Nguzu Nguzu English

Pupil's Book I



Standard 4

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nzaid

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A Note to the Pupils

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

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

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

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

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

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

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

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

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

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Reading - Lego's New Adventure

Read the text about 'Lego's New Adventure' in your reader. Discuss new words and phrases with your teacher and try to pronounce them correctly.

Comprehension

Read the text again and answer these questions. Write the answers in your exercise book.

- 1. What does the word 'intend' mean?
- 2. Why did Lego choose the site near the river for her garden?
- 3. What did she enjoy doing while in Honiara?
- 4. List three of Lego's new experiences.

Language Study

The words in the box are names of important buildings that are found in towns and villages.

post office	market house	market house bank	supermarket
church building	kitchen hut	Dank	clothing shop

Talk about them with your teacher. Find out what they are used for. Write your own sentence to explain each word.

For example:

Post Office.	A building where we buy stamps and send and collect parcels and letters
Church.	
Bank.	

Spelling

Copy the spelling list into your exercise book and spell them out to the person sitting next to you.

all post office
one church
be supermarket
and bank
said building



◆ Oral ◆ Writing

Work in your groups.

Take turns to talk about any trip or adventure you have had recently. Ask each other questions. For example:

The first person recounts their experience.

The next person asks a question.



Last Christmas I went home on *Ramos Three*. The sea was calm and everybody in the boat enjoyed the trip. Some men sang happily.





No, they really behaved themselves.



Yes, it was raining late in the afternoon.

Was there heavy rain during the trip?



Write a recount about a trip or adventure you have had.

Remember your recount must be in the past tense because the trip or the adventure has already happened.

Here are ideas that may help you to start writing your recount.

Last week Last month

Last year

Two weeks ago

A long time ago

Last weekend On Saturday

During December last year

The year before last

It was very late at night when I noticed something very strange.....



Last year, as I was walking home, I became aware of a sound which really made me afraid.....

I will never forget the time that my sister and I got caught in a sticky bush.....

Reading

Read the text about Lego's House. Look for the new words. Try to remember them.

Lego's House

New words

Phrases

strips, supper, idea

listened with interest, in that case

Lego lived with her parents in a house made of sago palm leaves. The floor was made from strips of betel nut trunk. The house was in Baunakunu, a village in the mountains of Malaita Province.

Lego spent her days going to primary school in the village, helping her parents in the garden, feeding the pigs and collecting water from the nearby stream. She had not been to Honiara.



One afternoon while she was sweeping behind the house, she saw a group of girls telling stories under an Abalolo tree in the middle of the village. The tree was next to the church. She wondered what they were talking about and listened with interest as her best friend Flory told them about life in Honiara.

Flory was a student in Honiara High School. She always returned home for the holidays. "I wish I could go to Honiara," thought Lego.

Early the next morning her mother told her to go and collect some water. On her way she stopped at Flory's house and talked with her.

"I heard your story about Honiara yesterday and I intend to go to visit my uncle in Honiara, but how will I get there?" she asked.

"You must have enough money to buy a boat ticket and when you get there you will need money to buy things from the shops," answered Flory.

"Oh dear! In that case I must do something to earn money," Lego replied.

"You could plant vegetables and sell them to raise money," suggested Flory.

Comprehension

Read the passage again and answer the questions. Write the answers in your exercise book.

- 1. What did Lego do each day?
- 2. What is a student?
- 3. Where would Lego go to collect some water?
- 4. What does Flory tell Lego?
- 5. What does 'raise money' mean?

Handwriting

Watch carefully as your teacher writes and joins up letters on the blackboard. Copy the letters and practise joining them up and writing in straight lines.

crea dr nd kn ain crea dr nd kn ain

◆ Language Study

Words of direction such as *north*, let you describe which direction you are travelling. Other words such as *near* or *far* let you describe position and place. Complete the following by choosing the correct word from the bracket.

1.	I have decided to travel	to my sister's house for a holiday. (north, with)
2.	The island of Malaita is	of my island. (east, near)
3.	My school is	_ to my house. (close, south)
4.	Do you live	_ my village? (far, in)
5.	Go directly	and you will find the store. (west, far)

Complete the sentences with the correct preposition below. The picture will help you.

	about to with of at on		
1.	What is Lisa looking	_?	
2.	What is David reading	_?	
3.	What is the cat dreaming	?	
4.	Who is Andrew sitting?		
5.	What is the table?		
6.	Who is mum talking?		



Work in groups of four.

Take turns to describe the type of buildings that each of you live in, or that you have seen in the Solomon Islands. For example:



The building I am living in is made of sago palm leaves and bush sticks.

The post office building I saw in town is made of bricks and concrete.

The roof was covered with corrugated iron.





Read through the description 'My House', by Nikson Vaji.

Discuss the description with your teacher. Talk about some of the things Nikson wrote about his house. For example:

What type of house does he live in?

Where is it built?

What do you know about the windows and doors in Nikson's house?

My House by Nickson Vaji



My house is built from local materials on the Island of Isabel. It has two bedrooms and a living room. There are four windows and two doors in my house. The living room is where we spend most of our time, because it's bigger than our two bedrooms.

The roof and walls of my house are made from sago palm leaves. The floors are made from palm tree trunks. Bush vines are used to tie the roof and walls together with sticks to make them strong.

Continue with the writing you started yesterday.

Reading

This text comes from your Reader. Read it silently and think about Lego's plan.

Lego Earns Some Money

New words Phrases

displayed, murmured, medium sized, overjoyed

On Saturday morning Lego decided to sell some of her produce at the market.

She picked some Chinese cabbage, a medium sized dish full of green peppers and a coconut basket full of cucumber. She displayed the vegetables, put prices on them and waited.

Everybody was surprised to see Lego's fresh vegetables and they were sold quickly. She counted the money she had earned that day. She had earned \$54.00.

"That's for the boat ticket," Lego murmured to herself.

By the end of the following month her watermelons were ready. She sold them all in a week. She earned a total of \$250.00. Lego was overjoyed. She told her friends about the money.

Comprehension

Read the passage again and answer the questions below. Write the answers in your exercise book.

- 1. Which vegetables did Lego take to the market?
- 2. What did she do so that people would know she had vegetables for sale?
- 3. What was Lego going to buy with the money she earned on the first Saturday?
- 4. How much money did Lego earn on the first Saturday?
- 5. Why was Lego overjoyed?

Spelling

Choose six words from the spelling list and write a complete sentence about each one.

all post office one church

be supermarket

and bank said building

Underline the word you use.

For example:

Jerry posted his letter at the post office this morning.

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Unit 1: Where We Live

◆ Language Study

Countable nouns describe things we can count.

For example:

people,

pupils, (How many *pupils* are in the class?)

stones.

Uncountable nouns describe things we cannot count.

For example:

water,

(How much *water* is in the tank?)

sand,

sugar,

petrol.

Use many or much to complete the following sentences. Decide whether the noun is countable or uncountable to help you do the activity.

1.	How people are standing in the village market square'						
2.	am not able to tell you howdiesel is in my tank.						
3.	Do not put toosugar in your cup.						
4.	How money do you need to buy a new pair of shoes?						
5.	There are not very people living in our village.						
Ch	Choose the correct word from the bracket.						
1.	There are quite aof animals in the island. (lot, many)						
2.	Will it cost? (much, many)						
3.	There areof fruits on the tree. (much, plenty)						
4.	You can earnof money if you work hard. (many, lots)						

◆ Oral ◆ Writing

- 1. In groups, prepare an announcement for the radio to advertise your products for sale at the market. Think about your products, where they were grown and how much they will cost.
- 2. Write a poem about your favourite fruit or vegetable.

 Draw pictures to go with your poem. Read your poem to other pupils in the class.



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Unit 1: Where We Live

Reading

Read the text together with your teacher. Look for the phrases. Do you understand them? Ask your teacher.

Lego Sees Honiara

New words

packaged, explained

Phrases

pair of slippers, mixed goods, few things, tinned foods

On Saturday morning Lego went with her aunt to the market and to a nearby second hand clothing shop. She bought Lego some clothes and a pair of slippers.

Next they went to a supermarket. Lego went through the rows of shelves admiring the different types of packaged and tinned foods and the display of fruit and vegetables. Her aunt bought a few things from the supermarket.



On Monday, Lego went with her aunt to the ANZ bank. "What is this building for?" asked Lego.

"This building is called a bank. It is a place where people keep their money. They can come and take it out any time they want," answered her aunt.

Next they went to the post office. "This is where we send and receive letters. I'm going to buy a stamp then send this letter to a friend," explained her aunt.

"How will your letter get to her?" asked Lego.

"My friend is overseas, so this letter will go there in an aeroplane," answered her aunt.

Lego spent two weeks with her uncle's family. She visited many places in the town. She enjoyed riding on buses, watching videos, eating ice cream and going to the shops. She bought some presents for her sisters and a few things to take home. Her uncle bought a bag of rice and some mixed goods for her family.

Comprehension

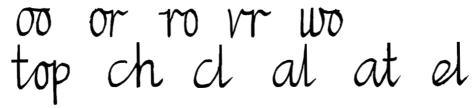
Read the passage again and answer the questions. Write the answers in your exercise book.

- 1. What is 'tinned food'?
- 2. What happens at a bank?
- 3. Explain what happens at the Post Office.
- 4. What is a 'bus'?
- 5. What does 'going to the shops' mean? Why would Lego do this?

Handwriting

Copy the letters from the blackboard.

Practise writing in straight lines and make sure all your letters and words are the same size.



◆ Language Study

Some names are made shorter by using only the first letters of the words in the name. For example:

ANZ means 'Australia New Zealand'. These are called abbreviations.

Find the meaning of the following abbreviations. Then put each one in a sentence.

 pm and am ———————————————————————————————————	4. BC and AD ———————————————————————————————————
-	
2. MP	_ 5. NE, SW, NW and SE
3. USA and UK	6. SI
o. OOA and OK	O. O I

A verb is a doing word. It tells what people, animals or things do. Look at these examples.

The teacher **opens** the door. The soccer stars **play** very well.

The vegetables **grow**. The sun **is** shining.

Do this exercise in your exercise book. Underline the verbs in this passage.

Prema opens the curtains and the choirboys from Sita village are standing on the stage. They sing sweetly. Jenny stands up and dances in front of the crowd. Everybody claps their hands. Jenny walks up to the choirboys. She stands with them and pretends to sing but she doesn't know the song. Prema and Willie lead Jenny from the stage and back to her seat.

◆ Oral ◆ Writing

Imagine you are Lego. Talk about a diary with times for a three day visit to Honiara. Tell the rest of the class about your schedule. For example:

Saturday	am	pm
visit the PO	8.00	
watch a video		8.30

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Unit 1: Where We Live

2. Pretend you are Lego.

Write a letter to a friend about your exciting visit to Honiara.

Aiarai Rimary School Rohinari Rostai Agency. West Are Are South Malaita. Malaita Province. 26 th August 2002.
26 [™] August 2002.
Dear

Describe all the interesting things you did and places you visited.

Parts of this letter will recount Lego's visit. Remember to put:

your address at the top of your letter,

a date,

a greeting,

a farewell.

Make your handwriting neat and clear and remember to join up the letters.

Write in straight lines.

Read your letter to the person sitting next to you.

Reading

This text tells you more about dwelling places. Do you recognise any of the places? Is there one like this near you? Look for the new words.

Shelter

New words

Phrases

shelter, weather, depends, temporary

natural materials, disaster strikes, deal with

People in the Solomon Islands build different types of shelter to live in.



In the Solomon Islands house building depends on available natural materials and the weather. In places where many trees, sago palms, bush vines and long grasses grow, people make their houses from these materials.

In some places, houses and other forms of shelter are made from palm trees. Most houses in villages in Solomon Islands are built from bush materials.

In towns, the roofs of houses are usually made from corrugated iron.

To help keep the sun out and the houses cool, the roofs are large and the walls have small windows high up near the roof. Outer walls and roofs are built to deal with the kind of weather in the country. In some places people have to keep moving around and live in temporary shelter such as tents and caves. This also happens if a disaster strikes.



Some of the disasters that occur here in the Solomon Islands are cyclones, earthquakes, fire and floods.

Comprehension

Write true if the statement is true or false if it's not true. The sentences in the passage will help you complete the activity.

- 1. Most houses in the villages of Solomon Islands are built of timber and corrugated iron.
- 2. Sago palms and bush vines are used to build village houses.
- 3. There are different types of houses in towns.
- 4. Most houses in towns have corrugated iron roofs.
- 5. Most people in Solomon Islands use tents as their shelter.
- 6. The kind of houses people build in Solomon Islands depends on available materials.

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Unit 1: Where We Live

◆ Language Study

W	rite the correct	form of th	e verb in brack	ets in the spaces	
 3. 4. 6. 8. 	The women My sister In the villages There When disaster A house built of The sun is	b b clothes people _ many me struck peo on stilts out i	s every day last y in ho ore houses in tov	the village. (weaver year. (sew) ouses. (sleep) wns than in the vill onts for temporary s clone. (collapse)	ages. (is)
	Spelling				
	-	spell the s	spelling words v	without looking a	t them.
VV	ork in pairs.	he	said	church	bank
	one			supermarket	
Th 1. 2.	this exercise e missing wor Last Christmas disagreed with Lego's husbar was mislaid by from the	in your exerds are from on the plan. He had sent a part the The contract of the The contract of the	ercise book. We n the spelling lis ur elders planned le it will be urcel to her last w, so she went	rite the missing vest. If to build a new choo expensive. If yeek for their daug	words in the sentences. The part of the elders In the parcel of the parcel of the most outstanding
	Oral 🔷 Wr	riting			
	ork with a part out shelters. F	What mat	terials are used ag the roofs of houses?	Practise asking a	Sago palms or coconut palm leaves.
	3	7			III LOWII.

Continue the activity until everyone has had a chance to ask and answer questions.

Write a short description of your house.

Think of these questions when writing your description.

- 1. Is your house built in the village or town?
- 2. Is it built near the seashore or up a hill?
- 3. Is it built from local or modern materials?
- 4. What are some special things about your house?

My House	

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Unit 1: Where We Live

Reading

Read the text below silently. Try to picture what the text is talking about.

Dwelling Places

New words

priority, suffer, privacy, rocky electricity,

Phrases

dwelling places, urban area, human beings, man-made, rural areas

I am the most important thing in the whole world.

Human beings and animals need me.

I am their first priority. Without me they would suffer.

I keep them from rain, sun, wind and give them privacy.

In rural areas, I am mostly made of bush materials.

I can be made of sticks and sago leaves.

I can be made of bamboo and betel nut trunk.

I sometimes come in small or big sizes.

In urban areas I come in bigger sizes.

I am in different shapes and style.

I can be used for sleeping or working.

I can be used for playing games

or dancing.

I am made of concrete and timber, iron

and copper, pipes and fittings, nails

and screws.

I have many rooms with electricity.

I live right up in the mountains.

I live on the beach. I live along the river.

I live in the valleys. I stand on man-made islands.

I stand on rocky or muddy soil.

I am your dwelling place.

by Ellen Wairiu



Comprehension

Read the poem, 'Dwelling Places' again and answer the following questions in your exercise book.

- 1. What kind of feelings do you have when you read this poem?
- 2. How useful are dwelling places?
- 3. Why do you think the poem says 'human beings and animals need me'?
- 4. Which materials are used for dwelling places in rural areas?
- 5. Which materials are used for dwelling places in urban areas?
- 6. Where are dwelling places found?
- 7. Make a list of all the words in the poem that describe a place or position e.g. beaches.
- 8. What is a 'priority'?

Language Study

Study the two examples below.

We say;

Peter works **in** the bank. (correct) not Peter works **on** the bank. (incorrect)

Make up some sentences using these prepositions:

in,	on,	•	above,	of,	under,	beside,	below,	
across,	beyond,	along.						

