

Nguzu Nguzu English

Teacher's Guide 1



Standard 6

First Edition 2005

Published in 2005 by the
Curriculum Development Centre

P.O. Box G27
Honiara
Solomon Islands



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ISBN 978-982-371-099-0

The development of this Teacher's Guide was funded by the Solomon Islands Government, with assistance from the New Zealand Agency for International Development, the European Union and the U.K. Department for International Development.

Printing and production was completed with assistance from the New Zealand Agency for International Development.

Foreword

This Standard 6 English Teacher's Guide has been developed to make English teaching and learning more natural and more relevant to the needs of Solomon Islands' pupils and teachers.

Through exposure to the English Language, pupils learn its vocabulary, grammatical rules and pronunciation. Fluency and understanding are developed through practice in speaking and listening activities and literacy is promoted through reading and writing activities.

The emphasis in the upper years of primary is on functional literacy; reading and writing for a range of specific purposes and audiences. Reading for meaning is central to the objectives. Reading to research factual information and reading for pleasure and enjoyment are emphasised through the inclusion of a range of factual and fiction texts. Writing activities are always geared to a specific purpose, to convey ideas, information, facts and opinions to a particular audience. Literacy skills that are useful in real life are the basis of what is taught in the classroom.

This Teacher's Guide and the related Pupil's Books have been developed locally, by Solomon Islands' teachers and curriculum developers, to reflect the everyday customs, values and experiences of Solomon Islanders. The themes and topics on which the Standard 6 units are based are relevant to the everyday lives of Standard 6 pupils. The reading texts introduce sensitive and important issues that face the young people of Solomon Islands. Through discussion of these in English lessons, pupils learn to think, and to develop their own opinions as well as their ability to express these with confidence.

The Standard 6 materials also aim to broaden pupils' horizons by including regional and international texts and themes alongside the local, to add interest and depth.

As we move towards phasing out the Standard 6 exam, activities included in this Teacher's Guide for term 4 encourage pupils to use and apply the English skills they have developed in creative writing and drama projects. It is hoped that these and indeed all the approaches used in Standard 6 English will prepare pupils for moving on to secondary education.

I regard the development of these teaching and learning approaches as another important step in our efforts to provide high quality, meaningful learning experiences for our primary pupils.

As Permanent Secretary responsible for education services in Solomon Islands I endorse the Standard 6 English Teacher's Guide for use in primary schools throughout the country. I recommend it to teachers and encourage you all to implement this curriculum in your classrooms.



Dr. Derek Sikua

Permanent Secretary

Ministry of Education and Human Resources Development

September 2005

Acknowledgements

The Ministry of Education is grateful to the following people, whose work has led to the development of the Nguzu Nguzu English Teacher's Guide and other materials and resources for Standard 6.

Curriculum Development Centre Team

Franco Rodi,
Director CDC

Jacob Zikuli,
PEDP Curriculum Officer

Linda Puia,
PEDP Curriculum Officer

David Sokaika,
PEDP Curriculum Officer

Ellen Wairiu,
PEDP Curriculum Officer

Lionel Damola,
PEDP Curriculum Officer

Alison Blaylock,
PEDP Project Adviser

Ewa Czernuszewicz,
Consultant Adviser

Illustrator

Jackson Onahikeni,
PEDP Graphic Artist

Writers

Nguzu Nguzu English Teacher Writers
School of Education English Department Staff

Consultant Editors

Annette Woods

Elunid Woyd

Cindy Watson

Anna Kinnane

Desk Top Publisher

Alison Blaylock

Funding Agencies

European Union

UK Department For International Development

New Zealand Agency for International
Development

Important Note

This Teacher's Guide, the Pupil's Books and all supporting materials for the Nguzu Nguzu curriculum are the property of the school. They have been freely donated to the school. They must not be sold or removed from the school. Teachers who are transferred to other schools must not take books with them when they move.

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The English Syllabus

The Rationale for Teaching English in the Primary Curriculum

English is one of the international languages of the world, the official language of Solomon Islands and the recommended medium for instruction throughout the formal education system.

By the time they enter the formal education system, pupils will already have acquired one or more languages. Through the Nguzu Nguzu Curriculum in Standards 1-5 they have become familiar with English as an additional language in a classroom environment, which also builds on and enriches their local language.

By Standard 5 they will be at a point where they are comfortable with it as the medium for instruction across the primary curriculum. The Standard 6 English Curriculum builds on this foundation.

Through a variety of genres pupils develop skills in literacy (reading and writing) and oracy (speaking and listening). Factual and literary texts in different forms and styles are the basis for developing confident reading and independent writing skills. The materials encourage reading and writing for a real purpose, in a real world. Pupils will learn to read and write for pleasure, for instruction, for information, to express ideas and opinions and to give and follow instructions.

Why is English Important for Solomon Islands' Pupils?

- A sound understanding of English is necessary for pupils to fully access all areas of the primary curriculum, and essential if they are to progress to secondary and tertiary education.
- Achieving literacy in English gives pupils access to a range of written texts including newspapers, magazines, books and poetry.
- Fluency in spoken English enables them to communicate and express their ideas with confidence in the official language of Solomon Islands.
- English opens up access to a wider range of English language media such as radio and television broadcasts and telecommunications.
- Confidence in English will provide pupils with an entry point to exploring new media such as the Internet and email communications in an increasingly multi-media age.
- In adulthood, the ability to read in English promotes access to a wealth of knowledge in community life, a range of professional fields, business, science and technology.
- Confidence in English contributes significantly to the achievement of social, cultural, economic and political potential.

Aims of English Language Education - Oracy and Literacy

English is used as the medium of instruction in Solomon Islands in all areas of the primary curriculum. Pupils learn much of their English through immersion in an English-rich environment.

Daily English lessons, based on a whole language approach, develop pupils' ability to communicate confidently and effectively, in both speech and writing. The active involvement of pupils is encouraged to help develop their listening and speaking (oracy) and reading and writing (literacy) skills.

Teachers should expose their pupils to as much English as possible, in natural contexts which are relevant and appropriate to the age and experience of the pupils.

Using the Nguzu Nguzu Readers, Teacher's Guides, Pupil's Books and other available materials, teachers are encouraged to plan and implement a programme of varied learning activities to meet the specific needs of their pupils.

Aims in Oracy

To develop effective **listening and speaking skills**, pupils should learn to:

- listen, understand and respond to English instructions, directions and questions;
- organise their ideas and present them in spoken English in a way which is appropriate to their purpose and that of their audience;
- understand the ways in which the pronunciation of consonants and consonant blends differ in English and the languages of the Solomon Islands;
- understand and use the vocabulary, pronunciation and grammar of standard international English;
- understand and use the vocabulary of all subjects of the primary curriculum.

Aims in Literacy

To develop effective **reading and writing skills**, pupils should learn to:

- view reading and writing as both pleasurable and useful activities;
- read silently, with understanding and enjoyment;
- read, understand and respond to a wide range of English texts, in a variety of genres across the primary curriculum;
- read aloud, accurately, fluently, with expression and understanding;
- write in different genres showing awareness of audience and purpose, and appropriate accuracy in handwriting, spelling, punctuation and text organisation;
- write narrative and factual texts confidently, expressively and effectively from their own experience, research and imagination, using a draft-discuss-redraft process;
- understand that different forms of writing require writers to organise their ideas in particular ways and influence the structure, vocabulary and grammar of a text.

Syllabus Objectives Tables Standard 6

The following pages contain the **Syllabus Objectives Tables** for Standard 6 as presented in the Ministry of Education's Primary English Syllabus. The purpose of these is as follows:

- To focus the teacher's mind on the purpose of the English curriculum activities and their intended outcomes for pupils.
- To provide a structure for the curriculum within a larger framework for the development of language and literacy.
- To help teachers to plan work at the appropriate level for their pupils. The Standard 6 objectives revise the skills and knowledge acquired throughout Standards 1 – 5, build on these, and prepare pupils for moving on to secondary education.
- To help teachers evaluate the effectiveness of their own teaching.
- To help teachers to assess the strengths, weaknesses and progress of their pupils.
- To ensure consistency across the education system so that teachers, trainers, education officers and school inspectors share the same expectations regarding the scope and focus of English teaching at Standard 6.

There are three types of objectives, **Awareness**, **Knowledge** and **Skills**:

Awareness is what the pupils should see, hear and experience;

Knowledge is what the pupils should know and understand;

Skills are things that the pupils should be able to.

The Standard 6 materials are structured to ensure that each objective is revisited several times throughout the year so that pupils develop and build on their awareness, knowledge and skills as the year progresses.

Awareness Objectives (A1 - A5)

These describe the broad skills and principles underpinning Nguzu Nguzu English at Standard 6. They highlight familiarity with a range of styles and genres and an awareness of the purpose and audience of writing. These objectives are addressed every day, through every English activity.

Knowledge Objectives (K1 - K8)

These cover grammar, punctuation, vocabulary and spelling rules and conventions that the pupils need to know. Knowledge objectives are addressed systematically through Language Study and Comprehension activities. Each is revisited several times throughout the year.

Skills Objectives (S1 - S18)

There are 4 types of skills objectives: Speaking; Listening; Reading; and Writing.

These outline what pupils should be able to do with confidence. Each teaching activity is designed to support development of one or more of these skills. Although they are divided into 4 separate areas in the syllabus, the skills are increasingly interlinked as the pupils' English improves. Teachers will find that they work on many different skills in the same activity.

Syllabus Objectives Tables

| Awareness: Pupils should become aware of ... | |
|---|--|
| A1 | .. the ways in which using English spontaneously and confidently in a range of local, national and international contexts will help them at the present time and in their adult lives. |
| A2 | .. a wider range of different types of spoken and written English such as speeches, radio requests, service messages and reports and the ways in which their form and style is determined by their audience and purpose. |
| A3 | .. the value of talking about their own ideas in English before writing a first draft and again before writing an improved final draft. |
| A4 | .. the many ways in which spoken and written English can differ in terms of style, organisation and appropriate vocabulary. |

| Knowledge: Pupils should learn about... | |
|--|---|
| K1 | .. a wider range of vocabulary as used nationally and in a limited number of international contexts such as sport, current affairs, and subjects across the primary curriculum. |
| K2 | .. a range of words with similar and opposite meanings (synonyms and antonyms) and words, which sound the same, but, are spelt differently (homonyms). |
| K3 | .. comparatives and superlatives. |
| K4 | .. a range of prepositions as used in different contexts such as: on, at, with, for. |
| K5 | .. a range of structures used to agree and disagree in discussions, such as: 'I can see your point, but...' or 'I don't agree, because...' |
| K6 | .. a range of structures used to persuade in discussions, such as: 'Wouldn't you agree that...' or 'Don't you think...' |
| K7 | .. a wide range of cues to talk at length, such as: 'Can you explain...' or 'Tell me more ..' |
| K8 | .. all common tenses. |
| K9 | .. the use of the correct articles for countable and uncountable nouns, such as any, some, many, much. |
| K10 | .. the spelling of a wider range of words with silent letters and consonant clusters, such as Christmas, taught, enough, edge. |
| K11 | .. the meaning of the terms, noun, pronoun, adjective, adverb, verb and preposition. |
| K12 | .. ways of linking two short phrases or sentences in speech and writing to make a longer more complex sentence which remains easy to understand. |
| K13 | .. terms used to talk about texts, such as: author, title, contents page, index, catalogue, chapter, title and subheading. |

| Listening Skills: Pupils should learn to... | |
|--|---|
| S1 | .. listen, identify and differentiate between the main points and relevant details of stories, talks, radio requests, service messages and news reports of local and national events. |
| S2 | .. listen to speakers and correctly identify their mood, such as: happy, angry, irritated, frightened, amused. |
| S3 | ..listen to and differentiate between the sounds of English which they find the most difficult particularly consonants and consonant clusters. |

| Speaking Skills: Pupils should learn to ... | |
|---|--|
| S4 | .. answer a wide range of question types and requests for information by responding quickly and at some length. |
| S5 | .. agree and disagree appropriately and in different ways during one to one and small group debates. |
| S6 | .. use skills to persuade, agree and disagree in small group discussions. |
| S7 | .. discuss their ideas and suggested solutions to problems confidently, taking and giving turns and avoiding interrupting and being interrupted. |
| S8 | .. use a wide range of skills to identify, understand and pronounce new words. |


| Reading Skills: Pupils should learn to .. | |
|---|---|
| S9 | .. read an increasingly wide range of texts, including magazine articles, news reports and stories and identify the main ideas and relevant details without assistance. |
| S10 | .. read and understand implied or indirect meaning. |
| S11 | .. use skimming and scanning when reading for information. |
| S12 | .. read descriptions of processes and events and identify the sequence and the method of organisation used, such as chronological, spatial or general to detail. |
| S13 | .. seek out opportunities to read alone, selecting materials of interest. |

| Writing Skills: Pupils should learn to .. | |
|---|---|
| S14 | .. use the conventions of punctuation in all their writing, including capital letters, commas, full stops, question and speech marks. |
| S15 | .. use a range of sentence types and linking devices to create a variety of text types which are clear, concise and comprehensive, redrafting and restructuring sentences to make them clearer where necessary. |
| S16 | .. use paragraphs to organise their writing. |
| S17 | .. use a talk - draft - talk - redraft process for writing longer texts. |
| S18 | .. write shorter texts quickly, accurately and without assistance. |
| S19 | .. choose appropriate vocabulary to label diagrams and complete charts, posters and maps. |

Linking Activities to Syllabus Objectives

The Teacher's Guide links activities to the syllabus objectives to remind teachers to refer back to the syllabus and use it as a tool to guide their teaching.

In the Teacher's Guide there are **Assessment Reminders** like the one shown below. The assessment reminder tells the teacher the most important objective addressed by the activity.

| | |
|---|---|
|  | Can all the pupils ask and answer a range of question types? (S6) |
|---|---|

Syllabus Links are also included at the end of each activity like this. These point the teacher to objectives in the syllabus which are related to the activity in some way and show how different objectives are linked together in one activity.

| Syllabus Links |
|----------------|
| K7, S4 |

The Layout of the Materials

The Standard 6 English materials consist of 12 books as follows:

The **Standard 6 English Teacher's Guides** Book 1, Book 2, Book 3 and Book 4.

The **Standard 6 English Pupil's Books** Book 1, Book 2, Book 3 and Book 4.

The **Standard 6 Readers**, Reader 1, Reader 2, Reader 3 and Reader 4

There is also a set of six posters which describe and give examples of the different genres of written English taught in Standard 6.

The Structure of the Text Books

The Teacher's Guides and Pupil's Books contain 12 units of work which cover the English Curriculum for the first three terms of the year. There are also three special projects, poetry, drama and school magazine, included for term 4. The Teacher's Guide includes background information, advice on methodology and some suggested teaching activities for each unit. The Pupil's Book contains additional reading texts and pupil focused activities to build on the teacher led activities in the Teacher's Guide.

These books must be used side by side. They are closely linked, each following the same structure of activities as shown in the table below. The six key activities are Reading and Discussion, Comprehension, Language Study, Handwriting, Spelling and Oral / Writing.

The Reader for each term contains the first reading text for each unit. It also contains some additional related texts to extend the pupils reading and provide the teacher with additional resources for the classroom. Use these readers to encourage pupils to read independently.

| Pupil's Books | Teacher's Guides |
|---|--|
| Daily Reading Texts , each with a list of key words. (Except the first reading text for each unit which appears in the Reader) | Reading and Discussion based on the text. Background information, advice on method and some suggested teacher led activities. Suggestions for assessing reading |
| Comprehension activities and exercises that the pupils might complete on their own or in groups. | Background information and method for teaching Comprehension and some teacher led comprehension activities. |
| Language Study exercises to practise grammatical skills taught by the teacher | Background information on the specific language and grammatical skills to be taught, advice on method and some suggested teacher led language activities. |
| Spelling activities are provided three or four times each week. Two spelling lists of 10 words are found in each unit. | Spelling activities and methods Spelling assessment activities are included before each new spelling list is introduced. |
| Handwriting practice exercises are included once in each unit. | Handwriting advice for the teacher. |
| Oral and Writing Activities advice and guidelines for the pupils. Pupils are expected to do some writing every day | Information and advice on teaching suggested Oral and Writing activities. Writing and Oral assessment activities. |

The Structure of the Teacher's Guides

There are 12 units of work in the Teacher's Guides. One Teacher's Guide is intended for each term, so Book 1 contains Units 1 – 4, Book 2 contains units 5 – 8 and Book 3 contains units 9-12. Book 4 contains three creative writing and drama projects for use in Term 4.

The Teacher's Guides provide all the information and advice that teachers need to complete the activities under four headings as follows: Background Information; Method; Teacher Led Activities and Assessment Activities.

Background Information

This information is only for the teacher. It explains the purpose of each activity; details some of the grammatical rules to be taught and provides information on generic structures and styles. It sometimes provides background on the topic or the content of the text where this may be new to teachers.

Method

This section tells the teacher how to plan, prepare and teach the activities. It gives an overview of the lesson, including: what preparation and materials are needed; how the activity should be presented; how the class should be grouped for the activity; and what the teacher should do to support pupils independent work following the activity.

The method section will be most useful for teachers as they prepare their lessons and can also be used as a reminder during the lesson. If the Teacher Led Activity is self explanatory, then no method section is included.

Teacher Led Activities

These are presented in a box in the Teacher's Guide. They are suggested activities to support the objectives. Teachers may use the teacher led activities for whole class or group work. They may use them for certain groups in the class but not others. Teachers are also expected to plan their own activities to go with a text to meet the needs of their class. Often, this section includes alternative activities from which the teacher can choose according to the needs of the pupils.

Assessment Activities

These are included to remind teachers to carry out continuous assessment of pupil's achievement. They give specific instructions on when and how to assess progress. There are nine assessment activities in total, three for each of the key areas of reading, writing and oral skills. There are no assessment activities included for term 4.

The Structure of the Pupil's Books and Readers

There are four Pupil's Book and four Readers. Each contains work for one term as follows: Pupil's Book 1 and Reader 1 contain Units 1 - 4, to be used in term one; Pupil's Book 2 and Reader 2 contain Units 5 - 8, to be used in term two; Pupil's Book 3 and Reader 3 contain Units 9 - 12, to be used in term three; and Pupil's Book 4 and Reader 4 contain three special projects, drama, poetry and a school publication. These are to be used flexibly in term four.

The starting point for each unit is the main text in the Reader. Thereafter there are other texts provided in the Pupil's Books. These ensure that the pupils do some reading every day and read a good variety of material in each unit.

Each text is followed by the pupils' activities which have instructions for pupils to read and follow. Teachers are expected to go through the instructions with pupils as part of the preparation for their independent work.

Enough texts and activities are provided for teachers to start a new text each day, but these should be used flexibly. Teachers should use their judgement and allocate more time to completing activities from the previous day if necessary, before moving on to a new reading text.

The readers also contain a selection of extra texts for independent reading. No activities are provided with these texts but the teacher can plan their own activities if required. Alternatively they can simply be used for reading for pleasure.

Developing Literacy from Standards 4 - 6

The Roles of the Literate Person

To be literate pupils need to combine a range of skills with confidence. These include code breaking, meaning making, text using and text analysis. What does this mean?

Code Breaking

To read fluently, pupils need to be able to **decipher and pronounce** the actual letters and words on the page and to know how to translate symbols into sounds, words and sentences. In other words, we need to know how to **break the code** of written script. This involves recognising and using the basic features of written text including: the alphabet; phonic sounds; spelling and punctuation conventions; sentence structure; page layout; concepts of print; presentation and formatting.

Meaning Making

Pupils also need to be able to comprehend what they read to **make meaning** from a text. When they write they must be able to compose text that is meaningful and that says what they want to say. To do this we relate what we read and write to our own knowledge and experience in order to understand it and convey our meaning to our audience.

Text Using

Pupils also have to know something about how to use different types of text. They need to recognise how the form and the style of the text contribute to its meaning and purpose. Texts have particular functions to perform and this influences the way they are structured, how formal they are, what vocabulary is used.

A recipe for example, is laid out differently to a letter and a narrative story looks different to a factual report. Knowing about these genres helps pupils to make judgements about the purpose and intended audience of the text before we even read, and allows them to write texts that are suited for their context and purpose.

Critical Text Analysis

All texts represent the particular views or opinions of the author in some way. Texts are used to influence or persuade their readers. Knowing this helps pupils to read texts critically, to analyse what they read and decide whether they agree with it or not and why. They may sometimes have to 'read between the lines' of a text to discover the hidden meaning the author wants to get across.

The experienced reader will interpret what s/he reads in the light of different ways of looking at the subject in hand and different opinions. The critical text analyst puts text into a wider context and makes judgements about what s/he is reading or writing.

Together these four skills are used in combination by a fully literate person. The **four roles of a literate person** form the framework for literacy on which Nguzu Nguzu materials are based they are all developed in parallel through the literacy activities presented in them.

Developing Literacy

Standard 6 materials develop the four roles of a literate person by explicitly teaching and practising the following skills in reading, writing, speaking and listening:

| Code Breaker | Meaning Maker |
|---|--|
| <p>Recognising familiar words.</p> <p>Pronouncing new words using knowledge of the phonic sounds of letters and groups of letters.</p> <p>Using context to guess at how to pronounce unfamiliar words.</p> <p>Learning strategies for correct spelling.</p> <p>Practicing fluent and legible handwriting.</p> <p>Learning consistent conventions of grammar and punctuation.</p> | <p>Understanding words, learning new vocabulary and widening the range of vocabulary used.</p> <p>Developing imagination, and creative thinking leading to forming ideas and opinions.</p> <p>Identifying a range of purposes for writing.</p> <p>Understanding and constructing sentences and text to get ideas, opinions and information across.</p> <p>Bringing their own knowledge, ideas and experience to reading and writing.</p> <p>Developing and demonstrating comprehension through a range of text based activities.</p> |
| Text User | Critical Text Analyst |
| <p>Recognising and selecting appropriate text types to suit their purpose.</p> <p>Learning how different texts are structured and styled according to their purpose and audience.</p> <p>Developing a range of writing styles.</p> <p>Learning how to plan and draft text in a range of genres.</p> <p>Developing drafting and redrafting skills.</p> <p>Using texts as part of the literacy activities that occur in the class, and as part of the functional use of text in pupils' lives.</p> <p>Acquiring a range of research skills.</p> | <p>Understanding how text can influence ideas and opinions.</p> <p>Understanding how texts can represent topics, ideas and opinions in different and often opposing ways.</p> <p>Thinking critically about issues in order to practise forming and expressing opinions – active participation in discussions.</p> <p>Developing debating skills and the ability to formulate opinions and back up statements of opinion with evidence.</p> <p>Learning how to look for inference or hidden meaning in text.</p> <p>Learning how to place what they read in the wider context of an issue or topic.</p> |

Adapted from Freebody and Luke 1992

A Generic Approach to Teaching Literacy

Nguzu Nguzu materials at Standard 1 – 3 relied mainly on narrative texts, or stories, as the basis for language development and teaching literacy. In Standards 4 and 5 we began to move away from this focus on narrative text to broaden the experience of pupils with different genres. As well as fiction, they read factual texts for research and information, instructions to help them to do things and texts expressing opinions and ideas to help them formulate their own point of view and judge the opinions of others. As well as reading for different purposes, pupils will learn to write for different purposes and with different audiences in mind. To do so they need to learn that different genres are structured in different ways and that styles of writing and the language used vary according to the type of text.

In Standard 6, the same six genres as are introduced at Standard 5, are further developed as follows:

| | |
|---------------------|--|
| Narratives | in which the reader is entertained by an interesting, enjoyable or amusing story. |
| Recounts | in which the writer tells the reader about something that has happened to them or to another person or people. |
| Reports | in which factual information about a given topic is organised and recorded. |
| Procedures | in which the reader is given specific instructions on how to do something or directions to follow. |
| Explanations | in which the writer tells the reader how something works or explains some phenomenon to the reader. |
| Expositions | in which the writer makes an argument for or against a specific standpoint on a controversial issue. |

Each unit in Standard 6 has a focus on one particular genre and about half of the readings in that unit are usually examples of that genre. In some units there is also a secondary focus on another genre, and the remaining texts are a mixture of examples of other genres. The table below shows the generic focus of each unit and gives some examples of the different genres from Standard 5.

| Unit | Main Genre | Examples | Secondary Genre | Example |
|--|--------------------|---|-----------------|---|
| Unit 1 Keeping Fit in Body and Mind | Narrative | Poor Milton The Search for the Mirror of Truth | Explanation | How we Breathe How Exercise Keeps You Fit |
| Unit 2 Social Issues in Modern Society | Recount | A Scream in the Night Nello Go Home! | Explanation | How Anger Affects you and Others Child Abuse |
| Unit 3 Gender | Recount | I'm Still Me | Exposition | Letters To the Editor Housewife or Doctor? |
| Unit 4 Feelings | Recount | Fairness Restless Change of Feeling | Narrative | An Impossible Choice |
| Unit 5 Protecting the Environment | Exposition | Look After your Reefs How Can You Buy the Sky? | Factual Report | Mangroves Life on the Coral Reef |
| Unit 6 Endangered Species | Exposition | The Web of Life Arnarvon Marine Conservation Area | Factual Report | Preserving the Megapode Bird The Tale of the Tasmanian Tiger |
| Unit 7 World Heritage | Factual Report | East Rennell Natural World Heritage Site The Great Wall of China | Explanation | The Formation of Lake Tegano Marovo Lagoon - Why Isn't it a World Heritage Site? |
| Unit 8 Creative Arts | Descriptive Report | Creative Arts The Meaning of Tattoos | Procedure | Paper Production in Solomon Islands Tapa Cloth in the South Pacific |

| | | | | |
|--|--------------------|--|--------------------|---|
| Unit 9 Values and Beliefs | Comparative Report | Faiths of the World Shared Beliefs | Procedure | Celebrating the Passover. How to Make a Paper Crane. |
| Unit 10 Conflict Reconciliation and Peace | Narrative | Daidem and Nemnem Forgiveness Takes Time The Blue Boy | Historical Recount | Conflict Reconciliation and Peace in Solomon Islands The Bougainville Crisis |
| Unit 11 Government and Good Governance | Exposition | Good Governance What is the Government's Job? | Report | The Right to Vote The Provincial Government System |
| Unit 12 Citizenship | Narrative | The Miller, his Son and the Donkey The Two Metre Chopsticks | Exposition | Speak Up! Rights and Responsibilities. |

Pupils are taught how to recognise and construct each type of text. They become familiar with the structure, content, style and language features of each. Many texts do not strictly fit "rules" of generic structure, but discussing text structure is a very worthwhile way for pupils to develop an understanding of the many purposes of writing.

Genre Tables

The tables on the following pages compare these six different genres and give more information about how they can be identified. Each table explains the purpose and focus of the text type and clarifies this by giving examples. It outlines the basic structure of each text type; and it lists the language and stylistic features you might expect to see in each.

Genre Posters

This information is also provided in the form of a set of six, colourful genre posters for you to use with the class. Each poster outlines the structure and main language features of one of the six genres and includes a simple, sample text which demonstrates these features.

Use these posters flexibly to support your teaching. Sometimes they are referred to in the Teacher's Guide, but you might find them useful at other times too.

You should avoid just sticking them up on the classroom wall and leaving them there all year however. Whilst they might make a colourful display for your classroom, the pupils will quickly lose interest in them if they see them all the time. The posters are a specific teaching resource, containing important information and ideas. They are not intended for decorative display!

| Genre (Text Type) | Narrative Also called a story or fiction | |
|--|---|--|
| Purpose and Focus | Purpose To entertain, to gain and hold the reader's interest and attention, and to extend imagination. May also have an instructive purpose. The focus is on character development and on a sequence of actions or events. | |
| Examples | Structure | Distinctive Features |
| Many types including: Fairy stories, mysteries, science fiction, custom stories, parables, fables and myths. Examples from Standard 6 The Blue Boy The Search for the Mirror of Truth The Miller, his Son and their Donkey. | Title: Setting: Creates atmosphere, sets the scene and introduces characters, grabs the readers attention and hints at how story will develop. (Also called orientation). A sequence of events: The main body of the story, leading to the complication. Complication: What happens to the characters may include a crisis or problem that needs to be sorted out. Ending: When the problem is solved and a crisis or climax is reached and resolved. (Also called the resolution) More complex narratives have a series of interlinked complications leading to a single climax. | Characters: Specific characters, usually human (or animal with human characteristics). Verbs: Action verbs are common, (jumped, threw, gobbled). Also include speaking verbs (whispered, yelled, cried,) and thinking and feeling verbs or felt (wondered, guessed, believed, feared). Usually written in the third person. Tense: Usually in past tense . Language Features: <ul style="list-style-type: none"> Linking phrases showing the passage of time such as: 'Many years later' or 'Suddenly...' May include dialogue or direct speech, in which the tense may change to present or future; Descriptive and imaginative language is included to make the story more interesting. Style: Imaginative, creative, entertaining. |

| Genre | Procedure Also sometimes called Instructions or an Instructional Text | |
|--|---|--|
| Purpose and Focus | Purpose: To tell the reader how to do or make something. To give instructions. The focus is on a very specific sequence of steps or actions. | |
| Examples | Structure | Distinctive Features |
| Many types including: Recipes, Science Experiments, Assembly Instructions, Rules of a game, Directions to reach a location Examples from Standard 6 How to Make a Paper Crane Paper Production in Solomon Islands | Title: States the goal and tells the reader what he/she will make or do. Materials / Ingredients: List what will be needed to do the job. Method: Explains the steps to follow to reach the goal, usually laid out as a numbered list. Numbers and diagrams or pictures are often used to make the instructions clearer. | Characters: Generalised, (not people). The text applies to a class of things such as 'the utensils' or specific things such as 'the eggs'. Things are described in detail such as 'a serrated knife', 'a six inch nail', or '100 grams of flour' Verbs: Simple present tense action verbs, such as beat, hold, twist, mix, glue, tie. Language Features: <ul style="list-style-type: none"> Short clear sentences, often starting with an action verb, (e.g. 'Chop meat into small pieces'). Linking words to do with the sequence of steps, such as first, next, finally. Adverbs which add detail to the instruction such as lightly, firmly, vigorously, gently. Adjectives used to describe materials precisely, such as a sharp knife, strong glue. Style: Direct, informative and precise. |

| Genre | Recount | |
|--|--|--|
| Purpose and Focus | Purpose: To tell the reader about something that has happened. The focus is on a sequence of events relating to a particular occasion. | |
| Examples | Structure | Distinctive Features |
| Different Types: Examples from Standard 6 Personal Recount Nello Go Home Historical Recount The Bougainville Crisis Biographical Recount Wangari Mathai | Title: Setting: Background information and orientation tells details of who, what, where, when, and sometimes why. Sequence of Events: In the order in which they happened. May include responses or comments about the events. Ending: May be a personal response to events, an opinion about what happened or a summing up. | Characters: Involves specific people, usually named. Tense: Usually told in the past tense . Language Features: <ul style="list-style-type: none"> Linking phrases showing time and the order of events (next, then, two days later); Includes some direct speech; First person pronouns (I, we, us) are used in a personal recount and third person pronouns (he, she, it, they) are used in factual and historical recounts. Details are chosen to add interest and humour and irrelevant details are left out. Style: A personal recount can be informal, including some personal response to events. Historic or factual recounts tend to be more formal and informative. |

| Genre | Exposition | |
|--|--|---|
| | Also called an argument or a persuasive text. | |
| Purpose and Focus | Purpose: To: express an opinion; take a stand on an issue or to argue to convince others. The focus is on an issue and a logical sequence or argument related to that issue. | |
| Examples | Structure | Distinctive Features |
| Two main types Persuading that - an opinion or point of view Persuading to - a call to action Many examples including: Political speeches, Sermons Letters to the editor, Advertisements, Newspaper editorials Examples from Standard 6 Housewife or Doctor? Good Governance Speak Up! | Title: Statement of Position: Tells the reader what the argument is about, may include background information. Argument: This section includes evidence or ideas to justify the position taken, includes supporting evidence such as quotes or statistics. Usually has more than one point and includes examples - linked directly to the argument. Summing Up: Restates argument in the light of evidence given. May also call for action. | Characters: Usually generalised (e.g. people, young people. the government, the church) not about specific people or characters. Verbs: Variety of verb types are used including persuasive verbs (such as: should, ought to, must). Tense: Varies, usually present tense , but the tense changes with the argument. Historical background may be given in past tense ('This is how things were before the coup') or a call to action may be presented in the future tense ('Go out and tell your friends...'). Language Features: <ul style="list-style-type: none"> Technical vocabulary relating to the issue, such as 'Marovo's marine ecosystem'. Conjunctions are often associated with logical reasoning such as: therefore; because; thus. Strong language is often used to persuade and convince, such as; must; should; ought. Uses arguments, facts and evidence to convince. Reported Speech and quotes are common, "A member of the public stated that...", "Residents of Honiara say that..." Language which evaluates such as 'It is important that...', 'It is necessary to...', 'People must...'. Style: Persuasive and strong. The voice, or opinion of the author can be clearly identified. |

| Genre | Explanation | |
|---|---|---|
| Purpose and Focus | <p>Purpose: To give the reader an account of how something works or to explain why something happens (a phenomenon) or how something came to be.</p> <p>The focus is on a process, a logical or chronological sequence.</p> | |
| Examples | Structure | Distinctive Features |
| <p>Two basic types:</p> <p>Explaining How and Explaining Why</p> <p>Examples from Standard 6</p> <p>How Anger Affects You and Others</p> <p>The Formation of Lake Tegano</p> | <p>Title:</p> <p>General Introduction: A statement to tell the reader what is to be explained.</p> <p>Sequenced Explanation: Linked sentences or paragraphs setting out the explanation in a logical way.</p> <p>Concluding Statement: This may be a summary of how this information can be used, or a general statement about the importance of what has been explained.</p> | <p>Characters: Often about things, but can be about people, usually people in general not individuals, such as 'elderly people' or 'adults'.</p> <p>Tense: Usually timeless, written in simple present tense.</p> <p>Verbs: Mostly action verbs, such as erupts, revolves, opens.</p> <p>Language Features:</p> <ul style="list-style-type: none"> Language of reasoning or cause and effect is often used, such as if/then, thus, as a consequence. The passive voice is often used, such as 'Waves are caused by...' or 'The bubbles are a result of...'. Conjunctions showing clear time relationships are common, such as when, then, while, as, after. Technical vocabulary is often used, such as 'the digestive system', 'the electrical circuit'. May include diagrams or flow charts to clarify the explanation. <p>Style:</p> <p>Scientific and factual. No unnecessary description or detail.</p> |

| Genre | Report | |
|---|--|---|
| | Sometimes called an Information Report or a Factual Report. | |
| Purpose and Focus | <p>Purpose: To document, classify, organise and record factual information on a topic.</p> <p>The focus is on a thing or class of things.</p> | |
| Examples | Structure | Distinctive Features |
| <p>Any type of factual (non-fiction) text is a report.</p> <p>Examples from Standard 6</p> <p>Life on the Coral Reef</p> <p>Canterbury Cathedral</p> | <p>Title:</p> <p>General Introduction: May include a definition, and a statement of what the report is about.</p> <p>Factual Information: Linked paragraphs which each contain some facts and information</p> <p>Concluding Statement: To summarise the findings and round off the report.</p> | <p>Characters: Usually about things not people (e.g. cats, volcanoes).</p> <p>Verbs: Linking verbs showing relationships, such as: belongs to; has; contains; are; etc.</p> <p>Tense: Scientific reports are usually written in the present tense, but historical reports are more likely to be past tense.</p> <p>Language Features:</p> <ul style="list-style-type: none"> Language is descriptive, but factual and precise rather than lively or imaginative. Likely to contain technical vocabulary and information, such as, 'Dolphins are marine mammals', 'The weather is monitored by meteorologists'. Structural features include paragraphing, sub headings, bullet points, diagrams or pictures to clarify the text. <p>Style: Relatively formal and objective, first person pronouns and personal responses are not usually appropriate. The voice of the author is weak.</p> |

Teaching Methods: Discussion and Oral Work

The Importance of Oral Activities

To become competent English language users, pupils need to be able to speak and communicate effectively and confidently as well as read and write the language. The Nguzu Nguzu English programme emphasises the importance of teaching speaking and listening skills alongside literacy.

The starting point for each new text in Standard 6 is **discussion**. Through discussion, pupils are encouraged to talk about the topic or text, share their ideas and thoughts, tell the class what they know already about the subject and ask and answer questions. By doing this they develop a wide range of oral skills. They also discuss the meanings of key words from the text with their teacher to develop their vocabulary and comprehension.

The materials also **link written work with oral activities**. Pupils explore a topic through discussions, role-play, interviews, and language games before they get down to writing. It is through talking about what to write that pupils learn to think about and express their ideas clearly. Good oral skills also help them to ask questions, which will help them in other areas of the curriculum.

Specific Difficulties with Oral Work in the Classroom

Sometimes speaking aloud in English is very difficult, especially for pupils for whom English is an additional language. Many teachers struggle to get pupils to contribute to class discussions. Some pupils are shy, some lack confidence and even those who can express themselves very clearly in writing, sometimes find it hard to do so orally.

| Why is this? | What can teachers do about it? |
|---|--|
| Perhaps English is seen as a very formal language - the official language of instruction, but not a language to use every day. | Teachers must make opportunities for pupils to enjoy speaking English in a relaxed, natural way through discussion, oral activities and games to break down this formality. |
| Perhaps teachers do not use English in the classroom in a natural way. | Teachers should try to use English in the classroom and reward and encourage the pupils when they do. Teachers should remember to speak to children individually in English, as discussions with adults can help to develop other skills. |
| Perhaps it's hard for pupils to speak English because the classroom atmosphere is strict and formal and they are afraid of making mistakes. | Teachers can teach that making approximations is OK - it is an important part of learning. In a classroom where pupils feel that it's OK to attempt things and make mistakes everyone will feel more confident to 'have a go'. |
| Perhaps pupils are shy and find it hard to speak in front of the whole class. | Teachers can help this by doing more work in small groups, and by having pupils work in pairs and talk only to their partner. |

The Range of Oral Activities

There are many different oral activities included in Standard 6. Discussion and oral work is far more than the teacher just asking questions and the pupils answering them.

Teachers must provide a range of contexts in which the activities in the table below can be practised. Pupils should have the opportunity to work in groups of varying size, including in pairs, in small groups and in a whole class group.

| | | |
|---------------------------|---|--|
| Reading | Listening to the teacher read Reading to each other Reading a range of texts | Reading each other's written work Shared reading |
| Discussion | Participating in discussion led by the teacher with the whole class Talking in groups about given topics | Sharing discussion with visiting speakers Discussion with a partner |
| Drama | Role playing such as acting out an argument or phone conversation Performing a play | Acting out part of a story Delivering messages |
| Interviews | Interviewing other pupils Conducting surveys of family or community members | Preparing questions for radio interviews Interviewing visiting speakers |
| Story Telling | Recounting events or experiences orally | Predicting the ending of a story Retelling a story in your own words |
| Debates | Holding a formal debate Expressing opinions | Arguing in favour of a point of view Discussing issues of interest |
| Poetry and Singing | Reading poems aloud Working in a group to write poetry | Singing songs Composing songs |
| Talks | Preparing talks for the class on a given topic Telling the class about their experiences | Listening to talks by visiting speakers and asking questions |

Leading Discussions

Each text is introduced through **discussion** activities. The purpose of this discussion is:

- To **prepare** pupils **for reading** by identifying what they already know about the subject or topic and relating it to their own experience.
- To **assist** pupils **with reading** to make sure that they understand the words, phrases and sentences that make up the text. To make sure that they understand the overall meaning and purpose of the text.
- To **help** pupils **to analyse and interpret the text** by discussion of its structure and language features.
- To **help** pupils **to move on from the text** using it as the starting point for further reading and writing activities.

The Teacher's Guide provides some questions to go with each text which the teacher can use as a starting point for the discussion. Teachers must be careful, however, that their discussion time is more than just a question and answer session.

Teaching Methods: Language Development

The **Whole Language Approach** is the foundation for Nguzu Nguzu English. This means that pupils learn the language by using it in a meaningful context, rather than through learning rules and grammar. This is why language study activities in the Teacher's Guide are based on the reading texts. At Standard 6 we also revise the grammatical rules pupils have learnt already to help them become fluent in written and spoken English. This is particularly important when pupils are learning a language which is not their first language, and is not the language used by their families or communities.

Each unit includes a range of language study activities. The teacher will use these to teach the specific language skills, such as grammar rules and conventions of punctuation, that are contained in the knowledge objectives in the syllabus.

Explicit teaching of these skills means that the teacher has to spend time explaining rules and giving examples of how to apply them. The 'Background Information' of the Teacher's Guide gives clear explanations to help teachers with this. The exercises in the Pupil's Book give pupils a chance to practise what they have learned.

It is expected that the teacher will prepare additional language study activities to ensure that the pupils have learned and fully understood the rules. These should be based on the reading texts so that they are meaningful for the pupils. Some pupils may also need additional work on areas suggested in the Teacher's Guide.

Developing and practising language skills through games is often successful. Teachers may use games from the '**Language Games**' booklet produced by CDC in 2003.

Teaching Methods: Reading

At Standard 6 pupils build on the reading skills they have developed in previous years in a number of ways:

- They learn to read more **independently and silently**;
- They learn to read **for a broader range of specific purposes**;
- They learn to read and use a **greater range of text types**;
- They learn to **interpret** as well as to understand what they read.

How Reading is Taught in the Standard 6 Materials

The emphasis in Standard 1 – 3 was on teaching reading through shared and guided reading. Building on this foundation, there continues to be a great emphasis on teachers sharing texts with the pupils in Standard 4 and 5, and on pupils reading aloud. At Standard 6 there is a shift in focus from reading as a group activity to reading silently and independently.

Even though we want our pupils to read independently, we still have to teach them how to do this, so the materials include activities for teachers to prepare pupils for reading, to give them guidance as they read and to help them follow up their reading with written and oral work.

Daily Reading

Pupils are expected to do some reading **every day**. For each unit of work, in addition to the text in the Reader, the Pupil's Book contains nine shorter texts related to the unit theme. There are enough texts to use one each day for the two weeks covered by a unit.

Teachers can use the texts **flexibly** to suit their programme of work. They do not have to do all the activities related to a particular text in one day. They can choose to use the texts in a different order, they can plan their own activities to suit the speed at which the class is working and they may choose to use different texts with different groups according to reading ability.

Each new text is accompanied by a list of **key words** which the teacher will explain to the pupils before reading. It is important that they understand and can use these new words with confidence, firstly so that they understand the text, and secondly so that they increase their English vocabulary. They do **not**, however, need to learn to spell these words.

In addition to reading the text, pupils are asked to read instructions for activities in the Pupil's Book. Teachers should always go through these with them, making sure that they have read and understood what they have to do.

Opportunities to Read

Opportunities to read are sometimes very limited in schools where there is no library. Nguzu Nguzu books provide a basic range of reading materials on which the English work is based. Teachers also have to work hard, however, to provide the pupils with additional resources and opportunities to read.

Some ideas...

- Use the additional texts in the readers. These are provided for pupils to read independently for their own enjoyment.
- Make a collection of reading material, articles from newspapers, posters, newsletters, Link magazines, Solomon Airlines magazines, or any other texts you can find. Stick them onto cardboard to make them last, or paste them into scrap books with other texts of similar content, style or level of difficulty.
- Use texts from other curriculum areas or other textbooks. If your school has copies of 'Using English' for example, teachers may select texts related to the Nguzu Nguzu themes for additional reading materials for the pupils.
- Use pupil's writing as additional reading material. Pupils can be encouraged to read each other's work by having it displayed around the classroom or made into class books. Work done by other classes can also be a good source of additional reading.
- Make posters, charts and diagrams, or write up poems, songs or stories on chart paper for the classroom.
- Use poems from the Term 4 poetry reader for additional reading on the theme of each unit.

'**Ideas Into Practice**' gives plenty of practical ideas for setting up book corners in the classroom - this is just as important for the upper years of primary so that pupils are encouraged to read independently.

Teaching Methods: Comprehension

The Nguzu Nguzu approach to literacy stresses the importance of **reading for meaning**. Right through the materials there is an emphasis on comprehension - pupils must understand what they read and relate it to their own experiences.

Senior pupils are asked to look for different levels of meaning as they read as follows:

| | | |
|-------------------------|--|---------------------------------|
| Explicit meaning | Something that is clearly stated by the author. | The author said it. |
| Implicit meaning | Something that is not stated but is contained within the overall meaning of the text. | The author meant it. |
| Inferred meaning | Something that is not contained in the text but the reader might guess at from other things the author says. | The author would agree with it. |

As well as understanding the obvious meaning of words, phrases, sentences and texts, pupils are asked to think critically about what they read and to carry comprehension further to understanding the context, the point of view of the writer and, sometimes, the hidden meaning of a text.

Teachers must look for and teach, comprehension at **word level**, (the meaning of individual words), **sentence level** (the meaning of sentences and phrases) and **text level** (the overall meaning of the text or story).

Teachers should remember that comprehension takes place before, during and after reading.

Before, as pupils prepare for reading by thinking about what they already know about a topic, or looking at the pictures. **During**, as they listen to and make sense of the different elements of the

text. **After**, as they reflect on what they have read and apply it to their own experience and knowledge.

Comprehension is to be Taught not Just Tested

It is critical in the upper years of primary, that teachers adopt a direct approach to teaching pupils to understand what they read.

When we read with pupils and ask them questions about what we have read we are checking that they have understood, or **testing** their comprehension. Teachers are asked to go much further than this, however. They must actually **teach** effective communication strategies. This means teaching pupils how to understand what they read, what to do if they do not understand it and how to check their own understanding as they read.

The Teacher's Guide includes a wide range of activities to teach comprehension including the following:

- Retelling stories 'in your own words';
- Making a list of the key points of a text, or events in a story;
- Writing new sentences using words selected from the text;
- Answering 'true or false' questions about the text;
- Discussing pictures and illustrations;
- Making a chart, map or diagram to illustrate the text;
- Drawing a picture to show details from the text;
- Ordering sentences from the text to reconstruct the main points of a story.

