

Nguzu Nguzu English

Teacher's Guide 2



Standard 6

First Edition 2005

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Curriculum Development Centre

P.O. Box G27
Honiara
Solomon Islands



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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

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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)
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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. Book 1 contains Units 1 - 4, Book 2, Units 5 - 8 and Book 3 Units 9 - 12. There is one teacher's Guide for Each term, and Book 4 contains three creative writing and drama projects, to be used in term four.

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, includes 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	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. The focus is on a process, a logical or chronological sequence.	
Examples	Structure	Distinctive Features
Two basic types: Explaining How and Explaining Why Examples from Standard 6 How Anger Affects You and Others The Formation of Lake Tegano	Title: General Introduction: A statement to tell the reader what is to be explained. Sequenced Explanation: Linked sentences or paragraphs setting out the explanation in a logical way. 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.	Characters: Often about things, but can be about people, usually people in general not individuals, such as 'elderly people' or 'adults'. Tense: Usually timeless, written in simple present tense . Verbs: Mostly action verbs, such as erupts, revolves, opens. Language Features: <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. Style: Scientific and factual. No unnecessary description or detail.

Genre	Report	
	Sometimes called an Information Report or a Factual Report.	
Purpose and Focus	Purpose: To document, classify, organise and record factual information on a topic. The focus is on a thing or class of things.	
Examples	Structure	Distinctive Features
Any type of factual (non-fiction) text is a report. Examples from Standard 6 Life on the Coral Reef Canterbury Cathedral	Title: General Introduction: May include a definition, and a statement of what the report is about. Factual Information: Linked paragraphs which each contain some facts and information Concluding Statement: To summarise the findings and round off the report.	Characters: Usually about things not people (e.g. cats, volcanoes). Verbs: Linking verbs showing relationships, such as: belongs to; has; contains; are; etc. Tense: Scientific reports are usually written in the present tense, but historical reports are more likely to be past tense. Language Features: <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. Style: Relatively formal and objective, first person pronouns and personal responses are not usually appropriate. The voice of the author is weak.

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 meaning 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.

'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

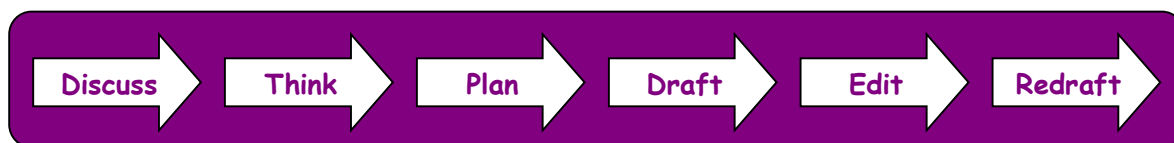
A structured approach to teaching writing is adopted, which includes the following elements:

- 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 5 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 	<p>The plan you have prepared</p> <p>Research notes made</p> <p>Genre Posters</p>
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 having 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 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
I was worried one night when he came home very late.
He
4 O 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

Where 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	Art and Craft	Science and Agriculture	Health Education	35 mins
12.55-13.30	Physical Education	(1 hr 10 mins)	Music	(1 hr 10 mins)	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

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.

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 ght , 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 .

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.

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'. A metaphor can be just one line or 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'

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 had 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 Laurus 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.

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, walked , walking and walks .
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 .

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 2

Unit 5	Protecting the Environment	Pages 49 - 90
Unit 6	Endangered Species	Pages 91 - 138
Unit 7	World Heritage	Pages 139 - 188
Unit 8	Creative Arts	Pages 189 - 232

Reading and Discussion - Mangroves

Background Information

This unit will help pupils to understand some important environmental issues. Some of the texts teach about the ways in which human activities can destroy parts of the environment. Others suggest ways in which we can look after and protect our environment. Topics dealt with include:

- Mangrove ecosystems
- Looking after the reef
- The greenhouse effect
- Biodegradable products, litter and plastic bags
- Logging

The main text type for this unit is exposition. The purpose of an exposition is to persuade others to agree with a particular point of view. Sometimes the writer only gives arguments **for** a point of view. Sometimes the writer gives arguments **for and against** a point of view but leads the reader to agree with a conclusion. Expositions may take many forms, including:

letters of complaint	letters to the editor	sermons	essays
book reviews	advertisements	posters	newspaper editorials
speeches	political speeches	health leaflets	

The reader contains six additional texts that teachers may choose to read with the class while working through this unit as follows:

Life on the Coral Reef	A descriptive report which is a continuation of the day 2 reading of the same name.
How Humans Impact Coral Reefs	An explanation about how people damage coral reefs.
Then, Now and Tomorrow	A transactional text recounting a conversation between Toke and his daughter, Anna, in which her father wonders why the reefs have changed. Anna shares what she has learned at school with him.
Greased Dinner	A poem by Jully Makini, describing a villager's participation in a business dinner at Gizo Hotel.
Earth Prayer	This text encourages people to join together to appreciate and protect the earth.
The Secret of Happiness	This narrative tells of a boy called Ben whose grandfather is chief. When Ben's sick grandfather asks him to find out why his people are so unhappy, Ben sets off to find the answer with the help of his friend Omehe, the hornbill.

The unit begins with a report in the reader entitled **Mangroves**. This is a factual text. It tells us about the mangrove ecosystem. It teaches why mangroves are important in coastal areas.

Pupils need to understand the information in the reader in addition to adding some of their own knowledge about mangrove ecosystems. This will help them to write an exposition about mangrove ecosystems over the next three days.

Method

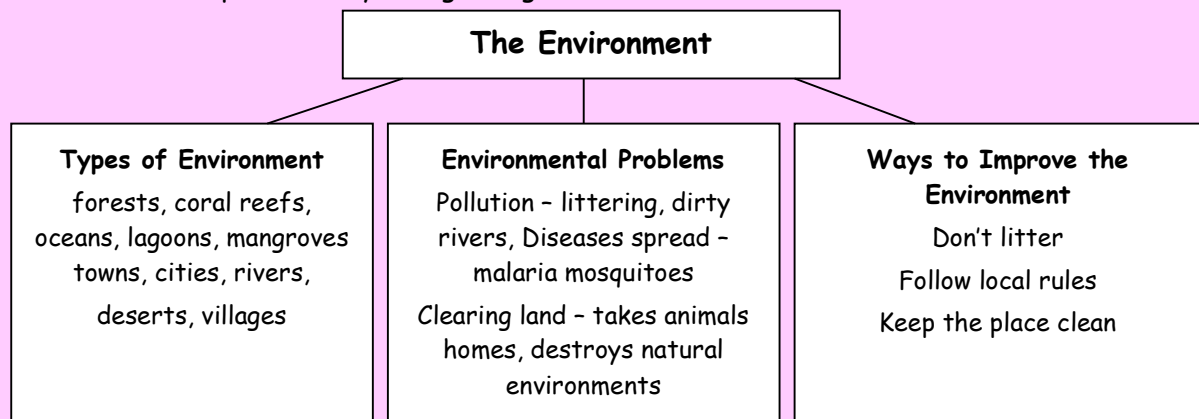
- Introduce the unit topic **Protecting the Environment**.
- Revise the features of a report.
- Before reading the text, discuss the pupils' local knowledge of mangroves. Develop a concept map.
- Read through the key words and ensure that pupils understand their meaning.
- Pupils read the text aloud together. Then, choose different pupils to take turns reading a few sentences aloud.
- Discuss the information in the text.
- Add extra facts pupils have learned about mangroves to the class concept map.

Teacher Led Activities

Discuss the word 'environment' with the class.

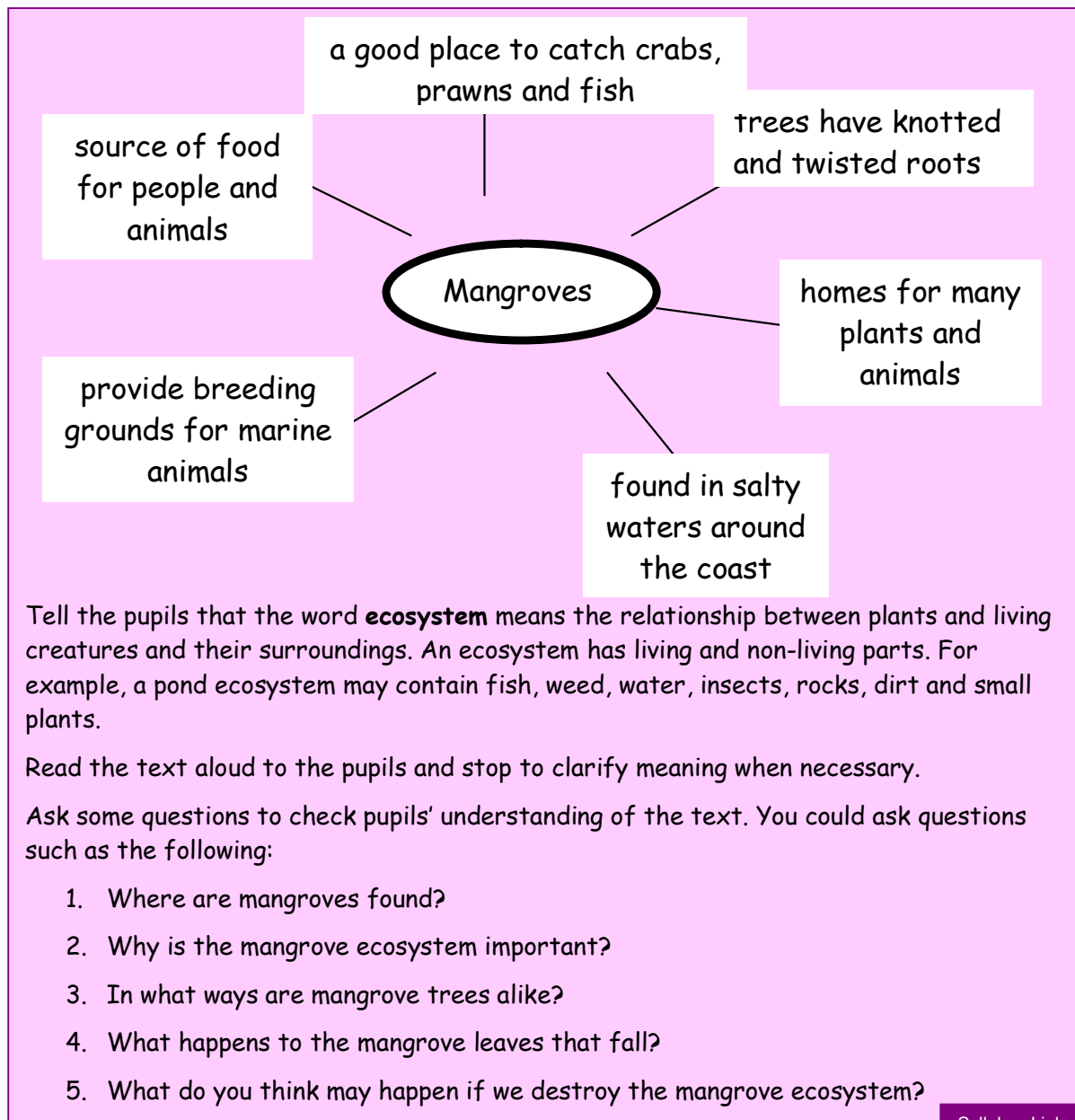
Build up a concept map to record what the pupils already know about the environment.

Here is an example of how you might organise this information:



Explain that today's text is a factual report about mangroves.

Ask the pupils to tell you what they already know about mangroves. Write what the pupils tell you on the board. You could record their ideas as shown on the next page.



Syllabus Links

S13, S16



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

Comprehension

Background Information

The text in the reader is a factual report. The pupils' exercise focuses on 'true' and 'false' statements from the text to help the pupils understand and identify factual information.

Teacher Led Activities

Write the heading **Facts about Mangroves** on the board. Ask pupils to skim through the text in the reader and tell you some facts about mangroves. Write the information on the board, for example:

Facts about Mangroves

- important coastal ecosystem around the lagoons and islands of Solomon Islands
- protect and build up coastlines
- include more than ninety different types of trees
- plants especially adapted to live in salty shallow waters around the coast.

Read the mangrove facts together from the board.

Read and explain the activity in the Pupil's Book on page 5.

Ask pupils to complete the activity in their exercise books.

Answers

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

Syllabus Links

S10



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

Language Study

Background Information

This exercise focuses on changing a sentence from passive to active voice. If the subject is doing the action, the sentence is in the **active voice**. For example:

subject action
↓ ↓ ↘
Mangroves provide homes for plants and animals.

If the subject receives the action, the sentence is in **passive voice**. For example:

action subject

Homes are provided for plants and animals by mangroves.

Teacher Led Activities

Explain active and passive voice using the example in the Pupil's Book. Write this example on the board. Write some of the sentences from the activity on the board and ask pupils to help you rewrite them in active voice.

Answers

1. Tree roots trap small particles of soil, sand and rock.
2. Trees convert nutrients into plant material.
3. Many small animals use mangroves as breeding grounds.
4. Solomon Islanders use the fruit of a mangrove tree.
5. Some types of fish lay eggs in mangrove areas.

Syllabus Links

A4, K1



Can all the pupils use a variety of sentence types including active and passive voice? (S17)

Spelling**Background Information**

This activity asks pupils to match spelling words with their meaning to ensure that they understand the words before they learn them. Work through the activity with the class and make sure they are pronouncing the words correctly.

Answers

opposite of lower	higher	scared	afraid
past tense of buy	bought	what you know, information	knowledge
a period of time	hour	without bend or curve	straight
in spite of	though	during	while
past tense of catch	caught	a song of praise	hymn

Oral and Writing**Background Information**

This activity prepares pupils for their writing activity later in the week. They have to find and record facts about mangroves from the text and from their own knowledge. The purpose of an exposition is to take a stand on an issue and to justify it to convince others.

Teacher Led Activities

Tell the pupils that they will each be preparing an exposition text about the importance of mangrove ecosystems. Briefly review the purpose of expository text referring to the information on page 17 of this Teacher's Guide to help you. Explain that before they begin to write the exposition, pupils must list as many facts as they can.

Read the instructions in the Pupil's Book. Ask pupils to work with a partner to complete the activity.

Syllabus Links

S2, S10



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

Reading and Discussion – Life on the Coral Reef

Background Information

This text is a descriptive report. It describes life on the coral reef and the sea creatures and plants that inhabit this ecosystem. The first three additional texts are also related to coral reefs. You might choose to include some of these today if time permits. Pupils will already be familiar with some aspects of life on coral reefs. Discussing prior knowledge will help them to make connections between new knowledge and what they know already.

Method

- Before today's lesson, make sure you have read the first three additional texts, as they will provide you with important background information.
- Before reading the report, draw a prior knowledge chart on the board or a large piece of paper as shown on the next page.
- Brainstorm with pupils using the questions in Teacher Led Activities to develop the Prior Knowledge Chart.
- Ask the pupils to look at the key words at the top of the text. Discuss their meaning. Can pupils use them in sentences?
- Ask the pupils to read the report silently as you read it aloud.
- Discuss the text and add facts to the Prior Knowledge Chart.

Teacher Led Activities

Write the words 'The Coral Reef Ecosystem' on the board. Develop a Prior Knowledge Chart with the class. Ask pupils to tell you anything they already know about coral reefs and record it in the left hand column. Use these questions to guide your discussion:

Introduce the title of today's text. Next read the text with the pupils as described in the method section 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 coral reefs to add to the prior knowledge chart. You could go through the same questions again and add some additional questions to see how much they have learnt from the text.

1. What creatures/ plants might you find on a reef?
2. What do they look like?
3. What / how do these creatures eat?
4. How do these creatures move?
5. What does coral look like?
6. How is coral made?
7. How do people use coral reefs?
8. How can coral reefs be damaged?

Additional Questions

9. What are 'attached' animals'?
10. What are creepers and crawlers?
11. Why is the coral reef a living system?
12. What is a balanced ecosystem?

The Prior Knowledge Chart might look like this:

The Coral Reef Ecosystem	
What We Know Already	What the Text Tells Us
<ul style="list-style-type: none"> • sea stars, sea cucumbers, crabs, fish, hermit crabs, lobsters, sea weed, coral, stingers • coral can cut your feet if you walk on it at low tide • provides food for people • corals different shapes, colours • tourists like visiting these areas • causes problems for ships 	<ul style="list-style-type: none"> • an important ecosystem • divide creatures into 3 groups: <ul style="list-style-type: none"> attached - joined to reef creepers and crawlers - live on reef but can move - usually at night swimmers - some fish live on reef, others visit to hunt • coral is built up from the skeletons of tiny animals called polyps • some creatures active by day, some by night • all reef plants and animals depend on each other - balanced ecosystem

Pupils can find more facts to add to the Prior Knowledge Chart in the additional texts in the reader.

Syllabus Links

S2, S10



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

Comprehension

Background Information

The purpose of the exercise is for the pupils to develop their ability to pick out details from a text as they read silently.

Teacher Led Activities

Read the instructions in the Pupil's Book on page 9. Look at the example that is already completed and point out that facts should be written in note form. You may want to do one or two more examples on the board if necessary.

Ask the pupils to do the exercise in their books.

Syllabus Links

S10, S13



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

Language Study

Background Information

The purpose of this activity is for pupils to differentiate facts from opinions.

Method

Before the lesson, write the following statements on the board.

5. Sea anemones are beautiful sea creatures. (opinion)
6. Some corals have bushy branches like trees. (fact)
7. All the plants and animals of the reef depend on each other. (fact)
8. Butterfly fish look like they are dancing when they swim. (opinion)

Answers

1. fact 2. fact 3. opinion 4. fact
5. opinion 6. fact 7. opinion 8. opinion

Teacher Led Activities

Review the differences between facts and opinions. Emphasise to the pupils that reports usually contain factual information. Sometimes writers present facts as opinions.

Look at the statements you wrote earlier on the board. Ask the pupils to read each statement and tell you if it is a fact or an opinion. Ask pupils to explain why they think it is a fact or an opinion.

Read the exercise in the Pupil's Book together. Ask pupils to do the exercise in their books.

Syllabus Links

S3, S11



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

Handwriting

Teacher Led Activities

Remind pupils that they should note the slope, space and size of their handwriting. Check posture and pencil grip before pupils write. Review one or two difficult joins on the board.

Explain that capital letters are used in many ways. Point out to the pupils how capital letters are used in the handwriting passage.

Read the handwriting text and discuss it briefly before pupils begin to write.

Ask the pupils to copy the passage into their exercise books as neatly as possible and in their best cursive writing.

Oral and Writing

Background Information

The purpose of the exercise is for the pupils to plan and develop an exposition text about 'why the mangrove ecosystem is important'.

In Day One 'Oral and Writing' the pupils listed facts about mangroves. These facts will help the pupils to plan and write their expositions about the importance of mangroves.

The language features of an exposition include:

- A variety of verb types are used including persuasive verbs (such as: should, ought to, must);
- Exposition is often written in the present tense, but may change with argument;
- Some specific vocabulary relating to the issue is usually included;
- Connecting words often linked with reasoning such as: therefore, because, thus, so, etc.
- Strong language is used often to persuade and convince the audience;
- Reasons, facts and evidence are used to support the argument.

Teacher Led Activities

Direct the pupils to look at the exercise in the Pupil's Book. Go through the structure and language features of the exposition provided in the Pupil's Book and Background Information.

Explain that pupils will use the exposition structure to plan and write an exposition text about the importance of mangroves.

You may want to model how to write an exposition on the board before asking pupils to work independently. Ask pupils to help you to construct the text. You could use the facts you have gathered about coral reefs to develop an exposition. A sample text is provided below.

Why the Coral Reef is an Important Ecosystem

The reef is an important ecosystem, especially for people who live in coastal areas.

Coral reefs provide homes and breeding places for many plants and animals. If people continue to damage coral reefs, many of these creatures will die. People also depend on coral reefs for food such as fish, crabs and lobsters.

The coral reef protects the coastline from being battered by waves. If we had no coral reefs, coastal areas would be damaged. Beaches would be washed away and boats wouldn't have a safe place to land. We mustn't let this happen.

Humans have damaged coral reefs by poor fishing practices and over fishing, developing the shoreline, dredging sands and pollution. We should look after these important ecosystems now because we depend on them in so many ways.

Remind pupils to use their own knowledge and the information in the mangrove text and the mangrove facts from Day One. Tell pupils to use their own words as much as possible when expanding notes into sentences.

Syllabus Links

A4, K1



Can all the pupils use a talk-draft-talk-edit-redraft process to write a range of different text types including exposition? (S18)

Reading and Discussion – Understanding the Greenhouse Effect**Background Information**

This is an explanation, written to help us understand the greenhouse effect.

Below is further information that may also be helpful to you.

Without the greenhouse effect, the earth would not be warm enough for humans to live here. If the greenhouse effect becomes stronger, it could make the Earth warmer than usual. Even a little extra warming may cause problems for humans, plants, and animals.

Global warming will mean warmer oceans and a rise in sea levels. Satellites have already noted shrinkage of the Arctic ice cap over the last ten years. As oceans rise, low-lying coastland will see flooding, wave damage and the salt will ruin cropland and water supplies.

As the Earth's atmosphere warms up, weather patterns will be affected leading to more extremes and 'freak' weather conditions. Some places will have higher temperatures, which may bring drought to farmlands. Other areas may have more storms and rainfall so that crops will be put at risk. Natural vegetation and animals will also be affected as their habitats are changed by global warming.

Rich countries will be able to deal with these changes better, whether in building flood defences or offering help to farmers and householders. It is in poorer countries that the effects of global warming will be most seriously felt. Governments in poor countries will only be able to offer limited help.

Method

Make sure you have read today's text as well as the additional information in the Background Information section before the lesson.

Teacher Led Activities

Ask the pupils to tell you what they know about the greenhouse effect. Write what they tell you on the board and read their ideas together. If pupils are unfamiliar with this topic, explain some of the ideas in the Background Information.

Tell them that today's reading will help them to understand what causes the greenhouse effect. Make sure pupils realise that the greenhouse effect is a global concern.

Go through the key words together and explain their meaning.

Read the text aloud as the pupils read silently. Ask some of them to explain selected parts of the text in their own words to the class.

Ask some questions about the text such as the following:

1. Why are the different gases in the earth's atmosphere important?
2. How does the atmosphere keep the earth's temperature just right for life?
3. In what ways are human actions believed to be changing the balance of gases in the atmosphere?
4. What is global warming?

5. What are chlorofluorocarbons?
6. Which parts of the world produce a lot of greenhouse gases?
7. Which areas of the world only produce 35% of the greenhouse gases?

Syllabus Links

A4, S16



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

Comprehension

Teacher Led Activities

Read through the instructions and the questions on page 13 of the Pupil's Book together.

Remind the pupils to answer the questions in complete sentences. You may want to answer the first question with the pupils together on the board. Discuss answers before the pupils write. Make sure all the pupils understand what to do.

Syllabus Links

A4, S6



Can all the pupils read a wide range of texts silently and quickly pick out important details? (S11)

Language Study

Background Information

Clauses - Identifying the subject, verb and object in a clause

The purpose of this exercise is to teach pupils to identify clauses within sentences. A **clause** is a group of words that tell us about an action and the people or things involved.

Clauses:

- always contain a verb, and may also form a complete sentence
- have a subject - the person or thing doing the action
- usually have an object - the person or thing receiving the action

For example:

The spectators cheered the athletes.
 { { {
 subject verb object

- to find the subject in a clause, ask yourself **who or what is doing the action** or involved in being what is being described.

Teacher Led Activities

Write these sentences on the board and ask the pupils to identify the subject in each sentence. The correct answer is underlined.

1. The clouds covered the sun.
2. The wind dried the paint.
3. Everyone enjoyed the show.
4. Our captain won the race.
5. Soldiers filled the sandbags.
6. The camp leader rang the bell.
7. Birds build their nests from dried tree branches.

When all the pupils have understood have them move on to the activity on page 13 of the Pupil's Book.

Pupils who finish quickly can be asked to identify the **object** of the clause in each sentence and draw a circle around it.

Explain that to find the object, they have to ask who or what is **receiving** the action.

For number 1, ask: 'The atmosphere keeps what?'

Answers

1. The atmosphere keeps the earth's temperature just right. (keeps)
2. Human activity changes the balance of gases in the atmosphere. (changes)
3. Increased industrial activity results in global warming. (results)
4. Carbon dioxide is a greenhouse gas. (is)
5. People make chlorofluorocarbons. (make)
6. Europe and North America produce the most greenhouse gases. (produce)

Answers

1. earth's temperature (object)
2. balance of gases (object)
3. global warming (object)
4. greenhouse gas (object)
5. chlorofluorocarbons (object)
6. greenhouse gases (object)

Syllabus Links

S6



Do all the pupils understand and appreciate the meaning of verb, subject and object, as used in both spoken and written English? (K8)

Spelling**Teacher led Activities**

This spelling activity has two exercises. You could do one activity with the class and have them complete the other individually. Read the instructions in the Pupil's Book.

Go through the examples provided in the Pupil's Book with the pupils carefully.

Ask the pupils to copy and complete the exercises in their books. Move around the class as they work and assist those having difficulty.

Oral and Writing

Oral Presentation

Background Information

Providing feedback to pupils lets them know how well they have completed a task and helps them to see how they can improve their oral presentation skills. Teachers can do this orally or in written form. Sometimes, it is a good idea to ask other pupils to give feedback as well. When pupils do peer assessments, they must pay close attention to their classmates' presentations. It also helps them become more aware of their own speaking skills.

A format like the one below may be used by either the teacher or pupils to provide feedback on the presentation of an expository text.

Pupils could mark the feedback sheet as follows:

A = Very Good, B = Satisfactory, C = Needs Improvement.

Oral Presentation Feedback - Exposition				
Criteria		A	B	C
Beginning	<ul style="list-style-type: none"> Did the speaker begin by greeting audience? Was the presenter's point of view clearly stated? 			
Middle	<ul style="list-style-type: none"> Were reasons given for the presenter's point of view? Were the arguments explained well? Was the message clear? 			
Ending	<ul style="list-style-type: none"> Did the speaker sum up their ideas at the end? Did the speaker end by thanking the audience? 			
Speaking Fluently	<ul style="list-style-type: none"> Was the speech read smoothly and clearly? Did the speaker sound as if they meant what they were saying? 			
Eye Contact	<ul style="list-style-type: none"> Did the speaker try to look at classmates sometimes? 			
Speaking	<ul style="list-style-type: none"> Did the presenter speak too slowly or too fast? Was the speaker's voice too soft or too loud? Could the audience hear clearly? 			

If pupils use this kind of feedback sheet, make sure there is time for them to discuss what others thought of their talk. Help them to give each other constructive comments and criticism that will help them improve.

Teacher Led Activities

Remind the pupils that in the last two days they have learned some facts about mangroves and planned and developed an exposition arguing why they think the mangrove is an important ecosystem. You should already have checked their finished work.

