be able to think of other things to talk about when you describe your leaf house.

#### Are They Alike?

After your group discussion draw a sketch of your leaf house. Annotate your sketch. This means label it and write notes around it. In your notes point out the things which are similar and the things which are different to the leaf house in the text. Remember your notes do not need to be in sentences. Draft your notes first. Edit them before you write them around your sketch. Try and put as much information as possible on your finished sketch.



#### Reading

Study the key words and read the text. The text explains what architecture is. It gives examples of many kinds of buildings. It also tells us about the different things an architect has to think about or consider when designing a building.

# **Architecture** Alison Blaylock

#### **Key Words**

designed, architecture, architect, factor, consider, on the other hand, challenge, out of place

Architecture is the art and science of building. All buildings need to be planned and designed before they can be built. This is the work of an architect.

There are many different types of buildings, houses, schools, clinics, offices, hospitals, churches, factories, airports and many more. Each one is used for a different purpose and must be designed to suit that

purpose.

An architect has to consider many different factors when designing a building. A good design needs a lot of skill. The architect needs to consider the purpose of the building. For example, a school building needs large rooms for classrooms, a smaller room for the staff room and an assembly hall. A hospital on the other hand needs lots of different types of rooms including wards, operating theatres and waiting rooms. It is essential that the architect understands what the building will be used for when planning the design.



The place in which the building will

be constructed must also be considered. The architect assesses how much land is available, whether the land is flat or hilly and what type of rock or soil is found on the site so that a suitable building can be designed.

Another important factor is the climate at the site. In hot countries, the architect must design a building that will be cool and comfortable. In a cold country the architect must consider how to keep the building warm.

Another important part of building design is deciding on what materials to use for construction. This will often depend on what is available locally. This explains why timber and leaf fronds are common building materials in Solomon Islands. The materials used may also depend on the cost of the materials. If the architect designs something that is too expensive to build, the design may never be used.



The architect must also make sure that the building is strong and will last a long time. In some parts of the world buildings have to stand up to earthquakes, cyclones and other extreme conditions. These give the architect a real challenge when designing a building.

An architect must also think about how the building will look in relation to its environment. Although a design that looks interesting, eye catching and attractive is a good design, a very modern design might fit well in a busy city but not in a village. Likewise a more traditional design may be more suited to a village but be out of place in a city.

The work of an architect is very important. Every time we go into a building we trust that the architect has designed it properly so that it does not fall down while we are inside!

#### Comprehension

Think beyond the information in the text.

Answer the following questions in your own words in your exercise book. Use some of the information in the text to help you.

- 1. What kinds of rooms would you need in a church building? Write a few sentences to explain your answer.
- 2. What could an architect do to make a building cool if it was to be built in a warm country?
- 3. What kind of buildings do you like? Give reasons for your choices.

#### **Language Study**

In a sentence the subject must agree in number with the verb.

Look at the examples below. Find the subject of each sentence. What is the sentence about? Decide if the subject is singular or plural. Then choose the correct word from the brackets. Study the two examples below.

a. A design that looks interesting and attractive (are, is) a good design.

The subject of the sentence is **design**.

It is one design so it is singular.

#### **Answer:**

A design that looks interesting and attractive **is** a good design.

b. In some parts of the world buildings (have, has) to stand up to earthquakes, cyclones and other extreme conditions.

The subject of the sentence is **buildings**.

There are many buildings so it is **plural**.

#### Answer:

In some parts of the world, buildings have to stand up to earthquakes, cyclones and other extreme conditions.

Now, complete the activity on the next page.

#### Write out these sentences using the right word from the brackets.

- 1. Architecture (is, are) the art and science of building.
- 2. All buildings (need, needs) to be carefully designed before they can be built.
- 3. An architect (has, have) to be very skilled to design a building well.
- 4. The architect (has, have) to consider lots of different factors before a building is constructed.
- 5. One very important factor (is, are) the climate.
- 6. Timber (are, is) a common building material in Solomon Islands.
- 7. Architects (think, thinks) about how buildings will look in the environment.
- 8. When we (go, goes) into buildings we hope that they are safe and strong.

## Spelling

#### Soft g words

In the spelling list, five words have a soft g in them. They are:

huge, bridge, edge, cabbage, engine.

- a. Use each of the words above in a sentence of your own. Write them in your exercise book.
- b. Write the spelling words for this week in alphabetical order in your exercise book.

### Oral and Writing

Today you have read about what an architect does. An architect designs buildings. In your group make a list of as many occupations as you can think of and next to each occupation write the name of the person who does that job. How many can your group come up with?

Here are some to give you a start.

- An artist draws and paints pictures.
- A water engineer fits and repairs water pipes.
- A surgeon performs medical operations.

#### My Dream

Draft a paragraph describing the occupation you would like to have when you are an adult. Give reasons for your choice. Do you think it is likely that you will fulfil your dream?

Draft your work first and then edit it.

#### **Unit 12: Architecture**



#### Reading

Study the text carefully. It is about traditional house building in the Pacific. It describes how people in Solomon Islands, Tahiti, New Caledonia, Fiji and Tonga build houses.

## Traditional House Building in the Pacific Alison Blaylock

#### **Key Words**

distinctive, factors, common features, adapt, freely available, vary, insulate, influenced, status

Pacific Islanders have their own distinctive styles of houses. How they are built is influenced by climate, available materials and social factors such as the status of the owner of a house.

In the tropical climate houses must be as cool and comfortable as possible. House designers have come up with different ways to keep buildings cool.

Construction is usually from local materials which adapt well to the climate. Timber, bamboo, betel nut, sago palm, reeds and bush ropes are popular because they are freely available, they last well and are flexible enough to stand up to earthquakes.

Sometimes the design of a house reflects the importance of the owner. A chief's house, for example is often different to other houses in a village.

These are some common features in Pacific architecture but styles vary from country to country.