Now, copy the sentences below into your exercise book using the correct preposition.

For example:

		I live up	_tne mountains.	I live up <u>in</u> tne mountains.
1.	I live	the beach	. (in, on)	
2.	I live	the river. (along, of)	
3.	I come	different	t shapes and styles. (in, o	of)
4.	I am made	econ	crete and timber. (under,	of)

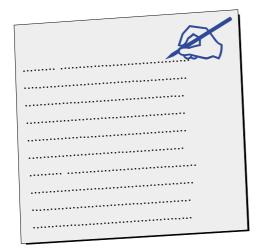
Spelling

Copy the spelling words into your exercise book.

Try and pronounce them correctly. Work in pairs. Say and spell them.

on	wondered
at	moist
his	freight
not	imagine
as	modern

◆ Oral ◆ Writing



Write a short poem about dwelling places.

Discuss a plan for your writing with the people in your group.

You may write about your dwelling place or you may write a poem about dwelling places that you know well.

Read the poem to the class when you have completed it.

Work with a partner and play the game 'What am I?'



I live in town.

My body is made of bricks.

People keep stamps and envelopes in me. What am !?

Are you a post office building?



Here are some building which you could describe.

Supermarket, police station, school, church, canoe shed

Reading

Listen carefully while the teacher reads this text to you. Listen to the pronounciation of all the new words and phrases. Can you spell any of the new words?

Kini's Village Routine

New wordsdaily, experienced, preferred
structure, woven, routine

Phrasesprobably true, desired length, most admired some occasions, swampy soil

It is probably true to say that village life was quiet and relaxing long ago. People were not worried about keeping time.

This is a story about a young woman called Kini and her daily routine.

Kini lived in a two bedroomed house built by her older brother. Her house was not far from her brother's house. She had lived with her brother's family, but then decided to live on her own.

The roof and the walls of her house were made of sewn sago palm leaves. The floor was made of strips of bamboo woven like a pandanus mat. The posts were made from strong tree trunks taken from trees grown in swampy soil.

First Kini chose the best trees. She cut them down and then cut them to the right length. The trunks were carried back to the building site. The bark was peeled off and the tree trunks were left to dry for two days.

The men did the digging and built the structure of the house while the women sewed the sago palm leaves together for the walls. They didn't need many nails for the whole house, because the sewn sago palm leaves were tied to sticks to make the roof and walls.

Kini moved into her new home and experienced being on her own for the first time. Every morning she woke up and prepared breakfast or ate what had been left from the previous evening's meal. Then she went to her garden.

Sometimes she preferred telling stories with the other village girls during the morning and then she would go off to the garden in the evening.

Sometimes she went fishing and searching for shells on the reef close to her village.

She made sure the church was clean and tidy before each evening's service. Kini was hard working and so she was the most admired woman in her village.

Comprehension

Copy these sentences into your exercise book. Use the story about Kini to help you complete the missing words.
This is a story a young woman called Kini her daily routine. Kini in a two bedroomed house her older brother. The roof the walls made of sewn sago palm leaves flooring was made strips bamboo woven like mat.
◆ Handwriting
Copy this passage in your very best joined-up writing. Remember write in straight lines and make your letters and words the same size.
Kini moved into her new home and experienced being on her own for the first time. Every morning she woke up and prepared breakfast or ate what had been left from the previous evenings meal then she went to her garden.
◆ Language Study
Find these words in the dictionary and find out what they mean. Then write your own sentences using some of them. routine experience prefer purpose relax admire occasionally manage
For example: I admire how Ana is able to dribble the ball. After the game, the boys went to relax under the shady trees.
Many verbs form their past tense by adding 'ed' on the end. For example, if the teacher had opened the door yesterday, the sentence would read: The teacher opened her door.
Some verbs are irregular and change into a new word for the past tense. For example See - saw draw - drew swim - swam eat - ate
Write the past tense form of the verb in the empty spaces in each of the sentences.
 Mark very hard in his mother's new garden. (work) Last night the policemen a suspicious car along the highway. (see) Standard four pupils from Aimela primary school a friendly game against standard four from Koilovala school. (play) This morning Rocky his canoe to Marapa Island. (paddle) Last year Trishia at Kaibia village but now she is living at Lengakiki Ridge. (live)

◆ Oral ◆ Writing

Talk about what people in your village usually do each day. This is called a daily routine. Write up a report of what you have discussed.

Then, write this report and read it to the class. Check for spelling mistakes and punctuation marks.

Daily Routine
In the village, people go to the gardens to collect vegetables.
In the village, people clear new areas for gardening and collect firewood for cooking.
In town, people work in offices, go shopping and visit friends.

Reading

This is a report about a hospital. The text gives you important facts about hospitals. Read it carefully and try to remember all the important facts.

Hospital

New words

institution, restore, infection, requiring, isolated, seriously, risk, monitor, equipped, limited

Phrases

roughly built huts, casualty ward, Intensive Care Unit (ICU), out patients

A hospital is an institution that provides medical services for the community. Doctors, nurses and other officers work in the hospital to restore health to sick and injured people.

Hospitals are clean buildings equipped with modern medical facilities. In some countries, however, hospitals are small roughly built huts or tents. Doctors and nurses work with limited drug supplies and medical equipment.

Hospitals are often found in the centre or near the main town of a province or country. In hospitals there are various wards specialising in different sicknesses.

Once a patient is admitted he or she is taken to a large room where there are many beds. This is called a ward.

The maternity ward is for mothers and new born babies. They are separated from other patients to prevent infection.

The surgical ward is for patients requiring an operation or recovering from one. The medical ward is for patients who need treatment with drugs. Children with measles or chicken pox are admitted to the children's ward. People who have been in a serious accident or have suddenly fallen ill are admitted

to the casualty ward.

The operating theatre is used when someone needs an operation. They are often isolated from the other wards to reduce the risk of infection.

The Intensive Care Unit (ICU) is a busy ward where nurses monitor patients who are extremely ill.

Some people go to hospital as out patients. They receive treatment but do not stay in the hospital.



Comprehension

Answer the following questions in your exercise book.

- 1. What is a hospital for?
- 2. Hospitals are important for whom?
- 3. What is a maternity ward for?
- 4. What are out patients?
- 5. If you were in a road accident, which ward would you be admitted to?
- 6. Where are patients monitored if they are extremely ill?
- 7. When a patient requires surgery, which ward does he or she stay in?

◆ Language Study

Read the sentences and match them with their correct words and phrases. The first example has been done for you.

Sentences	Words and phrases
An institution that provides medical services for the community Medicines used for treating sick people A person who has an operation would stay in this ward These are available for treating sick people in the hospital Children with chicken pox and measles would stay in this place Danger, not safe Germs can cause this Staying away from other people or places	children's ward drugs surgical ward isolated

Spelling

Go through the spelling words again, then do the exercise below.

on	wondere		
at	moist		
his	freight		
not	imagine		
as	modern		

Look at each word below and try to make other shorter words.

For	exam	ple:

'not' can make no, on, to, ton.

wondered	moist	modern	imagine	freight

◆ Oral ◆ Writing

Take turns to talk about any experiences you've had in a hospital or clinic. Here are some ideas to help you.

Has anyone in your family been to hospital?

Why did they go there?

What did the nurses or doctors do for them?

Did they stay in the hospital or clinic?

How long did they stay there?

Which ward did they stay in?

••••••
•••••
••••••
••••••
••••••
•••••••
••••••
••••••

Now, write a short recount about your experience in the hospital or clinic.

If you have not been to hospital, write a short recount about what you think would happen.

Begin your writing with a title. Here are some titles to help you.

When I was in Hospital An Accident at the Market My First Operation

9

Unit 1: Where We Live

Reading

Read this text silently. Your teacher will then read it aloud. Try to remember the different places where animals live. Look for the new words.

Animals' Dwelling Places

New words

habitat, tropics, extreme, challenge, roam, convert, caves,

Phrases

grassland to farmland, driest deserts, wettest rainforests, source of food, fresh water and salt water

Animals live in many kinds of places. The place where an animal lives is called its' habitat. Each type of habitat presents a special challenge to animals.

Those that inhabit the tropics face extreme heat. Those that inhabit the Antarctic face extreme cold.

Although animals face these challenges, they can be found everywhere on earth. They live in the mountains and in the deepest oceans. They roam the driest deserts and the wettest rainforests. They swim in fresh water and salt water and they live in caves under the ground.



When people convert grassland to farmland, they destroy the habitat and source of food for many animals.

Comprehension

Look at the text and fill in the missing words in each of the sentences. Then rewrite the sentences in order according to the passage.

1.	The place where an anima	al lives is called its'
2.	Those animals that	face extreme heat.
3.	Animals live on the	_ and in the
4.	Animals live in many	·
5.	When people convert	to farmland.
3.	They roam the	deserts and the wettest rainforests.

Handwriting

Copy the following in your very best joined-up writing.

Animals live in the mountains and in the deepest oceans. They roam the driest deserts and the wettest rainforests, They swim in fresh water and salt water and they live in caves under the ground.

Language Study

Words such as in, on, for, of, by and through are called prepositions.

Look at the sentences in the passage 'Animals' Dwelling Places' again. List the prepositions that you can see and use them in your own sentences. For example: 'Under'

I keep my canoe under the house.

Now, look at the picture and write five sentences, using a preposition in each sentence.

Here are some examples:

The young girls are dancing happily under the tree.

The boy is lying on the ground.





Oral • Writing

In groups of four, play the game, 'I am thinking of.......'
Think of an animal dwelling place you know well and ask your friend this question.
For example:

I am thinking of an animal dwelling place near my house.

Is it a cave?
Is it part of a fallen tree?
Is it a hollow tree trunk?
Is it your father's copra shed?



The person who guesses the answer correctly asks the next question.

Continue the game until everyone has had a chance to ask and answer a question correctly.

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	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
	111111

Continue with your writing about the experience in the hospital from the last lesson.

Check for spelling mistakes and punctuation marks.

Try to make your writing neat and tidy.

Reading

This text is a report about ants. It describes many different ants. Read the text carefully with your teacher. Look at the diagram when you read the text.

Ants

New words

extremely, storing, consists permanent, tunnels, extend

Phrases

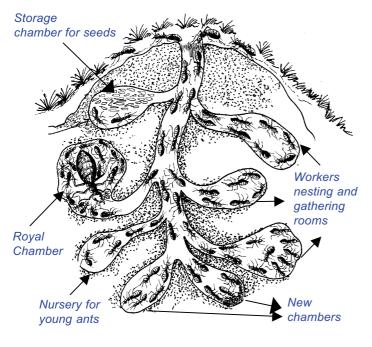
organised communities, social insects

Ants are insects that live in organised communities. They are known as social insects. Each type of ant behaves differently. Army ants live by hunting other insects. They march across the land in huge groups. They attack and eat any insects that they meet.

Another type of ant is known as a slave-maker ant. They raid the nests of other ants and steal the young, which they raise as slaves. Harvest ants gather seeds and store them inside their nests.

Ants live everywhere on land, except for extremely cold areas of the world. Ants live in underground tunnels. Some build earth mounds. Others live inside trees and hollow parts of certain plants.

Army ants do not have permanent nests. A community of social insects is called a colony. Ants live in colonies.



This drawing shows the nest of a colony of harvest ants. The nest consists of various chambers and connecting tunnels. The tunnels extend through the mound and go deep underground.

The Royal Chamber houses the queen ant and her eggs.

Several chambers serve as 'nurseries', where the workers care for the growing young.

Some chambers are used as gathering or rest places for the workers.

Harvest ants also have chambers for storing seeds. As the colony grows, the workers make more chambers and tunnels.

Comprehension

Answer the following questions in your exercise book.

- 1. What do army ants eat?
- 2. Ants are insects that live in organised communities. What word describes that type of group?
- 3. What behaviour is usual for slave-maker ants?
- 4. Where do some ants store seeds?
- 5. Is there anywhere in the world where ants do not live?
- 6. Where are ants often found living?

Language Study

'Past tense' describes things that happened in the past.

Some action words or verbs form a new word in their past tense.

These are known as irregular past tense verbs.

For example,

sing **to** sang,

grow to grew,

drink **to** drunk.

Copy the words below into your exercise book and change them into the past tense. The first two are done for you.

1.	is	<u>was</u>	4.	meet	 7.	shake
2.	eat	ate	5.	dig	 8.	make
3.	steal		6.	grow	 9.	see

Spelling

Say and spell the words below with a friend.

on wondered at moist his not imagine as modern freight

◆ Oral ◆ Writing

Walk around the classroom or the school compound and try to find an ant's nest.

Observe carefully the movement of the ants Identify which is the army ant and which is the harvest ant.

What other ants can you find? Report your findings to your group and then to the teacher.





Write a short recount about your observation walk to find ants.

Where did you go? Which ants did you see?

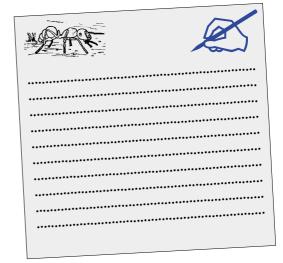
You might describe the ants. Think of their size and the way they move.

Are they fast or slow?

Do they move around in groups or individually? What other things do you notice about their behaviour?

What conclusions would you make after your observation walk?

Sing any song you know about ants.



Reading - Paulo's New Experience

The text in the Reader for this unit is a narrative.

Read 'Paulo's New Experience' by David Sokaika with your teacher and your class.

Comprehension

Re-read the story silently. Answer the questions below.

Answer each question using a complete sentence. Do this in your exercise book.

- 1. Why did Paulo not feel like eating?
- 2. What did Paulo's aunt need at the shop?
- 3. What did Paulo say to the girl sitting at the first counter?
- 4. How much did the tin of milk powder cost?
- 5. Why didn't Paulo pay for all the items he had collected in his shopping trolley?
- 6. How do you think Paulo was feeling as he left the supermarket?

Language Study

Copy these sentences into your exercise books. After listening to your teacher, write instruction, warning or command in the bracket at the end of each sentence.

1.	Clean up the kitchen. ()		
2.	Don't go there, you'll hurt yourself. ()		
3.	Come with me to the garden. ()		
4.	To plant vegetables, dig a hole two centimetres deep and put in the seeds.()
5.	If you play outside during the rainy season, you may get sick. ()		
6.	Beware of dogs. ()		
7.	Come here and I'll show you what to do. ()		
8.	To arrive at the correct answer, add the two numbers then divide by four. ()	
9.	Danger, 11,000 volts! ()		
10.	. Finish what you are doing before you go home. ()		

Spelling

Study these words. Think about how to say the words.

Think about how to spell and use the words correctly.

Copy the list of words into your exercise book.

Use the spelling strategy - Look, Cover, Remember, Write, Check (LCRWC). This will help you learn how to spell the words. Your teacher will help you.

was	burn
it	stop
so	empty
they	turn
we	shop

◆ Oral ◆ Writing

A Short Play

You are going to work in a group. You are going to make up a short play.

You are going to act out your play to the rest of the class.

Your play will be based on the story 'Paulo's New Experience'.

Your teacher will help you to dramatise the story.

Remember the characters are:

- a) Paulo's parents
- b) Paulo
- c) Two shop assistants
- d) Paulo's aunt
- e) An old woman who is shopping

You might also want to use a narrator. This is someone who links the story together. Talk about this with your teacher. Present the play to the rest of the class.

Writing a Story

Talk with your group.

Talk about something that happened to you that had a funny ending.

Talk about something that happened to you that had a frightening ending.

Think about what it feels like to be in a place that is unknown or new to you.

Write a story about what might happen to Paulo's cousin if he visited Paulo's family in Palolo.

Remember to think about these things while writing your story.

Where does the story take place? When? Who are the characters?

What strange thing might happen?

What could go wrong for Paulo's cousin - or

for one of the other characters?