Teaching Methods: Writing

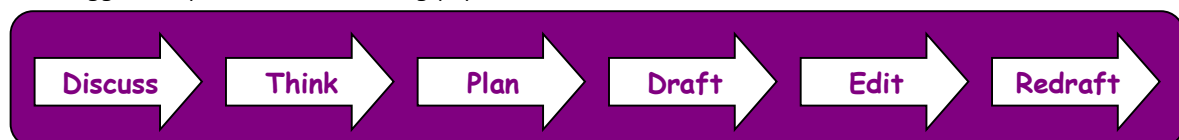
A structured approach to teaching writing is adopted, which includes the following elements:

- Teachers are asked to **explicitly teach** writing skills, using such tools as shared writing, modelled writing and planning frameworks;
- Pupils are expected to write for different reasons and different audiences, and to be aware of how the **purpose and audience** influences their style of writing;
- Pupils are asked to write a much **broader range of texts** and develop an understanding of the structure, style and language features of **different genres**;
- Pupils are expected to learn from the **process** of writing and develop skills in **planning, drafting and redrafting** text. This means that they are asked to develop their written work over a number of days and not to see writing as a single shot activity;
- Pupils are asked to develop **research, note taking and reading for information** skills to assist them with their independent writing.

The Writing Process

By linking writing to oral activities, the Teacher's Guide emphasises the **process** involved in producing a piece of writing. It is suggested that teachers develop writing activities over a number of days so that pupils have plenty of time to plan and improve their work.

The suggested process for teaching pupils to write at Standard 4 is as follows:



| | |
|--------------------|---|
| Discuss | Writing begins with ideas. Talking and discussion are the starting point for each new piece of writing. |
| Think | Pupils are encouraged to think about what they want to write before they write. |
| Plan | This is an outline of ideas and content. A rough sketch in which there will be crossing out and partly formed ideas, half sentences, lists and notes. |
| First Draft | Pupils organise their ideas into a text using proper sentences to get their intended meaning across clearly. |
| Edit | This is the process of improving the text. Pupils proofread, consult the teacher, check for mistakes, look for ways they can improve what they have written, look at each other's work and so on. |
| Redraft | In this stage the pupils write a final draft incorporating all the improvements they have identified. This is their best work. The text is neatly presented using their best handwriting. |

The final copy is a piece of work which the pupil can be proud of, but **the learning process** that has gone on throughout, **is as important as this product**.

The **process is flexible** and will vary depending on the kind of writing. For example: at the thinking stage, a factual report will require research and reading to find out information, but a narrative will require lots of imaginative thinking to generate ideas.

The purpose of **writing** will also affect the process. If the writing is just a note to a friend to send a simple message it is unlikely that the planning, drafting and checking stages will be very important.

If on the other hand, the writer is writing an essay for a competition, a lot of emphasis will be placed on the planning, drafting and checking stages to make sure that the work is as good as the writer can make it.

In Standard 6 many of the writing activities are planned and developed over a number of English lessons. This is because pupils are now beginning to write longer more detailed texts and because they are learning how to plan, draft and edit their own writing. This takes time. The table summarises the activities pupils might do and the things they will pay attention to at each stage in the process of developing a piece of writing.

| | Activities: | Attention to: | Tools: |
|-------------------|---|--|--|
| 1. Discuss | <ul style="list-style-type: none"> Teacher led discussion and oral activities based on texts. Oral activities from Teacher's Guide Talking with a partner Talking in small groups | <ul style="list-style-type: none"> The topic or subject to be written about What the writer already knows about the topic | <ul style="list-style-type: none"> Concept maps Prior knowledge charts Brainstorming Discussion groups |
| 2. Think | <ul style="list-style-type: none"> Working individually Thinking about what you already know Reading about the topic Doing research to find out more | <ul style="list-style-type: none"> Intended meaning (What do I want to say?) Audience and purpose of writing (Why and for whom am I writing this?) | <ul style="list-style-type: none"> A note book to write down ideas Research materials Concept mapping, (individually) |

| | | | |
|-------------------|--|--|--|
| 3. Plan | <ul style="list-style-type: none"> • Making notes, lists • Sketching key ideas into a plan • Organising ideas and deciding what will go where in the text • Shared writing | <ul style="list-style-type: none"> • Structure, style and content • Audience and purpose • Content • The genre | <ul style="list-style-type: none"> • Skeletons or frameworks for different genres • Lists and bullet points • Rough paper |
| 4. Draft | <ul style="list-style-type: none"> • Putting the plan into the final format using proper sentences and considering the appropriate style and language features. • Usually working alone | <ul style="list-style-type: none"> • Grammar • Sentence structure • Language features suitable to the genre • How the text fits together | The plan you have prepared Research notes made Genre Posters |
| 5. Check | <ul style="list-style-type: none"> • Proof reading the text carefully • Checking spelling and punctuation • Reading each other's work • Teacher correcting drafts | <ul style="list-style-type: none"> • Spelling • Punctuation • Grammar • Content and meaning | <ul style="list-style-type: none"> • A dictionary • The teacher • Other pupils |
| 6. Redraft | <ul style="list-style-type: none"> • Writing a final copy including all the corrections and improvements identified • Illustrating the final text | <ul style="list-style-type: none"> • Handwriting layout and presentation • Illustration or diagrams (if appropriate) | <ul style="list-style-type: none"> • The corrected first draft |

Shared Writing

Shared writing is a useful teaching tool to demonstrate, or model how to write. It can be used for planning texts, preparing pupils to write independently, teaching specific editing skills and developing awareness of particular grammatical and language points.

There are five stages in the process of shared writing as follows:

- | | |
|---------|------------------------------|
| Stage 1 | Introducing the Activity |
| Stage 2 | Talking about Writing |
| Stage 3 | Jointly Making a First Draft |
| Stage 4 | Improving the Text |
| Stage 5 | Follow Up |

In **stage 1** the teacher introduces the topic or activity with some oral or discussion work or perhaps a research task for pupils. Writing activities can be introduced in many different ways.

In **stage 2** the teacher actually discusses the process of writing with the pupils. The task and the process is explained clearly; the teacher reminds pupils of how to structure the text; some technical vocabulary about writing is introduced, such as generic names and structural features, and the appropriate style, vocabulary and language are discussed. All of these things are continually referred to and reinforced during the following stages.

In **stage 3** the teacher and the pupils discuss and agree on a first draft. The teacher may write it on the board, or may ask different pupils to come and write parts of the text. What to include is negotiated and agreed by everyone and may be changed or adapted as the text develops. This stage is completed when the whole text has been drafted.

In **stage 4** the teacher and the pupils look again at the text and talk about the ways in which it can be improved. This may include: adding descriptive language; adding more interesting details; making something clearer; shortening sentences to make them easier to understand and so on. In this stage the pupils also look at spelling and punctuation and at grammatical features such as verb tenses, agreement between the subject and the verb and so on. The teacher should choose which of these to focus on according to the writing and language study objectives that they are working on.

Only when this stage is finished is the text complete. The teacher may then choose to write out a corrected version with the class or may ask the pupils to do this as follow up.

In **stage 5** the teacher gives the pupils individual or group work to do to follow up the shared writing activity. This may simply be to write out a good final copy of the agreed text or a related activity in which they have to use the skills modelled in the shared writing to plan and draft their own piece of writing.

Teaching Methods: Handwriting

Cursive handwriting has been taught since Standard 3 so it is expected that by Standard 6 pupils should have developed a consistent cursive style of handwriting. The full handwriting programme is included in the Standard 3 Teacher's Guide. By Standard 6 it is expected that pupils will focus on their handwriting when producing a final draft of their written work. One handwriting lesson per unit has been included in the Standard 6 materials for teachers to use if they feel that pupils need more practice.

Good handwriting should be developed and practised all the time, not just in handwriting lessons. Pupils learn by **observing the teacher**. It is important that teachers demonstrate good handwriting when writing on the board, during shared writing and when writing in pupils' books. Any written activity is an opportunity to practice good handwriting. Teachers should remind and encourage pupils to use correct, cursive script whenever they write.

Teaching Methods: Spelling

Pupils learn to spell in many different ways, including through experience with reading, through writing, by playing word games and by using tools and strategies that they have been taught. Teachers should emphasise correct spelling, each time the pupils write.

In Standard 6 there is a list of 280 spelling words to learn, 20 words for each unit of work or 10 words per week. The list includes about 12 - 15 **high frequency words**. These are the most commonly used words in English. All pupils should have learned to spell these words correctly by the time they leave primary school. To ensure that this happens these words have been included in the spelling lists for Standards 4 - 6. These words may be easy for pupils at Standard 6 to spell. However, they are mixed in with more difficult words and teachers are asked to cover these high frequency words to make sure that all pupils achieve this basic level of spelling. Fluency in reading and writing is achieved when pupils know enough high frequency words well enough that they do not need to stop to think at all when reading and writing them.

Strategies and Activities

The pupils are taught the following strategy for learning to spell new words:

| Look → Cover → Remember → Write → Check | | | | |
|---|--|---|--|---|
| Study the word. Say it to yourself several times. See if it looks the way it sounds. Split it into syllables to help you remember what it looks like. Look for any familiar groups of letters. | Cover the word with your hand or a piece of paper, or shut your eyes so that you cannot see it. | With the word covered, try to remember how it is spelt using spelling strategies that you know. Spell the word to yourself several times without looking at it. | Write the word from memory without looking at it. Try to see the word in your head as you write . | Check back to see if you wrote the word correctly. If you are wrong, look at what you did wrong. Learn from your mistake and try LCRWC again. |

A range of strategies is included in the Teacher's Guide to help pupils with spelling, which they should be encouraged to apply when they try to spell new words during their independent writing activities. These include:

- Breaking down words into syllables and spelling each syllable separately;
- Phonics, spelling out words by letter sounds;
- Rules, such as for making plurals, changing tenses, double letters, contractions;
- Using the dictionary to check spellings;
- Sounds like..... using rhyming words to guess at the spelling of new words;
- Using other known words or parts of words to help spell new words - for example knowing 'under' and 'stand' could help pupils to write 'understand';
- Proof reading.

Teachers should also provide more spelling activities and games, such as:

| | | |
|---|--------------------|----------------|
| Adding missing letters | Spot the mistakes | Hidden words |
| Adding letters to make new words | Word searches | Anagrams |
| Making words out of longer words | Rhyming words | Changing words |
| Grouping words with similar letter sounds | Word bingo | Crosswords |
| Synonyms - words that mean the same | Hangman / Beetle | Word circles |
| Homophones - words that sound the same | Word snap or pairs | Word chains |

More ideas for spelling games are in the Language Games book published by CDC in 2004.

The table on the next page shows high frequency words included in the spelling lists for Standards 4, 5 and 6 in alphabetical order. These are the 480 most commonly used words in the English Language.

| High Frequency Words | | |
|---|--|--|
| Standard 4 | Standard 5 | Standard 6 |
| about after again all an and are as at | above across almost along also always am animal another August any April around ask asked away | aeroplane afternoon allowed anybody arrived auntie |
| back ball be because bed been before big black blue boy brother brown but by | baby bad because before began being below best better between bird both bring brought bush | beach beautiful believe beside board boat book bought broke buy |
| call called came can come could | can't change children clothes coming | cannot canoe catch caught church clinic close closed coast couldn't country course cousin |
| Dad did dig do don't door down | dark day December didn't different does dog during | dance dancing decided disappeared doesn't |
| eight | earth eat eighteen eleven every eyes | each east easy end even evening ever everybody everyone early everything everywhere |
| Father first five for four Friday from | far farther fast February fell fifteen find fly follow found fourteen friend | family favourite few finally fishing food forest forget forgive forgot frightened front |
| get girl go good got green | garden gave give goes going gone grey | grandfather grandmother guard |
| had half has have help he her here him his home house how | hand happy head heard high | happened hard hiding high hospital hour hungry hurt |
| if into it | I'm inside | important island isn't it's its |
| jump just | January July June jumped | |
| | keep knew now | kept |
| laugh like little live look | last leave left let light long love | late later leaf life lot low |
| made make man me Monday my more mother much mum must | many March may May might money month morning Mr. Mrs. | men met most myself minute |
| name new nine no not now | near never next night nineteen November number | narrow nearly nephew nice niece nobody noise north |
| of off old on one only or other out over | October often once open orange our outside own | opened |
| people play pull push put | paper pink place purple | passed permanent piece police present province |
| ran red right | read reef room round run | ready really remember road running |
| said Saturday saw school second see seen seven she sister six so some Sunday | sat say sea September seventeen should sing sit sixteen small soon step sound | scared ship short shouldn't show side somebody something sometimes still somewhere south spare sure suddenly started stopped straight such swimming |
| ten that their them then there they this three Thursday to took Tuesday two | take tell than these thing think thirteen those time too tree twelve twenty | they're though thought threw through tired together told town track tries truck turned |
| up | under us until | uncle upon upstairs used usually |
| | very | village |
| want was water we Wednesday well went were what when woman where which white who will with | walk way why wish word work would | watch we're week west while whole wide window without woken won't world wouldn't |
| yellow yes you your | year | you're young |

Assessment and Record Keeping

Assessment in English involves collecting information about pupils' development in literacy and oracy and making judgments about their strengths, weaknesses and progress.

The assessment advice given in this Teacher's Guide is **assessment for learning**. It is **not** designed to help teachers compare pupils or rank them in relation to the rest of the class. It simply asks teachers to make judgements about each individual's progress in order to help them improve, and to report to parents.

Assessment is an ongoing process. The teacher should constantly observe and evaluate the pupils' achievements, collecting data on areas of improvement and new skills acquired. This data will then be used for planning appropriate new teaching activities.

Each teacher should keep an assessment book or file to record his or her assessments for the class. Keeping records of what is observed and assessed is also important for a number of reasons:

- So that progress can be judged against an accurate baseline;
- So that an accurate report of progress can be given to parents, head teachers, school inspectors and other interested people;
- So that the pupils can see the progress they are making and identify areas they want to improve.

It is important that teachers remember to build assessment into their daily cycle of planning, teaching and evaluation. The Standard 6 Teacher's Guide helps with this in three ways:

- a) By including specific **assessment activities**. These provide teachers with tools to monitor their pupils' progress and enable the teacher to build up a bank of information and samples of each pupil's work;
- b) By providing **assessment reminders** at the end of each activity which link the work completed to the syllabus objectives;
- c) By identifying **syllabus links**, which remind teachers to refer back to the objectives tables as they teach to assess whether the pupils are achieving their objectives.

What Assessments should each Teacher Make?

In Standard 6 teachers should carry out a minimum of three assessments in each of the following:

| | |
|--------------------|---|
| Reading | A running record should be made for each pupil once each term. |
| Writing | A sample of the pupils' writing should be selected, analysed and kept as a record each term. |
| Oral Skills | The teacher should make an observation record of each pupil's speaking and listening skills once every term. |

In addition the teacher may keep records of the pupils' scores in spelling tests where appropriate and samples of their handwriting. Teachers are not asked to make specific assessment of language development other than through writing and oral assessments.

The table on the following page shows how these assessments are spread throughout the year. There is no assessment activity in the first unit of each term.

| Term 1 | | Term 2 | | Term 3 | |
|---------------|-----------------------------|---------------|------------------------------------|----------------|-------------------------------|
| Unit 1 | None | Unit 5 | None | Unit 9 | None |
| Unit 2 | Running Record | Unit 6 | Running Record | Unit 10 | Running Record |
| Unit 3 | Writing Sample (Recount) | Unit 7 | Oral Observation | Unit 11 | Oral Observation |
| Unit 4 | Oral Observation | Unit 8 | Writing Sample (Factual Report) | Unit 12 | Writing Sample (Narrative) |

Note: There are no formal assessment activities included for Term 4.

Assessing Reading - Running Records

A **running record** is a way to record the progress pupils are making in their reading. In a running record, the teacher listens to a pupil read a short text and, at the same time, notes the words they get right and wrong.

The **purpose** of making a running record is to find what mistakes pupils are making with their reading in order for teachers to help them improve.

The Teacher's Guide recommends that 3 running records be taken each year, or one per term, excluding term 4. These are included in Units 2, 6 and 10.

How to Conduct a Running Record

1. **Select 3 suitable texts of 100 words each.** For each Running Record the Teacher's Guide suggests one easy, one of medium standard and one more difficult text. These are selected from the unit. The teacher should have read them once through with the class before doing the running record.
2. For each text **prepare a record sheet** with one space for you to mark each word the pupil reads. An easy way to do this is to write out the text on a piece of paper in ink, with extra line spaces between. Then, as each **pupil** reads from the original reading text, you mark each word in pencil on your copy. Their score can then be calculated and recorded and the pencil marks erased so the same mark sheet can be used for other pupils.
3. **Decide which text each pupil will read** based on what you know about their reading ability. You will quickly see if you have given the wrong text, as they will either read the text perfectly, in which case it is too easy, or they will make many mistakes, in which case it is too difficult. If this happens, change the text for the easier or more difficult one.
4. **Plan when you are going to do your running records.** This could be during class time while the class work on their own, or you might choose to see each pupil during break or after school. Making the running record will take about ten minutes for each pupil and you should allow ten more minutes to record and examine the results and make a note of any particular problems or follow up.
5. **Make the Running Record.** Listen to each pupil in the class read and mark **each word** in the following way:

| | | |
|--|------|-----------------|
| Read correctly | ✓ | Correct |
| Read incorrectly at first, then corrected by the pupil | SC | Self-corrected |
| Read incorrectly, but still makes sense | RM | Retains meaning |
| Left out (*) | O | Omitted |
| Read incorrectly (*) e.g. <i>there</i> read as 'then' | then | Write attempt |

6. **Study the results.** Look carefully at the record and give the student a 'score' out of 100 calculated as follows:

- Count up all the words that are read incorrectly or omitted (*).
- Take the total number of mistakes away from 100 to get the score.

If the pupil scores less than 90 the text is too hard. A score of 100 suggests that a more challenging text should be found.

Make sure you **record the results** carefully in your record book. As well as the score out of 100, make a note of whether the easy, medium or the more difficult text was read, as this too may change throughout the year. You will need to refer to these records when you make your next running record. Make a note of specific follow up activities you need to do to help with any problems you have identified.

7. **Following up.** Having identified mistakes or areas of weakness plan additional activities for the pupils to help them improve and overcome specific reading difficulties. Examples of problems that might be identified and possible solutions are as follows:

| | |
|--|---|
| Difficulty with letter sounds at the beginning and end of words. | Provide more phonic activities, specific teaching of common word endings e.g. -ing, and -ed. |
| Reading words in the wrong order. | Practise sequencing activities, such as building up sentences using words on flashcards, and practice reading aloud. |
| Incorrect pronunciation. | Provide more oral activities focussing on correct pronunciation. Model good English pronunciation when you read aloud and speak English to the pupils. |
| Lack of understanding of what is read. | Provide more comprehension activities, individually suited to the level of each pupil. Focus on word level , sentence level and text level comprehension |
| Lack of confidence in reading. | Provide plenty of practice reading aloud in small groups, using familiar texts. |

Example of a Completed Running Record.

The example on the next page shows what the pupil actually read when presented with a text from Unit 2 (Nello Go Home!)

The errors he/she made are highlighted in purple.

After **we** been here a week, he **said** to go out before I got home from work and not come back **unless** late **evening**. I just couldn't **under** ... **understand** this, until one of my friends told me that she had seen Nello **having** around with some **local** boys.

I **ask** .. **asked** him about this, but he just **laugh** and said that he had made some **next** friends and I should be **hope** for him. I was **warned** one night when he came home very late. He could **hardly** walk and his eyes looked **straight**. When I tried to talk to him he **laugh** like a silly child.

Below is how the teacher's record sheet would look for this running record.

| | | | | | | | | | | | | | |
|--|----|--------|---|------|---|----|--------|----|----------|------|---|---|---|
| 4 | RM | 4 | 4 | 4 | 4 | 4 | said | 4 | 4 | 4 | 4 | 4 | 4 |
| After we'd been here a week, he started to go out before I got | | | | | | | | | | | | | |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | unless | 4 | | O | | | |
| home from work and not come back until late evening. | | | | | | | | | | | | | |
| 4 | 4 | 4 | | | | SC | | 4 | 4 | 4 | 4 | 4 | 4 |
| 4 | | | | | | | | | | | | | |
| I just couldn't understand this, until one of my friends told | | | | | | | | | | | | | |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | having | 4 | 4 | 4 | 4 | O | |
| me that she had seen Nello hanging around with some local | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | | |
| boys. | | | | | | | | | | | | | |
| 4 | SC | 4 | 4 | 4 | 4 | 4 | 4 | RM | 4 | 4 | 4 | 4 | |
| I asked him about this, but he just laugh and said that he | | | | | | | | | | | | | |
| 4 | 4 | 4 | 4 | next | 4 | 4 | 4 | 4 | 4 | hope | 4 | | |
| 4 | | | | | | | | | | | | | |
| had made some new friends and I should be happy for him. | | | | | | | | | | | | | |
| 4 | 4 | warned | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | |
| I was worried one night when he came home very late. He | | | | | | | | | | | | | |
| 4 | | O | 4 | 4 | 4 | 4 | 4 | 4 | straight | 4 | 4 | | |

Having completed the above running record the teacher was able to make the following analysis of the pupil's performance and planned follow up activities to assist the pupil.

Teacher's Analysis of the Results

The teacher counted up the pupil's mistakes as follows:

Omitted 3 Self Corrected 2 Retains Meaning 3 Incorrect 7

Giving the pupil a raw score of 90 for this running record, (100 - total words read incorrectly or omitted)

As well as the raw score, the teacher should identify some other learning points from an analysis of this reading assessment.

Assessing Writing - Collecting Writing Samples

A sample of a pupil's writing taken on a certain date is in itself a record of that pupil's ability at that point in time. When compared to earlier samples, it will clearly show the progress made. The teacher can also use the sample to assess weaknesses and identify areas for the pupil to improve.

It is suggested that teachers keep at least **x3 writing samples for each pupil for a year**, which is a minimum of one per term. These are included in units 3, 8 and 12. A sample should be a finished piece of work, after the pupil has had the opportunity to redraft and rewrite it, but it should not be corrected too much by the teacher. Important information can also be uncovered by looking at pupil's first drafts.

How to Conduct a Writing Assessment.

1. **First explain the writing assessment to the pupils.** Pupils will be familiar with this method of assessment because they will have already been using it in Standards 4 and 5, but you should make sure that they understand the following:
 - that this is not a 'test' but just a way of keeping a record of how well they can write, so they should do their best work.
 - that you will keep 3 samples over the year and that by the end of the year it should be possible to look at these and see how pupils' writing has improved.
 - that you will discuss the sample with them after you have marked it to give them some ideas on how they can improve their writing.
2. **Select an activity or activities from the unit you are working on in the Teacher's Guide** to use for your sample. Over the year, try to choose four different text types to give a good range of the pupil's work.

The sample should be a finished piece of work which the pupils have had a chance to work on over a number of days to draft and improve. Do not correct their work. It should reflect what the pupils are capable of by themselves. Try to be fair and give all pupils the same amount of help with their work, and record details of what help was given.
3. **Remind** the pupils to do their best work because it will be kept as a sample. They will complete their work as part of their usual English lessons, not as a test.
4. When the work is finished, **collect it in from each pupil.** Make sure everyone has marked their work clearly with their name and the date.
5. **Study** each pupil's work **and analyse** it using the following checklist. Look carefully at the work and make a note of mistakes the pupil has made and areas for further teaching.

| | |
|-------------------------|--|
| Content | Is the meaning of the text clear? Does it contain appropriate detail and information? Does it contain too much detail or any irrelevant information? Is it interesting and informative? Is it suitable for the intended audience? |
| Structure | Is the text well organised? Has the writer followed a suitable generic framework and used all the appropriate sections? Is there evidence of planning, drafting and redrafting? |
| Skills | Include comments on: writing skills such as spelling, punctuation, handwriting, editing, as well as on creative skills such as imagination, forming and expressing opinions and so on. |
| Language | Include comments on: grammar and sentence structure; use of adjectives, verbs, adverbs and so on; appropriate vocabulary and styles for the chosen genre. |
| Evidence of Improvement | Comment on areas of progress since the last writing assessment. Note these carefully so that you can tell the pupil what they have done well. |
| Teaching Needs | Make a note of areas in which further work is needed. List teaching activities that you feel might be helpful to include in your planning. |

- Keep your notes and the sample together in your assessment file as a permanent record. It is **most important** that the **correct date** is written on both.
- Sit down with pupils individually to discuss their **writing assessment**. Explain what is good about their work and point out what they need to improve. Tell them clearly what they need to do in order to improve their own writing.

This kind of assessment does not give the teacher a score or a grade for the pupils' work. It provides a qualitative assessment, not a quantitative one. It is assessment for learning. If necessary the teacher can give a grade at the end of the year or term based on what has been written in these assessments, these observations will help them to give a fair grade.

Assessing Oral Skills - Observation Records

Keeping a record of each pupil's speaking and listening skills on a term-by-term basis also helps the teacher to identify areas to work on and measure progress.

It is recommended the teacher observes and evaluates every pupil's listening and speaking skills once each term. Oral assessments are included in the Teacher's Guide in Units 4, 7 and 11. Each one selects suitable activities from the unit for the teacher to use for making observation records.

How to Conduct an Oral Assessment

- First **explain the oral assessment to the pupils**. They should be used to this form of assessment from Standards 4 and 5, but make sure they understand the following:
 - That this is not a 'test', the assessment is part of their usual English lessons. It is just a way of recording how well they can speak and listen in English.
 - That you will be observing them carefully during the oral and discussion activities in the next two weeks and recording your observations.
 - That you will do four such assessments over the year. By the end of the year they will be able to see how their speaking and listening skills have improved.
 - That you will discuss the assessment with them after you have marked it to give them ideas on how they can improve.
- Select the oral activities** you will use for your assessment. In order to have enough time to observe all the pupils you will need to use more than one activity, perhaps one each day for the

first week of this unit. Suggested activities are included in the Teacher's Guide. Be sure that you can observe carefully during the activities you select. You can observe more than one pupil at a time.

3. Complete the activities and observe each pupil, **make brief notes on their oral skills** using the checklist below as a guide. This can be done in a record book, or on paper and kept in your assessment file. You can base your notes on what you have observed in this activity **and** on what you observe more generally in class discussions and oral activities. Make a particular note of the things that pupils need to work on and improve. Make sure you put the date on your observation notes.
4. **Discuss your observations with each pupil individually.** Make sure you tell them what they do well and also what they need to improve. Discuss with them how they are going to try to improve their oral skills before the next assessment.

| | |
|--------------------------------|--|
| Content | Has the pupil thought about and planned what they want to say? Does the pupil explain his/her ideas clearly? Are they relevant to the discussion? Is all appropriate information included? Is any irrelevant information included? Is what the pupil has to say interesting? |
| Presentation | Does the pupil speak clearly and loudly? Do they look at their audience? Do they use expression and appropriate body language to support what they say? Do they speak with confidence? |
| Speaking Skills | Include comments on: English pronunciation; listening skills; responding to others; appropriate timing and speed; non verbal skills such as or gesture and appropriate eye contact. |
| Language | Include comments on: grammar and sentence structure; use of adjectives, verbs, adverbs and so on; appropriate vocabulary and styles for the chosen genre. |
| Evidence of Improvement | Comment on areas of progress since the last oral assessment. Note these carefully so that you can tell the pupil what they have done well. |
| Teaching Needs | Make a note of areas in which further work is needed. List teaching activities that you feel might be helpful to include in your planning. |

Planning Guidelines

The Four-Term Arrangement

There are four, ten-week terms in a school year. It is expected that teachers will teach four Standard 6 units in each of the first three terms. Each unit has enough work for approximately two weeks. The remaining two weeks per term can be used flexibly by teachers and as appropriate. This time may be used to revise aspects of English needing more work; to teach certain activities that have not been covered; to explore areas or topics in greater detail; or to complete assessment activities. Teachers may also wish to spend more than two weeks on some units. The flexibility of the programme makes this possible. Such flexibility also allows for differentiation in activities for mixed ability groups and the allocation of different amounts of time to different activities according to interest and need.

No daily teaching programme is specified as was the case in Standards 1 – 3. The activities are intended to be used flexibly by teachers as they plan their daily lessons over a two-week period. Each class of pupils is different and teachers know the needs of their pupils best.

The following 4-term arrangement shows how the units might be covered in a year. Teachers can choose to plan their programme differently if they wish.

| Term 1 | Term 2 | Term 3 | Term 4 |
|--|---|---|---|
| Unit 1 Keeping Fit in Body and Mind | Unit 5 Protecting the Environment | Unit 9 Values and Beliefs | Enjoying Poetry Project |
| Unit 2 Social Issues in Modern Society | Unit 6 Endangered Species | Unit 10 Conflict Reconciliation and Peace | School Publication Project (School Magazine or Yearbook) |
| Unit 3 Gender | Unit 7 World Heritage | Unit 11 Government and Good Governance | Drama Project |
| Unit 4 Feelings | Unit 8 Creative Arts | Unit 12 Citizenship | |

Themes and Topics

Whereas Standard 5 texts had a national and regional focus, the themes covered in the Standard 6 units have a broader more international focus. They draw on topics taken from legends, culture, science, religion, history, geography and the environment around the world and set these alongside the same issues as they occur in Solomon Islands. There is wide scope for making **cross-curricula links** with other subjects in the primary curriculum and teachers should consider these possibilities when planning their work.

Timetable

The following is the suggested timetable for upper primary subjects:

| Daily Timetable | | | | | | |
|-----------------|---|---|---------------|---|--------------------|--------------|
| | Monday | Tuesday | Wednesday | Thursday | Friday | Duration |
| 7.45-8.00 | Assembly and Registration | | | | | 15 mins |
| 8.00-8.20 | Christian Education | | | | | 20 mins |
| 8.20-9.10 | Mathematics | | | | | 50 mins |
| 9.10-10.30 | English Language Activities Reading, Comprehension Language Study Spelling or Handwriting | | | | | 1 hr 20 mins |
| 10.30-11.00 | Break | | | | | 30 mins |
| 11.00-11.40 | English Language Activities Oral and Writing | | | | | 40 mins |
| 11.40-12.20 | Community Studies | | | | | 40 mins |
| 12.20-12.55 | Health Education | Science and Agriculture (1 hr 10 mins) | Art and Craft | Science and Agriculture (1 hr 10 mins) | Health Education | 35 mins |
| 12.55-13.30 | Physical Education | | Music | | Physical Education | 35 mins |

A total of two hours is set aside for English Language activities each day. It is split into two periods. In the first session teachers should try to cover reading and discussion, comprehension, language study and spelling or handwriting activities.

The 40-minute lesson after break can then be set aside for oral and writing activities.

Lesson Planning

Good lesson planning is the key to effective teaching.

Nguzu Nguzu English materials do not tell teachers exactly what to teach in each English lesson. The teacher must use the suggested activities to plan lessons appropriate to the needs of their pupils and will need to plan additional activities to teach the syllabus objectives in each area.

Different teachers plan their lessons in different ways for example:

- Once a week, at the weekend perhaps, they make a weekly plan for lessons in each subject area.
- Each day after the children go home, plan the following day's lessons.
- Make lesson plans for each unit of work (approximately 2 weeks).

It is up to the teacher to decide how best to plan their lessons, choosing a method that suits their way of working. It is important that lesson planning does not take too much time, so a simple approach is best. Remember that the lesson plan should be a useful tool to help the teacher teach more effectively, it should not be a burden to the teacher.

Good lesson plans include the following elements:

- Aim / Objective
- Materials / Resources required
- Activities and Methods Introduction
 Teacher Led Activities
 Pupils' Activities (group or individual)
- Evaluation

The **aim or objective** will be based on the syllabus objectives. It describes what the teacher intends to teach the pupils, or what the **outcome** of the lesson will be. Aims and objectives help the teacher to:

- Concentrate on what to teach from the syllabus;
- Keep in mind what it is that they want the pupils to learn;
- Decide after the lesson whether they have been achieved and thus assess and evaluate the learning that has taken place;
- Decide what should be done next.

Making a note of the **materials and resources required** will help teachers to be well prepared for each lesson by making sure that teaching aids, books or other materials are ready and available.

By listing the **activities** to be covered in the lesson the teacher makes sure that there is enough for the pupils to do and that the activities support the stated objectives. This section should include notes on the teaching methods to be used and how the pupils will be grouped for each activity and should ensure that there is a balance between listening and doing in each lesson.

Some form of lesson **evaluation** is important so that the teacher knows whether the objective has been achieved. This need not be long, just a quick note in the teacher's planning book to remind them of what has been covered and areas which need more work.

Although it is important for teachers to plan their lessons in advance, it is also important to have a **flexible approach to teaching**. If a lesson is going well and the class need more time to develop or complete their work, the teacher may decide to continue into the next lesson time. If a lesson or activity does not go well, the teacher should adapt the lesson plan in order to improve the lesson.

Ideas Into Practice gives more ideas on lesson planning.

Composite Class Applications

A composite class is a class in which one teacher teaches pupils from different standards at the same time. This usually happens because of teacher shortages, or because the intake of pupils into each year group is small, so classes are combined.

Composite classes are the reality for most schools, especially smaller schools in rural areas. It is likely that Standard 6 pupils will be taught alongside pupils from other year groups. How can the Nguzu Nguzu materials be used in this situation?

Teachers often perceive composite classes as a problem because they have to manage pupils working at different levels and on different subjects or topics. It is important, however, that teachers also begin to appreciate that the composite class has some advantages. These include:

- The opportunity to focus more on individual needs and plan learning activities at the right level for each pupil;
- The opportunity for developing good social relationships between pupils of different ages in the same class. A family atmosphere may be created in the class where older pupils help younger ones and each feels part of the group;
- The fact that a teacher may remain with the same pupils for two or more years. Teachers get to know the pupils better and can thus work more effectively with them;
- The necessity for pupils to learn to study independently when they cannot always have the attention of the teacher;
- Teachers learn flexibility and develop skills to manage learning at different levels.

All classes are, in a way, composite classes since even within one Standard 5 class there will be a wide range of ability, interests and needs.

Classroom Strategies for Managing Composite Classes

In Standard 6 pupils are expected to work more independently which can make it easier for the teacher to manage the composite class. This does not mean, however, that the pupils are just left to work through the materials by themselves. The teacher must still teach new skills, provide stimulating learning activities and monitor progress for all pupils. The composite class teacher has to be especially well prepared and well organised with different activities for different groups. Grouping pupils appropriately is very important. It need not be that in a composite Standard 3/4/5 class that the pupils are grouped in their Standard. The teacher might decide to have more able Standard 5 pupils and less able Standard 6 pupils working together on Standard 5 activities. The most important criteria for grouping is that the pupils are given work that is **at the appropriate level for their ability**. Nguzu Nguzu materials place significant emphasis on group work, so it should be possible for teachers to select and adapt activities from the Teacher's Guides to suit different groups within the class.

In Nguzu Nguzu English, there is an emphasis on language activities which draw on the pupil's knowledge and relates learning to their own experience. The starting point for each text in Standard 6 is discussion based on what the pupils already know. This is easily adapted to mixed class groups, because all pupils can participate at their own level. Oral activities such as brainstorming, concept mapping, and making word banks for example may be done with mixed groups. They can then be followed up with written work at different levels for different standards.

The composite class teacher has to be careful to divide his/her time equally between groups, making sure that one group has enough activities to work on independently whilst he / she gives his / her attention to another group.

The Nguzu Nguzu materials may need to be used more flexibly in the composite class. It may not be possible to teach unit by unit. Instead the teacher may select certain texts, themes, resources or topics from the Teacher's Guide to use as the basis for teaching the class as a whole and then prepare activities at different levels for different groups within the class. Alternatively the teacher may choose to plan individual learning programmes for each pupil or small group of pupils. In this case different groups work together through the materials at their own pace, and the teacher monitors and marks their work. There is less scope for teacher led activities with this approach, so the teacher has to decide carefully which activities are critical for a teacher led focus. It will also be important for pupils to understand their role in monitoring their own learning and self assessment.

School-Wide Strategies for Managing Composite Classes

Managing composite classes is by no means the class teachers 'problem'. It is the responsibility of the Head Teacher to make sure that the classes in the school are organised to make it as easy as possible to manage any classes that have to be combined. The following guidelines can help Head Teachers to do this:

- The composite class should not be too big. If you have a choice of combining Standards 1 and 2 (29 pupils and 20 pupils) or standards 2 and 3 (20 pupils and 14 pupils) choose 2 and 3 to make a class size of 34, not 49.
- Year groups that are combined should be close in age e.g. Standards 2&3 **not** Standards 1&5. This makes it easier for the class teacher to plan activities that are relevant to the group as a whole and that can be easily adapted to different levels. Composite classes should, as far as possible, be taught as one class not as two separate classes.
- The Head Teacher should choose carefully which teacher he or she allocates to the composite class. More experienced teachers should be allocated to composite classes, not probationers, and a composite class teacher should have had experience of teaching both year groups in his/her class before.
- If one teacher takes responsibility for the composite class other teachers and the Head Teacher should assist by teaching certain lessons or taking groups at certain times in the week. The Head Teacher must provide extra support to the composite class teacher.
- The physical space used is also important. The largest classroom should be allocated and the furniture should be suitable to be moved around for flexibility. It is much more difficult to teach two classes in two different rooms than to combine them in one room.
- The Head Teacher might also use different strategies such as split sessions, whereby Standards 1 - 3 attend school from 7.30 - 10.30 a.m. and Standards 4 - 6 from 11.30 a.m. - 2.30 p.m.

There is no doubt that teaching a composite class is hard work. All members of staff should share the load and it is the Head Teachers' responsibility to ensure that the composite class is organised in the best possible way for the school and that the teacher of that class (or classes) gets the support they need.

References

Two books, which should be available in all schools, are **Ideas Into Practice** (Nguzu Nguzu Guide to Whole School Development) and **Multiclass Teaching in Primary Schools**, (Ian Collingwood, published by UNESCO). Teachers should refer to these for a wide range of practical ideas on how to teach composite classes more effectively.

Glossary of Terms

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| abbreviation | A short form of a word or phrase such as MP for Member of Parliament, Dr. for Doctor or Rev. for Reverend. |
| acronym | A word formed of the first letters of a group of words such as UNESCO , SINTA or AIDS . |
| acrostic | A poem or sentence in which the first letter of each line forms a word. e.g. Sinking under night sky, effortlessly tropical. (SUNSET) |
| action | A command given to start the action of a drama or play. |
| actor | A person who acts in a play. |
| adjective | A word that describes a noun (or pronoun) such as fat , smelly . |
| adverb | A word that describes a verb such as slowly , angrily , greedily . |
| alliteration | A sentence or phrase in which the same sound appears a number of times, such as Stop stealing staples from my study, Steven . |
| analysis | Looking carefully at a text to examine its structure, purpose and language features. |
| apostrophe (') | A punctuation mark used to show: a) possession as in Tahi's book or the childrens' parents and b) that letters have been missed out as in didn't or can't . |
| applause | The clapping of an audience after a play or reading. |
| argument | A point of view or reasoned opinion, such as ' I believe smoking in public places should be banned because it is a health hazard '. |
| article | A word that determines the object in a sentence such as a , an , some or the . |
| assess | To judge a pupil's strengths, weaknesses and progress. |
| assessment | An activity or process to help the teacher make a judgement about the strengths, weaknesses and progress of a pupil. |
| assessment reminder | A question placed after a set of activities in the Teacher's Guide to remind the teacher to make continuous assessments. |
| audience | A group of listeners, or readers. The audience of a text is the people for whom it was written. The audience of a drama is the people who watch it. |
| awareness objective | A syllabus objective that describes what pupils should see, hear and experience through the English Curriculum. |
| baseline | starting point, a line against which to measure progress or improvement. |
| brainstorm | To think of all the ideas you have on a given topic and share them with the group or class. |
| bullet points | a dot or star used to mark items in a list such as <ul style="list-style-type: none">• kumara• cabbage• pumpkin |
| cast list | The list of characters in a play. |
| cinquain | A poem which has 5 lines with 2, 4, 6, 8, and 2 syllables in each line. |
| code breaking | The skill of recognising letters, words and grammatical conventions used in written text and interpreting these meaningfully. |
| comedy | A funny play or drama. |

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| comma (,) | A punctuation mark used to indicate a pause, or to separate parts of a sentence or items in a list. |
| command | An order or instruction such as " Get me a pencil " or " Sit down ". |
| comparative | A word describing the difference between two objects or people such as bigger , smaller , sweeter , friendlier . |
| complication | A problem or crisis that happens as part of a story. |
| concept map | A chart recording lots of ideas about a given topic. |
| conjunction | A linking word that joins phrases or sentences such as and , but , or , however , although . |
| consonant | The letters of the alphabet which are not vowels. b,c,d,f,g,h,j,k,l,m,n,p,q,r,s,t,v,w,x,y,z . |
| consonant blend | Sounds made by putting two consonants together such as ch as in church and much and st as in stone and fast . |
| consonant cluster | Sounds made by putting a group of consonants together such as ght as in light , night and fight , or str as in string and strong . |
| context | The place or setting of a word amongst other words in a sentence. |
| contraction | A word formed by blending together and shortening two words such as didn't , (did not) can't (can not) or I'll (I will). |
| costume | The clothing worn by actors in a play or drama. |
| countable noun | Nouns which can be counted such as one stone , several people , some eggs . (See uncountable nouns for the opposite). |
| critical text analyst | A reader who looks carefully at a text to understand any hidden meanings it contains and is able to use the text to understand the author's purpose and point of view. |
| cue | A signal for an actor to start speaking or acting. |
| cut | A command given by the director to stop the action of a drama or play. |
| determiner | A word which shows the number of things such as a , an , some , any , much , as in 'I got a pumpkin and an orange but I didn't have much money so I couldn't get any fish'. |
| dialogue | The conversation in a play or a conversation between two people. |
| diamante | A diamond shaped poem. |
| director | The person in charge of a play or drama. |
| draft | The first rough attempt at a piece of writing, which can later be improved. |
| elegy | A poem written about a person after they have died. |
| encore | A French word meaning "again". The audience may ask for a repeat performance of a play by shouting "Encore, encore." |
| evaluate | To make a judgement about how effective one's own teaching was after a lesson, or the success of an activity or teaching approach. |
| explanation | A text which tells the reader how to do something or why something happens, such as ' How Electricity Works ' or ' Why People Keep Honey Bees '. |
| explicit | Clearly stated. For example the <i>explicit meaning</i> of a text is what the writer clearly states. The <i>explicit teaching</i> of writing means that rules and skills are clearly stated and explained . |
| exposition | A text which tries to convince the reader of a particular point of view or argument, such as a political speech or a sermon . |

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| factual | Containing real or true information, such as a newspaper report contains the facts of a traffic accident. |
| fictional | Not true – containing imaginary or made up events or ideas such as a story about a talking dog. |
| form | The shape of a text – how it is organised or structured. |
| framework | A structure used to plan a given piece of writing – sometimes called a skeleton. |
| free verse | Poetry that does not rhyme |
| freeze | To stop absolutely still like a statue. |
| full stop (.) | A punctuation mark used to indicate the end of a sentence. |
| functional literacy | The ability to read and write in ways that are useful to you in your daily life. |
| generic | Relating to a particular genre or type of text – for example. ' A generic feature of the recount is the use of verbs in the past tense ' |
| genre | A particular style or type of text such as a narrative , a report or an exposition . |
| grammar | The study and practice of the rules of language. |
| guided reading | Group reading activity in which the teacher helps the students to read the text themselves. |
| high frequency words | The words most often used in everyday speech in the English language. |
| homonym | a word that is spelled and sounds like another word but which has a different meaning e.g. plot (plot of land) and plot (make a plan or scheme) . |
| homophones | a word that sounds the same as another word but is spelt differently e.g. site / sight, hole / whole, wait / weight . |
| imaginary | Not true, made up, not something that really happened. |
| implicit | Suggested, but not stated directly – the opposite of explicit. For example, the implicit meaning of a text is something that the author hints at. |
| improvisation | A play without a script in which the actors make it up as they go along. |
| independent reading | Reading silently and by yourself, choosing to read. |
| inferred meaning | Information or ideas the author might have which can be guessed at or deduced by reading a text. |
| instruction | A direction given to tell someone to do something, such as ' Fill the bucket with fresh water before you rinse the plates '. |
| intensifier | A word used to make an adjective stronger, such as very cross, extremely cold. |
| intonation | The rising and falling of the voice as you speak, used to emphasise meaning and make speech more interesting. |
| irregular | Not following the usual pattern, such as in irregular verbs , light/lit irregular plural forms child/children. |
| knowledge objective | A syllabus objective that describes what facts and rules pupils should learn through the English Curriculum. |
| language games | Enjoyable activities that help pupils to practise or learn new language rules. |
| LCRWC | A strategy for learning to spell new words – Look, Cover, Remember Write and Check . |
| legible | Easy to read – describes handwriting that is neat and tidy. |
| limerick | A rhythmic comic poem with 5 lines that rhyme as follows AABBA in which the third and fourth lines are shorter than the rest. |

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| literacy | The ability to read and write. |
| lower case | Small letters a,b,c , (not capitals, A,B,C,). |
| meaning making | The process of making sense of, or understanding words, sentences and text. |
| metaphor | A comparison that likens one thing to another. e.g. 'The world is a village'. Metaphors can be just one line or a single idea, or it might extend through a whole poem or text. |
| mime | To act silently – actions without words. |
| monologue | One person talking directly to the audience in a play. |
| narrative | A type of text which is written to tell a story or entertain the reader such as a fairy tale or novel . |
| narrative poem | A poem that tells a story or a sequence of events. |
| nonsense verse | Poems that are deliberately meaningless. |
| notes | Words, lists or short phrases written down to remind you of ideas or information. |
| noun | A word used to identify a thing, object, place, person or idea. |
| object | The key word in a sentence which names the person or thing to which the action (verb) has been done. Such as, 'He pulled his canoe onto the beach' or 'Joseph washed his face '. |
| objectives | The intended learning outcome of a lesson or activity – what the teacher is trying to achieve or teach. |
| onomatopoeia | A word whose sound imitates its meaning, e.g. bang, crash, tinkle. |
| oracy | The ability to use English orally – to speak fluently and listen with understanding. |
| orientation | The setting or scene for a story or recount. Usually the first paragraph, includes information on who, what, where and when. |
| participants | The characters or things that a text is about – usually people animals or things. |
| past continuous tense | A form of verb that describes an action that was ongoing in the past such as, ' I was sleeping when the earthquake struck', or 'Jim was cleaning fish while we were out on the reef'. |
| phonics | The knowledge and study of the sounds made by letters and groups of letters. |
| phrase | A group of words forming part of a sentence such as, ' The cat cried because the dog stole his food' |
| plan | An outline or sketch of what to put into a piece of writing. |
| playwright | A person who writes plays or dramas. |
| plural | More than one object, person or thing such as children (plural of child) sticks (plural of stick) and people (plural of person). |
| predict | To guess and explain what might happen next, e.g. to predict the ending of a story. |
| prefix | Letters added to the beginning of a word which change the meaning of the word, such as: dis- , un- and re- , as in disagree , untidy and rebuild . |
| preposition | A word that describes the relation between two nouns. There are prepositions of place, such as: in , on , under , behind , and prepositions of time, such as: before , after , during . |
| present continuous | A form of verb that describes an action which is ongoing such as, tense 'Don't bother me now I am cooking ', or 'Manua is riding his bike to school this term'. |
| present simple tense | A form of verb which tells us what usually happens such as, 'My dog sleeps under the house' or 'Sera has rice for breakfast' |