In Solomon Islands, traditional houses are made from sago palm leaves. The supporting posts and timber frame are made from hardwood and the sago palm leaves are woven and tied to these.

Many houses are raised on stilts to keep them cool and prevent flooding. Roofs are often very steep to cope with heavy rainfall and need to be secured tightly to the frame



because of high winds. They often have a large overhang, which provides shade. Doors and windows are closed using sago palm shutters.



In Tahiti many traditional houses are built over the sea on stilts. They are connected to each other by wooden bridges. Local hardwoods are used for the posts and frame of the house and the roof is made from woven pandanus or coconut fronds. Some Tahitian houses have no outside walls. The climate is always warm and the open sides let air flow freely around the house and keep it cool. The living space inside, however, is often divided by woven bamboo panels.

Traditional Kanak houses in New Caledonia are circular. The height of the cone shaped roof tells the importance of the person who lives in the house. A chief would build a very tall roof to show his seniority. The walls and roof are made from thickly woven reeds. The thickness allows the house to absorb the heat of the sun during the day, keeping the house cool. It also insulates the house at night keeping it warm. Often a fire is burned in the house at night to stop the timbers from rotting and to keep the termites away.





A chief's house in Fiji is set apart from other houses in the village by raising it on a stone platform. Chief's houses are also often decorated with white cowry shells.

Modern building materials have replaced traditional homes in many parts of Fiji but in some villages the traditional pandanus or reed roofs and cane walls are still seen.

The climate in Tonga is cooler and less humid than in other Pacific Islands. The design of Tongan houses shows this. The houses have solid closed in walls to keep the homes warm. Traditional houses were oval and used thickly woven reeds for the roof. Today most people use modern building materials such as iron and timber because they last longer, but the oval shape of the traditional house is still common.



The different styles of house building which have developed in different countries of the Pacific show the way in which house design is often determined by the climate and the available materials as well as custom and culture.

#### **Unit 12: Architecture**

#### Comprehension

#### **Activity A**

Read the text and then answer the questions.

- 1. Make a list of things which have to be considered when houses are built.
- 2. List some of the construction materials that are often used in the Pacific.
- 3. Give three reasons why Pacific islanders often use local materials.
- 4. Why must houses in tropical climates be cool?
- 5. Describe how your chief's house is different from other houses in your village.

#### **Activity B**

Read the text carefully. Write down some of the features of traditional houses in each Pacific country. Each list has been started for you. Copy this chart into your exercise book and complete it.

	Features of Traditional House	
Solomon Islands Sago palm leaves are used.		
Tahiti	Houses are built over the sea on stilts.	
New Caledonia	Many houses are circular.	
Fiji	Chief's house is set apart from other houses on a stone platform.	
Tonga	Houses have solid closed in walls to keep the house warm.	

#### **Language Study**

#### Conjunctions

A conjunction is a word that joins together two single words or two groups of words in a sentence, for example:

Roofs of traditional houses in Solomon Islands are tied tightly to the frame **because** of high winds.

Add conjunctions to complete these sentences. Choose from this list:

	so	unless	because	when	after	although
1.	We repa	aired our ho	use	that we co	uld live in it lo	onger.
2.	Today r		use modern b last longer.	uilding mate	erials such as	iron and timber
3.	Make s	ure you have	e a house to st	ay in	you go d	n holiday.
4.	The fan	nily will move	e into their nev	v traditional	house	it is completed.
5.	I don't k	know how to	build a house	m	y father is an	architect.
6	We wor	n't be able to	build a traditio	onal house	we a	re taught how to do so



Words and the Power of 'e'

Sometimes, when we add a letter e after a consonant the sound of the vowel before the consonant changes from short sound to a long sound. Here are some examples:

hat - hate rat - rate rag - rage

How many words can you add under each vowel letter?

'a' vowel sound	'e' vowel sound	'i' vowel sound	'o' vowel sound	ʻu' vowel sound
fat - fate	her - here	kit - kite	hop - hope	cut - cute

## Oral and Writing

Finish the My Dream paragraph you were writing in the last lesson. You should be writing out the final copy today.

Practice reading your paragraph before reading it aloud to the class.





#### Reading

Read the text about church buildings. The text talks about three different churches in three different locations, one in the village, one at a rural training centre, and the third in Honiara city.

# Church Buildings Alison Blaylock

#### **Key Words**

elaborate, lectern, altar, symbol, congregations

A church, usually found in the centre of a village, is often the largest and most elaborate building in a Pacific Island community.

Because of the importance of Christianity, communities will often spend a lot of money on building and decorating their churches. As well as a place of worship a church also provides a meeting place for the community.

The United Church building in Mbopo, Marovo Lagoon is a simple village church. Constructed in 1995, it has timber walls and a steep sago palm leaf roof. Inside, the walls are painted, the lectern is decorated with a carved wooden eagle and there are always vases of flowers to make the church look attractive.



Mbopo Church, Marovo



St Martins Church, Guadalcanal

St. Martin's Roman Catholic Church at the rural training centre Tenaru, Guadalcanal, is a traditional building with a leaf roof.

The walls, inside and out, are decorated with woven cane patterns. A cross, the symbol of Christianity, has been woven into the patterns on the walls.

The inside of the church is very simple with low wooden benches and a simple wooden lectern. The altar is covered in the same woven patterns as the walls. The

church is large enough to seat about 200 people.

In Honiara churches need to be much larger because the congregations are large.

St. Barnabas Anglican Cathedral in Honiara was built in 1968. It is a steel construction made in sections in England. It was built by Tischler Enterprises Limited in Honiara. The cathedral is twenty-five metres wide and fifty-three metres long. It can seat more than nine hundred people. The cathedral has open walls. Behind the altar there is woven bamboo on the walls. It is a simple modern building.

The three church buildings described here each have the same purpose as a place of worship, but they are different in size as well as style and design.