How could this problem be solved?

How could this problem be worked out?

Who is involved in solving it?

How is it solved?

Is everyone happy in the end?

Before writing think about whether your story will be funny, sad, or perhaps frightening.



Reading

This text is taken from a newspaper article. Your teacher will help you with the new words and phrases.

Population Increase in Solomon Islands

New words

population, million, government, thousand

Phrases

half a million, work for themselves, health care, almost doubled.



Solomon Star

No.1974

Tuesday 30 October, 2001

\$2.50

Population Increase in Solomon Islands

In the 1970's and early 1980's the number of people in Solomon Islands grew very quickly. The number of people living in a place is known as the population.



Between the year 1986 and 1999, the population almost doubled. There were nearly half a million people or five hundred thousand people living in Solomon Islands by



1999. People think that by the year 2024 the population will double again. This means that the number of people in Solomon Islands will be more than nine hundred thousand.

The government will have to look after all of these people. Everyone will need good health care. There will need to be more schools. There will need to be more jobs. The government will need lots of money to do all these things.

At the moment there are about sixty thousand jobs in Solomon Islands. Many young people do not have jobs. In 1999

about twenty eight thousand young people were looking for jobs.

For the last 10 years, about 3,000 young people have left school each year. Only 500 of these are able to find jobs. The rest have to either work for themselves or work in their gardens. This is a problem for young people who leave school. It is also a problem for the Solomon Islands' Government.

The government has to think of a plan. The government has to try to make more jobs so that people can work. People need to work so that they can make some money to look after their needs. The government could look at helping farmers and fishermen to make more money. These are good jobs for people in Solomon Islands to do.



Comprehension

With the rest of your class, read the text and find all of the dates given in the newspaper article. Make a list of what happened on each date. What might take place in the future? What might happen by 2024?

Work with a partner. Talk about what will happen if there are a lot more people in Solomon Islands. You could talk about some of the problems that could be caused by a large population.

Will there be enough food?

Will there be enough nurses and doctors to look after everyone?

Will there be enough schools?

Will there be enough jobs?

Can you think of other things that would be important?

Present your ideas to the whole class. Listen to the ideas of your classmates.

Handwriting

Practise and improve your handwriting. Copy the passage below into your exercise book. It is from the newspaper article you have read today.

Be careful to think about joins and spaces in your writing.

People think that by the year 2024 the population will double again. This means that the number of people in Solomon Islands will be more than nine hundred thousand.

Language Study

Copy the sentences below into your exercise books. The full stops, capital letters and commas are missing. These are called punctuation marks.

Put the correct punctuation marks in each sentence.

- 1. the population of solomon islands is very high
- 2. the population is growing very fast
- 3. billy and john left school this year
- 4. alice billy and john are looking for jobs
- 5. billy wants to be a mechanic but alice wants to work in a store

Singular and Plural

Most nouns can be singular or plural. Singular means one. Plural means more than one.

Now, copy out the list and fill in the missing words. Can you add some more examples to the list?

Singular	Plural	Singular	Plural	Singular	Plural
1. tree	<u>trees</u>	4. cat		7. donkey	
2. house		5. shop		8. boy	
3. dog		6. friend		9. party	

Oral Writing

Asking Questions

Look at the newspaper report again. You will have talked with your teacher and your class about it. Write down some of the important things to remember from the report.

You are going to ask your parents or another adult you know some questions about the newspaper article. This is called an interview. Interview them about population growth in Solomon Islands.

Think about what you would like to find out. Write some questions. Here are some questions that you might use to start your interview.

Are there too many people in our village or town?

Why is this so?

Are there any problems in the village or town because of this?

Are there more people living here than a few years ago?

How many people lived here when you were a child?

Bring the answers from your interview back to class. Be ready to tell the class what the person you interviewed said. Listen to what other pupils found out. In your class discussion talk about the interesting things you have found out.

Finishing Your Story

Go back to the story that you started writing yesterday.

Remember to check your first draft.

Once you have finished, read the story through.

Can you make it better?

Have you checked for spelling mistakes?

Are the capital letters and full stops in the right places? Are there any other mistakes?

When you have checked everything then write out a good copy.

You could draw a picture to go with your story.

Reading

This is a cartoon. The text and the pictures will help you to understand what is happening. Read the text and study the cartoon pictures.

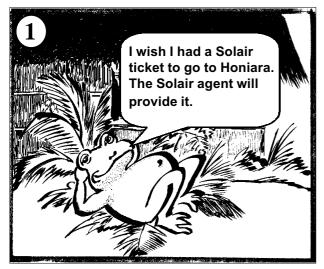
Mr. Frog and the Fantastic Dream

New words

brought, domestic, terminal, arrival, ticket passengers, coat, agent

Phrases

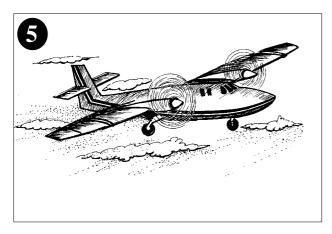
my goodness, take your time













Language Study

Look at the list below. Copy the words with a silent letter into your exercise book. Underline the letter that is silent in each word.

knee comb
science happy
knot knowledge
write house
knife plumber
flat shop

Comprehension

With your class look at the cartoon again. Make a list of the events that have happened so far. Talk about what might happen to Mr. Frog next.

In your exercise book list the next 3 things that might happen.

Here is an example of the next thing to happen.

Mr. Frog meets his niece as soon as he passes through the arrival gate.

Look at the title of the cartoon.

Why do you think it is called 'Mr. Frog and the Fantastic Dream'?

Now, study the cartoon then answer each of the questions below with a complete sentence. Write the answers in your exercise book.

- 1. Why did Mr. Frog arrive so early at the airport?
- 2. Where was Mr. Frog when the airline agent gave him his ticket?
- 3. Make a list of some of the things that Mr. Frog imagined?
- 4. What did he wish he had to keep him warm? Why was that?
- 5. What is a domestic terminal? Why is it called that?
- 6. Why do you think it was cold 'up here'?
- 7. What do you think Mr. Frog meant by 'the clouds are resting on the roof'?

Spelling

Your teacher will tell you how to test your partner on this week's spelling list. You will check your partner's spelling. Ask your partner to write out any words that they spelt wrongly. Let your partner test you also.

◆ Oral ◆ Writing

Using the list that you wrote for the comprehension activities to talk about what you think it would be like to fly in an aeroplane for the first time. Here are some questions to help you.

What are some of the interesting things that could happen?

What are some of the funny things that could happen?

What are some of the frightening things that could happen?

Complete the Cartoon

Add three more cartoon pictures to 'Mr. Frog and the Fantastic Dream'.

Show what happened to Mr. Frog after he passed through the arrival gate.

Draft your work first. Check your spelling. Read through your work to see if you could improve it.

Write out a good copy and draw the cartoon pictures carefully.

Reading

The text tells about a young boy's experience as he grows up. Read the passage with your teacher and think about what it means to have an education.

Education for What?

New wordsPhrasesunfortunately, trouble, believedhe really believed, have enough education,
a month later

John went to school in his home village. At the age of fourteen, he sat the standard six secondary selection entrance exam. Unfortunately, he was not chosen to go to secondary school. He stayed with his parents in the village. He helped them in their gardens. Later in life he married a girl from a nearby village. After two years, his wife gave birth to a baby boy. They named him, Olo.

John found life quite difficult. He had no money for himself, his wife and the baby. He thought he would look for a job in town. With the education he had in primary school, he really believed he could get a job. He talked to his wife and she agreed that he should go to the main town of Solomon Islands.

He took a boat to Honiara a week later. Before he left his family, he promised them that he would write to them. On the boat he kept thinking about jobs. He had trouble sleeping. His Uncle Ben met him at the wharf at Point Cruz when he arrived. They went to his uncle's house.

During his days in town he called at many offices and shops. He asked for a job. He received the same answer each time. There were no jobs. He had not been to secondary school. In fact all the employers said, "Sorry but you do not have enough education."

A month later, he received a letter from his wife. She wanted him to come home. He had to find money to pay for his sea fare back home. He thought about this. He then decided to collect and sell bottles. After a few weeks, he managed to save enough money to pay for his ticket. He boarded the ship to return. He kept thinking, 'What is enough education?'

Comprehension

Read the passage above. After you have discussed it with your teacher read the questions. Answer these questions in your exercise book in complete sentences.

- 1. Where did John go to school?
- 2. Why did John not go to secondary school?
- 3. Why did John go to Honiara?
- 4. Do you think he made the right decision to go to town? Why?
- 5. How did he manage to earn money to buy his ticket to come home?
- 6. Why is it important that you to go to school?



Handwriting

Practise and improve your handwriting. Copy the poem and write in your exercise book.

A sailor went to sea, sea, sea, To see what he could see, see, see, And all that he could see, see, see, Was the bottom of the deep blue sea, sea, sea.

Language Study

Change the following sentences into the past tense.

For example: The boy plays the whole day.

The boy played the whole day.

- 1. The dog follows its master to the garden.
- 2. The girls play netball after school.
- 3. The baby stays with his mother at home.
- 4. The policeman walks quietly towards the thief's house.
- 5. The careless boy drops the glass on the floor.

◆ Oral ◆ Writing

When I Leave School

Talk with a friend about what you would like to do when you leave school. Think about where you would like to work. Would you need some special training? Tell the rest of the class.



I would like to be a carpenter when I leave school, because I'd like to build big houses. When I leave school,
I would like to be a
nurse. I like helping
people. I would like to
work in a clinic. I would
like to wear a uniform.



Make a list of jobs that people you know do for a living.

Which jobs would you like to do? Which jobs would you not like to do? Why?

Write some notes next to each job, giving your reasons for either wanting to do the job or not.

Here is an example:

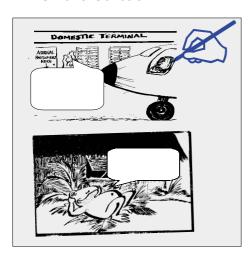
Nurse.

I would like to be a nurse. I like helping people. I would like to work in a clinic.

The work would be interesting. I would like to wear a uniform.

Unit 2: Village and Town

Finish the Cartoon



Finish the cartoon that you began yesterday.

Remember to draft your work first. Check your spellings.

Read through your work to see if you can improve it.

Write out a good copy and draw the cartoon pictures carefully.



Reading

Study the new words and phrases before reading the passage. Try to read and understand the main points in the passage.

This story tells more about Paulo and his experiences in the supermarket. Read it carefully and look for the new words and phrases. Try to imagine what you would do in a big shop.

Paulo at the Supermarket

New words

items, noticed, shelves, entrance

Phrases a price-label, rows of shelves

Paulo learnt many things when he noticed the way the goods were arranged on the shelves. They looked so beautiful with their many coloured labels. He nearly forgot all about the milk he was going to buy.

He kept on looking at the different items along the shelves. He found each item had been priced. Each item had a price-label stuck on to it. He decided to see if he could find an item without a price-label.



He followed each of the rows of shelves looking at every single item. After he had done that he suddenly remembered why he had been sent to the shop. He had been sent to buy some milk. He had nearly forgotten all about that!

Comprehension

Draw a picture to show what Paulo was doing in the shop. Write some sentences to explain more about your picture.

Language Study

Nouns are words that name something or someone. Copy the following sentences into your exercise book and underline the nouns. The first one has been done for you.

- 1. The man worked in Honiara for ten years.
- 2. The farmer kept his pigs, cattle and goats behind a fence.
- Last weekend the fisherman caught some bonito and some rainbow.
- 4. Men, women and children from our village were invited to a party at a nearby village.
- 5. The headteacher bought some books, pencils, rulers and some crayons for the school.
- 6. The fishermen saw a school of fish that contained bonito, rainbow and mamula.
- 7. The playing field was packed with people watching the games.

Unit 2: Village and Town

Spelling

Your teacher will check that you can spell this week's spelling words.

Find a suitable word for each meaning. Copy and complete.

The first one has been done for you.

- 1. A place where tinned foods and clothing are sold. This is a shop.
- 2. Something that has nothing in it.
- 3. To change direction.
- 4. To finish or end.

◆ Oral ◆ Writing

Discuss with a friend some of the reasons why Paulo was so interested in the items at the shop. Discuss this with your class and teacher.

First Time

Paulo found his visit to the supermarket so interesting because it was the first time he had been there.

Think of something you did or somewhere you went for the first time.

Talk about this with your teacher.

Choose one of these 'first time' experiences.

What did you find interesting?

Write a paragraph about your experience.



Reading

Read this funny story about an old man who talked without thinking. Do you think it is a true story?

Mixed Culture

New words

confused, opposite, young, criticise, sorry, bench, daughter

Phrases

across the road, joined their talk, had no idea, know what to expect

An old man from a village sat on the bench at the NPF Plaza in Honiara. He had come to town to buy some things at the shops. He saw a girl standing across the road and shook his head.

"Dear me," he said to the man sitting near him. "Look at that person over there with loose jeans and shoulder-length hair. You can't tell if it is a girl or a boy."

"She is a girl," said the man. "She is my daughter."

"Oh sorry! I had no idea that you were her father.
I was confused by the way she dressed," he explained.

"In town people dress in a different way than they do in villages."

"Yes, he's right," said a third person sitting next to the two men.



The old man turned and looked at the person who had joined their talk. The woman was dressed in very tight jeans and a T-shirt.

"Who are you?" he asked. "I am the girl's mother," she said smiling.

"Oh!" said the old man. "You should not criticise other people," the man and woman said together.

The old man replied in a shaky voice, "I'm sorry. All this is so new to me. I did not realise that things were so different in the town. Next time I come here I will know what to expect."

Comprehension

Read the text again then answer the questions with a complete sentence. Write the answers in your exercise books.

- 1. Where was the old man sitting?
- 2. Why was he confused about the young girl?
- 3. What was the old man critical of?
- 4. Where was the girl's mother sitting when the men were talking?
- 5. What do you think the old man thought about the people he saw?

Unit 2: Village and Town

that

for

but

had

are

bit

fit

lit

older

sold

Language Study

Replace the underlined words in each sentence with one word. Do this without changing the meaning of the sentence.

Study the sentence examples below:

The machine is not <u>of much use</u>. The carving was done <u>with great skill.</u>

The machine is not *useful*. The carving was done *skilfully*.

Now complete these examples. Choose the answers from:

successful, carefully, powerful, helpful.

- 1. The nurse lifted the baby with great care.
- 2. My mother said I was a help in the house.
- 3. Our meeting was a success.
- 4. This engine is <u>full of power.</u>

Spelling

Look at the spelling words for this week.

Can you read the words?

Can you say these words correctly?

Do you know what each word means?

Copy these words into your exercise book.

Use the Look, Cover, Remember, Write, Check strategy to help you to learn these words.

◆ Oral ◆ Writing

Discussion

In groups of four or five, discuss the story of the old man.

On a large sheet of paper write down five reasons why young people should or should not be allowed to dress as they like. You could think about:

- culture, which means the way of life in your town or village
- what older people might think
- · independence

- differences
- where people live

Writing

Write a few sentences about what you think about what people should wear. Use some of the ideas that you talked about. You might have other ideas of your own.

Long shorts	
	١
	1

You could draw a picture of what you would wear if you had a choice.

Label your drawing. You could write some labels like these.

a long frilly skirt long shorts

a bright shirt a T-shirt with a picture on it

black shiny shoes boots

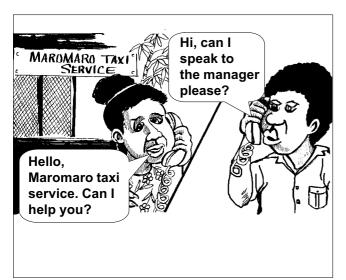
Reading

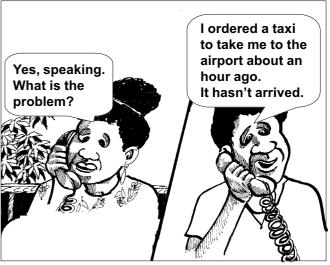
A man telephoned a taxi service company from a motel to complain that the taxi he had ordered to take him to the airport had not arrived. The man talked to the manager.