Tell them that today they will present their talks and listen to their classmates' presentations. Allow pupils the first fifteen minutes of the session to complete and practise their presentations. This can be a good confidence building exercise for the pupils who are too shy to talk to the whole class.

Syllabus Links

S7, S9



Are all the pupils aware of the value of speaking, without lengthy preparation, both briefly and at length? (A3)

Reading and Discussion – Rubbish Can Kill

Background Information

This text is a recount. It retells what happens after a young American girl called Jane finds a dead turtle on the beach. A biologist explains to Jane that the turtle has died from eating plastic bags. The text also explains what biodegradable means. It concludes with a personal comment from Jane.

A **biodegradable** object is made from natural materials such as leaves, wood or parts of a plant. Biodegradable objects will rot if they are left on the ground. In time they will break down and disappear.

Non-biodegradable objects are made from manmade substances such as plastic, or metal. These do not rot and they do not break down if they are left on the ground or thrown into the sea. They remain in the sea for a very long time and are dangerous to sea animals.

Teacher Led Activities

Before reading the text, explain what **biodegradable** and **non-biodegradable** mean. Discuss why it is important for us to know whether rubbish is biodegradable or non-biodegradable. Tell the pupils this recount gives information about a non-biodegradable product that causes serious problems for sea creatures.

Ask the pupils to look at the key words at the top of the text. Discuss meanings. Can pupils use them in sentences? Ask the pupils to read the text silently. Ask selected pupils to read parts of the text aloud.

After reading the text, ask the pupils if they have seen or heard of other ways that human's rubbish affects marine life.

Also look at **emotions** and **facts** in the text. Use these questions to lead your discussion:

What was Jane's response to the information she was given?

How did you feel after reading this recount?

Why do you think this recount was written?

What was the author's purpose?

Did the author intend for us to feel a certain way?

Syllabus Links

A1, K11



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

Comprehension

Background Information

Biodegradable rubbish can be buried or put into the sea in small quantities. The ocean will break down the rubbish and it will become food for marine life. This is only good in small quantities and it is best to take biodegradable rubbish to deep-sea areas. An alternative is to bury the rubbish. The earth helps the rubbish break down into nutrients (food) for

plants. Burying the rubbish prevents flies and other harmful insects from breeding in it.

Non-biodegradable rubbish should never be thrown in the sea or on the land. The best method of disposal is to bury the rubbish as burning plastic produces toxic gases. Reusing plastic products is also a good way of dealing with rubbish. Many countries have recycling factories where unwanted plastic is melted and used again for a different purpose.

Teacher Led Activities

As the pupils' activity is based on telling the difference between the two types of rubbish, ask pupils to explain what biodegradable and non-biodegradable mean. Tell pupils that each type of rubbish needs to be disposed of in different ways. Use the information above to make sure they understand. Talk about rubbish in their own village or around the school to help them see that the plastic and tins stay on the ground for a long time and make the place look dirty.

Read through the pupils' activity in the Pupils' Book on page 17 before they complete it.

Answers

1. **Biodegradable pit:** Any type of food scraps: fish bones, fish skin, vegetable skins, fruit skins, coconut shells, husks, leaves, sticks, plain paper with no plastic coating
2. **Non-biodegradable pit:** These will mostly be plastic items or oil based chemical products: toothpaste containers, old slippers, all plastic wrappers, metal items

Reordering Sentences

Jane found a dead turtle on the beach.

Jane called the fisheries officer.

The fisheries officer wasn't sure why the turtle had died.

Dr. Mortimer was invited to find out the cause of the turtle's death.

The biologist explained that plastic bags look like jellyfish.

The biologist told Jane that plastic rings sometimes choke sea birds.

Jane felt upset and ashamed.

Syllabus Links

A3, S4



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

Language Study

Background Information

Understanding and using words from the text helps pupils to add to their vocabulary and be able to use the words effectively and confidently in their everyday speech and writing. Some of the words used in the text are scientific and quite difficult. Ensure the pupils understand the meaning of the words.

Teacher Led Activities

Introduce the pupils to the activity in the Pupil's Book. Explain the meaning of the words that are to be used to complete each sentence.

biology	the study of living things
starvation	extreme suffering or death caused by lack of food
biodegradable	objects or things that can be easily broken down by natural processes
biologist	a scientist who studies living things
non- biodegradable	cannot be easily be broken down into useable parts

Ask pupils to do the activity independently.

Answers

1. starvation

2. biologist

3. biodegradable

4. non-biodegradable

5. biology

Syllabus Links

A3, S4, S6



Can the pupils understand and use more complex vocabulary, including a range of words from across the primary curriculum. (K1)

Spelling**Teacher Led Activities**

Ask the pupils to read through the spelling words silently. Write the word knowledge on the board and read it clearly. Ask pupils to identify the letter that is silent (**k**).

You could prepare a chart of words with silent letters to display on the classroom wall to help pupils remember these. Read through the activity together before the pupils complete it in pairs. They will find it easier if they say the words aloud to each other.

Oral and Writing**Background Information**

The instructions for the oral activity are in the Pupil's Book on page 18. This is a quick activity - pupils are only given three minutes to plan some dialogue and practice their role play before presenting it to the class. Encouraging them to think quickly and improvise in English is a useful skill, which will help them with using the language in a conversational way.

Teacher Led Activities**Oral**

Encourage the pupils to use a combination of facts and words or ideas that will touch the emotions of their audience.

Remind them that if they make their audience angry then it is likely that they won't listen at all. Encourage them to find a way to 'be friendly' at the same time as conveying a strong message about conservation.

Writing

This activity can be done as a mock poster on regular paper or you may choose to use larger paper and have pupils make a real poster.

Read the exercise in the Pupil's Book.

Before pupils begin, discuss the following ideas with them. If you have an effective poster, use it as an example:

- Information to convey - what are the main points? What are the minor points?
- How can you show the main points most strongly?
- State all information in a way that is short and simple to make people notice it.
- Organise ideas and pictures so they fit well on the page.

Give pupils paper to plan and draw their posters. When they are satisfied with their design and rough draft, ask them to create their final poster.

When assessing this project, look at the pupils' ability to:

- Identify main points and minor points;
- Organise information in an understandable way;
- Use English properly to write short simple text;
- Understand the relationship between the audience and the message.

Syllabus Links

K1, S3



Can all the pupils use a talk-draft-talk-write process to write a range of different text types including posters on local, national and international issues? (S18)

Reading and Discussion – Look After Your Reefs

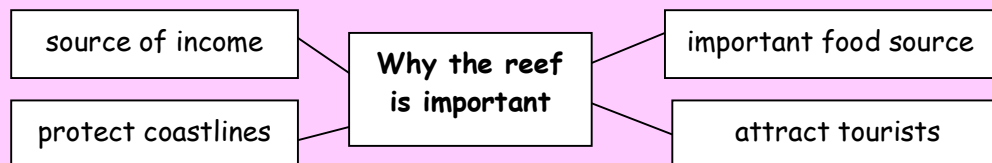
Background Information

Today's text is a different type of exposition. It is a public information poster about the importance of our reefs and how we can care for them. Posters are a good way of educating or informing people about an issue. There is more information about human impact on coral reefs in the additional texts for this unit.

Teacher Led Activities

Before reading the poster with the pupils, brainstorm what they know about reefs and why reefs are important.

Use the blackboard to write what the pupils tell you, as shown below:



After discussing the importance of our reefs, talk about ways we can look after them. Write what the pupils tell you on the board as shown below:



Introduce the pupils to the text for today which is a public information poster.

Read through the poster together and talk about the information in it. What is the key message? Ask the pupils what this poster is trying to teach us.

Discuss the information in the poster about things that we should and should not do to our reefs (dos and don'ts). Write a table as shown below on the board and use the information in the poster to fill it in, in the appropriate columns. An example has been done for you. Add onto the list. You may want to add your own knowledge too.

Dos	Don'ts
Respect the reefs	Don't use poisons or dynamite to kill fish, they also kill coral reefs.

Syllabus Links

A4



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

Background Information

In this activity pupils are asked to look critically at the reading for today and think about its strengths and weaknesses as a poster. This will be an unfamiliar task to most pupils and they may find it difficult to criticise a text that they see in print. It will be important to introduce the activity carefully to help pupils understand how to criticise and suggest improvements to the poster. To do this activity well, they will use the same skills that they use when they proof read and edit their own written work.

Teacher Led Activities

Read the exercise in the Pupil's Book. Read and explain the assessment table. Make sure pupils understand there are no 'correct' answers for this activity. Tell the pupils to look carefully at the poster and give their opinions about how well it meets the criteria in the assessment table.

Syllabus Links

A3, S6



Can all the pupils evaluate the poster critically and pick out details as required? (S11)

Language Study**Background Information**

Simple sentences have just one clause that makes sense on its own. A clause that makes sense on its own is called an independent clause.

Example: The library is on the hill.
 The dog chased the ball.
 Fred walked on the coral reef.

Teacher Led Activities

Explain to the pupils that simple sentences have just one clause that makes sense on its own. Explain that a clause that makes sense on its own is called an **independent clause**.

Tell the pupils that these words do not make sense. As a class activity, ask the pupils to rearrange the groups of words to form simple sentences. Write the correct sentences on the board. Ask pupils to tell you where capital letters and full stops should be in the sentences.

Read through the exercise in the Pupil's Book on page 20. Ask pupils to complete the exercise in their books.

Write these words on the board.

1. Canada uncle my lives in
2. book great this is a
3. watched we a video
4. swam the everyone creek in
5. bell will the five in minutes ring
6. election held Saturday last was the

Answers

1. 1. Reefs protect our coastlines.
2. Reefs attract tourists to our islands.
3. Bury your rubbish.
4. Look after your coral reefs.
5. Reefs are an important source of food.
6. Using poisons to kill fish destroys the reef.
7. Walking on the reef can damage the coral.
8. Human activities threaten our coral reefs.

Syllabus Links

A4, K1



Can all the pupils use the rules of standard international English for punctuation and identifying grammatically correct sentences? (S9)

Spelling**Teacher Led Activities**

Give the pupils a few minutes to revise their spelling words. Then give them paper on which to write their spelling test.

Ask pupils to write their names on the paper. Remind them that this is a test so they must work by themselves.

Read each of the following sentences slowly while the pupils listen and write them. Direct pupils to underline the spelling words in each sentence.

Dictation

1. After almost an hour at church, we sang the final hymn.
2. While I slept, John went straight to the river and caught a big fish.
3. I hope to gain more knowledge through higher education.
4. Dad bought a bag of rice even though we had plenty.
5. My dog was frightened by the loud noise.

Collect the papers and mark the tests. Remember to record weekly spelling tests in your progress record book. This will help you to monitor your pupils' progress.

Oral and Writing**Background information**

Five line plays are a simple method of play making that is very interactive and involves everyone in a group. As they plan their plays, pupils will be involved in discussions of the issues, setting, characters, and developing actions for the characters.

Method

- Divide the pupils into groups of five.
- Allocate one of the plays, from the Pupil's Book on pages 21 – 22, to each group.
- Read the instructions in the Pupil's Book.
- Give enough space and time for the groups to discuss and practise their play.
- Have each group present their five line play. Other pupils should listen and watch carefully to understand the message they are trying to get across.
- If time permits, pupils might like to try to write their own five line play related to the theme of this unit.

Teacher Led Activities

Tell pupils to look at the script you have given them and think about where the story is taking place, who the characters are, and what they might be doing.

Explain that when acting it out to the class, they must add actions to the dialogue to show what is happening in the play. They can start moving before any lines are spoken. For example, in the play about fishing, they can start with someone pretending to throw a line into an imaginary sea.

Tell pupils that each person has one line which he or she must say. Then each group must decide how they are going to say the line. For each character, ask to pupils to consider these questions:

- How is the character feeling? Angry, amused, bored, happy or sad?
- Where is the character standing in relation to others?
- Is the character moving, standing, sitting or lying down?
- Will the character stand still or move as he/she speaks?
- What actions would help the audience to understand what the character means?

You could write these questions on the board to help pupils as they plan their plays.

Allow the groups plenty of time to discuss and practise their plays, before they each perform them to the rest of the class.

Syllabus Links

S3, S14



Can the pupils present short plays, improvised or scripted, in class? (S8)

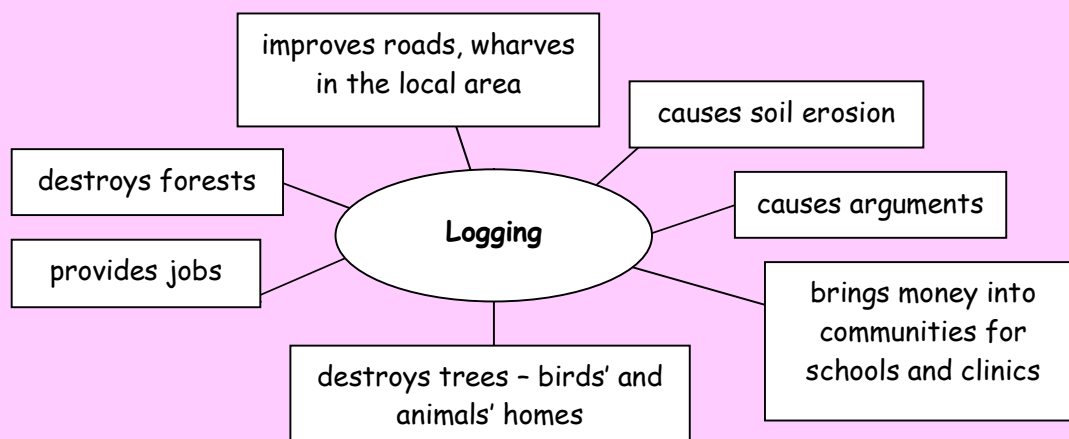
Reading and Discussion – Logging in Solomon Islands

Background Information

This text is presented to the reader as a factual report. It is a biased report about logging companies in Solomon Islands. The writer uses some facts and figures as evidence to support her opinions. The voice of the author is very strongly anti logging. This text is quite difficult. It is very important for pupils to learn how to recognise when a writer is disguising opinions as facts. Pupils need to be able to decide whether a report is fair and well balanced or biased towards a point of view.

Teacher Led Activities

Before reading the report text, brainstorm what pupils already know about logging. Write what the pupils tell you on the board as shown below:



Introduce the report text in the Pupil's Book. Tell the pupils that they are going to read a report text about logging in Solomon Islands. **Do not** tell them this is a biased report. Instead ask questions that lead the pupils to see that this report is not well balanced.

Read through the key words and explain their meaning. Ask pupils to read the text silently as you read aloud.

Ask pupils or groups of pupils to read selected parts of the text aloud to the class and to retell parts of the text.

Ask some questions to check pupils' understanding of the information in the text. Start with questions about the content of the text, such as:

1. What is the report about?
2. What are some disadvantages of logging that are mentioned in the report?
3. Does the writer mention any advantages of logging?
4. Are there some advantages of logging?
5. What does the conclusion of the report say about the logging industry?

Then move on to ask questions that encourage the pupils to think about the inferred or hidden meaning. Encourage them to think about why the author wrote this report and to analyse the author's point of view. Such as:

1. Why do you think the writer hasn't discussed any advantages?
2. Is the author in favour of logging or against logging? How do you know?
3. Do you think this is a balanced report that presents all the facts about logging? Why? Why not?

Syllabus Links

A1, S10



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

Comprehension

Background Information

The purpose of the exercise is for the pupils to be able to recognise the **voice** of the author in biased reporting. By this we mean the ways in which the author gets his or her viewpoint across to the reader. The questions in this activity are similar to those discussed in the previous section and should help pupils to recognise bias. A biased report is one that gives information on only one side of the issue and leaves out information that might lead the reader to a different point of view.

Teacher Led Activities

Read the instructions in the Pupil's Book with the class. Read and discuss the questions before asking pupils to write answers. You may find this exercise is more valuable to some pupils if completed orally rather than in written form.

Syllabus Links

A1, S2, S10



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

Language Study

Background Information

There are two exercises in this lesson. Exercise A focuses on changing a sentence from active to passive voice and Exercise B focuses on changing a sentence from active to passive voice by placing the conjunction and the dependent clause at the beginning of the sentence. This is a way of making the sentence more interesting.

For example:

The loggers worked steadily **until** the sun went down.

can be changed to

Until the sun went down, the loggers worked steadily.

Teacher Led Activities

Review the meaning of active and passive voice. Write examples on the board.

Use the board and the example given in the Background Information section to explain Exercise B.

Read the examples given in the Pupil's Book.

Answers**Activity A**

1. The speech competition was won by our captain.
2. Our forest was destroyed by the logging company.
3. The window was broken by the football.
4. The wild pigs were caught by the hunters.
5. The landowners were paid by the oil palm company.
6. The good gardening land was used by the company.

Activity B

1. When the match was over, we were all exhausted.
2. Because the field was covered in water, the football match had to be cancelled.
3. Before Mario had even moved, I had caught the ball.
4. Because the front door had been locked, we had to leave by the side door.
5. Before our visitors arrived, we cleaned the barbecue.
6. Although ours was the weaker team, we managed to win the final.

Syllabus Links

A4, K1



Can the pupils use a variety of sentence types including active and passive voice? (S17)

Spelling

Here are the spelling words for this week.

Ask pupils if they can find a spelling pattern that all of this week's words have in common. If pupils cannot do this, write the words on the board and write the double letters in a different colour if you have coloured chalk (or underline the double letters if you do not).

Ask pupils to copy the words into their exercise book and underline the double letters. Read the instructions for the activity in the Pupil's Book together before pupils do it.

arrived	stopped
cannot	suddenly
disappeared	village
happened	finally
narrow	suggest

Answers

- | | | | | |
|------------|----------------|---------------------|------------|-------------|
| 1. village | 2. disappeared | 3. Suddenly | 4. narrow | 5. happened |
| 6. cannot | 7. arrived | 8. stopped, finally | 9. suggest | |

Oral and Writing

Background Information

Over the next three days, the pupils are going to explore the use of reefs from another perspective. They will select a group of people who depend on the reef for their livelihood and discuss and list the reasons that this group should be allowed to use the reef. On Day 7, pupils will write an exposition that aims to convince others to allow them to continue to use the reef. On Day 8, pupils will present their speeches to the class.

Method

- Try and find pictures that show people using the reef in different ways. (fishing, sailing, snorkelling, diving etc)
- Brainstorm about different groups of people who rely on the reef for their living.
- Discuss the ways each of these different groups use the reef.
- Introduce the activity in the Pupil's Book on page 26.
- Put pupils into groups of three or four.
- You can tell each group which group of people they are to represent, or allow them to choose.

Teacher Led Activities

Show the pictures that you have collected of people on the reef. List ways people can be seen using the reef on the board. Add any others the pupils can think of. Talk about what the people in each picture are doing and why they might be doing this.

Ways People Use the Reef

fishing
snorkelling
sailing
diving
collecting shells
harvesting sea cucumbers
looking at the coral
canoeing

Groups of People Who Rely on the Reef

villagers
beche-de-mer divers
tourist resort owners
biologists
diving instructors
fishermen

Read the instructions in the Pupil's Book. Put pupils into small groups and ask them to discuss the questions in the book. Give each group a piece of paper on which they can write the reasons they should be allowed to use the reef.

Syllabus Links

A2, K1



Can all the pupils use a talk-draft-talk-write process to write a range of different texts including reports on local national and international events and descriptions of processes? (S18)

Reading and Discussion – Sylvania Oil Palm Company Limited

Background Information

This is another biased report. It only discusses the good things the development project will bring to the people in the local community. The author is trying to persuade people that they will benefit from the project, therefore she does not mention the negative side of what might happen.

In this report, the opinions used to persuade the landowners are presented as facts. Note that the term 'logging' is never mentioned in the text. Because landowners in Solomon Islands do not always allow their land to be logged, the company decided to ask for the land to be developed for a large-scale oil palm plantation project. It is not mentioned that trees on the land have to be logged when clearing the land for an oil palm plantation.

Teacher Led Activities

Ask pupils if they have heard of the company called Sylvania Oil Palm Company. If so, ask them what this company does. If not, tell them that it is a logging company.

Remind pupils that yesterday's text was a **biased report** that presented only the disadvantages of logging to local communities. Tell them that their task today is to read the text and decide if it is a balanced report that presents all the facts or if it is another biased report.

Read the text to the pupils as they read silently.

Ask some questions about the text to check the pupils' understanding.

1. Is the writer in favour of the project or against it?
2. What advantages does the project have for the local community?
3. The first paragraph states that the project will 'bring them benefits that they could only dream about before'. What does this mean?
4. In what areas will the project need people to work?
5. Apart from providing jobs, what else will the company support and develop?
6. Can you think of any disadvantages of this project? What are they?
7. Why doesn't the author of the report mention any of these disadvantages?
8. Sylvania Oil Palm Company is a logging company, but according to the report they wanted to set up a large-scale Oil Palm Plantation development project. Why would a logging company want to set up an oil plantation?
9. Who does the 'we' refer to in the final sentence?
10. What do you think is the purpose of this text?

Syllabus Links

S13, S10



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)

Comprehension

Background Information

As with yesterday's comprehension activity, the purpose of the exercise is for pupils to be able to recognise the **voice of the author** in biased reporting. The questions in this activity are similar to those discussed in the previous section and should help pupils to recognise **bias**.

This is a biased report in which the author is clearly in favour of the project. Recognising biased reporting is an important skill if pupils are to become high level readers or **critical text analysts**. Refer to pages 12 and 13 of this Teacher's Guide to remind you about the roles of a literate person.

Teacher Led Activities

Read the instructions in the Pupil's Book. Explain what pupils are required to do. Ask them to reread the report silently before proceeding to the questions.

Read and discuss the questions in the Pupil's Book before asking pupils to complete the exercise in their books.

Syllabus Links

S11, S13



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

Language Study

Background Information

The purpose of this exercise is for pupils to understand and use some of the phrases or sentence structures used to persuade people to agree during discussions. Here are some examples:

Don't you think ... ?

I believe that ...

The fact is ...

I can see your point, but ...

I think you're right, but ...

Yes, but ...

I don't agree with that because ...

Method

- Write the sentence beginnings from the Background Information on the board.
- Ask pupils to use these structures to respond to a statement.
- Introduce the exercise in the Pupil's Book.
- Ask the pupils to copy and complete the exercise in their books.

Teacher Led Activities

Tell pupils that the sentence structures on the board are used to persuade people to agree with someone's viewpoint. Read through these sentence beginnings. Write this statement on the board:

Statement: Logging is bad for the environment.

Read the statement with the pupils. Then encourage pupils to use the sentence structures on the board to express their views or opinions about the statement.

For example:

I think you're right because logging destroys our forests.

I don't agree with that because we need money to pay school fees.

Yes, but we need to cut and sell our trees to clear the forest for gardening.

I can see your point but logging brings a lot of good community developments.

I believe that logging is good if our forest is logged in a sustainable way.

Don't you think that logging brings a lot of money to rural communities?

The fact is if all the trees are logged we won't have any good trees to build houses and canoes in the future.

Read through the pupils' exercise together. Tell them that there is no one correct answer. Their views and opinions are acceptable as long as they are expressed clearly and justified with an argument.

Syllabus Links

S4, K7



Can all the pupils understand and appreciate a range of structures used to persuade people to agree during small and large group discussions? (S5)

Spelling

Background Information

The exercise focuses on double consonants in words. Knowing that double consonants usually make a single sound when the words are pronounced will help the pupils to improve spelling skills. Some words with double consonants are listed below. There are many others.

bottom	funny	lesson	passenger	off	messy
collect	happen	lolly	traffic	hidden	scissors
drill	horrible	skill	kitten	fell	swallow
riddles	suppose	pull	full	rubbish	message

Teacher Led Activities

Read the instructions in the Pupil's Book. Ask pupils to complete the written task in their exercise books.

Answers

1. narrow 2. arrived 3. disappeared 4. suddenly 5. finally 6. village
7. suggest 8. stopped 9. cannot 10. happened

Oral and Writing

Background Information

This activity is a continuation of yesterday's lesson about people who use the reef for different purposes. Today pupils will write an exposition text as part of a group.

Teacher Led Activities

Tell pupils that they are going to use the list of reasons they made yesterday to write an exposition. Remind pupils that the **purpose** of exposition writing is **to persuade others to agree with your point of view**.

Read through the instructions in the Pupil's Book. Discuss the framework given to help construct the text. Use the board to write a few arguments and provide evidence to support them. For example:

Argument	Evidence
Tourists are careful not to damage the reef when they go diving.	All tourists are warned not to tread on the coral before they go out diving.
Villagers catch enough fish for the community to eat.	The local community has rules about when people can go fishing on the reef.

Ask pupils to work in their groups to write a speech that will convince others of the importance of their need to use the reef in a particular way.

Syllabus Links

S17, S18



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

Reading and Discussion – The Pros and Cons of Logging

Background Information

This report called **The Pros and Cons of Logging** is a balanced report that tries to weigh up both the good and the bad side of logging. **Pros** are the arguments in favour of an idea or proposal. **Cons** are the arguments against an idea or proposal. This writer has discussed both the positive and negative impacts of logging. She leaves the reader to make up his or her own mind about logging rather than trying to influence them one way or another as the texts on the last two days have done.

This is a long and difficult text, so allow plenty of time for reading and discussion today.

Method

- Before reading the report, draw a Prior Knowledge Chart on the board or a large piece of paper as shown on the next page.
- Brainstorm with pupils to develop a Prior Knowledge Chart.
- Ask pupils to look at the key words. Can they use them in sentences?
- **Do not** tell pupils that this is a balanced report. Instead, ask questions during and after reading to allow pupils to understand this is a balanced report.
- Ask the pupils to read the report silently as you read it aloud.
- Discuss the text and add facts to the Prior Knowledge Chart.

Teacher Led Activities

Develop a Prior Knowledge Chart (PKC) with the class. Introduce and explain the terms **pros** and **cons**. Ask pupils to tell you what they already know about the pros and cons of logging and record it in the left hand column of the chart. (What we already know).

Introduce the title of today's text. Tell pupils they are going to decide whether this is a **balanced report** that presents both sides of an argument or a **biased report** that gives only one side of an argument.

Read the text with the pupils as described in the method section 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 the pros and cons of logging to add this to PKC.

Ask questions such as these:

1. Why do some people see logging as a wonderful money making opportunity?
2. Why do some people believe logging is a dangerous threat to rural people?
3. What is a royalty payment?
4. What can landowners do with royalty payments?
5. How could money improve a village or small community?
6. Why do members of a village argue about royalty payments?
7. If trees can be replanted, why is logging a problem?
8. How could logging be controlled so large areas aren't destroyed?

9. What could the government do to change the logging industry?
10. How could money from logging be kept in this country?
11. Do you think the report is a balanced or biased?
12. What solutions does the writer suggest?