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| procedure | A type of text which tells the reader how to make or do something such as a recipe or assembly instructions . |
| project (verb) | Pronounced with emphasis as follows project . To project your voice means to speak loudly and clearly enough to be heard by everyone. |
| project (noun) | A piece of research or written work planned and developed over time. |
| prompt | To remind an actor in a play what to say if he/ she forgets. |
| pronoun | A word which takes the place of a noun such as it, she, he, they, them, us , as in 'The ship sank, it was over crowded' or 'Lesley was crying because she lost her bag'. |
| pronunciation | The way in which letters and words sound when they are spoken. |
| proof read | To read through a piece of writing looking carefully for mistakes or improvements that can be made. |
| props | Short for properties – the things needed for a play or drama. |
| punctuation | Special marks used to divide writing into sentences and phrases and to identify aspects of text such as direct speech and questions. Punctuation marks include commas, quotation marks, full stops and question marks (, " " . and ?). |
| purpose | The intention, aim or function of a piece of writing, what the writer is trying to achieve. e.g. the purpose of a story is to entertain people and of a factual report is to give information . |
| question mark | A punctuation mark used at the end of a sentence to show that it is a question, such as 'When will the Luru arrive at Point Cruz?' |
| question tag | A short phrase added to a sentence to turn it into a question such as isn't it?, didn't she? and wouldn't you? For example 'It is hot today, isn't it? 'She left her hat behind, didn't she? ' |
| rationale | The underlying reasons for something. |
| reader | A person who reads a text, or to whom a text is addressed. |
| recount | A type of text that tells the reader about something that has happened, such as a diary entry or a newspaper report . |
| redraft | To write something for the second time in order to improve it. |
| regular | Following a set rule or pattern, as in regular verbs all add -ed to make the past tense, e.g. walked, jumped. |
| report | A type of text that gives the reader factual information, such as a scientific paper about earthquakes or a study of coral reefs . |
| research | To find out information, e.g. by reading books, talking to people or listening to the radio. |
| resolution | The ending of a story – the solution to the crisis or problem in the story |
| rhyme | Words or word endings that sound the same, usually used at the end of lines of poetry, eat / feet , looking / cooking, wash/squash. |
| rhyme scheme | The pattern of rhyming words in a poem usually indicated with letters of the alphabet , e.g. ABAB or ABBA. |
| rhythm | The pattern of words in a poem. |
| running record | A way of assessing and recording children's reading ability. |
| scene | Part of a play. |
| script | The written form of a play that tells both the words that the actors will speak and the actions they will do. |

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| sentence | A series of words put together to have a meaning. A sentence starts with a capital letter and ends with a full stop and usually has a subject, an object and a verb, such as. 'The dog (subject) ate (verb) Noah's dinner (object).' |
| sequence | An order in which things are arranged or in which events happen in a story or steps to follow in a procedure. |
| set | The place where a scene in a play or drama takes place, for example: 'This scene is set in a thick forest.' |
| setting | The beginning part of a narrative or recount which tells the reader where and when the story takes place and who it is about. |
| shape poem | A poem written in the shape of an object. |
| shared reading | Reading a story or text as a group or class, led by the teacher. |
| shared writing | Writing a story or text as a group under the direction of the teacher. |
| silent letter | A letter that appears in the spelling of a word but has no sound when the word is pronounced such as the k in know and knock, the N in Ngella, and Ngattokae and the g in night and light. |
| simile | When one thing is compared with another, e.g. 'the sun sank like a giant watermelon', or 'the explanation was as clear as glass'. |
| skills objective | A syllabus objective that describes what pupils should be able to do in the areas of reading, writing, speaking and listening. |
| speech marks (" ") | Punctuation marks used to show direct speech in a sentence, such as 'The Giant was furious, "How dare you" he yelled'. |
| stage directions | Instructions written in the script of a play to tell the actors what to do. |
| stress | To emphasise a word or part of a word or speak it loudly to give it extra meaning as in, 'The crocodile was absolutely enormous '. |
| structure | The way in which a text is organised or put together, such as a narrative has a setting, a complication and a resolution. |
| style | The type of language used in a text which determines how it comes across, such as formal/informal or personal/official . |
| subheading | A title placed part way through a text to show the start of a new section. |
| subject | The part of a sentence which tells us who (or what) does the action stated by the verb, such as, ' The Prime Minister made a long speech.' or ' The canoe turned over and sank.' |
| suffix | Letters added to the end of a word to change its meaning such as -ed, -ing and -s , as in walk, walk ed , walk ing and walk s . |
| summary | A brief statement covering the main points of a text. |
| superlative | A word describing the highest or most of a certain quality such as biggest, kindest, worst, best. |
| syllabising | Breaking down a word into its component syllables in order to spell it more easily, such as yes / ter / day. |
| syllabus link | A reference box in the Teacher's Guide showing syllabus objectives that are covered by each activity. |
| tense | The form of a verb which shows the time when an action happened, happens or will happen. For example past tense 'he drank' present tense , 'he drinks', future tense 'he will drink'. |
| test | To check knowledge or skills by a short examination. |
| text type | Genre - the kind of writing, such as narrative or explanation. |

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| text user | A reader who is able to recognise the form, style and language features of a text and therefore identify the writers purpose. |
| theatre | A building where plays are performed. |
| theme | The main idea or subject of a poem or story. |
| themes | Subjects or topics that the English units are based on, such as 'Family and Friends' or 'Forms of Travel'. |
| tone | The attitude or atmosphere of a poem or story - it may be sad, humorous, gentle, angry, etc. |
| tongue twister | A rhyme or sentence that is difficult to say. e.g. 'She sells seashells on the seashore.' |
| tragedy | A sad play. |
| uncountable noun | A noun that has no plural form, such as water , vegetation , rice . These nouns cannot be counted so we say some rice or much water rather than three rice or many water . |
| upper case | Letters written in capitals such as A B C . |
| verb | A word that describes an action or event, such as eat , happen , fight , fly . |
| verse | (A) One part of a poem - may also be called a stanza. (B) Another word for poetry. |
| vocabulary | The range of different words in a language. |
| vowel | An open speech sound - in English there are 5 vowel sounds, a , e , i , o and u |
| warning | A sentence or statement that tells people to be careful, such as ' Don't climb that tree, you'll fall ' or a cyclone warning . |
| whole language | An approach to learning a language by using it in daily life and relating language activities to meaningful texts and experiences. |

The English Units

Term 1

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| Unit 1 | Keeping Fit in Body and Mind | Pages 49 - 91 |
| Unit 2 | Social Issues in Modern Society | Pages 92 - 132 |
| Unit 3 | Gender | Pages 133 - 179 |
| Unit 4 | Feelings | Pages 180 - 227 |

Unit 1: Keeping Fit in Body and Mind

Reading and Discussion - Poor Milton

Background Information

This unit is about 'Keeping Fit in Body and Mind'. It concerns personal health. Topics covered in this unit include personal hygiene, self-esteem, the benefits of exercise, the benefits of drinking water, the respiratory system and the problems caused by smoking. It is hoped that studying this unit will encourage pupils to care about their personal hygiene and become aware of important health issues.

In this unit, we concentrate on two different text types: narratives and explanations. Pupils will revise their knowledge of the structure of narratives and explanations so that they can recognise and identify these text types when they read, and can write their own narrative and explanatory texts.

The reader contains some additional texts as follows:

What Money Can't Buy

A poem, written by a school pupil aged about 13, about what is truly valuable.

Michael in the Garden

A song by Ralph McTell that describes a boy who sees the world differently from everyone else, because of his disabilities.

Contentment

A narrative about an old woman who is never satisfied and complains all the time.

Aesop's Fables

Two short stories with a message, by the famous Greek story-teller, Aesop.

Teachers may choose to read these texts with the class or they can be kept for independent reading. There are no activities to go with these texts but teacher's can devise their own activities or discussion questions if they wish.

The reader text for this unit is 'Poor Milton', a narrative by Lionel Damola. A narrative usually has four sections:

- **Section 1 Orientation (introduction)**
Tells where and when the events take place, and who the key people, or characters, in the story are.
- **Section 2 Series of Events**
Tells what happened in the order in which it happened and often involves the characters trying to solve the problem.
- **Section 3 Complication (problem)**
Tells about a problem that involves the main characters.
- **Section 4 End / Resolution**
Tells how the problem was resolved.

The focus of this narrative is personal hygiene. The main characters are Jenna and Milton. Milton really likes his classmate, Jenna, but she is not aware of his feelings for her.

Milton has some problems with his personal hygiene. When he talks to Jenna, she unkindly tells him that his teeth are red, his shirt is smelly and his hair is untidy. Because of his desire to impress Jenna, Milton works very hard to improve his personal hygiene. In the end, Jenna tells him that he looks so good he should find himself a girlfriend!

Method

- Brainstorm rules for personal hygiene.
- Study the key words at the top of the narrative. Explain their meaning and ask pupils to use some of the words in sentences. Reading the text will help the pupils to understand them.
- Read through the text with the class. Ask different pupils to read a paragraph each.
- Ask pupils to imagine themselves as Milton or Jenna.
- Use questions to check comprehension.

Teacher Led Activities

Tell the pupils that personal hygiene is about keeping oneself and one's living space clean to prevent illness and diseases and to stay physically fit and healthy.

Before reading the narrative, write the words 'personal hygiene' on the board.

Brainstorm some rules for good personal hygiene. Make a list of the pupils' ideas on a chart that you can add to as the unit progresses.

After reading the narrative, talk about what happens in it. This will help the pupils understand what they have read. Ask pupils to imagine that they are Milton or Jenna and retell selected parts of the narrative to the class as if they were really involved.

You could also ask questions to check the pupils' comprehension, such as:

1. How did Milton feel about Jenna?
2. Do you think Jenna liked Milton? Explain.
3. What did Jenna tell Milton about his long bushy hair? What did he do about it?
4. What happened in the end, after Milton had smartened himself up?
5. How do you think you would feel if someone told you that your clothes smelt awful?

Good Personal Hygiene Rules

1. Wash your hands before eating
2. Wash your hands after using the toilet
3. Wear clean clothes
4. Shower or wash every day
5. Comb your hair regularly

Syllabus Links

S6, S16



Are all the pupils aware of different styles of written English? (A4)

Comprehension

Background Information

The author has written this text to put across an important message to the reader. The message of the story is that personal hygiene is important.

In each of the narratives that the pupils read over the next few days, there is a lesson about health or fitness to be learnt from the text. An important part of the pupils' comprehension activities will be to try to identify the message or moral of the story.

Method

- Ask pupils to read the comments made by Jenna as listed in the Pupil's Book.
- Discuss how Milton reacted to each comment.
- Ask the pupils to explain the main message the writer is trying to convey.
- Introduce and explain the comprehension exercise.

Teacher Led Activities

Explain that the stories pupils will be reading over the next few days all contain a message about health. The authors have written the narratives to teach readers a lesson. Tell the pupils that the comprehension exercises after the narratives focus on trying to identify the key message or lesson each story is trying to teach.

Read through the comprehension exercise and discuss questions orally before pupils write their answers in their exercise books.

Syllabus Links

S11



Can all the pupils seek opportunities to read informative materials, which will enable them to enhance their everyday lives? (S16)

Language Study

Background Information

Adverbs

This activity focuses on adverbs. Adverbs are words that tell us more about verbs. They add meaning to verbs. Adverbs tell how, when or where something is done. Many adverbs are made by adding **-ly** to an adjective.

For example:

Amina cried **sadly**. **sadly** tells how Amina cried

Manu is leaving **early**. **early** tells when Manu will leave

Method

- Use the examples in the background information above to explain adverbs.
- Write some sentences of your own on the board and ask the pupils to identify the adverbs in each sentence.
- Ask the pupils to think of some more adverbs and list them on the board.

- Pupils should then write their own sentences using adverbs and read them to the class.
- When you are satisfied with the pupils' understanding, introduce the activity in the Pupil's Book on page 5.

Teacher Led Activities

Ask pupils to define an adverb. Use the examples in the background information and some of your own to explain. Write them on the board.

Now explain the task in the Pupil's Book and go through the examples with the class. Do the first sentence together on the board and then ask pupils to do the rest in their exercise books.

Answers

1. brightly 2. loudly 3. greedily 4. carefully 5. desperately 6. rudely

Syllabus Links

K1



Do all the pupils understand how to use adverbs appropriately? (K8)

Spelling

Teacher Led Activities

Go through the new spelling words for this week. Pronounce each word clearly. Ensure that the pupils can say them correctly and that they understand their meaning. Ask them to use a dictionary to find out the meaning if they need to.

Ask the pupils to use the words in their own sentences and to say them aloud to the class.

Allow the pupils time to copy the words into their exercise books. Then ask them to use the **Look, Cover, Remember, Write and Check (LCRWC)** strategy to learn to spell the words.

Remind pupils that they will be tested on the words at the end of the week.

Read through the activity in the Pupil's Book on page 6 together and explain it. Check and mark their work as they go along.

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| aeroplane | ship |
| town | forest |
| diagram | men |
| auntie | teeth |
| afternoon | evening |

Oral and Writing

Background Information

In this unit, pupils will learn more about the structure of the narrative genre, its purpose, focus and the language features commonly found in narratives. As well as recognising this text type when they read, pupils will be able to use their knowledge to write their own narrative texts.

Method

- Use the framework of the structure of narrative texts in the Pupil's Book to review this information. Make a chart of this framework for future reference.
- Revise the language features of a narrative by looking at the reading text for today.
- Discuss how stories are used to teach lessons.
- Work in small groups to discuss the writing activity.
- Draft a narrative plan.

Teacher Led Activities

Review the purpose, structure and language features of narrative texts.

Remind pupils that the **purpose** of a narrative is to entertain the reader, or to teach a lesson through a story.

A narrative is **structured** by the order in which the events and actions take place. Make a chart, or use the Nguzu Nguzu poster provided to revise the different sections of a narrative.

The **language features** include:

- Many action verbs, but also verbs about feelings, speech and thoughts.
- Written in the past tense.
- Linking words (conjunctions) to do with time, e.g. next, after that, later.
- Direct speech is often included e.g. "How are you?" she asked.
- Descriptive language is used to set the scene.
- Written either in the first person (I, we) or in the third person (he, she, they).

Ask pupils to look back at today's text, Poor Milton, and find examples of each of these language features.

Tell the pupils that they are going to write their own story with a message.

Read the instructions in the Pupil's Book on pages 6 and 7. Discuss the ideas suggested. Allow pupils to discuss and brainstorm their own ideas with a small group before beginning their plan.

Ask pupils to look at the narrative framework in the Pupil's Book carefully. Read the instructions and explain that this plan can be written in note form. Pupils do not need to use sentences at this stage.

Syllabus Links

A1, K1



Are all the pupils aware of the value of discussing ideas in English before and during the drafting of longer pieces of writing? (A2)

Reading and Discussion – The Search for the Mirror of Truth**Background Information**

This text is a narrative entitled 'The Search for the Mirror of Truth'. It tells the story of a fit, healthy, young prince who grows fat and lazy when he becomes King. He eats huge meals but he never exercises. One day he looks in the mirror and is horrified to see that he is very overweight. He looks into several mirrors and can't believe what he sees. A clever servant tells him that he needs to find the Mirror of Truth. Every morning the King and his servant look for it. After six months the King finds the mirror and discovers he has become fit and strong.

Again, the purpose of this narrative is to teach a lesson. The message of this story is that exercise keeps you fit and healthy.

Before reading, the pupils are asked to make predictions about the narrative. Predicting means making sensible guesses about what might be in the text. Making predictions about a text helps pupils become more active readers, because it engages their attention and makes them interested in the outcome of the story.

After reading the narrative, pupils will be asked to think about their predictions. Reviewing their predictions can help pupils to focus more carefully on the events in the text.

Method

- Introduce the narrative.
- Help pupils make predictions about the text.
- Go through the key words.
- Ask the pupils to read silently as you read the text aloud.
- Ask some questions about the narrative. Check predictions.

Teacher Led Activities

Explain that this narrative also contains a message for the reader. Tell the pupils that the narrative is about what happens if you eat too much and take too little exercise. Read the opening paragraph together.

Stop reading and ask pupils to predict what might happen to the King. These questions might help to lead discussion:

What is the King's problem?

What may have caused this problem?

Who could help him? How could he fix this problem?

What might happen to the king in the story? Does the title give you a clue?

Before you continue reading, go through the key words together. Ensure that the pupils can say the words correctly and understand their meanings.

Read the rest of text aloud to the pupils while they follow in their books.

Ask some pupils to retell selected parts of the text in their own words or ask some questions to check their understanding of the story.

1. Why do you think the King grew fat and lazy?
2. How was he described in the story when he looked at himself in the mirror?
3. Who do you think is the wisest person in the story? Why?
4. Was the 'Mirror of Truth' really a magic mirror?
5. What was it that made the King become fit and strong again?

Syllabus Links

S2 S6



Can all the pupils read the text silently and identify the main ideas? (S10)

Comprehension

Background Information

It is important that pupils are able to identify parts of a narrative. This develops their ability to understand the structure of this text type. In today's activity pupils are asked to deconstruct the text.

Teacher Led Activities

Remind the pupils that this narrative is trying to teach the reader a lesson. Tell them that there is a key message or lesson in the story. Ask them to suggest what this is.

Discuss their ideas.

Read through the instructions in the Pupil's Book. The pupils are asked to identify parts of the narrative, **The Search for the Mirror of Truth**. They will copy the narrative framework into their exercise books and rewrite the sentences provided in the correct part of the framework. Alternatively, you might choose to do this activity on a chart or the board as a whole class activity.

Syllabus Links

A1, S18



Can all the pupils read the text silently and pick out the key message as required? (S11)

Language Study

Background Information

Adjectives are words which describe nouns. Adjectives tell about **qualities**, for example:

The **old** dog grew **fat** and **lazy** and couldn't run.

Walking is an **excellent** way to get fit.

Adjectives can also tell about **how things look** by describing their colour, size or shape. For example:

We ran as fast as we could to the **large** tree.

The cat had **grey** and **white** paws.

Adjectives can also tell us about **numbers**, for example:

There were **ten** fruits in the basket.

Many people make sure they eat breakfast every day.

Method

- Prepare a chart showing examples of the different types of adjectives as in the background information.
- Review adjectives with the class.
- Read the instructions in the Pupil's Book together and complete the activity.

Teacher Led Activities

Use your chart to revise adjectives with the class.

Ask some pupils to write sentences containing adjectives on the blackboard. Ask other pupils to identify the adjectives.

Rub out the adjectives and ask pupils to suggest other suitable adjectives to describe the nouns. Read and explain the activity in the Pupil's Book on page 10. Work with any pupils having difficulty.

Answers

1. angry
2. young, fit, handsome
3. faithful, smart
4. overweight
5. healthy, strong
6. long, six
7. most, huge, happy
8. magic, many.

Syllabus Links

K1, K2



Do all the pupils understand the meaning of the term 'adjective' and can they select appropriate adjectives to complete sentences? (K8)

Handwriting

Method

- Encourage the pupils to copy the text using their best cursive handwriting.
- Tell the pupils to pay special attention to the **slope lines** which should all run the same way, to the size of their **letters**, which should be equal, and to the **spacing** between letters and words which should be the same throughout their work.
- Remind the pupils that they should be using cursive writing in all their written work now.

Answer

Oral and Writing

Background Information

During today's lesson the pupils are going to start writing the first draft of their narratives. Pupils will work in pairs to discuss their plans before beginning to write.

Method

- Before they begin, remind the pupils of the key features of a narrative.
- You may wish to write these features on the board or on a chart as a reminder.
- If time allows, pupils may begin to proofread and edit their drafts. Clear guidelines are provided in the Pupil's Book.

Teacher Led Activities

Go through some advice for drafting narratives to prepare the pupils for their writing activity. Write the following tips on the board or on a chart and discuss them with the class:

- Think about the message of your story. What is the theme? What are you trying to teach the reader?
- Make sure you have an interesting beginning that makes the reader want to read on. Set the scene carefully by describing when and where the story takes place.
- Make sure you include some interesting characters, what sort of people are they? Describe them carefully too. Try to make the reader feel as if they know the characters personally.
- Make the plot intriguing so that the reader wonders what will happen next.
- Include a problem or a complication that has to be sorted out.
- Use the resolution or ending to make your main message clear.

Also remind them of the other features of a narrative.

Ask pupils to work in pairs to suggest and discuss improvements to each other's plans.

Read the instructions in the Pupil's Book on page 11 and explain the activity. Remind the pupils to follow their plans when writing the narrative. Sentences should be grouped into paragraphs that share the same idea.

- Write in the past tense.
- Include some direct speech.
- Describe events in the order in which they happened.

Syllabus Links

S5, S11, S17



Can all the pupils work with a partner to talk about and improve their ideas for writing? (S18)

Reading and Discussion- Weakness or Strength?

Background Information

This text is a narrative about a ten-year-old boy called Albert who decides to study Judo despite the fact that he had lost his left arm in a car accident. Its purpose is to entertain the reader and teach a lesson. The narrative is written in the third person.

Method

- Brainstorm the word **disability**.
- Read the narrative with the pupils.
- Explain the key words and any other unfamiliar words in the text.
- Read the text together first then allow the pupils to read it silently, a second time.
- Ask some questions about the narrative to check comprehension.
- Explain the narrative framework using the narrative poster.

Teacher Led Activities

Before reading, write the word 'disability' on the board. Explain that some people are born with a physical disability. Other disabilities result from accidents or illnesses. Ask if pupils know anyone with a disability, how does it affect their lives? Are there things they cannot do? Are there things that they can do well?

Explain that this narrative is about a young boy who loses an arm in an accident but goes on to become a skilful sportsperson.

Read through the key words with the pupils. Explain the meaning of the words. Let them say the words after you.

Read the story aloud to the class while they read silently. Then ask the pupils to read it again either in pairs or silently.

Ask the pupils some questions about the story to check that they have understood and to help them respond to the story.

1. How do you think Albert felt on his way to his first ever judo tournament?
2. Was he surprised by his own success? Why?
3. Why did Albert win the tournament with only one move?
4. Explain the last sentence of the text in your own words.

Revise the **narrative framework** using the Nguzu Nguzu genre poster. Identify the different parts of a narrative in today's reading.

Syllabus Links

S4, S6



Can all the pupils read the text silently and pick out details as required? (S11)

Comprehension**Background Information**

This exercise requires the pupils to read the story, understand all the information in the text, and to identify the key message or lesson the story is trying to teach.

Method

- Ask pupils to retell the narrative in their own words.
- Read through the activity in the Pupil's Book before pupils complete it independently.

Teacher Led Activities

Explain to the pupils that they have to reread the story and try to identify the main message or lesson it contains.

Ask the pupils what they think is the key message the story is trying to teach. Write their different ideas on the board. Ask them to give you reasons to support their suggestions. There is more than one correct answer here. Acceptable suggestions include:

- Success comes from hard work and practice;
- People with disabilities can achieve great things;
- People should work hard to overcome obstacles;
- Sometimes what other people see as a weakness can actually be a strength.

When you are satisfied with the pupils' responses ask them to do the exercise independently.

Syllabus Links

A1



Can all the pupils read and understand texts from local, national and international contexts and identify the message and purpose? (S2)

Language Study**Background Information****Verb-Subject Agreement**

Verbs are words that show what is happening. They are sometimes called 'action' or 'doing' words. Nouns are either singular (one) or plural (two or more) and the verb must agree in number with the noun that it relates to - its subject. If the subject is singular, the verb must be singular. If the subject is plural, the verb must be plural. For example:

Augustine reads his newspaper quickly.

In this sentence the subject (Augustine) is singular, so the verb takes the singular form (reads).

The other boys read their newspapers slowly.

In this sentence the subject (the other boys) is plural, so the verb takes the plural form (read).

Method

- Work through examples of subject verb agreement as a class activity on the board.
- Have pupils copy and complete the exercise in the Pupil's Book.
- Check and mark the pupils' finished work or correct the exercise as a whole class.

Teacher Led Activities

Use the Background Information above to explain verb-subject agreement.

Write some examples on the board. Ask pupils to identify the subject and the verb in each example and to tell you if they are plural or singular.

Albert's friends **watch** him do Judo. (Subject is plural - Albert's friends)

Albert **throws** his opponent. (Subject is singular - Albert)

Judo **is** a good sport. (Subject is singular - Judo)

Martial arts **are** very challenging. (Subject is plural - Martial arts)

Go through the pupils' exercise together. Ask pupils to copy and complete the exercise in their books.

Answers

- | | | | |
|------------|-----------|--------------|----------|
| 1. studies | 2. trains | 3. teach | 4. learn |
| 5. knows | 6. show | 7. says, won | |

Syllabus Links

K8, S9



Can all the pupils construct sentences in which the verb and the subject agree? (S17)

Spelling**Background Information**

This exercise focuses on nouns that form plurals in an irregular way, by changing the vowels in the word, instead of adding an s to the end of the word.

Method

- Use the words (tooth -~~te~~eth and man - ~~me~~n) in this week's spelling list to explain about irregular plurals that can be made by changing the vowels inside a word.
- Ask pupils to tell you some other words that can be made plural by changing the vowels. Write them on the board.
- Let the pupils complete the exercise in the Pupil's Book.

Teacher Led Activities

Discuss how we form plurals of irregular nouns. Put the words **man** and **tooth** on the board and then ask pupils how to make them plural. Do we add an s as for other words?

Write up the correct plural forms, **men** and **teeth**, and ask pupils to tell you what has been done to each word to make it plural.

They should be able to see that some letters in the word have been changed.

Write some more examples on the board. Here are some suggestions, see if the pupils can think of any more:

mouse / mice woman / women goose / geese foot / feet

Read through the words together. Point out the letters that have been changed to make the plurals. They are the letters in bold. Use a different colour to write these letters on a chart or the board.

Go through the activity in the Pupil's Book on page 13 together before asking pupils to do the exercise in their books.

Answers

1. women 2. policemen 3. feet 4. geese

Oral and Writing

Background Information

Today the pupils will continue proofreading and editing their narratives. The focus of today's session is on improving sentence structure. Pupils will be asked to add adverbs and adjectives to sentences to make them more descriptive. They will also check verb-subject agreement in their writing.

Teacher Led Activities

Remind pupils to continue to use the proofreading and editing checklist in the Pupil's Book on Pages 13 - 14 as a guide to improve their writing. Work through the points listed in the Pupil's Book for today with the class.

Use the ideas in the Pupil's Book to review adverbs, adjectives and verb-subject agreement. Write a few more sentences on the board and ask pupils to help you improve them by adding adverbs and adjectives.

Remind pupils that they are all expected to finish their writing today.

Supervise and encourage the pupils as they work.

Syllabus Links

S17



Can all the pupils use talk / draft / talk / edit / redraft process to write a narrative text? (S18)

Reading and Discussion - The Argument

Background Information

This narrative is based on a famous fable by Aesop (Pronounced **Eesop**). It was first told over two thousand years ago in Greece but is now known all over the world. Fables were originally told to teach a lesson. You might like to share some of Aesop's other well-known fables with the children. A few of these have been included as additional texts for this unit in the reader.

Method

- Explain who Aesop was.
- Prepare for reading by studying the key words.
- Read the text to the pupils.
- Ask pupils to read in groups.
- Ask some pupils to retell selected parts of the text to the class in their own words.
- Ask the pupils some questions about the text.

Teacher Led Activities

Write the word Aesop on the board. Tell the pupils that this very famous man wrote fables in Ancient Greece over two thousand years ago. Use a map to show where Greece is located. Explain that fables were stories told to teach a lesson. The story contains a message for the reader.

Read through the key words. Ask the pupils to say the words after you. Explain the meaning of the words. You might ask the pupils to use a dictionary to find some definitions and to read them aloud. Ask the pupils to use the words in their own sentences.

Tell them briefly what the story is about, but don't tell them how it ends. Read the text aloud while the pupils read silently.

Ask the pupils to read the text either in groups, or in pairs, while you move around the class giving help when needed.

Ask some questions about the story to check whether the pupils have understood.

1. What did the hands say about the stomach?
2. What did the feet say about the stomach?
3. What did the teeth say about the stomach?
4. What did they decide to do about the stomach?
5. What happened when the parts of the body agreed to have nothing more to do with the stomach?

Syllabus Links

S6, S11



Can all the pupils read unknown texts with confidence and understanding, using a range of strategies to deal with new types of text? (S14)

Comprehension

Background Information

The pupils should by now be familiar with reading narratives, identifying the key messages or lessons and summarising the message in a sentence. This exercise also requires the pupils to read and identify the key message or lesson that this narrative is trying to teach.

Method

- Pupils reread the narrative silently.
- Ask pupils to identify the key message or lesson this story is trying to teach.
- Ask pupils to use text from the narrative to complete character illustrations and speech bubbles as shown in the Pupil's Book.

Teacher Led Activities

Ask the pupils to explain what they think is the key message of today's story. Write what they tell you on the board. They may have different ideas. Ask them to give you reasons to support their suggestions. There is more than one correct answer here. Acceptable suggestions include:

- The body only works properly when all parts work together;
- All people in a team have to work together to succeed;
- All members of a community / town / country need to work together.

Explain the Pupil's Book activity from page 16. When you are satisfied that the pupils understand ask them to do the exercise independently in their books.

Syllabus Links

A1, A4



Can all the pupils read the text silently and pick out the key message as required? (S11)

Language Study

Background Information

This exercise focuses on adverbs. Adverbs add meaning to verbs. Today pupils will be identifying and using adverbs with different degrees of intensity. Some adverbs are stronger than others. Notice how, in the following examples each adverb has the same meaning, but some sound stronger than others.

The wind blew **fiercely**. (strong adverb)

The wind blew **loudly**. (weaker adverb)

The boy was **gravely** injured in the accident. (strong adverb)

The boy was **badly** injured in the accident. (weaker adverb)

Method

- Talk about and explain adverbs of different strength using the examples in the background information.
- Work through the example in the Pupil's Book together.
- Read through the exercise in the Pupil's Book before pupils complete it.

Teacher Led Activities

Remind pupils that adverbs are words that add meaning to verbs. Look for examples of adverbs used in the story today such as angrily, slowly and gently. These words tell how strong the verb (action) is when used in a sentence.

Write the examples from the box on the right on the board. The three adverbs in each set have a similar meaning, ask the pupils which they think sounds the strongest in each example. Ask them to explain their ideas.

Go through the exercise in the Pupil's Book together before the pupils complete it independently.

1. happily, blissfully, joyfully
2. sadly, sorrowfully, miserably
3. loudly, noisily, deafeningly.
4. carefully, gently, cautiously.
5. quietly, softly, silently
6. roughly, angrily, furiously.
7. madly, wildly, crazily.
8. easily, simply, effortlessly

Answers

1. furiously 2. quickly 3. desperately 4. powerfully 5. excitedly

Syllabus Links

A4, K1



Do all the pupils recognise adverbs with differing degrees of intensity? (K8)

Spelling**Background Information**

Most plural nouns can be formed simply by adding 's' to the singular form, for example:

dog / dogs, house / houses, possum / possums.

Method

- Read through the spelling words for this week.
- Identify the nouns in the spelling words for this week that can be changed to the plural form just by adding an 's'.
- Allow the pupils to copy and complete the exercise in the Pupil's Book.

Teacher Led Activities

Ask the pupils to read the spelling words together. Tell the pupils that all the words in the list are nouns. Nouns are names of people, places or things.

Tell them that some plurals of nouns can be formed simply by adding an 's'. A plural noun stands for more than one person, place or thing.

Ask the pupils to look at the spelling words for this week and then to tell you which nouns just add an 's' to make the plural form. Here are the words:

| | | | |
|-----------|--------|-----------|---------|
| aeroplane | ship | town | forest |
| diagram | auntie | afternoon | evening |

Write the plurals of the words on the board.

Read through the exercise in the Pupil's Book on page 16. Then ask pupils to copy and complete it in their exercise books.

Remind the pupils that they will be tested on their spellings at the end of the week.

Oral and Writing**Background Information**

This lesson has two parts.

The first is revision of how to use full stops and capital letters. This exercise prepares the pupils for proofreading their stories and writing out their final drafts.

Secondly pupils will proofread their stories making the necessary changes and improvements. Then they will write their final draft neatly in their exercise books.

Teacher Led Activities

Tell the pupils that this punctuation exercise focuses on 'full stops'. Full stops are used:

- at the end of a complete sentence;
- at the end of an abbreviation.

Use the board to write up the examples and some of your own for the pupils to do as an oral exercise. Sometimes pupils learn better when doing exercises orally together.

Remind the pupils that the main use of a full stop is to mark the end of a sentence. Write some examples on the board.

Explain that full stops are also used to show abbreviations. When the shortened form or abbreviation is written, a full stop is added at the end. Write the following examples on the board.

Jan. (January)

Tel. (Telephone)

Dr. (Doctor)

Aus. (Australia)

Hon. (Honiara)

Mr. (Mister)

Lic. (Licence)

Fri. (Friday)

Mrs. (Misses)

Pop. (Population)

Rev. (Reverend)

Hon. (Honourable)

Write some words on the board and ask the pupils to tell you their shortened form or abbreviation. Remind them to put in the full stop.

Look at the punctuation activity in the Pupil's Book. This activity may be done orally from the board or as a written activity.

Answers

The other parts of the body agreed. They all decided that they would have nothing more to do with the stomach. They set about their plan. Before long they began to feel very weak.

Tell the pupils to read their stories again, make any necessary changes and then write out their final draft in their exercise books. They must use their very best cursive writing.

Read through the questions in the Pupil's Book on page 17. These will help them to proofread and edit their work. When the pupils have finished writing their final draft, collect their exercise books to check and mark their work.

Syllabus Links

A3, S18



Can all the pupils use paragraphs and a variety of sentence types in their writing? (S17)

Reading and Discussion – Not Him Again!

Background Information

This is a recount, but it also has some of the features of a narrative. Texts in real life often do not strictly fit the rules of the different genres, and cannot be easily classified as one or another. This text uses direct speech, and has a complication and resolution like a narrative, but it is a first person recount of how a schoolboy coped with teasing from other children during class football games. Josh is always the last boy picked to be in a team and no one wants to play with him because he is so clumsy. The story changes when Josh finds out that his main tormentor, Billy, is upset because he is having trouble with maths. Josh offers to help Billy with his maths and they become friends. David Beckham is a famous English footballer.

The recount should help pupils to realise that not everybody can be good at everything. People have different strengths and weaknesses. The theme of the recount is self-esteem. Self-esteem is a belief in oneself or having respect for oneself. People who have high self-esteem believe they have the ability, skill and knowledge to face challenges in life.

People with good self-esteem:

- have confidence in themselves;
- have the ability to solve problems rather than just worry about them;
- have the ability to face and deal with things that frighten them;
- have the confidence to take reasonable risks;
- take care of themselves.

Method

- Before reading, discuss what makes pupils feel good or bad about themselves.
- Study the key words and read the recount to the pupils, while they follow.
- Have the pupils read selected parts of the texts aloud and then retell them in their own words to the class.
- Ask the pupils some questions about the recount to check their understanding of the text.

Teacher Led Activities

Discuss situations in which pupils lack confidence in themselves. These questions may help guide your discussion:

- Have you ever felt scared or worried about doing something?
- What sort of things do you feel unconfident about doing? (tests, sport, travelling, meeting new people, going somewhere different)
- How do you feel when you have to do something like this? (afraid, nervous?)
Does it help if other people encourage you and say positive things?

- How do you feel if someone says unkind things or laughs at you?
- What do you do to help yourself deal with the situation?

After the discussion, tell the pupils that today's text is about a boy who has been in a similar situation in school. Use the ideas in the background information to tell the pupils a little about the text and to explain what self-esteem means. Don't tell pupils how the text ends.

Read through the key words. Explain the meaning of the key words. Ensure that the pupils understand them and can say them correctly. Read the text aloud while pupils follow silently.

After reading, ask some questions like these:

1. Why didn't the other children want Josh to join their team?
2. How did this make Josh feel about himself?
3. How would you have felt if you were Josh?
4. What sort of a person was Billy?
5. Why do you think Josh helped Billy?
6. How did Josh feel about Billy in the end?

Syllabus Links

S2



Can all the pupils read a wide range of texts silently and identify the main ideas? (S10)

Comprehension

Background Information

There are two exercises.

Exercise A should be done as a whole class activity. It is about the meaning of phrases used in the text.

The pupils should do Exercise B on their own after a class discussion.

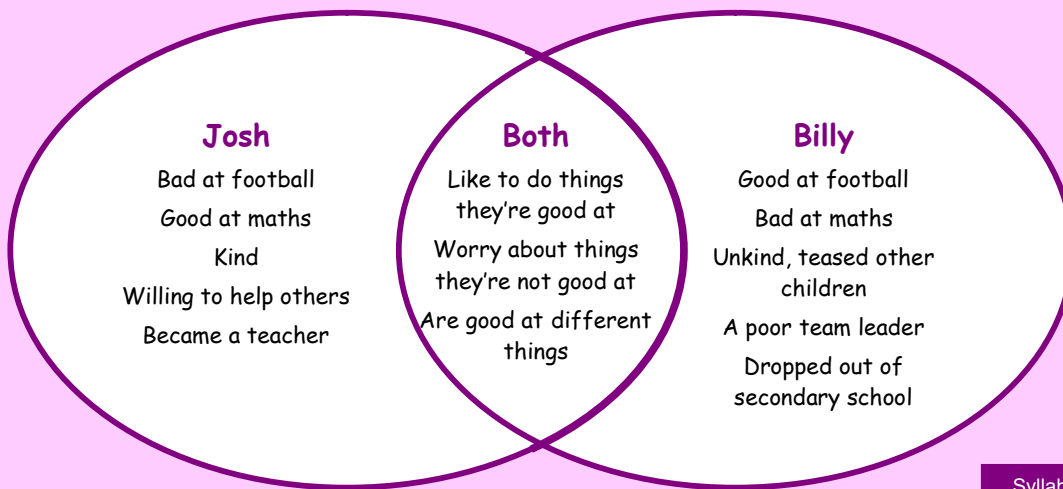
Method

- Allow the pupils time to read the text quietly to themselves.
- Find the phrases listed in Exercise A in the recount. Ask pupils to try to interpret what each phrase means. Discuss their suggestions and ask pupils to give reasons. Read the text around the phrases as you discuss.
- Read the questions in Exercise B in the Pupil's Book. Discuss the pupils' answers before they write.

Teacher Led Activities

Write phrases from Exercise A on the board one at a time. Ask pupils to find each phrase in the text, read it silently, and explain what they think the author means. Write what they tell you on the board. There could be more than one acceptable response for each phrase. Use the context of each phrase to develop the discussion.

Read through Exercise B with the class. Go through each of the questions and discuss the pupil's ideas before asking them to work independently in their books. Explain how to complete the Venn diagram. The final diagram may look something like this.



Syllabus Links

A4, S3



Can all the pupils read and identify the writer's point of view? (S13)

Language Study

Background Information

There are two exercises about collective nouns in the Pupil's Book on page 21. A collective noun is the general name given to a group of persons or things. For example,

A **pack** of cards

A **fleet** of ships

A **crowd** of people

Method

- Brainstorm some more examples of collective nouns. Write the examples on the board. You could begin to make a chart for future reference.
- Go through the pupils' exercises A and B.
- Ask pupils to complete the exercises in their books.

Teacher Led Activities

Explain that collective nouns are names that are given to a group of persons or things. Use the examples in the background information and from the box on the next page to explain. Pupils may add some of their own, if they can think of any more.

Explain the exercises and do the first example from each together on the board. Tell pupils to use a dictionary if they need to.

Collective Nounsa **gang** of robbersa **team** of playersa **group** of islandsa **flock** of seagullsa **swarm** of beesa football **squad**a **class** of childrena **convoy** of vehiclesa **ball** of stringa **pack** of dogsa **bunch** of bananasa mountain **range****Answers****Exercise A**

1. flock 2. bunch 3. fleet 4. crowd 5. team 6. swarm 7. convoy 8. pack 9. shoal

Exercise B

army, soldiers

forest, trees

litter, puppies

library, books

herd, cows

bag, potatoes

swarm, bees

shoal, fish

class, pupils

Syllabus Links

K1



Do all the pupils understand collective nouns and use them appropriately? (K8)

Spelling**Method**

- Pupils revise the spelling words for this week.
- Introduce pupils to the assessment exercise in the Pupil's Book.
- Complete the spelling assessment activity.

Teacher Led Activities

Give a few minutes for the pupils to briefly revise this week's spelling words.

Tell them that today's exercise is an assessment activity. Read each sentence to the pupils. The pupils have to re-arrange the letters in each set of brackets to spell a word from the spelling list.

Ask the pupils to write only numbers 1 - 10 and write the correct word (not the sentence) by each number. Ensure the pupils do their own work. Keep a record of each pupil's weekly spelling assessment results.

Oral and Writing**Background Information**

The pupils have already been introduced to the recount genre in standards 4 and 5. Nguzu Nguzu Genre Posters are provided with Standard 6 to help you revise the features of the different genres with the class.

The **purpose** of a recount is to retell events. A recount:

- is usually written in the first person and in the past tense;
- often has a personal and informal style;
- includes some personal responses to the events;

- includes details that are selected to be of interest to the intended audience.

In the writing activity that pupils start today, they are asked to write a recount about an incident in their life that made them feel especially bad or good.

Teacher Led Activities

Ask pupils to tell you what they know about the recount genre. Use the poster and the background information section to revise the key features of a recount.

Read the instructions in the Pupil's Book. Explain the framework showing the structure of a recount. Read the example of a recount provided in the Pupil's Book, 'A Visit to Red Beach' and ask pupils to identify the introduction that describes the **setting**, the **series of events** and the **concluding statement**.

Tell the pupils to think about an incident in their lives that taught them an important lesson. Then ask them to write a short recount about it in their exercise books. Tell them to refer to the recount framework when they are writing their recount.

In today's writing activity they are asked to complete a short task in one lesson. This means they will have to go through the writing process of planning, drafting and redrafting quite quickly. Encourage them to see how the process can be adapted to suit a shorter piece of writing.

Syllabus Links

A4, A1



Can all the pupils use paragraphs to organise their writing of a recount? (S17)

Reading and Discussion – Amazing Water Therapy

Background Information

This text is an explanation. It gives an account of how water therapy works, why it works, and what happens when it works. This explanatory text also contains a procedure, or a set of instructions for how to practice 'water therapy'.

Therapy is a treatment designed to improve a health problem or disability or to cure an illness. Water therapy involves drinking a certain amount of water each day. Some medical experts believe that drinking six glasses of water everyday can have an amazing effect on your health. Drinking water helps people to avoid some types of sickness.

Method

- Read the text yourself before discussing water therapy with the class.
- Talk about what **therapy** means.
- Ask pupils to tell you any health rules they know about water and to try to predict what water therapy might involve.
- Read the text with the pupils.
- Ask some questions about the text.

Teacher Led Activity

Explain to the pupils what 'therapy' is, as pupils may not understand this term. Give examples of types of therapy: massage therapy, heat therapy, etc.

Ask pupils to predict what 'water therapy' might involve. List their suggestions on the board. Encourage pupils to try to think of unusual or creative ideas. You might like to add some of your own ideas. For example:

- Soaking in a hot bath for an hour every day.
- Standing under a cold waterfall every morning.
- Standing in the rain and drinking rain water.

Before reading the text read through the key words. Explain the meaning of the words as they are used in the text. Make sure pupils can say them correctly. Explain to the pupils that the text combines two text types. It is an explanation that contains a procedure.

Read through the text after the pupils have read it silently. Stop to explain the ideas raised in each paragraph. To end the lesson, ask some questions about the text, such as:

1. Explain what therapy means.
2. How might water therapy help you?
3. Do you think water therapy really works? Explain your answer.

Syllabus Links

S2



Are the pupils aware of different genres of written English, and the ways in which their form and style is determined by the proposed audience and purpose? (A1)

Comprehension

Background Information

This is a tricky text. The author of this text has presented it as a factual explanation, but the ideas contained in the text are actually the **opinions and beliefs** of the author. Some doctors and health workers do agree that drinking six glasses of water each day is good for your health, but others may disagree.

The exercise focuses on how information can be presented as facts or opinions.

Teacher Led Activities

Read through the instructions and the activity with the pupils.

Ask the pupils to tell you the difference between a fact and an opinion.

Tell the pupils that although the sentences are written as facts, they may really only be opinions. The pupils are required to rewrite the sentences as opinions.

Read through the groups of words in the box together. Use these to write some statements of opinion on the board. Ask the pupils to make up their own sentences and to read them aloud to the class.

Read through the exercise before pupils complete it in their books.

Syllabus Links

A4, K6



Can all the pupils read the explanation and differentiate between fact and opinion? (S12)

Language Study

Background Information

This exercise focuses on conjunctions. Conjunctions are joining or linking words. The conjunctions to be used are provided in the Pupil's Book.

Teacher Led Activities

Read through and explain the exercise to the pupils.

Explain that conjunctions are joining or linking words. Write some examples on the board to show how sentences can be linked with conjunction. Such as:

I am very tired. I stayed up very late last night.

I am very tired **because** I stayed up late last night.

I stayed up late last night **so** I am very tired.

Give more practice examples before the pupils complete the activity.