St Barnabas Cathedral

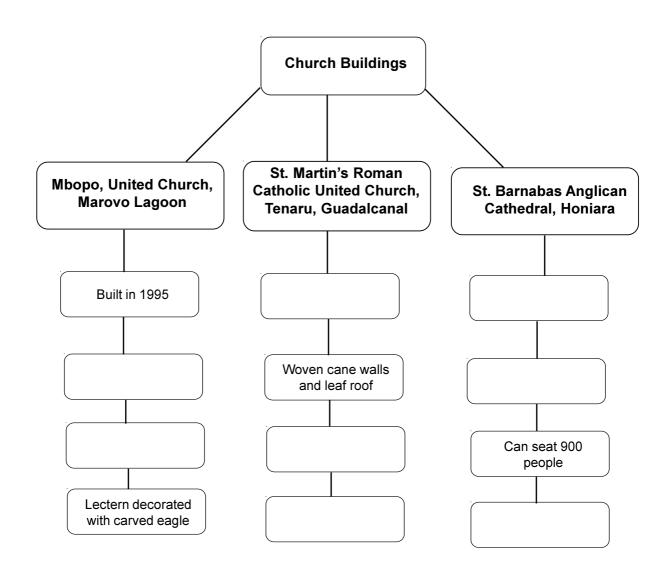
#### Comprehension

A concept map shows what you know about a given subject.

Copy this concept map about church buildings into your exercise book.

The answers to the following questions will help you to add details to your concept map using information from the text.

- 1. When was each of the churches built?
- 2. What materials were used for each building?
- 3. How many people can each church seat?
- 4. What other information can you remember about each church?



### **Unit 12: Architecture**

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### **Language Study**

Read the sentences below and choose a preposition from the box to complete each sentence. Write out the sentence in your exercise book and underline the preposition you have put in.

	belole	beside	101	110111	IIIIO	Oi	""	
1.	All build	lings need to	be planne	d the	ey can be bu	uilt.		
2.	Styles of building traditional houses vary a lot country to country.							
3.		side coverinç ılm leaves.	g the roo	of and walls _	traditio	nal house	es is wove	n
4.	People	who design b	ouildings ne	ed to know th	ne purpose _	·	the buildir	ng.
5.	Roofs of house.	f houses are	usually very	steep so tha	at rain will no	t leak	the	<b>:</b>
6.	Local ha	ardwoods ar	e used	posts.				
7.	Our hou	ıse sits	the village	e church.				
8.	Modern	houses have	e replaced s	ome traditior	nal houses _	m	any towns	3.
bu	do not	look back a	t your list.	The words a				_
		carefully.						
	he cathedral in Honiara is (gehu). 1							
Aft	After a long illness, Marilyn was (bale) to go to school again. <b>2.</b>							
	• '	dgr) was buil e easily. <b>3.</b> _		lataniko Rive	er to enable	vehicles	and peop	ole to g
I ha	ave just s	een a tall m	an at schoo	I this mornin	g. He must	be a (set	grran).	
4.								
The	e farmer :	sold a lot of	(cgbbaae) a	at the market	last Saturd	ay. <b>5.</b>		
The	ne opposite of (avebo) is (leobw). 6, 7							
The	ne school bought a new outboard (neenig) for the canoe. 8							
		on the (gee . <b>9.</b>	,	ef and wave	d goodbye to	o his friei	nd as the	ship
I (e	olv) bein	g a Solomor	n Islander.10	)				

#### Oral and Writing

Work with your partner to design a house. Discuss the following:

- How many people will live in it?
- How many rooms will you need?
- · What sort of living spaces will you include?
- What materials will you use?
- How will the house look from the outside?

Draw two sketches of your house. One to show the floor plan and the other to show the outside view.

Label your sketches to explain why you have chosen these design features.



#### Reading

Read the text. The text has two articles, written by two different authors. The two writers express their preferences; one for a modern house and the other for a traditional house. The writers put forward all their reasons for making their choice.

# Modern or Traditional Houses? Which do You Prefer? Alison Blaylock

#### **Key Words**

gloomy, unwelcome guests, unbearable, appearance, catchment, readily available, shabby



I would hate to live in leaf house. I find them dark, gloomy and uncomfortable.

In a leaf house the floors are always uneven and the walls are never straight.

You cannot properly screen a leaf house so it is difficult to protect yourself from mosquitoes. Spiders, centipedes and rats are always found in a leaf house as unwelcome guests.

It is impossible to put proper plumbing in a leaf house and I do not want to be walking down to the beach at night, or having a wash under the stars.

Leaf houses are also not safe. They cannot stand up to the high winds of a cyclone and they don't provide proper protection

from the rain and the wind. The time spent maintaining a leaf house is very high. The leaf has a short life. If it is not replaced every few years the rain starts to come in.

It is time we modernised our buildings and started to build proper houses in our villages. Roofing iron is much more practical than leaf as not only does it last longer, but it also allows us to collect rainwater and every house needs a good water supply.

Cement is readily available these days and brick houses are much stronger than leaf houses. If we were to use more of these modern building materials we might not suffer so much every time a cyclone comes along.

I want a strong roof over my head and glass in the windows of my house. This is the 21<sup>st</sup> century after all!

I love my leaf house. In the daytime it is beautifully cool and gives me shady protection from the hot sun. In the night it keeps me warm and dry and gives me a comfortable place to sleep.

I once stayed in house with an iron roof, but during the day the heat of the sun made it like an oven inside. It was unbearable. I hate the look of iron roofs too they spoil the appearance of the village. Leaf houses fit in really well with the environment, because they are all made from local materials, they just look as if they belong there.

I have everything I need in my house. There are two rooms for





sleeping and a large veranda where we tell stories and play cards at night. My leaf kitchen is separate from the main house where I have a motu, a drum oven and a place for a fire for cooking. We get our water from a fresh spring just near by.