Here is a suggestion of how you might set out the Prior Knowledge Chart:

Logging			
Pros (arguments for)		Cons (arguments against)	
What We Know Already	What the Text Tells Us	What We Know Already	What the Text Tells Us
<ul style="list-style-type: none"> government earns money selling timber rural people earn money 		<ul style="list-style-type: none"> money not always shared equally causes arguments in communities ruins forest destroys animal homes silt damages reefs 	

Syllabus Links

A1, K1



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

Comprehension

Background Information

In this exercise pupils are asked to re-read the report silently and then to summarise in a list form the pros and cons mentioned in the reading. This repeats the work you have done as a class in the Reading and Discussion session above, but because the text is quite long and difficult, it is a good idea to spend more time working on similar activities to help pupils come to understand all the information in the text.

Teacher Led Activities

Get the pupils to read the report text silently. Then in their exercise books, ask them to draw the table and complete it in the form of a list. Remind them that they do not need to use complete sentences in their table.

Syllabus Links

S10, S13



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

Language Study

Background Information

The exercise focuses on complex sentences and identifying independent and dependent clauses in sentences.

Method

- Explain to pupils the focus of the exercise.
- Do some examples on the board.
- Go through the exercise in the Pupil's Book on page 33.
- Allow pupils to do the exercise in their exercise books. Move around the class and help pupils who are having difficulty.

Teacher Led Activities

Explain that the focus of the exercise is on identifying **independent and dependent clauses** in sentences. Explain that complex sentences are made up of an independent clause (which makes sense by itself and can be used as a sentence) and one or more dependent clauses. A dependent clause does not make sense on its own, but does contain a verb.

Write the example below on the board.

Example: The cake didn't rise because we used the wrong flour.

In this example the first clause (The cake didn't rise) is an **independent clause** because it makes sense on its own. The second clause (because we used the wrong flour) is a **dependent clause** because it does not make sense unless it is read with the first clause.

Tell the pupils that dependent clauses usually start with conjunctions such as: **until, when, where, since, because, as, after, although, and before.**

Write these examples on the board and go through them together. Ask individual pupils to come to the board and underline the dependent clause in each sentence.

1. We haven't seen a snake since Peter caught one two years ago.
2. Luke and Jessie had just finished cleaning up when the bell rang.
3. Tom managed to solve all the problems although some were very difficult.
4. We couldn't watch the video until we had tidied our rooms.

Go through the exercise together in the Pupil's Book. Ask pupils to complete the activity in their books.

Syllabus Links

A4, K1



Can all the pupils use the rules of standard international English for punctuation and identifying grammatically correct sentences? (S9)

Oral and Writing**Background Information**

Today pupils will present their oral expositions to the class. This is a group activity so you can decide if one group member will speak or if all members will say part of the speech.

When assessing this activity, consider whether pupils have:

- listened to the ideas of all group members;
- presented their arguments logically;
- given evidence to back up their arguments;
- used persuasive language;
- made a convincing case for their point of view.

Teacher Led Activities

Tell pupils that today they will present their talks and listen to their classmates' presentations. Allow pupils the first ten or fifteen minutes of the session to complete and practise their presentations. Remind pupils of some points to remember when making oral presentations:

- try to make eye contact with the audience;
- speak in a loud, clear voice;
- don't speak too quickly;
- try and sound like you believe what you are saying is important.

Syllabus Links

S18, S3



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

Reading and Discussion – The Great Poly Bag Ban

Background Information

This text is a report written by a journalist. His name is Moazzem Hossain. Moazzem is a journalist for the British Broadcasting Cooperation (BBC) who works in Dhaka, the capital city of Bangladesh.

In reporting on this problem, he uses evidence gathered from key people to explain the issue in a balanced way. The report tells why the Bangladeshi government enforced a complete ban on the sale and use of polythene (plastic) bags in Dhaka. Jute bags are traditionally used in Bangladesh. They are made of bush materials.

Method

- Before reading the report text, discuss with the pupils some advantages and disadvantages of using plastic bags over more traditional ways of carrying goods.
- Introduce pupils to the text in the Pupil's Book.
- Show a world map and explain where Bangladesh is located. Explain that Bangladesh is a poor country with a large population.
- Read the text with the pupils.
- Talk about the information in the text.

Teacher Led Activities

Before reading the report text, discuss with the pupils some advantages and disadvantages of using plastic bags. Write what they tell you on the board.

Advantages of Using Plastic Bags	Disadvantages of Using Plastic Bags
<ul style="list-style-type: none"> • cheap to make and buy • easy to use • can be used for many purposes • clean 	<ul style="list-style-type: none"> • often thrown away • end up in the sea where they kill sea creatures that eat them • don't break down easily

Read the text aloud as the pupils read silently.

Ask pupils or groups of pupils to read selected parts of the text aloud to the class.

Use these questions to guide your discussion:

1. Why did government decide to ban polythene bags in Bangladesh?
2. How many plastic bags are used every day in Dhaka?
3. How many polythene bags are thrown away every day in Dhaka city?
4. When were polythene bags first used in Bangladesh?
5. What was the name of the traditional bag used before plastic bags became popular?
6. Why was a massive publicity campaign launched by the Environment Minister?
7. Did everyone in Dhaka stop using polythene or plastic bags? Why? / Why not?

Comprehension

Background Information

This exercise involves examining writing which informs and educates people.

The focus of this activity is on critically evaluating a piece of journalistic writing for the construction of arguments, persuasive examples, and how different points of view and potential objections are handled by the writer. All of this is set within the context of a global environmental problem.

The writer begins by stating that the ban on plastic bags is to save Dhaka from 'an environmental disaster'.

Method

- Explain the purpose of the activity.
- Read the text silently.
- Discuss and do the activity with the class on the board. It is quite a hard activity and it is not necessary for pupils to answer the questions individually.

Teacher Led Activities

Tell the pupils that you will work through this activity with the whole class. Tell them that purpose is to help them to recognise how effective arguments are constructed.

Discuss and answer the three questions together. Write both the questions and the answers on the board. You may choose to have pupils copy the answers into their books or just engage them in discussion and reading answers from the board.

1. The writer begins by stating that the ban on polythene bags is to save the city of Dhaka from 'an environmental disaster'. What examples does he use as evidence for this? List them.

- Millions of plastic bags used every day are clogging up the drainage system.
- Dhaka residents throw nearly ten million of these bags away every day.
- The city is overcrowded and already suffers from high levels of air pollution and other environmental hazards.

2. Is the article balanced or is it biased in favour of a particular viewpoint?

Pupils could argue that the article favours environmental groups and the government ban. However, the article puts several points of view from different groups: the government, environmental groups, and residents. It reports the government's view - that plastic bags are a danger because they clog up the drainage; the worries of environmental groups that the government will not enforce the ban; the views of residents who find the polythene bags useful and cheap. It also suggests that 18,000 workers who make polythene bags will have to lose their jobs.

3. Who might object to the ban?

- Workers who make plastic bags.
- People who use them every day.

Syllabus Links

S10, S13



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

Language Study

Teacher Led Activities

Review the meaning of dependent and independent clauses. Read the activity in the Pupil's Book with the class and do a few examples orally.

Ask pupils to complete the activity in their exercise books.

Syllabus Links

S17



Can the pupils understand and use prepositions and conjunctions when linking dependent and independent clauses? (K3)

Spelling

Teacher Led Activities

Ask the pupils to read through their spelling words for this week.

Remind them that all the spelling words have double consonants and that these double consonants usually make a single sound when we say them. Ask them to tell you some examples of words with double consonants. Write them on the board. When you have finished, read through all the words on the board together aloud.

Tell the pupils that today's activity also focuses on double consonants.

Tell the pupils that when the consonants **f**, **l** and **s** appear at the end of a word, they are usually doubled. This is **not** the case when the **s** is at the end of the word to make it plural.

Here are some examples. Write these on the board for the pupils to see and read.

bell bill doll dull off cliff
dress less miss boss toss odd

Explain that there are some exceptions to this rule as follows

bus was is of gas

Read through the activity in the Pupil's Book on page 36.

Ask them to do the activity in their exercise books.

Oral and Writing

Background information

This exercise is an extension of today's reading. Pupils are asked to imagine that they own a plastic bag company in Dhaka. They must write and make a short persuasive speech on television to try and convince people that the ban is not a good idea.

This is a brief writing activity. Pupils will not have time to proofread, edit and write a final draft. The emphasis in this activity is on the pupils' ability to quickly compose and present a short persuasive text.

Teacher Led Activities

Read the instructions in the Pupil's Book. Discuss the questions provided. Ask pupils to write a few sentences trying to persuade people to agree with their point of view.

Ask pupils to brainstorm some arguments that could be used to support their position. Model a few suggestions on the board. Discuss words and phrases that are persuasive. List some of these on the board.

Syllabus Links

S3, S9



Can the pupils speak at length without detailed preparation on a given topic? (S7)

Reading and Discussion – How Can You Buy the Sky?

Background Information

This text is an exposition. This is a difficult text and you may need to spend extra time guiding the pupils through it.

This speech was given by Chief Seattle, a Native American chief, to his tribe. He spoke in 1855 when the US government wanted to buy the land of his people. His words have been transcribed and interpreted many times since.

This exposition has a powerful and persuasive message but the message is not directly and clearly stated. The text uses **figurative language** to produce pictures in the minds of the readers or listeners. **Metaphors** are used. Metaphors are words or phrases used to describe something by saying one thing is something else. **For example:**

The perfumed flowers are our sisters.

Method

- Introduce the exposition text in the Pupil's Book.
- Read through the key words and explain their meaning.
- Read the exposition aloud to the class while pupils read silently.
- Discuss key questions.
- Relate the chief's opinions to the present situation in Solomon Islands.

Teacher Led Activities

Introduce today's reading.

Explain that the text is a speech written by an American Indian. Tell pupils that traditional Indian American religion teaches that there are strong bonds between the earth and people. They believe that spirits live in plants and animals and the land and water. The American Indian people respect their environment and look after it.

Read through the key words to the class and explain their meaning as they are used in the text. Ensure the pupils can say the words and understand their meaning.

Read the text with the pupils. Use these questions to guide post reading discussion:

- To whom is Chief Seattle speaking when he asks the questions in lines 1 and 2?
- Does the chief think you can buy the sky, or own the rain or wind?
- What did his mother tell him? Why has he remembered her words?
- Chief's father said 'We are part of the earth and it is part of us.' What does this mean?
- What do you think 'the voice of my ancestors' means? Is it a real voice?
- What does the last line mean?

Encourage the pupils to develop a deeper understanding of the text by asking questions that help them to apply what they have read to their own country and local community. For example:

1. Do you think we have a duty to look after the planet for people who will live here in the future? Why? Why not?
2. Are people part of the environment or separate from it?
3. Which groups of people cause the most damage to the environment? Those who live a traditional village lifestyle or in a big city community? Why?
4. Should we help to conserve the resources of our living world? Why? How?
5. How could we help to conserve and improve our local surrounding or neighbourhood?
6. Do you think Chief Seattle's speech is relevant to Solomon Islands? In what way?

Syllabus Links

A1, S13



Can all the pupils read this text with confidence and interpret it in relation to their own experience? (S14)

Comprehension

Background Information

This exercise gives pupil's practice with skim reading and scanning a text for information and it also allows them more time to read and think about the important messages contained in today's text.

Teacher Led Activities

Read through the exercise with the pupils and explain what they are asked to do.

If necessary, answer the questions orally with the pupils before asking them to work independently to answer the questions in their exercise books.

Syllabus Links

A3, S12, K7



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

Language Study

Background Information

Adjectives tell us more about nouns. They describe people, places and things. Some of the adjectives tell us about the quality, colour, shape or how many are being described. The sentences and adjectives in this activity are taken from the text the pupils have just read. Pupils should be encouraged to rely on their memory and understanding of the information in the text, rather than looking back at the text as they do the activity.

Method

- Review the meaning of adjectives.
- Use examples to consolidate the concept.
- Read through the exercise and allow pupils to work independently and complete it in their exercise books.

Teacher Led Activities

Tell the pupils that the exercise involves using adjectives. Use the ideas in the Background Information to explain.

The exposition used a lot of adjectives and this exercise is related to the chief's speech. Tell the pupils not to look back to the text when doing the exercise. Tell them to rely on their memory and their understanding of the ideas in the text to complete the exercise.

Read through the exercise in the Pupil's Book.

Tell them to copy and complete the exercise in their books.

Syllabus Links

K1



Do all the pupils understand and appreciate the meaning of adjectives and use them correctly and confidently both in spoken and written English? (K8)

Spelling**Teacher Led Activities**

Ask the pupils to study the spelling words silently. Then ask them to arrange this week's spelling words in alphabetical order. After the pupils have finished this activity, correct it with the whole class on the board.

Spelling Test

Give pupils paper on which to write their spelling test and ask them to write their name on the paper.

Remind them that this is a test so they must work by themselves.

Read each of the sentences on the right slowly, while the pupils listen and write the sentences. Tell pupils to underline the spelling words in each sentence.

When you have finished, collect their papers and mark their tests. Remember to record their weekly spelling tests in your progress record book. This will help you to monitor your pupils' progress.

Dictation - Spelling Test

1. It was dark long before the visitors arrived at the village.
2. The sun had disappeared behind the hill.
3. They had walked along a narrow road.
4. "We cannot see where we are going," said Linda.
5. The visitors stopped and sat down.
6. What happened next?
7. Some children suddenly ran up to them and finally led them to the village.
8. The villagers decided to suggest places for them to sleep.

Oral and Writing

Today pupils will be writing and performing a short role-play in the form of an interview. They will work in pairs to discuss and write a set of interview questions. They also have to decide what responses the person being interviewed would make. In this instance, the interviewer is a television reporter and the subject of the interview is a villager who is upset about logging in her local area.

Teacher Led Activities

Read the instructions in the Pupil's Book on page 40. Discuss the questions provided. Demonstrate how to write dialogue on the board. Use the example below to show pupils how to set out their writing. This is an interview with someone who is concerned about local beaches. The interviewer is Linda, the villager is Siake.

Use expression when you read this text to the pupils. Use a calm, clear voice for the interviewer and try and sound angry or concerned when you say the villager's lines. You could ask one of the pupils to be the interviewer while you act the role of Siake.

- Linda:** Good morning, Siake. Thank-you for talking to us today.
- Siake:** Good morning, Linda.
- Linda:** I believe you are concerned about the beach near your village.
- Siake:** Yes, I certainly am!
- Linda:** Please tell us more.
- Siake:** I am very angry about people littering the beach with rubbish.
- Linda:** How long has this been happening?
- Siake:** For many months now. I am concerned that it is getting worse.
- Linda:** What problems are being caused by the litter?
- Siake:** The beach is dirty. It looks terrible. Sea creatures are dying because they think some of the rubbish is food. We must change what is happening.
- Linda:** Do you know who is causing this problem?
- Siake:** I am not sure, but I think many people do not realise that this rubbish is dangerous. Some of it does not break down and lies on the beach forever! We must take care of our beaches!
- Linda:** Do you have a solution to the problem?
- Siake:** Yes, I have some ideas that might help. We should teach children in schools about the problems caused by rubbish. We could also have clean up days where everyone helps to look after the beach. I hear that these days have been very successful in other countries.
- Linda:** Thank-you for telling us about your concerns, Siake.

Syllabus Links

S3



Can the pupils present short plays, improvised or scripted, in class? (S8)

Reading and Discussion – The Web of Life

Background Information

The theme of this unit is endangered species of sea and land animals.

Due to the activities of humans, many plant and animal species are in danger of becoming extinct. The term **extinction** refers to the dying off of all individuals of a particular plant or animal group. Plants or animals that have become extinct are those that no longer exist anywhere on earth today. The rate of extinction is rising rapidly. Some scientists say that one species of plant or animal becomes extinct somewhere in the world every 20 minutes.

The text in the reader for this unit is entitled, **The Web of Life**. It is written from the point of view of a spider, and it explains the relationship between animals. It describes the way in which plants and animals rely on each other, or are interdependent. The text also explains why it is important to preserve and protect species.

The reader contains some additional short texts that teachers may choose to read with the class during the course of the unit.

Method

- Create a concept map to introduce the unit topic **Endangered Species**.
- Revise the features of an exposition.
- Read over the key words and make sure the pupils understand the meanings.
- 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.

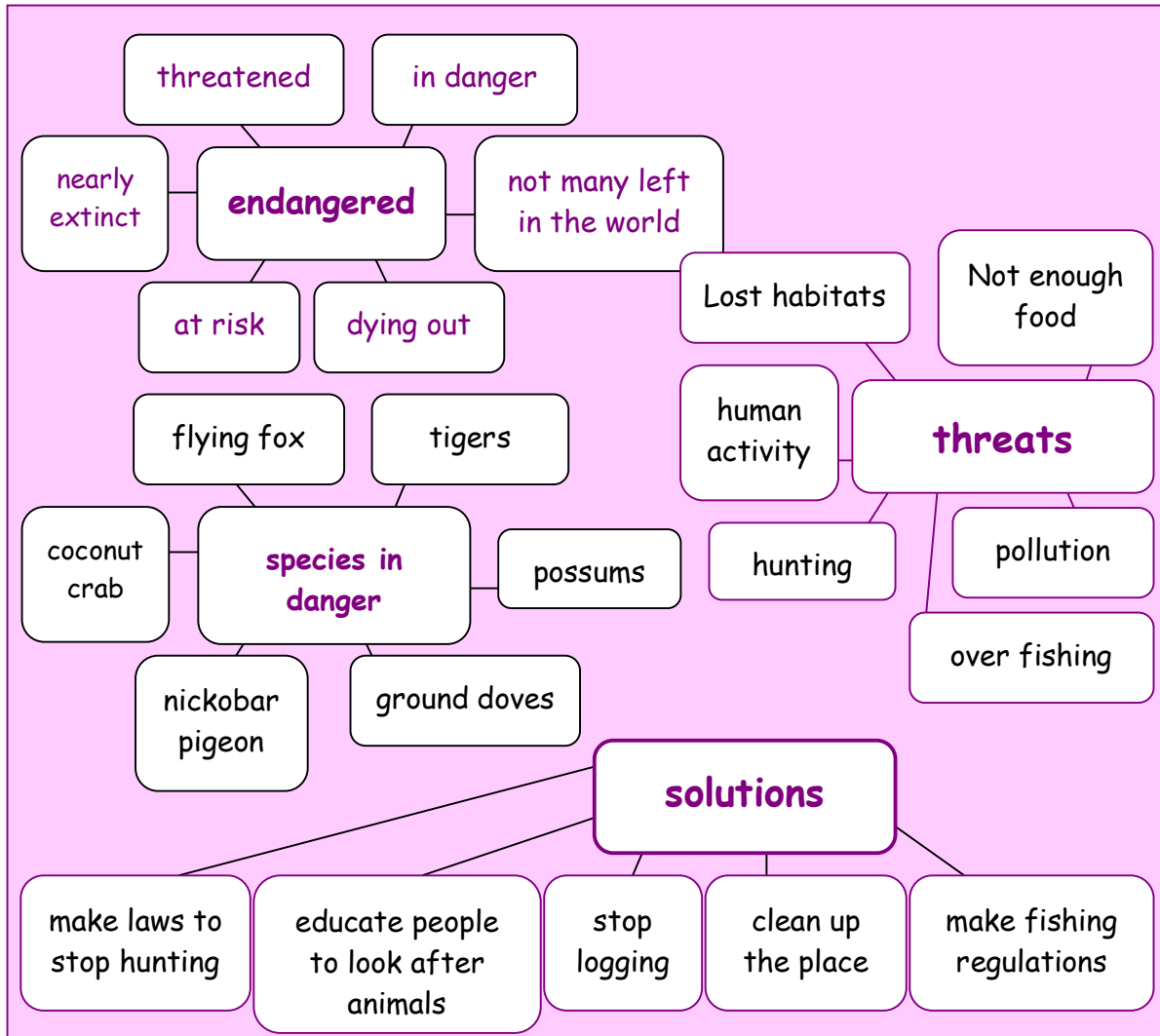
Teacher Led Activities

As a whole class activity, create a concept map to record what the pupils already know about **endangered species**. Draw the concept map on the board and encourage the pupils to suggest words or events that could be included. Ask the pupils to identify any plants or animals that they know to be endangered or extinct.

You may wish to use the following questions to help construct the concept map.

1. What does the term **endangered** mean?
2. What different things threaten species of plants and animals so that they become endangered?
3. Can you name any endangered animals or plants?
4. What can we do to help prevent animals and plants from becoming extinct?

Using these questions, you might end up with a concept map that looks like the one on the following page. If you draw this on a large sheet of paper you can add more information to it as you work through the unit.



Introducing the Text

Write the title **The Web of Life** on the board. Ask the pupils to use the title to predict the content of the text.

Read through the key words. Explain the meaning of the words and demonstrate the correct pronunciation of each word.

Ask the pupils to read the text silently.

Discuss the text and ask some questions to find out the pupils' level of understanding. Here are some example questions.

1. In what ways do animals and plants depend upon each other?
2. What do plants need in order to survive?
3. What is an herbivore?
4. Name some animals that use trees for their homes?
5. What does the term logging mean?

6. What is the difference between a predator and a scavenger?
7. What is decomposition?
8. How can the relationship between plants and animals be referred to as a cycle?
9. In what ways can we help to preserve our environment?

Syllabus Links

S10, S15



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

Comprehension

Background Information

This activity asks pupils to think more about the text and apply what they have read to their own knowledge. It is a classification exercise. Working in pairs the pupils need to identify and list the herbivores and carnivores. **Herbivores** are animals that eat only plants and **carnivores** are animals that eat meat - or other animals.

Method and Teacher Led Activities

- Explain the difference between **herbivores** and **carnivores**.
- Ask the pupils to give some examples of herbivores and carnivores.
- Refer to the instructions in the Pupil's Book.
- Use the examples provided to explain the task.
- Organise the class into pairs and tell the pupils to read the text again.
- Ask pupils to copy and complete the diagram in their exercise books.
- When pupils have completed this activity, encourage them to share their lists with the whole class group.

Syllabus Links

S2, S10



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

Language Study

Background Information

This activity provides pupils with practice identifying and using homonyms.

Homonyms are words that sound the same but are spelt differently. They also have different meanings. Some examples are given in the table on the next page:

blew - blue	boy - buoy	hear - hear	to - too - two	knead - need
buy - by	board - bored	dear - deer	plane - plain	tail - tale
sea - see	knot - not	read - reed	wood - would	write - right

Method

- Revise homonyms.
- Use some homonyms in sentences to demonstrate the difference between the meaning of the words.
- Read the instructions in the Pupil's Book and use the example provided to explain the task.
- Ask the pupils to complete the activity in their exercise books.

Teacher Led Activities

Ask the pupils to suggest examples of words that are homonyms. Write these examples on the board. Ask the pupils to pronounce each word. Explain that although the words sound the same they have different meanings and they are spelt differently.

Write some words from the table above on the board and ask the pupils to think of homonyms for each word. Write their answers on the board.

Select pairs of homonyms and ask the pupils to use the words in sentences to show the difference in meaning. Use the following as an example:

The sailor was **not** able to untie the **knot**.

Refer to the activity in the Pupil's Book and use the example provided to explain the task.

Read through each sentence and ask the pupils to rewrite the sentences correctly in their exercise books.

Syllabus Links

A4



Do all the pupils understand the meaning of homonyms and use them correctly in sentences? (K2)

Spelling

Background Information

On the right, are the spelling words for this week.

Several of the list words contain the letter combinations 'ei' or 'ie'. These words are often spelt wrongly.

There is a helpful spelling rule that applies to words containing these letters as follows:

i before e except after c.

When the letters **i** and **e** appear together in a word, the **i** always comes before the **e** except where the letter **c** comes first.

believe	deceive
niece	ever
piece	nephew
tries	minute
receive	still

For example in these words **i** comes before the **e**:

believe, piece, retrieve, niece, relieve, belief, thief, brief, grief

But in these words **e** comes before the **i** because of the letter **c**:

receive, deceive, deceit, receipt, perceive

Method and Teacher Led Activities

- Introduce the spelling words.
- Read each word out loud to show the correct pronunciation.
- Ask the pupils to pronounce the words aloud.
- Organise the class into pairs and 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 learn the words.
- Tell the pupils to copy the words into their exercise books.
- Use the words provided in the Background Information to teach the **i before e rule**.
- Refer to the activity in the Pupil's Book and use the example to explain the task.

Oral and Writing

Background Information

This speaking activity is an oral exposition. The aim of an exposition is to present and argue a point of view.

A persuasive exposition:

- Can be a response to a current issue;
- Often raises issues that are open to discussion;
- Is usually someone's opinion;
- Normally has a one-sided presentation to the argument (bias);
- Has a logically developed argument;
- Is usually open to debate by others.

In this activity, the pupils will take on the role of **either** an animal that relies on trees for shelter and/or habitat **or** a person who represents a logging or mining company who needs to clear the land.

Acting in roles of animals or loggers or miners, the pupils will need to convince or persuade each other that their point of view is valid.

Method

- Revise the purpose and features of persuasive expositions.
- Refer to the activity in the Pupil's Book and explain the task.
- Demonstrate and model the role-play scenario.
- Provide the pupils with time to plan their argument and offer encouragement and assistance where necessary.
- Allow some pupils to present their arguments to the class.

Teacher Led Activities

Ask the pupils to tell you some of the features of an exposition. (Refer to the Background Information and to page 17 of this Teacher's Guide).

List these on the board. Add any features not mentioned by the pupils. Explain that, in today's activity, pupils are going to present a short persuasive speech or exposition.

Ask the pupils to suggest names of any **animals that use trees for shelter or food**. Write these on the board. They might include possums, who use fruit trees for food and make their homes in hollow trees, or tree snakes who live in the branches of trees, for example.

Ask the pupils to suggest possible **reasons why people cut down trees**. Write these suggestions on the board. They might include logging, cutting trees for timber to make houses or clearing space for gardens.

Refer to the activity in the Pupil's Book and explain the scenario. Tell the pupils that loggers are planning to cut down all of the trees in a particular area. The animals living in that area are very upset about losing their shelter and their homes.

Ask the pupils to form pairs. Each pair should consist of an animal that relies on the forest and one logger. Tell them that they should act out the role as they present their argument to their partner.

Demonstrate and model the task to the class. During the role-play use facial expressions, body language and persuasive language to demonstrate the effectiveness of these aspects when presenting a point of view.

Tell the pupils to spend time preparing their arguments by writing notes. When they have had enough time to prepare, have them present their arguments to each other.

Tell the pupils to allow each other to present their argument without interruption. Ask the animals to speak first and, once they have finished, allow the loggers to present their arguments. Remind the pupils to speak clearly, confidently and persuasively.

Move around the room and listen to the pupils.

Select a few pairs to present their arguments to the class.