Syllabus Links

A5, K8



Can all the pupils use conjunctions effectively to link meaning in sentences? (S17)

Spelling**Background Information**

These are the spelling words for this week. Pupils should learn to spell these words by the end of the week when you will test them.

Display them in the classroom.

| | |
|-------|----------|
| zero | tomato |
| photo | volcano |
| radio | mosquito |
| video | window |
| cargo | hospital |

Method

- Say and spell the words with the pupils. Define the words.
- Have pupils use the words in their own sentences and read them aloud to the class.
- Have pupils copy the list of words into their exercise books and allow time for them to learn to spell the words using their preferred strategy.
- Have pupils complete the task in the Pupil's Book on page 25.

Oral and Writing**Background Information**

Last week the pupils wrote a narrative as their major writing task for this unit. This week, they will be preparing and presenting an oral explanation over three days.

The pupils will be divided into three groups. Each group will be allocated a text to read from the Pupil's Book. They will discuss the information contained in it and take notes to identify the main points and important details. Then they will rewrite the information they have read in their own words. They will make a poster or a diagram to support their oral presentation. The following texts will be used:

Day 7 text 'How We Breathe'

Day 8 text 'How Exercise Keeps You Fit'

Day 9 text 'Why Smoking Is Addictive'

Some of these explanations may be difficult for pupils to read independently so you will need to be ready to help.

Method

- Revise the features of an explanation text.
- Divide the pupils into three groups and give each group one of the above texts.
- Explain to the groups what they are required to do.
- Choose a leader for each group.
- Pupils work in their groups to do the activity.
- Supervise the groups and help them as they read.

Teacher Led Activities

Use the Nguzu Nguzu Genre Poster to revise the features of an explanation text. Tell the pupils that they will be reading explanation texts over the next few days and that they will be preparing and presenting oral explanations based on these texts.

Introduce the activity clearly. Explain that this is a group activity and that the group needs to work as a team. All members should contribute to the discussion and everyone should listen to each other's opinions and ideas.

The Pupil's Book explains the task. It provides a '**six box organiser**' format for organising notes taken from the text. Read the instructions carefully with the pupils and make sure they understand what to do.

Syllabus Links

A1



Can the pupils read a range of texts and identify the main ideas and relevant details? (S10)

Reading and Discussion – How We Breathe

Background Information

This is an explanation called 'How We Breathe'. It describes the parts of the respiratory system, how the air is taken in and used in the body, and how carbon dioxide is released from the body as a waste product. This is a difficult text so you will need to support the class as they read and understand it.

Method

- Before reading the explanation, prepare a prior knowledge chart and a diagram of the respiratory system on the board or a large piece of paper.
- Develop a Prior Knowledge Chart with the class.
- Before reading, discuss and explain the respiratory system using a diagram.
- Ask the pupils to look at the key words at the top of the text and use them in sentences.
- Read the explanation text to the class as they follow. Have them read it a second time in pairs.
- Study the diagram carefully with the pupils.
- Discuss the text and add facts to the Prior Knowledge Chart.

Teacher Led Activities

Write the title 'How We Breathe' on the board. Develop a 'Prior Knowledge Chart' with the class. Ask pupils to tell you anything they already know about breathing and record it in the left hand column. Use questions to guide your discussion, such as:

Why do we have to breathe?

What parts of the body do we use to breathe?

Where does the air go when we breathe in?

What happens to the air in the lungs?

Introduce the title of today's text. Next read the text with the pupils and have them split into pairs to read it a second time. Discuss the new information in the text and ask some simple questions to check for understanding. After reading, ask the pupils to tell you any new information they have learned about breathing to add to the prior knowledge chart.

Ask questions such as these:

1. What do we call the parts of the body that deal with breathing?
2. What is the name of the gas that the lungs take out of the air we breathe in?
3. Why do we need oxygen?
4. What is the most important organ in the respiratory system? Why?
5. What is the name of the gas that our body does not need?
6. Why is the diaphragm important?
7. What happens when the tiny air sacs that make up the lungs are damaged?
8. What can cause damage to the lungs?

Your prior knowledge chart may look something like the one on the following page:

| How We Breathe | |
|--|--|
| What We Know Already | What the Text Tells Us |
| <ul style="list-style-type: none"> • we breathe in through the nose or mouth • you breathe faster if you have been running • we breathe to get air • air goes into lungs | <ul style="list-style-type: none"> • the respiratory system deals with breathing • respiratory system is made up of nose, mouth, windpipe, lungs, diaphragm • breathe in oxygen • oxygen carried around the body by the blood • breathe out carbon dioxide • breathlessness means not getting enough oxygen • lungs can be damaged by smoking |

Syllabus Links

K1, A1



Can all the pupils use texts to support independent learning? (S15)

Comprehension

Method

- Discuss and explain the information in the text, paragraph by paragraph.
- Identify the main idea in each paragraph. Use the example in the Pupil's Book to help you.
- Allow the pupils to complete the activity with a partner. The pupils may find that talking is helpful as they complete this activity.

Teacher Led Activities

Tell the pupils that this is an explanation text which explains how humans breathe. Go through each paragraph asking pupils to summarise the information in their own words:

Para 1 - what the respiratory system deals with;

Para 2 - what happens when we inhale;

Para 3 - what happens inside the lungs;

Para 4 - what happens when we breathe out;

Para 5 - why the diaphragm is another important part of the system;

Para 6 - what happens when the tiny air sacs that make up the lungs are damaged;

Para 7 - what causes breathlessness.

Read the activity in the Pupil's Book on page 28 together. This may be done from the board as a whole class activity or individually in exercise books.

Syllabus Links

K1



Can the pupils read a range of texts and identify the main ideas and relevant details? (S10)

Language Study

Background Information

Exercise A is about **verb tenses**: present tense, past tense, and future tense.

Exercise B is about helping verbs or **auxiliary verbs**. Helping verbs are found in front of the main verbs. Sometimes a helping verb is found in front of the main verb in a sentence, such as: **is**, **could** and **have**, these are called auxiliary verbs. The auxiliary verb and the main verb combine to make what is called a **compound verb**.

Simple verbs consist of just one word. For example:

I **swim** in the creek every day.

I **rode** my bike.

Compound verbs combine more than one word. For example:

The teacher **is marking** the test.

I **could have helped** with the chores.

Method

- Ask the pupils to tell you what a verb is (a doing or action word).
- Review simple and compound verbs.
- Introduce the pupils to the activities in the Pupil's Book.

Teacher Led Activities

Discus verbs and tenses. Ask pupils to explain what the tense of a verb does. (It tells **when** the action happened.)

Exercise A shows how verbs are sometimes spelt differently in the past, present or future tense. Read through the activity together before the pupils complete it.

Exercise B focuses on compound verbs. Explain that the verbs in front of main verbs are called helping verbs or auxiliary verbs, for example; **is**, **could**, **have**, **has**, **are**, **should**.

Explain the difference between simple verbs and compound verbs using examples from the Background Information and others from the box on the right.

Read through Exercise B together, before pupils complete it in their books.

Simple Verbs

Jenna **jumped** up.

He **wrote** a letter.

Emma **drew** a picture.

Mary **eats** pawpaw.

Drink lots of water.

Watch for traffic.

Sara **enjoys** reading.

Compound Verbs

Alex **is running** in the race.

The car **could have crashed**.

I **am writing** a book.

James **is eating** fish.

You **shouldn't run** so fast.

Ella **has gone** already.

My parents **are coming** soon.

Answers - Exercise A

| Today Tania | Yesterday she | Tomorrow she |
|-------------|---------------|--------------|
| smiles | smiled | will smile |
| takes | took | will take |
| goes | went | will go |
| says | said | will say |
| passes | passed | will pass |
| eats | ate | will eat |
| does | did | will do |
| knows | knew | will know |
| builds | built | will build |

Exercise B

1. is walking
2. are flying
3. has caught
4. has brought
5. should have hidden

Oral and Writing

Background Information

Syllabus Links

S17

Today pupils continue preparing the oral explanation they started yesterday. Each group



Do all the pupils understand the difference between simple and compound verbs? (K8)

- Pupils will write and edit their explanation using the notes they took yesterday.
- Pupils will prepare posters or diagrams on chart paper and label them. These will be used during the group oral presentations to the whole class.

Teacher Led Activities

Review yesterday's work. Remind pupils that they are preparing a poster or diagram to support an oral explanation and tell them that the next step is to write the information they want to present in their own words. Ask pupils to expand their notes from the six-box organiser into sentences. They can use the subheadings they have chosen to organise the information.

The group could share out the tasks. Some could write down the information while others draw a diagram or poster to use in the oral presentation. All pupils in a large group will then be able to participate and the activity can be completed more quickly.

Groups should finish preparing their presentation today. Each group will present what they have prepared to the whole class tomorrow. Pupils should practise how they are going to present their explanation to the class.

Syllabus Links

A2, A3



Can all the pupils use talk / draft / talk / redraft process to prepare an oral explanation? (S17)

Reading and Discussion – How Exercise Keeps You Fit

Background Information

This is another explanation text about 'How Exercise Keeps You Fit'. The purpose is to give an account of how exercise works to keep people fit and healthy.

Method

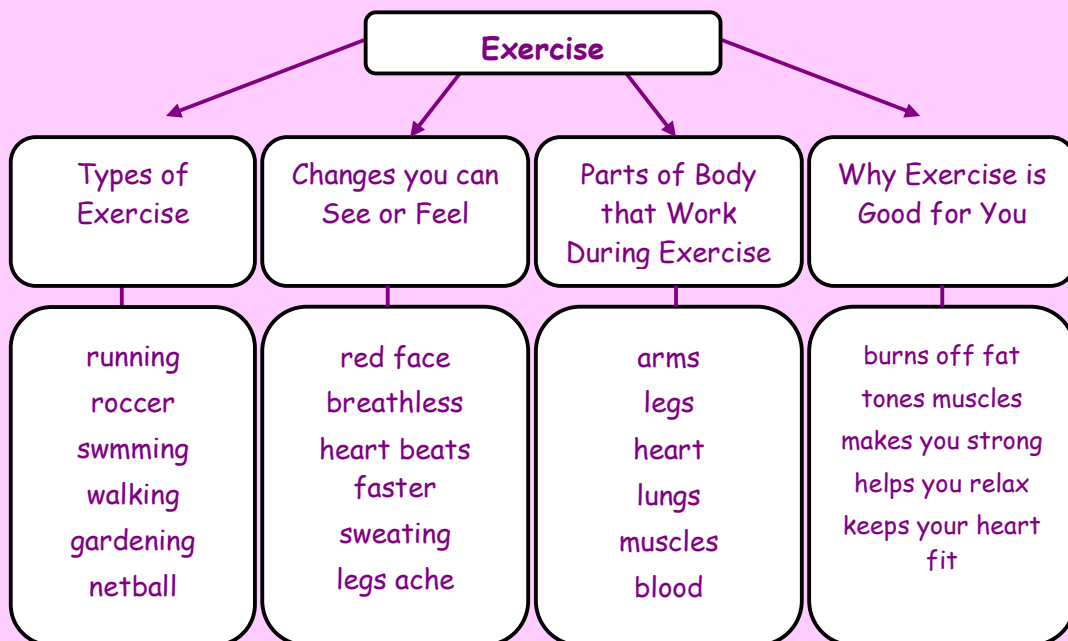
- Before reading, ask questions about exercise and fitness to see what the pupils already know. Develop a **concept map**.
- Study the key words together and explain their meaning.
- Read the text together.
- Ask some pupils to read selected parts of the text aloud to the class.

Teacher Led Activities

Before reading the text ask the pupils some questions about exercise and fitness to find out what they already know, such as:

1. What different types of exercise do you know of?
2. Why is exercise good for you?
3. What changes do you notice in your body when you exercise?
4. What parts of your body can you see or feel working during exercise?

You can organise this information into a mind map or concept map as the pupils give you their ideas. Your concept map could like this:



Go through the key words with the pupils and explain their meaning. Make sure the pupils understand the different body parts referred to in the text. Read the text aloud. Stop after each section to ask questions. If pupils are unsure of what the text means, clarify what you have just read in your own words or ask them to summarise the information in their own words.

Syllabus Links

S10



Can all the pupils read an explanation and understand how its form and style is determined by the purpose of the text? (A1)

Comprehension

Method

- Ask pupils to read through the text silently.
- Ask some pupils to retell selected parts of the text in their own words.
- Read through the exercise in the Pupil's Book together. Complete the exercise.

Teacher Led Activities

Ask the pupils to find the information in the text to complete the table. Do this orally with the whole class before you ask pupils to write. This will help them understand what they have to do.

Syllabus

S11, S14



Can all the pupils read a range of texts and identify the main ideas and relevant details? (S10)

Language Study

Background Information

There are two exercises in this section. They follow-up yesterday's work on verb tenses and simple and compound verbs.

Method

- Ask pupils to define simple and compound verbs.
- Read through the exercises in the Pupil's Book.
- Ask pupils to copy the tables and do the exercises in their books.

Teacher Led Activities

Ask pupils to explain the terms 'simple verbs' and 'compound verbs'. Write a few sentences on the board and ask pupils to identify helping verbs, compound verbs and simple verbs. Ask pupils to come forward and write their own sentences using compound verbs on the board.

Introduce the exercises in the Pupil's Book on page 31 and do some examples with the class before pupils copy and complete the tables in their exercise books.

Answers

Exercise A

| Past Tense | Present Tense | Future Tense |
|----------------------------|----------------------------|--------------------------------|
| He wrote a letter | He writes a letter | He will write a letter |
| Smoking damaged her lungs. | Smoking damages her lungs. | Smoking will damage her lungs. |
| John shouted angrily. | John shouts angrily | John will shout angrily. |
| Anna danced at the show. | Anna dances at the show. | Anna will dance at the show. |
| She went to High School | She goes to High School. | She will go to High School. |
| Henry swam in the river. | Henry swims in the river. | Henry will swim in the river |

Exercise B

| Past Tense | Present Tense | Future Tense |
|---------------|---------------|------------------|
| was happening | is happening | will happen |
| was hoping. | is hoping. | will be hoping. |
| was designing | is designing | will design |
| were planning | are planning | will be planning |

Syllabus Links

S17



Do all the pupils understand the difference between simple verbs and compound verbs?
(K8)

Spelling

Background Information

There are a few words ending in **-o** that simply add **-s** to form plurals. Most nouns ending in 'o' however, form plurals by adding **-es**. Some dictionaries give both **-s** and **-es** as correct plurals for some words. Some examples are given in the Pupil's Book.

Method

- Study this week's words together as a class.
- Discuss singular and plural forms.
- Support the pupils as they complete the activity.

Teacher Led Activities

Remind the pupils to learn this week's spelling words using their preferred strategy.

Ask the pupils to look at the activities in the Pupil's Book on page 32. Go through the explanations and examples with them.

Pupils will notice that most of the spelling words end in **-o**. Tell them that the words are all nouns. They are names of things. Explain that nouns ending in **-o** are made plural in two different ways: either by adding **-s**; or by adding **-es**.

Some nouns ending in **-o** simply add **-s** to form plurals, such as **radio**, **video** and **photo**.

Write these, and some more examples, on the board, such as: **motto**, **piano**, **studio**, **kangaroo**, **cockatoo**, **zoo**, **shampoo**, and **ratio**.

However, many nouns ending in **-o**, form plurals by adding either **-s**, or **-es**. The following words from the spelling can be spelt either way.

volcanos / volcanoes, zeros / zeroes, cargos / cargoes, mosquitos / mosquitoes

Here are some more examples: **mango**, **potato**, **hero**, and **echo**.

Now, read through the activity in the Pupil's Book together. Explain what they are to do before asking pupils to complete the exercise in their books.

Oral and Writing

Background Information

This lesson will be for group oral presentations. For the last two days the pupils have been preparing to present an oral explanation. They have made charts or diagrams to help them. The other pupils should be encouraged to listen carefully as each group presents their work so that they can ask questions at the end of each presentation.

Method

- Explain the purpose of this lesson.
- Groups may have selected one person to do the presentation or a number of pupils may be speaking to the class.
- Display charts and diagrams on the classroom walls.

Teacher Led Activities

Explain that this lesson will be used for oral presentations. Remind pupils to listen carefully to each speaker so that they can ask questions at the end of each presentation.

Ask each group in turn to present their explanation. They should use their posters or diagrams they have prepared to make their talk clearer.

At the end of each presentation, give time for the other pupils to ask questions. Give feedback to the groups by telling them what aspects of the presentation they did well and ways to improve next time.

Syllabus Links

S6, S7, K7



Can all the pupils listen to a talk and identify key information? (S3)

Reading and Discussion – Why Smoking is Addictive

Background Information

People have smoked tobacco for thousands of years. Today, in most countries, tobacco use is controversial. Some countries have banned smoking in public places. In Solomon Islands, 'No Smoking' notices can be found in offices, public transport, in hospitals and other public places. This is because smoking can cause diseases like cancer. Warnings about the health risks of tobacco are seen on cigarette packets and heard on the radio or read in newspapers.

Smoking can make people feel good. Tobacco smoke contains a chemical called nicotine. Nicotine causes both the good feelings you get from smoking, as well as the irritability you feel if you try to give up smoking. The good feelings make people want another cigarette. Nicotine is addictive. People who are addicted find it extremely difficult to stop even though they know smoking harms their health.

This is an explanation text. It explains why smoking is addictive, how nicotine works in the body and what can happen to the body if a person smokes.

Method

- Brainstorm about why people do things they know can be dangerous.
- Introduce the pupils to the text by explaining the main idea - **addiction**.
- Read through the key words and explain their meaning.
- Read the text silently and then as a class. Ask some pupils to retell selected parts of the text to the class in their own words.
- Ask some oral questions about the text.

Teacher Led Activities

Read and explain the key words. Use them in sentences. Explain that 'addictive' means that it is difficult to stop. Ask pupils to define the word addictive in their own words.

After your brainstorming session, briefly talk about smoking and why some people find it difficult to stop smoking. Ask pupils what diseases are linked to smoking. Use the ideas in the background information to talk more about smoking. You may use other sources or you may want to invite a nurse to talk to your class.

Read the text while the pupils follow in their books.

When they have finished reading, ask some pupils to retell selected parts of the text to the class in their own words. Other pupils may help when needed.

Ask the pupils some questions about the text, such as:

1. What happens if people try to stop smoking?
2. What is nicotine?
3. How does nicotine enter the body?
4. What effects does nicotine have on the body?

Syllabus Links

A1



Can all the pupils read informative materials to enhance their every day lives? (S16)

Comprehension

Background Information

The activity is about taking notes to summarise a text. Summarising is an important skill especially as pupils move on to secondary education, but it is not easy. Pupils will need a lot of help.

Method

- Before the lesson, write the third paragraph of today's text on the board.
- Introduce the pupils to the activity in the Pupil's Book on page 34.
- Read the notes taken from the first two paragraphs.
- Read the instructions about note taking in the Pupil's Book.
- Ask pupils to help you take notes from the third paragraph on the board. Discuss which are the main points and the shortest way to write them.
- Ask the pupils to do the activity either in pairs or independently.

Teacher Led Activities

Explain that, when they write notes, pupils usually need to write quickly. They also need to understand their notes when they read them again later.

Look at the activity in the Pupil's Book. Read the notes taken from the first two paragraphs of today's text. Remind pupils that their own notes may be different.

Read the instructions in the Pupil's Book. Ask pupils to help you take notes from the third paragraph of today's text on the board. Underline the main points and discuss the shortest way to write them. Write your notes on the board. They might look like this:

nicotine enters body through blood
vessels in nose / lungs
travels to brain through blood.

Ask the pupils to take notes from the rest of the text. One idea, would be to have a more able pupil work with a less able pupil.

Syllabus Links

S11, A4



Can all the pupils read an explanation text and identify the main ideas and relevant details? (S10)

Language Study

Teacher Led Activities

Read through and explain the exercise in the Pupil's Book on page 34. Ask the pupils to copy and complete the exercise in their books.

Syllabus Links

A2, A4, S11



Can the pupils use a variety of sentences and linking devices, including conjunctions? (S17)

1. so 2. because 3. when 4. but 5. after

Spelling

Background Information

This exercise focuses on plurals of nouns again. In the last two days you have been dealing with words (nouns) ending in **-o**, which are often pluralised by adding **-s** and **-es**.

Method

- Ask the pupils to study this week's spelling words.
- Go through today's exercise in the Pupil's Book together and make sure pupils know what they have to do.
- Ask the pupils to copy and complete the exercise in their exercise books.

Oral and Writing

Background Information

Today's oral activity is a debate. You will divide the class into two groups and choose a leader for each group. The pupils are going to use the information they have learnt from the text. The statement pupils will debate is '**Smoking Should be Banned in Public Places**'. One group is going to think of arguments for and the other group is going to think arguments against the statement. At the end of the session, they will present their arguments in a debate.

Pupils should be encouraged to give reasons for their arguments using language that shows cause and effect. Pupils should try to convince the audience that their position is the correct one. Here are some examples:

Smoking should be banned **because** ...

Passive smoking is dangerous **as** ...

Cigarette smoke causes cancer **so** ...

Although smoking is dangerous, people should have the right to choose **because** ...

If it is legal to buy cigarettes in our shops, **then** ...

Women who smoke have smaller babies...

Passive smoking means breathing in the smoke from other people's cigarettes. This can also be harmful and cause illnesses.

Method

- Analyse the statement '**Smoking Should be Banned in Public Places**' as a class and write some ideas on the board. Explain that pupils will be debating this topic today.
- Divide the pupils in two groups. Allow time for them to discuss and write down their arguments for and against smoking in public.
- Conduct the formal debate.

Teacher Led Activities

Draw a table like the one below on the board and ask pupils for their ideas on either side of the argument. Write up as many points as they can think of.

Divide the class into groups and have them use the points on the board to develop their own arguments. Move amongst the groups as they discuss their ideas and encourage them to think of good reasons, examples and convincing ways to present their arguments.

| Smoking should be banned in public places | Smoking should not be banned in public places |
|--|---|
| causes lung cancer smells horrible People who don't smoke get to breathe in other people's smoke | freedom of choice - people should be allowed to do what they want. People who are addicted to smoking have to have somewhere that they can go and have a cigarette |

Conduct the debate. You could be the chairperson. Allow the leader of each group to present their arguments first then allow other people to speak and put forward other arguments. At the end of the debate allow pupils to vote on the issue.

After the debate, read through the points on the board with the pupils again. Then ask pupils to decide which group has made the best arguments. Have a vote either in favour of, or against the motion and see which team the class think presented the best argument.

Syllabus Links

S6, S7



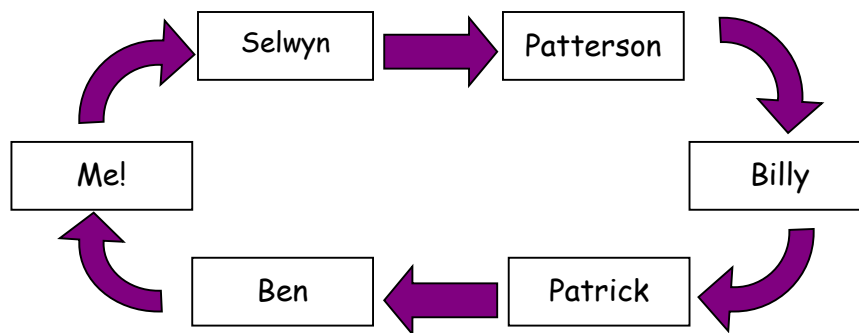
Can all the pupils agree and disagree in different ways during small and large group discussions and debates? (S5)

Reading and Discussion – Be Yourself!

Background Information

Sometimes when we admire someone, we want to be like that person. Today's text, *Be Yourself!* is a recount about a person who wants to be like someone he admires.

The author wants to be like Selwyn so he tries to copy the way Selwyn walks and talks. He is surprised when he realises that Selwyn wants to be like a boy called Patterson. Eventually, he realises that Patterson is trying to be like Billy, while Billy wants to be like another boy called Patrick. The recount has a humorous ending when the author realises how silly it is to try to be like someone else. The diagram below illustrates how the author and the other boys in the recount all tried to be like somebody else and ended up going in a complete circle!



Method

- Before reading the text discuss why we sometimes want to be like other people.
- Introduce them to the text.
- Read the text with the pupils.
- Ask some questions about the text.

Teacher Led Activities

Conduct a discussion, before you read the text. Ask the pupils if they have ever wanted to be like somebody else. Ask pupils to share who they wanted to be like and why. These questions might help:

1. Is there anyone special that you admire? (a famous person? a family member? a member of the community? a friend?)
2. What is it that you admire about this person?
3. Have you ever thought you would like to be more like someone else? Why?

Tell the pupils that the text today is a recount about the author who wanted to be like someone that he admired. Warn the pupils that this text is quite complicated so they will need to read and listen carefully.

Read the key words with the pupils and explain their meaning. Make sure the pupils can pronounce them correctly.

Read the text aloud to the pupils slowly, but without stopping, so that they hear it all.

After reading, you may want to draw the diagram from the last page on the board with the pupils to help them follow the text. To begin with, copy the diagram but only write Me (the author) in the first box. Leave the other boxes empty. Ask pupils to help you to fill in the other names as you go through the text again.

Ask the pupils to read the text again silently or in pairs and then ask some pupils to retell selected parts of the text.

Syllabus Links

S13, S16



Can all the pupils read the text silently and identify the main ideas? (S10)

Comprehension

Background Information

There are some questions in the Pupil's Book on page 36. They require the pupils to read and understand the information in the text and also to think beyond the text. They also ask the pupils to think more about the author and what type of person he might be. We can learn a lot about an author by looking carefully at what he or she has written.

Method

- Read and discuss the questions as a class.
- Allow time for the pupils to complete the activity.

Teacher Led Activities

Read through the questions in the Pupil's Book. Have pupils discuss them orally before attempting to complete the written activity.

Syllabus Links

S3, S13



Are all the pupils aware of the many ways in which spoken and written English can differ in terms of style, organisation and choice of vocabulary? (A4)

Language Study

Background Information

This exercise focuses on forming plurals of regular and irregular nouns. Here are some examples of different ways of pluralising nouns.

Most nouns just add an -s.

pig / pigs

uncle / uncles

river / rivers

Many nouns ending in **-s, -sh, -ch, -x** add **-es**

glass / glasses bush / bushes box / boxes

Many nouns ending in consonant **-y** change **-y** into **-ies**.

baby / babies fly / flies city / cities

Many nouns ending in vowel **-y** add **-s**.

key / keys valley / valleys boy / boys

Some nouns ending in **-f** change **-f** to **-ves**

half / halves knife / knives wife / wives

Teacher Led Activities

Write some examples of different ways of forming plurals on a chart before the lesson.

Display the chart paper in front of the class and revise the different ways of forming plural nouns from their singular form. Ask pupils to give you some more examples of plurals in each group. Write what they tell you on the board.

Read through the activity in the Pupil's Book, before they complete it in their exercise books. Remind them to underline the nouns they have changed.

Answers

1. The **dogs** chased the **cats**.
2. The **thieves** stole the **watches**.
3. The **soldiers** spoke to the **women**.
4. The **children** played in the **canoes**.
5. The **boys** dropped the **glasses**.
6. The **branches** fell from the **trees**.

Syllabus Links

K4



Are all the pupils aware of the many ways in which nouns can be pluralised in English? (A4)

Spelling

Method

- Allow pupils time to revise the spelling words for this week.
- Complete the assessment exercise in the Pupil's Book.
- Mark and record the assessment.

Teacher Led Activities

Give a few minutes for the pupils to revise this week's spelling words. Tell them that today's exercise is a test.

Pupils need to read and understand the idea in each sentence in order for them to understand and correctly spell the jumbled up spelling words.

When they have finished, collect their test papers, mark them and keep their scores on a progress record sheet that you have made for your class. This will help you to monitor their progress.

Oral and Writing

Background Information

This activity follows on from yesterday's discussion and debate about whether smoking should be banned in public places. Pupils are required to design a poster aimed at stopping young people from taking up smoking. The poster is a form of exposition because its purpose is to persuade people not to do something.

People will read a poster quickly as they walk past it so it must be eye catching and its message must be clear.

Method

- Discuss yesterday's debate.
- Provide the pupils with materials to complete their posters such as chart paper and coloured pens. They may also use found items such as old cigarette packets to add to their poster.
- Support the work as pupils proceed with the task.

Teacher Led Activities

Go through the points that pupils raised yesterday for banning smoking in public places. Make sure the pupils understand all the ideas.

Look at the activity in the Pupil's Book. Read through the instructions. Discuss the guidelines provided for making a poster.

Remind pupils that the purpose of the poster is to convince young people not to smoke. It is aimed at stopping young people from taking up smoking.

Give out paper on which the pupils will draw their posters or leaflets. Tell them to add colour to their designs (if colours are available).

Display pupils' posters on the classroom walls.

Syllabus Links

A4



Can all the pupils design a short text in a poster format showing understanding of how the style and form is influenced by the audience and intended purpose? (A1)

Reading and Discussion - Growing Up With Choices**Background Information**

The theme of this unit is social issues and problems experienced in modern societies. Some of the issues dealt with are very complex and problematical. It is important that teachers approach the topics covered in a sensitive way. Children who have experienced or witnessed abuse may not be comfortable discussing their experiences or sharing private incidents with the class. When dealing with topics such as those in this unit it is extremely important that children's rights are taken into consideration.

Pupils need to understand the meaning of some key words for the whole unit title before beginning the activities as follows.

Social - to do with groups of people

Issues - topics, concerns, problems

Modern - current, up to date, happening today

Society - whole community

Issues dealt with in Unit 2 include:

- unemployment
- domestic violence (violence within the home setting)
- illegal drug use (marijuana)
- misuse of legal drugs (alcohol)
- sexually transmitted diseases (HIV /AIDS, Gonorrhoea, Syphilis)
- unplanned teenage pregnancies
- family planning
- child abuse (physical, emotional, and neglect)

In this unit, pupils reinforce their knowledge of the structure of both recount and explanation texts and apply their knowledge to writing activities. Other genres contained in this unit include transaction, report and poetry.

The reader contains some extra texts that teachers may choose to read with the class during the course of the unit as follows.

Alcohol

A clever, but difficult poem describing the possible effects of the abuse of alcohol.

Nowhere to Turn

A poem by Jilly Makini which recounts the experience of a woman who has been beaten by her husband but is forced to return to him when others refuse her pleas for help.

Mr. Chan's Dilemma

A narrative by Ellen Wairiu. This short story tells about the problem faced by a storekeeper when hungry children steal from his shop.

Today's text, in the reader is a conversation between a grandmother and her granddaughter in which they discuss some current social issues. It is a transactional text

because the two people are exchanging information and ideas. This text uses informal language because it is about people talking to each other in a friendly, familiar way.

Conversations allow people to exchange information or opinions. A conversation:

- is a type of transactional text;
- can contain personal recounts;
- is used to exchange information or opinions between people.

Growing Up With Choices recounts a conversation between a young girl called Linda and her grandmother, in which Linda complains about problems in modern society and difficult choices facing young people. Linda's grandmother shares her experiences as a young girl and tells about the lack of choice she had and difficulties she faced in her own life.

Method

- Introduce the unit topic.
- Discuss the features of a transaction or conversation text.
- Read over the key words for the first text in the reader and make sure that pupils understand their meaning.
- Ask the pupils to read the text silently before reading it aloud together.
- Discuss the pictures and the text.
- Re-read the text and allow the pupils to take turns to read a paragraph at a time.

Teacher Led Activities

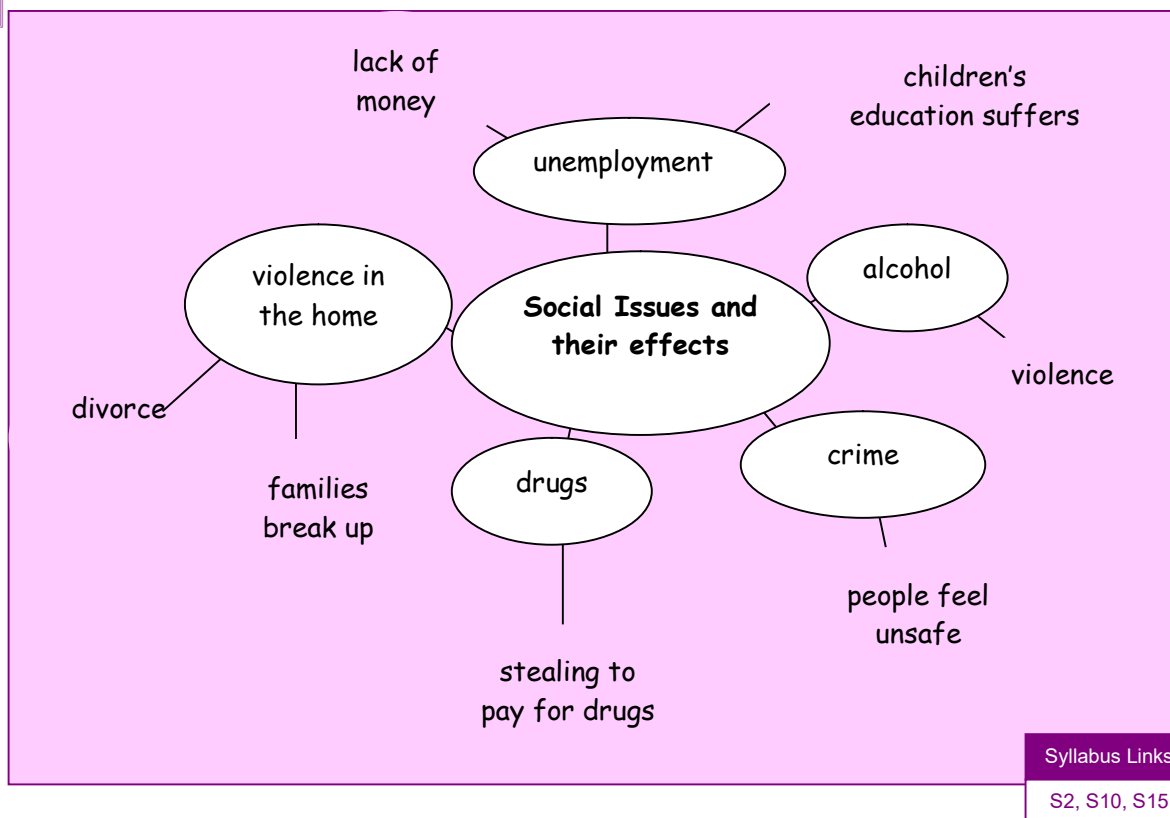
Before introducing the unit and text

Discuss the unit title, **Social Issues in Modern Society**, word by word with the class to ensure they understand the unit topic. Refer to the Background Information and ask the pupils to suggest the meaning of each word before checking in the dictionary.

As a whole class activity, create a concept map to record what the pupils already know about 'Social Issues in Modern Society'. Draw the concept map on the board and encourage the pupils to suggest words or events that could be included.

A suggestion of how you could organise your concept map is presented on the following page.

Note: Keep the concept map to use again during the Oral and Writing activity later.



Can all the pupils read a range of texts silently and quickly pick out details as required (S11)

Comprehension

Background Information

This activity gives pupils practice locating information in the text. The pupils are going to work in pairs to read about the differences between the lives of Linda and her Grandmother as described in the text. Then they are asked to consider whether these differences are advantages or disadvantages of each lifestyle.

Method and Teacher Led Activities

- Read the instructions from the Pupil's Book on page 39 to the pupils and explain.
- Make up some practice questions to help the pupil's understand the text.
- Then allow the pupils to complete the task.
- Bring the class back together and discuss the differences pupils have noted. Make lists on the board.
- Ask pupils to consider whether each of these differences is an advantage or a disadvantage of past or modern lifestyles.

- Read the instructions in the Pupil's Book and ask pupils to copy and complete the table in their exercise books.
- When pupils have completed this activity, ask individual pupils to give reasons for the decisions they have made.

Syllabus Links

S2, S10, S15



Can all the pupils read a range of texts silently and quickly pick out details as required (S11)

Language Study

Background Information

This activity is about verb and subject agreement.

The subject in a sentence is the person or thing that does the action described by the verb. The subject determines whether the verb is singular or plural.

Verbs and their subjects must agree, so if the subject is singular, the verb must also be singular. For example:

The **driver stops** the bus.

singular verb and subject he stops

The **teachers arrive** at school

plural subject and verb they arrive

Method

- Read the instructions in the Pupil's Book and explain the activity.
- Go through some examples with the pupils.
- Read through all the sentences.
- Ask the pupils to copy the sentences into their exercise books and choose the correct form of verb from the brackets to agree with the subject in each sentence. Remind the pupils that the subject used must **agree** with the verb.

Teacher Led Activity

Revise the purpose of verbs. Allow the pupils to make a list of verbs and write them on the blackboard.

Explain verb/subject agreement using the examples in the Background Information section.

Write up these and other examples on the board.

Syllabus Links

A4, S15



Do all the pupils understand the meaning of verb and subject agreement? (K8)

Spelling

Background Information

These are the spelling words for this week. Learning the different sounds made by letters and groups of letters helps pupils to try to read new words when they meet them. In this activity, pupils learn about sounds found in some of the words.

1

Unit 2: Social Issues in Modern Society

Practise pronouncing these words to yourself to be sure that you can help pupils to hear the different sounds. Give the pupils time to complete the rhyming activity.

A tip about plurals:

Words ending in **-x**, **-s**, **-ch** and **-sh** are pluralised by adding **-es**. (except when the **-ch** makes a **-k** sound as in stomach)

For example:

| | | | |
|------------------|------------------|------------------|------------------|
| fix / fixes, | box / boxes, | catch / catches, | beach / beaches, |
| bunch / bunches, | class / classes, | bus / buses, | wish / wishes |

| | |
|-------|-----------|
| beach | check |
| catch | box |
| reach | chemist |
| watch | bunch |
| class | cigarette |

Method and Teacher Led Activities

Introduce the spelling words.

Read each word aloud to show the correct pronunciation.

Ask the pupils to pronounce the words.

Working in pairs, ask the pupils to say and spell the words aloud to each other. Remind the pupils to use the strategy, **Look, Cover, Remember, Write** and **Check** to help them to learn the words.

Teach them the rule that when the words ending in **-x**, **-s**, **-ch** and **-sh** are changed to plural **-es** is added. Write examples on the blackboard and explain. You may ask the pupils to copy these examples into their exercise books.

Tell the pupils to copy the spelling list into their exercise books and complete the rhyming words activity in the Pupil's Book on page 40.

Oral and Writing

Background Information

This is a brainstorming activity about social issues in our communities. The pupils will explore whether the same social issues happening in large modern societies also happen in smaller communities or villages. Be aware that some pupils may not feel comfortable sharing private experiences that relate to social issues. They may choose to speak more generally about what problems may occur in a community.

Method

- Read and explain the instructions in the Pupil's Book.
- Brainstorm with the pupils. Allow the pupils to think and talk freely about their ideas.
- Write some ideas on the board before pupils discuss the questions and complete the table in the Pupil's Book.

Teacher Led Activity

Read the text together again. Go through the concept map that you developed with the pupils during your Reading and Discussion lesson. Use these and other questions to guide a brainstorm discussion about the type of social issues that affect village life.

Encourage pupils to compare these to town life.

1. Think about your own community or village. What type of social issues are important here?
2. How / why do these problems happen?
3. Who is mainly involved in these problems?
4. Is there any one who can help solve these problems?
5. How do you think things can be improved?

After the discussion, have the pupils turn to the Pupil's Book on page 41. This activity asks them to organise the ideas from their discussion into a framework. They could work in pairs to complete this activity as it will help them to talk about their ideas.

Move around the class and help them as they work.

Syllabus Links

S3, S6



Can all the pupils talk freely about social problems in their community? (S7)

Assessment Activity - Running Record**Background Information**

During this unit, over the next two weeks, you should conduct a **running record** to measure each pupil's reading ability. This means you must hear each child read individually and record details of their performance.

This is the first running record you will make this year.

It forms the baseline to show how well each pupil can read at the start of the school year.

You will complete one running record for each pupil, each term. Comparing the results throughout the year will help you to make decisions about the teaching and learning of reading in your classroom.

Method

Pages 30 - 33 of this Teacher's Guide explain how to conduct the running record. **Read these instructions carefully before planning your assessment.**

Use the suggested texts in the box on the next page, or prepare your own texts if you prefer.

Remember that you should have read each text with the class once before you hear each pupil read.

Suggested Texts for Running Records**Easy Text****Text 2: Nello Go Home**

From: Paragraph 6: "To our surprise"

To: Paragraph 7: "...his body is not used to these things."

Medium Text**Text 1: Growing up with Choices**

From: Paragraph 9: "Linda looked thoughtful...."

To: Paragraph 11: "... and that was not easy either!"

Difficult Text**Text 3: Marijuana**

From: Paragraph 2: "People smoke marijuana to make themselves"

To: Paragraph 4: "... users may get sick more easily."

Reading and Discussion – Nello, Go Home!**Background Information**

Today's text is a first person recount. The purpose of a recount is to retell interesting events. The recount genre:

- is usually written in the past tense;
- often has a personal and informal style;
- includes some personal responses to the events;
- includes details that are of interest to the intended audience.

Nello, Go Home! is written in the form of a letter from a young girl to her mother. The girl, Juana Mari, tells her mother about the problems her brother has faced since the pair moved to Honiara to live with their Aunt and Uncle. Juana Mari's brother, Nello, is unable to find a job so he does not have anything to do. Nello finds himself in trouble when he begins spending time with new friends who drink alcohol and take drugs.

Being 'Master Liu' or not having a job is a common problem affecting young people in Honiara. It places an extra burden on families because they have to find money to support their grown up children. Some young people who do not have jobs turn to alcohol and drugs to fill in time and forget their problems. This causes more problems. Unemployment is an example of a social issue in modern society.

Method

- Brainstorm about being unemployed (liu) in Honiara.
- Study the key words.
- Ask the pupils to read the text silently then read it again in pairs.
- Discuss the text.

Teacher Led Activity

Lead a classroom discussion about the issue of unemployment. Discuss what happens when people with no jobs stay with their families in town. Here are some questions you could use to guide your discussion:

1. Why do young people sometimes like to live in town even if they don't have a job?
2. Do you think it is a good thing to be unemployed in Honiara?
3. Can it cause problems? What sort of problems?

Record the pupils' responses on the board. Encourage everyone to participate.

Introduce the reading and read through the key words. Explain the meaning of the key words and make sure the pupils can say them correctly. Tell pupils to read the text silently first and then allow time for them to read it aloud to a partner.

After reading the text develop the discussion further using these questions.

1. Why do you think Nello went to live in town?
2. Why do you think Juana Mari is still thinking about her garden at home?
3. Does Juana Mari enjoy staying in town? Why?
4. Was Nello a problem to his uncle? Why?
5. Why do you think Juana Mari asks her mother not to be 'too hard' on Nello when he arrives home?

Syllabus Links

S2, S10, S15



Can all the pupils read a range of texts silently and quickly pick out details as required (S11)

Comprehension

Background Information

This activity asks the pupils to imagine what will happen to Nello when he arrives back at his home. They then have to write another paragraph to continue the recount in their own words.

Method

- Brainstorm with the pupils what they think will happen when Nello arrives back home.
- Read the instructions in the Pupil's Book and explain the task.
- Read the questions to help the pupils understand what is expected.
- Ask the pupils to complete the activity.

Teacher Led Activities

Before the pupils do the task in the Pupil's Book on page 43, discuss the pupil's predictions using the following questions and add some more of your own.

1. What do you think his mother will do when Nello arrives home?
2. What do you think Nello will do?
3. What might other people in the village think of Nello?
4. What do you think Nello will say to the other boys in the village?
5. What choices do you think Nello will have to make when he goes home?
6. What do you think are the best choices he could make?

Syllabus Links

A1, S10



Can all the pupils use a variety of sentence types to construct a concluding paragraph for the recount? (S17)

Language Study

Background Information

Today's lesson provides more practice with subject / verb agreement. The pupils are going to choose a subject to agree with the form of verb in sentences.

Most verbs in the present tense add **-s**, a suffix, to agree with **he**, **she** and **it**. Some verbs add **-es**, because this makes them easier to pronounce, for example:

| | Singular | | Plural | |
|---------------|------------|-------------|-----------|------------|
| First person | I wash | I catch | We wash | We catch |
| Second person | You wash | You catch | You wash | You catch |
| Third person | He washes | He catches | They wash | They catch |
| | She washes | She catches | | |
| | It washes | It catches | | |

1. **They** (I, you, we) often **walk** to school.
2. **She** (he) often **walks** to school.

They is the subject and **walk** is the verb.
The verb has an **-s** at the end to agree with the subject (she).

Method

- Read the instructions in the Pupil's Book and explain the activity.
- Go through the examples with the pupils.
- Read through the sentences.
- Ask the pupils to copy and complete the sentences in their exercise books. Remind them that the subject used must **agree** with the verb.

Teacher Led Activity

Revise verb and subject agreement. (See Background Information for Language Study, days 1 and 2). Go through the examples in the Pupil's Book and the ones in the box above with the pupils. Write them on the board. You may ask pupils to copy the information in the box above into their exercise books. Ask the pupils to do the activity in their exercise books.

Syllabus Links

A4, S15



Do all the pupils understand the importance of verb and subject agreement? (K8)

Handwriting

Teacher Led Activities

Read the handwriting poem in the Pupil's Book together. Ask the pupils to copy the poem into their exercise books using their best cursive handwriting. Move around the class as the pupils write. Check pencil grip and posture. Show individual pupils ways in which they could improve their handwriting.

Oral and Writing**Background Information**

During this lesson the pupils are going to plan a recount. It is important that pupils understand that this is an imaginative recount that they will make up. Their recounts should be based on a real social issue but not on real people or events in their communities.

It is important that pupils learn to plan and organise their thoughts before they actually begin to write.

Method

- Revisit the concept map you made yesterday.
- Briefly revise the purpose and features of a recount.
- Explain the task that pupils are going to do, and then arrange the class into pairs to develop their plans.

Teacher Led Activities

Ask the pupils to tell you what they know about the recount genre. Write their ideas on the board. You may wish to refer to the Background Information section for today's text, or you could use the Nguzu Nguzu Genre Poster.

Read through the instructions in the Pupil's Book and explain. Ask the pupils to choose any one issue from the concept map used on Day One or the table they completed in the Oral and Writing Lesson yesterday. Organise the class into pairs and ask the pupils to start drafting their plans following the recount structure on page 45 of the Pupil's Book.