I built the house myself with the help of my family. My uncle showed us the traditional way to lash the poles together and the leaf came from my mother's sago plantation. If we had built a modern house I would have had to spend a lot of money on building materials, but this house was built using materials taken from our own land.

Whenever I go to Honiara and see the modern buildings there I am not happy. I think they look ugly and shabby. They are always hot and uncomfortable inside and I cannot wait to get back to my lovely leaf house!

I worry that soon all our villages will start to look like Honiara. It would be so sad to see the traditional way of building die out.

### Comprehension

Write eight sentences in your exercise book comparing traditional houses to modern houses. Here are some words that you can use in your sentences. They are called comparatives. You will be able to think of some more.

darker	more comfortable	more difficult	easier	hotter
safer	more expensive	better	cheaper	shorter
longer	more practical	stronger	more beautiful	cooler

#### For example:

A leaf house is **cooler** in the day than a modern house.

#### Language Study

Choose a word from the box that is opposite in meaning to each word numbered below. Write each word and its opposite in your book.

beautiful seldom quiet inside expensive happy	impossible day gloomy	hate safe narrow	traditional difficult	cool dry	
---	-----------------------------	------------------------	--------------------------	-------------	--

1. love	5. modern	9. night	13. cheap	
2. ugly	6. possible	10. noisy	14. often	
3. sad	7. broad	11. insecure	15. wet	
4. easy	8. bright	12. warm	16. outside	

#### **Unit 12: Architecture**



#### **Spelling**

Here is the spelling list for this week. Use the spelling strategy to learn to spell the words. Then, copy the list into your exercise book.

Copy the sentences below and fill in the missing words. The missing words are from your spelling list. Underline the word you have put in.

gone	these
morning	concrete
dog	snake
goes	those
fever	open

1.	When I called at my friend's house, I was told that he had already
2.	Those books belong to Ken, but are mine.
3.	Most houses in towns and cities are built with
4.	Dick uses his to help him hunt for wild pigs.
5.	A is a reptile without legs.
6.	Willie was sick with very highlast night.
7.	I was late to school thisbecause I woke up very late.
8.	I couldn't the door because it was locked.
9.	Jody to church every Sunday.
	The old man pointed into the distance. " clouds on the horizon mean we are heading for a storm", he said.

#### **Oral and Writing**

Which kind of house do you prefer? Would you like to live in a traditional house or would you like to live in a modern house?

Write down some reasons for your choice.

Talk about why you have made your choice with your partner.

#### Reading

Read the text about unusual buildings carefully. The text describes four unusual buildings in New Zealand and Australia. The pictures show you what these unusual buildings look like.

#### **Unusual Modern Buildings**

#### Alison Blaylock

#### **Key Words**

creative, concert hall, equally famous, revolving, distinctive, storey, symbol, structure, deliberately

Architects have to be very creative and imaginative. The photos below show four modern buildings from around the Pacific which each have a very unusual and distinctive design.

#### **Sydney Opera House**

This outstanding concert hall is found on the waterfront right in the centre of Sydney, Australia, close to the equally famous Sydney Harbour Bridge.

The architect was a Danish man named Jorn Utzon, who won an international competition with his imaginative design.

The structure is made from concrete and the roof is covered with tiles.

Construction started in 1957, but the Opera House took 16 years to complete. It was finally opened to the public in 1973.

The Opera House has come to be recognised all over the world as a symbol of Sydney, Australia.



The Sydney Opera House



The Sky Tower Auckland

#### The Sky Tower, Auckland.

The tallest structure in the Southern Hemisphere is the Sky Tower, Auckland, New Zealand. It is 328 meters tall. It was opened in August 1997. The Sky Tower contains a public viewing area with windows all the way around giving a wonderful view of the city below. Some observation decks have glass floors to give visitors the feeling that they are walking across the sky.

The Sky Tower also houses a casino and a revolving restaurant at the top. It was built to withstand winds of more than 160 kilometres per hour and an earthquake of eight points on the Richter scale.

#### **Sydney Football Stadium**

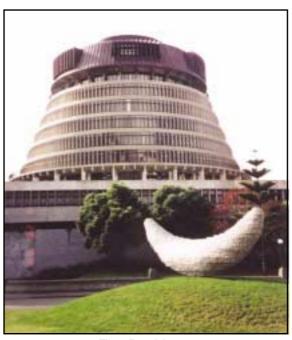
Also in Sydney, Australia this stadium took two years to build and was opened in 1988. It was designed by an architect called Phillip Cox. The stadium is an oval shaped structure with a steel skeleton on a concrete base.

From the outside, the stadium looks quite low because its pitch is 13 metres below street level. This was done deliberately so that the building did not stand out too much from the surrounding area.

The stadium can hold almost 40,000 spectators in five-storey stands and open terraces. It has become the sporting centre of the city, hosting many major cricket, rugby and soccer matches.



Sydney Football Stadium



The Beehive

#### The New Zealand Parliament Building

This unusual building is part of the New Zealand Parliament building in Wellington. It was designed by Basil Spence, an English architect and completed in 1981. The tenstorey building cost fourteen million New Zealand dollars and took 12 years to complete.

It is made from concrete and decorated inside with local materials, marble from Takaka in South Island and Rimu, a popular New Zealand hardwood.