Syllabus Links

S6, S17



Can all the pupils talk freely and give information in small group discussion? (S5)

Assessment Activity – Running Records

Background Information

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.

Method

- Complete the Running Record assessments for every pupil in the class as you progress through this unit.
- Select three passages from the reading texts found within this unit. The passages should be about 100 words each. One should be **easy**, one **medium** and one **difficult**.
- You can compare and analyse the level by working out the average number of words per sentence and the average number of letters per word.

In the introductory section of the Teacher's Guide you will find

an explanation of how to plan and analyse your running record. Read these instructions carefully before planning your assessment. Use the suggested texts in the box above, or you may prefer to prepare your own texts. Remember that you should have read each text with the class once before you hear each pupil read.

Suggested Text for Running Records

Easy Text

Text 7: Dead as a Dodo, Paragraph 2

From: Many thousands of years....

To:could no longer fly (104 words)

Medium Text

Text 3: Arnarvon MCA, Paragraph 8

From: Turtles lay their eggs....

To:survive into adulthood. (100 words)

Difficult Text

Text 5: Save the Whale Paragraphs 2, 3 and 4

From: Whatever the reason....

To:became available (107 words)

Reading and Discussion – Preserving the Megapode Bird**Background Information**

Today's text is a report about the megapode bird. This bird is a protected species on the island of Simbo.

Method

- Lead a classroom discussion to help the pupils understand the meaning of the word 'preserve'.
- Find out what the pupils already know about the megapode bird.
- Go through the key words.
- Ask the pupils to read the text silently.
- Discuss the text.

Teacher Led Activities**Before reading the text**

Write the word preserve on the blackboard. Ask the pupils to suggest meanings for this word. Record the responses on the board and discuss these suggestions. Explain that when we preserve something we try to keep it alive or in existence. The word 'preserve' means to try to keep or maintain something.

Ask pupils if they know anything about megapode birds.

For example:

- What does it look like?
- Where can it be found?
- Is this bird useful in any way?
- Why do you think that this bird may need to be preserved?

Explain the meaning of the key words and make sure the pupils can say them correctly.

After reading the text

Ask the pupils some simple questions to check that they have understood the text.

Syllabus Links

S2



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

Comprehension**Background Information**

There are two activities prepared for today's comprehension. Decide first which pupils will complete which activities. Some pupils may do both or you may choose to do one activity orally with a small group of pupils who need more help with comprehension.

Method

- Read the instructions in the Pupil's Book and explain the task.
- Read the questions and help the pupils to understand what is expected.
- Ask the pupils to complete the activity / activities.

Teacher Led Activities**Activity One**

Ask the pupils to read the text again. Refer to the questions in the Pupil's Book. Read through each question and ask the pupils to answer each in their exercise book, using complete sentences.

Activity Two

Ask the pupils to imagine that they belong to the new generation of Simbo Islanders.

Read through the questions in the Pupil's Book and ask the pupils to write a short paragraph outlining their ideas.

Syllabus Links

S10



Can all the pupils write a well structured paragraph to express their ideas? (S17)

Language Study**Background Information**

This activity reinforces the pupils' understanding of homonyms.

Homonyms are words that sound the same but are spelt differently and have a different meaning. Refer to the Background Information in Language Study - Day One.

Method and Teacher Led Activities

- Revise the meaning of homonyms. Ask the pupils to suggest some pairs of homonyms. Write these on the board and demonstrate how each word sounds the same but has a different meaning and a different spelling.
- Read the instructions in the Pupil's Book and explain the activity.
- Use the examples provided as further explanation.
- Read through all of the words.
- Ask the pupils to complete the activity in their exercise books.

Syllabus Links

S15



Do all the pupils understand the meaning of homonyms and use them correctly in sentences? (K2)

Handwriting**Teacher Led Activities**

Read the poem in the Pupil's Book on page 45 as a whole class. Ask the pupils to copy the poem into their exercise books using their best cursive handwriting. Move around the room

and check pupils' pencil grip and posture. You may need to show individual pupils ways in which they can improve their handwriting.

Oral and Writing

Background Information

During the next few writing lessons the pupils are going to plan and write a persuasive exposition. The pupils will present their writing in the form of a poster. The purpose of this poster is to inform and persuade other people. The poster should:

- be colourful and eye catching;
- have a drawing, photograph or illustration;
- include short sentences;
- use words that convey an instant message;
- try to persuade and convince the reader.

For this writing activity the pupils will need to use the information provided in the report, **Preserving the Megapode Bird**. The pupils will be required to imagine that they are living on the island of Simbo many years ago, when the megapode bird was in danger of becoming extinct due to an increase in the human population and land clearing. Some Simbo Islanders have been asked by the chief to persuade and convince others that the idea of building new homes for the birds is a good one. To do this, they need to create posters that can be displayed around the island.

During today's activity pupils will draft a plan for their poster.

Method

- Briefly revise the purpose and features of a persuasive exposition. Include particular reference to the characteristics of a poster outlined in the Background Information.
- Show the class some examples of posters you may already have on display in the classroom.
- Refer to the activity in the Pupil's Book and explain the task.
- Ask the pupils to read the report, **Preserving the Megapode Bird** once more.
- Organise the class into groups of four and provide them with time to plan their posters.

Teacher Led Activities

Ask the pupils to tell you what they already know about posters.

Write these ideas on the board and include any characteristics that have not been suggested. You may wish to refer to Background Information in today's Oral and Writing section.

If you have any posters in the classroom, show these to the class and point out the features shown. Discuss what purpose posters have and how this links to the type of texts that they are.

Ask the pupils to re-read today's text.

Read through the instructions in the Pupil's Book and explain the task. Tell the pupils that it is their job to help the chief of Simbo Island to convince his people to build new homes for the megapode birds.

Use the information provided in the Pupil's Book to demonstrate what should be included on the posters.

Remind the class that the language used on the poster needs to be persuasive and simple. The posters should be colourful and should include pictures, photos or diagrams.

Read through the examples provided in the Pupil's Book and ask the pupils to suggest any other words, sentences, pictures or diagrams that could be included in the posters.

Organise the class into groups of three or four and ask the pupils to start drafting their plans.

Give each group a large piece of paper. Explain that this is the first draft poster. Tell the pupils to spend time planning the position of their headings, sub headings, pictures, diagrams and sentences. Encourage the pupils to make notes and diagrams on this piece of paper. If paper is scarce this can be planned in the pupils' exercise books.

Syllabus Links

A2, S4



Can all the pupils use a talk – draft – talk process to complete their planning? (S18)

Reading and Discussion – Arnavon Marine Conservation Area

Background Information

Today's reading is a type of exposition. It **provides information** about a marine conservation area that has been established specifically to protect sea turtles and to help ensure their future survival. At the same time it **tries to convince** the reader of the importance of this conservation project.

In other parts of the world, certain areas have been set aside for the purpose of protecting specific animals and plants. National Parks and Wildlife Parks have been created in many different countries. The Great Barrier Reef, which is located along the east coast of Australia, is another example of a marine protected area.

Method

- Discuss the purpose of a 'Conservation Area'.
- Use a world map to locate the Great Barrier Reef which is another example of a conservation area.
- Read through the key words and make sure the pupils understand the meanings of the words 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 the word **conservation** on the board and ask pupils to suggest possible meanings for the word. Write these responses on the board.

Through a class discussion, help the pupils to understand that conservation means to keep something safe or to preserve something from loss, decay, waste or extinction. Explain the idea of a **conservation area**. Ask the pupils if they know of any such areas. Ask the pupils to suggest possible reasons why conservation areas would be created.

Use a world map and show the pupils the location of Australia. Locate the Great Barrier Reef and explain that this is another example of a conservation area. All of the plants, animals, fish and coral found in this area are **protected**.

Read through the key words and make sure the pupils know how to say the words correctly. Help the pupils to find the meaning of the words and ask them to use the words correctly in sentences.

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 ensure all pupils take part. Use some simple questions to find out the pupils' levels of understanding, such as:

1. What is the purpose of the Arnavon Marine Conservation Area?
2. Why do people want to protect the sea turtle?
3. What are some of the things that are threatening the lives of turtles?

4. Can you think of any other things we can do to stop the turtles from becoming extinct?
5. Do you think that it is necessary to help save the turtles or should we let them become extinct? Why or why not?

Syllabus Links

A1



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 gives the pupils practice in using the key words to construct sensible sentences.

The second requires the pupils to identify true and false statements from the text. You may choose to do one of the activities as an oral task and the other as a written task.

Method and Teacher Led Activities

Review the meaning of the key words with the pupils.

Activity 1 - Ask the pupils to choose six words from the key word list and use these in sentences to show their meaning. Demonstrate using some of the key words as examples before they begin.

Activity 2 - Read the true or false statements aloud and then ask the pupils to refer to the text to help them decide if the statements are true or false.

Ask pupils to complete the activities individually. If there are some pupils who are finding it difficult to understand the text you could work with them in a small group and work through the activities together.

Answers (Activity 2)

- | | | | | |
|---------|----------|---------|----------|----------|
| 1. True | 2. False | 3. True | 4. False | 5. True |
| 6. True | 7. False | 8. True | 9. True | 10. True |

Syllabus Links

K1, S10



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

Language Study

Background Information

Pupils should be able to identify the correct punctuation marks required at the end of different types of sentences. In this activity they first have to identify the difference

between a statement, an exclamation and a question, then they have to choose the correct punctuation mark to complete the sentence.

These examples may help you explain the activity to the pupils:

Question	Question mark	?	Where is the conservation area?
Exclamation	Exclamation mark	!	Leave those turtle eggs alone!
Statement	Full stop	.	It is important to protect turtles.

Method

- Revise the different sentence types and required punctuation marks.
- Explain the purpose of each punctuation mark and demonstrate using some examples.
- Refer to the instructions in the Pupil's Book and use the examples provided to explain the task.
- Ask the pupils to complete the activity in their exercise books.

Teacher Led Activities

Write the following sentences on the board. Ask the pupils to tell you why the sentences are not complete. (No punctuation marks at the end)

Use these examples to explain the different types of sentences and the required punctuation marks. You may wish to use the examples provided in today's Background Information to help you explain this concept.

1. I have found some turtle eggs (statement requires a **full stop**)
2. Where are the turtle eggs (question requires a **question mark**)
3. Come here immediately (exclamation requires an **exclamation mark**)
4. The Arnavon Conservation Area is in Solomon Islands (statement requires a **full stop**)
5. Where is the Great Barrier Reef (question requires a **question mark**)
6. Help me (exclamation requires an **exclamation mark**)

Lead the instructions in the Pupil's Book and use the examples provided to help explain the task. Ask the pupils to re-write the sentences inserting the correct punctuation mark at the end.

Syllabus Links

A2, S11



Can the pupils use correct punctuation to indicate sentence types in their writing? (S17)

Spelling

Method

- Go through the spelling words again.
- Ask the pupils to work with a partner to try to spell the words without looking at them.
- Ask the pupils to choose six words from the list and use them in interesting sentences.
- Tell the pupils to write the sentences in their exercise books.
- Remind the class about the dictation test on Friday.

Oral and Writing

Background Information

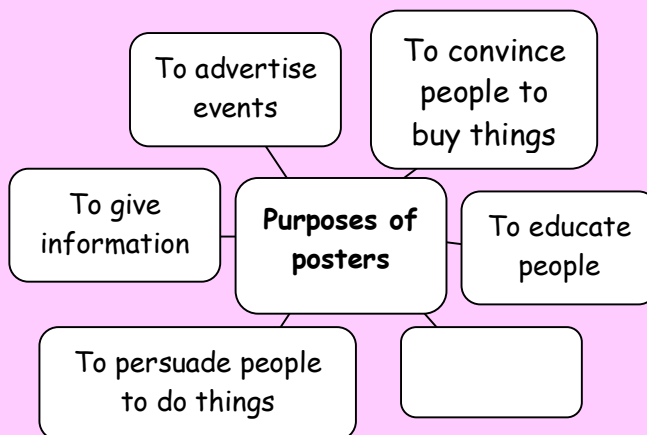
During the last writing lesson the pupils worked on a plan for their poster. Today they will need to start writing the first draft of their poster. As you move around the class help them to think about the purpose of their writing. Help them to see that the way in which they design their poster is determined by the purpose and the audience they have in mind for it.

Method

- Brainstorm the different purposes of posters.
- Organise the class into small groups.
- Tell the pupils to discuss their plans to see if any improvements need to be made.
- Refer to the instructions in the Pupil's Book and use the example provided to help explain the task.
- Move around the class and provide help where necessary and remind the pupils to include headings, subheadings, pictures and diagrams.

Teacher Led Activities

Before they start work, hold a quick brainstorm session with the whole class about the different purposes of posters. Include some of these ideas in your discussion.



Ask pupils to explain in their own words what is the purpose of the poster they are designing.

Remind them that they are trying both **to educate people** about the importance of looking after the megapode bird and **to convince them** to do so.

Syllabus Links

A1, S2



Can all the pupils use a talk – draft – talk – redraft process for their writing? (S18)

Reading and Discussion – The Life Cycle of the Sea Turtle

Background Information

Today's text is an information report titled, **Life Cycle of the Sea Turtle**. This text provides information about the various stages in the life of a turtle. The purpose of an information report is to present factual information. It can inform, explain or describe. This text is set out as an annotated diagram. Because it describes a cycle the author has arranged the sequence of events in a circle.

The characteristics of an information report are as follows:

- The text is clearly set out with sub headings and may be accompanied by pictures or diagrams;
- Provides a clear description or explanation of the topic;
- The information is arranged in paragraphs, normally under key words;
- Doesn't tell a story, but rather presents facts.

Method

- Discuss the meaning of the word 'cycle'.
- Find out what the pupils may already know about the life cycles of turtles and other animals.
- Read through the key words and help the pupils to understand the meaning of these words.
- Briefly revise the purpose and characteristics of an information report.
- Ask the pupils to read the text silently.
- Discuss the text and use the contents to highlight the characteristics of an information report.

Teacher Led Activities

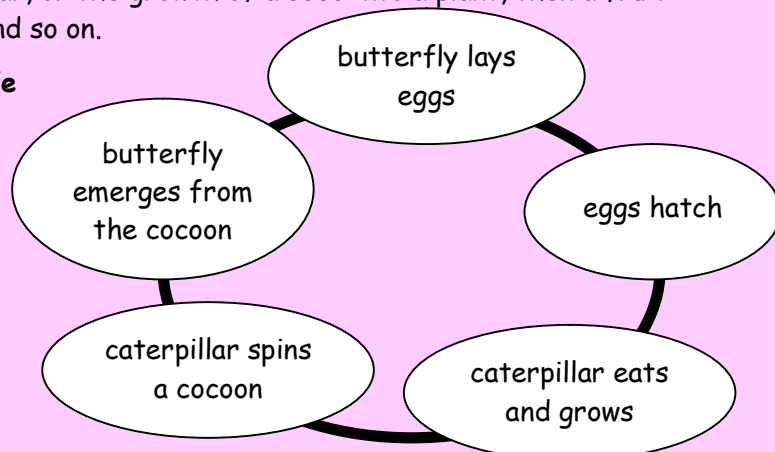
Write the title of the text on the board. Ask the pupils to suggest the meaning of the word cycle. Make sure that the pupils understand that a cycle can be referred to as a series of events that repeat themselves in the same order over a period of time.

Ask the pupils to suggest examples of other things that may occur in cycles such as the months and seasons in a year, or the growth of a seed into a plant, then a fruit containing another seed, and so on.

Refer to the text title, **Life Cycle of a Turtle**.

Ask the pupils if they know the life cycles of any other animals. For example, the butterfly.

You could sketch this cycle on the board.



Introduce the key words. Ask the pupils to use dictionaries to find the meaning of any words they don't understand.

Ask the pupils to recall the purpose and features of an information report.

Write these features on the board. You may wish to refer to the list provided in the today's Background Information and refer to page 18 of the introduction.

Have the pupils follow the text silently as you read it aloud. Discuss the text and ask the pupils some simple questions to find out their level of understanding.

Here are some example questions:

How often does the female turtle come ashore to lay her eggs?

How long does it take for the eggs to hatch?

What is another name for a baby turtle?

Why do you think the baby turtles travel to the water in groups?

Why do the baby turtles swim for 3 - 5 days before stopping?

What threats do the turtles face whilst at sea?

Would you like to be a turtle? Explain your answer.

Syllabus Links

A4, S15



Can all the pupils read a range of different genres of written English? Do they understand different contexts and the ways in which form and style are determined by the proposed purpose (A1)?

Comprehension

Background Information

In a way this is a trick activity. There is not really a clear beginning to a cycle like this. Pupils may argue that the cycle begins when the eggs are laid, but this can't happen without an adult turtle, so others may argue that it begins when the adult turtles mate. Because it is a trick question, it is a very good question for developing discussion amongst your pupils. If they all want to argue that the cycle begins at different points there will be lots of debate and discussion.

Method

- Organise the class into pairs and ask the pupils to re-read the text with their partner, taking turns to read one box of text each.
- Write the following question on the board:
Where does the life cycle of a turtle begin?
- Tell the pupils to discuss this question with their partner.
- Choose certain pupils to explain their answers to the whole class.

Alternative Activity

Ask pupils to identify and write down five interesting facts that they learned by reading the report.

Syllabus Links

A3, K6



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

Language Study

Background Information

This activity gives the pupils practice using conjunctions to link sentences. Conjunctions join words, phrases or sentences together. Here are some examples of conjunctions:

and **but** **because** **as**
therefore **then** **although** **so**

The boy **and** the girl hurried home.

She could write well **but** she was not good at maths.

We knew he was not to blame **because** we saw the accident.

Method

- Revise the purpose of conjunctions.
- Demonstrate the use of conjunctions as linking words within sentences.
- Use examples to reinforce the concept.
- Read through the passage in the Pupil's Book and explain the activity.

Teacher Led Activities

Write the following sentences on the board and ask the pupils to suggest words that would link the separate parts of the sentence.

1. Joe was sick _____ he did not come to school. (so)
2. I was late _____ I slept in until 9 o'clock. (because)
3. The baby turtle hurried towards the water _____ was eaten by a crab on the way. (but)
4. We walked for miles, _____ we finally found the protected sand dunes. (then)

Tell the pupils that these linking words are called **conjunctions**.

Ask the pupils to suggest some sentences using conjunctions. Write these on the board. Use the Background Information to make a list of conjunctions on the board.

Refer to the activity in the Pupil's Book on page 51. Read through the paragraph and explain the task. Ask the pupils to re-write the paragraph inserting the correct conjunctions.

Answers

1. as 2. then 3. so 4. because 5. therefore 6. and

Syllabus Links

A4, K1



Do the pupils understand how to use 'linking words' to complete the sentences? (S17)

Oral and Writing

Background Information

Writing is a process that involves discussion, planning, writing drafts, proofreading, editing and sometimes, publishing a final draft. Over the last few days, the pupils have been involved in the process of planning and writing information to be contained on a poster. Today they are going to proofread, edit and complete their final draft, so they can then concentrate on the last stage of the writing process - **presentation**.

Method

- Discuss the importance of good presentation in this type of written work.
- Read and explain the proofreading and editing guidelines in the Pupil's Book and make sure the pupils understand each step.
- Organise pupils into their groups. Provide poster paper and coloured pencils or crayons if these are available.
- Give the pupils time to complete their posters.
- Move around the class and provide encouragement and assistance to the pupils as you help with the editing process.

Teacher Led Activities

Explain that today the pupils will be finishing their posters. Remind them that in this, the final stage of the writing process, they must pay most attention to the presentation of their work. Ask them to tell you what things they need to pay attention to in order to make their poster really good. They should include the following:

- The poster must be attractive and eye catching - it should make people stop and want to read it.
- The main message must stand out clearly.
- The layout must be well organised so that the text and pictures use up all the paper, and so that there is enough space for all the information.
- The pictures should support the text by making the message clearer.
- Writing should be neat and clear.
- Text on a poster should be printed not written in cursive script.

After you have gone through these points allow pupils to work in their groups to finish their posters - display their finished work around the classroom.

Syllabus Links

A2, A1



Can the pupils use the talk- draft- talk-write process to edit their writing? (S17)

Reading and Discussion – Save the Whale!**Background Information**

This text is another example of an exposition. The writer's aim is to bring the readers' attention to some of the practices that can lead to the extinction of whales.

The purpose of an exposition is to express an opinion or persuade the reader to agree with a point of view.

It can be written:

- in response to a current issue;
- to criticise and review ideas and actions;
- to express an opinion;
- to raise issues open for discussion.

Method

- Find some pictures of whales in books or magazines before the lesson if you have some available.
- Before reading the text, find out what the pupils already know about whales.
- Construct a Prior Knowledge Chart to record this information.
- Tell the pupils to look at the key words. Help the pupils to understand the meaning of the words and ask individual pupils to use the words in sentences.
- Ask the pupils to follow the text silently while you read it aloud.
- Discuss the text and add any additional facts to the Prior Knowledge Chart.

Teacher Led Activities

Write the word **whales** on the board and, if possible, show the pupils some pictures of whales. Talk about their appearance, their size, their behaviour and where they live. Write the following Prior Knowledge Chart on the board, leaving the columns blank.

Whales	
What we know already	What we would like to find out
They are very big. Whales are mammals that live in the ocean. People eat whale meat. They give birth to live young.	Why do people kill whales? What products are made from whales? How big are baby whales at birth? How often do whales reproduce? What is the life span of a whale? Do whales live in Solomon Islands? Are whales protected?

Ask the pupils to tell you anything they already know about whales. Record this information in the left hand column. Ask the pupils if there is anything they would like to find out about whales. Record these items in the right hand column.

Tell the pupils to follow the text whilst you read it to the class. Tell the pupils that the answers to the questions in the right hand column might be found within the text.

When you have finished reading, ask the pupils if they can answer any of the questions in the right hand column. Consider with the pupils what questions they might still not have answers to. Are there places where this information could be sought? The class may wish to continue with some research and return to this chart at a later date to add more information about whales.

Syllabus Links

A1, S6



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

Comprehension

Method

- Ask the pupils to reread the text again silently.
- Read through the questions in the Pupil's Book together and ask the pupils to write answers to the questions using complete sentences in their exercise books.
- Make sure that they do not just copy information from the text, but answer the questions in their own words.

Syllabus Links

A4, K5



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

Language Study

Background Information

This activity reinforces the pupils' understanding of compound verbs. The verb is the most important word in the sentence. Every sentence must have a verb because it is the verb that actually states what is being done.

Sometimes a verb consists of more than one word, or takes the form of two verbs that work together. These verbs are referred to as **compound verbs**. Here are some examples:

has been
can sing

is going
did go

are coming
may have

must make
was having

Method

- Revise verbs.
- Explain how compound verbs are formed. Demonstrate how compound verbs are used in sentences.
- Refer to the instructions in the Pupil's Book on page 54 and use the examples provided to help explain the task.
- Ask the pupils to complete the activity in their exercise books.

Teacher Led Activities

Ask the pupils to name some verbs. Write these examples on the board. You may wish to add some to the list. Select certain pupils to use the verbs in sentences. Explain how the verb is used in the sentence to show what action is described.

Write the following compound verbs on the board and explain how the two verbs together form compound verbs. Explain that each compound verb is made up of a helping verb (auxiliary verb) and a participle.

For example:

The sun was shining in the morning.	was auxiliary verb	shining participle
The baby turtle had reached the water.	had auxiliary verb	reached participle
The whales are coming closer.	are auxiliary verb	coming participle

Write a list of auxiliary verbs on the board as follows:

am	is	are	was	were
will	shall	would	should	have
has	had	do	does	did
may	might	can	could	must

Ask the pupils to use the auxiliary verbs listed to form compound verbs. List these on the board. You may wish to add to this list.

Refer to the activity in the Pupil's Book. Read the instructions and use the examples provided to explain the task.

Syllabus Links

A4



Do the pupils understand the use of simple and compound verbs? (K8)

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.

Method

- Explain the dictation test.
- Ask the pupils to write the date and the heading, **Dictation** in their exercise books.
- After the dictation, write the sentences on the board and ask the pupils to swap books to correct their partner's work.

- Record the results of the spelling assessment and take note of pupils who are having difficulty with spelling and might need extra help. If the words are too easy for some pupils you can provide them with additional more difficult words to learn too.

Teacher Led Activity

Explain that you will be giving them a dictation test to see how well they have learnt their spelling words. Tell the pupils to listen carefully as you read each sentence clearly and slowly. Read each sentence twice.

After the dictation, write the sentences on the board and ask the pupils to swap books to correct their partner's work.

One morning Cecil was excited to **receive** a letter from his **niece** in Buala.

The letter said that, although his **nephew** Michael **tries** hard at school, he **still** did not pass his exams.

Michael tried to **deceive** his parents.

They had been led to **believe** that he was doing well at school and working hard every **minute**.

Michael is now in more trouble than **ever** as he has run away and only taken one **piece** of clothing with him.

Oral and Writing

Background Information

In today's lesson the pupils are going to present and describe their posters to the class. This activity helps the pupils to practise their oral skills. A good public speaker should:

- speak loudly and clearly;
- speak fluently;
- use expression in his or her voice;
- speak with confidence;
- make eye contact with the audience.

Method

- Allow a few minutes for the pupils to look through their posters and prepare for the presentation.
- Read the instructions in the Pupil's Book and discuss the tips listed in there.
- Ask the pupils to present their expositions to the whole class.
- Remind the audience to be quiet and to listen attentively to each speaker.
- Encourage the audience to ask questions at the end of each presentation.

Teacher Led Activities

Refer to the instructions in the Pupil's Book and read through each tip listed. Demonstrate each tip by **role modelling** what is expected.

Explain the importance of speaking clearly, loudly and confidently. Use a piece of text and demonstrate how to read it in a lively and expressive way. Show the pupils how to make good eye contact and tell them to look out at their audience as they speak.

Give the pupils a few minutes to read and check their posters before asking them to present their work to the whole class. Explain that each group will present their poster, reading the information clearly and speaking about their ideas. Encourage all the group members to contribute to the presentation.

Tell the class that, as members of an audience, they should be quiet and listen attentively to each speaker. Encourage the pupils to ask questions at the end of each presentation. You may also think of some questions to ask each group when they have finished their presentation.

Syllabus Links

S2, S3, S6



Can all the pupils present their posters confidently and then answer questions about their work? (S8)

Reading and Discussion – Save Our Dolphins

Background Information

Today's text **Save Our Dolphins!** is an exposition. The purpose and characteristics of an exposition can be found in the Background Information on Day 5.

This text is in the form of a letter written by a children's wildlife protection group to protest about the capture and sale of live dolphins. The children are expressing strong opinions about the issue. They try to convince the reader that this practice is cruel and wrong and argue that dolphins should be left alone in their own, familiar environment.