Telephone Call

New words service, ordered, indeed, usually, worried, manager, flight

Phrases can I help you?, what is the problem?











Comprehension

Read the conversation again. Answer the questions in your exercise books.

- 1. Was the taxi service a good one? Why do you think that?
- 2. Where was the caller calling from?
- 3. What did the manager say she would do?
- 4. Was the man happy with what the manager said?
- 5. Do you think the caller caught his flight?

Handwriting

Copy this piece of writing into your exercise book.

It is written in joined-up handwriting.

Can you make yours look the same?

Conch shells are picked up at the seaside. After a hole is cracked at the bottom, you can make a sound by blowing through it. These shells are blown to let people know important things are happening.

Language Study

Look at these examples.

Verb 'walk'

Today I *walk.* (This is the present tense)

Yesterday I walked all day. (This is the past tense)

The last letter of the verb sometimes has to be doubled before adding -ed.

For example:

Verb Past Tense stop stopped travel travelled

If a verb ends in 'y' the 'y' is usually changed to 'i' and then 'ed' is added to form the past tense. For example:

Verb Past Tense cry cried try tried

Copy the sentences below into your exercise book. Write them in the past tense. Use the verb in brackets.

1.	Last night Mary _	until midnight. (study)
2.	Yesterday Peter _	home from school. (walk)
3.	David the	ball beyond the edge of the playing ground. (bat
4.	Last night the bab	y because she was hungry. (cry)
5.	The boys t	he heavy box to the head teacher's office. (carry)

Unit 2: Village and Town

Prepositions

Prepositions are words that usually link two other words or phrases to show a relationship between them. Some examples of prepositions are:

in, about, near, under, before, from, on, to, across, beyond

Copy the following sentences into your exercise book.
Underline the prepositions in each of the sentences. The first one has been done.

- 1. He walked under the house.
- 2. In the evening Mary went to church.
- 3. We fish from the jetty.
- 4. The boys can run around the field in two minutes.
- 5. I sat with my friend on the bus.
- 6. My friends paddled beyond the island last weekend.

Copy the following sentences into your exercise book, using the most suitable preposition from the brackets to complete the sentence.

- 1. I will help you (before, with) I go to school.
- 2. The coconut is (down, under) the tree.
- 3. My father led us (at, up) the mountain.
- 4. Ellen reached (after, across) the table for the cup.
- 5. The pathway led (down, by) the valley towards the river.

◆ Oral ◆ Writing

Work in small groups.

Act out the conversation between the caller and the taxi service manager. Practise saying all the words.

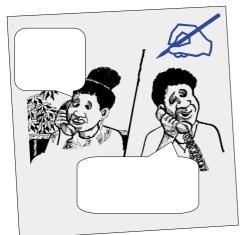
Would he be angry?

Would you be able to hear that in his voice?

What would the manager at the taxi service sound like?

Present your play to the rest of the class.

Writing



Think of a telephone conversation between two people. Who are the people?

What is the conversation about?

Write out your conversation using balloons. Draft your words first. Check your spelling and punctuation.

Can you improve your writing?

Unit 2: Village and Town

Reading

This text describes what young people do in their spare time. Do you recognise any of the activities? Are you involved in similar activities?

Evening in the Village

New words	Phrases
midnight	bush track, baskets of food, sacks of potatoes

After school children in the village often work and then play before the sun sets. By about four o'clock in the afternoon the village children have usually finished their gardening jobs. They make their way down the bush track back to their village. They often carry sacks of potatoes, taro and parcels of cabbage and tomatoes. They sing and shout and tell stories. This makes the trip feel shorter.

They leave the baskets of food in the kitchen. They then go to the playing field. Girls and boys play soccer, rugby and netball. They play these games until it is time to go back to their houses for dinner or to get ready for church.

They finish their games as it gets dark. They might go and wash before going to church. Mothers are often busy preparing food. This can make it difficult for them to go to church.

When there is a full moon children often come out to meet their friends. Sometimes they might play until midnight.

Comprehension

Draw a picture of the scene described in the passage above. Read the text again and get some details for your picture. Label your picture.

Language Study

'a' or 'an'?

Before words beginning with a vowel (a, e, i, o, u) 'an' is used, as in:

There was an old man in the tent.

When the word begins with a consonant then the word 'a' is usually used, as in:

The boy found **a** pencil in the box.

Copy these sentences into your exercise books. Put 'an' or 'a' in the spaces.

- 1. My brother bought..... packet of biscuits.
- 2. I bought pineapple and orange.
- 3. I saw young man paddling in old canoe.4. The teacher had piece of chalk and English book.
- 5. Our uncle bought us container of ice-cream.
- 6. My father bought pig.
- 7. The boys found owl sleeping in tree.



Spelling

Make some new words by changing only one letter in each of the following words from your spelling list. The first one has been done for you. How many words can you make?

- 1. bit **h**it **s**it **f**it
- 2. turn
- 3. had
- 4. but

Use four of the new words in sentences. Write your sentences in your exercise book.

◆ Oral ◆ Writing

Discuss what you do at home during weekends. Talk about some of the things you usually do and something you would like to do with a friend. For example what sport do you play? When do you play sport?

Copy the table below into your exercise book. For each day fill in the box. Write down what you did. Use your best joined-up writing.

Time	Friday	Saturday	Sunday
Morning			
Afternoon			
Evening			

Choose one of the things you have written down.

Prepare a short talk. Tell the class more about it. Let the other pupils ask you some questions. Answer your classmates' questions.

Reading

This text is a narrative or a story. Your teacher will read it with you. Listen to the way your teacher reads the story. Learn the new words and phrases. Use them in sentences when you are talking to your friends.

There's No Place Like Home

New wordsPhrasesfasten,noisy, luggage, runwayvery excited, There's no place like home

Trisha lived in town with her parents. Many cars and trucks passed her house. It was usually very noisy. She spent most of her time helping her mother at home. Each day she went to school by bus with her younger brother.

One day her mother told her that she would be going to spend her mid-year holiday with her grandparents. They lived at the home village. Trisha was very excited. She wanted to learn about village life.

Soon the day came for her to go. Her parents took her to the airport. She was going to go by plane. As she got on the plane she waved goodbye to her parents.

The flight took an hour. Just before they landed the pilot made an announcement. All passengers were asked to fasten their seat belts. The plane went down slowly. It landed on the runway.

Trisha got out of the plane. Her grandparents and other relatives were waiting to meet her. They helped her with her luggage. Then they took her to the village.

Trisha met many girls and boys. Some of the boys and girls were the same age as Trisha. She found village life interesting. When the day came for her to return she didn't want to go. "Why can't I stay?" she thought. Then she remembered that her parents would be waiting for her to return. Her little brother would need her at home to take him on the bus once he returned to school after the holidays.



"There is no place like home," she said to herself.

Comprehension

Read the story again. Answer the questions in your exercise book.

- 1. Who took Trisha to the airport on the day she left town?
- 2. When did Trisha visit her home village?
- 3. Who was there to meet her when she landed?
- 4. What did Trisha find in the village?
- 5. Do you think Trisha enjoyed the village life? How do you know?

Unit 2: Village and Town

Language Study

Some verbs are irregular in the way that they change to become past tense. This means that you do not just add 'ed' to change them into the past tense. The past tense form of the verb might be completly different.

Look at the word in the bracket. Change this word to complete each sentence.

1.	The thunder	everyone in the house. (wake)
2.	The old man	asleep on the mat. (fall)
3.	Mother	some vegetables at the market last week. (buy)
4.	The drawing was	s very well. (do)
5.	She a le	tter to her parents last year. (write)
6.	Theyt	o the beach. (go)
7.	My sister	about her new house. (dream)

Copy the words in the table below and complete the activity in your exercise book.

Present tense	Past tense	Present tense	Past tense
1. go	<u>went</u>	6. break	
2. do	<u>did</u>	7. write	
3. sing		8. bite	
4. eat		9. drink	
5. swim		10. take	

◆ Oral ◆ Writing

Debate this question.

Do you think it is best to live in a town or in a village? Make a list of why it is good to live in a town. Make a list of why it is good to live in a village.

You are going to talk about this with your class. You are going to have a debate. Your teacher will help you.

Handwriting

Write this passage in your exercise books. Remember to think about the size of your letters.

Many people believe that the idea of using shell money was thought of by a woman who came from south west Malaita. Anthropologists now believe that this woman may have come from Marau on Guadalcanal.

Unit 2: Village and Town

Reading

Read this story. Can you say the new words? Do you know what all the new words mean? Try to find out the meaning of new words.

At Last

New words decided, hugged, remote switch, following Phrases

two months later, pressing a switch of different sizes, along the pier

James lived in a village. His village was on a very remote island in Solomon Islands. He had never been to town. He wanted to see Honiara. Honiara was a long way away. He did not have enough money to take the ship to Honiara.

One day he decided that he would save the money. He would go by ship to Honiara. He worked hard in his garden. He sold his vegetables at the market. Two months later he had saved enough money for the fare. A ship came to his island the following week. James sailed away on it.

He arrived at Point Cruz wharf. He saw lots of ships. He had never seen so many ships of different sizes before.

His aunt was waiting for him at the wharf. They hugged each other. They then walked along the pier. They stopped a taxi and drove towards the main road.

James was surprised to see lots of cars and trucks on the road. He thought they looked like huge turtles. His aunt had electricity in her house. James found that he could make light inside the house by pressing a switch on the wall. There were lots of surprises in Honiara.

When he went home, he told his friends all about the things he had seen in the town.

Comprehension

Read the story again. Answer the questions in your exercise book. Make sure you answer each question with a complete sentence.

- 1. How did James save the money for his fare?
- 2. What surprised James when he first arrived at Point Cruz?
- 3. Who was waiting for him at the wharf?
- 4. How did they go to his aunt's home?
- 5. What did James think the cars and trucks looked like? Do you agree with James?
- 6. What do you think might be one of the stories that James would tell when he got home?

Language Study

Complete these sentences into your exercise books.

The word in the brackets at the end of each sentence will help you.

For example: My brother went to school (where?)

Answer: My brother went to school in Tulagi.

- 1. The players all had a cool drink (when?)
- 2. The child was sent home (why?)
- 3. The tourists put on lighter clothes (why?)
- 4. The ambulance travelled quickly (where?)
- 5. The silly man was driving (how?)

Spelling

Your teacher will test you on this week's spelling list.

Write the words again to make sure you have learnt them.

Use the Look, Cover, Remember, Write, Check strategy to help you to learn these words.

that bit but lit are fit for older had sold

◆ Oral ◆ Writing

Role Play

You will work in groups of four or five.

Each of your group members will play the part of one of the characters in the story you have just read. One person will be the aunt and another person will be James arriving in Honiara. The other pupils will be James' cousins who have come to meet him.

Your group will act out the scene when James runs from the ship and greets his aunt.

What would James say?

What would his aunt say?

Some examples might be:

"Hello, aunt, I'm so happy to see you."

"Hi, James, you have grown since I last saw you. Here are your cousins to meet you."

You need to make up a conversation.

Write down what will be said by each of the characters - this is called a script.

Come back together as a whole class. Groups will be chosen to present their scene to the rest of the class.

Remember to listen to others during your group activity.

Writing

Think about something that you want very much.

It could be something you want to do.

It could be something you want to see.

It could be a place you would like to visit.

Here are some examples.

You want to go and visit another country.

You want to fly in an aeroplane.

You want to play in a football team.

You want to sing in front of lots of people.

Tell the rest of the class what you want to do and why. Imagine that one day your dream comes true.

Write a short recount about how your dream came true.

Unit 3: Meeting Places

Reading - Going to Church

Discuss the new words and phrases in the Reader. Find out what they mean. Look at how they are used in the text. Does this help you to understand their meaning? Read the text 'Going to Church' with your teacher and class. While others are reading, follow the story carefully and try to understand it.

Comprehension

Re-read the text, 'Going to Church' to yourself. Write down a word from the text that suits the meaning of the definitions below. Reading the text will help you, so read it again as you complete the exercise.

- 1. A set of activities to follow.
- 2. The preacher's talk to the congregation.
- 3. The building that people use for Christian activities.
- 4. A group or school for young children, which is part of the church and where children listen to stories from the Bible.
- 5. A church singing group.
- 6. Chat between friends about daily events and what others may have said or done.

Language Study

Look carefully at the words below and make as many small words as you can out of each of the larger words.

Here is an example:

beliefs - beef, be, lie, feel, eel

Now write your answers using the words below.

- 1. singing
- 2. Sunday
- 3. services
- 4. programme
- 5. bored

Compare the words you have found with those found by other pupils.

Spelling

Here is this week's spelling list:

have basic
him survey
about bored
come sermon
back programme

Say and spell the words. You can do this with a partner. Put the words into sentences. Copy the words into your exercise book. Remember to use: Look, Cover, Remember, Write, Check as you are writing the words into your book. Learn the words in your own time. You can play Bingo using the spelling words.

◆ Oral ◆ Writing

You should have a discussion similar to the one had by the four young people in the text.

Remember to listen to the other pupils. You are sharing your ideas, and people will have different opinions.

In groups of four, have a discussion about going to church.

Do you go to church regularly? Why?

If not, have you ever been to church? Why?

Which day do you go to church?

Who do you go with?

What activities do you enjoy at church when you do go?

Here are some other questions that might help you in your discussion:

If you go to church, what is the first thing you do at the service?
Which programme in the church do you really enjoy and why?
What is your church programme like? Is it too long sometimes or just fine?

After the discussion, plan a church programme. It might be the programme that your church usually follows on Sundays or your Sabbath Day. Or you might plan the programme yourself based on what you have learnt in the discussion with your classmates.

The programme might look something like this:

- 1. Opening prayer
- 2. Choruses
- 3. Hymn
- 4. Sermon
- 5. Announcements

Reading

Discuss the new words and phrases in the Reader. Find out what they mean.

Read the text 'Animals Living and Meeting in Groups' with your teacher and class.

Follow the story carefully and try to understand it as you read.

Animals Living and Meeting in Groups

New words independent, protect, defend, adult

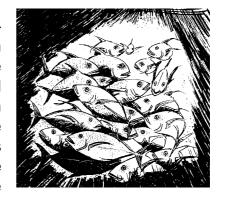
Phrases in comparison, the way in which, while others

The way in which animals come together in groups depends on the type of animal that they are. Some animals live together while others live alone coming together only to breed.

For some animals it is the role of the mother to care for the young. So the mother and baby will live together until the young animal can care for itself. Other animals live together in groups almost like families. They work together to feed, shelter and protect the whole group. They are able to defend the young in their group against danger. Other animals live in large groups for protection, but don't work together in other ways. Some other animals come together only during the breeding season and will live alone for the rest of the time. Many types of birds live in this way.

So a male and female bird might come together during breeding times. They will co-operate to raise their chicks. They then usually return to living separate lives once their young leave the nest and become independent. To live together successfully animals need ways to communicate or talk to each other. Birds communicate with one another in several ways. Nearly all birds have a voice and use it to call and sing. Birds use the calls mainly as signals to other birds. So for example a baby bird will call to tell the parent birds that it is hungry, hurt or frightened. Even in a crowded colony, parent birds can single out the voices of their own chicks and chicks can also recognise the call of their parents.

In comparison, some species of fish live in a close-knit group called a school. This offers the fish protection and can make feeding easier. In some species, the fish become part of a school when they are young and remain with it throughout their lives. A school of fish may be large or small. A school of tuna, for example consists of less than 25 fish. At least for some species of fish, baby fish and adult fish are never in the same school. So these fish do not care for their young. The baby fish are left to fend for themselves from the time their life first begins.