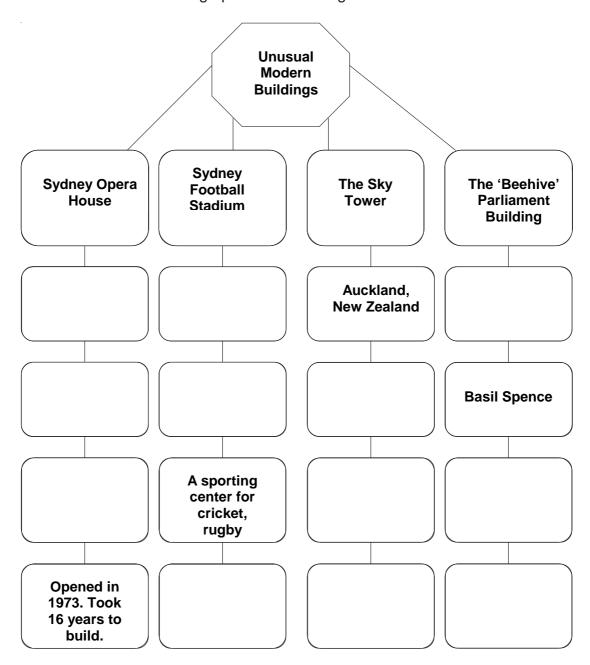
Inside there are cabinet rooms, meeting rooms, Minister's offices, as well as dining rooms, a television studio and even a swimming pool. The building is sometimes called 'The Beehive' because of its shape.

## Comprehension

Copy this concept map into your exercise book.

The answers to the following questions will help you to add details to your concept map. Refer back to the text if you need to.

- 1. Where is the building found?
- 2. Which architect designed the building?
- 3. What is the purpose of the building?
- 4. When was the building opened? How long did it take to build?



Now add another box and write in another fact about each building.

#### **Unit 12: Architecture**

#### **Language Study**

A simile is a comparison between two things, using like or as.

Here are some similes. Read them carefully.

The sun sank like a giant football.

Her teeth were black like watermelon seeds

The passenger boat was as big as an island.

He was as blind as a bat.

#### **Exercise A**

Write each simile below and complete them with the phrases in the box in your book. Each phrase is to be used once.

giant ribbon of steel giant beehive
needle pointing to the sky a sailing ship out on Sydney Harbour

- The Sydney Opera House is like a \_\_\_\_\_\_
- 2. The Auckland Sky Tower is like a
- 3. The Sydney Football Stadium is like a
- 4. The New Zealand Parliament building is like a \_\_\_\_\_

#### **Exercise B**

Fill in the missing words in these similes. Use a word from the list on the left. You can only use each word once. Write out each simile.

lightning
gold
a rock
a doornail
a cucumber
busy
hard
sweet
thick
poor

as cool as \_\_\_\_\_\_
 as dead as \_\_\_\_\_\_
 as good as \_\_\_\_\_\_
 as quick as \_\_\_\_\_\_
 as steady as \_\_\_\_\_\_
 as \_\_\_\_\_\_\_ as thieves
 as \_\_\_\_\_\_\_ as honey
 as \_\_\_\_\_\_\_ as nails
 as \_\_\_\_\_\_\_ as a church mouse
 as \_\_\_\_\_\_\_ as a bee

## Handwriting

Read the passage below. Copy it into your exercise book in your best joined-up writing.

Don Boykin is an American architect living in Honiara. He has designed a number of modern houses around the capital. His houses have modern design features. They stand out from other houses in Honiara. However they are designed to fit in well with their surroundings by the use of local timbers and elements of local style make them well suited to Honiara.

## Oral and Writing

Read this poem with a partner. Take turns to read it aloud.

#### The Egg in the Nest

The egg was in the nest,

The nest was on the twig,

The twig was on the bough,

The bough was on the tree,

The tree was in the wood.

And the green grass grew all around, all around,

And the green grass grew all around.

Anon

#### Writing a Poem

Each line of your poem should build on the line before it. Your poem should end with the same two lines as The Egg in the Nest.

Think of an animal first and then think where it lives. Does its home have a special name? In the poem above a bird lives in a nest. Where would your animal's home be?

When you have finished your poem go through it and check it. Remember to first improve your work and then look at spelling, grammar and punctuation. In a poem, each line often starts with a capital letter. When you have completed your editing write out your poem. Take special care with your handwriting. Remember to add a title and your name.



#### Reading

Read the text carefully. It is about the Jean-Marie Tjibaou Cultural Centre in New Caledonia. The text tells us about the Cultural Centre, who built it, why it was built and how it was built.

## Jean-Marie Tjibaou Cultural Centre Lionel Damola

#### **Key Words**

all rolled into one, celebration, organic forms, independence, agreement, indigenous, civil war, symbol,

The Jean Marie Tjibaou Cultural Centre near Noumea, New Caledonia is a museum, cultural centre and an art gallery all rolled into one.



It is a very unusual building with a very exciting design. The Italian architect, Renzo Piano designed the building as a symbol of peace and as a celebration of Kanak culture. The story behind the building is as interesting as the building itself.

For many years the Kanak people, the indigenous people of New Caledonia, have been struggling for independence from France. Between 1984 and 1988 there was a lot of fighting and many people died in the struggle. Jean-Marie Tjibaou was an important Kanak leader.

He wanted to make peace between the Kanaks and the French government. In 1989 he signed a peace agreement to try to avoid the country falling into a civil war, but he was murdered by people who did not support the agreement.

After this, the French government wanted to end the fighting. They offered to build the cultural centre as a sign of reconciliation and peace.

The architect understood that this building was very important in the history of New Caledonia and he tried very hard to design a building that would show the importance of the Kanak people's culture.

He chose a very modern cone-like shape for the different buildings in the centre. This was meant to remind people of the shape of a traditional Kanak house.

There are ten of these structures which are situated along a winding pathway just like a Kanak village. They are arranged into three groups to represent the three different regions of New Caledonia.



Because of the curved lines and natural shape of the buildings, from a distance they look like natural forms in the bush rather than buildings. This means that they fit in very well with the surroundings. The gardens are planted with native trees and plants which are important to the Kanak people. Inside there is a museum of Kanak history, a gallery of Kanak art as well as sculptures from all over the Pacific made especially for the centre.

The architect understood that the Kanaks and the French have to learn to live together and respect each other's culture. By mixing the traditional and the very modern in his design he has shown the importance of this in the beautiful building he has created.