Note the use of **rhetorical questions** to emphasise the point. For example:

What right do humans have to cause suffering to other living creatures?

Why should Solomon Islanders be caught up in this just because they are poor?

A rhetorical question is used for dramatic effect and not necessarily to seek an answer. It is designed to be impressive and to make the reader think.

The writers ask the reader a number of questions to make them think more about the issues raised. It is an attempt to encourage the reader to respond personally to the issue and to the text.

Method

- Find out what the pupils already know about dolphins.
- Use a world map to identify the location of Mexico in relation to Solomon Islands.
- Revise the characteristics of an exposition.
- Explain the purpose of rhetorical questions.

Teacher Led Activities

Write the title, **Save Our Dolphins** on the board.

Read out the title, and introduce the text by asking the pupils to predict what they think this text might be about.

Ask the pupils to tell you what they know about dolphins. Write these responses on the board. For example: Dolphins are mammals, Dolphins are very clever.

You could ask the following questions:

Why would we need to save dolphins?

From whom might the dolphins need saving?

Why would anyone want to own a dolphin?

Before reading the text, explain that the text refers to the transportation of dolphins from Solomon Islands to Mexico. Use a world map and show the pupils the location of Mexico in relation to Solomon Islands. Ask the pupils to predict why the transporting of dolphins to Mexico, may be seen by some people as a bad practice.

Read through the key words and make sure the pupils understand their meaning.

Explain that this text is an exposition. Remind the class about the purpose and characteristics of an exposition. (Refer to Background Information - Day 5)

Have the pupils read the text aloud as class. Choose individual pupils to read a paragraph at a time. A focus on using emphasis to make a point when reading such a text would be interesting for pupils at this level.

Talk about the text and ask a few simple questions to find out the pupils' level of understanding. Ask the pupils to identify the characteristics of an exposition found within this text. For example:

1. What opinion are the writers expressing?
2. Do they raise issues that are open to discussion?
3. Do the writers inform and persuade the reader?
4. Is this text convincing. Does it make you agree with the children who wrote it?

Ask the pupils to look at the questions within the text. Explain the use of **rhetorical questions**. (Refer to the Background Information)

Syllabus Links

A1, S4



Can all the pupils read, understand and identify the main ideas of the text? (S10)

Comprehension

Method and Teacher Led Activities

- Ask the pupils to re-read the text silently.
- Organise the class into groups of three. Refer to the instructions in the Pupil's Book and explain the task. Revise the difference between facts and opinions.
- Tell the pupils that they will need to identify and list the issues raised by the Children's Wildlife Protection Group. Explain that these issues can be facts or opinions. Use the examples provided as further explanation.

Syllabus Links

A4, S5



Can the pupils read, discuss and identify the main ideas? (S10)

Language Study

Background Information

This activity requires the pupils to complete the sentences by choosing the correct conjunctions. Conjunctions join words, phrases or sentences together. (Refer to Background Information - Language Study, Day 4.)

Conjunctions can be grouped according to the following types:

Conjunction Type	Examples	Sentences
Time	now, since, until, till, when, while, whenever, then,	She switched on the light after she opened the door. The man ate a sandwich before he boarded the bus.
Place	whence, wherein, wherever, where,	That is the house where my father was born. The book must be found, wherever it is.
Cause or Reason	as, because, lest, since, whereas,	Since she was frightened, her parents did not tell her the details. We know it was him because we saw the accident.
Concession	although, even if, though, whether, while	I would not go even if I were invited. I am going to the garden tomorrow whether it rains or not.
Condition	as, except, if, unless	I will not be happy, if you go. He didn't come to work unless it was pay day.
Manner or Degree	as, as-as, as if, as though, how, so as, than	Run as fast as you can. The house is vacant as far as we know. He ran as if the devil was after him.
Purpose	in order that, lest, so that, that	They worked hard in order that they would finish. I sent him a letter so that he would know.
Consequence	as, for, so, so that, that	The boy was ill, so he was unable to sing. It is impossible to enter for the door is locked.

It is not necessary for the pupils to learn the names of the different types of conjunctions. These are included for your information. Being able to recognise a conjunction and understand how they are used to link words, phrases or sentences is however a useful skill in both speaking and writing English.

Teacher Led Activities

Revise conjunctions. Ask the pupils to give some examples of conjunctions. List these on the board. Ask individual pupils to use these conjunctions in sentences.

Explain how these words are used to link words, phrases or sentence together.

Write the following sentences on the board and ask the pupils to identify the conjunction from each sentence.

His brother waited **until** James returned.

The boys were going to school **when** we saw them.

It is the truth **whether** you believe me or not.

That pupil will do nothing **unless** he is forced.

He spoke loudly **so that** we could hear him.

You may wish to make a chart listing the conjunctions. This chart can be displayed in the classroom for the pupils to see.

Have the pupils complete the exercise in the Pupil's Book on page 57.

Syllabus Links

A4, S17



Can the pupils use conjunctions correctly to complete the sentences? (K8)

Spelling

Method

- Look at the spelling words for this week.
- Ask the pupils to pronounce the words correctly and use them in sentences.
- Give the pupils time to practise learning the words.
- Read the instructions and explain the task.

Teacher Led Activities

Read through the spelling words and ask the pupils to repeat the words after you, using the correct pronunciation. Ask the pupils to identify any words that they do not understand. Explain the meaning of these words.

threw	allowed
buy	road
world	through
board	course
whole	tyre

Organise the class into pairs and give the 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. Use the examples provided in the Pupil's Book to help explain the task.

Oral and Writing

Background Information

A debate is an excellent way to provide pupils with practice presenting an oral exposition. A debate is a formal discussion in which two opposing views are put forward in turn, by two teams of speakers. Each team consists of 3 speakers. Each speaker within the team has a particular role to play in the debate.

In a debate the two teams are given a topic. The topic is always stated in a positive way. One team agrees with the topic (Affirmative Team), whilst the other team disagrees with the topic (Negative Team).

Each speaker is required to prepare a persuasive speech and is expected to argue with the opposing team. Speakers have a time limit, at this level, pupils should be able to speak for about 3 minutes. You may decide upon a different time limit according to the ability of your class.

At the conclusion of the debate the adjudicator (judge) decides upon a winning team.

The pupils will work on their debates over the next 4 days and the formal debate will be held on Day 9.

The purpose of today's lesson is to introduce and demonstrate the debate procedure.

Method

- Ask the pupils to read the text again.
- Define and explain a debate.
- Provide a description of each speaker's duties and demonstrate these in a mock debate.
- Divide the class into groups of six and give each group a topic. Each group will need to form an affirmative team (3 speakers who will agree with the topic) and a negative team (3 speakers who will disagree with the topic).
- Explain the task and give the teams time to begin researching and planning their arguments and speeches.
- Refer to the helpful hints in the Pupil's Book to help the pupils get started.

Teacher Led Activities

Look again at the text with the pupils. Remind them that that the writers' **purpose** was to persuade and convince the readers that their point to view is correct.

Write the word **Debate** on the board. Tell the pupils about the purpose of a debate and explain the way in which a debate is conducted. Explain the difference between the affirmative and negative teams.

You may wish to refer to the explanations provided in today's Background Information.

Write the following topic on the board:

Killing dolphins for their teeth is cruel and should be banned.

Explain that this topic is a statement written as an opinion. It is not necessarily correct. People may agree or disagree with this statement. Tell the pupils that regardless of their opinion, if they are in the affirmative team they must agree with the topic. If they are in the negative team they must disagree with the topic.

Use the following table to explain the process they will follow in the debate. Remind the class that speakers are expected to argue with the points raised by the opposing team as well as present their own arguments. This is called **rebuttal**.

(The numbers indicate the order of speakers.)

Affirmative Team Agrees with the topic	Negative Team Disagrees with the topic
1. First Speaker Introduces the team members. Defines the topic and states the teams main argument. Presents a prepared speech stating the main argument.	2. First Speaker Introduces the team States their main argument. Argues against the points raised by the first speaker of the affirmative team.
3. Second Speaker Argues the points raised by the first speaker on the negative team. Introduces 2 or 3 new points.	4. Second Speaker Argues against the points raised by the second speaker on the other team. Introduces 2 or 3 new points.
5. Third Speaker Argues the points raised by the last speaker. Tries to convince the audience that the other team is wrong. Sums up the team's points and ends with a strong positive statement.	6. Third Speaker Conclude the team's argument. Argues against points raised by the members of the other team. Summarises the team's argument and ends with a strong statement against the topic.

Arrange the class into groups of six. Give each group a debate topic.

You may choose to use some of the topics listed below, or you may wish to make up some others.

1. Whaling is cruel and should be banned all over the world.
2. Forests need to be cleared for development.
3. Animals have the same rights as people.
4. The extinction of a species is a terrible thing.
5. Humans are the enemy of the animal kingdom.

Tell each group of six to divide into two smaller groups of three. One group will be the affirmative team and the other will be the negative team. Tell the pupils to decide who will be 1st, 2nd, and 3rd speakers. It is a good idea to choose the best speaker to speak last.

Tell the pupils to write down their topic and to start planning their argument.

Remind the pupils that they will be given three days to prepare their speeches and the debates will be held on Day 9.

Syllabus Links

A2, K6, S5



Can all the pupils speak at length with or without preparation? (S7)

Assessment Activity

Have you completed your Running Record Assessments yet?

By today you should have completed your running records for most of the class. Make sure that by tomorrow you have heard the entire class read and that you have recorded each pupil's score in your record book or assessment file.

You should now prepare some suitable follow up activities for individual pupil's to practice to improve their reading skills.

Reading and Discussion – Dead as a Dodo

Background Information

Today's text is an historical recount, retelling how the dodo came to be extinct. A historical recount retells events that occurred a long time ago.

When pupils read this text they can understand it on different levels.

Firstly they need to understand the **explicit meaning** of the words and sentences in the text; secondly they need to understand the meaning of the text as a whole; and thirdly they need to be able to look for any **inferred or implied meaning** in the text. The questions suggested in the Teacher Led Activity are divided into these three levels of understanding. There is also a fourth set of questions that ask the pupils to **respond** to the text.

Method

- Discuss the word **historical** with the pupils. Explain the idea of an historical recount.
- Use a world map to show pupils the island of Mauritius. Find other places mentioned in the text too. (Portugal, Holland, France, England)
- Read through the key words. Ask the pupils to use dictionaries to find the meanings of any difficult words.
- Ask pupils to read the text silently, then re-read it as a whole class.
- Ask some simple questions to find out how well the pupils have understood the text.

Teacher Led Activities

After reading you could use these questions to explore pupils' understanding of the text. These questions are grouped in four levels as described below. They are only examples of the type of questions you might ask. You should prepare your own questions too, to suit the level of understanding of your pupils.

Level 1 – Word and sentence level meaning

1. Where did the name dodo come from? (Para 4)
2. Why did the dodo lose the ability to fly? (Para 2)
3. How large were the dodo's eggs? (Para 3)
4. What does the word **dwindled** mean?

Level 2 – Text level meaning

5. In your own words, explain what life was like for the dodo when it first arrived on Mauritius.
6. What happened to the dodo after man settled on the island?

Level 3 – Inferred or implied meaning

7. What is meant by the phrase 'an altogether different kind of animal' at the end of paragraph 4?
8. What does "as dead as a dodo" mean?

Level 4 – Responding to the text

9. How does the story of what happened to the dodo make you feel?
10. In the last line the author suggests it is important to protect other species of wildlife to prevent them from becoming extinct. Do you agree? Why?

Syllabus Links

S10, S15



Can all the pupils read and understand the text at different levels? (K11)

Comprehension

Background Information

There are two activities here. The first involves selecting and summarising information from the text. The second is harder and asks pupils to use information from the text as a starting point to develop their own ideas. Choose which pupils do which activity according to their ability. Have more able pupils do the second activity.

Teacher Led Activities

Activity One

Refer to the activity in the Pupil's Book on page 60. Read through the instructions and explain the task. Organise the class into pairs and ask the pupils to write down all of the events that led to the extinction of the dodo.

Activity Two

Tell the pupils to imagine that they were living on the island of Mauritius when the dodos were alive and well, before the arrival of humans from other countries. Ask the pupils to write a short paragraph explaining what they would do to stop the dodo from becoming extinct.

Syllabus Links

S6, S18



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

Language Study

Background Information

An **antonym** is another word for **opposite**. For example: black is an antonym for white, tall for short and happy for sad.

In this activity pupils have to think of a word opposite in meaning to the word given. This will help increase pupils' vocabulary.

Method

- Revise the meaning of antonyms.
- Do some examples on the board.
- Have the pupils complete the task independently.
- Mark their work as they go along and discuss possible answers with those having difficulty.

Teacher Led Activities

Write the following words on the board and ask the pupils to give words opposite in meaning. Write their responses on the board.

arrive - depart, leave	asleep - awake
small - big, large	new - old
light - heavy, dark	lost- found
hard - easy, soft	rough - smooth

Read through the instructions in the Pupil's Book and use the examples provided to explain the task. It is possible that pupils will come up with answers that are different but that still might be correct.

Answers

- | | |
|-------------------------|------------------------|
| 1. strong - weak | 6. careless - careful |
| 2. loud - soft | 7. hard - soft |
| 3. bought - sold | 8. enter- exit / leave |
| 4. multiplied - divided | 9. north - south |
| 5. small - big / large | 10. bitter- sweet |

Syllabus Links

K1



Can the pupils find antonyms of known words? (K2)

Oral and Writing**Background Information**

During this lesson the pupils continue planning their arguments and begin writing their speeches in preparation for the debate.

Method

- Organise the pupils into their debating teams.
- Show the pupils how the points need to be distributed among the speakers.
- Explain and demonstrate the order of content in a speech. (Introduction, Rebuttal, New Points, Conclusion)
- Give the pupils time to begin writing their speeches.

Teacher Led Activities

Tell each team to think of between 6 to 10 points that could be used in their argument. Once they have agreed upon these points, tell the pupils to divide the ideas among the three speakers in their team.

Explain that this is important to avoid repetition.

Explain that it is important that each speaker introduces some new, fresh points and ideas. Refer to the guidelines in the Pupil's Book and use these to help the pupils organise and write their speeches.

Use a mock topic to demonstrate the use of persuasive language, facial expressions, intonation and body language to convince the audience that their idea is the right one.

The example on the next page is provided for you to use as a model of what is expected. This is what the second affirmative speaker might say in a debate on the following topic: **Running is bad for your health**. This is just one example of how a speaker might present his points. You can use this example or make up your own using a different topic.

Once you have modelled the process and discussed the example, give the pupils time to finish writing their own speeches. Move around the room and help where necessary.

Running is bad for your health - Second Affirmative Speaker**Step One: Introduction**

"Good morning boys and girls, teachers. My name is Jackson and I am the second speaker of the affirmative team. It is my job today to convince you that running is bad for your health. Let me start by saying that I had to run here this morning because I was running late and believe me I am still suffering. My lungs hurt, my legs ache and my heart is still beating faster than ever. You may have to wait a moment while I catch my breath.

Step Two - Rebuttal

"Boys and girls and teachers, let me remind you of some of the ideas the speakers on the affirmative team would have us believe. The first speaker tried to tell us that running is a good way to keep fit. Well, we all know that running may keep you fit BUT there are many other less harmful ways to get fit. Whilst out running, people could and do suffer many injuries such as twisted ankles, painful knee and hip joints, not too mention dry and dehydrated skin. The first speaker tried to convince us that running is good for your heart. Well, why is it that some runners have heart attacks whilst out running? Boys and girls don't believe what they tell you! Look at them, do they really know anything about running? I wonder how many of them really like running. I myself would prefer to take a walk along the beach as my form of exercise. The members of the affirmative team should do us a favour and run right out of here so we don't have to hear any more of their ideas."

Step Three - Introduce some new points and ideas.

"Boys and girls we only have to look at the recent Olympic Games in Athens to realise how bad running is for you. Look at the Australian runner, Yana Pitman. She was simply warming up one day, going for a casual jog around and next minute she was taken away to have an operation on her knee. Running can be bad for you! Whilst we are talking about the Olympic Games, what about the female English Marathon runner. She was so hot and exhausted that she collapsed before she even made it to the finishing line and believe me, she was not looking very well. In the men's marathon, the leader was running along minding his own business when a spectator attacked him. How is this good for your health, I ask?"

Step Four - Conclusion: Sum up your points and conclude with a strong persuasive statement.

"Boys and girls, teachers, I hope that I have helped you realise how bad running is for your health. I know that the opposing team will continue to try to convince you otherwise. However, you look like a very intelligent group of people and it is obvious that you want to live a long and healthy life. So there is only one piece of advice I can give to you Walk, Don't Run!

Thank you."

Syllabus Links

S6, S3, S9



Can all the pupils present arguments clearly and agree and disagree in different ways during debates? (S5)

Reading and Discussion – The White Rhino: A Conservation Success Story

Background Information

Today's reading is a report describing a conservation success story. This report explains how the South African government successfully prevented the extinction of the white rhinoceros.

Method

- Introduce the text and find out what the pupils already know about the rhinoceros.
- Ensure the pupils understand the meanings of the key words and help them pronounce them correctly.
- Give the pupils time to read the text silently and then read it aloud together.
- Ask questions to find out their level of understanding.

Teacher Led Activities

Prepare for reading by asking the pupils to predict information about rhinos, such as:

1. Has anyone seen a picture of a rhinoceros before? Can they describe what this animal looks like? If not, look at the picture in the text and discuss the appearance of the animal.
2. Do we have rhinos in Solomon Islands? Where do you think they might live?
3. Do you think they might be dangerous animals? Why?
4. What do you think they might eat?

Write the title of the text on the board and ask the pupils to predict what they think the text may be about. Ask the pupils to suggest the meaning of **success story**. Explain that a success story is about something that has gone well, something with a positive outcome.

Talk about the **key words** and tell pupils to use a dictionary to find the meaning of any they do not understand. Choose individual pupils to use some of the words in sentences. Give the pupils time to read the text quietly to themselves, then re-read it aloud as a whole class.

Discuss what has been read and ask some questions about the text to check for understanding.

Syllabus Links

S10, S15



Can all the pupils read a range of 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

There are two parts to this activity. The first is straight forward comprehension questions to check pupils understanding of the text – the second asks pupils to look through the text to make up their own comprehension questions and try these out on their partner.

Teacher Led Activities

Read the text again as a whole class. Read the instructions in the Pupil's Book.

Read through each question. Ask the pupils to answer the questions in their exercise books.

Syllabus Links

S12



Can all the pupils read informative material to enhance their knowledge and understanding? (S16)

Language Study

Background Information

This activity requires the pupils to use contractions to answer questions. These can be used at the end of a statement to turn it from a statement into a question. For example:

Statement	David likes school.	It didn't rain yesterday.
Question	David likes school, doesn't he?	It didn't rain yesterday, did it?

In this activity pupils answer a question using a contracted form of the verb at the start of the question.

Method

- Refer to the Pupil's Book and explain the task.
- Use the examples provided to help with the explanation. Write some more examples on the board.
- Read each sentence and ask the pupils to complete the activity in their exercise books.

Teacher Led Activities

Here are some examples you can work through to prepare the pupils for the activity.

Remind them that the verb at the beginning of each question is the verb that they will use in their answer.

- | | |
|--------------------------------|------------------|
| 1. Were you late for school? | No, I wasn't. |
| 2. Will he be home early? | No, he won't. |
| 3. Did you enjoy the reading? | No, I didn't. |
| 4. Did the rhinos die out? | No, they didn't. |
| 5. Has it rained today? | No, it hasn't. |

Show them how to identify the correct pronoun for their answers, from the question.

Answers

- | | | | |
|--------------------|-------------------|----------------------|-------------------|
| 1. No, I didn't. | 2. No, he hasn't. | 3. Yes, it does/has. | 4. No, I haven't. |
| 5. No, I wouldn't. | 6. No, it wasn't. | 7. Yes, she did. | |
| 8. Yes, they were. | 9. Yes, they do. | 10. No, he doesn't. | |

Syllabus Links

S4



Can all the pupils understand and use question tags and contractions? (K7)

Spelling

Background Information

Some of the spelling words for this week are homonyms. Homonyms are words that sound the same but are spelt differently and have different meanings.

Teacher Led Activities

Play a simple game to revise **homonyms** with the pupils as follows:

Write pairs of homonyms on separate cards, enough for each pupil in the class to have one card. Some suggestions are shown below.

Mix the cards up and share them out. Then tell the class to move around the room, looking at each other's words until they find their homonym partner.

Share the cards out again and play the game more than once if you wish.

You can make it more interesting by leaving out one card from the set each time - the person who does not have a partner when all the pairs are found, is out.

You can also use these cards for a matching pairs game with a small group of pupils who need more revision.

deer	write	hire	sight	eight	steal	there	their
dear	right	higher	site	ate	steel	so	sew

Write some sentences on the board and ask the pupils to select the correct homonym to fill in the blanks for example:

1. We must _____ a motor car. (hire, higher)
2. The boy broke a _____ of glass. (pain, pane)
3. _____ books are over _____. (there, their)
4. She bought a kilogram of _____. (stake, steak)
5. The bicycle was for _____. (sale, sail)
6. The _____ army marched into town. (whole, hole)
7. The girl had to _____ until four o'clock. (wait, weight)

Refer to the activity in the Pupil's Book on page 61. Read the instructions and ask the pupils to complete the activity in their exercise books.

Answers

- | | | | | |
|--------------------------|------------------------|------------------------|------------------------|---------------------------|
| 1. threw/ through | 2. road/ rode | 3. brake/ break | 4. pane/ pain | 5. buy/ bye |
| 6. whole / hole | 7. waist/ waste | 8. tyre/ tire | 9. board/ bored | 10. allowed/ aloud |

Oral and Writing

Background Information

In a debate, the speakers usually use palm cards to help them remember their speech. Palm cards are small cards that can fit easily into the palm of the speaker's hand. Each card measures about 10 cm by 7 cm.

Method

- Provide the pupils with time to complete writing their speeches.
- Explain the instructions in the Pupil's Book.
- Allow the pupils to practice reading their speeches with their fellow team mates.
- Explain and demonstrate the purpose and correct use of palm cards.
- Prepare some blank palm cards. (enough for the entire class)
- Give the pupils time to re-write their speeches onto palm cards.

Teacher Led Activities

Tell the pupils that during today's lesson they will need to complete their speeches in preparation for the debate. Read through the instructions in the Pupil's Book and make sure the pupils understand what is expected.

Tell the pupils to practise their speeches with the other members of their debating team.

Move around the classroom and encourage the pupils to speak clearly, confidently and persuasively.

After the pupils have had time to practice their speeches, tell them that they will need to re-write their speeches on palm cards. Explain that palm cards are used by public speakers because they are small and compact and can be hidden in the palm of the hand.

Tell the pupils that they may wish to write their entire speech on the palm cards or if they are feeling confident they may simply wish to write down important words, phrases or ideas. Remind the pupils to number their palm cards so they can keep them in order.

Tell the pupils to keep some palm cards blank so they can write notes during the debate.

Give the pupils time to write their points / sentences on the palm cards.

If time permits, give the pupils more time to practise their speeches in preparation for the debate on Day 9.

Syllabus Links

K5, S6



Can the pupils agree and disagree in different ways during debates? (S5)

Reading and Discussion – The Tale of the Tasmanian Tiger**Background Information**

Today's text is a factual report. The report tells us how the Tasmanian tiger became extinct. This is an interesting story of extinction because it is so recent. There are people still alive who can remember seeing the Tasmanian tiger. It is also interesting because some people believe that the tiger is not in fact extinct at all. Some people believe that there might be one or two of these animals still surviving in very remote areas.

Method

- Introduce the text and find if pupils have heard of the Tasmanian tiger.
- Use a world map to show the pupils the location of Tasmania in relation to Australia and Solomon Islands.
- Show the class the picture of the Tasmanian tiger from the text.
- Ensure that pupils understand the meaning of all the key words and help them to pronounce these words correctly.

Teacher Led Activities

Ask the pupils if they know anything about the Tasmanian tiger. Write their responses on the board. You may add to this, explaining that the tiger once lived in Tasmania, but now the animal is extinct due to human activity. Discuss the picture of the Tasmanian tiger in the text. Ask the pupils to tell you if they know the location of Tasmania. Use a world map and explain that Tasmania is an island state of Australia.

Read through the key words and make sure everyone understands the meaning of these words. Ask pupils to use them in sentences. Read the text as a whole class. Remind the pupils to take note of how the key words have been used in the text.

After reading, ask the pupils to suggest any new or interesting facts they may have found within the text. Write these suggestions on the board.

Ask the pupils some simple questions to check their understanding, such as:

1. In what ways were the Tasmanian tigers similar to kangaroos?
2. Why do some people believe the Tasmanian tiger is not extinct?
3. Why were Tasmanian tigers thought to be fierce animals?
4. What does this mean: 'A price was placed on the creatures' ?
5. What factors contributed to the extinction of the tigers?

Finish up with a discussion about whether the pupils think the tiger is extinct or not. How would they feel if they discovered one of these creatures still alive in the bush of Tasmania? What would they do?

Syllabus Links

S6, S16, S4



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

Comprehension

Background Information

This activity provides the pupils with practice constructing sensible and complete sentences using the key words. The key words provided with each text are an important resource for increasing pupils' English language vocabulary.

Teacher Led Activities

Write the following words on the board:

pouches flanks unconfirmed park ranger

Ask the pupils to think of sensible sentences using these words. Write their suggestions on the board. Remind the class that the sentences need to make sense.

Refer to the activity in the Pupil's Book and read out each key word listed. Make sure the pupils understand the meaning of each word. Ask the pupils to construct sensible, complete sentences using each word.

Syllabus Links

A4, S10, K1



Can all the pupils write sensible sentences using the key words? (S17)

Language Study

Background Information

Verbs are the words in sentences that state what is being done. **Compound verbs** consist of more than one word. For example: has been, is going, may have, would have, can sing.

The first word in the compound verb is the **auxiliary verb** and the second word is a **participle**. (See Background Information Day 5)

It is important to note that the auxiliary verbs: must, should and would are followed by the word **have**. A common mistake is to use **of** instead of **have** - this is wrong.

For example:

correct	- could have, should have, would have
incorrect	- could of, should of, would of

Method

- Revise compound verbs. (Refer to Teacher Led Activities Day 5)
- Explain the rule and the common mistake involving the use of the words **of** and **have**.
- Use examples to reinforce the pupils' understanding of compound verbs.
- Refer to the instructions in the Pupil's Book and use the example to explain the task.

Teacher Led Activities

Ask the pupils to give some examples of compound verbs. Write these examples on the board and remind the class that compound verbs are made up of two words.

Explain that the words **would**, **could**, **should** and **must** - must never come before the word **of**. The correct word to use is the word **have**. Write the following examples on the board.

Write some sentences on the board and ask the pupils to identify the compound verbs, such as: **I could have** won, if I had run faster.