Syllabus Links

S18, S4, S17



Can all the pupils discuss their ideas in English before completing their plans? (A2)

Reading and Discussion - Marijuana

Background Information

Today's reading is a report. It provides information about marijuana and its effects on people who smoke it. Marijuana use is believed to be increasing in Solomon Islands. It is an illegal drug in this country.

Method

- Brainstorm the types of drugs used by the people of Solomon Islands.
- Read through the key words and make sure the pupils understand their meaning before they read the text.
- Ask the class to read the text silently before reading it aloud to them.
- Encourage all pupils to take part in the discussion about the text.

Teacher Led Activities

Before Reading the Text

Write up the word 'drugs' then brainstorm with the pupils. Write their responses on the board. For example; beer, tobacco, medicines (e.g. Panadol is a drug too. If you take too much, it can kill you). Remind them that some drugs are legal and some are illegal. Explain the difference between legal and illegal.

Read through the key words and make sure the pupils know how to say them correctly. Help the pupils to find the meaning of the words and ask them to use the words in sentences to show they understand them. Read the text and reinforce the pupils' understanding of the key words by showing how the words have been used in the text.

After Reading the Text

Lead a discussion about the text and help all pupils to take part. Here are some questions you could use to help start your discussion. Make up your own questions too.

1. What is Marijuana?
2. What does it look like?
3. How is it used?
4. Do you know how a person feels after using marijuana?

Syllabus Links

A1, K1, S15



Can all the pupils read and understand a range of texts and identify the main ideas? (S10)

Comprehension

Background Information

There are two comprehension activities in the Pupil's Book. The first activity gives the pupils practice in using the key words in well-constructed sentences. You can easily see if the pupils understand the meaning of the key words if their sentences make sense. The second activity asks pupils to read statements and refer to the text to decide if they are

true or false. You might choose to do one of the activities orally and the other in written form.

Method

- Discuss the key words with the pupils again.
- Ask the pupils to choose six words from the key words list and use them in sentences that show their meaning. You might do some examples orally before asking pupils to complete the activity in their exercise books.
- Read the 'True or False' statements about marijuana with the pupils.
- Ask pupils to complete one or both activities.

Teacher Led Activities

Review the meaning of the key words. Ask pupils to try to use them in sentences and share them with the class.

Read the 'True or False' statements in the Pupil's Book and ask pupils to refer to the text to help them to decide if the statements are true or false. Ask the pupils to complete the activities and move around the class to help them and mark their work.

Answers

1. False 2. False 3. True 4. False 5. False
6. True 7. False 8. False

Syllabus Links

K1, S10



Can the pupils use a range of sentence types containing the key words? (S17)

Language Study

Background Information

This is another activity in which pupils practise verb / subject agreement. In this exercise, the pupils are asked to change verbs and subjects from plural to singular.

Method

- Revise verb / subject agreement.
- Explain what the pupils have to do using the examples in the Pupil's Book.

Teacher Led Activities

Revise the Background Information of Day One Language Study. Write some examples on the blackboard. Ask the pupils to help you make up other examples. Read the instructions in the Pupil's Book and explain the task to the pupils.

Revise singular and plural with the pupils. Write some examples on the board. Read through all of the sentences and ask the pupils to complete the activity in their exercise books.

Syllabus Links

A4, S15



Do the pupils understand the meaning of verb and subject agreement? (K8)

Spelling

Background Information

To form the plural of most nouns we just add **-s**. But we add **-es** to nouns that end in **-ch**, **-sh**, **-o**, **-s**, **-x** and **-z** to change them to plurals.

In the spelling words for this week, some of the words end with **-x**, **-s**, **-ch** and **-sh**.

Method and Teacher Led Activities

1. Go through the spelling words again. This time ask the pupils to try to spell the words without looking at them.
2. Remind them of the rule that when words ending in **-x**, **-s**, **-ch** and **-sh** are changed to plural **-es** is added.
3. Ask the pupils to complete the activity by changing the words from singular to plural.

Oral and Writing

Background Information

During today's lesson the pupils are going to start writing the first draft of their recounts.

Method

- Have the pupils work in their pairs, to discuss and improve the plan they drafted yesterday.
- Revise the suitable language style for a recount.
- Read the instructions in the Pupil's Book and explain the activity.
- Remind the pupils to follow their plans and write in the past tense.
- Move around the class and provide help when necessary.
- You may wish to display the Nguzu Nguzu Recount Poster as a reminder.

Teacher Led Activities

Remind the pupils that, in a recount, informal language is often used. Use some sentences on the board to illustrate the difference between formal, factual language and informal, more personal language. For example:

| | |
|-----------------|--|
| Formal | Marijuana affects the brain and the nervous system of the body. |
| Informal | He said he felt wobbly and funny in the head when he'd smoked marijuana. |
| Formal | It is against the law to grow, sell or use marijuana in Solomon Islands. |
| Informal | You shouldn't touch marijuana! It's illegal! |

Help pupils to see how the style of the language in the examples differs. You might pick out the following points:

- The use of **contractions** (he'd, shouldn't, it's) makes it sound more like conversational speech, which makes it less formal.
- **Scientific or technical language** is more formal. Scientific concepts can usually be expressed in an informal way. Look at the difference between "...affects the brain and nervous system," and "... felt wobbly and funny in the head."
- The use of **language that directly addresses the reader** "You shouldn't touch Marijuana..." is more personal and informal.
- **Direct speech** in a text can also be used to make it sound less formal.
- Adding **personal responses** to the events described makes a recount sound more personal and less formal.

Before the pupils begin writing their recounts, Look at the examples of an informal style of language in the Pupil's Book on page 48. Discuss what each one means or allow pupils time to discuss them with their partner.

Syllabus Links

A2, S17



Can all the pupils use a talk – draft – edit – redraft process to develop their written work? (S18)

Reading and Discussion - A Scream in the Night

Background Information

This is another recount called **A Scream in the Night**. This text retells an incident in which a woman witnesses her sister being beaten by her husband. Wife beating is a serious social issue which is also a crime and it is a problem with which many children have to cope. Some children see it happening in their own homes, in their neighbourhoods and in their communities. Afu Billy wrote this recount originally, and Ellen Wairiu has adapted it for standard six pupils to read.

Be aware that some pupils in your class may experience violence in their homes. They may not be comfortable participating in discussions about this issue. Focus discussion on the positive action that women can take to end violence against them (e.g. visiting the Family Support Centre), rather than on the physical violence itself. Lead pupils to consider alternatives to violent behaviour when one is angry.

Method

- Brainstorm the title of the text with the pupils.
- Introduce pupils to the text.
- Talk about the key words and their meaning.
- Briefly revise the purpose and characteristics of a recount.
- Ask the pupils to read the text silently.
- Discuss the text allowing pupils time to think through the issues raised by the text.

Teacher Led Activities

Write the title of the text on the board then ask the pupils to predict what they think the text will be about. Record their responses on the board. You may ask questions like:

1. What do you think might happen in this recount?
2. What are some things that can make people scream?

Ask the pupils to find the key words in a dictionary.

Ask the pupils to tell you what a **recount** is and briefly review the main characteristics.

Have the pupils follow the text silently as you read it aloud. Check the pupils' level of understanding by asking some simple questions after reading the text. For example:

1. Who is screaming in this text?
2. Why do you think she screamed in the night?
3. Is it OK to hit someone when you are angry? Why not?
4. What are some other things that we could do when we are angry with someone rather than hitting them?
5. Did the woman's sister give her good advice?
6. In what ways do you think the Family Support Centre might be able to help the woman and her family?

Syllabus Links

A4, S10, S15



Can all the pupils read a range of genres of written English? Do they understand how the form and style of a text are determined by the audience and purpose? (A1)

Comprehension

Method and Teacher Led Activities

- Ask pupils to reread the text silently.
- Read through the questions in the Pupil's Book then ask the pupils to answer them in their exercise books.

Syllabus Links

A4, K5



Can all the pupils read and answer questions in complete sentences? (S17)

Language Study

Background Information

This activity gives the pupils practice in using the **active** and **passive voice**. This can be a difficult concept for pupils to understand, so allow plenty of time for pupils to work through examples with you.

The **voice** of a verb tells whether the subject does the action or whether the action is done to the subject. There are two voices, **active** and **passive**. For example:

1. In the **active voice**, the subject does something to some person or thing.

John peeled the banana.

Peeled is a verb in the active voice because John (the subject) did something (peeled) to something (the banana).

2. In the **passive voice**, the subject receives the action. Passive voice is made up of a compound verb combining the verb **to be** and the **past participle** of the main verb.

The banana **was peeled** by John.

The **banana** is the subject of the sentence and **was peeled** is the verb. It is the subject (the banana) that receives the action.

In a passive sentence, if you want to say who or what caused the action, use **by**.

The reason for teaching pupils to differentiate between passive and active voice is that it helps them to strengthen their own writing. Sentences written in the passive voice are often weaker and harder to follow than active voice sentences. It also helps them to think about different ways of structuring their sentences.

Method

- Explain the active and passive voice and write examples on the board.
- Read examples in the Pupil's Book and explain the activity.

Teacher Led Activities

Write **Active** and **Passive** on the board and explain what they mean. Give the example from the Background Information section and add some others, for example:

| | |
|--|-----------------------------------|
| Billy was frightened by the noise. | The noise frightened Billy. |
| Susan was hit by her husband. | Susan's husband hit her. |
| She will be helped by a counsellor. | A counsellor will help her. |
| The case will be taken up by the police. | The police will take up the case. |

Now introduce the activity from page 50 of the Pupil's Book. This activity may be new to the pupils, so go through the examples with them carefully. Write them on the board.

Allow the pupils to make their own sentences as examples and check them to see they have understood the difference between the **active** and **passive** voice. Allow the pupils to complete the activity in their exercise books.

Syllabus Links

A4, S13



Can all the pupils differentiate between active and passive voice in sentences? (S17)

Oral and Writing**Background Information**

Writing is a process that involves discussion, planning, writing drafts, proofreading and editing and sometimes, publishing a final draft. Over the last few days, the pupils have been involved in the process of planning and writing a recount about a social issue. Today they are going to proofread and edit their drafts.

Method

- Provide the pupils with time to complete writing their recounts, if needed.
- Read and explain the proofreading and editing guidelines in the Pupil's Book.
- Allow the pupils to share their work with a partner for editing purposes.
- Provide encouragement and assistance to the pupils and help with the editing process.

Teacher Led Activities

Tell the pupils that during today's lesson they will need to proofread and edit their draft and begin writing the final draft of their recount. Read through the guidelines in the Pupil's Book and make sure pupils understand each step. Allow pupils to share the task of proofreading and editing with a partner.

Move around the classroom and assist with the editing. When pupils have finished editing, allow them to begin writing their final draft. Remind the pupils to use cursive writing when writing their final draft.

Syllabus Links

A2, S18



Can the pupils use paragraphs to organise their writing? (S17)

Reading and Discussion – Pay Day Misery

Background Information

Today's text is an imaginary recount like those the pupils have been writing. It is written in the third person, so the author tells about events that she was not actually involved in and uses third person pronouns such as they, she and he. The characters in the recount are Timi, his wife Marie, their children and Timi's friends. The author has not described what sort of people they are, but we can tell a lot about them by the way that they behave.

Your discussion today focuses on the characteristics of the main characters in the recount. You use the three levels of meaning in the text (**explicit** what the author actually says, **implicit**, what she means, and **inferred**, what we might guess at from the text) to analyse the characters actions and personalities. You could allow pupils to enact this recount as a drama.

Method

- Before reading the recount write the title on the board and ask pupils to guess what they think it might be about – write their suggestions on the board.
- Read the recount to the class as they follow in their books.
- Allow them time to read it again silently.
- Discuss the main characters and note down what we learn about them from the text.

Teacher Led Activities

Draw a table on the board like this, but leave out the information in purple. Explain that the pupils will complete the table to describe the main characters in the text.

After reading the text through once to the class – tell them to read it through again silently – as they read they should think about the characters in the text.

| Character Sketches | | |
|----------------------------|--|--|
| | Timi | Marie |
| What the author tells us | He was a weak man | She was hard working |
| What the text shows us | He was easily persuaded He did not mean to do what he did He was sorry for his actions | She cared about her children |
| Our own ideas and opinions | He was not a bad man, just stupid! | She would probably forgive her husband |

Complete the table together by answering the following questions.

1. What does the author actually tell us about each character?
2. What can we learn about the characters by looking at how they behave?
3. What can we guess at about each character from things we already know?

Syllabus Links

A5, S3, S8



Can all the pupils pick out explicit, implicit and inferred meaning from the text? (S10)

Comprehension

Background Information

There are four questions in the comprehension activity in the Pupil's Book on page 53. The first builds on the discussion activity you have just completed. The others ask the pupils to think more about the characters in the text and how they might react to events. To answer these the pupils must imagine that they are these characters and imagine how they might feel about the events.

Method

- Read the questions in the Pupil's Book and discuss them.
- Allow pupils to work with a partner or on their own.
- Help them as they write their answers.

Teacher Led Activities

Lead a discussion to prepare the pupils for the comprehension questions. You could use questions like these to start it off.

1. Imagine you are Marie. How do you think you would have felt when Timi didn't return from the market?
2. What would you have said to the children that evening when there was no supper?
3. Imagine you are one of the older children. How would you have felt? What would you have thought about your father's actions?
4. Imagine you are Timi. How do you think you would feel when you realised what your family thought of you?

Read through the questions in the Pupil's Book together before the pupils answer them in their books.

Syllabus Links

A2, S13



Can all the pupils respond to information in a text and understand the thoughts and feelings of the characters? (S11)

Language Study

Background Information

This is another activity about the active and the passive voice. It provides more practice for the pupils. In this activity the pupils have to change sentences from the active to the passive voice and from passive to active voice.

Method

- Revise the active and the passive voice.
- Read the instructions in the Pupil's Book and explain the activity.
- Go through the examples in the Pupil's Book.
- Ask the pupils to do the activity in their exercise books.

Teacher Led Activities

Revise active and passive verbs as described in the Background Information of Day Four Language Study with the pupils. Read the instructions and explain the activity. You might choose to do each of the sentences in the exercise orally before you ask the pupils to write them. Ask volunteers to write the second sentence on the board.

Syllabus Links

A4, S13



Can all the pupils change the voice of a sentence from active to passive and passive to active? (S17)

Spelling**Background Information**

A dictation test is a good way to evaluate the pupils' progress in spelling. In a dictation test, the spelling words are put into sentences and the pupils are required to write the sentences word for word. It is important that you read the sentences slowly and clearly.

Method and Teacher Led Activities

- Tell the class that you will be giving them a dictation test to see how well they have learnt their spelling words.
- Allow them some time to revise the spelling words before you start.
- Ask the pupils to write the date and the heading **Dictation** in their exercise books.
- Tell the pupils to listen carefully, and write down each sentence as you read it out. Read each sentence twice, clearly and slowly.
- Write the sentences on the board and ask the pupils to swap books and correct their partner's work.

One day, as Timi sat in class, he wished he could go to the beach to try to catch some fish.

He looked at his watch to check the time, but it was ages before home time. 'Will it ever reach half past two?' he wondered.

After school, he stopped at the market next to the chemist to buy a bunch of cabbage for his mother.

The market sold cigarettes in boxes, but he didn't buy any. He didn't want to start smoking.

Oral and Writing

Background Information

In today's lesson the pupils are going to present their recounts to the class. This activity provides practise for the pupils to stand up and read to the class confidently, and then answer questions asked by other pupils. It is also good for those who listen to make up relevant questions to ask the presenter.

Method

- Allow a few minutes for the pupils to read through their recounts and prepare for the presentation.
- Read the instructions in the Pupil's Book and discuss the tips listed there.
- Ask the pupils to present their recounts. The pupils may present to the whole class or to small groups.

Teacher Led Activities

Tell the pupils that they have a few minutes to read and check through their recounts before they present them to the whole class or a small group. Read the instructions in the Pupil's Book and discuss the tips listed there.

Tell the pupils that each child will stand up and read his/her recount aloud. The other pupils will listen carefully and could ask questions after the presenter finishes his/her presentation. The questions must be based on the presenter's recount. Two or three questions per presenter will be enough.

Syllabus Links

S2, S3, K7



Can all the pupils ask and answer questions about their recounts? (S6)

Reading and Discussion - HIV, AIDS and STIs**Background Information**

Today's text **HIV, AIDS and STIs**, is an explanation. The purpose of an explanation is to tell the reader how and why things happen as they do. Explanation texts are factual and are usually written in the present tense.

This text explains how HIV, AIDS and sexually transmitted diseases or infections (STDs and STIs) can affect the body's immune system and the reproductive organs. The pupils were given information about AIDS in Healthcare, Unit 10 of Standard Five, but sexually transmitted infections were not dealt with in Standard Five. The Standard Five text did not explain how people contract AIDS. This information may be new to the pupils.

AIDS stands for **Acquired Immune Deficiency Syndrome**.

Acquired means you can get infected with it.

Immune Deficiency means a weakness in the body's system that fights diseases.

Syndrome means a group of health problems that make up a disease.

There is no cure for AIDS although doctors are able to prescribe medicines that can slow down the development of this illness. These medicines are very expensive.

HIV is the name of the virus that causes AIDS

STI means Sexually Transmitted Infection. STIs are a common health problem in Solomon Islands.

Method

- Brainstorm about the title of the text **HIV, AIDS and STIs**.
- Talk about the key words with the pupils.
- Introduce the pupils to the text.
- Have the pupils read the text out as a class - perhaps with different pupils reading sections of the text.
- Talk about the text.

Teacher Led Activities

Write up the text title on the board and ask the pupils if they know what these letters stand for. If they don't know the answer, tell them and write the definitions given in the Background Information on the board.

Introduce the pupils to the text and remind them that the purpose of an explanation is to tell the reader how or why things happen as they do. Read through the key words and make sure the pupils understand their meaning before they read the text. Read the text to the class as pupils follow silently.

Talk about the text by going through the subheadings one at a time. These subheadings are in the form of questions that people often ask about AIDS. Explain the information in the text using simple language that the pupils can easily understand. Allow the pupils time to ask any more questions they might have about AIDS or HIV.

If you do not know the answers to their questions, say so. Tell pupils that you will try to find out the answers for them by talking to a health professional. Be careful not to give them wrong information if you are not certain.

Finish by discussing these questions:

1. Do you think these infections discussed in the text are a problem for young people?
2. How can STIs and HIV be avoided?

Syllabus Links

A1, S4, S11



Can all the pupils read, understand and identify the main ideas of the explanation? (S10)

Assessment Activity - Running Record

By today you should have completed your running records for most of the class. Make sure that by tomorrow you have heard all the pupils read and recorded their score in your record book or assessment file.

You should also have a list of follow up activities that you need to do with individuals or groups of pupils. Begin to plan how you will give them practice to improve their reading skills.

Comprehension

Background Information

This activity looks at the purpose and features of the information report. Pupils are asked questions about how the report is written rather than the content or the information it contains. This report has subtitles in the form of questions. The author has chosen to organise the information in the text in this way because she feels that the reader will want to know the answer to these important questions.

The purpose of an information report is to inform, to give information and facts to the reader. The activity asks pupils to identify new facts they have learned from the text. The last question encourages them to think beyond the text. These questions are quite difficult so talk about the answers together before the pupils do the activity.

Method and Teacher Led Activities

- Read and discuss the questions in the Pupil's Book with the class.
- Write some suggested answers on the board.
- Ask the pupils to do the exercise and remind them to write their answers using complete sentences.
- Go around the class to talk to the pupils about their answers.

Syllabus Links

A4, K5



Can all the pupils read and answer questions using complete sentences? (S17)

Language Study**Background Information**

This activity requires the pupils to write short answers to given questions using contractions to confirm the answer.

Method

- Read the instructions and explain the activity.
- Revise contractions by writing examples on the board.
- Ask the pupils to make up some examples.
- Ask the pupils to complete the task on page 56 of the Pupil's Book.

Teacher Led Activities

Revise how contractions are formed, by combining words into a shortened form. Remind pupils that when we do this we take out one or more letters from a word and replace the missing letters with an apostrophe. Write the examples shown below on the board and have pupils come up one at a time to write the contracted form of each one.

| | | | |
|-----------|------------|-------------|------------|
| Was not | I would | Should have | They are |
| Would not | Did not | I am | They will |
| Can not | Has not | He is | Could have |
| Have not | Should not | We have | Will not |

Read the instructions in the Pupil's Book and explain the task.

Write the example given in the Pupil's Book on the board and ask the pupils to read it aloud. Ask the pupils to make up some more sentences and ask others to give suitable answers using contractions. Ask the pupils to copy the sentences and complete the answers in their exercise books.

Answers

- | | | |
|----------------------------------|----------------------|---------------------|
| 1. No, it isn't. | 2. No, he hasn't. | 3. No, they're not. |
| 4. Yes, we have. or Yes, I have. | 5. Yes, she did. | 6. No, it wasn't. |
| 7. No, he didn't. | 8. No, they weren't. | |
| 9. Yes, they do. | 10. No, they didn't. | |

Syllabus Links

A4, S6



Can the pupils use a range of words and phrases to form and answer questions? (K7)

Spelling

Method

- Look at the spelling words for this week.
- Have the pupils say the words correctly. Explain any words they do not understand.
- Read the instructions and explain the task on page 57 of the Pupil's Book.

Teacher Led Activities

Read through the new spelling words for the week as shown on the right. Ask the pupils to repeat the words after you, using correct pronunciation.

| | |
|----------|---------|
| leaf | shelf |
| life | most |
| yourself | without |
| wharf | loaf |
| cliff | smoke |

Ask the pupils to identify any that they do not understand. Explain the meaning of these words.

Organise the class into pairs and give the pupils time to copy the words correctly.

Remind them of the spelling strategy, **Look, Cover, Remember, Write and Check**. Refer to the task in the Pupil's Book. Ask the pupils to write five complete sentences using two spelling words in each sentence. Write some examples on the board to help them get started.

Oral and Writing

Background Information

It is important that pupils learn to plan and organise their thoughts before they actually begin to write. During this lesson the pupils are going to plan an explanation text called **How Young People get into Trouble**.

An explanation is written to explain how or why things occur. It is usually written in present tense. This type of text usually begins with a statement that tells what is to be explained. Explanations are factual texts and they may or may not use subheadings to organise information. Explanation texts often contain cause and effect statements. For example:

Young people get into drinking alcohol because they are bored.

It was because they were unemployed that the boys started stealing.

Method

- Revise the features and structure of an explanation.
- Do a shared writing activity to plan an explanation together.
- Explain the task and then organise the class into pairs to draft their plans.
- Read the instructions and examples in the Pupil's Book to help pupils get started.

Teacher Led Activities

Revise the features of an explanation with the pupils. Write these on the board or use the Nguzu Nguzu genre poster to explain the structure.

Draw the planning framework from the Pupil's Book on page 58 on the blackboard but leave each section blank like this:

| Title | How Young People Get into Trouble Explanation |
|--------------|--|
| Introduction | |
| Sub title 1 | |
| Sub title 2 | |
| Sub title 3 | |
| Ending | |

Work through the instructions in the Pupil's Book together and use shared writing to draft a sample plan.

When you have completed a plan together, remind pupils that they are not to copy this example but must think of their own ideas and subheadings.

Have the pupils work with a partner to do the activity in pairs.

Go around the class and talk to the pupils about their plans as they work. Remind them that they are writing an **explanation** so they have to suggest **reasons** to **explain** the issues they are writing about.

Remind them to use cause and effect language. (Why? Because)

Syllabus Links

A2, A1



Can all the pupils use a talk – draft – talk – write process to plan an explanation text? (S18)

Reading and Discussion - One Little Mistake**Background Information**

Today's text, 'One Little Mistake', by Ellen Wairiu is a transactional text. In it two people, Lali and Lome, are having a conversation. This is different from more formal texts like reports and explanations because informal language is used. It involves people talking to each other in an informal or friendly way. Conversations allow people to exchange information or opinions.

This text deals with the sensitive issue of teenage pregnancy. The pregnant girl in this text is feeling very unhappy about the choices she has made and how she was betrayed by the man with whom she was involved.

Method and Teacher Led Activities

- Before introducing the text, brainstorm with the pupils using these questions.
What is a mistake?
Who makes mistakes?
Can we learn from mistakes that we make?
What were some mistakes you have made?
Were they big or small mistakes?
- Talk about the title of the text.
- Read through the key words. Ask the pupils to use dictionaries to find the meaning of any difficult words.
- Read the text to the pupils as they read silently.
- Ask the pupils to reread the text in pairs (one child will read Lali's lines and the other will read Lome's lines).

Ask some questions to find out how well the pupils have understood the text.

Syllabus Links

A4, S10, S15



Can all the pupils read different genres of written English and understand how their form and style is determined by the purpose and audience of the text? (A1)

Comprehension**Teacher Led Activities**

Look at the activity in the Pupil's Book with the class. Read through the instructions and explain that pupils are going to work in pairs to make a list of things that they think Lome should have learned from her friend Lali. Write the two examples on the board. Tell the pupils to read the text again before doing the activity.

Syllabus Links

A4, K5, S5



Can the pupils read a wide range of texts to identify the main ideas? (S10)

Language Study**Background Information**

Commas are used in a sentence to give a short pause. Commas make the meaning clearer by separating parts of sentences. Commas are often used between items in a list. Today's activity is good practice to learn how to use commas in a sentence.

Teacher Led Activities

Revise the use of commas. Ask pupils to tell you when they use a comma. They are used both for a pause in a sentence and to separate items in a list.

Write some sentences on the board and have pupils come up and add the commas in the right places. For example:

Lome, Lali and Jane talked about what had happened.

When the school found out, Lali was expelled.

"Stop it, Lome," said Lali, "this isn't funny!"

Read through the instructions in the Pupil's Book and explain that pupils are going to copy the sentences into their exercise books. They have to decide where to put commas in each sentence. Read the sentences in the Pupil's Book then ask the pupils to do the activity.

Answers

1. Last night, we drove to Rove, Tasahe, White River and Kakabona, before he dropped me home.
2. At the wharf, the Marine Officer warned the ship's captain about overloading, consuming alcohol, using drugs and smoking on board.
3. Every day, her mother warned her about not smoking, drinking or taking drugs.
4. The school will punish pupils for missing classes, for not wearing uniform, for being late and for being rude to teachers.

Syllabus Links

A2, A4, S11



Can the pupils use a variety of sentence types and linking devices, including commas, in their writing? (S17)

Spelling**Method**

- Say and spell the spelling words with the pupils.
- Ask pupils to read the sentences aloud.
- Do one as an example on the blackboard.
- Ask the pupils to complete the sentences using the words from the spelling list.

Answers

1. leaf 2. wharf 3. shelf 4. most 5. smoke
6. yourself 7. cliff 8. loaf 9. without 10. life

Oral and Writing**Background Information**

During this lesson the pupils are going to look at their plans and start writing the first draft of their explanations.

Method

- Read the instructions to the pupils.
- Explain the task. Discuss the language of cause and effect.
- Give pupils practice orally expanding notes before they attempt to do this in writing.

Teacher Led Activities

Explain that pupils are going to use the plan that they prepared in the last oral and writing lesson to start writing the first draft of their explanation. Read through the instructions in the Pupil's Book.

There is some cause and effect vocabulary in the Pupil's Book on page 61. This is useful for explaining reasons for what happens. Go through this with the pupils and have them use the words and phrases in sentences, orally.

Pupils could look at the text on Day 6 again to see how the writer organised that explanation text. The writer used questions as subheadings and then answered them.

Pupils might choose to use the subheadings they have already selected or they might like to turn their subheadings into questions as in this example.

Syllabus Links

S5, S11, S17



Can all the pupils use a talk – draft – talk – redraft process for their writing? (S18)

Reading and Discussion - Family Planning

Background Information

Today's reading is a factual report about Family Planning. This text tells about the benefits of family planning and the problems caused by a lack of planning in families. Note that the text tells pupils that family planning is possible and outlines advantages of a planned family but does not discuss contraception and methods by which family planning is achieved.

Family Planning is an information report. The information report:

- is factual;
- is often (but not always) written in present tense;
- may use subheadings to organise information;
- sometimes uses diagrams to present information.

The structure of a typical information report is:

Title:

General Introduction:

A statement which defines the topic. Tells what the report is about.

Factual Information:

The body of the text which organises information in linked paragraphs. Sometimes uses subheadings.

Conclusion:

A final paragraph that sums up the important facts or findings of the report.

Method

- Introduce the text with a brainstorm about the importance of planning.
- Check the pupils understand the meaning of the key words and that they can say them correctly.
- Read the text with the pupils and ask questions to find out how much they understand.

Teacher Led Activities

Write the word **planning** on the board and ask the pupils what they think the word means. Write their responses on the board. Ask the pupils to give some examples of planning.

These questions may help you to discuss the purpose and importance of planning.

Why do we make plans?

Why is it important to plan?

What things do you like to plan before doing?

How do you plan your time?

Do you plan time to do your homework?

Ask if anyone can tell you what family planning is. Explain that this is how couples decide how many children they want, and when they want to have them. This is explained more fully in the text.

Talk about the key words and use a dictionary to find their meaning. Ask pupils to use some of the words in sentences.

Allow the pupils time to read the text quietly to themselves then ask them to read it in pairs aloud.

Discuss what has been read and ask some simple questions to check for understanding. For example:

Give some reasons why people choose to plan their families.

Suggest some of the problems that might be caused by having children too close together.

Syllabus Links

A4, S10, S15



Can all the pupils read different genres of written English and understand the ways in which their form and style is determined by the proposed purpose? (A1)

Comprehension

Background Information

The questions in this activity give pupil's more practice using the **cause and effect language** they were looking at in their writing activity yesterday.

Teacher Led Activities

- Read the text again with the pupils.
- Read the instructions in the Pupil's Book.
- Tell the pupils that they are going to complete the sentences by finding information from the text.
- Use the first sentence as an example with the pupils to show them what they have to do.

Syllabus Links

A4, S10



Can all the pupils find information from the text to complete the sentences? (S11)

Language Study

Background Information

Adverbs are words that describe verbs. They add meaning to verbs. Adverbs tell how, when or where something is done. Many adverbs are made by adding **-ly** to an adjective.

Teacher Led Activities

Before reading the instructions to the pupils, ask pupils to define an adverb. Ask the pupils to think of some adverbs and record them on the board.

Now read and explain the task in the Pupil's Book and go through the examples with the class.

Read the words in the box and the sentences before asking the pupils to do the activity in their exercise books.

Answers

1. properly. 2. seriously 3. happily 4. carefully. 5. carelessly
6. politely 7. softly

Syllabus Links

K1, S10



Do the pupils understand and use adverbs appropriately? (K8)

Spelling**Background Information**

Many of the words in the spelling list end with letters **-f** or **-fe**.

When a noun ends in **-f** or **-fe**, we usually change the **f** to **v** and add **-es** to form the plural.

For example:

wharf / wharves leaf / leaves knife / knives calf / calves

There are exceptions to this rule, for example:

chief / chiefs reef / reefs

Words ending with **-ff** are made plural by simply adding an **-s**, for example:

cliff / cliffs

Teacher Led Activities

Say and spell the spelling words with the pupils again. Ask the pupils what 'plural' means. Ask them to give some examples. Now explain the rule about words ending in 'f' from the background information above. Write some examples on the board.

Look at the activity in the Pupil's Book with the class. Read the instructions and ask the pupils to complete the activity in their exercise books.

Answers

1. leaves 2. yourselves 3. cliffs 4. loaves 5. wharves 6. knives

Oral and Writing

Background Information

It is important that pupils understand that writing is a process that involves discussion, planning, writing drafts, proofreading and editing and sometimes, publishing a final draft. Over the last few days, the pupils have been involved in the process of planning and writing an explanation about how young people get into trouble. Today they are going to proofread and edit their first drafts and begin writing their final drafts.

Method

- Give the pupils time to complete the first drafts of their explanation texts, if needed.
- Read and explain the proofreading and editing guidelines in the Pupil's Book on page 64.
- Allow the pupils to share their work with a partner for editing purposes.
- Encourage and assist the pupils with the editing process.

Teacher Led Activities

Tell the pupils that during today's lesson they will need to proofread and edit their first drafts and begin writing the final draft of their explanations. Read through the guidelines in the Pupil's Book and make sure pupils understand each step. Allow pupils to work with a partner.

Move around the class and assist with the editing. When pupils have finished editing, tell them to begin writing their final drafts. Remind the pupils to use cursive writing when writing their final draft and to think about how they will present their text. They might like to add diagrams or sketches to make the explanation clearer.

Remind the pupils that in the next lesson each pair will present their explanation to the class.

Syllabus Links

A2, S5, S18



Can all the pupils use paragraphs to organise their writing? (S17)

Reading and Discussion - Child Abuse

Background Information

This is an explanation text. The purpose of an explanation is to give the reader an account of how something works or to explain why something happens. This text explains the types of abuse children can experience and the possible short and long term effects of abuse. Child abuse is a sensitive issue and teachers need to be aware that children experiencing abuse may not wish to share their thoughts with the class.

Method

- Before reading brainstorm the title with the class.
- Using this title, ask the pupils to predict what they think the text may be about.
- Ensure that pupils understand the meaning of the key words and help them to pronounce these words correctly.
- Encourage pupils to share with the class any **interesting** and **new** information from the text.

Teacher Led Activities

Write up the words **Child Abuse** on the board. Ask the pupils what the words mean.

Write down all their ideas on the board. Help them to see that there are different ways in which children can be abused such as through violence (hitting children), neglect (not giving them what they need), emotional abuse (making them feel that they are no good) and sexual abuse (interfering with children in a sexual way).

Reassure pupils that child abuse is not common, but make sure they understand that it is against the law and that all children have a right to be protected from abuse.

Read through the key words and make sure everyone understands their meaning. Look at the way the words have been used in the text.

Introduce the text and then read it together. You could read out the questions then choose groups to read the explanations. Ask the pupils some simple questions to check their understanding.

Syllabus Links

A1, S6, S16



Can all the pupils read an increasingly wide range of texts and identify the main ideas? (S10)

Comprehension

Background Information

In this activity, pupils are asked to both locate and then organise information from the text into a table format. Pupils have to find the possible short term and long-term effects of different types of child abuse.

Teacher Led Activities

Ask the pupils to read the text again silently. Read the instructions in the Pupil's Book and explain that pupils are going to write information in the table. Pupils must locate information in the text to complete each section of the table. You may choose to do this activity orally with pupils before they attempt to copy and complete the table in their exercise books. Pupils may be able to add to the list of possible short and long term effects mentioned in the text.

Ask the pupils to do this activity in pairs. Be observant and assure that all children are feeling safe and comfortable with the activity. No child should be forced to discuss issues that they are not comfortable with.

Syllabus Links

A4, S10



Can all the pupils complete the table by finding relevant information from the text? (S11)

Language Study

Method and Teacher Led Activities

- Revise verbs and adverbs with the pupils.
- Read the instructions in the Pupil's Book on page 67. Explain that pupils are going to copy the sentences into their exercise books and underline the adverb in each sentence. Then they will circle the verb that the adverb describes.

Go through the example in the Pupil's Book with the pupils. If necessary, you might make up your own examples on the board for extra practice.

Answers

Note: The verbs in bold below are the ones that the pupils should have circled.

1. Jack **peered** fearfully from his room.
2. Angela **spoke** emotionally about her life at home.
3. Anxiously, I **waited** for my parents.
4. Morgan's parents proudly **smiled** as he was given his award.
5. Many children **wandered** aimlessly around the town.
6. Each child confidently **spoke** about their adventure.
7. Some parents, sadly, **neglect** their children's education.

Syllabus Links

A1, K1, S13



Do all the pupils use verbs and adverbs appropriately? (K8)

Oral and Writing**Background Information**

For today's activity the pupils are going to present the explanations that they completed yesterday. They will do their presentations in pairs. Pupils can take turns reading the information under each subheading.

Teacher Led Activities

Read the instructions and explain that each pair will stand in front of the class and present their explanatory text called, 'How Young People get into Trouble'. Read the tips about reading aloud that are listed in the Pupil's Book.

When the pupils present their explanatory texts, record important ideas for further discussion. Write the subheadings the pupils have used on the board or a chart. Record the ideas that pupils present in note form to make a combined class bank of ideas.

Syllabus Links

S2, S6



Can all the pupils present their explanation to the class confidently using standard English pronunciation? (S9)

Reading and Discussion – What Future?

Background Information

This text is a recount about sad events in a young boy's life. It is written in the third person - which means that the events in the recount did not actually happen to the author. The author is recounting something that happened to someone else. We are not told whether this is a true story or not. It might be. The purpose of this reading and discussion activity is to help the pupil's **respond to the text**. The questions encourage them to say what they think about the text, whether they like it or not, how the text makes them feel and lastly whether they think it is true or not. These are individual responses so there are no right or wrong answers, pupils are being asked for their opinions and ideas.

Method

- Introduce the text for today by discussing the title.
- Go through the key words.
- Read the text.
- Discuss pupils' responses to the text.

Teacher Led Activities

Write the title of the text on the board and ask pupils to predict what they think the text might be about. Note their ideas down on the board.

Read through the key words and explain their meaning. Ask pupils to use each word in a sentence of their own.

Read the text together. Go around the class asking pupils to read a paragraph each aloud while the others listen. Read it more than once if you think this is necessary.

Explain that you want the pupils to tell you **what they think of the text**. Use the following questions to guide the discussion and try to include everyone in the class. Remind them that you want their opinions and ideas - there are no right or wrong answers to these questions:

1. What do you think of this text? Do you like it? Why? Why not?
2. How does this text make you feel when you read it?
3. Do you think that the events in the recount really happened? Is it true?
4. Could this sort of thing really happen?

Syllabus Links

A1, S6, S16



Can all the pupils read a range of texts and identify the main ideas and relevant details? (S10)

Comprehension**Background Information**

The activity on page 69 of the Pupil's Book focuses on encouraging pupils to respond to the text and think carefully about it. Question 2 focuses on **implied meaning**. The implied meaning of a text is something that the author does not state outright, but suggests from other things that they say.

It is harder to comprehend implied meaning than the explicit meaning of a text. To do so we have to read between the lines and think hard about what the author might be saying. This is what pupils have to do in this activity. The comprehension questions ask them explain some of the ideas in the text in their own words. They encourage pupils to think hard about what the author really means and to look for implied meaning.

Method and Teacher Led Activities

- Read through the questions together and briefly discuss the pupils' ideas.
- Ask pupils to work with a partner so that they can discuss their ideas.

Go around the class and support the pupils as they work. Discuss their answers and make suggestions if they are struggling.

Syllabus Links

A1, S3



Can all the pupils pick out and explain the inferred meaning of the passage? (S10)

Language Study**Background Information**

In this activity pupils practice turning statements into questions. Forming questions is an important skill.

Teacher Led Activity

- Read the instructions in the Pupil's Book and explain the task.
- Go through the examples in the Pupil's Book with the pupils.
- Let the pupils start the task.
- Move around the classroom and help pupils when necessary.

Syllabus Links

A4, S6



Can the pupils use a range of words and phrases to form questions? (K7)

Spelling

Background Information

Recording the results of weekly spelling tests helps you to monitor the progress of pupils' spelling skills.

Method

- Revise the spelling words for the week.
- Provide pupils with strategies to help them practise their spelling words.
- Give a spelling test to check that the pupils have learned the words.

Teacher Led Activities

Give the pupils time to practise spelling their spelling words. Hand out blank pieces of paper and ask pupils to write the numbers 1-10. Say the spelling words in random (mixed up) order and ask pupils to write down the words.

Tell the pupils to exchange papers and mark each other's work by checking against the list in the Pupil's Book. Either collect the papers for recording purposes or do a quick count to find out how well each pupil performed in the test.

Oral and Writing

In this unit, **Social Issues in Modern Society**, pupils have explored a number of problems and challenges facing Solomon Island communities. Today's activity asks them to summarise the most important information they have learnt in the last two weeks. When pupils write a summary, they are required to select, organise and combine the most important elements of the text. The aim of this activity is not for pupils to tell everything that they know about an issue, but to briefly summarise the most important facts.

This activity also allows the teacher to assess what pupils have learned from the unit.

Teacher Led Activities

Write the title of the unit on the board and ask pupils to tell you the major issues discussed in the unit and write these on the board.

Lead a discussion about the main idea and important details of each issue. Ask pupils to tell you what they have learnt about each issue. Collect responses on the board as the pupils raise them.

Read the instructions and guidelines in the Pupil's Book on page 70. Explain to the pupils that you want them to sum up what they know about each issue in one or two sentences. Emphasise that they do not have to cover everything, only the main points.

Collect the summaries and use them to assess both writing skill development and what pupils have learned during the unit.

Syllabus Links

A4, S4, S17



Can all the pupils pick out the main ideas and write a summary? (S11)

Assessment Activity – Running Records

Check that you have completed your Running Record assessment for this unit.

1. Have you done a Running Record assessment for every pupil in the class?
2. Have you analysed the Running Record to identify strengths and areas of difficulty?
3. Have you kept a record of the analysis in your assessment file?
4. Have you had time to meet with each pupil to discuss his / her Running Record assessment?
5. Does each of the pupils understand what he /she needs to work on to improve his / her reading?

Introduction to the Unit - Gender Issues

The theme for this unit is gender. The word gender actually means sex. The gender of an animal, plant or person is either male or female. In the unit title the term is used in a general way to refer to differences between men and women. The texts in this unit are about issues relating to the way in which people are viewed because of their gender. It is about how girls and boys and men and women are sometimes treated differently. The real differences there are between men and women are viewed in a positive way, with men and women presented as different, but equal.

Key themes in the unit include:

- The importance of providing equal opportunities to both girls and boys;
- The importance of not discriminating against girls and women in the education system, in employment, in access to resources and in decision-making;
- The need to promote more women in leadership positions;
- The importance of not forcing men or women to behave or act in a certain way or to do certain jobs, just because of their gender.

Every society has different ways of looking at gender issues. Within a multi-ethnic community such as Solomon Islands, there are many different perceptions about how women and girls should behave differently to men and boys. In some aspects of public, community and family life in Solomon Islands, men still dominate decision-making and control resources.

It is important for pupils to gain a better understanding of themselves and others by exploring their own culture, the customs and beliefs that guide their own communities, and placing these in the wider context by learning about gender issues in the wider world.

As a teacher, your job is to promote equity and treat all of your pupils with fairness regardless of their gender. It is hoped that this unit will introduce these issues in such a way that pupils can understand and think about them. Your task is to create an atmosphere in which these issues can be discussed openly and honestly.

The main text type in this unit is **recount**. The reader text, **Who Made the Choice? Part 1** is a recount. The first Pupil's Book text, on Day 2, **I'm Still Me**, is also a recount. Day 9 also features a recount text, **Life in the Highlands**.

In this unit the pupils learn about how personal and third person recounts are structured and written.

Pupils will also be introduced to a variety of other genres. There are two exposition texts, Day 3: **Housewife or Doctor**; and Day 10: **Letters to the Editor - Women & Shorts**. There are also factual reports and poems. It is important that pupils understand the structure of different text types and are able to recognise them and use them in their own writing.

1 Unit 3: Gender

Reading and Discussion – Who Made the Choice? Part 1

Background Information

Today's text is a personal recount. The writer is telling about an experience that has happened to them.

Teacher Led Activities

Before reading the text, introduce the unit theme. Discuss this with the pupils. Write a list of customs and beliefs about women and men that some people in Solomon Islands practice, on the blackboard or on a chart for later reference.

Explain that customs and beliefs form part of the culture of a country or place. They guide the lives of the people living in a particular community. Also mention that beliefs about gender may influence customs and beliefs of the people.

Inform the pupils that, in this unit, different gender issues are going to be studied.

Ask the pupils to predict what the text in the reader might be about by thinking about the title. This will enable them to bring their previous knowledge to a new text.

Allow pupils to ask questions and share some of their own ideas or experiences.

Prepare for reading by discussing the key words. Read through the whole text in a clear voice. Pupils should follow silently in their readers. You could also ask different pupils to read parts of the text while others listen.

After reading discuss the text. Ask some focus questions to help pupils understand the story and look more deeply at the text, such as:

1. What is this text about?
2. Compare the girl's experiences to the experiences of the boy in the recount. How are they different?
3. What do you think of the custom of arranged marriages?
4. How is the author's culture similar or different to your own?
5. How do you think this marriage turned out?

Encourage all pupils to take part in the discussion. Encourage them to predict what might have happened to the characters in the recount. Tell them that the final part of the text is also in the reader. Tell them to read it in their free time.

Syllabus Links

S9



Can the pupils read recounts silently and quickly to pick out details as required? S11

Comprehension

Background Information

Comprehension activities and tasks should support the teaching of reading by providing experiences to allow pupils to understand the text and also to follow instructions,

interpret tasks; and use a variety of skills by thinking, analysing and predicting about texts. Reading comprehension takes many forms, not just questions and answers.

Pupils need many opportunities to develop essential reading skills through a range of tasks. They should be encouraged to enjoy learning about the world around them through reading.

Method

- There are two tasks to complete, a concept map and some multiple choice questions about the text.
- Read through the instructions and make sure that the pupils are clear about each task.
- Ask the pupils to complete the activities. You might decide to use the activities for different groups also.

Concept Map

Background Information

Making a concept map introduces the theme of the unit and helps pupils to organise ideas and information. Creating their own concept maps will help pupils to make links between the text and their own ideas, experiences and knowledge. Continue to refer back to, add to, change and use these ideas during later activities in the unit. This activity will also help them to develop new vocabulary, spelling and ideas and support their understanding of the issues and ideas presented in the various texts of this unit.

Teacher Led Activities

After discussing and introducing the topic of the unit, ask pupils to think about the theme of Customs and Beliefs about Men and Women and record their ideas.

Reread the text a paragraph at a time and discuss the information. As the class reads, begin to prepare a concept map of the information in the text. Ask the pupils to brainstorm ideas too. Record information on the blackboard, or on a large piece of paper for later reference.