Comprehension

Use the passage above to help you write a few sentences about each of the following:

- 1. The way in which birds communicate with each other.
- 2. The way in which fish group together and why they may do this.

Language	Study
- a3	

Homonyms are words that sound the same, but have differen	t meanings.
They are often spelt differently too.	

Write the sentences using the correct word, into your exercise book.

1. Jude is quite sic	k and feels very	(v	veek, weak)	
2. We went to the	beach to	the	(sea, see)	
3. Gega was caugl	ht trying to	a	cooking pot. (st	eal, steel)
4. The greedy won				-
5. Please	and tell them th	ne add	dress to use. (wr	ite, right)
6. I want	eggse	eat (1	to, too, two)	
7. The hibiscus he	dge has a very p	oretty	on it. (flour, flower	er)
Write three more	words with eac	h letter group	in your exercis	e book.
1. ' <i>ing</i> ' group:	fledgling, thi	ngs,	,	
2. ' ish ' group:				
3. ' re ' group:				
4. ' al ' group:				
Handwriting	ng			
Practise and impose exercise book. Pa	-			ined letters into your
α	\mathcal{T}	α	α	\mathcal{T}

		-				σ				
od	od	od	od	od						
σa	oa	oa	oa	oa	oa	oa	oa	oa	oa	oa
wn	wn	wn	L WI	1 wn						

◆ Oral ◆ Writing

In groups talk about a type of bird that is found in your area. Use the local language name.

Does anyone in your group also know the English name for this bird? Is this bird in any danger from people in the area?

Talk about and name a type of fish.

Can this fish be found in the sea or rivers near where you live? What is it called in English? What is it called in local language? Is this fish in danger of being over fished?

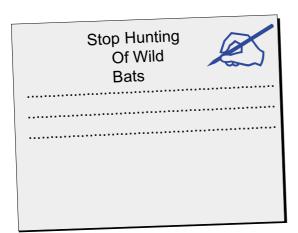
Have you, or any of the members of your group, noticed signs or notices warning people not to harm or kill a particular type of animal?

What messages do these signs usually give?

What information is usually included?

Who usually makes the warning? Are pictures used?





Look at the example of a warning notice again. Write a notice to warn people about killing or harming the bird or fish that you discussed with your group.

Choose only one animal to write about. You can draw pictures of the animal that you have written about, to make your notice look more attractive. This would make it more likely to be read by other people.

Reading

Today's text is about 'Hotels'. Read the new words and phrases. Find out what they mean. Next, read the text with your teacher.

Hotels

New words

public, restaurant, travellers accommodation, snorkelling

Phrases

commercial hotels, elegant surroundings residential motels



A hotel is a place that provides accommodation for the public. The basic service is to provide a room to sleep in. Many hotels also have at least one restaurant. The large hotels offer rooms and services for meetings, and some

have shops. Hotels range in size from big buildings with more than 100 rooms, to small rest houses that have fewer than 10 rooms. Rooms and meals at the small hotels or motels, as they are often referred to, usually cost less than large hotels. There are at least three different kinds of hotel, commercial Hotels, resorts and residential motels.





Commercial hotels are often near airports, seaports or in the centre of towns and cities. They usually provide elegant surroundings where travellers can relax. They also serve business people on short visits, or other short term visitors such as tourists.

Resorts provide holiday accommodation for tourists and holiday makers. Many resorts are situated near beaches. They often provide activities such as scuba diving, snorkelling, bush walking and cultural trips. For example, the near-by villagers might meet the tourists and explain their traditional way of living, cooking and making things. This is one way for people to meet and get to know each other's way of life.

Residential motels usually rent out rooms to guests for a longer period of time. People from different countries, islands or even our own provinces come to such places for many purposes. For example they might be moving to live somewhere new and so stay in the motel until they find more permanent accommodation.

Unit 3: Meeting Places

Comprehension

Match the words to their meanings. You can look them up in the dictionary to find the meaning of the words or just read the paragraph in the passage that includes the words. Write your answers in sentences in your exercise book.

The first one is done as an example for you.

1. permanent long term, stable or likely to continue for a long time

Permanent means long term, stable or likely to continue for a long time.

residence walking through the thick bush often to see wildlife
 elegant a payment made for the use of a house or land

4. rent stylish, neat and well designed

5. traveller the place where you live

6. bush walking somebody who goes from place to place

Language Study

Look at the word below and try to find as many words in it as you can. Some examples have been given to get you started.

For example:

'establishment' table, men, net.

Write all the small words that you find in a list in your exercise book.

Compare your answers with those of your classmates.

How many words were you able to find all together?

Spelling

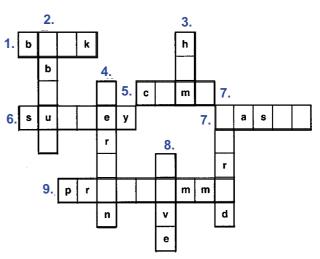
Here is a crossword puzzle. Draw it in your exercise book and complete it. The clues are beside the crossword puzzle.

Clues Across

- 1. Rear
- 5. "All children must ____ to school," said the Headteacher.
- 6. To ask people's opinions on a topic.
- 7. Simple
- 9. A set of activities to follow.

Clues Down

- 2. On the subject of, to do with.
- 3. Pronoun for a male person.
- 4. The message the preacher shares in church.
- 7. Feeling tired with doing the same thing.
- 8. Present tense of had.



◆ Oral ◆ Writing

Read the text together with your teacher. Look for the phrases. Do you understand them? Ask your teacher.

Renting a room!

Choose a partner to work with. You are going to pretend that you are involved in renting a room at a hotel.

One of you should pretend to be the hotel owner and the other should pretend to be the customer.

The customer will ask the owner some questions about renting the room.

You can take turns to take on the different roles.

Here are some examples of questions that the customer might want the answers to. Can you think of the correct answers for the questions?

How much does it cost to stay in your hotel for one night?

How many beds are in the room?

Are there rooms available?
Is there a restaurant or room service at the hotel?
Can I get an extra bed put in the room for my child?



Customer.

Try to think of other information that you might need to know.

Writing

Complete the poster that you began yesterday.

Your teacher might hang the best posters up on the wall for display.

Stop Hunting Of Wild Bats	Z



Reading

Read the text 'An Experience in the Central Hospital'. Read the new words and phrases. Find out what they mean.

An Experience in the Central Hospital

New words

admitted, uncomfortable, discharged patients, surgeons, remove

Phrases

surgical ward, operation day, under my ribcage visiting friends, operating theatre

My name is Ellen. I come from Fera'abu village in the highlands of east Malaita. I am going to tell you what happened when I was admitted to the Honiara Referral Hospital.

I was admitted to the women's surgical ward, because I needed to have a stone in my gall bladder removed. The stone had been causing pain in my right side under my ribcage.

There were twenty-four beds in the ward. My bed was in the first row between a woman from Guadalcanal Province and a woman from Makira Province. That night I began to get to know the two women beside me.

We sat in our beds and talked about where we came from, the type of sickness that had brought us to the surgical ward and about our families at home. At ten o'clock at night a female nurse came to me and told me not to eat anything from that time onwards.

The next day was Tuesday and that was my operation day. A friendly nurse took me to the operating theatre. There were four surgeons waiting for me. They told me their names and encouraged me not to be afraid. The operation went well. I was asleep for the whole time so I do not remember what happened.

On Wednesday more nurses came into the ward to check the sick patients and to give out medicine. I wasn't allowed to eat anything until Thursday midday. By then I knew five other patients in the ward. On Thursday I began to walk again. It was very uncomfortable. The nurses came and talked with us. There were lots of visitors visiting relatives in the wards. Some church groups came to meet and talk with the patients.

On Friday morning a surgeon came and examined some of us. I was discharged that morning. I said goodbye to my new friends and went back home.

Now I know that the hospital is a meeting place for sick patients and their relatives, nurses and doctors.



Hospitals are places for sick men, women, boys, girls and babies from the whole of Solomon Islands, as well as our visiting friends from other countries.

Comprehension

Read the recount again and answer the questions in your exercise book.

- 1. What is the operating theatre for?
- 2. What do you think the church groups do for the patients when they visit?
- 3. What is a hospital for?
- 4. Have you been to a hospital or a clinic? If so, why did you go there?
- 5. What happened while you were there?

Language Study

Look at the word 'discharge'. Add words from the list or from the story so that they share letters.

Two examples have been done for you.

В.

Make these sentences into questions.

For example:

Sentence: Jason is looking after the baby. Question: Is Jason looking after the baby?

Write the questions in your exercise books.

- 1. I can swim to the deepest part of the river.
- 2. Alex will stay for a week in the motel.
- 3. John is sleeping in his room.
- 4. The dogs are barking at the visitors.
- 5. The puppy can jump up the steps.

Handwriting

Copy these words into your exercise book. Work hard to make your handwriting neat and tidy. Concentrate on the joins between letters.

had for are hospital meeting church programme animal

Add words from the list

d
i
s
C
h
a
referral
gall
е

◆ Oral ◆ Writing

Role play

In small groups, role-play the situation that Ellen found herself in.

Choose which roles each pupil in your group will play.

Read the passage again and practise role-playing the events.

Your teacher will let you present your role-play to the rest of the class.

Writing

Imagine that you are one of the doctors who examined Ellen after the operation. Write an advice or reminder note for Ellen to take home with her when she leaves the hospital.

The note should be about the things that Ellen should not do or eat in order to recover quickly.

The note should look something like this:

A reminder note

Date: 9th November 2000 Patient's name: Ellen Address: Mbaunakunu Village Age: 29 Male/Female: Female Details of Sickness: Had an operation to remove a gallstone in her gall bladder.
Advice to follow at home: 1. Eat soup and drink a lot of water 2. Do not lift heavy chairs 3
Signed: Date:

Write up your own example, giving Ellen some sensible advice on what she should do.

Reading

Today's text is about 'Restaurants'. Read the text silently. Read the new words and phrases. Find out what they mean.

Restaurants

New words

beverages, travellers, waitress waiter, jokes, restore

Phrases

take-away, fast food restaurants table service restaurants

A restaurant is a business that serves food and beverages to the public.

The first restaurants probably operated along roadsides, where travellers stopped to rest and restore their energy. The word restaurant comes from the word restore.

Today restaurants can be found almost everywhere, on quiet streets and busy roads, in hotels, airports and shopping centres. There are many types of restaurants. Two examples are table service restaurants and fast food restaurants.

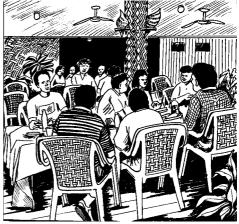
Table service restaurants have waitresses or waiters serving customers sitting at tables. The waiter or waitress takes the order and returns to serve the food.

Fast food restaurants serve inexpensive food almost immediately. This style of restaurant serves fish and chips, hamburgers, chicken soup with rice and other take-away food.

In these places people eat and talk with friends or sometimes family members arrange to eat together. Some people go to those places just to sit around the tables and have a rest.

The fast food restaurants in Honiara or other towns are usually very busy during lunch hours. Workers go there to eat, talk and share jokes. After school many students from town schools also visit fast food restaurants. They meet there to talk to friends.

Most people tend to go to fast food restaurants because the food is much cheaper there than at other restaurants. However much of the food that is sold in fast food restaurants is greasy. Some experts even believe that people who frequently eat in fast food restaurants do not have a balanced diet.



Comprehension

Read through the text with your teacher again and then answer these questions in your exercise book.

- 1. What is a restaurant?
- 2. Why do you think some people prefer going to a fast food restaurant?
- 3. What types of foods do fast food restaurants sell?
- 4. Why do you think school children go to this type of restaurant?
- 5. Do you think these are good places to meet friends? Why?

Language Study

Use a dictionary to find the meanings of the following words.

Write the word and its meaning in your exercise book. The first one has been done for you.

Reading the passage again may also help you.

1. beverage	any type of drink except water. Example, milk, tea, beer.
2. waiter	any type of armit except water. Example, rimit, tea, seen.
3. restaurant	
4. frequently	
5. expert	
6. joke	
* • •	
Spelling	
Go through the spel	ling words. See if you can spell the words without looking at the

Go through the spelling words. See if you can spell the words without looking at them. Complete the sentences below in your exercise book. The missing words are from the spelling list.

1.	I was tired and	with the same m	ovies every night.
2.	Last night we went to	the Japanese Da	ay celebration but we went home early because the
	preacher's	_ was too long.	
3.	Malcolm studied the o	omputer	to help him in his work.
4.	The team f	rom the town Co	uncil surveyed a new site for the new betel nut market

◆ Oral ◆ Writing

You are going to have a class debate.

One group will talk about the advantages (good things) about restaurants and the other group will talk about the disadvantages (bad things).

In groups you should write down the points of your argument. Your teacher will explain more to you.

Remember when you are talking, it is important to use a clear confident voice. You are trying to make people believe your opinion.

Unit 3: Meeting Places

Reading

Read the new words and phrases. Find out what they mean. Then read the text with your teacher and your class.

School

New words characters, enrolled, introduced, clung teenagers, backgrounds, scared

Phrases assembly hall, new experience

A school is a place where children and teenagers go in order to learn reading, writing, science, mathematics, English and other subjects. They go to school to be educated. School brings children of different characters, backgrounds and ages together. Some children don't know others but as time goes on they get to know everybody. Starting school is a very important event in the lives of children. Some have been looking forward to this for many months, but others are frightened of the new experience.

Here is a short recount about Tracy's first day at school and how she got to meet and make friends with other children.

One day Tracy's father told her that he had enrolled her into Mbokonavera Primary School. She was so excited! She told all of her friends in the village. Then her parents bought the school uniform, some books, pencils and a school bag for her.

The next Monday morning Tracy's mother woke her up to get ready for school. She got up, ate her breakfast then put on her new school uniform. Tracy loved the way she looked. She did start to get a little scared though. Her father took her to the school and the headteacher was the first person to meet them.

The bell rang and all the students ran to assemble in the assembly hall. The head told the new students to go and join the other students in the hall. By now Tracy was feeling very scared. She clung to her father's hands and started to cry. Her father told her that he would wait outside, but no matter how hard she tried, Tracy just couldn't stop crying. Her father took her into the assembly hall and sat next to her.

Afterwards they went into a classroom. Tracy was in Standard One. Her teacher introduced herself and then Tracy and the other new children introduced themselves. During the first lesson they sat on the floor and sang songs. Tracy already knew some of the songs. She started to feel better. Tracy started to be friendly with the girl that sat next to her, but she kept making sure that her father was still standing outside. By the end of the day Tracy had forgotten to check on her father for guite a while.

The next day her father dropped her at school then went to work. Tracy didn't cry anymore because she was making friends with the other children in the class. By the end of the first term she knew all the children in her own class and some in the other classes too. She even knew all the teachers. At school she played games and made a lot of friends. She was happy and learnt a lot in her time at school.

Unit 3: Meeting Places

Comprehension

Here are some questions for you to answer. Look back to the passage to find the answers. Write the answers in complete sentences in your exercise book.

For example:

What was the text about?

Answer- The text was about Tracy's first day at school.

- 1. What was Tracy's reaction when her father told her that she was enrolled in Mbokonavera School?
- 2. What is a school?
- 3. Who did Tracy sit beside in the assembly hall?
- 4. What was the first lesson on Tracy's first day in the class?
- 5. Why wasn't she crying on the second day at school?

Language Study

Look at the following words. Use them in sentences. Write the sentences into your exercise book neatly.

- 1. experience
- 2. excited
- 3. introduced
- 4. important
- 5. scared
- 6. students

Spelling

This week's spelling words are listed below.

with hotel you gallery an centre could sport been field

Say and spell the spelling words in pairs.