The cyclone **should have moved** out to sea.

It **must have** been difficult.

Refer to the instructions in the Pupil's Book. Use the example provided to explain the task. Ask the pupils to complete the task in their exercise books.

Incorrect	Correct
would of	would have
could of	could have
should of	should have
must of	must have

Syllabus Links

A4, K1



Do all the pupils understand the use of verbs and compound verbs? (K8)

Oral and Writing**Background Information**

Today the pupils are going to present their debates to the class. Before the debates begin it is important that the pupils know about the seating arrangements and order of speakers. (Refer to the Background Information Day 6)

The affirmative team should sit opposite the negative team. The teacher (adjudicator/ judge) introduces the debate and then calls on the first speaker of the affirmative team.

Method

- Organise the classroom in preparation for the debate.
- Arrange the order of the debates.
- Revise the order of speakers.
- Remind the pupils to speak clearly, loudly and confidently.
- Remind the audience about appropriate behaviour.
- Introduce each debate and ring a warning bell and a finishing bell.
- At the end of each debate, give each speaker a brief comment about their speech and choose the winning team.

Teacher Led Activities

Organise the classroom so that there is a space at the front of the room for two debating teams. Provide each team with chairs and tell the pupils that the affirmative team members are to sit on the left and the negative team members are to sit on the right, facing the audience.

Write the order of debate topics on the board so each team knows when it is their turn. You may need to let this activity take more than one lesson if you have a larger class.

Remind pupils about the order of speakers. You could write this on the blackboard.

- | | |
|----------------------|-------------------|
| 1. Affirmative One | 2. Negative One |
| 3. Affirmative Two | 4. Negative Two |
| 5. Affirmative Three | 6. Negative Three |

Remind the pupils to:

- speak clearly, loudly and confidently;
- use facial expressions and body language to support their message;
- speak persuasively and convincingly;
- entertain the audience and enjoy the debate.

Tell the audience to remain silent during the debate and to listen carefully to each speaker.

Introduce the first debate and remind each speaker that they have only 2-3 minutes to speak.

After each debate has finished, give each team and each speaker a brief comment about their performance. Choose some positive aspects and if necessary, provide some possible suggestions for improvement.

Finally, you will need to choose a winning team for each debate.

Syllabus Links

S7, S3



Can all pupils agree and disagree in different ways during debates? (S5)

Reading and Discussion – Fishery Regulations**Background Information**

Today's text is an explanation titled, 'Fishery Regulations'. The text explains the fishery regulations of Solomon Islands and it also outlines the penalties issued if the regulations are not followed. These rules are designed to protect fish stocks from over fishing which is one of the practices that can lead to species being in danger.

The purpose of an explanation is to give the reader an account of how something works or to explain why something happens.

Method

- Talk about the title of the text.
- Explain the meaning of the key words.
- Have pupils read the text silently then once again in pairs.
- Discuss the text and check their level of understanding.

Teacher Led Activities

Introduce the reading and discuss the title. Ask pupils to predict what the text might be about Do they already know anything about Solomon Island Fishery Regulations?

Read through the key words. Explain the meaning of the key words and make sure the pupils can pronounce them correctly.

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.

Discuss the regulations and penalties outlined in the text and ask some simple questions to check for understanding.

1. Why is it necessary to have these regulations in Solomon Islands?
2. Which three species are these regulations designed to protect?
3. Why do you think is it against the law to catch a coconut crab less than 9 cm long?
4. What is meant by the word **export**?
5. Why do you think some people would be sent to prison as opposed to paying a fine?
6. Whose job is it to enforce these regulations?

Syllabus Links

A1, S16



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

Comprehension

Background Information

Both the comprehension activities ask pupils to think beyond the text and respond to what they have read with their own ideas. They have already discussed the issues that will help them to answer these questions in this unit and in Unit 5 too, but some pupils may still have difficulty working with the text in this way. If you think it is necessary you can prepare some more straightforward comprehension questions based on the text for some of the pupils in your class who find this difficult.

Method and Teacher Led Activities

- Read the text again as a whole class.
- Read the instructions in the Pupil's Book and make sure the pupils understand the tasks.
- Explain the task and remind pupils that they will need to discuss the questions in their group before writing a response.
- Organise the class into groups of four and ask each group to choose a group leader.
- Encourage all the members of each group to participate and contribute to the discussion.
- When the pupils have had sufficient time to complete the task ask each group leader to present their ideas to the rest of the class.

Syllabus Links

A3, K6, S7



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

Language Study

Background Information

In Day Three of this unit, the pupils were asked to select the correct punctuation marks for sentence endings. Today's activity reinforces this concept providing the pupils with further practice in punctuation.

Method

- Refer to the information provided on Day Three and revise punctuation marks.
- Revise the use of capital letters and commas.
- Refer to the instructions in the Pupil's Book and use the examples provided to explain the task.

Teacher Led Activities

Ask the pupils to explain the use of each of the following punctuation marks:

Capital letter	at the beginning of sentences;
Capital letter	for proper nouns (names of people and places);
Full stop	at the end of a sentence;
Full stop	after an abbreviation;
Commas	used to separate words in a list;
Commas	used when we need to take a pause;
Quotation marks	used to indicate that someone is speaking;
Exclamation marks	to indicate a loud command or expression;
Question marks	to indicate a question has been asked.

Write the following sentences on the board, leaving out the punctuation marks, and ask individual pupils to come to the board to help you punctuate each one.

1. How long is the coconut crab?
2. At the market I bought fish, fruit, bread and eggs.
3. "Come here!" shouted the fisheries officer.
4. If anyone commits an offence they will be fined.
5. Mr. Brown is the new licensing officer.
6. The Ministry of Fisheries is an important organisation.
7. "I threw the clam back into the water," said Robert.

Read the instructions in the Pupil's Book and explain the task. Ask pupils to re-write the sentences in their exercise books using the correct punctuation.

Answers

1. Melissa is writing a new Fisheries Regulations leaflet for Solomon Islands.
2. "Do you like clam shell soup?" asked Bob.
3. "I saw Daniel selling under sized coconut crabs," reported Maria.
4. This morning we saw clams, crabs, crayfish, yabbies and prawns.
5. "Help me!" yelled the fisherman.
6. The flight to Auckland was cancelled due to heavy rain at Henderson Airport.
7. "Is the whale an endangered species?" asked Sue.
8. Endangered species exist in Australia, Africa, Asia and Europe.

Syllabus Links

A4, K1



Can the pupils use correct punctuation in the sentences? (S17)

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 practice spelling their spelling words correctly. Hand out blank pieces of paper and ask the 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

Background Information

In this unit, pupils have learnt about a number of Endangered Species in Solomon Islands and other countries.

Today's activity requires the pupils to summarise the most important information they have learnt over the course of the last two weeks. A summary is a brief description of a topic. It should include the main idea and some supporting details (facts). When writing a summary, the pupils are required to select, organise and combine the **most important** things they have learnt, or the **most interesting** things.

This activity will help you assess what the pupils have learned from the unit.

Method

- Teach and demonstrate the features of a summary.
- Provide practice locating main ideas and supporting details.
- Refer to the instructions in the Pupil's Book and use the example provided to begin the task as a whole class activity.
- Make sure all of the pupils understand what is expected.
- Collect the summaries and use them to:
 - a) assess the pupils' writing skill development and
 - b) find out what the pupils have learned and understood about endangered species.

Teacher Led Activities

Read the instructions in the Pupil's Book and use the example given to explain the concept of a summary. Tell the pupils that a summary consists of a main idea and supporting details. It is important that the pupils understand that a summary is a brief description of the topic, including several main facts. The aim of this activity is not for pupils to tell everything they know about an issue, but to briefly summarise the most important facts.

Ask the pupils to help you create a summary of information that they have learnt about megapode birds.

Ask the pupils to recall two or three facts about this topic that can be included in the summary. Write the summary on the board.

Give pupils a piece of paper and ask them to write the summaries using sensible sentences. Explain to the pupils that each main topic listed may relate to more than one text.

Syllabus Links

A4, S4, S10



Can the pupils use suitable sentences and paragraphs to organise their summary? (S17)

Assessment Activity - Running Records

Check that you have completed your running record assessments for this unit.

- Have you heard every pupil read and completed a running record assessment for every pupil in the class?
- Have you analysed the running record assessment to identify strengths and areas of difficulty?
- Have you kept a record of the analysis in your assessment file?
- Have you had time to meet with each pupil to discuss his / her running record assessment?
- Do each of the pupils understand what he /she needs to work on to improve his / her reading abilities?

Reading and Discussion – A Gift From the Past

Background Information

In this unit the pupils will learn about **heritage** and will become familiar with some famous **World Heritage sites** located in Solomon Islands and around the world.

World Heritage listed sites are places that are considered very important or valuable. During this unit, pupils will learn about places of historical and cultural significance and the importance of preserving them for future communities and societies.

The reader contains a range of additional texts for pupils to read independently as follows:

The Creation of Rennell and Bellona. This is a traditional legend about how these islands came to be which would be interesting to read alongside the text for Day 3.

The Nomads of Mongolia, is a factual text giving more information about the peoples involved in the events that led to building the Great Wall of China (see text 6).

How Uluru Was Formed is an Aboriginal legend about the formation of Uluru.

Murder in the Cathedral is a historical recount about some events that took place in Canterbury Cathedral in the 10th Century, which pupils could read alongside the text for Day 8, about this World Heritage Site.

The Inca, gives background information about the ancient people who founded the city of Machu Picchu high in the Andes mountains that is the subject of the text for Day 9.

All of these texts are provided to give pupils additional research materials for their writing activity in week 2 of this unit.

Method

- Find out what the pupils already know about **World Heritage**.
- Make sure the pupils understand the meaning of the key words.
- Read the text together.
- Check for pupils' understanding.
- Summarise new facts or information that the pupils may have learned from the text.

Teacher Led Activities

Before reading the text, find out what pupils know about World Heritage.

Start by looking up the word in a dictionary and writing the definition on the board:

heritage something precious passed on from one generation to the next

Ask pupils to name examples of precious things passed on from one generation to the next. Help them to think of places as well as things, introduce the idea of natural heritage which might include forests, reefs, lakes or other parts of their environment.

Ask pupils to suggest what **World Heritage** might mean. They should be able to come up with the idea that this refers to places or things of value to the whole world.

Do pupils know of any World Heritage listed places or sites?

What connection does World Heritage have to Solomon Islands?

Tell pupils that today's text will give more information about this idea.

Read the key words and pronounce them clearly. Ask the pupils to use a dictionary to find their meaning.

Read the text as a whole class. Select individual pupils to read a paragraph at a time aloud and ask the rest of the class to follow silently.

Check for understanding by asking some simple questions.

1. When did people first have the idea of looking after special places in the world?
2. Do you think it is important to do this? Why?
3. Describe the purpose of the World Heritage List.

Syllabus Links

A1, S11



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

Comprehension

Teacher Led Activities

- Refer to the questions in the Pupil's Book and explain the instructions.
- Read through each question and ask the pupils to write their answers in complete sentences.
- Pay attention to the pupils' answers. If the pupils do not fully understand the concept of world heritage and its role, provide further explanation before reading the other texts.

Syllabus Links

S2, S10



Can all the pupils read the text with confidence and select information from it? (S14)

Language Study

Background Information

This is a revision activity about countable and uncountable nouns.

Countable nouns generally refer to people, places and things that can be counted. These nouns have singular and plural forms. Plurals can be formed in a number of ways. For example by adding **-s** or **-es**.

There are some nouns, known as uncountable nouns that name things that cannot be counted. For example: smoke, water, air, rain, sand. These nouns have no plural form.

Method

- Revise countable and uncountable nouns.
- Provide examples to help consolidate understanding.
- Refer to the activity in the Pupil's Book and make sure pupils understand the task.

Teacher Led Activities

Use the information provided in the background information to explain the difference between countable and uncountable nouns.

Draw a table on the board, with two columns for countable and uncountable nouns.

Write a list of nouns on the board, such as:

sand, teacher, house, rice, rain, island, site, water, school, smoke

Ask pupils to suggest which ones are countable and which ones are uncountable. Place each word in the correct column of your table.

Refer to the activity in the Pupil's Book and explain the task.

Syllabus Links

K1, K4



Can all the pupils identify countable and uncountable nouns? (K8)

Spelling

Background Information

Here are the spelling words for this week. They include examples of words with a combination of two vowels.

The aim of this lesson is to teach a spelling rule about vowel blends as follows:

Vowel blends often make the sound of the name of the first vowel.

The vowel blends that will be learnt today include:

ea - pronounced e as in east	sounds like the name of the letter e
oa - pronounced o as in boat	sounds like the name of the letter o
ai - pronounced a as in chain	sounds like the name of the letter a

boat	early
coast	really
each	noise
east	canoe
nearly	favourite

Knowing this will help the pupils with pronunciation of these vowel blends, and may also help them with spelling.

Method

- Revise the vowels and model the correct pronunciation of each.
- Revise the meaning of vowel blends (two vowels together).
- Explain and teach the spelling rule.
- Teach the correct pronunciation of the vowel blends listed in the Background Information.
- Read through the spelling words and provide pupils with time to practise learning the words.
- Give the pupils time to copy the words into their exercise books.

Teacher Led Activities

Write the vowels on the board. **a e i o u**

Say the letter name of each vowel clearly and ask pupils to pronounce them after you.

Write the following vowel blends on the board and teach the rule that when two vowels are together they often make the sound of the name of the first letter.

ea oa ai

Pronounce each vowel blend clearly and ask the pupils to repeat after you.

Ask the pupils to suggest words that contain these vowel blends, Such as:

ea beat clean feast heat reason teach steam seaside

oa float load roast soap throat boat coach goat coat gloat

ai chain drain main paint snail tail wait drain strain gain

Ask the pupils to look at the spelling words for this week.

Read through the list and ask the pupils to locate the vowel blends. Ask the pupils to pronounce each spelling word clearly and correctly.

Give the pupils time to learn to spell the words to themselves, using the strategy: **Look, Cover, Remember, Write** and **Check** to help them to learn the words.

Tell the pupils to copy the spelling list into their exercise books.

Oral and Writing**Method**

- Refer to the text, *A Gift from the Past* again and discuss the difference between sites that have cultural value and sites that have natural value.
- Encourage a classroom discussion to find out if the pupils know of any sites that have either cultural or natural value in the local area.

- Organise the class into pairs and refer to the activity in the Pupil's Book.
- Settle the class to complete the activity with their partner.

Teacher Led Activities

Read section 3 of the text for today again, **The World Heritage List**.

Ask the pupils to describe the difference between **natural heritage** and **cultural heritage** in their own words.

Ask the pupils to name one site in their area that may have **cultural value**, such as a tambu site, an historic building or an old war canoe, and one or that might have **natural value**, such as part of the bush, a lake, a reef or a mangrove area. Ask the pupils to explain why they think these sites may be of value. Here are some possible suggestions:

Site with Cultural Value	Site with Natural Value
Cave with ancient drawings	Unspoiled forest
Ancestor's worshipping place	Unspoiled coral reef
	A turtle's breeding place

When pupils understand what makes different sites culturally or naturally valuable, organise the class into pairs and read the instructions in the Pupil's Book.

Tell the pupils to discuss and identify a place or building in their area or province that they believe is special. Have them write down some simple sentences describing the features that make their site special. The questions provided will help them to complete the task.

Syllabus Links

A2, A3



Can all the pupils participate in a discussion to identify their own heritage? (S5)

Reading and Discussion – The World Heritage Listing Process

Background Information

Today's text describes what must happen in order for a particular site to be added to the World Heritage list. It describes a process or a procedure, with several stages.

Method

- Introduce the text and discuss the meaning of the word **process**.
- Go through the key words.
- Read the text as a whole class.
- Ask questions to find out the level of understanding.

Teacher Led Activities

Introduce the title and ask pupils to predict what the text may be about.

Talk about the word **process**. Ask the pupils to describe the meaning of the word. Make sure they understand that a process is a series of stages or steps, which lead to a goal. In a process, each step has to be completed before moving on to the next one. It is the procedure that is followed to get something done.

Ask the pupils to suggest any processes they already know about. You could talk about the process of getting a place at Secondary school for example.

Read through the key words and make sure pupils know the meaning of each word. Use the text to help you to explain these.

Choose individual pupils to read the steps listed in the text.

After reading, discuss the following questions to help pupils analyse the text:

1. How is the text set out?
2. Why is it set out this way? Does it make it easier to understand?
3. Why do you think the author has used bullet points (black dots)?
4. How many stages are there in the listing process?
5. Do you think the process is difficult? Why or why not?

Syllabus Links

S2, S10



Can all the pupils see how the style and organisation of this text helps with its meaning? (A4)

Comprehension

Background Information

There are two activities in the Pupil's Book on page 71. The first asks pupils to take notes from the text and summarise these in a simple flow diagram. This helps pupils to think about different ways of organising information in text.

For the second activity pupils have to 'step inside' the text and imagine that they are involved in the process. Using information from the text they have to think about what ordinary people living in a proposed world heritage area might have to do as part of this process. This is a difficult task, you should choose the more able pupils to try this task while others do Activity A.

Method

- Explain the purpose of note-taking.
- Demonstrate how to take notes.
- Read the instructions in the Pupil's Book and explain the tasks.
- Work with a group of pupils to discuss Activity B before they begin.

Teacher Led Activities

Explain that we can use note taking to help us remember important information that we have heard or read. Instead of writing down every detail, we can note only the important points. This is called note-taking. Explain that the notes can include single words or a few words and that they should summarise the main points of information.

Write the following passage on the board. As a whole class activity, read the passage and help the pupils to identify the important pieces of information that can be recorded in the note-taking process.

Solomon Islands has about 63 ethnic groups. There are many different languages spoken in Solomon Islands. About 120 different languages can be found in Solomon Islands. The first European to visit Solomon Islands was Alvaro de Mendana in 1568. He named Solomon Islands after King Solomon in the bible. Solomon Islands became a British colony in 1899 and became an independent country in 1978.

Solomon Islands

1. 63 ethnic groups
2. 120 languages
3. Discovered, 1568, by Mendana
4. Named after King Solomon
5. British colony from 1899
6. Independence in 1978

Demonstrate how to take notes. Select the important facts and write them in note form. Your notes might look like the example on the right above.

Refer to the activities in the Pupil's Book and read the instructions before pupils begin.

Discuss Activity B before pupil's write. Work through the first stage of the process to identify the role of the local community together. This might include:

Learning about World Heritage and what it would mean.

Holding a landowners meeting to discuss the benefits.

Listening to what the government has to say about it.

Syllabus Links

S10, A5



Can all the pupils read the procedure and select the most important details? (S11)

Language Study

Background Information

This lesson is about the articles that are used with countable and uncountable nouns.

There are three **articles** used in English; **the**, **a** and **an**.

1. **The** is known as the **definite article**. This defines a specific, particular thing or person. For example: **The** brown dog is ours. **The** nurse from our clinic came to visit.
2. **a** is known as the **indefinite article** – this does not define any specific thing or person. For example: I saw **a** dog outside. I saw **a** nurse at school yesterday.
3. **an** is also known as an **indefinite article**, with the same meaning as **a**. This is used in front of words that begin with a vowel. For example: **an** apple, **an** egg, **an** island,
an is also used in front of some words that begin with **h**, where the **h** is silent. For example: **an** hour, **an** honour **an** honest man.

Either definite or indefinite articles can be used with countable nouns. For example:

a committee, **the** committee a site, **the** site

However, indefinite articles are **never** used directly before an uncountable noun. Only the definite article '**the**' is used before an uncountable noun. For example:

the rice **the** water **the** air

Method

- Explain the purpose of articles.
- Demonstrate the relationship between articles and countable and uncountable nouns.
- Reinforce understanding by providing examples.
- Refer to the activity in the Pupil's Book and make sure the pupils understand the task.

Teacher Led Activities

Write the following articles on the board.

the **a** **an**

Explain how they are used in sentences. Use the information provided in the Background Information to help you. Demonstrate by writing some sentences on the board. Such as:

I went to **the** beach today.

There is **a** storm coming.

I have **an** interesting story to tell.

Teach the use of the article **an** in front of words that start with a vowel. Such as:

an area **an** egg **an** unusual story **an** animal

Use the information above to explain the relationship between articles and countable and uncountable nouns. Make sure the pupils understand that the article **the** is the only article that can be used with uncountable nouns.

Draw a table on the board and tell the pupils that you are going to read out some nouns. Ask the pupils to decide whether each noun is countable or uncountable. Choose individual pupils to suggest the correct article or articles for each noun. Record the suggestions on the table. Read out the nouns from the box on the right:

In the end, your table on the blackboard should look like this:

Article	Countable Noun	Uncountable Nouns
the, a	dog	
the, an	animal	
the		rice
the, a	country	
the		petrol
the, an	apple	
the		oxygen
the, a	boat	
the		cordial
the, an	oar	

dog
petrol
animal
rice
country
apple
oxygen
boat
cordial
truck

Read the activity in the Pupil's Book and explain the task.

Syllabus Links

K1, S9



Can all the pupils select appropriate articles for uncountable nouns? (K8)

Spelling

Background Information

This spelling activity provides pupils with practice using the spelling rule: **when two vowels are together, they often make the sound of the name of the first vowel.**

Teacher Led Activities

Use the Background Information provided on Day One (Spelling) to revise the spelling rule. Write the vowel blends on the board and ask the pupils to pronounce them.

Use the following words as examples: **steam, plain, coat, each, floater, painter**

Ask pupils to suggest other words that follow this rule. Write the pupils' suggestions on the board.

Read through the words in the spelling list and ask the pupils to identify which spelling words contain the vowel blends.

Refer to the activity in the Pupil's Book and explain the task.

Make sure the pupils understand the task before asking them to complete the activity.

Oral and Writing**Background Information**

On Day One the pupils listed features of a local site, place or building that was special to them in some way. In this lesson, pupils will prepare a questionnaire to help them find out more information about their special site. A questionnaire is a list of questions designed to obtain information from people. A questionnaire is a transactional text.

Method

- Refer to the writing task on Day One and organise the class into the same pairs.
- Encourage pupils to think about how they could get more information about their special site.
- Explain the purpose of a questionnaire.
- Refer to the task in the Pupil's Book and give the pupils time to prepare their questionnaires.

Teacher Led Activities

Tell the pupils to work with their partners and refer to the list of special features they made in the previous lesson.

Tell the class that each pair will need to discuss:

- a) What they already know about their site;
- b) What information they still need to find out about.

Explain the purpose of a questionnaire, which is to request information. Explain that pupils' questionnaires should include:

- A list of questions designed to obtain information, written in full sentences;
- Questions that are written to ask for a detailed answer, not just yes or no;
- Questions that are in a logical order and are usually numbered.

Explain the task in the Pupil's Book. Tell the pupils that they need to think up some questions to ask to find out more information about their special site.

Explain that they will need to ask the questions in their own time, possibly after school, ready for tomorrow's lesson. Remind pupils to use their note-taking skills when they are recording the answers given to them.

Syllabus Links

K7



Can all the pupils write well structured questions to obtain specific information? (S6)

Reading and Discussion – East Rennell: A Natural World Heritage Site.**Background Information**

Today's text is a report that provides information about one area in Solomon Islands that is a World Heritage listed site. The eastern part of Rennell Island is a natural World Heritage listed site, due to its unique environment, wildlife and rare species.

Method

- Ask questions to find out what pupils already know about East Rennell.
- Go through the key words and make sure the pupils understand their meaning.
- Allow the class to read the text silently.
- Encourage a classroom discussion to find out the level of understanding.
- Revise the features of a report.

Teacher Led Activities

To find out what the pupils already know about Rennell, ask some questions such as:

1. Where is Rennell?
2. What do you know about East Rennell?
3. Why do you think that East Rennell has been listed as a World Heritage Site?
4. What would you like to find out about East Rennell?

Read out the key words and make sure the pupils understand their meaning.

Ask the pupils to read the text silently. After everyone has finished reading, ask the class, to tell you anything new they have found out about East Rennell. Write their points on the board.

You could ask some questions to start the discussion. Such as:

1. When did East Rennell become a World Heritage listed site?
2. Which other country helped the Solomon Islands government to get the site listed?
3. What was the role of the advisers?
4. Why is the East Rennell environment so special?
5. Name some of the wildlife found on Rennell Island. Why are these animals special?
6. Why do you think that the people of East Rennell want to preserve this special area?

Ask the pupils to suggest the text type used in today's reading. Lead them to understand that this text is a report.

Ask the pupils to tell you the difference between a report and a recount.

Discuss the features of a report and ask the pupils to look through today's text to find examples of these features. Help point out these features. You may wish to write the features of a report on the board as follows:

A Report:

- Contains factual information.
- Often uses technical or scientific words.
- Paragraphs are sometimes numbered or in bullet points.
- Paragraphs may have sub-headings.
- May include diagrams or pictures.

Syllabus Links

S2, S10



Can all the pupils recognise the form and style of the report genre and identify its purpose? (A1)

Comprehension**Method**

- Revise the difference between facts and opinions.
- Use examples to elaborate.
- Refer to the activity in the Pupil's Book and read the instructions.
- Use the first statement as an example.
- Read through each of the statements and ask the pupils to complete the task.

Teacher Led Activities

Write the words **Fact** and **Opinion** on the board. Ask the class if anyone can explain the difference as follows:

Facts are statements or information that is true, things which really happened or exist in real life.

Opinions are peoples' judgments, ideas or thoughts. What people think.

Use the following statements as examples. Read the statements aloud and ask the pupils to suggest whether they are facts or opinions. Ask the pupils to explain their answer.

- East Rennell is part of Rennell Bellona Province. (fact)
- East Rennell is the most special place in Solomon Islands. (opinion)

Explain to the class that (a) is a fact. Nobody can disagree with it, but (b) is an opinion because it is one person's view. Others may disagree.

Refer to the activity in the Pupil's Book. Read the instructions with the class and use the first statement as an example. Read each statement and ask pupils to complete the task independently.

Syllabus Links

S2, S15



Can all the pupils read and differentiate between facts and opinions? (S12)

Language Study

Background Information

Adjectives are describing words that tell what kind, what colour, how many or which one. They are always used with nouns to describe, add detail and give meaning to nouns.

For example: She picked some flowers.

She picked some **beautiful**, **red** flowers. (Adjectives: beautiful, red)

A boy has joined our class.

A **tall**, **clever** boy has joined our **small** class. (tall, clever, small)

Method

- Revise the definition and purpose of adjectives.
- Use examples to show how adjectives can be used to add meaning to sentences.
- Play the animal alphabet game.
- Refer to the activity in the Pupil's Book and explain the task.

Teacher Led Activities

Write the following sentence on the board:

The Rennell orchid is only found on Rennell Island.