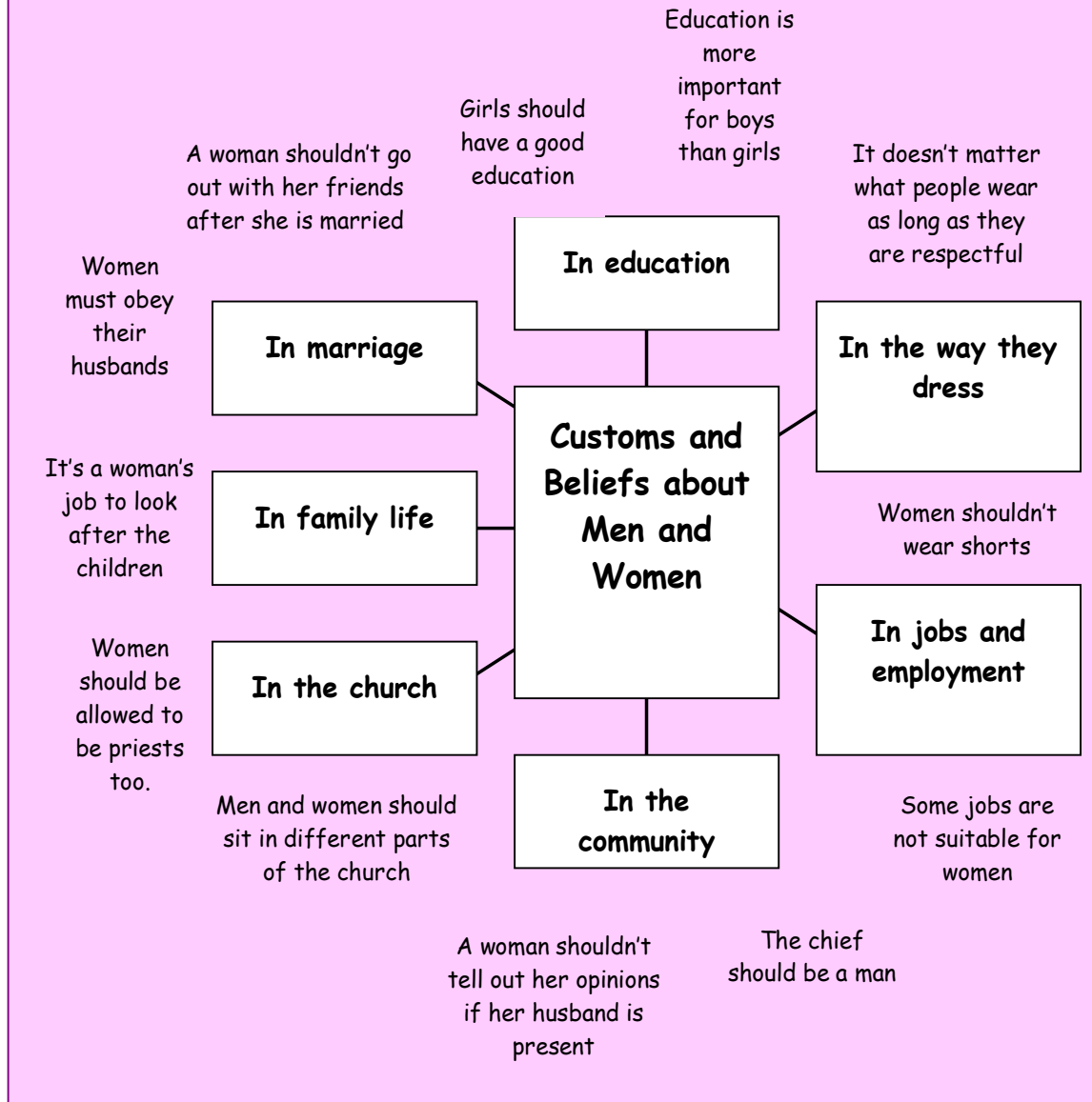
Allow pupils to add important points after each section has been read and discussed. Help the pupils to set up their own concept maps in their exercise books. Encourage them to add facts that they know that are not included in the text.

Remember to ask pupils to keep referring back to this page in their exercise books and ask them to add more ideas and facts as they study later texts during the unit.

The example on the next page shows one way you might organise your concept map, but these are only suggestions. Take ideas from the pupils to complete your concept map. Try to leave plenty of space as you write so that there is room to fill in more ideas later in the unit.

Be careful that pupils understand that these are often matters of belief or opinion. People will disagree about whether these customs and beliefs are correct or not. This is OK. Try to teach pupils to respect different ideas and be open-minded.

You may end up with a concept map that looks like this:



Multiple Choice

Background Information

In this activity the pupils must scan the text to find the correct information to complete each statement. Some of the sentences given in this activity require choices that are not actually stated in the text. They ask pupils to look for inferred or implied meaning. For example:

The girl and the boy avoided each other because they felt uncomfortable about being engaged.

This is not stated in the text but the author implies it.

Teacher Led Activities

Read through the instructions in the Pupil's Book, and make sure that the pupils are clear about them. Inform the pupils that they will need to reread the text to scan for the response that matches one of the choices given in the Pupil's Book.

Explain that some of the answers may not be in the text exactly because they are not actually said, but rather are implied by the author.

Model how to find the correct response from the text by using the example given in the background information section.

Ask the pupils to complete the activity in their exercise books by writing the completed sentence with the correct response.

Syllabus Links

A1, S14



Can all the pupils read the text silently and quickly pick out the details required? (S11)

Language Study**Background Information**

Good readers use the strategies of prediction, confirmation or correction as they read. They predict the meaning, and use the sentence structure and other clues from the text to check that their prediction is correct. The reader gains meaning from what is read from the available cues in the text.

In this activity, you are going to teach the pupils a reading strategy that will help them deal with new words. Using **context clues** is a strategy that confident readers use all the time. When a reader comes across a new word, just looking at the way it is used in a sentence can give the reader a good idea about what the word might mean.

Teacher Led Activities

Ask pupils to look at the language activity in the Pupil's Book on page 72. Read and discuss the instructions with the pupils. Explain to the pupils that using **context clues** is one way that readers work out a new word when they are reading. Ask the pupils to scan the text to find the words listed in the Pupil's Book, and then reread the sentence or paragraph where the word is located. Reading the part of the text containing the new or unknown word should give a clue to its meaning.

Do the example in the Pupil's Book together. Ask pupils to find the meaning of other words such as **horror** and **dashed**. Allow them to give their answers before finding the meaning in a dictionary. Remind them that their definitions do not have to be exactly the same as the dictionary meaning.

Syllabus Links

K1, S15



Can all the pupils read unknown texts and use context clues to deal with new words? (S 14)

Spelling

Here are the spelling words for this week.

Method

- Introduce the spelling words for this week.
- As a whole class, go through the spelling list. Ensure that all pupils can say the words correctly and understand their meaning.
- Remind the pupils to learn to spell the words using the spelling strategy - **Look, Cover, Remember, Write, and Check**, during the week.

| | |
|-----------|---------|
| beautiful | success |
| faithful | forget |
| powerful | thank |
| thought | care |
| hurt | few |

Teacher Led Activities

Spend some time introducing the words to the class. Practise pronouncing the words correctly.

In this activity the pupils are asked to think about different sounds made by letters and letter clusters. This helps pupils to read new words in other texts. Pupils learn about the following sounds and word structures:

- Words ending in **-ful**
- Words beginning with **th-**
- Words ending in **-th**
- Words with an **ew** sound, as in flew.

Ask the pupils to complete the tasks in their exercise books.

Oral and Writing**Background Information**

To recount means to retell about events in the order that they happened. Look at the genre table on page 17 of this Teacher's Guide and read the information about recounts.

In the writing activities for this unit, pupils will be working on two types of recounts: personal or first person recount and third person recount. They will start with personal or first person recount where the author is retelling events that actually happened to them.

Method

- Organise the pupils into the groups that they will work in for this activity.
- Teach the framework for a recount and revise the language features of recounts.
- Ensure that the pupils understand the task and allow them time to discuss amongst themselves.

Teacher Led Activities

Tell the pupils to take turns to tell their group about an interesting experience that they have had in the past. They should choose an experience that is related to the theme for the unit. Their recount should be about something that happened to them because they are a girl, or because they are a boy. If they wish they can choose to write an imaginary recount about events that highlight a gender issue. Some suggested themes might be:

A girl having to drop out of school to look after younger brothers and sisters.

A girl who wants to play soccer but isn't allowed.

A boy who wants to do home economics.

An event that happened to show that girls and boys are different but equal.

Bring the class back together and ask what they have just been doing. Try to get pupils to use the word *retell* or *recount* in their explanations. Explain to the class that we do the same when writing about our experiences and about things that have happened to us. These are called personal recounts.

Define and explain what a recount is. Give examples of other recounts the class has read or ask the class to give you examples of recounts that they know.

Explain that recounts are often written in a specific way. Refer to the framework below, or you could use the Nguzu Nguzu Genre Poster.

Look at the text in the reader and discuss each section with the pupils to see how it fits into the framework.

| | |
|--|---|
| Title | Who Made the Choice? Part One <ul style="list-style-type: none"> The title gives you an idea what the recount is about. |
| Setting: Who? What? When? How? Why? | The author of the story sets the scene of her recount. She tells: <ul style="list-style-type: none"> that it began on her seventh birthday; that it happened in another village; that the characters in her recount were herself, her grandparents, her parents, a small boy and his mother; events that happened when they arrived at the village. |
| The order of events happening. Event 1 | The author tells us the events in the order that they happened. She uses a new paragraph to tell about each event. <ul style="list-style-type: none"> Arriving at the village. |

| | |
|-----------------------|---|
| Event 2 Event 3... | <ul style="list-style-type: none"> • Meeting her betrothed. • Her confusion, anger and getting into trouble. • Talking with the small boy. • Her experiences of growing up. • Meeting the boy again. • Being grown up with a job. • The meeting between her family and her betrothed's family. |
| Ending | <p>The author tells us what happened in the end including a personal comment.</p> <ul style="list-style-type: none"> • Arranging the marriage ceremony. • How she felt about it. |

Tell the pupils that they will be making a plan for their own written recount using a similar framework.

Syllabus Links

A4, S17



Can all the pupils plan a recount using the framework provided? (S18)

Assessment Activity - Writing Sample

Over the next two weeks, collect writing samples from each pupil to keep in their files.

This will be the first writing assessment activity for the year and will form a baseline for each pupil's writing ability.

Collect one writing sample each term so at the end of the year, each child will have three writing samples to show their progress.

Read the information given in the introductory pages about assessing writing before carrying out this activity. Check the other suggested activities as well so you have can have at least one activity in mind.

Suggested Activities to use for this assessment

- 3:2 A short personal recount about a personal experience, e.g. the best or worst day of their life or another interesting experience.
- 3:8 A third person recount based on their personal recount.
- 3.9 A letter to the editor.

Reading and Discussion – I'm Still Me

Background Information

This is a recount text. The purpose of a recount is to tell the reader about something that has happened, focusing on a sequence of events relating to a particular occasion.

This recount retells the experiences that Linda Puia remembers having had as a child.

Method

- Organise the pupils into pairs for reading.
- Revise using context clues to deal with new words.

Teacher Led Activities

Before reading have a guided discussion with the pupils using questions like these:

1. How are the roles of women and men or girls and boys different?
2. Do people treat boys and girls equally or do they treat them differently?
3. What jobs do boys and girls have around the house?
4. What is expected of boys and girls as they grow older?
5. Describe how you would like to see the roles of boys and girls change/stay the same. Give explanations and reasons for your opinions.

Ask pupils to read the text with a partner. Use this time to move around the class and hear some individuals read.

Now reread the text. Ask the pupils to listen and follow silently as you read. Talk about the pictures in the text.

After reading the recount talk about the events in the text.

Have a guided discussion. You could use the following questions:

1. What sort of text is this?
2. What experiences is the author retelling?
3. What features of this text make it a recount?
4. Did you enjoy the text? Why? or why not?
5. How did the author make the recount interesting for the reader?
6. What would you add to the text to make it more interesting? Exciting? Funny?

Allow pupils to point out new words they came across in the text and to use context clues to decide what they think the words mean

Syllabus Links

S10



Can all the pupils read and understand new words using context clues? (S14)

Comprehension

Background Information

In this activity pupils are asked to scan the text for information about the characters. Character profiles can be built up from small details. In this activity pupils look at what the characters say and then see what it tells us about them.

The activity develops pupils' ability to look for inferred or implied meaning in a text because they have to draw conclusions about the characters from what they say.

Teacher Led Activities

Read and explain the instructions for the activity in the Pupil's Book. Explain to the pupils that they need to identify and find information about the characters in the text.

Tell them that you can learn about what a person thinks by listening to what they say. Work through the example given in the Pupil's Book. Do some more examples if you think this is necessary.

Ask the pupils to complete the task in their exercise books. Correct the task together.

Syllabus Links

S10,S16



Can all the pupils read the text quickly and with understanding and pick out details as required? (S11)

Language Study

Background Information

A pronoun is a word that is used in place of a noun. For example:

It's **Mary's** birthday next week. **She** will be ten years old.

The word Mary is a noun. The word she is used in its place. She is a pronoun for Mary. Using pronouns makes sentences sound less repetitive. Without the pronoun this sentence would have to say Mary twice, which is repetitive

It's **Mary's** birthday next week. **Mary** will be ten years old.

Today's activity is about personal pronouns. These replace the names of people. The most common personal pronouns are as follows:

| | | | | | |
|---------------|------------------------------|---------------------------------|------------------------------------|----------------------------|------------------------|
| First Person | I we | me us | my our | mine ours | (singular) (plural) |
| Second person | you | your | yours | | (both) |
| Third person | he/she they | him / her them | his / hers theirs | | (singular) (plural) |

Method

- Revise what a pronoun is, and the use of personal pronouns.
- List as many pronouns as the pupils can think of and keep the list for pupils' reference at a later time. You could make it into a chart.

Teacher Led Activities

Revise personal pronouns as studied in Standard 5. Brainstorm a list of pronouns with the pupils. Do the following activity to make pupils realise how useful pronouns are:

Write some sentences on the board without using any pronouns. For example:

1. Sally took Sally's dog for a walk but Sally's dog got tired so Sally had to carry Sally's dog.
2. Linda and Linda's brother were always arguing. Linda said that Linda's brother was too bossy and Linda's brother said that Linda was too rude.

Ask pupils to read the sentences out aloud and try to tell you what is wrong with each one. They sound clumsy and repetitive because there are no pronouns. Rewrite the sentences with pronouns to show how much better they sound.

1. Sally took **her** dog for a walk but **he** got tired so **she** had to carry **him**.
2. Linda and **her** brother were always arguing. **She** said that **he** was too bossy and **he** said that **she** was too rude.

Read and explain the activity in the Pupil's Book on page 76. Make sure the pupils know what the task is asking them to do. Allow the pupils time to complete the activity.

Answers

I, we, our, she, her, us, he, they, us, his

Syllabus Links

A4



Can pupils complete the paragraph by filling in the missing personal pronouns? Do they understand the purpose of pronouns? (K8)

Spelling**Background Information**

In this activity the pupils will be studying adjectives. Many adjectives are formed by adding suffixes to nouns or verbs. Suffixes are letter groups, (parts of words) added to the end of a word in order to change its form, meaning or part of speech.

For example:

| | | | |
|---------------------|---------------|--------------------|---------------|
| Noun + -ful | - wonderful | Verb + -ing | - frightening |
| Noun + -y | - funny | Verb + -ed | - embarrassed |
| Noun + -ish | - foolish | Noun + -ous | - marvellous |
| Noun + -able | - respectable | | |

Method

- Discuss the meaning of the term **suffix** with the pupils.
- Explain how the **-ful** suffix changes a word by discussing some of the examples.
- Allow the pupils time to complete the activity.

Teacher Led Activities

Revisit the spelling words for this week. Ensure that the pupils can say the words correctly and understand their meanings. Discuss terms like adjective, noun and verb and ensure that the pupils remember what these words mean.

Discuss the meaning of the term suffix. Use the background information to help you with this part of the lesson.

Allow the pupils time to complete the activity in their exercise books.

Oral and Writing**Background Information**

Today, pupils will be asked to use their idea for a recount from yesterday's lesson and the recount framework they have studied to construct a recount plan.

Method

- Prepare a chart of the recount framework, like the one presented in the Pupil's Book. You could also do this on the board.
- Have blank paper available for the pupils to write their plans.
- After the pupils have planned their recounts, discuss their plans as a whole class. Focus on what details are included and also how these plans might be used as pupils draft their recounts in the following lessons.

Teacher Led Activities

Remind pupils about the oral recounts that they shared yesterday. Explain that these oral recounts will form the basis for a written recount that they will write over the next few lessons. Talk about the topic or theme and remind pupils that their recount should be about girls and boys being treated fairly. It should have a message for the reader about this topic.

Using the chart you have made, show the pupils how they might plan the details of what they will write. Demonstrate how to use the chart to record the details of your planning. Remind them to use notes, not full sentences and remind them that it does not matter if their plan is messy and has crossings out. Presentation is not important at this stage in the writing process.

Allow plenty of time to plan and time to discuss their ideas with a partner too. Remind them to make changes and improvements as they talk.

Syllabus Links

A2, S15



Can all the pupils plan a recount using the outlines provided? (S18)

Reading and Discussion – Housewife or Doctor?

Background Information

For today's reading activity, the pupils will be studying two exposition letters. Refer to the genre table in the introductory pages for information about exposition texts. Generally, an exposition is an argument made by the author to express an opinion or to state where they stand on an issue that is being debated. The author presents a case and tries to convince the reader of their point of view.

Method

- Use the genre table in the introductory pages to familiarise yourself with the structure of expository texts.
- Discuss the purpose and features of an exposition text with the class.
- Ask two good readers to read the letters aloud to the class as others follow.
- Ask some questions to check for understanding and help the pupils respond to what they have read with their own opinions.

Teacher Led Activities

Discuss exposition texts with the pupils.

Ask them to tell you their purpose. Include the following ideas in your discussion:

- Sometimes we have ideas which we feel strongly about;
- Other people may agree with our opinions;
- Sometimes people say things that we don't agree with;
- Everyone has a right to their own opinion;
- Texts expressing the opinion of the author are called expositions.

These texts are quite difficult, so ask two strong readers to read the letters (one each) while the whole class follows in the Pupil's Book. Read them more than once if necessary.

Ask some questions about the text such as:

1. What is Mr. Sade trying to do in his letter?
2. Does he have good reasons for this? What are they?
3. Does the careers teacher agree with Mr. Sade? How do you know?
4. Which of these two people do you agree with? Why?

Reread the text and discuss the arguments made by each writer. Look at the language they use to try to persuade and convince.

Syllabus Links

S10, S14



Can all the pupils read and identify the writer's opinions and bias? (S13)

Comprehension

Background Information

In this activity pupils are asked to scan the text to find the reasons each writer gives to justify their opinions. They are also asked to respond to the different opinions expressed and give their own opinion. The pupils are prepared for the task by a teacher led activity that looks at how we can strengthen our opinions by giving reasons for them. We call this **justifying our opinions**.

Method and Teacher Led Activities

Explain that we can make our opinions stronger if we give reasons for them. For example:

I believe Ruth should finish her education.

I believe Ruth should finish her education **because** she is a very good student and might become a doctor.

Write some more statements of opinion on the board and ask pupils to come up and add reasons to them to make them sound stronger. Here are some you could use.

It is important for girls to have a good education.

I think parents should try hard to find school fees.

I think it is important to study hard at school.

... and so on. Encourage pupils to form their reasons carefully starting with the word **because**.

Read through the questions in the Pupil's Book. Discuss each question and ask pupils to give reasons for their answers.

Ask the pupils to write their answers in their exercise books. Collect exercise books when the pupils are finished and mark their work.

Syllabus Links

S10, S11



Can all the pupils express opinions and give reasons for their opinions? (S12)

Language Study

Background Information

Reflexive pronouns are made by adding 'self' (singular) or 'selves' (plural) to personal pronouns. Reflexive pronouns link to the person the pronoun refers to. An easy way to remember them is that they end with 'self' or 'selves'. For example:

He hurt **himself**.

Himself is a reflexive pronoun because it links to the **he**, which is the subject of the sentence. Here are some more examples of personal pronouns and the reflexive pronouns that link to them:

| | | | | | | | | |
|--------------------|--------|----------|----------|-----------|--------|-----------|--------------|------------|
| Personal Pronouns | I / me | you | he / him | she / her | it | we / us | you (Plural) | they them |
| Reflexive Pronouns | myself | yourself | himself | herself | itself | ourselves | themselves | yourselves |

Method

- Read the information given in the background information section.
- Use the examples to teach the pupils about how reflexive pronouns work.

Teacher Led Activities

Discuss the use of reflexive pronouns with the pupils. Look at the instructions and the table given in the Pupil's Book. Explain the relationship between reflexive and personal pronouns. Explain to pupils that when the personal pronoun is singular, its reflexive pronoun will also be singular. When it is plural, the reflexive pronouns will also be plural.

Focus on the examples given in the Pupil's Book. Practise using reflexive pronouns in other sentences.

Do the first example together with the class. Allow the pupils time to complete the activity. Mark as a whole class activity.

Syllabus Links

K1, A4



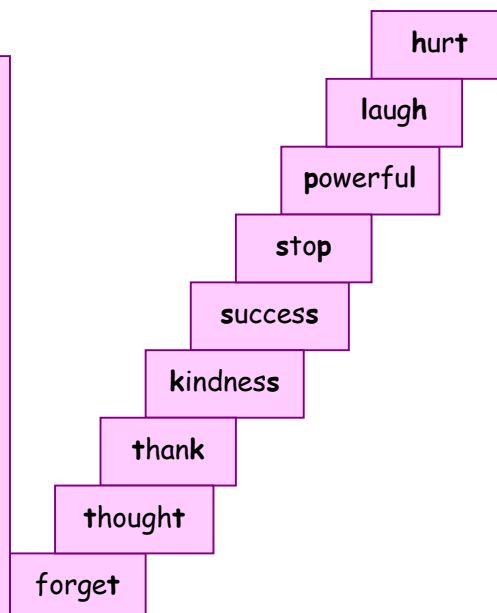
Can all the pupils match personal pronouns to the right reflexive pronouns? (K8)

Spelling**Method and Teacher Led Activities**

For today's activity, pupils have to use words from their spelling lists and other words that they know how to spell correctly to make spelling ladders. They have to write their words as a ladder so that the last letter of the previous word is the same as the first letter of the next word.

You could make this into a competition. The first pupil to make a ladder using all 10 spelling words is the winner.

The example on the right uses six of the spelling words.



Alternatively this game can be played in pairs. Then pupils take turns to write a word and their partner has to add a word that begins with the last letter of that word.

This activity can also be adapted so that certain letter patterns or sounds must be used.

Handwriting

Background Information

Pupils should be developing consistent cursive handwriting. They should use cursive writing for all writing activities, not just during handwriting lessons. However, there may be some joins, which the pupils still find difficult. It is important that teachers help to improve pupils' skills in writing and encourage them to write neatly.

Teacher Led Activities

Choose a few joins to revise at the beginning of each handwriting lesson, according to the needs of the pupils. Demonstrate these on the board. Ask the pupils to practise them. Remind pupils to check that their letters slope the same way; that the spacing between letters and words is equal; and their letters are equal in size. Remind pupils about the correct posture and pencil grip. Read the instructions and make sure the pupils understand them.

Ask the pupils to copy the letter from the Pupil's Book on page 81 into their exercise books.

Oral and Writing

Background Information

In this activity, pupils apply their knowledge of the personal recount genre. Today they draft a text from the plan that they wrote yesterday. They will continue to work on their piece of writing over the next few days.

Method

- Refer to the instructions in the Pupil's Book.
- It is very important that you help pupils to develop the steps involved in the writing process - **discuss, think, plan, draft, check, redraft**.
- Refer the pupils to the framework of a recount text on page 77 in the Pupil's Book and remind them use this framework as a guide as they write their text.
- Revise the way in which adjectives and strong verbs can be used to make a recount more interesting.

Teacher Led Activities

Remind pupils about the writing process. Tell them that, today, they are starting to **draft** their recount. They must use proper sentences and focus on their grammar and the language style that is suitable for recounts (personal and informal).

Explain how pupils should refer to their plan as they write their first draft.

Remind pupils to refer to the framework in the Pupil's Book as they construct their draft recount. Remind them that they will be able to improve their text when they check and edit it and that this is not their final piece of work.

Talk about the use of adverbs and verbs, and how they can be used to make a piece of writing more interesting. Give some examples such as:

"Get out of the way," said Bill.

"Get out of the way," screamed Bill.

"Get out of the way," screamed Bill, furiously.

Work through some examples with the class and give them some practice.

Have them work on their drafts individually and move around the class to discuss their work with them as they write. Mark their work as they go along and suggest improvements.

Tell pupils to finish their first draft for homework, before tomorrow's lesson, when they will proofread and edit it.

Syllabus Links

S17, A2



Can all the pupils plan and draft a personal recount from their own experience? (S18)

Reading and Discussion – The Girl Child**Background Information**

Today's text uses a mixture of different genres in the style of a magazine. It includes a factual report (*Girls in Solomon Islands*), a personal Recount (*Katie's Story*) and an exposition text, (*Education for All*). The texts focus on ideas about girls in Solomon Islands. Although they are in different genres, they are all about the same topic.

Method

- Introduce the pupils to reading a text including different genres and styles.
- Go through the key words.
- Ask different pupils to read one part of the text each aloud while the others follow.

Teacher Led Activities

Use today's reading texts to find out how much pupils remember about different genres. Ask them to identify which sections of the text are factual reporting, recounting and exposition. Ask the pupils to explain their choices by discussing the characteristics of these genres.

Briefly explain to the pupils what the texts are about. Introduce some of the issues they raise. You could use the following questions to start off the discussion:

1. Are girls and boys treated the same in Solomon Islands?
2. What differences do you notice in the way girls and boys are treated in your own family and community?
3. Do you think this is fair? Why or why not?

Remind pupils to use the context of a sentence to help them understand any words they do not know. Have four pupils read the four parts of the text aloud and discuss the issues covered. Ask the pupils to reread the text silently by themselves.

Syllabus Links

S11, S12



Can pupils use a range of strategies to read new types of texts? (S14)

Comprehension**Background Information**

This comprehension activity teaches pupils to classify text by genre. The table in the Pupil's Book asks pupils to identify the different parts of the text and decide whether they are recount, report or exposition.

Method and Teacher Led Activities

Read and explain the instructions in the Pupil's Book, with the class.

Remind pupils of the features and purpose of the different genres. You could use the genre posters to help you and display these in the classroom so the pupils can refer to them. The pupils may find the short captions harder to classify than the paragraphs of text as they are not used to looking at sentences in this way. Go through each example and discuss it with them if necessary.

Ask the pupils to complete the activity in their exercise books.

Move around the class to make sure that pupils are on task as well as to assist pupils who may be having difficulties.

Answers

| Exposition | Personal Recount | Factual Report |
|---|------------------|--|
| Give girls an equal chance.... Education for All! Educated Mothers | Katie's Story | Graph Girls Education in Solomon Islands Only 17% of women.... |

Syllabus Links

S10, S12



Can all the pupils identify the required details from the text? (S11)

Language Study**Background Information**

In this activity, pupils apply their knowledge of personal pronouns and the related reflexive pronouns.

Do the first one together as an example.

Teacher Led Activities

Ask pupils to explain what personal and reflexive pronouns are and to give examples.

Ask the class to read the instructions for the activity.

Remind pupils to use the table in the previous language study activity on page 80 of the Pupil's Book to help them do this activity.

Syllabus Links

K1, A4



Can pupils match personal pronouns to the right reflexive pronouns? (K8)

Spelling

Method and Teacher Led Activities

Tell pupils that, for this activity, they will be working with a partner. Organise pupils to work with the person sitting next to them.

Explain that in pairs, one person will read out the words while the other writes them down. When it is done, both pupils can cross check with the list to see how many are correct.

The pupils then swap roles and repeat the task.

Oral and Writing

Background Information

In this activity, pupils edit the first draft of the personal recount, which they wrote in the last lesson.

It is important that pupils understand the purpose of editing, which is to improve the text before writing the final draft of their text.

Use the example given in the Pupil's Book on page 84 to teach pupils how to edit their work.

Teacher Led Activities

Explain why we edit our writing.

While re-reading their first draft, a writer usually spots things which can be improved. This may include sentences that don't make sense, words that need to be changed or omitted, spelling mistakes, and missing words.

During editing, writers can alter the text to improve how it sounds, for example, a sentence that is too long can be written as two shorter sentences, or some words can be changed for ones that sound better.

It is quite common for pupils to write sentences that are too long or that use **and** repeatedly for a list of things.

Work through the edited text in the Pupil's Book together. Discuss why the author made each of the changes.

When you are satisfied that the pupils understand what to do, ask pupils to take out the first draft of their recount.

Give them time to read through their drafts. When they have finished reading ask them if there are some improvements they think they need to make. Allow pupils to discuss some things they came across while reading with a partner.

Emphasise the use of commas. Tell pupils that commas can be used to make better sentences. Use these examples, or you can select examples from the pupils' writing.

1. When I was sure that no one was looking at me I sneaked out the back door and ran back home as fast as I could.

2. **When I was sure that no one was looking at me, I sneaked out the back door and ran back home as fast as I could.**
3. Last year I went with my brother and uncle and aunt and my best friend to see the new patrol boat.
4. **Last year I went with my brother, uncle, aunt and my best friend to see the new patrol boat.**

When you are sure that pupils are clear about how to edit and the purpose of editing, tell them to edit their own work and to make improvements.

Remind them to use the guidelines in the Pupil's Book on page 85. Read these through with pupils if necessary.

Move around the class to guide the pupils as they write and assist those having difficulties with the task.

If there is time left over, ask pupils to think about how they are going to present their finished texts. (Some pupils may even begin this task.)

Syllabus Links

S17, A2



Can all the pupils successfully edit the draft of their recount? (S18)

Reading and Discussion – Life in Afghanistan Under the Taliban

Background Information

Today's text is a factual report about how women in Afghanistan were treated by the Taliban government, which was dominated by men. Use this text to expand pupils' knowledge of other parts of the world. Don't forget to remind pupils to use context clues for new or unfamiliar words they may come across.

The text covers some difficult ideas, so make sure that you have read it and understand it before you read it with the pupils.

The Teacher Led Activity focuses on how pupils **react** to the text. Ask questions that help them to **respond** to what they have read in their own words and give their own opinions.

Teacher Led Activities

Read the title of the text and ask pupils if they have heard about Afghanistan and the Taliban. If you have a map of the world, show them where Afghanistan is on the map.

Read the text aloud while the class follows silently in their own books. You may also ask them to read out the text after you.

Ask questions to find out how pupils **react** to this text. For example:

1. Why do you think the Taliban had such strict rules for women?
2. What do you imagine life was like for women in Afghanistan?
3. What do you think about the laws of the Taliban?
4. How do you think it must have felt for women to live under the Taliban?
5. What do you think women might have felt when the Taliban were overthrown?

Syllabus Links

S11



Can all the pupils read and understand an informative report? (S16)

Comprehension

Background Information

This activity looks both at the factual information included in the report and also asks pupils to respond to what they have read with their own thoughts and opinions.

Method and Teacher Led Activities

Discuss the features of a report. Remind pupils that they can recognise a factual report because it includes specific factual information. Pick some examples from the text, such as:

- Afghanistan has a population of about 29 million people.
- Under the Taliban women got no education.

Ask the pupils to pick out some more facts and information and write these on the board too.

Go through the instructions in the Pupil's Book on page 87 together. Explain that the first question asks the pupils to look for factual information in the text and make short notes under different headings. To do this they need to organise information from the text to fit the headings.

The second question asks them to **respond** to the text and give their own opinions.

When you mark pupils' work, pay attention to the sentences they have written. This part of the task requires them to explain their own opinions and reactions to the text.

Syllabus Links

S11, S12,



Can all the pupils read unknown texts with confidence and understanding, using a range of strategies to deal with new words and new types of texts? (S14)

Language Study

Background Information

This lesson focuses on possessive pronouns. Pupils have already learnt how apostrophes can be used to show possession in Standard 5. For example:

The book belongs to Sam. The book is **Sam's**.

This is the dog's dinner.

Revise the use of apostrophes to show ownership before introducing possessive pronouns in this lesson.

Possessive pronouns also show ownership. They replace a noun or noun group. These pronouns replace the noun or noun group, so they **are not followed by a noun**.

For example:

That book is **mine**.

The possessive pronouns are:

| | | | |
|-----------------|------|-------|------------------|
| singular | mine | yours | his / hers / its |
| plural | ours | yours | theirs |

There are some words that are like pronouns but are used to describe a noun. They are called **possessive adjectives** or **pronoun adjectives**. For example:

My desk is never untidy.

The possessive adjectives are:

| | | | |
|-----------------|-----|------|------------------|
| singular | my | your | his / hers / its |
| plural | our | your | their |

Method

- Revise the use of apostrophes to show possession.
- Teach about possessive pronouns and how they are used, using the explanation and examples given in the Pupil's Book.
- Allow the pupils time to complete the activity in the Pupil's Book.

Teacher Led Activities

Revise the use of apostrophes to show ownership, using these examples:

The book belongs to Jane.

It is **Jane's** book.

The engine of the plane stalled.

The **aeroplane's** engine stalled.

The idea came from Mum.

It was **Mum's** idea.

Explain that there are also pronouns that show possession or ownership. They are called **possessive pronouns**.

Do some examples with the pupils. Ask them to use possessive pronouns. Such as:

This is my pen. It's **mine**.

That desk belongs to James. It is **his**.

When you feel that the pupils are confident, ask them to complete the activity in the Pupil's Book on page 87, in their exercise books.

Supervise the class while they are working. Give assistance to those pupils having difficulty.

You can either collect the books for marking or pupils can swap books and you can mark the work as a whole class.

Syllabus Links

K1, A4



Can all the pupils identify and use possessive pronouns in sentences? (K8)

Spelling**Background Information**

For today's activity, pupils will use their spelling lists to play a game with a partner. This task is designed to encourage pupils to develop general terms about our language, as well as specific information about individual words.

One partner selects a word from the list that both players can see.

The other player can ask up to five questions about the word, which can only be answered with yes or no.

If they guess the word before the five questions are used up they get points.

Read and explain the instructions from the Pupil's Book and go through the suggested questions on page 87 to help them get started.

Teacher Led Activities

After the pupils have had time to play the game and revise their spelling words, conduct a spelling test. Record the results after you have marked the assessment.

Oral and Writing**Background Information**

Today pupils will finish their personal recounts and read them aloud to the class.

There are many different ways texts can be published. You could make a class book containing all the recounts so that pupils can read them again later. Alternatively you could display this written work on the wall. Choose a method that suits your situation.

Teacher Led Activities

Tell pupils that today they will be writing a final draft of their recounts.

Decide on the options pupils will have for presenting these and list these on the blackboard. Ask pupils to finish their work. Remind pupils that, at this stage in the writing process they must pay attention to presentation, handwriting, layout and illustrations. Their work should be presented neatly because it will be displayed.

Allow pupils sufficient time to complete the task. Move around the classroom, checking on pupils' progress, offering ideas, encouraging and assisting those that need help.

Tell the class that some pupils will be chosen to read their recounts to the whole class. Remind them that using a clear voice is very important. It would be best if everyone has a chance to read their recount aloud to the whole class. If you have a large group you could split them into two or three groups so that everyone can have a turn to read.

Make sure that the whole class listens when other children are reading. Collect all the recounts and display them or publish them in a class book.

Syllabus Links

S9, S18



Can all the pupils present a short reading to the whole class with confidence? (S7)

Assessment Activity - Writing Sample

If you have chosen the recount as the writing sample for this unit, you should now collect these and make sure the pupil has written their name and the date on their recount.

When you analyse the sample, look at the drafts the pupils made as well as their finished work to help you assess how they are managing the whole of the writing process.

Record your assessments of the pupil's strengths and weaknesses.

When you have completed and recorded your assessment, it is important that you have a conference with the pupil about their writing. This is so that they know what they are doing well and which aspects of writing they need to continue to improve.

Reading and Discussion – The Gender Jigsaw

Background Information

Today's reading text is a poem, entitled "The Gender Jigsaw". It has six verses in which the author observes the men and women in her life.

The poem uses the image or idea of a jigsaw puzzle to show how life fits together. A jigsaw puzzle is a picture of something that has been cut up into small pieces. To solve the puzzle, all of the pieces have to be fitted together to make a complete picture. The **main idea** of the poem is that men and women have different roles to play and that their different jobs fit together well so that men support women and women support men in an equal sharing of tasks and activities.

Method

- Brainstorm ideas about how women and men may be treated differently in some communities.
- Go through the key words so that you are ready to discuss them with the pupils.
- Ask the pupils to read the text silently. Then read it aloud with different pupils reading a verse each.
- Discuss the text and ask the pupils to discuss their ideas about men and women's roles before reading the text once again.

Teacher Led Activities

Allow the pupils time to read the poem through quietly to themselves. Choose pupils to read each verse aloud. Ensure that all the pupils listen as others read.

Check that pupils understand the text and **the writer's point of view** of the issues raised by asking questions such as:

1. What is the poem really about? What is the main idea?
2. What does the writer think about men and women's roles?
3. Are the ideas in the poem true? Does everyone have the same experience?

Try to get the pupils to relate the poem to their own experiences using questions such as:

1. What are the roles taken on by different family members in your family? Who does what in your home?
2. How do these different roles work to make the family work together well?
3. What happens in a family when someone doesn't do their share of the jobs?

Syllabus Links

S12, S13



Can all the pupils read and understand the poem and relate it to their everyday lives? (S16)

Comprehension

Background Information

The purpose of this activity is for pupils to take a closer look at the characters in the poem, to study what they do and how they relate to each other.

They are also asked to explain the main idea of the poem in their own words. These two activities help you to check that they have understood both the explicit and the implicit meaning of the poem.

Teacher Led Activities

Read and explain the instructions to the class. Show the class how the table can be used to record information from the poem. When they have finished, tell the pupils to write a paragraph in their own words to explain what the poem is about. They can add feelings, ideas and opinions.

Ask the pupils to complete this activity in their exercise books.

Collect the books at the end of the lesson and mark them.

Syllabus Links

S11, S14



Can pupils identify the writer's point of view? (S13)

Language Study

Background Information

This task involves the pupils completing a cloze passage and gives them another opportunity to revise possessive pronouns. In this passage, all possessive pronouns have been taken out.

Cloze passages develop pupils reading skills by helping them to focus on the meaning of the sentences when they read. They have to understand the meaning of the rest of the sentence before they can select the right word to fill the gap.

You may decide to allow pupils to complete this activity in pairs or small groups. This works well as they then have to talk about their choice of words and have to read the text very carefully.

Method

- Revise what pupils learnt about **possessive pronouns** in the last lesson. Refer to the table in the Pupil's Book on page 87. Remind pupils to use this to help them do the activity.
- Read the instructions for the activity in the Pupil's Book.
- Explain what a cloze passage is.
- Allow the pupils time to complete the activity.

Teacher Led Activities

Explain to the pupils that a cloze passage is a text with missing words. Remind them that there may be more than one correct word to use. The point is to make the passage make sense. This is why there is no list of words to choose from. Pupils should read the passage and put in suitable words.

Write these two questions on the board to guide the pupils as they complete the task.

1. Does it make sense?
2. Does it sound right?

Pupils do not need to copy the whole passage, tell them to number and write the answers only in their exercise books.

Move around the class to supervise and give assistance where it is needed.

Either collect the books and mark them or ask pupils to swap books and mark them as a whole class activity.

Answers

- | | | | |
|----------|---------|---------|----------|
| 1. my | 4. my | 7. mine | 10. your |
| 2. their | 5. her | 8. my | 11. our |
| 3. your | 6. your | 9. his | 12. ours |

Syllabus Links

A4



Can all the pupils identify the correct possessive pronouns and use them appropriately? (K8)

Spelling

Background Information

Here are the spelling words for this week. Learning different sounds made by letters and groups of letters helps pupils to read new words. In this activity pupils learn about the following sounds and word structures:

- Words ending in **-ly**.
- Words beginning with **un-**.
- Words beginning with the long **e** sound as in **e**vent.
- Words ending in **-ible** and **-able**.
- Words containing the **air** sound, as in **fairly**.

| | |
|----------|----------|
| easy | usually |
| unfair | sure |
| edible | opened |
| even | ready |
| possible | valuable |

Practise pronouncing the spelling words yourself before the lesson to be sure that you are saying them correctly to the pupils.

Teacher Led Activities

As a whole class, go through the spelling list. Have pupils repeat the words after you have pronounced and spelt them correctly. Ensure that all pupils can say the words correctly and understand their meaning.

Ask the pupils to copy the spelling words into their exercise books carefully. Remind the pupils to learn to spell the words using the spelling strategy - **Look, Cover, Remember, Write** and **Check**, during the week.

Draw the pupils' attention to the vowel and consonant sounds to be studied. Read through the activity in the Pupil's Book on page 91 together before the pupils complete it. Move around the class to check their work and help them if necessary.

Oral and Writing

Background Information

Over the next five days, pupils will be writing a **third person recount**. They will study the difference between this and a **first person recount**, which they wrote last week.

A **first person recount** tells experiences that actually happened to the author, and uses pronouns such as I, we and us. A **third person recount** tells experiences that happened to other people and uses pronouns such as they, them, he and she.

Study these examples to see the difference:

| First Person | Third Person |
|--|---|
| Last week I fell off my bicycle and hurt myself. I was on my way to ... | My sister had an accident last week. She was riding on her bicycle when..... |
| I was very shy on my first day at school. I began to feel better when I met Colin. He sat next to me and helped me settle in.. | James was new to the school. He felt shy but Colin, the boy who sat next to him, was really nice. Colin showed James..... |
| Last year my family had a frightening experience. We were on our way to Ugi Island by canoe when... | The Wagapu family had a frightening experience last year when they were on their way to Ugi Island by canoe. |

Method

- Organise the class to work in pairs.
- Allow them time to read the two letters in the Pupil's Book.
- Tell the pupils to discuss the two letters and look for similarities and differences.
- Lead the class in a shared writing activity.

Teacher Led Activities

After pupils have read the text, lead a guided discussion about the two letters. Show how a **first person recount** is different from a **third person recount**.

Explain to the class the differences between a first person and a third person recount. Refer to the letters as examples. You should note the following differences on the board:

| First Person Recount | Third Person Recount |
|---|---|
| The first person recount is about the author herself - she was actually involved in the events she describes. | The author of the third person recount was not involved in the events. She describes what happened to other people. |
| The first person recount uses first person pronouns - I, we, me, us. | The third person recount uses third person pronouns - they, them, he, she. |
| The first person recount tells how the people involved felt about events. | The author of the third person recount comments on events as an observer. |

Ask pupils to work with their partner to complete the task in the Pupil's Book on page 92, comparing the two recounts.

When they have finished, bring them back together and lead the class in a shared writing activity. Use the short first person recount on page 93 of the Pupil's Book.

Ask the pupils to offer suggestions about how it could be rewritten as a third person recount. Write the pupils' suggestions on the blackboard.

Use shared writing to construct a new text together.

Ask the class to read it together when it is completed.

Your new recount may look like this:

Amy has just graduated as a mechanic.

She had been interested in motors and engines ever since she was at Primary School.

When she left school, she decided to become a mechanic. Her parents did not like her choice. They tried to stop her, but they could not make her change her mind.

When she left home to begin her mechanics training, her Dad did not even say goodbye and her Mum cried.

Amy studied hard for three years and she is now a mechanic. Her family now realise that it is a useful job.

Her parents gave a party for her last night to celebrate her graduation.

Syllabus Links

S18



Do all the pupils understand the difference between a first person recount and a third person recount? (S14)

Assessment Activity - Writing Sample

Make sure you find time to analyse the pupil's writing samples this week. When you assess the samples, use the checklist on page 34, and record any observations and assessments you have made about particular pupil's strengths and weaknesses.

When you have completed and recorded your assessment, it is important that you meet with each pupil to discuss their writing assessment. This is so that pupils know what they are doing well and which aspects of writing they need to improve.

Reading and Discussion – Ready or Not!**Background Information**

Today's text is a third person recount about cultural expectations, written from a male perspective. It tells the story of Alec, his life in the Manu tribe and how he became the chief.

Method and Teacher Led Activities

Introduce the text and ask the pupils to predict what the text might be about.

Discuss the key words and how they are used within the text. Have the pupils skim through the text to find where the key words are used. Discuss the meaning of the words in the context in which they are used.

Ask the class to read the text silently. It is quite long, so you could allow pupils to read silently while you move around the class listening to individual pupils read aloud.

If pupils come across new or unknown words encourage them to use context clues to help them work out what the word is by themselves.

When pupils have finished reading, ask some questions to develop pupils' responses to the text such as:

1. What is the main idea of the text?
2. What sort of person is Alec?
3. What have you learnt about Alec's grandfather?
4. What sort of a tribal leader do you think Alec would be? How do you know?

Syllabus Links

A3, S12, K7



Can all the pupils state what they think, discuss their opinions and answer a range of questions about them? (S6)

Comprehension**Background Information**

Most of the questions asked in this activity require pupils to make their own judgements about the meaning of the text. To do this they have to read between the lines and think for themselves about the deeper meaning. There are ideas that are not actually stated in the text but implied. Being able to answer these questions correctly shows that pupils have clearly understood the text.

Reading for implied meaning is a difficult skill, so pupils will need help and plenty of time to complete this activity.

Teacher Led Activities

Explain the difference between implied and explicit meaning. **Explicit** is something the author actually says, **implicit** is something that she suggests but does not state clearly. Use some examples from the text to show the difference, as follows:

| Explicit Meaning The author actually says it | Implicit Meaning The author suggests it but does not state it |
|--|---|
| Alec gave Jason some land to plant potatoes. | Alec thought it was important to share his resources with others. |
| The Chief was disappointed in Alec. | The Chief thought Alec didn't have enough respect for tradition. |
| Alec did not feel ready to be chief. | Alec thought that being Chief was a very important and serious job. |

Look at the parts of the text that suggest each of the implicit statements. Ask the pupils how they know from the text what the author might be suggesting.

Read through the questions in the Pupil's Book on page 95 together. Discuss each question in turn and talk about the pupil's ideas and responses before asking them to complete the task in their exercise books. Collect the pupils' books and mark them.

Syllabus Links

A4, S15



Can all the pupils identify implied and inferred meaning in the text? (K7)

Language Study**Background Information**

Interrogative pronouns are used to ask questions. The word interrogative comes from the word **interrogate** which means to ask questions.