Write them into your exercise book using Look, Cover, Remember, Write, Check to help you to learn them as you write.

The letters of the spelling words below are mixed up.

Re-arrange the letters and write the correct word into your exercise books.

ouy	loeth	eebn
ldief	lleryag	uldoc
orspt	iwth	retenc

Unit 3: Meeting Places

◆ Oral ◆ Writing

Talk about your experiences on your first day at school.

What can you remember feeling?
Who took you to school?
Were other children crying?
Who did you first make friends with?
Can you remember why?
What did your teacher do to make you feel happy and safe?

Write a poem about your first experience at school. Here is one example:

My first day at school
My first day at school.
I cry a lot, so do my other friends.
Don't cry, don't cry.
You'll be all right.

My first day at school



7 Unit 3: Meeting Places

Reading

Your teacher will read this text to you. Listen to the pronounciation of all the new words and phrases. Can you spell any of the new words?

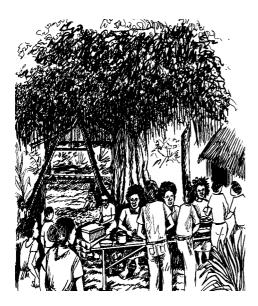
National Art Gallery and Cultural Centre

New words

exhibitions, concern, receptions assembled

Phrases

cultural centre, welcoming environment, fine arts, leisure time, residential area, wedding receptions



The National Art Gallery and the Cultural Centre are in Honiara just near the Solomon Kitano Mendana Hotel, right beside the sea. The National Art Gallery building was used as the British High Commissioner's office and residential area in the early 1960's. This was before Solomon Islands became independent. The building was also used as Government House. Now it is the place where fine arts from the nine provinces can be exhibited.

There was some concern that unless a large collection of arts was assembled, many of the skills involved and knowledge of the customs behind the arts could be lost.

Inside the same area, a village of traditional Melanesian houses has been built. Many people visit this lovely place to see the exhibitions.

Women sometimes sell local cooked food at the centre. Some people like going there to buy cooked local food to eat for their lunches. Some people just go there to spend their leisure time. The sea breeze makes it a nice relaxing place and the cool shady trees add to the already welcoming environment. Some students find the place a quiet and cool place to study or meet friends from other schools. Nearly every weekend wedding receptions are held there because there is enough room for many guests.

Comprehension

Read through the text and answer the following questions in your exercise books.

- 1. What is the Art Gallery for?
- 2. What was the Art Gallery used for before it was changed into a museum to display the fine arts of the nine Provinces?
- 3. What are some of the reasons why people go to the Centre frequently?
- 4. What makes it a relaxing place?
- 5. Why do you think the Art Gallery and the Cultural Centre have been placed right in the centre of Honiara?

Unit 3: Meeting Places

Handwriting

Copy this poem into your exercise book in your neatest handwriting.

Please Mr. Cooky, cook me some food. My goat and I are very hungry. I'd love to eat some toast with a goose. Please cook cook

Language Study

A.

Look at the picture and write a short passage about what is happening. Give your passage a title.

You could imagine that you are one of the people in the picture.

B. **Here are some prepositions:** on, in, to, after, for, before, at.



Put the correct prepositions from the list into the following sentences.

You might need to use some of them more than once.

For example:

I arrived <u>at</u> work <u>before</u> the starting time.

1.	I studied the Cultural Centre from nine thirty a.m. until twelve p.m.
2.	I cleaned the classroom half an hour.
3.	I finished the exam nine o'clock.
4.	The Police Officer stood in the street to control the traffic 8 o'clock.
5.	Joyce worked the NBSI Bank in Auki twelve years.
6.	The fire fighters arrived the villagers had put the fire out at the old leaf hut.
7.	The chief told them to be time next time.

◆ Oral ◆ Writing

In groups of four or five, talk about the Cultural Centre.

Do you think it is important to have such a Centre?

If you do not live in Honiara, is there a centre used for similar purposes near where you live?

Would you use such a centre if there was?

Choose a leader to write down your group's points and present them to the class during reporting time.

Unit 3: Meeting Places

Continue writing the poem that you started yesterday.

Re-read what you have written and then add to the poem to make it sound better.

Check that you have spelt all of the words correctly.

Write out your poem neatly and illustrate this final copy.

Му	first day a	at 📈

Unit 3: Meeting Places

Reading

This is a text about sports. The text gives you important facts about sports. Read it carefully and try to remember all the important facts.

Sports

New words supporter, identify, proud, activities

Phrases

sake of playing, keep fit, sports ground

Playing sport brings young people together. Many young people like to play sport. Some play for the sake of playing, some play to keep fit, others play because they are very good at the game.

Many parents or friends feel proud of their children or relatives who play in an important game. All kinds of people meet at a sports ground. Some people go to meet or support friends. Some go to support their teams and others go there to sell food and drinks.

Becoming the supporter of a sporting team can be fun also. Many people enjoy watching people who take part in playing sport. When you watch a team regularly, you might begin to identify that team as your favourite.

You can then become a supporter of that team, not only during a game but also in fundraising and other development activities. This leads to you feeling part of that team, and gives you the opportunity to make lots of friends.

Comprehension

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

- 1. Give three reasons why people might play sport.
- 2. What are some benefits of supporting a sporting team?
- 3. What are other activities that people might be involved in while watching a sporting game?

Language Study

The following words are linking words. These are called conjunctions. Some examples of linking words (conjunctions) are: and, but, then, because, so.

For example,

I looked for you in the market **but** I didn't find you.

Use one of the linking words from the list above to complete the following sentences. Write the sentence correctly in your exercise book.

1.	Silasi forgot to bring his clothes with him he had to ask his uncle for a white shirt to
	wear.
2.	Deve loves playing soccer rugby.
3.	The car stopped suddenly there was no petrol in the tank.
4.	Mojon went to play touch rugby yesterday afternoon his team didn't turn up.
5.	First the coach talked about the netball rules, she showed them how to score a
	goal into the ring.



Unit 3: Meeting Places

Spelling

Complete the sentences by writing the correct word in the empty spaces.
The missing words are from the spelling list.

	• • • • • • • • • • • • • • • • • • • •	so that everyone could enjoy its beauty.
2.	The CDC rugby team play at the local spor	ts every Saturday.
3.	Papa has ill for months so he	_ not tell stories to us.
4.	The art is next door to the	·
5.	The school inspector comes to our school of	on annual visit.

◆ Oral ◆ Writing

In groups of three, talk about your favourite game and why you like to play or watch it. Talk about a game that you play at school or at home.

Talk about any interesting game you have watched recently on the playing field. Talk about the position you want to play in that game.

Write a short story about any game you've watched recently in town or in your village. Here is an example for you.

Christmas In My Village

Last Christmas I watched a netball match in my village.

The women were playing a very fast game. I really enjoyed watching when the players threw the ball into the ring and scored.

But towards the end of the game someone from another team got angry with the umpire. She spoke rudely and looked like she might hit the umpire.

In the next tournament I want to see fair play amongst all the players.

Write about what interested you at the game and what was not interesting to you.

Is there something you would like to see changed?

Write your first draft and then re-read what you have written.

Ask another pupil or your teacher to read it also.

Discuss what changes you could make to improve the writing.

Proofread your writing, looking for spelling, grammar and punctuation errors.

Write a final draft of your work.

Unit 3: Meeting Places

Reading

Read 'Silasi's Exploration (Part 1)' with your teacher.

Read the new words and phrases. Use the dictionary to find out what they mean.

Silasi's Exploration (Part 1)

New words environment, surrounded, beautiful, previous, relatives

never met before, a few yards away

Silasi was a twelve-year-old boy who had grown up in a small village in the mountains. The environment surrounding his village was very beautiful and was completely surrounded by tall trees.

Silasi planned to visit a large town where some of his relatives lived. He was looking forward to meeting his many relatives – many who he had never met before. So one Saturday morning Silasi woke up early, ate some left overs from the previous night's meal and farewelled his family. He started walking from his small village toward the urban centre. It took him three days to reach the small town. He had to stop for rests, water and food along the way. People in the villages where he stopped were very friendly to him.

Finally he reached the town and went into a Police Post. He asked the Officer at the front desk if he knew where his aunt's house might be. Luckily his aunt's husband was also working at the Police Post, so he took Silasi to his house and introduced him to the other children there. Everybody welcomed Silasi. He was glad he had come.

The next day he went to the market a few yards away from Aunt Samie's house. He saw new things there. Instead of exchanging things as Silasi had expected, he found that vegetables, fish, chickens, pork and many other items were paid for with paper money and silver coins. Local shell money was also exchanged for this paper money and coins.

Everyone at the market seemed happy. Some people yelled out to make people come and buy at their stalls. There was a lot of laughter. This was a good place to meet and talk to friends and relatives.

Silasi did not have money to buy anything, but his main purpose in visiting the market was to see what it was like. Seeing all the food did start to make him think of how hungry he was though.

"Oh! I feel hungry now. I must hurry home to see if there is any food in the kitchen," thought Silasi.

Early the next day, a bell rang.

"Aunt Samie, what's the bell ringing for?" shouted Silasi from the bush kitchen where he was trying to make a fire to warm himself. "It's just the church bell for morning service," she replied.

Unit 3: Meeting Places

Silasi walked with his aunt to the church. It was an open building and beautifully made of local bush materials. Women, men and the children came into the church. There were mats to kneel on. They read the instructions and guides written in the Bible. In worship everyone sang hymns. The singing was beautiful. The prayers were read together by everyone in the church.

After the service everyone shook hands, smiled and talked to each other. Silasi shook hands with the people too. The family went back and had a breakfast. It was different to what Silasi was used to eating, but he enjoyed the bread with tea very much.

Comprehension

Answer the following questions about Silasi, in your exercise book.

- 1. Why do you think Silasi wanted to visit the urban centre?
- 2. Have you ever walked such a long distance? When and why?
- 3. What was different about how things were bought at the market, to what Silasi was used to?
- 4. Why do you think Silasi had no money?
- 5. What was Silasi's new breakfast?

Language Study

Choose the correct word from the brackets. Write the sentences correctly in your exercise book.

- 1. I (done, do, did) my homework quickly.
- 2. The little boy can (drew, draw, drawing) a truck and an aeroplane.
- 3. I'll (needs, needing, need) a new biro tomorrow morning.
- 4. (Do, Does, Have) you need some firewood to make a fire?
- 5. James is (gone, go, going) to open the door of the new classroom.
- 6. Why do you (need, needs, needing) some petrol?
- 7. How (much, more, many) books and folders do you need?

Punctuation

Look at the following punctuation marks.

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comma (,) full stop (.) apostrophe (') question mark (?) speech marks (" ") exclamation mark (!) capital letters.
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Look at the following sentences. Write the sentences into your exercise book and put the punctuation marks into the correct places.

The first example has been completed for you.

 whats your name asked billy my name is silasi answered silasi

"What's your name?" asked Billy.

"My name is Silasi," answered Silasi.

Unit 3: Meeting Places

- 2. silasi walked for 3 days to the urban centre to see places where people usually meet
- 3. after the service everyone shook hands smiled and talked to each other
- 4. yes theyre working very hard in billys garden
- 5. some people in the market were enjoying eating the vegetables
- 6. aunt samie whats the bell for shouted silasi.

Handwriting

Copy this passage into your exercise book. Remember to use neat joined-up writing.

Finally he reached the town and went into a Police Post.
He asked the officer at the front desk if he knew where his aunt's house might be. Luckily his aunt's husband was also working at the Police Post so he took Silasi to the house and introduced him to the other children there.

◆ Oral ◆ Writing

Choose one of the places described briefly in the story about Silasi. For example you could choose:

Silasi's small village, the urban town, or the countryside that Silasi walked through.

In the story there is very little description of any of these places.

Write a paragraph describing your choice in more detail.

Try to imagine what the place would look like.
Think of suitable descriptive words (adjectives) for your sentences.

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Unit 3: Meeting Places

Reading

Read 'Silasi's Exploration (Part 2)' with your teacher. Read the new words and phrases. Use the dictionary to find out what they mean.

Silasi's Exploration (Part 2)

New words

later, visit, wandered, watching surprised, answered, attend, news how to read and write

Phrases

looked straight into the eyes

Two hours later another bell rang.

"Aunty, what's that bell for? Is it time for us to go back to church?" shouted Silasi.

"No. That is the school bell," answered his aunt.

Silasi planned to visit the school to see what it was like. So he followed his aunt's children to school. There were seven classrooms, an office, and two staff rooms. The children went straight to their classrooms, but Silasi just wandered around the classrooms, peeping and watching the teachers teaching the children.

While he was busy watching the preparatory class singing songs and reading rhymes, he felt someone tapping his shoulder. Silasi turned around and looked straight into the eyes of the headteacher of the school.

"Good morning, son. My name is Billy. What is your name?" asked the headteacher.

"My name is Silasi," answered Silasi looking down to his feet.

Billy took Silasi's hands and shook them.

Mr. Billy led Silasi to his office.

"Sit down on this chair and let us talk," said Billy. "What made you want to visit this school?"

"I wanted to be in the school to learn how to read and write too," Silasi said smiling.

Mr. Billy was surprised and asked him his age, what village he came from, his full name and asked who he lived with in town. Silasi answered Mr. Billy's questions.

"Could you tell your aunt to come and see me tomorrow morning here in my office?" asked Billy.

Silasi nodded his head and went back home. In the evening while having their dinner, Silasi told his aunt.

Unit 3: Meeting Places

The next morning Aunt Samie took her two children to school and went to see the headteacher. Aunt Samie knocked and went into the office and sat in front of the head's table. Mr. Billy asked Samie if Silasi could stay with her to attend school.

"But Mr. Billy, Silasi is 12 years old and he just wouldn't fit in with these small boys and girls in Standard 1," said Aunt Samie.

Mr. Billy thought for a while and said, "It's alright I'll put him in Standard 2 and we'll see. Tell him that he'll start to attend classes tomorrow."

Aunt Samie thanked Mr. Billy and went to work. Aunt Samie arrived home late in the evening and told Silasi the news. Silasi was so happy that he washed the dishes after dinner.

Silasi woke up early the next morning. He put on a white shirt with short black trousers and ate his breakfast. He went to school and met some of the children of his age who were in Standard 5 class. The bell rang and they went to their classes. The headteacher took Silasi to the Standard 2 class.

The class teacher introduced him to the other children in the class. Some boys laughed at him because he was much bigger than they were. Silasi didn't care as he was enjoying school so much already. As time passed everyone in the school got to know him and so they were helpful and kind to him. Silasi was very happy to meet children from the other villages. He learned new games, songs and rhymes. By the end of term three Silasi had already begun to read and write a little bit. His teacher always gave him extra work to do at home and sometimes she read books to Silasi.

After completing school to Standard 6, Silasi could not get a place at the High School, but he was quite satisfied. He could speak and understand English. He could read and write too. He read about 'Home Village Stays' and decided to build a bungalow in his small village for visitors. Visiting the small town had taught him many things.

With a place for visitors, people could visit his village. They too would learn something about Silasi's way of living and the beautiful environment he enjoyed every day.

Comprehension

Answer these questions in your exercise book. Answer in complete sentences.

- 1. How many buildings were there in the school?
- 2. How old was Silasi when he entered Standard 2?
- 3. What was his main reason for going to the urban centre in the first place?
- 4. How many years did he end up staying in the small town?
- 5. Describe what he planned to do on returning to his village.

Unit 3: Meeting Places

Language	Study

Copy these sentences in your exercise book and fill in the missing words.	Reading the
story again will help you to finish the activity.	

1.	Silasi	_ his aunt's chi	ildren to school.		
2.	Mr. Billy wanted	to	to Aunt Samie.		
3.	Silasi	up early to	to school the next morning.		
4.	He a	white shirt and	black trousers.		
5.	He could not	a place at	the High School, but at least he could _	and	

Spelling

Work with a partner. Read out the spelling words while your partner writes them down in his or her exercise book. Check your partner has all the words spelt correctly. Now swap roles with your partner.