Ask pupils to look at the picture of the orchid in today's text. Have them suggest some adjectives to describe the Rennell orchid. Write their suggestions on the board and use some of these to add to the sentence. For example:

The **beautiful** / **delicate** / **rare** / **white** / **small** Rennell orchid is only found on Rennell Island.

Animal Alphabet Adjective Game

Tell the pupils that they will be playing an alphabet game using nouns and adjectives.

This game can be played using all of the letters of the alphabet. However, for today's lesson use only the first 10 letters of the alphabet. The pupils may wish to use the remaining letters at some other time.

Write the following letters on the board:

a b c d e f g h i j

Ask pupils to suggest the name of an animal that starts with each letter. The animals must be written in the plural form.

For example: A - ants, B - bears, C- cats, D - dogs, E- elephants

Now ask the pupils to suggest one adjective to describe each animal. This adjective must begin with the same letter as the name of the animal.

For example: angry ants, brown bears, cool cats, delightful dogs, enormous elephants.

After doing some examples together as a whole class, you may wish the pupils to continue using the other letters of the alphabet.

Now refer to the activity in the Pupil's Book. Read the instructions and use the example given to help explain the task.

Tell the pupils to use the text to help them if necessary. Remind the class that there are many adjectives that can be used to describe the nouns in these sentences.

Possible Answers

1. Rennell Island is surrounded by **high**, **steep** cliffs and **rugged** reefs.
2. The **large**, **white** ibis and the **white collared** kingfisher are two of the birds found on Rennell Island.
3. **Special** plants like the **beautiful** Rennell orchid are not found anywhere else in the world.
4. There are **long**, **black** sea snakes and **large**, **slippery** eels on Rennell Island.
5. **Skilled** carvers make **beautiful** carvings to sell to **overseas** tourists.
6. Rennell is a **coral** atoll that has been uplifted five times.

Syllabus Links

K1, K2



Can all the pupils select an appropriate adjective to complete sentences? (K8)

Spelling

Background Information

In English there are many different spelling rules. Knowing these is useful for learning to spell new words. Most rules also have exceptions, or cases in which they do not apply. It is important that the pupils learn the spelling rules and the exceptions to the rules.

In today's lesson the pupils will learn an exception to the rule: **When two vowels are together, they make the sound of the name of the first vowel.**

Method

- Revise the spelling rule taught on Day Two.
- Introduce exceptions to the rule.
- Use examples of words that are exceptions. For example 'read' is a word that can follow the rule, but when representing the past tense, this word does not.
- Refer to the activity in the Pupil's Book and explain the task.
- When the pupils have finished the task give them time to learn the spelling words.

Teacher Led Activities

Revise the vowel blends pupils looked at yesterday, **ai**, **oa** and **ea**. Ask pupils to tell you the pronunciation rule they have learnt about these vowel combinations (they often make the sound of the name of the first vowel).

Ask the pupils to look at the words in their spelling lists. Ask the pupils if the rule applies to every word that has vowel blends.

Explain that there are some words that do not follow this rule, they are **exceptions** to this rule. Write the following words on the board and pronounce each word clearly to demonstrate this exception.

early pearl voice

In this case, the vowel blend **ea** sounds like **er**, not **e** and **oi** sounds like **oy**, not **o**.

Write the following vowel blends on the board and explain that these blends also do not follow the rule.

au ie ou oi.

Choose words that contain these vowel blends and write them on the board. Pronounce each word clearly so the pupils can recognise the sound. Here are some examples:

au	ie	ou	oi
caught	grief	mouse	boil
naughty	thief	loud	join
fault	field	ground	choice

Refer to the activity in the Pupil's Book and read out the instructions. Make sure the pupils understand the task before setting them to work.

When they have finished, discuss the rule with the pupils again. Could it be rewritten to make less exceptions? Should the rule state:

When the word contains ai, oa, ea or ei as two vowels together, they often make the sound of the name of the first vowel.

When they have completed the activity ask them to spend time learning the spelling words. Remind them to use the strategy: **Look, Cover, Remember Write and Check.**

Answers

tread, loud, soup, pause, field, would, mouth, brief, caught, mouse

Syllabus Links

K4



Can all the pupils use simple pronunciation rules to help them tackle new words? (S9)

Oral and Writing**Background Information**

Today's writing activity requires the pupils to put together a nomination report, to have their special place or building World Heritage listed. The pupils will need to use the information they have collected from their questionnaires to help them draft their nomination. They are writing factual text and should be careful to include factual information about the site, not their own opinions or ideas.

Teacher Led Activities

Organise the class into their pairs and explain the task. Tell them that they will need to refer to the features they have listed regarding their special site and they will also need to refer to the information they have collected from their questionnaires. Using this information they will write a report to nominate their special place or building for the World Heritage List.

Remind pupils that the report is a **factual text**. It should not include their opinions about the site, only the **factual information** that they have collected.

Refer to the format in Pupil's Book on page 77. This shows pupils how to **structure** their writing. Read through each section and explain what is required. Use examples to help with the explanation. Pupils can use this structure as a planning framework.

Remind the pupils that they can use **bullet points and paragraphs** to record the necessary information of the report.

Explain that, today, they should make a first draft of their nomination document.

Give the pupils time to work on their draft. Make sure the pupils work with their partners.

Syllabus Links

S12, A4



Can all the pupils select appropriate information to include in a factual text? (A1)

Reading and Discussion - The Formation of Lake Tengano

Background Information

Today's text is an **explanation** of the formation of the islands of Rennell and Bellona. The text contains some scientific information about the structure of the earth's surface. You may need to provide the pupils with some extra information before they read the text. The following may be helpful:

The earth's surface is made up of plates that fit together. These plates are called tectonic plates and sometimes these plates move together in the same direction and sometimes they move against each other and clash causing earthquakes and other earth movements. Scientists believe this is how the islands of Rennell and Bellona were formed. It is thought that the plate on which Rennell and Bellona were situated moved and clashed with an adjoining plate. The impact of the clash forced the three atoll rings beneath the sea to be pushed upwards towards the surface of the sea. The three atoll rings are now known as Bellona, Rennell and the Indispensable Reefs.

The text explains this very simply. The diagram and the map are important parts of the explanation. Spend time studying these to help the pupils understand the text.

Method

- Introduce the text and find out what the pupils already know about the islands of Rennell and Bellona.
- Refer to the map in the Pupil's Book and discuss the location of these islands.
- Discuss and define the key words.
- Read the text aloud to the class and pause to explain further about how atolls are formed.
- Ask questions after reading the text check understanding.

Teacher Led Activities

Read the title of the text and ask the pupils what they think it will be about. Ask if they know anything about Rennell or Bellona. Note their points on the board.

Refer to the map in the Pupil's Book and explain the location of the islands in relation to where you are situated.

Go through the key words and make sure the pupils understand the meaning.

Read the text aloud to the class. Pause after each new piece of information to give a more detailed explanation. It may be helpful to sketch more diagrams on the board to explain the formation of the atolls.

When you have finished reading the text, ask questions to check how well the pupils understood the text. Such as:

1. Explain the origin of Rennell and Bellona Islands.
2. Why was the east part of Rennell Island, pushed only half way out of the sea?
3. Why is there a lake in East Rennell?
4. Why are Rennell and Bellona basin-shaped?
5. What new or interesting things did you learn from the text?

Syllabus Links

S11,



Can all the pupils read an explanation text and understand information in a diagram? (S14)

Comprehension**Background Information**

Sequencing information from the text helps pupils to understand the explanation better as they must think through the whole process described in order to do the activity.

Teacher Led Activities

Refer to the activity in the Pupil's Book and explain the task. Read through each sentence and ask the pupils to re-write the sentences in the order in which they occurred in the text.

Syllabus Links

S10, S14



Can all the pupils select and sequence details from the text? (S11)

Language Study**Background Information**

During today's lesson, the pupils will be editing sentences to remove unnecessary information. This task will help the pupils to develop their editing skills and improve their understanding of appropriate language for scientific report writing.

For example, if we are writing scientific reports, the language used should be scientific and informative. These sentences should not include a lot of unnecessary adjectives or adverbs that can make the sentences too wordy.

Method

- Use examples to show how sentences can be improved by removing unnecessary words. Link this discussion to text type. Descriptive words improve a narrative text, but this is not the case when we are writing a report, where precise factual language is needed.
- Read the instructions in the Pupil's Book and explain the task.
- Use the examples provided for further explanation
- Allow pupils to complete the activity.

Teacher Led Activities

Write this sentence on the blackboard:

Large pieces of land and lovely small islands are sitting right on top of big massive blocks of rocks that sometimes move causing frightening earth shakes.

Ask the pupils to read the sentence and suggest ways the sentence could be improved. They might suggest the following:

- a. The sentence is too long;
- b. It contains some words that are not needed - unnecessary adjectives.
- c. The sentence describes something scientific so it should use scientific words.

Ask the pupils to help you re-write the sentence, keeping the above points in mind.

Continents and small islands are situated on top of massive blocks of rock. These rocks sometimes move and cause earthquakes.

- Continents and earthquakes are more scientific words suitable to this type of writing.
- Lovely and nicely are unnecessary adjectives.
- The words, 'big' and 'massive' mean the same thing. But 'massive' is a better description.
- The sentence is split into two shorter sentences to make it easier to understand.
- The word frightening is not relevant to the context.

Write another sentence on the board and ask the class to edit it in the same way. Tell the pupils to re-write the sentence in their exercise books.

The Indispensable Reef can only be seen under the water because the push was too weak and not strong enough for the reef to move to the top of the sea.

Select a pupil to read out their new sentence, which might look like this.

The Indispensable Reef remains underwater because the uplift was not strong enough to lift the reef to the surface.

Editing changes are:

- Scientific words used (uplift not push).
- Repetition removed ('too weak' means the same as 'not strong enough').
- Precise language used to replace imprecise ('top of the sea' replaced with 'surface').

Refer to the activity in the Pupil's Book. Read the instructions and explain the task before pupils write.

Use the examples provided to demonstrate what is expected.

Possible Answers

- Rennell has some special plants not found anywhere else in the world.
- Development such as logging is not permitted in World Heritage sites.
- Lake Tegano is the remainder of the lagoon that used to be in the centre of the atoll.
- The rare Rennell orchid is only found on Rennell.
- When a site is under threat, it is placed on the World Heritage in Danger List.
- Not all of Rennell was lifted above the water because the uplift was stronger at one end and weak at the other end of the atoll.

Syllabus Links

S17, K5



Can all the pupils edit complex sentences to make them easier to read? (A4)

Handwriting**Teacher Led Activities**

Read the poem on page 79 of the Pupil's Book to the class. Ask the pupils to copy it neatly into their exercise books using their best cursive handwriting.

Oral and Writing**Background Information**

During today's lesson pupils will continue to work with their partner to complete their nomination report.

Before they begin writing, each pair will be asked to give an update on what they have achieved so far. This oral activity will give the pupils an opportunity of finding out what others are doing and it provides them with an opportunity to develop their oral speaking skills. The presentations should only be brief and they do not require much preparation. This would be a good activity to observe for your oral assessment activity, as it will give you a record of how pupils can speak without preparation.

Method

- Explain what is expected during this lesson.
- Select pairs of pupils to present the work they have achieved so far.
- Provide feedback where necessary.
- Give out chart paper or blank paper on which each pair will need to write their final draft.
- Make sure the pupils are on task and give assistance when needed.
- Conclude the lesson by informing the class that each pair will be presenting their nomination to the World Heritage Committee tomorrow.

Teacher Led Activities

Ask each pair to give a brief up-date report informing the class about their nomination for the World Heritage List. Tell them to share the following information:

- a. The site they have nominated;
- b. Why they chose this site;
- c. A summary of the features that make their site special.

Remind pupils to speak clearly, loudly and confidently. Encourage both members of each pair to speak during the presentation.

When each pair has finished, provide some feedback or ask some questions to help them improve their nomination.

Introduce the activity in the Pupil's Book.

Read through the information provided in the editing guide. Make sure pupils understand each statement.

Remind pupils that when they rewrite the final draft, it should be neatly and attractively presented, as they will be showing it to the whole class. Tell the pupils that they can draw pictures on their nomination sheets. They may also add decorations or borders.

At the end of the lesson, conclude by informing the pupils that they will be presenting their nomination to the World Heritage Committee tomorrow.

Tell the pupils that the aim of their presentation is to convince the World Heritage Committee that their site is indeed very special and they need to provide a good argument as to why their nomination should be listed as a World Heritage Site.

Tell the pupils that both members of the pair will have to speak and they will need to decide how they will organise the speaking roles.

The pupils will also need to think about how they will display their chart during their presentation.

Syllabus Links

A2, A3, S17



Can all the pupils use a talk - draft - talk - redraft process to improve their nomination report? (S18)

Assessment Activity – Oral Observation Assessment

Background Information

During this unit, you should 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 second oral observation you have conducted this year. Compare the results of this assessment with the notes you made during Unit 3. Assess whether each pupil has improved and look for difficulties they may still be having with speaking and listening.

Method

- Pages 34 - 35 of this book explain how to conduct your oral assessment. Read these again carefully before planning your assessment.
- Before observing each pupil, reread the notes you made at their last oral assessment to remind you how they were performing then. This will help you to see progress and persistent difficulties.
- The box on the right suggests some activities from this unit that you might use for your observations.

Suggested Activities for Oral Assessment

7.4 Short presentation in pairs about the work they have completed so far on their nomination report.

7.5 Presentation of World Heritage Nomination Report.

7.6 Small group discussion on the text *The Great Wall of China*.

7.10 Paired presentations on their World Heritage Site research.

Reading and Discussion - Marovo Lagoon: Why Isn't it a World Heritage Site?**Background Information**

Today's text is an explanation about another place in Solomon Islands that was nominated as a World Heritage Site. Marovo Lagoon is a very special place in Solomon Islands. It was nominated because it is the biggest lagoon with a double barrier reef in the world. It is made up of many reefs and coral and volcanic islands. The text explains the reasons why the nomination for Marovo was not successful.

Predicting what the text might say before they read, helps pupils to read with interest as they read to find out whether their predictions were correct or not.

Method

- Introduce the text.
- Use information from previous texts to revise and consolidate ideas about World Heritage listing.
- Read over the key words and make sure the pupils understand their meaning.
- Allow the pupils to read the text silently.
- Find out how well the pupils have understood the text.

Teacher Led Activities

Allow the pupils to read the introduction to the text (paragraphs 1 - 2) and ask them to predict why they think the nomination for listing was not successful. List their ideas and predictions on the board. You will return to these after reading.

Read through the key words and explain their meaning. Ask pupils to use some words in sentences of their own.

Ask the pupils to read the text silently.

Ask questions to check that pupils have understood the text. For example:

1. Name two things that make Marovo Lagoon a special place.
2. How did parts of the Marovo Lagoon become spoilt?
3. Why did some people from Marovo Lagoon set up lodges and start small businesses?
4. Why did some people believe that logging in the area was a very good idea?
5. Why do you think that the government wanted to set up a Palm Oil Plantation in the area?

Now refer back to the pupils predictions on the board. Were they correct? After reading the text, can they add any more reasons why the Marovo Lagoon was not listed?

Syllabus Links

S6, S14



Can all the pupils read an informative text with interest? (S16)

Comprehension

Teacher Led Activities

Refer to the activity in the Pupil's Book on page 81. Read the instructions and explain the task. Remind the pupils to refer to the text to help them complete the task.

When the class has finished the task, bring them together for a classroom discussion to compare the two areas of East Rennell and Marovo.

Ask pupils to recall the reasons why East Rennell was accepted as a World Heritage Site. Write these on the board and ask pupils for their ideas on the following question:

Why do you think that East Rennell was chosen as a World Heritage Site while Marovo Lagoon was not?

Syllabus Links

S10, S16



Can all the pupils compare selected details from two texts? (S11)

Language Study

Background Information

The aim of today's lesson is to revise the purpose and use of **prepositions**. A preposition shows the position of one thing in relation to another. It must always be followed by a noun or pronoun, which is called its object.

Prepositions may show relationships in terms of **place** or **time**. The table gives some examples:

Prepositions of Place		Prepositions of Time	
on the wall	at the school	before lunch	until next year
over the gate	near the fire	during breakfast	while you wait
beside me	inside the box	after supper	from morning to night
towards him	down the road	since Joe left	
in the shop	by the creek		

Method

- Revise the use of prepositions.
- Use sentence examples to help reinforce understanding.
- Create a preposition poem.
- Refer to the activity in the Pupil's Book and explain the task.

Teacher Led Activities

Ask the class to suggest examples of **prepositions**. Write these on the board and remind the class about the purpose and use of prepositions. You may wish to use the examples provided in the Background Information.

Write some sentences on the board and ask pupils to fill in the prepositions. Such as:

- East Rennell is _____ the World Heritage List. (on)
- Bellona is _____ Rennell Island. (near)
- Many islets can be found _____ the Marovo Lagoon. (in)
- Logging occurred _____ January ____October. (from, to)
- There is an underwater volcano _____ Marovo Lagoon. (under, in)

Preposition Poem

You could do this as a whole class activity. It is a novel way to reinforce the pupils' understanding of prepositions.

Write the following poem on the board and read it out to the class. Ask the pupils to identify all the prepositions.

Tell the class that together you are going to create another preposition poem.

Explain the guidelines:

- The poem will have five lines.
- Each line (except the last) must begin with a different preposition.
- The same preposition cannot be used more than once.
- The last line can contain any number of words.
- The poem must make sense.

Write the class poem on the board and, if time permits, create a few more.

Refer to the activity in the Pupils' Book and explain the task.

Down the road
Around the corner
Near the bridge
Before lunch
There was a very old man
sitting in the sun.

Syllabus Links

K1, K8



Can all the pupils use prepositions appropriately? (K3)

Spelling**Background Information**

Conducting a weekly spelling test and recording the results helps you to monitor the pupils' progress in spelling. As well as spelling the words correctly, pupils should be trying to use the new words they are learning in their own writing and speaking. Encourage them to use the spelling list each week to broaden their vocabulary.

Teacher Led Activities

Test the pupils on their spelling words for this week. Allow them a few minutes to revise the words before the test.

Ask them to close the Pupil's Book and write down the numbers one to ten.

Read out the spelling words loudly and clearly in random order. Do not follow the order of the spelling list.

Ask the pupils to exchange books and correct the spelling list together. Collect and check their work.

Oral and Writing**Background Information**

Today's lesson is a role play, pupils will present their finished nominations to the World Heritage Committee. The whole class will act as the World Heritage Committee.

After all of the presentations, the class will vote for the best three.

When voting, the pupils should follow the criteria provided in the Pupil's Book.

It is important that this activity is a positive experience for everyone. Although there will be a vote to select the best three, pupils should be objective with their judgments and no pupils should be made to feel bad about their presentation. It is important that the pupils choose the best nominations according to the criteria, avoiding bias.

Method

- Congratulate all groups for their hard work with their nominations.
- Revise the nomination process using Text 2.
- Explain the activity and discuss the voting procedure. Use the criteria in the Pupil's Book on page 82.
- Have each pair present their nominations while the rest of the class listen.
- Provide some brief positive feedback.
- Vote for the best three nominations.

Teacher Led Activities

Introduce the lesson by congratulating all the groups for their hard work in putting together their nomination reports. Explain that, today, they will present their nomination to the World Heritage Committee. They can either read out their proposal from the finished text, or they can talk about it using the text as notes to remind them what to say. They may also do both, with one person reading and the other adding extra information.

Refer the pupils to the text they read on Day 2, The World Heritage Listing Process. Revise the process of nominating sites for World Heritage listing, by asking questions. This will prepare pupils for evaluating the nominations and voting:

1. How do sites get to be included on the World Heritage List?
2. Where are the nomination sent?
3. What does the World Heritage Committee do with the nomination document?
4. How does the World Heritage Committee decide which sites should be included in the World Heritage List.

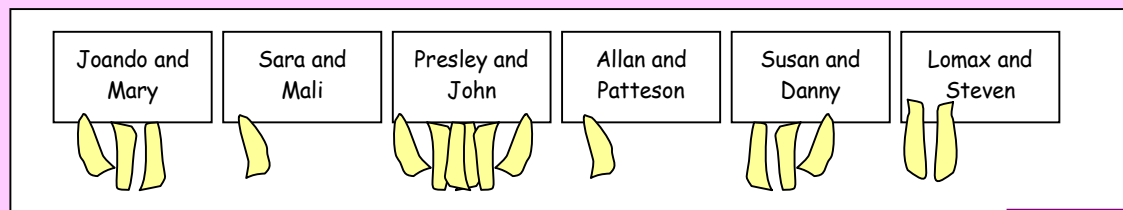
Before starting the role play, study the ground rules laid out in the Pupil's Book on page 82 and explain each one.

Begin the presentations and provide some positive feedback after each one.

When all of the pupils have finished, tell the class that as a committee, they will need to vote for the best three nominations.

The voting process

1. Give three small strips of paper to each pupil.
2. Write the names of the pairs on the board as shown below..
3. Each pupil will stick one strip of paper under the names of the three pairs of presenters they thought did the best presentation.
4. Count the strips of paper under each nomination to decide which three sites are accepted.
5. Everyone should congratulate the winning teams with a round of applause.



Syllabus Links

S4, S6



Can all the pupils speak at length to make their presentation to the committee? (S7)

Reading and Discussion - The Great Wall of China

Background Information

In the remaining texts for this unit, pupils will read about World Heritage sites around the world. It would be useful for you and the class to be able to locate these places on the world map provided in the Pupil's Book.

Today's text is about the Great Wall of China which is an incredible feat of construction. The text explains where the wall is, and when and why it was built. The wall was built by the Chinese people to keep out Mongolian nomads. Mongolia is located between China and Russia and is now a separate country. The wall starts from Gansu province and stretches into the sea in the Jilin province. The additional text in the reader gives more information about the Mongolians.

China is the third largest country in the world next to Canada and Russia. It has a population of 1.29 billion people and 22% of the world's population live in China.

Method

- Introduce the text and identify the location of the places mentioned in the text.
- Find out what the pupils already know about China and the Great Wall of China.
- Read through the key words and make sure pupils understand their meaning.
- Select individual pupils to read the text aloud.
- Ask questions to check for pupils' understanding.
- Encourage pupils to talk about new and interesting information from the text.

Teacher Led Activities

Read the title of the text and use a world map to show the pupils the location of China, Mongolia and the Great Wall of China.

Provide the pupils with some brief information about China from the Background Information above. Ask the pupils if they have heard anything about the Great Wall of China. Prepare for reading by looking at the picture in the text.

Go through the key words. Ask the pupils to use a dictionary to find their meaning.

Choose individual pupils to read a paragraph at a time and ask the rest of the class to follow the text silently. After reading ask some questions to find out how well they have understood the text.

1. Describe the Mongolian nomads.
2. What did the Mongolians want in return for the trade of their horses?
3. Why do you think the Mongolians might have attacked the Chinese villages?
4. Before the Great Wall was built, how did the Chinese defend themselves?
5. Who built the Great Wall?
6. What new and interesting facts have you learnt from today's text?

Syllabus Links

S10, S16



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

Comprehension

Background Information

This activity requires the pupils to summarise the text. Although they have had practice writing summaries before, it may be necessary to revise this concept. A paragraph summary is a brief sentence or statement that sums up the main points within a paragraph.

Method

- Revise summary writing.
- Use the example provided in the Pupil's Book to demonstrate the task.
- Practice more examples if necessary.
- Organise the class into pairs to complete the activity.

Teacher Led Activities

Remind the class that a paragraph summary is a brief sentence or statement of the main idea of a paragraph.

Ask the pupils to read the first paragraph from today's text, **The Great Wall of China**.

As a whole class activity, ask the pupils to help you summarise the information they have just read. Write their suggestions on the board.

Refer to the activity in the Pupil's Book. Ask the class to compare the summary provided in the book with the summary on the board.

Ask the pupils to say how the summary is different from the actual paragraph. Such as:

The summary is only one or two sentences long.

The summary has less detail.

The summary gives us only the important facts.

Organise the class into pairs and explain the task. Ask each pair to work together to complete the activity.

Remind the pupils that they do not need to re-write the whole paragraph. They simply need to include the main points or important facts.

Language Study

Background Information

The aim of this lesson is to introduce the pupils to **prepositional phrases**. Prepositional phrases always start with a preposition. A prepositional phrase has two parts, a preposition and a noun phrase. For example:

My brother is the boy **in the blue shirt**.

Prepositional phrase: **'in the blue shirt'**.

Preposition: **in**

Noun phrase: **the blue shirt**

Method

- Revise prepositions.
- Introduce prepositional phrases and use examples to help reinforce understanding.
- Introduce the activity in the Pupil's Book and explain the task.

Teacher Led Activities

Revise prepositions. You could use information from Language Study on Day 5.

Ask the class to name some prepositions. Write their responses on the board and remind the class that prepositions show the position of one thing in relation to another either in time or in space. They are always followed by a noun or pronoun.

Write the following sentences on the board and ask the pupils to identify the prepositions in each.

1. The tree behind the house has grown. (tells us about the noun **tree**)
2. The shark is beside the boat. (tells us about the noun **shark**)
3. Jack sits near the blackboard. (tells us about the noun **Jack**)
4. My brother is the boy in the blue shirt. (tells us about the noun **brother**)

Underline the prepositional phrases in each sentence as shown and explain to the class that **prepositional phrases** tell us more about the noun in the sentence.

Show the pupils that each phrase is made up of two parts - a preposition + a noun phrase.

Write more examples on the board and ask the pupils to identify the prepositional phrases and the nouns which they describe.

- a. Marovo Lagoon is in the Western Province. (noun - Marovo Lagoon)
- b. China became a country under Emperor Qun Shi Huangdi. (noun - country)
- c. Mongolia is near the eastern border of China. (noun - Mongolia)

Refer to the activity in the Pupil's Book on page 84 and read the instructions together, before setting the class to the task.

Syllabus Links

S17, K8



Can all the pupils identify prepositional phrases in sentences? (K3)

Spelling**Background Information**

These are the new spelling words for the week. They include examples of common consonant blends such as **ch**, **tch** and **scr**. They also include the letter combination **dge** which makes the soft **g** sound similar to **j** as in judge.

rich	judge
such	lodge
teacher	ridge
fetch	upon
scratch	upstairs

Method

- Introduce the spelling words.
- Read each word aloud to show the correct pronunciation and ask the pupils to pronounce the words after you.
- Have pupils use the words in sentences.
- Remind the pupils to use the strategy: **Look, Cover, Remember, Write** and **Check** to help learn the words.
- Tell the pupils to copy the spelling list into their exercise books.
- Refer to the activity in the Pupil's Book and explain the task.
- Ask the pupils to complete the task in their exercise books.

Oral and Writing**Background Information**

Over the next few days, the pupils will be writing a research project. They will collect information and present it in the form of a poster or chart. Their topic will be one of the World Heritage Sites that they will be reading about in the daily texts.

They will need to locate information about this site using a variety of sources, including the additional texts in the reader.