# B U

#### **Unit 12: Architecture**



#### Comprehension

#### **Exercise A**

To check if you have understood the text, read each sentence and decide if it is true or false. Write the numbers 1-8 in your exercise book and write true or false next to each number.

- 1. Jean Marie Tjibaou Cultural Centre is a museum, cultural center and an art gallery.
- 2. The Cultural Centre was designed by Jean Marie Tjiabaou.
- 3. There is no interesting story behind the building.
- 4. Jean Marie Tjibaou was a very important Kanak leader.
- 5. The French government wanted to go to war with the Kanaks, they didn't want to make peace.
- 6. The architect tried hard to design a building that showed the importance of the Kanak people's culture.
- 7. Inside the building, There is a museum of Kanak history, a gallery of Kanak art and sculptures from all over the Pacific.
- 8. The architect understood that the Kanaks and the French were enemies who did not need to respect each other's culture.

#### **Exercise B**

Use each box of information to write a good sentence. The facts are not in order. You can use the facts in any order. You must include all the information in the box in your sentence.

#### For example:

art gallery
Jean Marie Tjibaou Cultural Centre
museum
cultural center

The Jean Marie Cultural Centre is a museum, cultural centre and an art gallery.

- Renzo Piano
   Jean Marie Cultural Centre Italian architect
- Peace
   Kanaka leader
   French government
   Jean Marie Tjibaou

3. Struggled for independence Kanak people

4. reconciliation cultural center French government

5. Kanak people cultural center trees and plants gardens

6. French
respect
architect
Kanaks

#### ♦ Language Study

Idioms are short phrases which mean something quite different from what might be expected.

#### For example:

To be 'over the moon' about something means to be delighted about it. Alison was over the moon about passing her exam.

#### **Activity A**

Match each of the idioms with its correct meaning. Write them in your exercise book.

over the moon
 bark up the wrong tree
 bring the house down
 get into trouble
 delighted
 get into hot water
 a wet blanket
 a gloomy person
 delighted
 have the wrong idea
 cause great amusement

#### **Activity B**

Finish these idioms and say what they mean.

1.	To hit the nail on the
2.	To put all your cards on the
3.	To live from hand to
4.	To blow your own
5.	To see things through rose-coloured





#### **Spelling**

In the spelling list, three words contain a hard g sound. They are

dog, goes and gone

Can you write down three more words which have the same hard g sound?

Use each of the six words in a sentence of your own. Write the sentences in your exercise book.



#### **Oral and Writing**

Work with a partner to draft a plan of the Cultural Centre. Look at the photograph and the description in the text to help you. Remember, a plan is like a map. It is a bird's eye view. This means you must draw it looking from the top. It is not a drawing of the photograph.

Now decide what each part of the building will be used for.

Think about these questions to help you.

- Where would the main entrance be?
- Where would the library be?
- Which part would be the museum?
- · Which part would be the art gallery?
- Would there be a special area for cultural activities?
- Is part of the building large enough to seat many people?
- Are there rest rooms?
- Is there a refreshment place?
- Are there any special facilities for children?

Think about what might be inside and annotate your plan to show all these different areas. When you have completed your draft check it through. Are all the spellings correct? Have you annotated it well? Remember this means write some short notes round it. Use the information in your text to help you.

When you have edited your plan make a good final copy.

#### Reading

Read the text carefully. It is about an unusual house in Scotland.

## The Pineapple House Lionel Damola

#### **Key Words**

gate post, sense of humour, announce

Lord Dunmore, who lived in Scotland in the 18<sup>th</sup> century, designed his house in a very unusual style.

He worked in America for a long time as the Governor of the State of Virginia.

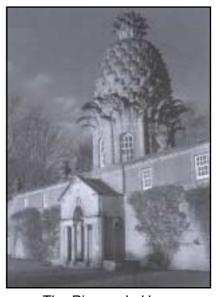
At that time it was common for sailors returning form long voyages at sea to announce to their neighbours that they were back by putting a pineapple on the gatepost of their house.

Lord Dunmore had a sense of humour. When he returned to Scotland from America, he decided to do something a bit more dramatic to announce his return.

Instead of putting a pineapple on the gatepost, he decided to build his whole house in the shape of a pineapple!

The house is built out of stone. The downstairs is quite ordinary with regular walls and windows, but out of the roof grows a giant stone pineapple. The detailed leaves and skin of the pineapple are all carefully carved out of stone.

The house was finished in 1777 and Lord Dunmore lived there until he died. It is still standing today. It is now owned by the Scottish National Trust and it is open to the public to go and visit. People can also stay in the Pineapple house for a holiday.



The Pineapple House Dunmore, Scotland

#### Comprehension

Answer these questions using complete sentences. Look back at the text to check your answers. Make sure you answers are as full as possible.

- 1. When did Lord Dunmore live in Scotland?
- 2. What did the sailors used to do to tell everyone they had returned from a voyage at sea?
- 3. When Lord Dunmore returned to Scotland, what did he decide to do to tell everyone of his return?
- 4. What materials were used to build the Pineapple House?
- 5. When was the house finished and how long did Dunmore live in it?
- 6. If you wanted to tell everyone you had returned from a long voyage what could you leave outside your house?

# 9

#### **Unit 12: Architecture**

### Language Study

Expand these sentences into longer, more interesting, sentences.

Write your new sentences into your exercise book.

- 1. Lord Dunmore worked in America.
- 2. Sailors came back from voyages.
- 3. Lord Dunmore came back to Scotland.
- 4. Lord Dunmore built a stone house.
- 5. People can visit Lord Dunmore's house.

#### **Oral and Writing**

Today you are going to start to write a story. Read the two story starters.