Write out any words which you were unable to spell correctly.

◆ Oral ◆ Writing

Talk about what you usually do when your parents make you happy.

For example:

Silasi washed the dishes when his aunt told him the good news from Mr Billy. He did this because he was happy.

Write a short recount about a time when someone did something or told you something that made you happy.

This could be when your parents bought you something new or took you to see a special event perhaps.

Remember to draft your work, re-read it and check the spelling, grammar and punctuation.

Then write out your final copy.

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Reading - Living in a Quiet World

Read the story 'Living in a Quiet World' from the Reader.

Study the new words and phrases. Practise pronouncing the words. The words are found in the story.

Comprehension

Read the story in the reader again silently.

Use complete sentences to answer the questions. Write the answers in your exercise book.

- 1. Where did the women live?
- 2. Why could the women not hear what was said?
- 3. Why did one of the friends make three cups of tea?
- 4. What day of the week was it?
- 5. What problems would you have if you were deaf?

Language Study

Look at these sentences. Some speech marks are missing. Copy the sentences. Put in all the missing capital letters, quotation marks and question marks.

- 1. today was a windy day, said mary.
- 2. i thought you would like a cup of tea, said jackson.
- 3. can i stay the night at your house asked my friend.
- 4. would you like tea or coffee she asked.
- 5. no, today is thursday, said one of the women.

Spelling

Look at these words. Think about how to say them.

by hear
before thirsty
did learn
down deaf
from earn

Use the spelling strategy – Look, Cover, Remember, Write, Check, to help you learn the words. Copy the list into your exercise book.

Use some of words from the list to fill in the spaces.

1.	l.If someone is d th	ney cannot h _
2.	2. I was t so I	bought a green coconut.
3.	Tuesday is the day that	comes b Wednesday.
4.	l. "The f one d	_ the hill is the winner," said the teacher
5.	5. " D you walk b _ the [,]	village?" asked the old woman.
6	S II about science	at school

Oral Writing

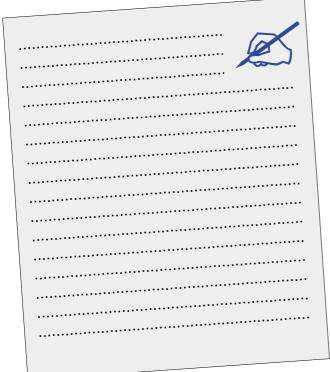
Your teacher will put you into groups. In your group you will look at words that are sometimes not used correctly.

Talk about these words. Why are they mixed up? Can you put each word into a sentence? Do you know what each one means?

come
sea
thirsty

Listen to your friends say the words.

Do you know which word your friend is saying? Can you think of other words that some people mix up?



Make a list of the things you have discussed and report them to the rest of the class.

Write a short story.

Your teacher will help you plan your story. Choose two words from the list you built up on the blackboard.

Imagine that someone in your village mixes these words up. Write about what happened.

Work with a partner to build up your story. Check your work with your partner.

Write out your story in your best handwriting when it is finished.

Think of a good title for your story. Remember to use capital letters when writing your title.

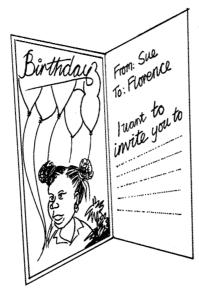
Reading

Read the narrative about a birthday party. Try to imagine how you would feel if this happened to you.

Sue's Birthday

New words invitation, wonderful, guests dessert

Phrases in good time



Sue was nine years old. In a week's time it was going to be her birthday. Sue was very excited. Sue was going to have a party. She sent out invitations to all her friends and their families. She sent them a week before the party. She wanted them to get there in good time. She also sent an invitation to her grade four teacher. She told her parents how many people she had invited. Her parents said they would get enough food ready for all the guests.

At last the day of the party arrived. It was Sue's birthday. Sue was very busy helping her parents to get everything ready. They went to the market and bought some vegetables. They went to the butcher to buy some meat.

They went home and started the cooking. Sue and her older sister Sandra helped their mother with the cooking. Sue's father was busy cleaning and organising the place where the party would take place. They wanted to have everything ready before the guests arrived.

At last they were ready and the guests started to arrive. Sue and her mother greeted the guests. The last guest to arrive was Sue's teacher. He came with his family just as the party was starting.

Sue's father gave a short speech. He thanked everyone for coming. The food was ready. Sue's mother and Sandra had done a great job.

Sue's father asked everyone to help themselves to the food. After the main meal Sue took round a tray of dessert for the guests. Everyone had a wonderful party and Sue had a very happy birthday.

Comprehension

Read 'Sue's Birthday' again.

Answer the following questions in your exercise book. Remember to write in complete sentences.

- 1. Why was Sue having a party?
- 2. What did Sue's father do before the party?
- 3. Was Sue older or younger than her sister?
- 4. Who was the last guest to arrive?
- 5. Have you been to a party? Write a few sentences about the party that you went to.

Handwriting

Read the following passage. It tells you about Marovo Lagoon. Look carefully at the joined-up writing.

Copy the passage. Make sure your letters are all the same size. Make sure your writing slopes in the same way and stays on the lines in your exercise book.

Marovo lagoon is the biggest lagoon in the world. It has small islands in it. The islands have white sandy beaches round them. You can enjoy yourself on these beaches.

Language Study

at, to, by, on, in

Look at the list of words. The words are prepositions. Choose one of the words to complete each sentence. Write your sentences in your exercise book.

1. The children had a party _____ the beach. 2. Our class went _____ Tepo's house for a party.

3. The party started _____ half past four.

4. Mary wrapped the present _____ pretty paper.

5. After the party Tepo stood ____ the window to wave goodbye to everybody.

Look at the sentences. Copy each one and choose the right word from the brackets. Underline the word you choose. The first one has been done for you.

- 1. My sister (**is**, **are**) seven years old next week. My sister is seven years old next week.
- 2. My father (is, are) seventy years old today.
- 3. (**Is, Are**) you going to have a party when it is your birthday?
- 4. They (is, are) going to buy him a present.
- 5. My mother (is, are) making a birthday cake.

◆ Oral ◆ Writing

Talk about different types of messages. Some messages are written as cards.

How many different types of cards can you think of?

Have you had a card at home?

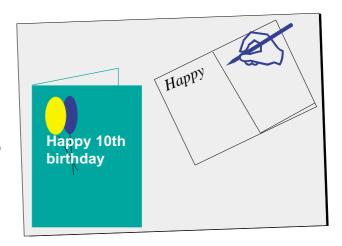
If you have, could you bring it to school to show the other children?

Design a birthday card, putting in a birthday message. Your teacher will help you plan your card.

You will need to think about what to put on the front of the card.

You will need to think about the message inside.

You could write a short poem. Remember to sign your name inside the card.



Unit 4: Family and Friends

Reading

Read the text silently. Read the new words and phrases. Use the dictionary to help you understand the new words and phrases.

Telegrams

New words
urgent, telegram, message, charge
sign

Phrases
at the airport, telegram message

A telegram is one way of sending messages. It is a fast way to send a message. It is expensive to send a message by telegram.

In Solomon Islands people sometimes use a telegram to send a message. It is usually an important message. They may send an important message to relatives or friends. Their relatives or friends may live far away. They may live in another town or village or another province. Many people now also have access to fax machines or e-mail, and so they can send messages to other people in other villages, towns or countries using fax machines or computers.

Here is an example of a telegram message from Peter Siro.

Date: 4/5/2003				
From: <u>Peter Siro.</u> Malolo Village.	To: <u>John Siro,</u> Honiara.			
Message Come home today. Very urgent. Father sick. Meet you at the airport.				
Number of words: Charge: \$ Sign:				

Comprehension

Answer these questions in your exercise book. Remember to use a complete sentence to answer each question. Remember a sentence always begins with a capital letter and finishes with a full stop.

- 1. Why did Peter ask his brother to come home?
- 2. Where did Peter's brother live?
- 3. Why do you think the message was important?
- 4. Why do you think it is important that the message is short?
- 5. Can you think of another way you could send a message quickly?

Language Study

Copy the table into your exercise book. These verbs are all irregular in their past tense. Fill in the past tense in the spaces. The first one has been done for you.

<u>Present</u>	<u>Past</u>	<u>Present</u>	<u>Past</u>
1. go	went	4. come	
2. do		5. swim	
3. eat		6. write	

Spelling

Rainbow Writing

Use different coloured pencils or crayons to write out this week's spelling list.

Write each letter of each word in a different colour and think about learning to spell the words as you write. Check the words to make sure that you have spelt them correctly. Here is a long word:

communication

Do you know what this word means? Look it up in your dictionary. Ask your teacher what this word means.

How many words can you make using the letters in the word? Here are some words that you can make.

on it man

Find as many words as you can. Who can find the most words in your class?

Oral Writing

Write a telegram to your brother telling him to meet your mother. She is coming by plane tomorrow. The plane should arrive at 10:00am on the 3rd February.

When sending a telegram you pay for each word that you write. So remember to give only the information that is needed.

When you have written your telegram, count up the number of words you have used. Work with a partner. Let your partner read your message. Work with your partner and see if some of the words could be left out.

Remember you must still have all the information that is needed in the telegram.

Date	
Date:	
From:	To:
Message	

E-mail Messages

As more people use computers, they begin to use e-mail as a way of sending messages to each other.

Below is an e-mail message that gives the same information as the telegram that you just wrote. It tells the writer's brother that he needs to pick up his mum from the plane on the next day.

Look at how the email is set out.

From: PETER <peterq@solomon.com.sb>

To: <b.woods@solomon.com.sb>

Subject: Picking up Mum

Date: Saturday 2 February 2002 08:34 pm

Can you go and pick up mum tomorrow (3rd of February)? She is arriving on the plane at 10:00 am and will be expecting you there.

Hope you enjoy her staying with you.

Hear from you soon.

Peter.

Unit 4: Family and Friends

Reading

Here is a letter written by a grade 4 student.

The student was representing his school in the Inter-school Games. He was a member of the athletic team. He was writing to his friend to tell of his experiences while he is away.

Oli's Letter

New words stadium, kilometre, slippery, track, metre

Phrases will take place, let you know

White River School Honiara. 5 July 2002

Dear Tommy,

I am writing to let you know about my stay here. I am staying in the Games Village. The Games Village is about 5 kilometres from the stadium, where the Inter-school Games will take place.

I'll be running my 100 metre race late this afternoon. I am looking forward to it. I'm afraid that I will be running against some of the best runners from other schools. I'll try my best.

I looked at the running track this morning. The running track was slippery. I'll let you know what happens when I write tomorrow. Hope to see you next week when I get back.

Say hello to all the class for me.

Your classmate, Oli

Comprehension

Read the letter. Answer the questions in your exercise book. Remember to write in complete sentences.

- 1. Where was Oli staying when he wrote the letter?
- 2. Which race was Oli going to run in?
- 3. Who would Oli race against?
- 4. Why do you think the track was slippery?

Handwriting

Copy the poem.



Use your best joined-up writing.
Remember to keep your writing on the line.
Remember to keep your letters the same size.

Unit 4: Family and Friends

Language Study

Fill in the blanks with phrases from the side. They are in the wrong order. Write each sentence out correctly.

1.	You	gum in the class.	mustn't be
2.	You	your work.	must help
3.	You	your sister.	must do
4.	You	late for school.	must wash
5.	You	your face every morning.	mustn't chew

Match the sentences on the left with the question tags on the right.

- 1. She won the first prize.
- 2. Tom likes football a lot.
- 3. It was a good day.
- 4. They have got two small dogs.
- 5. He doesn't like me.
- 6. John couldn't fly his kite today.

- a. could he?
- **b.** haven't they?
- c. does he?
- d. wasn't it?
- e. didn't she?
- f. doesn't he?

◆ Oral ◆ Writing

It is the day after Oli's race.

Oli wrote and said he would write again to Tommy and tell him what happened in his race.

Pretend you are Oli.

Write a letter to Tommy. Describe the race. Tell him how you got on. You could answer some of these questions in your letter.

- Was it a good race?
- Did you do well?
- Who else was in the race?
- How did you feel before the race?
- How did you feel during the race?
- How did you feel after the race?

Remember to set your letter out carefully. Put in:

an address, a greeting, the date, a signing off.

Draft your letter first.

Check your spelling and punctuation.

Write out a good copy.

Reading

Read this text about sending messages silently. Look for the new words and phrases. Try to remember the different methods of sending messages.

Sending Messages

New words Phrases

messages, e-mail, telephone, fax attracting attention, one of the quickest ways

There are many different ways to send messages in the Solomon Islands. On some islands messages are sent by making a noise. Sometimes drums are beaten. Sometimes a huge conch shell is blown. Another way of attracting attention is by lighting a very big fire.

A long time ago messages were written on flat stones. Paper was first made by the Chinese hundreds of years ago. Before people learned to write in the Solomon Islands they would draw pictures to send a message. This happened in many other countries too.

When people learned how to write it was easier to write messages. Now people write letters on paper. They can put their letter in an envelope and buy a stamp to put on it. They can then send their letter by post. Letters can also be sent by fax.

There are other ways of sending messages. Telegrams are used for important messages. There are now many telephones in Solomon Islands. Telephones are found in offices and in homes.

Now more computers are used in Solomon Islands. By using a computer people can send messages using e-mail. E-mail is sent through a telephone line. E-mail is one of the quickest ways to send a message. A message can be sent by e-mail to another computer. E-mail can be sent to any computer with an internet connection.

In some of the provinces in Solomon Islands sending messages is still difficult. The radio has become a very good way to send messages.

At a special time of each day service messages can be heard on the radio.

Unit 4: Family and Friends

Comprehension

Read the passage above about sending messages.

Answer each question using complete sentences. Go through the questions with a partner.

Take turns to read out the questions and then give the answers. Some of your answers might be long. You may need more than one sentence to give a good answer.

- 1. Give three different ways of sending messages in Solomon Islands.
- 2. How do you send a message by post?
- 3. Which is one of the fastest ways to send a message to anywhere in the world?
- 4. How is the radio used in Solomon Islands to send a message?
- 5. Write down all the different ways you or your family have sent messages.

Language Study

Look at the two statements below.

Perhaps the shop will close early. What will you do then?

Now join the two to make one question.

Here is the answer.

What will you do if the shop closes early?

Now do the same in the exercise below. Begin each question with the underlined word. This will help you.

Perhaps we will have a day off school.
 Perhaps father won't take her to town.
 Perhaps your friends will forget your birthday.
 Perhaps his friend can't go camping.
 Where will you go then?
 What will you do then?
 Who will Tony go with?

Spelling

Check that you have learnt this week's spelling words.

by hear before thirsty did learn down deaf from earn

Work in pairs and test each other on all of the words. Check that you have spelt each word correctly.

Write out any words that you did not spell correctly. Think about learning to spell the word as you write it out.

Unit 4: Family and Friends



Making a Telephone You will make a telephone with your teacher.

First of all you will talk about how you are going \(\) \(

After you have used your telephone you are going to write a list of instructions. A set of instructions is a procedural text - like a recipe.

Your teacher will explain what you will need to include. You will begin by writing down all the things that you needed to use.

Use a heading "What you will need". Then you will write down everything you did in the right order.

Use a heading "What you should do". You should number the steps 1, 2, 3 and so on.

Your instructions must be so clear that if you gave it to someone in another class they could follow it.

They should be able to make a telephone by reading your instructions.

Making a Telephone



What you will need

- 1.
- 2.
- 3.
- 4.

What you should do

- 1.
- 2.
- 3.
- 4.