The interrogative pronouns are: **whom**, **who**, **which**, **what**, and **whose**. For example:

Whose turn is it to speak now?

Which tribe did Alec come from?

Who will be the next chief?

Method

- Revise other types of pronouns.
- Teach about interrogative pronouns.
- Ensure that the pupils understand how these pronouns are used.
- Allow the pupils time to complete the activity on page 96 of the Pupil's Book.

Teacher Led Activities

Revise the different types of pronouns that the pupils already know. Engage in a brainstorm activity, asking pupils to give examples. These include first, second and third person pronouns, possessive pronouns and reflexive pronouns. You could make a chart to record examples of these to display on the wall.

Introduce **interrogative pronouns** to the class. Use the definition and examples given in the Background Information and Pupil's Book to make your explanation clear.

Explain that these are pronouns that are used to ask questions. Explain that, like other pronouns they are used in place of a noun. With interrogative pronouns, the noun is not known and the pronoun asks for the noun. For example:

Whose chair is this?

It's **James'** chair.

What did you give him?

I gave him my **pencil**.

Ask pupils to suggest examples and write these on the board. Complete the list from the Background Information.

Have them use the interrogative pronouns in their own sentences and questions.

When you feel that the pupils understand, ask them to complete the activity, from the Pupil's Book, in their exercise books.

Collect the pupils' books for marking.

Syllabus Links

S13, S14



Can all the pupils identify the correct interrogative pronouns and use them appropriately? (K8)

Oral and Writing**Background Information**

This task builds on the work pupils did on third person recounts yesterday. Today they are asked to rewrite a first person recount in the third person.

Teacher Led Activities

Read the instructions for the activity. Then ask one pupil to read the short recount "The Warrior Challenge Competition" aloud.

Ask pupils to complete the task on page 96 of the, Pupil's Book. Explain to the class that they will rewrite the text as a third person recount. When everyone understands what to do, have them to complete the activity in their exercise books.

Syllabus Links

S13, S17



Can all the pupils rewrite a personal recount as a third person recount? (S18)

Reading and Discussion – A Man's World

Background Information

Today's text is a poem, written by Julie Sipolo, describing her experiences, as a woman, living in her brother's house.

Teacher Led Activities

Conduct a guided reading lesson. Read the poem while the pupils read silently and follow the text as you read. Ask the class to read the poem aloud.

If pupils come across new or unknown words encourage them to use context clues to help them work out what the word means by themselves.

When pupils have finished reading, discuss the text by asking questions, such as:

1. What is the poem about?
2. Do you agree with the things the writer says? Why? Why not?
3. What are the similarities and differences between the author's culture and your own?

Syllabus Links

S12, S16



Can all the pupils read the poem and identify the writer's bias? (S13)

Comprehension

Background Information

In this activity, pupils are asked to complete a table, comparing the roles of boys and girls as they are represented in the poem. They are also asked to respond to the poem giving their own opinions about the poet's ideas and views. This second activity asks them to look at the inferred meaning of the text and to understand the author's point of view.

Teacher Led Activities

Read through the instructions for the first activity with the class.

Use examples, from the text to help pupils recognise what they should be looking for. Explain that they must look at each line of the poem to find the information that they need.

After they have completed this activity they should have a good idea of the **explicit** meaning of the poem. They should understand the differences the poet has noted between what boys and girls are allowed to do.

Go through their answers with them as a class and discuss the differences they have identified. Talk about whether these are fair or not. Start to encourage the pupils to express their own views and opinions in preparation for the second activity.

Read and discuss the questions in Activity 2. Explain that they are asked to write about how what they think of the poem. Explain that people have different opinions. Stress that there will be no right answer so they should feel free to write what they think.

Allow pupils to complete the activity in their books. Collect the pupils' books and mark them.

Syllabus Links

S11, S16



Can all the pupils identify the writer's point of view? (S13)

Language Study

Background Information

This activity gives pupils the opportunity to put into practice what they have learnt about interrogative pronouns. Constructing good questions is an important skill for pupils to have.

Teacher Led Activities

Revise interrogative pronouns if you think it is necessary. Remind pupils to refer to the information given in their books in the last lesson.

Use the examples in the Pupil's Book and also ask pupils to give examples of questions they could ask using interrogative pronouns.

Read the instructions with the class and ask some pupils to explain what they have to do.

Explain to pupils that they are to take on the role of interviewers and will need to prepare some interesting questions to ask the poet, Julie Sipolo.

Ask the pupils to complete the activity in their exercise books.

Syllabus Links

A5, K7



Can all the pupils write questions using interrogative pronouns? (K8)

Spelling

Background Information

Here are this week's spelling words. You can use some of these as the basis of a lesson about suffixes.

A suffix is a group of letters added to the end of the word, which changes the meaning of the word.

| | |
|----------|----------|
| easy | usually |
| unfair | sure |
| edible | opened |
| even | ready |
| possible | valuable |

The suffixes **-able**, **-uble** and **-ible**, all mean **able to be**, or **tending to be**.

For example:

washable - able to be washed;

soluble - able to be dissolved;

visible - able to be seen;

Although they have the same meaning, they cannot be used interchangeably. Words have specific suffixes. For example, we say washable, never washuble or washible.

There are no helpful rules to explain which word uses which suffix.

Pupils just have to learn these. However, **-able** is the most common and is used far more than **-uble** or **-ible**.

Method

- Explain the use of suffixes.
- Work on a list of examples together on the board.
- Complete the activity in the Pupil's Book on Page 99.
- Allow pupils time to revise and learn their spelling words.

Answers

1. enjoyable
2. invisible
3. soluble
4. likeable
5. changeable/variable
6. driveable/repairable

Teacher Led Activities

Use the information from the Background Information to explain the purpose of a suffix. In the examples we look at today the suffix is used to change a verb into an adjective, (wash to washable, enjoy to enjoyable).

Look at the three different suffixes described above and explain that they all have a similar meaning. Focus mostly on **-able**, since this is the most common. Teach pupils that, for words ending in **consonant -y**, we usually change the **-y** to an **-i** before adding the suffix. For words ending in **-e** we usually remove the **-e**.

Put a list of 10 verbs on the board and challenge the pupils to change them into adjectives as quickly as they can by adding the suffix **-able**. Here are some verbs to use:

| | | | | |
|--------|------|------|-------|------|
| enjoy | wash | rely | laugh | like |
| change | pass | wear | drive | read |

After studying these suffixes, look at the spelling words together and ask pupils to identify three words with these suffixes added (edible - able to be eaten, possible - able to be done, valuable - able to be valued).

Finally ask them to complete the activity in the Pupil's Book on page 99.

Oral and Writing

Background Information

In this activity, pupils will use the personal recounts they wrote last week. They are to rewrite them in the third person. To do this they have to imagine that they are someone else, either somebody who saw what happened, or somebody who heard about it and is retelling the events to someone else.

The framework they will use for a third person recount is the same as the one they used for their first person recount. Pupils can refer to it for support while they write. They will not need to spend too much time planning their writing as they already have the events mapped out for them in their personal recount. This means they can concentrate on thinking about the language they use and the point of view of the writer as they complete this task.

There is a game provided to help them understand how different people see things differently, depending on their point of view.

Method

- Explain the writing task.
- Prepare game cards for "Points of View Game".
- Play the "Points of View" game as a class.
- Make sure every pupil has the recount text that they wrote last week.
- Refer to the framework provided for recounts earlier in this unit.

Teacher Led Activities

Explain that pupils are going to rewrite their personal recounts as third person recounts. Explain that they will not change the events about which they are writing. So they will not need to spend too much time at the planning stages of the writing process.

What they need to focus on is their **point of view** as a writer.

To help them, play the "Points of View Game"

Before the lesson prepare a set of cards with some events written on them. For each event card, prepare some character cards too, as shown on the next page.

You could make up more events of your own to add to these examples.

Ask a group of four to six pupils to come to the front of the class depending on how many characters there are for each event. Give each pupil one of the character cards and explain that they are to imagine that they are that character. Next, tell them, and the whole class, about the event as described on the card.

Then ask each character to briefly recount the event in one or two sentences **from their own point of view**.

Points of View Game Cards

| | | | |
|---|----------------------------|---------------------------|--|
| A drunken driver crashes his car into the police station | the driver | a young boy in the street | |
| | the police officer on duty | an old woman | |
| A girl is expelled from school because she is found with her boyfriend | the girl | her mother | the girl's best friend |
| | her boyfriend | the principal | her father |
| A young woman is attacked by some boys in the street and her basket is stolen | the woman | the attackers | her husband who heard about the attack later |
| | a man who stopped to help | | |

Help pupils to see that events look and seem different depending on whether you are involved or not. Encourage other pupils to ask them questions about events and have them answer as if they are the character they have been given.

Continue the game until pupils have all had a turn to come to the front.

After the game, ask pupils to discuss how they are going to rewrite their personal recount as a third person recount, with their partner. Allow plenty of time for this and then allow them to write the first draft of their recount.

Syllabus Links

A2, S17



Can all the pupils rewrite a first person recount as a third person recount? (S18)

Reading and Discussion – Marriage in the Highlands

Background Information

Today's reading is a third person recount. Refer to the genre table in the introductory pages for information about recount texts. It is about a place in which polygamy, the practice of marrying more than one wife, is still allowed. This text raises a lot of issues about the way in which women are viewed in this particular cultural group. Be prepared to discuss these issues with the class and answer their questions honestly.

Teacher Led Activities

Conduct a guided reading lesson. Model reading the text as the pupils follow in their Pupil's Books. Reread the text, choosing individual pupils to read different parts of the recount.

Lead a guided discussion about the text to help pupils understand it better start with questions which simply check that pupils have understood the content such as:

1. What does the word **polygamy** mean?
2. What new information have you learnt from this text about life in the Highlands of PNG?
3. What reasons did Yupae have for taking his second and third wives?
4. Were they a happy family?

Then move on to questions which encourage them to **respond** to the text, **apply it to their own experience** and **express their own views and opinions**, such as:

5. What do you think of Yupae? Was he right to do what he did?
6. What do you think about the idea of polygamy? What might be the problems and what benefits are there?
7. How do you think you would feel if you were one of the characters in this recount.

Remind the pupils to provide supporting details from the text and their own background knowledge and experience as they answer and discuss the questions.

Remind pupils to use context clues to help them understand new or unknown words.

Syllabus Links

S5, S14



Can all the pupils compare and discuss different cultural practices and relate these to their everyday lives ? (S16)

Comprehension

Background Information

This activity teaches pupils to summarise information, and to infer information about characters from how they are described in the text.

Teacher Led Activities

Read the text again slowly. As details of the character, Alcinda, are discussed in the text, stop and record the details on the board. Ask the pupils to suggest what is known about Alcinda as you read sections of the text.

Explain that the pupils should read the text quietly, and record details of the four main characters as they read. The pupils should organise the information in a table like the one in the Pupil's Book on page 101.

Once the pupils have finished the activity, come together as a group and discuss each character. Ask the pupils to suggest qualities that describe each of the characters.

Syllabus Links

A1, S10



Are all the pupils able to find and use the details they require to discuss characters in the text? (S11)

Language Study

Background Information

Indefinite pronouns do not refer to any particular person, place or thing. For example:

Someone is to blame for this mess.

Can **anybody** tell me where this came from?

Everyone is welcome.

Could you get **everything** ready?

Have you lost **something**?

Those indefinite pronouns ending with **-one** or **-body** refer to persons while those ending in **-thing** refer to objects or things.

Some indefinite pronouns are:

| | | | | | |
|-------------------|---------------|-----------------|-----------------|----------------|-------------|
| something | no-one | somebody | everyone | someone | one |
| everything | anyone | anybody | anything | nobody | none |

Indefinite pronouns are usually followed by a singular verb.

Method

- Teach the pupils the term indefinite pronouns and explain their purpose.
- Look for other examples of these pronouns in texts.

Teacher Led Activities

Explain to the class about indefinite pronouns and how they are used in English. Explain that they are general pronouns that do not refer to a particular person or thing. Use the examples in the Background Information to explain.

Brainstorm a list of indefinite pronouns and write these on the board. Once the pupils have told you all the ones they can think of ask them to look through some of their reading texts to find more examples. Add these to your list.

Ask pupils to use the pronouns from the list orally, in sentences of their own.

Refer to the instructions in the Pupil's Book on page 101. Explain that they have to use indefinite pronouns from the box to construct five sentences. Ask pupils to complete the task in their exercise books.

Move around the class and help pupils having difficulty with the activity.

Collect the pupils' exercise books and mark their sentences.

Syllabus Links

S5, S14



Can all the pupils identify indefinite pronouns and use them appropriately? (K8)

Spelling**Background Information**

Today pupils will be given the opportunity to revise their spelling words for this week, while working with a partner to pre-test the words.

Teacher Led Activities

Explain that this pre-test is to let them know which words they still need to work on before tomorrow's spelling test.

Have them test each other and check each other's spelling and then allow time to work on any words that they do not get right.

There is an extra activity in the Pupil's Book on page 102 for practice. Here is one possible answer to the extra activity - remember that pupils may arrange the words in many different ways.

Oral and Writing

Background Information

Today pupils will edit their third person recounts.

It is important that pupils understand that the purpose of editing is to improve their writing before writing the final copy of their text.

For this activity you will use one of the pupil's recounts as an example. You will edit it together as a class. Choose a text that has lots of things to change and that will be a good example of how the editing process can improve a piece of writing. It will be important to explain to the pupil that you have not chosen their text because it is worse than the others. They should not feel that they are being criticised.

Method

- Copy one pupil's recount onto the board or a piece of chart paper (including their mistakes).
- Work together with the pupils to identify errors and improvements.
- Use the checklist in the Pupil's Book on page 102 as a guide.

Teacher Led Activities

Explain the purpose of editing.

A first draft usually contains mistakes such as sentences that don't make sense, text that needs to be changed or omitted, grammatical errors, spelling mistakes and missing words. During editing, writers can alter the text to improve how it sounds. For example, a sentence that is too long can be written as two short sentences, or the writer could change some words for ones that sound better.

Choose one pupil's text as a sample for a shared editing task. Copy it exactly as the pupil has written it onto a chart or the board.

Use the checklist in the Pupil's Book to guide you. Model the process of editing. Go through each item on the checklist one at a time asking the pupils to suggest improvements and changes. Discuss their suggestions to find the best possible ideas.

Ask the pupils to take out the draft they wrote in the previous lesson.

Give them time to read through their drafts and think about the improvements they could make to their own recounts. Discuss some things they came across while reading.

Ask pupils to edit their own work and make improvements.

Move around the class to guide pupils as they write. Point out sentences that are too long, discuss how two shorter sentences can be written. Discuss whether the verb used is appropriate or point out nouns that could use adjectives to give a better description.

Collect the pupil's writing and mark each piece.

Syllabus Links

S15, S17



Can all the pupils use editing to improve their recount? (S18)

10 Unit 3: Gender

Reading and Discussion – Letters to the Editor

Background Information

Today pupils will be reading examples of expositions. Refer to the genre table on page 17 in the introductory pages for more information about expositions. Expository texts are critical evaluations of ideas involving argument, persuasion or debate.

The purpose of expositions is to develop ideas and supporting details in order to present a logical argument from a particular point of view.

Today's text is made up of three letters written to the Solomon Star by members of the public. Each one is an exposition in which the author expresses their opinion about an issue. The issue is the suggestion, made by a city council politician, that it should be made illegal for women to wear short trousers. This suggestion was made in 2003 and caused a lot of public debate. Many strong and angry letters were written to the Solomon Star about it. Many people, especially women, thought it outrageous that the member thought that legislation could be passed to control what people wear. They thought that such an old fashioned idea went against their individual freedom and rights. Some people supported the idea because they linked modern ways of dressing with the loss of cultural values.

Method

- Read the text together – emphasise reading with expression to add to meaning.
- Discuss the key words and any other words pupils may not know.
- Explore the pupil's opinions about the issues in the text.

Teacher Led Activities

Read the text. Ask three pupils to read one letter each while the others listen. Read the letters more than once so that more pupils have a chance to read aloud. Encourage them to use expression in their voices as they read to add to the strength of the arguments in the letter – you can demonstrate this if it is helpful.

If pupils come across new or unknown words, encourage them to use context clues to help them work out what the words mean. Have pupils record any words they don't understand and discuss these words together after the first reading.

When pupils have finished reading, ask the class to discuss the text and understand the purpose of the letters by asking questions such as:

1. What is the main issue discussed in these letters?
2. Do all three writers have the same views? How are they different?
3. What reasons does each writer give for supporting their opinions?

Syllabus Links

S12, S16



Can all the pupils identify the point of view and bias of each writer? (S13)

Comprehension

Background Information

For this task, pupils are required to reread the letters and answer questions about the text. They will need to use skim reading and scanning skills to do the activity.

Teacher Led Activities

Read through and explain the instructions with the class.

Explain that they can find answers to the questions by referring back to the letters by skim reading them and scanning for information.

Discuss the first question. Read the question then ask pupils:

1. Where would you look in the text for the answer?
2. Would looking at just one letter be enough to give an answer? Why? Why not?

Syllabus

S12, S14



Can pupils identify the writer's point of view and bias? (S13)

Language Study

Background Information

To be able to write fluently, pupils must know punctuation rules. This lesson provides revision on how to use commas. The comma is used in written text to ensure that the meaning is clear.

Commas can be used to separate nouns in a list, for example:

My father went to the wharf to pick up my uncle, my aunty, my cousin, John and his friend Helen from the boat.

Commas are also used to separate parts of a sentence to show a pause, or to make the meaning clearer, for example:

Early the next morning, before the sun was up, we set off.

William, who we all called 'Willing Will', was the first to volunteer.

Teacher Led Activities

Discuss the uses of commas. Use examples to help you explain to the class how commas can be used. Refer to some of the reading texts in this unit and ask the pupils to look for commas in the texts and discuss why they are there.

Ask the pupils to complete the task in their exercise books. Remind them that, when commas are used to separate items in a list, there is **no comma before the and** that shows the last item in the list. So we write:

I have four pigs, a dog, three **ducks and** twenty chickens.

Not I have four pigs, a dog, three **ducks, and** twenty chickens

Have pupils write two more sentences of their own using commas to separate a series or list of things.

Syllabus Links

A3, S12, K7



Can all the pupils use commas appropriately in their writing? (S17)

Spelling

Teacher Led Activities

Write the heading **Dictation** on the blackboard and ask pupils to copy it into their exercise books. Explain that pupils will listen to what you read, and write down exactly what they hear. Remind them that this is a test to check that they have learnt their spelling words.

When pupils are ready, read this dictation in a clear voice:

Dictation

1. We always take good **care** of anything **valuable**.
2. I **thought** the fruits were **edible** but they were not.
3. When you say **unfair** things, you may **hurt** other peoples' feelings.
4. Is it **possible** for people to **forget** their own birthdays?
5. We were **ready** to go in as soon as the school gate **opened**.

You may need to read the sentences several times before the pupils are ready to move on.

Mark the dictation and record the pupils' results.

Oral and Writing**Background Information**

There are two different writing activities suggested for today. Firstly pupils are asked to write a letter to the editor on the topic they have been discussing. Secondly they are given time to finish their third person recounts.

You decide whether you have time to do both activities, or whether you will ask them to do one of these for homework.

A Letter to the Editor

Having to write a letter stating your opinions may be quite hard for pupils. However, you can remind them to look at the letters in the text and use these as a model for their writing.

Teacher Led Activities

Read and explain the instructions in the Pupil's Book on page 104.

Explain to pupils that they will be writing letters, similar to the ones in the text, to state what they think about the issue. Remind the class that their letters do not have to be very long. Ask them to make them about the same length as the ones in the text.

On the blackboard, write **discuss**, **think**, **plan**, **draft**, **edit** and **redraft**.

Explain that they will firstly discuss their views about this issue with the person sitting next to them. Then they will think about what to write in their letter.

Next they write the first draft. When completed, instruct them to edit and improve the first draft before proofreading and writing a final draft.

Collect the pupils' writing and mark to assess how well they express their opinions in writing.

If pupils do not complete their letters, you could ask them to finish them for homework.

Publishing their Third Person Recount

Since pupils have worked on this piece of work for several days it is important that their efforts are rewarded. You decide how best to present or publish the finished work. You could display pupils' work, or have them write their finished texts on a separate piece of paper to compile into a class book. They could add illustrations to their published work too. Do you want the pupils to use borders, fancy titles or headings, or colour?

Discuss the pupils' ideas for publishing. Decide on the options pupils have for publication. List these on the blackboard. Allow pupils sufficient time to complete the task.

Reflect on the Unit

In the Pupils' Book there is an activity for the pupils to work through independently, before they move on to the next unit.

This should be done when all their other written work for this unit is completed.

Syllabus Links

S17



Can all the pupils successfully construct an expository text? (S18)

Assessment Activity - Writing Sample

By now you should have completed your writing sample assessment for this unit.

- Have you collected a writing sample for every pupil in the class?
- Have you analysed the writing samples to identify strengths and areas of difficulty and made a record of your analysis in your assessment file?
- Have you had time to meet with each pupil to discuss his or her writing sample?
- Is each pupil clear about what they need to work on to improve their writing?

Reading and Discussion - It's Just Not Fair

Background Information

The theme of this unit is **feelings**. The texts explore the different feelings that young people may experience in different situations. Topics have been selected to help pupils relate the texts to their own experiences. Some of the issues dealt with are complex and difficult. When approaching the topics it is important that teachers are sensitive and careful in class discussions not to embarrass or upset any pupils by forcing them to discuss things that they are not comfortable with.

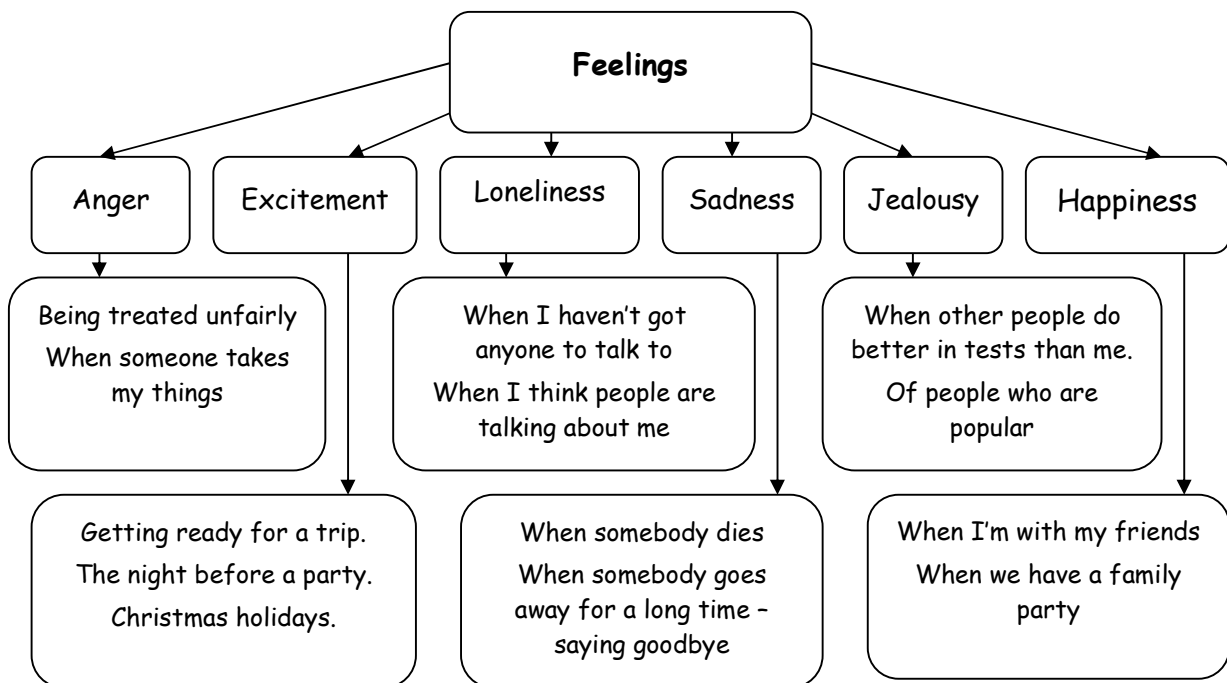
The text in the reader for this unit is a recount about fairness. Fairness is an important issue for primary school children. Children have strong feelings about being treated fairly at home, at school and in social situations. It also touches on other themes, such as, exploitation, sadness, anger and gender inequality.

Introduction to the Unit

As a whole class activity, create a concept map to record what the pupils already know about 'feelings'. Draw the concept map on the board and encourage the pupils to suggest words or events that could be included when talking about feelings.

Here is an example of a concept map drawn up using the following questions:

1. What different feelings have you experienced?
2. What makes you feel this way?
3. What can you do when you feel like this?



Method

- Introduce the unit topic - **Feelings**.
- Revise the features of a recount.
- Read the key words and make sure that the pupils understand their meaning.
- Have the pupils read the text silently.
- Discuss the text.
- Re-read the text as a whole class, allowing the pupils to take turns to read a paragraph at a time.

Teacher Led Activities

Introduce the reading and read through the key words. Explain the meaning of the words and demonstrate the correct pronunciation.

Using the title, ask the pupils to predict the content of the text. Ask them to think about situations in which they might have said, "It's just not fair" themselves, to help them predict what the text might be about.

Ask the pupils to read the text silently.

After reading, discuss the text and ask some questions to check for understanding. You could start the discussion with these questions:

1. Why was Brenda living with her aunt?
2. Why was Brenda jealous of her cousin?
3. Why didn't Brenda attend school?
4. What was Brenda expected to do during the day?
5. Why did the author feel so sorry for Brenda?
6. Do you think Brenda's situation is unfair? Why?
7. How do you think Brenda felt?

Re-read the text aloud again. Have pupils take turns to read a paragraph each.

Syllabus Links

S2, S10



Can all the pupils read a wide range of texts silently and quickly pick out details as required? (S11)

Comprehension**Background Information**

This activity gives pupils practice finding and analysing information from the text.

Method and Teacher Led Activities

- Re-read the text together.
- Organise the class into pairs and ask the pupils to identify the issues and problems faced by Brenda.
- Explain the instructions in the Pupil's Book. Use the example provided to help with the explanation. Remind the class that some events that happened in Brenda's life led to her present problems. The pupil's task is to identify how these events have affected Brenda's life.
- Bring the class together and encourage the pupils to share the ideas they have listed.
- Write the lists on the board and ask pupils to explain their ideas.

Syllabus Links

S10



Can all the pupils read a wide range of text silently and quickly to pick out details as required? (S11)

Language Study**Background Information**

This activity is about changing direct speech to reported speech.

When we quote or write the actual words used by the speaker, we call this **direct speech** and put it in speech marks to show that it is what the person actually said. For example:

"I feel really excited today," said Tom.

"Why are you looking so sad, Sara?" asked the girl.

When we report what has been said we use **reported speech**, which is also called **indirect speech**. For example:

Tom said that he was feeling really excited.

The girl asked Sara why she was looking so sad.

The examples on the next page demonstrate the difference between direct speech and indirect speech.

Example 1

Tom tells Lucas how he is feeling, and then Lucas reports this to their teacher.

**Example 2**

Direct Speech "I saw Julian walking down to the river," said Gareth.

Indirect speech Gareth said that he had seen Julian walking down to the river.

Method

- Use examples to explain the difference between direct speech and indirect speech.
- Read the instructions in the Pupil's Book and explain the activity.
- Use the example provided to explain the task.

Teacher Led Activities

Write some sentences on the board containing direct speech. Use these to explain the following characteristics of direct speech.

- Point out the use of first and third person pronouns.
- Teach pupils how to use speech marks correctly when writing direct speech.
- Teach them that the word **that** is often used to indicate reported speech (He said **that**..., James told me **that**....).

Be careful to punctuate the sentences correctly. Write corresponding indirect speech sentences on the board to explain the difference between direct and reported speech.

| Direct Speech | Reported Speech |
|--|---|
| "I feel so jealous of my cousin," said Brenda. | Brenda told me that she felt jealous of her cousin. |
| "I haven't had time to finish the washing or bath the baby yet," sighed Brenda. | Brenda said that she had not yet finished the washing or bathed the baby. |
| "I was very tired yesterday," said Brenda. | Brenda said that she was very tired yesterday. |
| The speaker is Brenda she uses first person pronouns. Speech marks indicate the words actually spoken. | Third Person pronouns are used when someone else is reporting the speech. No speech marks are used. |

Select a pupil to say something. Write the statement on the board using the conventions of **direct speech**. For example:

"I am very busy today," said Ben.

Ask another pupil to report what Ben said, and record it using the conventions of indirect speech.

Ben said that he was very busy today.

Continue this activity to demonstrate the concept. Focus on how to write and punctuate the speech.

Read the instructions in the Pupil's Book and use the examples to further explain the task. Read through all the direct speech sentences and ask the pupils to complete the activity in their exercise books.

Syllabus Links

K7



Do all the pupils appreciate the many ways in which spoken and written English can differ in terms of style, organisation and choice of vocabulary? (A4)

Background Information

These are the spelling words for this week.

Practise the correct pronunciation of these words so you can help the pupils to hear the different sounds.

Learning the different sounds made by letters and groups of letters helps pupils to pronounce new words. In this activity, pupils learn about some sounds that are made by the letter **y**.

| | |
|---------|---------|
| country | city |
| ferry | cry |
| key | family |
| enemy | memory |
| end | library |

Method and Teacher Led Activities

- Introduce the spelling words, reading each word aloud to show correct pronunciation.
- Ask the pupils to pronounce the words aloud.
- Have the pupils work in pairs to say and spell the words aloud to each other.
- Tell the pupils to copy the spelling list into their exercise books and remind them to use the strategy, **Look, Cover, Remember, Write** and **Check** to learn the words.
- Explain the task in the Pupil's Book, in which the pupils have to find and write words from the spelling list that rhyme with the words in the Pupil's Book.
- You may ask the pupils to add other rhyming words that are not on the spelling list.

Oral and Writing

Background Information

During today's activity the pupils will work in groups to discuss Brenda's situation and possible solutions to her problems.

Method

- Explain the task in the Pupil's Book on page 107.
- Use the example provided to demonstrate what pupils have to do.
- Ask the pupils to copy and complete the table in their exercise books.

Teacher Led Activities

Read the text to the class again.

Organise the class into groups of four.

Ask the pupils to discuss possible solutions to Brenda's problems in their groups. Tell the class to think of ways in which Brenda can help herself. They will also need to think of ways in which they themselves could help Brenda.

Refer to the example in the Pupil's Book and make sure everyone understands the task.

Ask each group to choose a group leader to write down their ideas. Tell the class that at the end of the session, the group leaders will read out their list and explain the group's ideas.

Syllabus Links

S3, S6



Can all the pupils use a range of strategies for checking and giving information? (S4)

Assessment Activity - Oral Observation

Background Information

During this unit, over the next two weeks, you will make an assessment of each pupil's oral, or speaking and listening skills. You will do this by carefully observing each pupil as they take part in oral and discussion activities in their English lessons.

This is the first oral observation you will conduct in Standard 6.

This is the first time you will assess pupils' oral skills. What you record forms a baseline record of each pupil's skills. You will complete one oral assessment each term and compare these to show the progress pupils are making.

Method

Pages 34 - 35 of the Teacher's Guide explain how to conduct your oral assessment. **Read these instructions carefully before planning your assessment.**

Before observing each pupil, reread the notes made by the Standard 5 teacher at their last oral assessment to see how they were performing then. This will help you to see progress and persistent difficulties.

The box below suggests some of the activities from this unit that you might use for your observations.

Suggested Activities for Oral Observation

- Day 1 Small group discussion in Oral and Writing lesson about how Brenda could improve her situation.
- Day 2 Comprehension activity in which pupils discuss the story of *Gelert* in groups of three.
- Day 6 Read their recounts aloud to the class and answer questions.
- Day 7 Small group discussion about why our parents nag us, and the presentation of the groups' ideas to the class.

Reading and Discussion – The Story of Gelert

Background Information

Today's text is an historical recount re-telling the story of Gelert the dog. It is referred to as 'A Legend from Wales'. A legend is usually a story handed down by tradition from earlier times and is sometimes based on an historical event or fact. In this case the story is told as a recount but it is similar to both a narrative and a legend. The historical event discussed happened a long time ago in Wales. Wales is a country in the United Kingdom.

The key theme for this story is **anger**. The Prince reacted hastily and in **anger**. He did not wait to find out what had really happened but quickly jumped to the conclusion that the dog had killed the baby. When he found out the true story he was deeply sorry for what he had done. The message of the story is that it is best not to be hasty when we are angry in case we do things that we regret. If Llewelyn had been less quick tempered the dog would not have been killed.

Note: Llewelyn is pronounced **loo well in**.

Method

- Talk about the title of the text and where it comes from.
- Explain the meaning of the key words.
- Pupils will read the text silently then once again in pairs.
- Discuss the text, focussing on its main message and theme – anger.

Teacher Led Activities

Introduce the reading and discuss the title. Ask questions to find out what the pupils already know about legends. Use a world map and show the pupils the location of Wales.

Read through the key words. Explain the meaning of the key words and make sure the pupils can say them correctly.

Ask the pupils to use the key words in sentences.

Tell the pupils to read the text silently.

Ask the pupils to re-read the text with a partner, taking turns to read a paragraph each.

After reading discuss the meaning of the text. Tell the pupils that this recount has a message for the reader – can they identify what it is?

Write their suggestions on the board and discuss them. Try to agree on the main message of the recount, such as:

We should never act without thinking when we are angry.

Relate this text to the theme of the unit by asking pupils to go through the text and pick out the different feelings mentioned by the author. They should be able to find the following:

| | |
|------------------|--|
| Love | He loved this dog more than anyone. |
| Trust | Gelert was trusted by Llewelyn and his family. |
| Anxiety | Llewelyn was worried about his baby son. |
| Happiness | Llewelyn went off happily knowing that his son was safe. |
| Tiredness | Gelert was exhausted from the fight. |
| Anger | Llewelyn screamed in fury , with a cry of rage ... |
| Regret | Prince Llewelyn felt desperately sorry for what had happened. |

Syllabus Links

S2, S10



Can all the pupils read a wide range of texts silently and quickly pick out important details? (S11)

Comprehension

Method and Teacher Led Activities

- Ask pupils to re-read the text silently.
- Split the class into groups of three and ask them to discuss their ideas about questions 4 - 6 in the Pupil's Book on page 110. You could use this activity as part of your oral observation assessment. Move around the class and observe pupils as they discuss their ideas.
- After the discussion, have pupils work individually to write their answers to the questions in the Pupil's Book using complete sentences.

Syllabus Links

A4, K5



Can all the pupils read and answer questions in complete sentences? (S17)

Language Study

Background Information

In the Language Study activity yesterday, pupils changed direct speech into reported speech. In today's lesson, the pupils are required to change reported speech into direct speech. Look at these examples:

Reported speech Llewelyn said that he was angry and didn't think about his actions.

Direct speech "I was so angry that I didn't think about what I was doing." said Llewelyn.

Method

- Revise the difference between reported and direct speech using the Background Information from yesterday's lesson.
- Read the instructions in the Pupil's Book and explain the activity.
- Go through the examples with the pupils and read through each sentence.
- Allow the pupils to complete the activity in their exercise books.

Teacher Led Activities

Remind the pupils of the different characteristics of **direct speech** and **reported speech**.

Ask them to give you examples to demonstrate the difference between the two. For example: Write a direct speech sentence on the board and select a pupil to change the sentence to reported speech. Repeat the activity beginning with a reported speech sentence.

Read the instructions in the Pupil's Book. Use the examples given in the Pupil's Book to further explain the task. Write these examples on the board.

Ask the pupils to complete the activity in their exercise books. Check that the pupils are completing the exercise correctly and help those who need assistance.

Syllabus Links

A1, K7



Do all the pupils understand ways in which spoken and written English can differ in terms of style, organisation and choice of vocabulary? (A4)

Handwriting**Teacher Led Activities**

Let the pupils work in pairs. Tell them to read the poem in the Pupil's Book aloud to each other. Ask the pupils to copy the poem into their exercise books using their best cursive handwriting. Move around the class as the pupils write. Check pencil grip and posture. Show individual pupils ways in which they could improve their handwriting.

Oral and Writing**Background Information**

During this lesson the pupils will re-write the ending of the recount about *Gelert*. This writing activity allows the pupils to use their own words to rewrite an alternative ending. The pupils should be encouraged to use their imagination to predict other ways in which this story could have ended. It is important that pupils plan and organise their thoughts before they begin to write.

Method

- Discuss pupils' reactions to the recount they have read today – How does it make them feel?
- Discuss possible alternative endings.
- Arrange the class into pairs and explain the task.
- Provide time for the pupils to plan and write the new endings.

Teacher Led Activities

Ask pupils to explain their own responses to the recount they have read today. You could use questions like these to help them:

How did you feel when you read about the fight between *Gelert* and the wolf?

How did you feel when you read about what happened to *Gelert*?

Explain why you felt like this?

What do you think of the prince's actions?

Is the ending of the recount happy or sad?

Write their ideas on the board and ask other pupils to add their own reactions.

Read the ending of the story again to the class. Discuss other possible endings for the legend, for example:

1. How would it have been different if Llewelyn had not been so hasty? He may have realised that *Gelert* had saved his baby and not killed his favourite dog.
2. What if the wolf had won and *Gelert* had been killed?
3. What if the wolf had killed Llewelyn too?

Organise the class into pairs and ask the pupils to plan and write a different ending to the legend. Encourage the pupils to be imaginative and offer assistance where necessary.

Provide the pupils with time to complete the task.

Ask the pupils to read their new endings aloud to the class.

Syllabus Links

A2, S4, S17



Can all the pupils use a talk–draft–edit–redraft process to produce a short piece of writing? (S18)

Reading and Discussion – Who Am I?

Background Information

Today's reading is a narrative about what happened when one family saw themselves in a mirror for the first time. The main theme of the text is about how we see ourselves – or personal identity. Personal identity refers to the way in which a person sees himself or herself. The characters in the narrative view themselves in a mirror and yet they do not realise it is their own reflection that they are looking at. Each character describes the image that they see looking into the mirror.

This story comes from Korea.

The purpose of a narrative is: to entertain; to gain and hold the reader's interest and attention; to extend imagination; sometimes, to teach a lesson.

Method

- Discuss and explore the title of the narrative, 'Who Am I?' Find Korea on a world map and locate the capital Seoul.
- Read through the key words and make sure the pupils understand their meaning before they read the text.
- Read the text aloud to the class. Ask the class to read the text silently then read it aloud to them a second time.
- Encourage all pupils to take part when discussing the text.

Teacher Led Activities

Before Reading the Text

Write the title, 'Who Am I?' on the board. Lead a classroom discussion and encourage the pupils to suggest words to describe themselves. Write their responses on the board.

For example: tall, fit, strong, happy, pretty, tired, young, a big sister, a good friend, a hard working pupil, a good fisherman, a strong swimmer, a funny person.

Ask pupils if they think other people would describe them differently. Encourage the pupils to explain their responses.

Read the key words and make sure the pupils know how to say the words correctly. Help the pupils to find the meanings of the words.

Ask the pupils to use the words in sentences to show that they understand their meaning.

Read the story aloud to the class. Before you read, tell them that there is a mystery object in this story and that they have to guess what it is. When they think they know, they can put up their hand, but they must not tell anyone what they think the object is until the end of the story.

Stop from time to time and ask how many pupils have guessed what this magic piece of glass is. Make sure they do not tell – ask them only to put up their hands if they think they know.

After Reading the Text

Encourage all of the pupils to take part in a discussion about the content of the text.

Here are some questions you could use to help start your discussion. Make up your own questions too. Write the pupils' responses on the board. No answer is wrong.

1. What do you think the story means?
2. Why do you think Kam bought the mirror?
3. Why do you think he kept the mirror in his bag and didn't show it to his family?
4. Why did Kam's family go and see the priest?
5. Do you think the family were foolish? Explain your answer.
6. Does this story have a message for its readers? If so, what is it?

Comprehension**Background Information**

There are two comprehension activities in the Pupil's Book. The first activity gives the pupils practice using the key words to write well-constructed sentences. This helps to identify whether or not the pupils understand the meaning of the words.

The second activity requires pupils to read statements and refer to the text to decide if the statements are true or false.

You could do one of these activities orally and the other as a written task.

Method

- Pupils re-read the text.
- Go through the key words again.
- Provide the pupils with the opportunity of using some of the key words in sentences to show meaning.
- Read the 'True or False' statements with the pupils and explain the task.
- Allow the pupils to complete one of the tasks orally and the other as a written task.

Teacher Led Activities**Activity One**

Review the meaning of the key words with the pupils.

Select one of the words from the key words list and use it in a sentence.

Select another word from the list and choose a pupil to create a sentence using that word.

Ask the pupils to choose six words from the key words list and use them meaningfully in sentences.

Activity Two

Read the 'True or False' statements in the Pupil's Book and ask pupils to refer to the text to help them to decide if the statements are true or false.

Use the first statement as an example to demonstrate the task

Answers

1. False.

2. False.

3. False.

4. True.

5. True.

6. False.

7. True.

8. True.

9. True

Syllabus Links

K1, S10



Can all the pupils use a range of sentence types containing the key words? (S17)

Language Study**Background Information**

Today's activity provides pupils with practice adding suffixes to words to change their meaning. A **suffix** is a group of letters added to the end of a word. For example:

dig + **ing** = digging (-**ing** is the suffix added to dig, it changes the tense of the verb)

bad + **ly** = badly (-**ly** is the suffix added to bad, it changes the adjective to an adverb)

Method

- Revise, explain and demonstrate the use of suffixes.
- Provide examples of suffixes.
- Provide the pupils with practice creating new words by adding suffixes.
- Explain the task to the pupils and make sure they understand what to do.

Teacher Led Activities

Write the word **suffix** on the board and remind the pupils that suffixes are small word parts added to the ends of words to create new words.

Ask the pupils to suggest examples of suffixes. Write these examples on the board and add any of the following to the list.

| | | | | | |
|-------|------|------|-------|-------|-------|
| -ness | -ion | -er | -ing | -ful | -ment |
| -ly | -ist | -ish | -less | -ship | -able |

Write the following words on the board. Ask the pupils to choose suffixes which can be added to each word. There is more than one that can be used in most cases.

| | | | | | |
|--------|-----------|---------|---------|------------|------------|
| beauty | beautiful | | amuse | amusement | amusing |
| joy | joyful | joyless | move | movement | moving |
| work | working | worker | art | artful | artist |
| dance | dancing | dancer | guitar | guitarist | |
| teach | teaching | teacher | act | action | actor |
| happy | happiness | happily | correct | correction | correcting |
| sad | sadness | sadly | enjoy | enjoying | enjoyable |
| dark | darkness | darkish | small | smallish | |

Remind pupils of the conventions of spelling for some words. For example:

- Change the y to an i before adding suffixes to words ending in consonant -y, as in happy / happiness.
- Take off the -e before adding some suffixes to words ending in -e, as in dance / dancing.
- Some final consonants are doubled when adding the suffix -ing, as in dig / digging

Read the instructions in the Pupil's Book on page 114 together. Use the example provided to explain the task.

Read through each sentence and ask the pupils to complete the sentences in their exercise books.

Answers

- | | | |
|----------------|-----------------|--------------|
| 1. strangest | 3. noticeable | 5. hardly |
| 2. foolish | 4. careful | 6. darkish |

Syllabus Links

S15



Can the pupils use a more complex vocabulary? (K1)

Spelling

Background Information

Words ending with -y.

To form the plural of some words ending with -y we just add the suffix -s, for example:

key / keys monkey / monkeys boy / boys

However, for some words ending in -y we drop the -y and add -ies to make them plural, for example:

lady / ladies lorry / lorries carry / carries

Here are some rules:

- a) If there is a **consonant** before the -y, change the -y to an i and add -es.

For example: lorry / lorries lady / ladies

- b) If there is a **vowel** before the -y, just add an -s.

For example: boy / boys, ray / rays

- c) The same applies to adding other suffixes to words ending in -y.

Consonant -y, change -y to -i before adding the suffix:

For example: happy / happily, merry / merrily

Some of the spelling words for this weekend with letter -y.

Method and Teacher Led Activities

- Go through the spelling words again.
- Ask the pupils to try to spell the words without looking at them.
- Revise the rule used for changing singular words ending in -y, to their plural form.
- Use the examples provided in the Background Information to help explain the rules.
- Refer to the activity in the Pupil's Book and explain the task.
- Ask the pupils to complete the activity in their exercise books.

Answers

1. countries 2. cities 3. keys 4. libraries 5. enemies 7. families
8. ferries 9. memories.

Oral and Writing

Background Information

During this lesson the pupils will plan a recount. It is important that the pupils understand that this is to be an imaginative recount. They will need to use their imaginations to describe a series of events which helped Brenda to solve some of her problems.

Method

- Revise the features of a recount, using the information in the introductory pages and the Nguzu Nguzu genre poster.
- Re-read the recount about **fairness**. Discuss the features of a recount as you read the story.
- Read the instructions in the Pupil's Book and explain the activity.
- Use the information provided in the Pupil's Book to revise the structure of a recount.
- Organise the class into pairs and tell the pupils to start planning their recount.
- Ask the pupils to discuss their ideas with their partner.
- Move around the class and provide help when necessary.
- Remind the pupils that they will need to follow their plans when writing the recount.

Teacher Led Activities

As you reread the recount, make some notes on the board to remind the pupils of the purpose and features of a recount including:

- Recounts are usually written in past tense.
- The purpose is to relate events that have happened in an interesting way.
- The events are described in the order in which they occurred.
- Recounts can be written in first or third person.
- Personal thoughts, reflections and opinions can be included.
- The language style is often informal and friendly.

Explain that you want the pupils to write a recount which follows on from the text in the reader, **It's Just Not Fair!**

Tell pupils that they must think about how Brenda's situation might improve and write about some actions that might help her to solve some of her problems.

Remind them to write about Brenda's feelings to relate their text to the theme for this unit.

Syllabus Links

S17



Can all the pupils use a talk – draft – talk – redraft process for their writing? (S18)

Reading and Discussion – Restless Change of Feeling

Background Information

This is a personal recount called, **Restless Change of Feeling**. This text is about a friendship between two boys and it deals with feelings of friendship, companionship, loss and bereavement.