Starter A	Lost in the Dark			
Situation	t is a dark rainy night in the bush and you are lost. Suddenly you see a tumbled down gate. You want to find somewhere to shelter until the rain stops. You also want to know how to get back to your village.			
What do you see?	You make your way down a curvy path and you find a house. It is the strangest house you have ever seen.			
What happens next?	Write a story about what you find, who you meet and what happens to you.			
Starter B	What is That?			
Starter B Situation	What is That? You are visiting your aunt and uncle. You have never met them before. They live in a big old house which has two storeys. The house is far away from any other house.			
	You are visiting your aunt and uncle. You have never met them before. They live in a big old house which has two			

Choose one and write the story. First of all you must think of what will happen in your story. You must make a plan. Make some notes.

Organise your ideas and write the first draft of your story. This means you have to write in complete sentences. Use the story starter ideas to start. Make sure you use all the information you were given.

#### **Unit 12: Architecture**





#### Reading

Study the key words. The text is a narrative so it has characters. The characters are the three pigs, their mother and a dog.

## The Three Little Pigs retold by Alison Blaylock

#### **Key Words**

advice, warned, cosy, rustling, shuffling, gobbled, soundly, effort, sturdy

Three little pigs once lived with their mother deep in the forest of Makira. There came a time when they wanted to move out into the world, so their mother wished them well and sent them off with one word of advice.

"Watch out for the big bad dog from the village over the hill," she warned. "He has little pigs for breakfast!"



The first little pig was lazy. He hated hard work, so he decided to build his house from grass. Grass was easy to find and he worked quickly. In no time at all he'd finished building his cosy little house and lay down inside to rest.



It wasn't long before he heard a rustling noise in the bush behind his house. Looking out he saw the second little pig gathering sticks and sago palm to build a leaf house.

"What a waste of time!" he called, "My house is finished already! You shouldn't bother with all those sticks. Grass houses are best!

The second little pig didn't listen but carried on working and soon his house was finished. He settled down to rest on his cool veranda. It wasn't long before he heard a shuffling noise coming from the track that led to the village. Looking out he saw the third little pig dragging a big bag of cement along the track.

"What a waste of effort!" he called, "It'll take you ages to build a brick house and look how you are sweating! Build a leaf house, they're the best!"

But the third little pig took no notice. He mixed his cement, made his bricks and after several days of hard work his strong brick house was finished. Exhausted he lay down to sleep under his sturdy iron roof.

That same day, the big bad dog from the village set out along the track in search of some breakfast. It wasn't long before he came to the first little pig's house made of grass.



# 10

#### **Unit 12: Architecture**

"Mmmm" he said to himself, "I can smell pork!"

"Let me in Little Pig!" he called.



But the little pig was frightened, "No," he said, "You cannot come in."

"Let me in," called the dog "or I'll huff and I'll puff and I'll blow down your house."

Poor little pig! It only took two puffs and the grass house was completely destroyed. The big bad dog gobbled up the little pig greedily. "Mmmm, I love pork" he said to himself.

He trotted on through the forest and soon he came to the second little pig's house.

"More pork?" he sniffed, "It must be my lucky day!"

"Let me in Little Pig!" he called.

The second little pig was terrified. "No," he said "I will not let you in. Go away"

"Let me in," called the dog, "or I'll huff and I'll puff and I'll blow down your house."

Poor little pig! The dog huffed and he puffed and he huffed and he puffed and eventually he blew down the leaf house and gobbled up the little pig.

"What a good breakfast!" he said to himself as he continued his walk.

Soon he came to the brick house where the third little pig was still sleeping soundly. He could hardly believe his luck. Never before had he had three servings of pork for breakfast!

"Let me in Little Pig!" he called.

But the third little pig was sleeping deeply so he did not hear.

"Let me in," called the dog, "or I'll huff and I'll puff and I'll blow down your house!"

But still there was no reply. This made the big bad dog angry so he huffed and he puffed and he puffed and he puffed and he puffed. But no matter how hard he blew, he could not blow down the little brick house.

Eventually the big bad dog was exhausted. He limped back to the village and never went back to that part of the forest again.

The third little pig woke up and opened his door.

"What a beautiful day!" he said to himself as he prepared his breakfast, "I think I will be very happy living here!".

#### **Unit 12: Architecture**

### **♦** Comprehension

The story about 'The Three Little Pigs' has been summarised below. Some words were left out. Choose a suitable word to fit in each space.

Number your answers 1 - 12. Do not write out the whole passage.

The 1 little pig quickly built his house from 2 and lay down to rest.
The <b>3.</b> little pig built his leaf house with sticks and <b>4.</b> When his house was finished he settled down to rest on his veranda.
The <b>5.</b> little pig built his house with <b>6.</b> over several days of hard work. He then slept.
That same day, the big bad <b>7.</b> from the village blew down the first little pig's house and gobbled him up greedily.
Next, the big bad dog trotted on through the forest and sniffed the second little <b>8.</b> , blew down his house and ate him too.
Then, the dog came to the brick house where the third little pig was still sleeping  9 He tried to blow down the house but no matter how hard he 10, he could not blow down the little brick house.
Finally, the big bad dog was <b>11.</b> and so he limped back to the village and <b>12.</b> went back to that part of the forest again. The third little pig woke up and opened his door to a beautiful day.

### Language Study

Read the sentences below. Can you write each sentence in a different way without changing the meaning? The first one has been done for you as an example.

- The big bad dog ate the pigs.
   The pigs were eaten by the big bad dog.
- 2. The dog blew down the leaf house.
- 3. The third pig made bricks from cement.
- 4. The dog was exhausted so he limped home.
- 5. Pork was the dog's favourite breakfast food.
- 6. It was a beautiful day when third the pig opened his door.

## 10

#### **Unit 12: Architecture**

#### **Spelling**

Use the clues to find the right word from this week's spelling list.