Reading

Your teacher will share this reading with you. Listen to the way your teacher pronounces the words. Think about all the people in this text and what they do.

A Good Family Meal

New words

Phrases

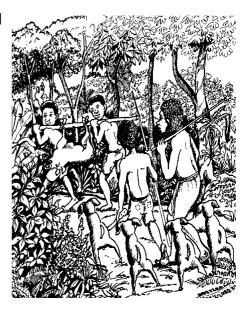
plains, lucky, cassava, pour

as far as the eye could see, bush materials

An old man called Tangi and his family lived on the plains of Guadalcanal. They had a small house and a kitchen hut built out of bush materials. All around their house Tangi had planted cassava. Next to the kitchen there was a vegetable garden. Tangi's wife and his daughter looked after the vegetable garden. They grew all the vegetables that the family needed in the garden. Beyond the garden was thick bush that stretched as far as the eye could see.

Tangi also had three sons. Each day Tangi and his sons would go hunting. They would take their four dogs with them. They would leave their house early in the morning. They would leave their house before the sun was up. Tangi's wife would put some bananas and some bread in a basket and they would take this with them.

While they were hunting Tangi's wife and his daughter would prepare the vegetables for the evening meal. They would dig up some cassava. If any pumpkin were ready they would cut that up too. They would also pick a few beans or some island cabbage. By the time Tangi and his sons came home the vegetables would be cooking on the hot stones.



If Tangi and his sons had had a good day they would bring pork to roast on the hot stones.

But sometimes if they had not been lucky they would just bring back a few coconuts. Then Tangi's wife would make some coconut cream. She would pour the coconut cream over the roast vegetables.

After a day's hunting the vegetables tasted delicious. "We can always go hunting tomorrow," Tangi would say.

Comprehension

Read the story about Tangi and his family again. The story describes their home and garden very well. Use the story to draw a picture with many details.

Complete the following questions in sentences in your exercise book.

- 1. How many children did Tangi have?
- 2. Where did Tangi and his family live?
- 3. What did Tangi and his family do every day?
- 4. Why did the family sometimes only have vegetables to eat?
- 5. Why do you think the family enjoyed their vegetable meal?

Language Study

Some words sound the same but are spelt differently. They also have different meanings.

Look at these sentences. Write out each sentence putting in the correct word. Underline the word you have put in. You may need to use a dictionary to help you.

- 1. Mother bought some (meet, meat) from the butcher.
- 2. My father went to (sea, see) my grandfather in hospital.
- 3. I do not (no, know) when father will be home.
- 4. I went to (by, buy) some sugar for my grandmother.
- 5. The dog wagged its (tale, tail) when my grandfather came home.

Spelling

Here is a list of words. These are your spelling words for this week. Use the spelling strategy – Look, Cover, Remember, Write, Check to help you learn the words.

call dear do wear big listen get tail first ears

Here are the words again. This time all the letters are jumbled up. Can you find which word is which?

Write them in the order 1 – 10 in your exercise book. Remember to spell them correctly.

1. aedr	4. nilets	7. alit	10. tge
2. rewa	5. ibg	8. Ical	
3. fsirt	6. srae	9. od	



Oral Writing

Paint a Word Picture

Look at the first paragraph of today's story again. This is a good descriptive paragraph. These words paint a picture.

Close your eyes.

Listen to your teacher read the beginning of the story again.

Can you see what it looks like?

Think of a favourite place where you like to go. It could be the river, the sea, the bush or it could be your house or a place in your village.

Write a paragraph to describe your view. Your teacher will help you think of some good describing words.

Draft your work first.

Have a partner or your teacher check your work. Add to your draft to make your paragraph more descriptive. When you have written out a good copy draw a picture of your view.

	The Sea	Ø
T	he sea is	
		••••••
•••		

Reading

Newspapers reach the public daily. Read the advertisements in the Solomon Star. Study the way in which the paper makes this announcement.

Newspaper Advertisement.

New words

weekend, includes, jetty, picnic, special company, contact

Phrases

a picnic trip, at the jetty, island resort



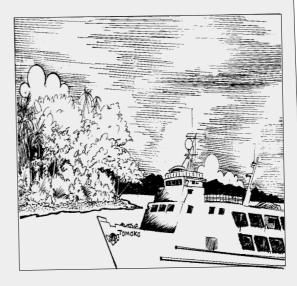
Wednesday April 24th 2002

\$2.00

Enjoy a Weekend Away. Make this a Special Weekend

The Red Cross Society is planning a picnic trip, to Anuha Island Resort on Gella Island in Central Province. This is for families and friends. It will take place this Friday.

The MV. Tomoko will take people over to Gella from 8.30am. It will return at 6.00 pm.



Be at the jetty on time.

Fare

Family - \$150. Single- \$100. Includes all food and drinks.

Contact Jack Williams at Transwest Shipping Company, phone 52553

Enjoy a Weekend Away

Comprehension

Look at the advertisement. Answer the questions in your exercise book.

- 1. Who is organising the trip?
- 2. Where will the picnic take place?
- 3. How much does it cost for a family to go on the picnic?
- 4. How can you book a place to go?
- 5. What questions would you like to ask Jack Williams if you were planning to go on the trip?

Unit 4: Family and Friends

Handwriting

Copy this song into your exercise book. Look carefully at the joined-up handwriting. Try to make yours the same.

This is the first verse of a popular song. Your teacher might know the other verses. Iam sailing, Iam sailing, Home again across the sea. Iam sailing, stormy waters. To be near you, to be free.

Language Study

Look at the sentences.

All these things are happening now. They are in the present tense.

Change the sentences. Write them as if they have already happened. Put them into the past tense.

The first one has been done for you. Can you put the other sentences into the past tense?

Copy this into your exercise book.

- 1. The Red Cross Society <u>is planning</u> a picnic trip.

 The Red Cross Society <u>planned</u> a picnic trip.
 - 4. The boat <u>is sailing</u> from the jetty.
 - 5. We <u>are having</u> a good time.
- 2. Mother is cooking the food for the picnic.
- 3. My friend is going to Gella Island.

Questions and Answers. Can you match the question with the right answer? Copy out the question. Write the correct answer next to it.

1. You know about the picnic, don't you?

2. She went with her mother, didn't she?

3. He's your brother, isn't he?

4. My friends are there, aren't they?

5. She's bringing the food, isn't she?

No, he isn't.

Yes, she is.

Yes, she did.

Yes, I do.

No, they aren't.

◆ Oral ◆ Writing

Talk about some of the family gatherings you have attended.

Describe briefly the different activities that took place.

Talk about some of the different activities that were organised for smaller children.

Did you think they were good activities?

Can you think of other activities which would have been good to organise?

Think of a special event to be organised for families to come and enjoy.

Design an advertisement.

Decorate your advertisement.

Make sure all the important information is in your advertisement.

Unit 4: Family and Friends

Reading

This is a funny text. It has speech bubbles. There is a good message in the text. Read the message silently and look for the message.

Father's Day

New words present, children, already

Phrases

for the love you have shown to us, the best day in your life



Unit 4: Family and Friends

Comprehension

Study the picture in the reading.

- 1. What do you think about the Father's Day celebration that is going on in the cartoon?
- 2. Does your family celebrate Father's Day?
- 3. Is it an important event? Why or why not?
- 4. Can you rephrase some of the things the people have said in the cartoon above? Write them down.

Handwriting

Copy this short text into your exercise books. Look carefully at the capital letters. Can you copy them well?

A visitor called Tesh came to Lido village. Tesh had a surfboard. Every morning Tesh would bring his board to the beach.

Language Study

Look at these sentences. Some of the words are underlined.

Look at the list of words below.

Choose one word from the list to replace the words that are underlined.

Write out each sentence using a word from the list. Underline the word you use.

The first one has been done for you.

vegetables countries drink games furniture

- 1. There were cans of <u>Coca Cola, milk and Fanta</u> on the table. There were cans of <u>drink</u> on the table.
- 2. Taro, beans and pumpkins were sold in the market.
- 3. We put chairs, tables and cupboards in the meeting hall.
- 4. We marked Fiji, Solomon Islands, and Australia on the map.
- 5. At school we played soccer, netball, softball and rugby.

Spelling

Write your spelling words into your book.

Try to come up with a rhyming word for each one.

Write these rhyming words beside each spelling word.

Are there any spelling words that you cannot find a rhyming word for? Here are some examples:

learn - earn, big - pig, seen - keen

Perhaps you can find more than one example for some words?

Study the phrases below. Copy them into your exercise book. Use the clues to fill in the missing letters for each word.

- 1. male parent
- 2. your relatives
- 3. to ask someone to come
- 4. pumpkin, beans, cabbage
- 5. something you see while sleeping
- 6. people coming together to talk

f h	_ r
_ am_	
c l	
v_g	_abs
dr	_
eet	a

Oral Writing



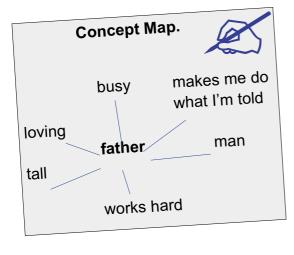
In your class, talk about these things:

1. Talk about what makes a parent a good parent.

What makes a good father? What makes a good mother?

2. Think about your own parents.

How do they look after your family? What do they do each day? Do you think being a parent is a hard job?



In small groups collect this information together on a concept map.

Put a word (for example father) in the middle of a large sheet of paper, and then write words related to this word around the rest of the sheet.

Here is a simple example.

Display the concept maps around your class.

Unit 4: Family and Friends

Reading

Poetry is written very often for enjoyment and pleasure. What do you feel as you read this poem?

A Poem for Mother's Day

New words

special, goodbye, kind, watches

Phrases

on my mind, is very special

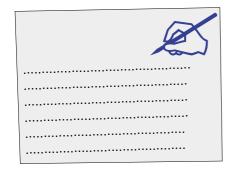
My mother is very special, My mother is very kind, My mother always tells me I'm special, I'm always on her mind.

My mother watches me grow, My mother watches me cry, Of course she'll always know, She'll never have to tell me goodbye.

My mother is very special,
My mother is very kind,
My mother always tells me
I'm special,
She's always on my mind.

from a poem by Dawn Brant

Comprehension



Write a short paragraph explaining what the poem makes you think about as you read it.

Read each paragraph slowly and think about how you feel.

Do you feel sad, happy, pleased or annoyed?

Handwriting

Look at the poem you have read today.

This verse is written in joined-up handwriting. Look at the letters.

Can you see which letters do not join on to the next letter? Copy this verse carefully into your exercise book.

My mother is very special, My mother is very kind, My mother always tells me I'm special, Iam always on her mind.

Language Study

Past and Future

Look at the sentences below. They are written in the past tense. This means that the things described in the sentences have already happened.

Change the sentences. Put them into the future tense.

Write them as if they have not happened yet. They will happen tomorrow.

Copy this sentence into your exercise book. The first one has been done for you.

- Yesterday, Mother <u>went</u> to Honiara.
 Tomorrow, Mother <u>will go</u> to Honiara.
- 2. Yesterday, my sister cooked our dinner.
- 3. Yesterday, my brother caught a big fish.
- 4. Yesterday, grandma walked to the hospital.
- 5. Yesterday, my uncle got married.
- 6. Last week I visited Temotu.
- 7. A year ago I had a lovely birthday.
- 8. Two years ago I <u>was</u> twelve years of age.

Much and Many

Copy these sentences into your exercise book. Fill in the spaces. Use the words much or many.

Much is used to describe a noun that cannot be counted, for example water.

Many is used to describe a noun that can be counted, for example vegetables.

Read your sentences to your partner before you write them down. Check that you are using the right word.

1.	Mother bought veg	etables at the market.
2.	My brother does not have _	money.
3.	How people are co	ming to your sister's wedding?
4.	How food shall we	make for the wedding?
5.	When father came home the	ere was so to talk about

◆ Oral ◆ Writing

Your teacher will ask you to think about your mother. You will talk about why your mother is special. You will talk about all the things your mother does for you.

A Special Card

Mother

Eyes to watch over me,
hands to steady me,
feet to guide me,
ears to listen to me and,
arms to hold,

My mother.

Design a card for your mother.

Draw a picture on the front of your card.

Draw something that you know your mother will like.

It could be a butterfly or beautiful flowers. It could be a bird, a picture of your mother's favourite animal, or a picture of you.

Write a short poem to put inside your card. Remember to write your name inside so that your mother knows who the card is from.



Reading

This is a report about a special event that takes place every year in Honiara. Read it carefully and remember the facts.

Easter Fun Run

New wordsevent, costumes, organisations, competition, fund raising, for the best costumes logo

Every Easter there is a special event in Honiara. It is called the Easter Fun Run. It is a day of fun for all the family. There are running races. There are short races and long races so that all people can take part.

All the good runners take part in the long race. It is eight kilometres long. There are also races for children. There are races for women and for men. There are also competitions. There are prizes for the best costumes.

The day is also a fund raising day. Funds are raised for special organisations. Money collected is given to organisations like the Handicapped Centre or the Red Cross Society.

Everyone comes to have a good time. There is food to buy. There are races to watch. There are competitions to enter. It It is a good day out with family and friends.

At the end of the day many prizes are given out. Everyone who has run in a race gets a T-shirt. The T-shirts have the Fun Run Logo on them.

Language Study

Look at these sentences. Write them out putting in 'may' or 'can' in the spaces.

1.	"	_ we go to the Fun Run in Ho	oniara?" asked my sister.
2.	"You	dress up if you want to,	" said mother.
3.	"Here is	some money so that you	buy some food," said father
4.	"	_ you see who won the race?	?" shouted my brother.
5.	"Please	you buy me a drink?	" asked my little cousin.

Comprehension

Discuss in your group what it means to run 'for fun'.
Discuss how funds are raised. Discuss why funds are raised.
Here are some questions. Read the text again. Answer the questions in complete sentences.

- 1. When does the Honiara Fun Run take place?
- 2. Who takes part in the running races?
- 3. In which race do the best runners take part?
- 4. What competitions take place?
- 5. What would you do if you went to the Honiara Fun Run?

Unit 4: Family and Friends

Spelling

Once you know how to spell a word, it will often help you to spell many other words. For example once you know how to spell big, it will help you to spell bigger and biggest. How many other words can you spell because you know how to spell 'call'? Write the words in your exercise book.

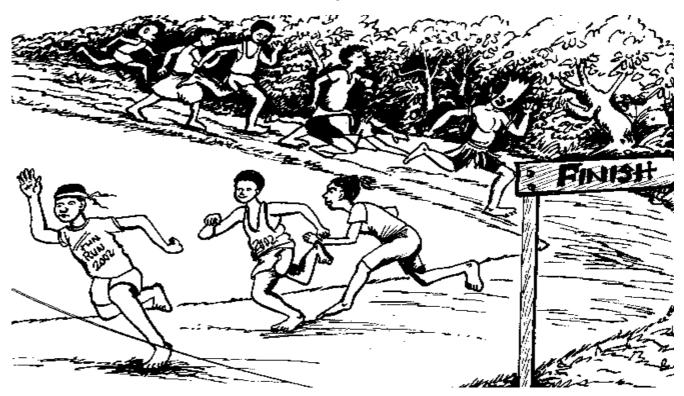
Now look at these words

fund
 family
 red
 capital

Your teacher will help you to learn to spell these words. Use each word in a sentence. Write your sentences in your exercise book.

◆ Oral ◆ Writing

Solomon Islands Radio Presents the Family Fun Run



Imagine you are watching the Family Fun Run. It is a long race.

The race has nearly finished. Some of the people in the race are running well.

Some of the people near the back of the race are finding it difficult. Some are dressed up in amazing costumes. A very young boy is the winner!

Work in groups.

Pretend you are a radio commentator.

Prepare a script of what a commentator might say to describe the fun run over the radio. Your teacher will help you.

Write out your script. Read out your script to the class.