John S. Konainao wrote this recount a long time ago, when he was a student at Su'u National Secondary School. He recalls events of his close friendship with a boy called Patterson.

This topic is one that your pupils will have their own thoughts, ideas and feelings about since friendship is very important for most young people. Try to encourage them to explore their own feelings and share their ideas in response to this text.

Method

- Discuss the title of the text with the pupils and predict what it might be about.
- Talk about the key words and help pupils understand their meaning.
- Ask the pupils to follow the text as you read it out loud.
- Discuss the text and give pupils time to think about the feelings and issues raised.

Teacher Led Activities

Write the title of the text on the board then ask the pupils to predict what they think the text will be about. Record their responses on the board.

You may ask questions like:

What does the word **restless** mean?

What different feelings might it be about? (happiness, sadness, anger, excitement loneliness)

What do you think might happen in this recount?

Tell the pupils that the text is about friendship. Ask them to brainstorm their ideas about what makes a good friend.

Introduce the key words. Ask the pupils to use dictionaries to find their meaning. Ask the pupils to use the words in sentences to show that they understand them.

Have the pupils follow the text silently as you read it aloud.

Find out how much pupils understand by asking questions about the text, for example:

1. How did John feel about his friendship with Patterson?
2. What was so special about this friendship?
3. Why is it a good thing to have a special friend?
4. How do you feel when things in your life change?

5. Is change a good or bad thing? Explain.
6. Have any major changes occurred in your life?
7. How did this recount make you feel?
8. How would you feel if you lost your best friend?

Syllabus Links

S10, S15



Can all the pupils read different genres of written English and understand different contexts and the ways in which the text's form and style are determined by the proposed purpose (A1)

Comprehension

Method and Teacher Led Activities

- Ask pupils to re-read the text.
- Read the instructions in the Pupil's Book.
- Explain to the pupils that they are to look through the recount and identify and list all the good things John described about his friendship with Patterson.
- Organise the class into pairs and ask the pupils to write their list into their exercise books.
- Then ask them to write a couple of sentences about **what makes a good friend?** They can include ideas from the text, ideas from your discussion earlier and some of their own ideas too.

Syllabus Links

A4



Can all the pupils read and quickly pick out details required? (S11)

Language Study

Background Information

There are two language study activities in the Pupil's Book that develop the work you started yesterday on adding suffixes to words. The first activity requires the pupils to change nouns to adjectives by adding appropriate suffixes. In the second they have to change nouns to verbs by adding suffixes.

It is possible to change nouns into adjectives and verbs simply by adding a suffix.

Here are some examples:

| Noun | Suffix | Adjective |
|----------|--------|------------|
| accident | -al | accidental |
| anger | -ry | angry |
| athlete | -ic | athletic |
| peace | -ful | peaceful |
| beauty | -ful | beautiful |
| attract | -ive | attractive |
| thirst | -y | thirsty |
| danger | -ous | dangerous |

| Noun | Suffix | Verb |
|----------|--------|-------------|
| category | -ise | categorise |
| hospital | -ise | hospitalise |
| colony | -ise | colonise |
| length | -en | lengthen |
| beauty | -ify | beautify |
| critic | -ise | criticise |
| moisture | -ise | moisturise |
| modern | -ise | modernise |

Method and Teacher Led Activities

- Revise the definition of a suffix.
- Use the examples provided in the Background Information to show how nouns can be formed into adjectives or verbs when suffixes are added.
- Write the nouns on the board and write the suffixes on the other side of the board. Ask the pupils to choose the correct suffix to add to the noun to form an adjective.
- Repeat this activity using suffixes to form verbs.
- Refer to the activity in the Pupil's Book on page 117. Explain the task to the pupils and ensure they understand what is expected.
- Ask them to complete the activity in their exercise books.

Answers

Activity 1

- | | | | |
|--------------|--------------|----------------|--------------|
| 1. friendly | 4. hopeful | 7. comfortable | 10. truthful |
| 2. lovely | 5. dangerous | 8. peaceful | 11. thirsty |
| 3. beautiful | 6. stormy | 9. faithful | 12. windy |

Activity 2

- | | | | |
|-------------------------|--------------|--------------|--------------|
| 1. beautify | 4. brighten | 7. golden | 11. solidify |
| 2. sympathise | 5. fertilise | 8. magnetise | 12. lighten |
| 3. terrify or terrorise | 6. shorten | 9. soften | |
| | | 10. widen | |

Syllabus Links

K1



Do all the pupils understand the meaning of the terms verb, noun and adjective? (K8)

Spelling**Method**

- Read through the spelling words again with the pupils.
- Make a crossword on the board.
- Have the pupils use their spelling words to make a crossword in their books.
- Remind the pupils to learn their spellings in preparation for a dictation text tomorrow.

Teacher Led Activities

Remind the pupils how to make crosswords by linking words on a grid. Play a game using the theme for the unit as the basis for building up a crossword on the board. Draw a 12 x 12 grid on the board and write the word **feelings** in the grid as shown.

Ask pupils to take turns to come up to the board and add any words of their own to the grid. Their words must all be related to the topic. Each word must link with another word already on the grid but it must not link with any other words unless it shares a letter.

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | u | n | f | a | i | r | |
| | | | | | | | | n | | | s |
| m | | f | e | e | l | i | n | g | s | | o |
| i | | e | | | o | | | r | | | r |
| s | a | d | | a | n | n | o | y | | | r |
| e | | a | | | e | | | | s | h | y |
| r | | r | | | l | o | s | s | | a | |
| y | | | t | | i | | | | | p | |
| | f | r | i | e | n | d | s | h | i | p | |
| | u | | r | | e | | | | | y | |
| | r | | e | | s | | | | | | |
| | y | | d | | s | o | r | r | y | | |

The finished grid might look like this one:

Allow pupils time to make their own crossword from this week's spelling words. Encourage them to try to use all of the spelling words. They may have several attempts. This allows the pupils practice in writing the words while they are involved in a fun activity.

Oral and Writing

During today's lesson the pupils are going to write the first draft of their recounts. The Teacher Led Activities are designed to help them broaden their vocabulary to include useful sentence starters and words that will make their recounts more lively and interesting.

Method

- Revise the language features of a recount.
- Refer to the instructions in the Pupil's Book and explain the task.
- Give the pupils time to discuss each other's plans in pairs.
- Allow the class time to write the first draft of their recount.
- Provide assistance where necessary.

Teacher Led Activities

Ask the pupils to recall some features of a recount. Write their points on the board.

They should by now be very familiar with the structure of a recount and should be able to tell you the different sections it includes. They should also be able to tell you that a recount is written in the past tense, that is may be written in the first or third person, that it has a specific order of events and that it often includes personal responses to events.

Explain that pupils are going to draft their recounts today and that as they write you want them to think carefully about the language and vocabulary they use.

Tell them that their writing will be much more interesting if they use a variety of vocabulary.

Prepare them for this by writing the passage on the right on the board.

Ask one pupil to read out the text and ask the class to say what they think of it. It is boring because it does not use many interesting words.

Yesterday I went to Honiara. I went shopping with my friend. We went to the market first, then we went to the NPF plaza. My friend said that she wanted to go to Island Clothing. I said that I did not like anything in Island Clothing. Then we went to XJ6. Then my friend said she was tired so then we went to the plaza and had a coconut to drink. Then I remembered I had to do some jobs for my Mum, so we went home.

Pick out the words **went**, **said** and **then** which are used many times in the text and ask pupils to suggest other words that could be used instead, to make it more interesting.

Change the text and see how much better it sounds when we replace only these three words with other words. Use the pupil's suggestions. Your edited text might look like this:

Yesterday I **visited** Honiara. I went shopping with my friend. We **started at** the market first, **after that** we **strolled** to the NPF plaza. My friend **explained** that she wanted to go to Island Clothing. I **replied** that I did not like anything in Island Clothing. **Next** we **crossed over** to XJ6. **In a while** my friend **complained that** she was tired so **immediately** we **hurried** to the plaza and had a coconut to drink. **Suddenly** I remembered I had to do some jobs for my Mum so we **rushed** home.

Turn to page 118 of the Pupil's Book and discuss the vocabulary suggestions there. These are all different ways of saying, **said**, **went** and **then**.

Ask the pupils to use some of the words in sentences orally before they start their writing. They should refer to the Pupil's Book for ideas as they write.

Give the pupils time to write the first draft of their recount.

Syllabus Links

A2, S18



Can the pupils select suitable vocabulary to make their writing interesting to the reader? (K1)

Reading and Discussion – An Impossible Choice**Background Information**

Today's text is a recount called, **An Impossible Choice**. It is based on a legend from Papua New Guinea, told by Ronah Nicodemus and Helen Kusa. A legend is a story from long ago. Legends can be about famous heroes or famous places and they may be partly true. Legends can also be used to convey messages or lessons.

The main theme of the recount is **jealousy**.

Some of the terms used in the recount are taken from PNG Pijin or Papua New Guinean languages. Here are explanations for these terms to help you as you read and explain them to the class.

| | | |
|--------|---|------------------------|
| kaukau | potato | (pronounced as kaokao) |
| kumu | vegetables | |
| bilum | carrying bag or string bag | |
| kunai | a type of grass used for roofing in some parts of PNG | |

Method

- Before reading the recount, discuss the title.
- Go through the key words and make sure the pupils understand their meaning.
- Encourage the pupils to use the words correctly in sentences.
- Provide the pupils with time to read the recount silently.
- Re-read the recount aloud to the class.
- Discuss the text.

Teacher Led Activities

Write the title **An Impossible Choice** on the board. Ask the pupils to suggest what it might mean. Encourage them to think of a time when they were required to make a difficult choice. Ask the pupils to share their thoughts with the class. Ask the class to suggest some things in life where a choice would be difficult.

You could use the following examples:

Making a choice between staying at home with your family or going to another country to study or work.

Making a choice about which secondary school to go to.

Making a choice between two friends who do not get on together.

Read through the key words. Ask the pupils to use a dictionary to find the meaning of the words.

Ask the pupils to use the words correctly in sentences.

Ask the pupils to read the text silently. It is a long text so you will have to allow plenty of time for them to read.

Read the text again aloud to the class and ask the pupils to follow silently.

Discuss the text and ask some questions to check comprehension, such as:

1. Why was Mandaiwan so proud of her son?
2. Was he a good son? How do we know this?
3. How did Kaimon feel about Waka's mother?
4. Why do you think she was jealous of her?
5. What sort of person is Kaimon?
6. What did Kaimon want Waka to do once they were married?
7. How do you think Waka would feel when faced with this choice?
8. What advice would you give Waka if he asked for your help?

Syllabus Links

A1, S6



Can all the pupils read a range of texts and identify the main ideas and relevant details? (S10)

Comprehension

Background Information

In this activity, pupils are asked to predict and compose the ending of the story.

Method and Teacher Led Activities

- Ask the pupils to read the recount again.
- Explain the activity in the Pupil's Book on page 120.
- Organise the class into pairs and ask them to discuss different ways in which the story might end.
- Ask the pupils to write their chosen ending in one or two paragraphs in their exercise books.

Syllabus Links

A2



Can all the pupils compose a suitable ending for the text? (S17)

Language Study

Background Information

Today there are two Language Study activities in the Pupil's Book on page 121.

The first activity requires pupils to change verbs to nouns by adding the suffixes **-ion** and **-ment**. These suffixes are noun-forming suffixes. Some examples are provided on the following page.

The second activity asks pupils to find synonyms for some of the words found within the text. A synonym is a word with a very similar meaning.

Noun Forming Suffixes

| | Suffix | Noun |
|---------|--------|-------------|
| exhaust | -ion | exhaustion |
| create | -ion | creation |
| develop | -ment | development |
| invent | -ion | invention |

| Verb | Suffix | Noun |
|--------|--------|------------|
| excite | -ment | excitement |
| enjoy | -ment | enjoyment |
| amuse | -ment | amusement |
| reject | -ion | rejection |

Method

- Revise verbs and nouns.
- Demonstrate the way in which a verb can be changed into a noun by adding a suffix.
- Provide examples to explain this concept.
- Revise synonyms.
- Explain the activity in the Pupil's Book.

Teacher Led Activities**Activity 1 Noun-Forming Suffixes**

Ask the pupils to give examples of nouns. Write these on the board. Remind the class that nouns are naming words.

Ask the pupils to give some examples of verbs. Write these on the board and remind the class that verbs are action words, that may describe thinking, saying or doing.

Write some simple sentences on the board using nouns and verbs. Ask the pupils to identify the nouns and verbs within the sentences, for example:

Waka introduced himself to the girl.

(**Nouns** - Waka, girl) (**Verb** - introduced)

Waka helped his mother to load the food.

(**Nouns** - Waka, mother, food) (**Verbs** - helped, load)

Explain how verbs can be changed into nouns by adding suffixes. Write the following suffixes on the board and explain that these suffixes are known as noun-forming suffixes.

-ion

-ment

-or

-ness

-er

Use the examples provided in the Background Information to demonstrate this concept. Use each of the new nouns formed in sentences and make sure pupil can identify them as nouns.

Refer to the activity in the Pupil's Book and explain the task. Ask the pupils to complete the activity in their exercise books.

Activity 2 Synonyms

Write the word **synonym** on the board and ask the pupils to recall what it means.

They should be able to tell you that synonyms are words with similar meanings.

Write the some words on the board and ask the pupils to think of synonyms for these words, you could use the examples below:

big - enormous, huge

loyal - true, steadfast

wander - roam, ramble

happy - pleased, glad

custom - habit, ritual

weary - tired, exhausted

aid - help, assist

kind - thoughtful, nice

terror - fear, fright

teach - train, instruct

strong - powerful, muscular

Read the instructions in the Pupil's Book on page 121 and explain the activity before pupils complete it on their own.

Spelling**Background Information**

A dictation test is a good way to evaluate pupils' progress in spelling. In a dictation, the spelling words are put into sentences and the pupils write the sentences word for word. It is important that you read the sentences slowly and clearly. You may read them several times. The first time you should read the whole passage. Then read each sentence one at a time, perhaps breaking it into two parts. After you have finished reading all the sentences, read the passage through one more time slowly.

Method

- Tell the class that you will be giving them a dictation test to see how well they have learnt their spelling words.
- Explain that you will be reading some sentences containing the spelling words.
- Ask the pupils to write the date and the heading **Dictation** in their exercise books.
- Tell the pupils to listen carefully as you read each sentence clearly and slowly.
- Read each of the sentences in the box on the right twice.

Dictation

1. Waka took his **family** from the **country** to the **city** for a week to visit an old friend named Jack.
2. Jack had once been an **enemy** but when he saw Waka again he gave a happy **cry**.
3. While they were in the city, Waka took his family for a ride on a **ferry**.
4. They visited a **library** and a park and they saw many shops and cars.
5. At the **end** of the week, Waka gave Jack a **key** to his house and asked him to come and visit at any time.
6. Waka's children each had a special **memory** of their trip to the city.

Oral and Writing**Background Information**

Writing is a process that involves discussion, planning, drafting, proofreading, editing and sometimes, publishing. Over the last few days, the pupils have been involved in the process of planning and writing a recount about the way in which they could help Brenda. Today they are going to proofread and edit their drafts.

Method

- Give the pupils time to finish drafting their recounts if necessary.
- Read and explain the proofreading and editing guidelines in the Pupil's Book on page 121.
- Allow the pupils to edit their work with a partner.
- Encourage and assist them with the editing process.

Teacher Led Activities

Tell the pupils that during today's lesson they will proofread and edit their first draft before writing the final draft of their recount. Read through the guidelines in the Pupil's Book and make sure pupils understand each step.

Organise the class into pairs and ask the pupils to proofread and edit their partner's work. Move around the classroom and assist with the editing.

When pupils have finished editing, allow them to begin writing their final draft. Remind the pupils to use cursive writing when writing their final draft.

Syllabus Links

A2



Can all the pupils use a draft – edit - redraft process in preparing a piece of writing? (S18)

Reading and Discussion – Dear Granny

Background Information

Today's text, **Dear Granny**, is a transactional text. A 'Dear Granny' page may be found in a newspaper or magazine. It is like a problem page, where readers can write to express their concerns. Granny replies to the letters and tries to offer possible solutions to their problems. In this example young people are writing about their problems relating to school. Pupils in your class should easily be able to relate to the problems and may share some of these concerns themselves.

Notice that the people writing the letters do not use their real names. People who write for advice often make up a name so that their friends who also read the magazine or newspaper will not know that the letter is from them. They want to remain anonymous.

Method

- Introduce the text and explain the purpose of a 'Dear Granny' page.
- Allow the pupils to read the text with a partner, then aloud with the class.
- Discuss the text.

Teacher Led Activities

Introduce the text and ask pupils where they might see this kind of text. Ask what they think the purpose of a 'Dear Granny' page is. Explain that these types of pages can be found in magazines and newspapers. Readers write in and request advice about their problems. Ask the class to suggest other people who might be asked to give advice on a problem page. Here are some suggestions:

Dear Doctor

Dear Teacher

Dear Vet

Dear Pastor

Ask the pupils to read the text with a partner. One person can read the problems, the other can read the answers.

Re-read the text aloud as a whole class activity. Choose individual pupils to read out the problems and choose others to read out Granny's answers.

Talk about the text and ask some questions to check for understanding such as:

1. What is Miss Baby Sitter's problem?
2. Why do you think Ms. Too Young might be homesick?
3. What advice did Granny give to Ms. Too Young?
4. Do you think this is good advice? Why?
5. In what way does Mr. Fearful think he could disappoint his parents?
6. If you were Granny, what advice would you give Mr. Fearful?
7. Do you have similar problems to the ones described in the text?
8. Has anyone ever asked you for advice? How did you help?

Syllabus Links

S4, S11



Can all the pupils read, understand and identify the main ideas of the text? (S10)

Comprehension

Method

- Revise the meaning and purpose of a summary.
- Read through the instructions, study the example and make sure pupils understand the task.
- Ask the pupils to write their summaries in their exercise books.

Teacher Led Activities

Write the heading **Summary** on the board and ask pupils to explain what it means. They should be able to tell you that a summary is a short version of the text that includes only the main ideas.

Put the short text on the right up the board and ask one pupil to read it aloud.

Tell pupils to read it again silently and think about the **main problem** which Ms. Can't Keep Up has. Ask them to note down the **main idea** of the letter in their exercise book in only one sentence.

When they have finished ask different pupils to read out their sentences.

Discuss what details they have left out and how they have worded the main idea of the letter.

Now look at the example in the Pupil's Book on page 123. Explain the task and allow the pupils time to reread the text and summarise each letter in one sentence.

Dear Granny,

I am having problems at school. I used to do well in my lessons but this year I have a different teacher and I cannot always understand what she is saying. She speaks English all the time and sometimes she talks very fast and I cannot follow. I often have trouble finishing my work in time and I am afraid that I will start to fall behind.

Yours Truly,

Ms. Can't Keep Up

Syllabus Links

A4, S10



Can the pupils read and use a variety of sentence types for their writing? (S17)

Language Study

Background Information

This activity provides the pupils with practise adding prefixes to words.

A **prefix** is a group of letters which can be added to the **beginning** of a word to change its meaning. It is possible to form opposites for some words simply by adding a prefix.

Study the examples on the following page.

| Word | Prefix | Opposite |
|----------|--------|------------|
| correct | in | incorrect |
| prepared | un | unprepared |
| happy | un | unhappy |
| agree | dis | disagree |
| usual | un | unusual |

| Word | Prefix | Opposite |
|----------|--------|------------|
| pleasant | un | unpleasant |
| patient | im | impatient |
| possible | im | impossible |
| obey | dis | disobey |
| behave | mis | misbehave |

Like the suffixes pupils have already studied, these prefixes are **not** interchangeable and there are no real rules about which one is used with which word – pupils just have to learn this through experience.

Method

- Revise the meaning and purpose of prefixes.
- Demonstrate with examples how prefixes can be added to words to form opposites.
- Explain the task and demonstrate using the example in the Pupil's Book on page 123.
- Help those pupils who may need extra assistance.

Teacher Led Activities

Ask the pupils to tell you what a **prefix** is. What is the opposite of a prefix? (**a suffix**)

Ask them to give you some examples of prefixes. Write these examples on the board and remind the pupils that a prefix is a letter or group of letters placed at the beginning of a word to form a new word, or change the meaning of the word.

Refer to the table in the Background Information. Use the prefixes and words provided to demonstrate how **some prefixes when added to words can form opposites**. Write the following prefixes on the board:

in- un- im- dis- mis-

Explain that all these prefixes have the same meaning – **not**.

unclear means not clear

disagree means not agree

impossible means not possible

Write the words listed in the table on the board. Ask the pupils to select the appropriate prefixes to add to the words to form opposites.

Ask the pupils to think of other words that become opposite when prefixes are added. Write these examples on the board. You could make a word chart to display in the class. Some examples for you to use are given on the table on the following page.

Read the instructions in the Pupil's Book and explain the task. Ask the pupils to complete the activity in their exercise books.

| Prefixes meaning 'not'; these change the meaning of the word to its opposite | | | | |
|---|-------------|------------|--------------|---------------|
| in- | un- | im- | dis- | mis- |
| indirect | unusual | impossible | disadvantage | misplace |
| independent | unconscious | immobile | disbelief | misfortune |
| inactive | uncertain | impatient | disallow | misunderstand |
| insecure | unafraid | immature | disobey | misuse |
| insane | unfit | impure | discount | mistrust |
| invisible | uneven | impolite | disarm | |
| | untie | | disagree | |
| | unselfish | | disembark | |
| | unequal | | | |

Syllabus Links

A4, K1



Do all the pupils understand how to make antonyms (opposites) by adding prefixes? (K2)

Spelling

Method

- Look at the spelling words for this week.
- Give the pupils practice pronouncing the words, spelling the words and using them in sentences.
- Encourage the pupils to use the spelling strategy to help them learn the words.

| | |
|------------|------------|
| everybody | everyone |
| everything | everywhere |
| somebody | something |
| sometimes | somewhere |
| anybody | nobody |

Teacher Led Activities

Read through the spelling words. Ask the pupils to repeat the words after you, using correct pronunciation.

Ask the pupils to identify any words that they do not understand. Explain the meaning of these words. The pupils should be familiar with these words as they studied them in Unit 3 when they were working on indefinite pronouns.

Tell the pupils that the spelling words for this week are compound words. Explain that compound words are formed when two words are joined together to make one new word.

Write the spelling words on the board and demonstrate how each word consists of two smaller words. In pairs, give pupils time to practise spelling the words correctly. Remind the pupils of the spelling strategy, **Look**, **Cover**, **Remember**, **Write** and **Check**.

Refer to the task in the Pupil's Book. Ask the pupils to write five complete sentences using two or more spelling words in each sentence. Look at the example provided in the Pupil's Book. Write the example on the board and use this to explain the task.

Oral and Writing

In today's lesson the pupils are going to present their recounts to the class. This activity provides them with an opportunity to read aloud to an audience.

The pupils should be encouraged to read loudly, clearly and confidently.

The audience should listen carefully and think of questions to ask at the end.

Method

- Provide time for the pupils to complete their final draft.
- Allow a few minutes for the pupils to read through their recounts and to prepare for the presentation.
- Refer to the Pupil's Book and go through the tips listed on page 124.
- Demonstrate these tips and model this activity by reading aloud to the class.
- Ask the pupils to present their recounts. The pupils may present to the whole class or to small groups.

Teacher Led Activities

Tell the pupils that you are giving them some time to complete their recounts if they have not done so already. Tell the pupils to read and check their recounts before presenting them to the whole class.

Read the instructions in the Pupil's Book. Refer to the tips listed and write these on the board. Discuss each tip.

Using a piece of text, read aloud to the class demonstrating a confident, clear and loud presentation. Tell the pupils that each child is expected to stand up and read his/her recount aloud.

Remind the other pupils to listen carefully and to think of some questions that could be asked when the presenter finishes his/her presentation. Tell the pupils that the questions must be based on the presenter's recount. Limit the questions to two or three per presenter. If pupils do not think of any questions, you could ask some.

You could observe the presentation of their texts and the question and answer sessions that follow as part of an oral observation assessment for this unit.

Syllabus Links

S9, S4



Can all the pupils read their text to the class and then answer questions confidently? (S8)

Assessment Activity – Oral Observation

By today you should have almost completed your observations of oral and discussion activities. Spend some time looking at your notes on each pupil. Using the checklist on page 35 write your observations in your record book or assessment file. Make a note of areas in which each pupil needs to improve.

Between now and the end of this unit you should sit down with each pupil and explain what you have observed about his or her oral skills.

Make sure each pupil is clear about his or her strengths and weaknesses and discuss ways in which they can improve their speaking and listening skills.

Reading and Discussion - Stop Talking - I Want to Grow Up!

Background Information

Today's text, **Stop Talking - I Want to Grow Up!** deals with some relationship issues between parents and children. The parents are shown to be nagging their children about their behaviour and the children appear to be tired of receiving advice.

Parents often feel that it is their job to make sure children are given good advice, which will help them when they are older. Children often feel that their parents talk too much and they get fed up with being told what to do. Again this theme is one that the pupils should be able to relate to very well. Try to encourage them to talk about their own experiences in discussion. You should also help them to see that there are two sides to the story and try to understand why parents sometimes seem to be nagging all the time!

The text is written as captions contained within speech bubbles.

Captions are used to inform, describe and explain things - they show what a person is saying. Captions are usually attached to pictures or displays and are also used in cartoons.

Method

- Talk about the title of the text and the way it is presented in speech bubbles.
- Introduce the text with a discussion about growing up.
- Read through the key words. Ask the pupils to use dictionaries to find the meaning of any difficult words.
- Read the text together.
- Ask some simple questions to find out how well the pupils have understood the ideas in text.

Teacher Led Activities

Ask the pupils to look at the text. Tell them to look at the title, at how the text is presented, to look at the pictures of the characters and the speech bubbles. Before they read, ask them to tell you what they think the text might be about.

Explain that the main theme of this text is the way in which parents sometimes seem to be nagging their children all the time and telling them off.

Have a discussion about this idea and ask pupils to tell you their own experiences. You may wish to use the following questions to lead the discussion:

Do you sometimes have arguments with your parents?
What about?

Do you get angry with your parents?

Why do you think your parents want to give you advice?

Do you think they are right to try to help you grow up?

Syllabus Links

A5, A1



Can all the pupils read the text and identify the main idea? (S10)

Comprehension

Teacher Led Activities

Refer to the activity in the Pupil's Book on page 126. Read through the instructions and organise the class into small groups of three or four. Ask the pupils to read the text again.

Write the questions from the Pupil's Book on the board.

Tell the pupils that they are to discuss these questions within their group. Ask the pupils to choose a group leader to record their ideas.

Encourage the pupils to use the questions provided in the Pupil's Book to help them complete the task. Provide the pupils with enough time to complete the activity. Ask each group leader to present the ideas of the group.

Move around the groups as they talk. You could use this activity to complete your oral observation assessments for the unit.

Syllabus Links

A4



Can all the pupils read a wide range of texts to identify the main ideas? (S10)

Language Study

Background Information

In this activity the pupils find words from the text that have similar meanings (synonyms) to the words listed in the Pupil's Book on page 126. This activity gives the pupils practice locating information from the text and at the same time broadens their vocabulary.

Method and Teacher Led Activities

Remind the pupils that a synonym is a word with a similar meaning to another word. Read through the instructions in the Pupil's Book and then the list of words. Think of some synonyms together.

Tell the pupils to copy the words from the list into their exercise books. Ask them to find words from the text that have similar meanings (synonyms) to the words listed. Tell them to add other synonyms if they can think of any.

Answers

- | | | | |
|-------------|-------------|---------|-------------|
| 1. dreadful | 3. tidied | 5. know | 7. properly |
| 2. finished | 4. straight | 6. rule | 8. now |

Syllabus Links

K1



Can all the pupils find synonyms for the words from the text? (K2)

Spelling

Method and Teacher Led Activities

- Say and spell the spelling words with the pupils again.
- Briefly revise compound words.
- Read the instructions in the Pupil's Book. Tell the pupils to find and write ten more compound words.
- Ask the pupils to write these words in their exercise books and to use a dictionary to find the meaning of the words.

Oral and Writing

Background Information

Today the pupils will write a letter to Dear Granny. They will need to be imaginative and think of a problem that they would like answered. This could be about school work like the examples in the Day 7 text. Alternatively, you could use the writing activity to develop the theme of today's text more and ask pupils to write about problems they may have at home with their parents.

The pupils will then exchange their letters, take on the role of Granny and write a response to solve each other's problems. This should be a fun and light-hearted activity.

Method and Teacher Led Activities

- Refer to the instructions in the Pupil's Book and explain the task.
- Tell the pupils that they will need to think of a problem. Remind the class that their problems do not have to be real. They can use their imagination and pretend to have a problem. Explain that they will also write answers for each other's problems.
- Arrange the class into pairs and allow time to draft letters explaining their problems.
- Ask each pair to swap their letter with another pair.
- Explain that they will now take on the role of Granny and write a reply offering advice or help to solve the problem.
- Give the pupils enough time to complete their second letter.
- Move around the class and offer assistance as needed. Make sure each pair has time to read the reply to their letter too. You could display the finished letters in the classroom.

Syllabus Links

A2, S16



Can all the pupils use a talk – draft – talk – write process to complete a short letter? (S18)

Reading and Discussion – Feeling Depressed?

Background Information

Today's reading is a factual report providing information about depression. This text offers an explanation about why young people get depressed. It also describes how we might tell if someone is depressed. This is a serious topic, which does affect young people. Discuss it with them in a sensitive way.

Feeling Depressed is an information report. An information report:

- gives factual information;
- is often (but not always) written in present tense;
- may contain subheadings to organise the information;
- sometimes includes diagrams to present information.

The structure of a typical information report is:

| | |
|-----------------------------|--|
| Title | |
| General Introduction | A general statement that defines the topic. |
| Factual information | Information organised into paragraphs about particular issues, concepts or characteristics of the topic. Sometimes uses subheadings and diagrams. |
| Concluding Statement | A final paragraph that sums up the important facts. |

Method

- Introduce the text and lead a classroom discussion about **depression**.
- Explain the meaning of the key words and make sure that the pupils can pronounce them correctly.
- Read the text with the pupils and ask questions to find out their level of understanding.

Teacher Led Activities

Write the word 'depression' on the board and ask the pupils to suggest what it means. Write their responses on the board. Explain the meaning and ask the pupils to suggest reasons why some people may sometimes feel depressed.

Encourage the pupils to participate in the discussion. The following questions may help with the discussion:

1. How can we tell if someone is depressed?
2. What sort of feelings do people experience if they are depressed? (loneliness, desperation, fear, unhappiness, wanting to be alone)

Explain that these feelings are quite normal for us all at some time in our lives.

Only when they go on for a long time do we think of them as something as serious as depression.

How can we help people who may be feeling a bit down to feel better?

Talk about the key words and model the correct pronunciation. Ask the pupils to pronounce the words correctly. Help the pupils to find the meaning of the words and ask them to use the words in sentences.

Allow the pupils time to read the text quietly to themselves then ask them to read it aloud.

Reinforce the pupils' understanding of the key words by showing how the words have been used in the text.

Discuss the reading and ask some questions to check for understanding.

Syllabus Links

A4



Can all the pupils read a factual report and understand how the form and style is determined by the purpose of the text? (A1)

Comprehension

Background Information

The purpose of this activity is to encourage the pupils to study the text in detail and pick out specific information.

Method

- Read the instructions in the Pupil's Book.
- Tell the pupils to read through the text again silently, a paragraph at a time, as they work through the activities.
- Allow the pupils time to complete the tasks.

Syllabus Links

S10



Can all the pupils read and select the right information from the text? (S11)

Language Study

Background Information

Today's activity is about synonyms or words with a similar meaning.

Method and Teacher Led Activities

- Revise the meanings of synonyms using appropriate examples.
- Read the instructions in the Pupil's Book on page 128 and explain the activity.
- Read through the list of words and ask the pupils to complete the activity in their exercise books.

Answers

depression / sadness
provide / supply

rapidly / quickly
develop / make

defend / protect
patient / tolerant

seriously / badly
imagine / think

Syllabus Links

K1



Can all the pupils understand the meaning of the term 'synonym'? (K2)

Spelling**Background Information**

This activity reinforces the pupils' understanding of compound words. The pupils are required to break each compound word into two smaller words and identify the meaning of the smaller words.

Method and Teacher Led Activities

- Read through the spelling words again.
- Organise the pupils to work in pairs and ask them to practise spelling the words. Remind them to use the strategy, **Look, Cover, Remember, Write** and **Check** when learning the words.
- Read the instructions in the Pupil's Book. Use the example provided to explain the task. Tell the pupils to use a dictionary to find the meaning of the each word.
- Ask the pupils to complete the activity in their exercise books.

Oral and Writing**Background Information**

Dramatising or acting out a story is a good way of finding out if the pupils have understood what they have read and of presenting ideas in a different way.

During today's lesson, the pupils will write a short script of a conversation between a parent and a child and then act out their script for the rest of the class.

During their presentations pupils will focus on using intonation and expression to support the meaning of their script.

Method

- Refer to the reading in the Pupil's Book on Day 7.
- Explain what is meant by 'dramatisation'.
- Talk about the possible conversations that could occur between children and parents on occasions such as those presented in the text.
- Model a conversation between a parent and a child.

- Help the pupils understand how to act a role.
- Give the pupils time to write their scripts and practice their role-play.
- Offer assistance with the planning process.

Teacher Led Activities

Ask the pupils to look at the reading **Stop Talking- I want to Grow Up!** Refer to the activity in the Pupil's Book on page 128 and explain the task.

Tell the pupils that they will be working in pairs and acting the role of either parent or child. Explain that their task is to act out a conversation between a parent and a child, such as mother and daughter, father and daughter, father and son, or mother and son.

Ask the pupils to think about the feelings of each character in the family.

For example: How would the parent be feeling? (angry, impatient, concerned)

How would the child be feeling? (fed up, tired, rebellious)

Tell the pupils that the conversations are to centre on the parent offering advice or asking questions. The child will need to respond. Remind the pupils that they may use some of the dialogue in the text, but that they should add their own ideas too.

Demonstrate the task using one pupil from the class. Act out a possible conversation between a parent and a child. Remind pupils about using expression and the tone of their voice to make what they say more meaningful. You could use the example on the right.

Organise the class into pairs and tell the pupils they will need to plan and write a script for their dramatisation.

Give the pupils time to write their script and practise their dramatisation. Tomorrow they will present their short dramas to the class.

| | |
|---------|--|
| Mother: | Go to bed now! It's already half past nine. You'll be too tired for school in the morning. |
| Son: | I can't go to bed yet because I haven't done my homework. |
| Mother: | You should have started your homework earlier. What have you been doing all evening? |
| Son: | I was listening to some music. |
| Mother: | You call that music? It sounds like a dreadful noise to me. |
| Son: | I like this music. Everyone at school listens to this music. |
| Mother: | I don't want to hear about it. Go to bed now! |
| Son: | It's not fair. I never get to do anything I like. And what about my homework? |

Syllabus Links

S5, S6, K5



Can all the pupils present a short scripted play to the class? (S8)

Reading and Discussion – Smiling is Infectious**Background Information**

This poem is about feeling happy. It describes the good feelings that are created and passed on, when people smile at each other.

Method

- Discuss the title with the class.
- Encourage the pupils to predict what the poem will be about.
- Ensure that pupils understand the meaning of all the key words and help them to pronounce these words correctly.
- Read the poem to the class and allow time for the pupils to reflect upon the images and ideas presented in the poem.
- Encourage the pupils to share their thoughts and ideas about the poem.

Teacher Led Activities

Write the title, **Smiling is Infectious** on the board. Ask the pupils to suggest a meaning for the word 'infectious'. Explain the meaning of the word and ask the pupils to think of ways to use the word in sentences. Write the sentences on the board.

For example: My cough is infectious.

Chicken Pox is an infectious disease.

Discuss the title of the poem with the class. You may wish to use the following questions to help explain the meaning of the title:

1. In what way is smiling infectious?
2. What does the title, 'Smiling is Infectious' mean?
3. Why do people smile?
4. How do you feel when someone smiles at you?

Read through the key words and make sure everyone understands their meaning. Introduce the poem and read it to the class. Ask the pupils to read it again silently before asking some simple questions to check their understanding of the text. For example:

1. In what way is smiling similar to the flu?
2. How can a smile travel all the way around the earth?
3. Would a smiling epidemic be a good thing or a bad thing? Explain.

Syllabus Links

S16



Can all the pupils read the poem identify the main ideas? (S10)

Comprehension

Background Information

There are two short activities in this section.

The first activity requires the pupils to locate rhyming words in the text. Rhyming words are words which end with a similar sound or sounds. For example cat / hat, daughter / water, lunch / crunch and detected / infected. The poem pupils have read has rhyming words at the end of the second and fourth lines of each verse.

The second activity provides the pupils with practice creating well-constructed sentences.

Method and Teacher Led Activities

Activity 1

- Tell the pupils to read the poem again.
- Explain how some of the words in each verse rhyme. Explain rhyming words to the pupils and ask them to think of as many rhyming words as they can for the following words, some examples are given to start them off.

thought (bought) smile (while) feeling (kneeling) today (away)

- Refer to the task in the Pupil's Book and ask the pupils to locate the rhyming words in the poem.

Activity 2

- Go through the key words with the pupils again.
- Tell them to look at the way the words have been used in the text.
- Refer to the Pupil's Book and ask the pupils to use the six key words in sentences to show their meaning.
- Demonstrate the task by using one of the key words as an example. Write the sentence on the board.
- Ask the pupils to complete the activity in their exercise books.

Syllabus Links

K1, S10



Can all the pupils use a range of sentence types containing the key words? (S17)

Language Study

Background Information

In this activity the pupils use suffixes to change verbs into nouns. You may wish to refer to the Background Information in Language Study (Day 4) for more information regarding suffixes.

Verbs are words that name an action. For example: run, eat, write, swim, teach, walk.

Nouns are words that name things, people or feelings. For example: tree, pupil, desk, happiness, sadness.

It is possible to form nouns from verbs simply by adding a suffix. The table shows a range of examples:

| Verb | Suffix | Noun |
|--------|--------|-----------|
| create | -ion | creation |
| create | -or | creator |
| paint | -er | painter |
| enjoy | -ment | enjoyment |

| Verb | Suffix | Noun |
|-------|--------|----------|
| sick | -ness | sickness |
| visit | -or | visitor |
| tour | -ist | tourist |
| act | -ion | action |

Method

- Revise verbs, nouns and suffixes.
- Demonstrate the way in which suffixes can be added to verbs to form nouns. Use some examples to explain this concept.
- Read the instructions in the Pupil's Book on page 131 and explain the task.

Teacher Led Activities

Ask the pupils to name some verbs and nouns. List these on the board. Remind the class that verbs are doing words and nouns are naming words.

Write the following sentence on the board and ask the pupils to identify the nouns and verbs in the sentence.

The boy was upset when his dog died.

Nouns: boy, dog **Verbs:** upset, died

Repeat this activity using other sentences. Ask the pupils to suggest sentences of their own. Write these on the board and ask other pupils to identify the nouns and the verbs.

Remind the class that suffixes are added to the ends of words. Demonstrate the way in which certain suffixes, when added to verbs, can form nouns.

Use the examples provided in the Background Information to teach this concept.

Write the following suffixes on the board.

-or -er -ion -ment -ness

Tell the pupils that these suffixes can be added to verbs to form nouns.

Read the instructions in the Pupil's Book and use the example provided to explain the task. Tell the pupils to use the nouns in well-constructed sentences.

Syllabus Links

K4, K1



Do all the pupils understand the meaning of verbs and nouns? (K8)

Oral and Writing

Background Information

Today the pupils will finish writing the script they started yesterday and practice acting out their short drama before presenting it to the class tomorrow. The focus should be on speaking clearly and using expression and tone of voice to support meaning.

Teacher Led Activities

Tell the pupils to organise themselves into their pairs to finish writing their scripts and start practising their dramatisation. Explain that this time should be spent preparing and practicing the scripts, as each pair will need to present their drama to the class in the next lesson.

Remind the pupils to use facial expressions and body movements to help portray the characters. Move around and offer assistance where necessary.

Talk through the tips in the Pupil's Book on page 131.

Explain that we can use our voices to make what we say more meaningful by stressing certain words in our sentences. Use the following sentence as an example, first read it out in a level voice making all the words sound about the same.

I am tired of cleaning up your mess all the time. It's time you started doing your own work around the house.

Next read the same the sentence again, but stress certain words in the sentence as shown and use expression to make your voice sound angry and fed up.

I am **tired** of cleaning up **your** mess all the time! It's time **you** started doing your own work around the house.

Prepare some more sentences and have pupils practice saying them with emphasis.

Syllabus Links

K5, S9, S3



Are the pupils able to present short plays, improvised or scripted, in class? (S8)

Reading and Discussion – I Want to Belong

Background Information

This text is a personal recount about a girl from England called Maresa. Maresa has a disability and her recount highlights some of the issues experienced by people with disabilities. These include feeling lonely and isolated and wanting to be like other people. Maresa, describes some of the feelings she has experienced, and tells how she came to find a place for herself in a group of friends at secondary school.

Maresa talks about a lightwriter. This is a specialist piece of equipment, which can be used for communication by people who cannot talk. It allows the user to highlight words and it has a computerised voice that speaks the words and sentences she has made. Although Maresa cannot talk, she is a very intelligent girl. She wrote this text herself.

Method

- Introduce the text title and hold a classroom discussion about the idea of belonging.
- Find out what the pupils already know and understand about disabilities.
- Go through the key words.
- Read the text and check that the pupils understand it.

Teacher Led Activities

Before reading, encourage the class to participate in a classroom discussion. Ask the pupils these questions to lead the discussion.

1. What does it mean to 'belong'?
2. What are some of the groups to which you belong? For example: your family group, your class at school, a sports team or a church youth group.
3. How does it feel to belong to a group?
4. How would you feel if you were left out of these groups?
5. Why might some people be left out of groups?
6. What does it mean to be a person with a disability?
7. How should we treat people with disabilities?

Explain to the pupils that we should respect all people and treat all people equally regardless of any disability.

Introduce the text and go through the key words with the pupils. Read the text aloud as pupils follow silently.

After reading, discuss the text and ask some questions to check that your pupils have understood.

Syllabus Links

S14, S15



Can all the pupils read an increasingly wide range of texts and identify the main ideas and relevant details? (S10)

Comprehension

Method and Teacher Led Activities

- Ask pupils to reread the text silently.
- Read through the questions in the Pupil's Book and ask the pupils to answer these in their exercise books.

Syllabus Links

A4, K5



Can all the pupils read and answer questions in complete sentences? (S17)

Language Study

Background Information

In this activity pupils change part of today's text from a first person recount to a third person recount. They should be familiar with this task as they have already done a similar activity in Unit 3. To do it properly they need change the pronouns from the first to the third person and they also need to study other words in each sentence to see whether they need to be changed to agree with the new pronouns they have used.

Method

- Explain the way that personal pronouns change from first person to third person.
- Read the instructions in the Pupil's Book and explain the task.

Teacher Led Activities

Write the following pronouns on the board:

I me my mine myself
we us our ours ourselves

Ask pupils to tell you about them. They should be able to tell you that they are all in the first person and that the first group are first person singular and the second group are first person plural.

They should also be able to tell you which are possessive pronouns (my, mine, our and ours) and which are reflexive (myself, ourselves)

Now ask the pupils to write a similar list in their exercise books, but this time all their pronouns should be in the **third person**. Allow them time to finish before checking their work together. Their list should look like this:

he / she him / her his / hers himself / herself
they their theirs themselves

Now read through the activity in the Pupil's Book.

Select one or two examples from the text and do these together such as:

I made some good friends and, once they got used to communicating with **me** through **my** lightwriter, **we** had some great laughs.

She made some good friends and, once they got used to communicating with **her** through **her** lightwriter, **they** had some great laughs.

I had an assistant who helped **me** to communicate and **I** had **my** lightwriter so **I** did well at **my** studies.

She had an assistant who helped **her** to communicate and **she** had **her** lightwriter so **she** did well at **her** studies.

Allow the pupils time to complete the activity and move around the class as they work to help them and mark their work.

Syllabus Links

S10, S15



Can all the pupils differentiate between first and third person pronouns? (K7)

Spelling

Background Information

Recording the results of weekly spelling tests helps you to monitor the progress of pupils' spelling skills.

Method

- Revise the spelling words for the week.
- Provide pupils with strategies to help them practise their spelling words.
- Give a spelling test to check that the pupils have learned the words.

Teacher Led Activities

Give the pupils time to practise learning their spelling words. Hand out blank pieces of paper and ask pupils to write the numbers 1-10. Say the spelling words loudly and clearly in random order and ask the pupils to write down the words.

Tell the pupils to exchange papers and mark each other's work by checking against the list in the Pupil's Book.

Either collect the papers for recording purposes, or do a quick count to find out how well each pupil performed in the test.

Oral and Writing

Background Information

Today pupils will be performing the drama they have written and practiced. Performing a play using a script is a very good oral activity because it helps pupils to speak without having to think about **what** they are going to say. Because they only have to follow the script, they can concentrate on **how** to say things rather than on **what** to say. In this lesson you will focus on expression, tone of voice, body language and other forms of **non-verbal communication**. The aim is to help pupils to see how we communicate in other ways rather than simply through what we say.

Teacher Led Activities

Allow the pupils to organise themselves into their pairs to practise their dramatisation. Explain to the class that each pair will have a turn performing their dramatisation in front of the class.

Remind the pupils to look again at the tips for presentation in the Pupil's Book on page 131. They must enter into the character that they are playing and speak expressively, using both facial and body movements during the dramatisation.

Syllabus Links

K5, S9, S1



Can all the pupils present their scripts to the class confidently? (S8)

Assessment Activity - Oral Observation

Check that you have completed your Oral Observation assessments for this unit.

1. Have you done an Oral Observation assessment for every pupil in the class?
2. Have you analysed the Oral Observation assessment to identify strengths and areas of difficulty?
3. Have you kept a record of the analysis in your assessment file?
4. Have you had time to meet with each pupil to discuss his / her Oral Observation assessment?
5. Does each of the pupils understand what he /she needs to work on to improve his / her speaking and listening abilities?



Nguzu Nguzu English

Standard 6