- The early part of the day between dawn and lunch. \_ \_ \_ i \_ g
   Long reptile without legs \_ \_ a \_ e
   An animal with four legs \_ \_ g
   A building material made by mixing cement with sand, small stones and water \_ \_ \_ e \_ e
   Very high body temperature, a sign of illness \_ \_ v \_ r
   not closed \_ p \_ n
   He \_ o \_ s to school every day.
   If I had been ready, I would have \_ \_ \_ e to church with my mother.
- Oral and Writing

Editing your written work and improving it is very important. What should you do each time you edit? Read through these helpful guidelines and tips.

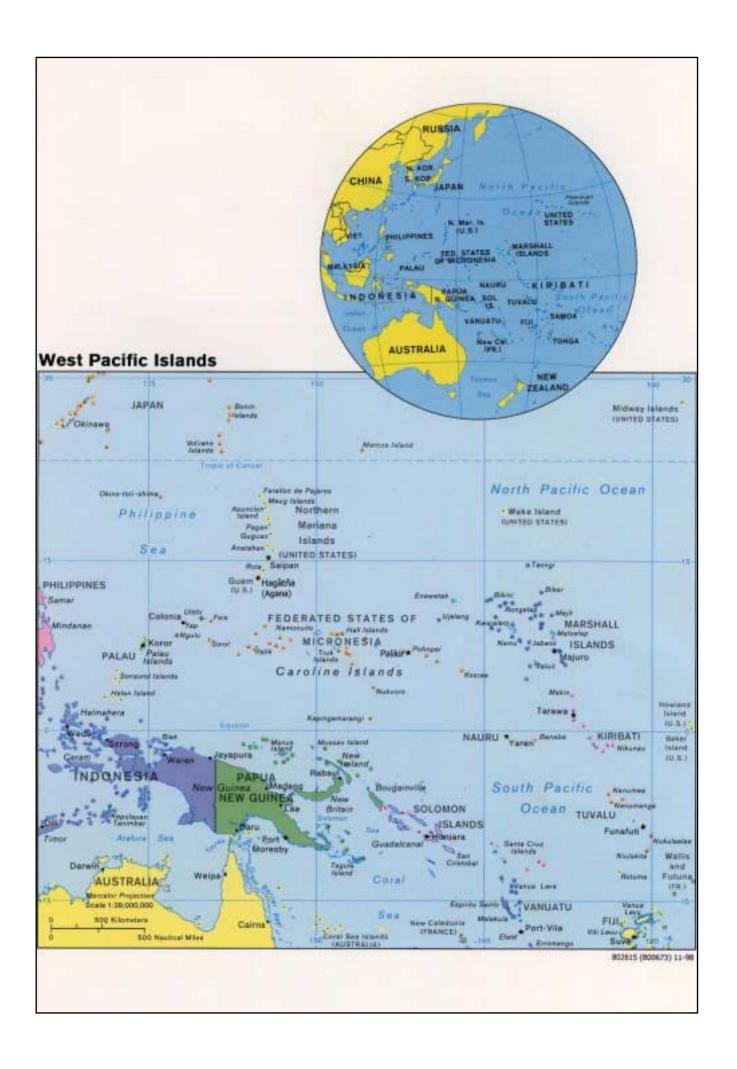
- Check that your text makes sense.
- Check that the text is written in full sentences.

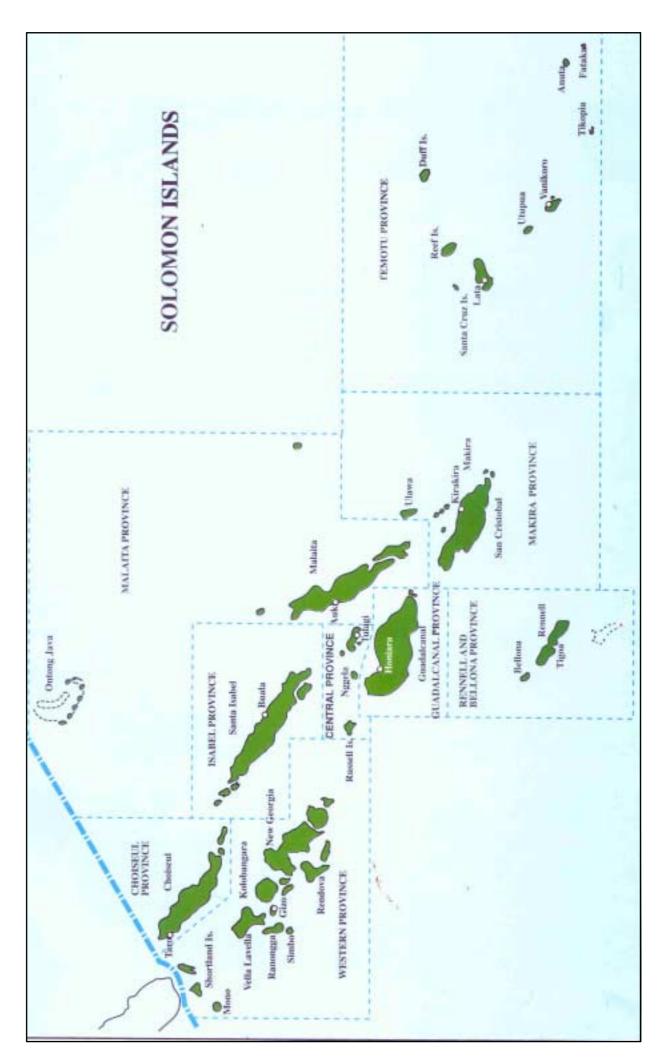
9. \_\_e \_\_ frangipani are my favourite flowers.10. "Are \_\_o \_ your books?" asked my teacher.

- Can any vocabulary be added to expand the sentences and make them more interesting?
- Check all the spelling and punctuation.
- Check that the grammar is correct.

Edit your work with a partner. Read each others' drafts and talk about how each one can be improved.

Remember the work you did today on expanded sentences. This would be a good way to make your story more interesting.









## **Notes**

## **Notes**



Nguzu Nguzu English Standard 5

## Nguzu Nguzu English

# Pupil's Book 3



**Standard 5** 

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