Today's lesson gives pupils practice taking notes. People take notes for a variety of reasons. For example, students at university and people at meetings take notes so they can recall important pieces of information. The activity requires the pupils to listen to a speech, take notes and use the notes to write a summary.

Method

- Explain the purpose of note-taking and demonstrate the procedure.
- Use a role play scenario to give the pupils practice taking relevant notes.
- Discuss pupils' notes.
- Pupils make notes on today's text and use them as prompts in a small group discussion.

Teacher Led Activities

Ask the pupils to explain what is meant by **note-taking**. They should know that notes are brief sentences or points written down quickly. Tell the pupils that it is impossible to write down everything a speaker says, so brief notes are taken.

Explain that people also take notes when they are reading texts. They may jot down single words, sentences or phrases that are important to remember.

Role Play

Tell the class to pretend to be representatives from different provinces attending a meeting held by a Forestry official to talk about the impact of logging.

You will act as the Forestry Officer. Pupils must listen to the Forestry Officer's speech and take notes. These notes will be used to write a summary that can be used to report back to their communities.

Organise the class for the role-play. They need their exercise book and a pencil. Ask the pupils to take notes while you speak.

Forestry Officer's Talk

Firstly, I want to thank you all for coming to this meeting today. My ministry has sent me to talk to you about the impact of logging our forests. I hope that you will be able to pass this information on to the people in your communities, so that they are aware of the problems caused by logging.

Some islands in Solomon Islands have been damaged by logging. Although people can receive a lot of money from logging, money cannot restore our forests. Our ministry has visited islands that have been logged and we have seen the damage. We have seen such things as:

- a. Soil washed away by rain because there are no trees to hold the soil. This is called erosion;
- b. Rivers and streams polluted by fuel from machines. Marine life destroyed;
- c. Other plants and trees damaged when trees are cut down;
- d. Fish and mangroves die from pollution and mud that is washed into the sea.

We only hope that communities think very carefully before agreeing to have their land logged. Please tell your communities about the problems that can be caused by logging.

Thank you very much.

After the pupils have taken notes, discuss which points are important, which points are not important and why.

Refer to the activity in the Pupil's Book and read the instructions. Tell pupils that they will be required to take notes using today's text. Read out the questions in the Pupil's Book and tell the pupils that they will be given ten minutes to refer to the text and to jot down some brief notes. The recorded notes should help them to answer the questions listed.

Ask the pupils to work in groups of three to compare notes and discuss the questions in the Pupil's Book. Tell the pupils to use their notes to see if they are able to answer all the questions. They should not refer to the text again.

You could use this discussion activity to move around the class and observe pupils for your Oral Observation Assessment in this unit.

Syllabus Links

A3, S12, K7



Can all the pupils identify the main ideas from each section of the text? (S10)

Reading and Discussion - Uluru-Kata Tjuta National Park**Background Information**

Today's text is a report about a World Heritage Site in Australia. Uluru, (formally named Ayres Rock) is within the Uluru-Kata Tjuta National Park. It is the world's largest monolith. A monolith is a single, block of stone of great size. Uluru rises 340 m above the desert floor and it has a circumference of 9.4 km.

The National Park is located in the Northern Territory and it is owned and run by the traditional landowners - the local Aborigines. Depending on the time of day and the weather conditions, the rock can dramatically change colour, from blue to glowing red. Approximately 500 million years ago it was part of the ocean floor at the centre of Australia. The Uluru monolith has cultural and religious significance for Aboriginal people.

Today's report contains information that is set out in a way that is easy to read. This type of format allows the reader to clearly identify the main points.

Method

- Introduce the text and use a world map to show the class the location of the Uluru-Kata Tjuta National Park.
- Find out what pupils may already know about Uluru.
- Read over the key words and make sure the pupils understand the meanings.
- Organise the class for individual reading.
- Check comprehension
- Revise the features of a report.

Teacher Led Activities

Use a world map and show the pupils the location of the Northern Territory of Australia.

Refer to the pictures in the Pupil's Book and to the Background Information to explain the meaning of a monolith. Ask pupils to describe the pictures before they read. How big do they think these rocks are? What do they think they are made of? Where do they think they might be found?

Go through the key words with the class and explain their meaning.

Allow the class to read the text individually. When the pupils have finished reading tell them to close their books. Ask the pupils to try to recall any facts about the Uluru-Kata Tjuta site. Encourage all the pupils to participate in this activity.

Tell the pupils to look closely at the way the text is written. Ask the pupils to identify the features of a report that can be found in this text. They should identify the following:

- The report includes factual information that is arranged under key words;
- The text doesn't tell a story but presents the facts and information;
- It includes writing that is well set out and organised, using sub headings;
- Tells the reader, what, where, when and why.

Comprehension

Background Information

The questions in the Pupil's Book are graded. The first ask pupils simply to find the correct information from the text, while the later questions ask them to describe this site using information and pictures. For these pupils will need to write their own sentences and use descriptive language.

Method and Teacher Led Activities

Refer to the activity in the Pupil's Book and explain the task. Read through each question and ask the pupils to answer each using a complete sentence.

Remind the class to refer to the text to find the answers as they work.

Syllabus Links

S10, S17



Can all the pupils pick out suitable details from the text? (S11)

Language Study

Background Information

When teaching pupils to write in a particular style, it is helpful to model the writing process.

Syllabus Links

S11, S10



Are all the pupils aware of the style and features of a factual report? (A1)

Text 7 as a report containing paragraphs. If necessary, use the genre table in the introductory pages, or the Nguzu Nguzu genre poster provided to revise the structure and features of a factual report.

Method

- Use a framework to revise report writing.
- Help the pupils identify the different sections of a report.
- Model the writing of a report as a shared writing activity.
- Allow the pupils to re-read the completed draft and suggest ways of improving it.
- Circulate and offer assistance as the pupils rewrite the final version of the report.

Teacher Led Activities

Write the framework for a report on the board as shown or display the genre poster as you discuss the structure of a report.

How many sections does a report often have?

What are these sections?

What goes in each section?

Title

General Introduction

Factual Information

Conclusion

Explain that you will work as a class using shared writing to rewrite today's text as a report with paragraphs and full sentences.

Ask the pupils to refer to today's text.

Use the blackboard or a large piece of paper on which to write the report. Make sure all of the pupils can see the writing.

Plan your text first. Write the four sections of a report and ask the pupils to help you decide what will go in each section. For example: Ask the pupils for suggestions for the introduction. Select responses from pupils that will add to the class report. If some suggestions are not appropriate, explain why and continue to build the report. There is no need for a response to be 'wrong' - this should be a shared activity where decisions are made to produce the best piece of writing.

Repeat this process for each section. Help the pupils to use complete sentences.

When all the sections are complete ask the class to read the draft and to check if they are happy with the way it is written.

At this stage, the pupils should be able to suggest ways of improving a sentence, correcting spelling and punctuation, the use of bullet points or numbers in the paragraphs and sub-headings for paragraphs.

As pupils suggest changes, make the changes on the blackboard. When the class is satisfied with the report ask them to rewrite the final draft in their exercise books.

Syllabus Links

S18, A4



Can all the pupils recognise and use the features of the report genre to construct a text? (A1)

Spelling

Background Information

Hearing the difference between short and long vowel sounds can be difficult. It is important for reading new word that they are able to recognise and pronounce both. The activities given here help pupils to differentiate between short and long vowel sounds.

Method

- Revise vowel sounds with the class.
- Model the correct pronunciation of short and long vowel sounds.
- Teach the rule for short and long vowels.
- Have the pupils complete the activity in the Pupil's Book.
- Mark the exercise as a whole class activity.

Teacher Led Activities

Ask pupils for the names of the vowels. Write these on the blackboard.

a e i o u

Write the following words on the board under each vowel. Pronounce each word and ask the pupils to identify the sound that each vowel makes in the word, is it **long**, or **short**?

a	e	i	o	u
cat	bed	big	hot	fun

Explain that each of these words uses the **short** vowel sound. Ask for more examples and write them up on the blackboard. Here are some you can use:

bag	beg	big	bog	bug
hat	met	hit	hot	hut

Write the following words on the blackboard under each vowel. Ask the pupils to pronounce each word to identify the sound made by the vowel makes.

a	e	i	o	u
made	tree	line	cone	tube

Explain that, in these words, the vowel makes a **long** sound, it says the name of the vowel.

Draw the following table on the board and ask pupils to insert the words provided under the correct column. Pronounce each word clearly and loudly. Ask the pupils to pronounce the words and to listen for the short and long vowel sounds.

Vowel	Short sound	Long sound
a	mad	made
e	red	Pete
i	sit	site
o	cot	coat
u	cut	cute

Allow the pupils time to complete the exercise in the Pupil's Book.

Oral and Writing**Background Information**

Over the next few days, the pupils will be doing a research project with the aim of researching and collecting information to be presented in the form of a poster or chart.

The pupils will be required to choose one World Heritage listed site and find information about this site using a variety of sources.

The pupils will present their finished poster or chart to the rest of the class in the form of an oral speaking presentation. This presentation, on the final day of the unit would be a good opportunity for you to assess their oral skills as part of your oral observation assessment for this unit.

The pupils can work in pairs. They will use today's and tomorrow's lessons to research and gather information. On Day Nine, they will create their poster or chart and the oral speaking presentations will be conducted on Day Ten.

It is a good idea to provide the pupils with a variety of topics, but it is important that the topics are easy to research. Each of the texts pupils have read about individual sites this week has one additional reading text in the reader as another source of information. Pupils may also use any other sources they have access to.

Suggested World Heritage listed sites for research topics

China	The Great Wall
Egypt	The Pyramids
Australia	The Great Barrier Reef, Uluru – Kata Tjuta National Park, Kakadu National Park, Lord Howe Island
USA	The Grand Canyon in Arizona
Solomon Islands	East Rennell
United Kingdom	Canterbury Cathedral.
Peru	Machu Picchu

Method

- Explain the purpose of the writing activity.
- Explain the research process using the guidelines provided in the Pupil's Book.
- Organise the class into pairs and allow each pair to choose a topic.
- Discuss the information gathering process and provide whatever books, notes, posters and charts are available to help the pupils to gather information.

Teacher Led Activities

Explain the task to the class. Tell the pupils that they will need to:

1. Select a World Heritage listed site;
2. Research and gather information about the site;
3. Present the information in the form of a poster or chart;
4. Present their research to the rest of the class in the form of a brief speaking presentation.

Explain that the word **research** simply means gathering information.

Ask the pupils to refer to the research steps outlined in the Pupil's Book.

Use these steps to explain the research process. Read each step aloud and demonstrate the task using an example topic.

Write the choice of research topics on the board. Arrange the class into pairs and ask each pair to select a topic from the list provided.

Tell the class that they have two days in which to research their topic. On Day 9 they will edit their work and write their final draft onto a chart or poster. On Day 10 they will present their work to the class.

Once the pupils have selected a topic, give them time to begin researching. Make sure that there is a good selection of books and reading material for the pupils to use when gathering information.

Remind the pupils to take notes when recording information from books and other sources.

Syllabus Links

S4,



Can all the pupils use talk draft redraft to plan a factual text? (S18)

Reading and Discussion – Canterbury Cathedral**Method**

- Prepare for reading by asking questions.
- Use a world map to show Canterbury, England.
- Read through the key words and make sure the pupils understand their meaning.
- Allow pupils to read the text with a partner.
- Find out how well the pupils have understood the text by asking questions.

Teacher Led Activities

Introduce the text by asking the pupils if they know of any building in their community that is important or special. When pupils name buildings, ask them to explain why they are important or special to the local community.

Explain that some World Heritage Sites are buildings that are special or unique in some way. Ask pupils to look at the text and select one pupil to read the introduction.

Explain that Canterbury Cathedral is in Canterbury, England. If possible, use a world map to show the pupils where this is.

Prepare the pupils for the reading by asking some questions, such as:

1. What is a cathedral?
2. What is the difference between a cathedral and a church?
3. Are there any cathedrals in Solomon Islands?
4. Are there cathedrals in any other country that the pupils know of?
5. Why do you think this cathedral might have become a World Heritage Site?

Read through the key words. Define any words that may be new to the pupils.

Ask the pupils to read the text with a partner. In paired reading, one person can read a paragraph while the other person listens, or they can read through the text together.

After everyone has read the text, ask some more questions to check for understanding. Here are some examples you may wish to use:

1. When was the Canterbury Cathedral built? How long ago was that?
2. Who was the first Archbishop of Canterbury?
3. From which country did Archbishop Augustine come?
4. Which Archbishop of Canterbury visited Solomon Islands in 2004?
5. Why was Thomas Becket killed?
6. What made Archbishop Thomas Cranmer an important person in the history of the Anglican Church?

Conclude the lesson by asking pupils to talk about anything new and interesting that they may have learnt from the text.

Syllabus Links

S10, S14



Can all the pupils read the text and pick out factual details? (S11)

Comprehension

Background Information

In this activity the pupils are required to write a summary of the text they have just read. They have practised writing paragraph summaries already. This time they will be required to summarise the whole text.

A summary is a shorter, simplified version of the text. When pupils write a summary, they are required to select, organise and combine the most important elements of the text. A summary includes only the **main ideas** and **important details** about a topic.

Method

- Revise summary writing.
- Read the instructions and the guidelines provided in the Pupil's Book.
- Use each guideline to demonstrate what is expected.
- Give the pupils time to complete their summaries.
- Choose some pupils to read out their summaries aloud to the class.

Teacher Led Activities

Ensure that the pupils understand that a summary is a brief version of the original text. Only the important facts and details should be included. Explain that a summary is not a retelling of everything that is contained within a text but it is a selection of the most important pieces of information.

Ask the pupils to refer to the guidelines provided in the Pupil's Book on page 91.

Read through each of the guidelines and explain these using examples where possible.

Give the pupils time to complete the task and when everyone has finished select pupils at random to read out their summaries.

Syllabus Links

S11, S14



Can all the pupils select the most important ideas from the text to include in their summary? (S10)

Language Study

Background Information

Today's lesson asks pupils to differentiate between factual sentences and descriptive sentences. This will help them understand the type of language that is appropriate when writing factual texts. Factual sentences give precise information, whereas descriptive sentences are less exact. They give a general impression. For example:

Factual: There have been 103 Archbishops of Canterbury since Augustine.

Descriptive: Many archbishops have followed since Augustine.

The factual sentence gives an exact number while the descriptive sentence only gives the general idea (many).

Method

- Discuss the meaning of the word **factual**.
- Use sentence examples of to demonstrate the difference between factual and descriptive.
- Help pupils find examples of factual and descriptive sentences within the text.
- Introduce the activity in the Pupil's Book and explain the task.

Teacher Led Activities

Write the word **factual** on the board and ask the pupils to suggest its meaning. Explain that factual reports contain sentences that include specific, factual information.

Write these examples on the board and ask pupils to differentiate between factual sentences and descriptive sentences. Remind them that, although the sentences describe similar things, the factual sentences are more specific and precise.

- 1a. Captain Cook was the first European to discover the east coast of Australia, in 1770.
- 1b. Many years ago, Captain Cook became the first white man to set eyes on the east coast of Australia.
- 2a. Kate had a really good fish catch this morning.
- 2b. Kate caught seven fish this morning.
- 3a. The teacher gave us a lot of homework.
- 3b. The teacher gave us four spelling activities for homework.

Refer to the example provided in the Pupil's Book. Read the example and ask pupils to pick out the difference between the factual sentence and the descriptive sentence. Read the instructions before setting the pupils to work.

1. Factual

2. Descriptive

3. Descriptive

4. Factual

5. Descriptive

6. Factual.

7. Descriptive.

8. Factual.

Syllabus Links

S12, S2



Can all the pupils identify appropriate language for factual informative writing? (A4)

Spelling

Background Information

In this lesson, the class will investigate the long and short vowel sounds. They should spend time listening to the pronunciation of these vowel sounds as well as pronouncing them themselves. It is important to model the correct pronunciation.

Method

- Revise short and long vowel sounds from the previous lesson.
- Model the correct pronunciation and encourage the pupils to do the same.
- Provide time for the pupils to work with a friend to learn their spelling words.

Teacher Led Activities

Revise short and long vowel sounds using the information provided on Day Seven. Write the following pairs of words on the board:

ride - ridge

bride - bridge

nude - nudge

Ask the pupils to repeat the words after you and listen for the short vowel sounds in the words in the second column.

Refer to the spelling list and ask the pupils to identify the words have a **short** vowel sound. The correct responses are judge, lodge, ridge.

Write the following pairs of words on the board:

tube

clutch

snake snatch

stitch stile

match

mate

kite kitchen

late latch

hatch

hate

mat make

can cane

Pronounce each pair of words clearly. Ask pupils to listen carefully and to identify the word in each pair with the long vowel sound, and the one with the short vowel sound.

Organise the class into pairs. Tell the pupils to work with their partner to practice learning the spelling words for this week.

Oral and Writing

Background Information

During this lesson, pupils will continue working with their partner on their research project. The pupils must finish their research today and start planning their final draft in preparation for the oral presentation on Day 10.

If pupils have been struggling to find out any new information, you may need to provide them with some suggested sources. Has anyone in your community ever visited the places they are writing about? They could interview this person for more information, for example. You might also look for any useful reference books in the school library.

Teacher Led Activities

Ask pupils to move into their research groups. Tell the class that they should finish researching their topic today and start planning their poster or chart ready for their presentation.

Explain that you will be moving around the room checking the progress of each pair. Remind the pupils to read the additional texts in reader 2 that may provide useful information for their chosen topics.

Tell the pupils to use the tips provided in the Pupil's Book to help them with their task. Remind the pupils that when they are drafting or note taking, they do not have to worry about neat handwriting. The aim at this stage is just to record the information.

Move around the class and discuss the following questions with each pair:

What topic have you chosen?

Have you found the information you need to answer the following questions:

Where is the site located?

What are the special features about the site?

Who owns the site?

Why is it on the World Heritage List?

Provide more assistance to those who seem unsure about where to look for information. Point out resources they could use.

At the end of the lesson, bring everyone back together and give the pupils an opportunity to talk about their work.

Syllabus Links

A2, S4, S15



Can all the pupils use a talk – draft – talk - redraft process to plan a factual presentation? (S18)

Reading and Discussion - Machu Picchu**Background Information**

Today's text is about one of the biggest empires in history. The Inca Empire of Peru in South America ruled and flourished between the 1400s to the 1500s. People have been surprised to discover how advanced the Inca were during this time. They built cities with complicated road systems and they even established a sophisticated water supply system for their cities. The Inca had also discovered gold and silver. Unfortunately, the Inca civilization came to an end when many of the people died due to illnesses introduced by Spanish invaders.

Method

- Introduce the text using a world map to find South America and Peru.
- Encourage a classroom discussion to find out what the pupils may already know about the Inca civilization.
- Read through the key words and discuss the meaning of the words.
- Allow the pupils to silently read the text.
- Encourage a classroom discussion about the Inca civilization.
- Find out how well the pupils have understood the text.

Teacher Led Activities

Use a world map to show the pupils the location of South America and Peru. Read the introduction to the text together.

Ask the pupils if they know anything about the Inca civilization. Use the information provided in today's Background Information to briefly introduce the Inca civilization.

Go through the key words and discuss their meaning. Make sure the pupils understand these before reading the text silently.

After reading, ask pupils to share anything new and interesting they have learnt from the text. Write their responses on the board and use these to generate a classroom discussion about the Inca civilization.

During the discussion ask questions to check that the pupils have understood the information in the text. For example:

1. In which country is Machu Picchu?
2. How many buildings make up this ancient city?
3. How many people were thought to have lived at Machu Picchu?
4. Why wasn't Machu Picchu found by the Spanish?
5. Who re-discovered this ancient city?
6. What leads us to believe that the Inca people believed in an after life?
7. Why do you think that Machu Picchu has been included on the World Heritage List?

Syllabus Links

S10, S16



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

Comprehension**Background Information**

In this activity pupils are asked to think about the details in the text and also to move beyond the text to imagine a scene it describes for themselves. The first question asks them to select information from the text that shows how advanced the Inca were. The second is more difficult as they have to interpret information in the text in the light of their own imagination.

Teacher Led Activities

Refer to the two activities in the Pupil's Book on page 94. Read the instructions and explain the task. Use examples to demonstrate what is expected in Activity 1.

Allow the class to complete the activities in their exercise books.

Syllabus Links

S3, S11



Can all the pupils identify with a person in the text and describe their experiences in detail? (S13)

Language Study**Background Information**

The aim of this lesson is to teach the pupils how to edit and improve their draft writing. An unedited piece of writing has been provided in the Pupil's Book. As a whole class shared writing activity, the pupils will help you edit the text. To prepare for this lesson, you will need to copy the piece of writing onto the blackboard before the lesson.

Method

- Copy the text onto the blackboard or a chart before the lesson.
- Revise the editing process using the editing guide provided in the Pupil's Book.
- Discuss possible ways to improve the writing.
- Edit the writing as a class activity, with pupils suggesting changes and improvements.
- Read through the edited version of the text.
- Pupils copy the final copy of the text into their exercise books.

Teacher Led Activities

Ask the pupils to think about the steps involved in the writing process.

The class should have some ideas about the steps. These include:

Think

Discuss

Draft

Edit

Redraft

Briefly discuss the steps with particular attention given to the **editing** step.

Ask the pupils to suggest possible ideas for editing.

For example, when editing we should check that:

1. the sentences are well constructed and make sense;
2. the spelling is correct;
3. information has been organised into paragraphs according to main ideas;
4. correct punctuation has been used (capital letters, full stops, commas, question marks, exclamation marks, speaking marks);
5. information has not been repeated.

Ask the pupils to refer to the editing guidelines in the Pupil's Book. Read these aloud and briefly give an example of each. Explain that pupils will be helping you to edit a piece of text, using these guidelines. Ask the class to read the text '**What happened to the Inca?**'

When everyone has finished reading ask the pupils to think about how to improve the text. Go through the text you have written on the board, one sentence at a time. Read each sentence aloud and ask the pupils to suggest changes and explain why the change needs to be made. Make changes on the board so pupils can see the improvements.

When the editing is finished choose a pupil to read the final draft aloud. When everyone is happy with the writing, ask the pupils to copy the final draft into their exercise books.

One possible edited version might look like this:

What Happened to the Inca?

The Inca nation included about 10 million people. The Inca had a large army of warriors. However, a smaller Spanish army consisting of 400 men invaded the Inca and defeated them. Many people have asked how the Inca lost so easily to such a small Spanish army.

The Inca were good architects and builders. They built cities and roads in the Andes Mountains. They had an abundance of gold and silver, yet they did not possess any guns. The Inca warriors possessed spears and knives. However, they were no match for the guns used by the Spanish army.

Scientists have discovered that the Spanish had a secret weapon. This was disease and sickness. The Inca people could not cope with the diseases and sicknesses introduced by the Spanish people. Disease and sickness spread through the Inca Empire, killing many people.

John Marks, Standard 6 Green

Syllabus Links

A2



Can all the pupils suggest editing changes to improve a draft text? (S18)

Spelling

Background Information

This spelling activity provides more practice identifying short and long vowel sounds.

Teacher Led Activities

Write these pairs of words on the board and ask pupils to copy them into their books.

ledge, lead

beach, badge

mate, mat

wretch, reach

latch, leech

itch, each

Call out one word from each pair. The pupils are to listen and choose the word they think you called out. They have to underline the word that you called. For example:

lead

Pupils look at both words and underline the one they think you said.

ledge, lead

When pupils understand what they are required to do, call out the words as follows:

lead

badge

mat

reach

latch

each

Oral and Writing

Background Information

In today's lesson pupils will write the final draft of their research activity. Provide each pair with a poster or chart sized piece of cardboard if possible. The pupils will need to display their information in the form of a poster or chart. Encourage them to use pictures and diagrams to enhance the presentation.

Teacher Led Activities

Tell pupils to complete their charts during this lesson. Remind the class to display all the information they have found out in the form of a poster or chart. Tomorrow they will present their topic to the rest of the class in an oral presentation.

Refer to the checklist provided in the Pupil's Book. Read through the checklist and explain each instruction.

Give each pair of pupils a blank poster or chart sized piece of card and ask them to begin their final draft. Tell the pupils that they can write their information onto pieces of paper and then glue the pieces of paper onto the poster, or they can write directly onto the poster.

Remind them that their posters need to be neat and well organised.

Syllabus Links

A2, S7, S15



Can all the pupils present their information in the form of an informative chart or poster? (A4)

Reading and Discussion – The Great Barrier Reef

Background Information

Today's text is an explanation that explains how the Great Barrier Reef was formed. It contains scientific information that some pupils may find difficult to understand. The use of the diagrams in the text helps explain the formation of the Great Barrier Reef.

Method

- Introduce the text. Use a world map to show the location of the Great Barrier Reef.
- Find out what the pupils already know about the Great Barrier Reef.
- Read through the key words and make sure the pupils understand their meaning.
- Read the text aloud to the class.
- Encourage the pupils to participate in a classroom discussion about the text and the diagrams.
- Check for understanding by asking some questions.

Teacher Led Activities

Introduce the text and prepare the pupils for reading by asking some questions.

1. What is a reef? Can you describe what a reef looks like?
2. Why do you think a coral reef might be listed as a World Heritage Site?

Use a world map to find Australia and the Great Barrier Reef.

Read the text aloud and ask pupils to follow. Stop and explain the diagrams as you read.

Start a classroom discussion and encourage all the pupils to participate. Here are some questions to help promote discussion:

1. Explain how the Great Barrier Reef was formed.
2. Why is the Barrier Reef so popular with tourists?
3. How have tourists affected the Great Barrier Reef?
4. Why do you think the Great Barrier Reef is a World Heritage Site?

Syllabus Links

A4, S2



Can all the pupils identify the main points in an explanation text? (S10)

Comprehension

Background Information

The task in the Pupil's Book requires pupils to check information in the text and identify it as true or false. For pupils who find this easy, you might suggest another comprehension activity. They could use the information in the text to design a sequence of three diagrams to describe how a reef is formed.

Teacher Led Activities

Refer to the activity in the Pupil's Book and explain the task. Read through the statements and ensure that pupils understand each one.

Ask the pupils to complete the activity in their exercise books.

Syllabus Links

S12, S2



Can all the pupils identify true and false information in the text? (K8)

Language Study**Background Information**

This activity requires pupils to look back at the texts they have read during this unit, then summarise and consolidate the information they have learnt about World Heritage listed sites, located throughout the world.

Method

- Read through the instructions for the activity.
- Briefly revise the texts the class has read.
- Use an example to explain the task.
- Provide assistance where necessary.

Teacher Led Activities

Refer to the activity in the Pupil's Book and explain the task.

Ask the pupils to name the six World Heritage listed sites they have read about during this unit. They should respond with: East Rennell, The Great Wall of China, Uluru, Canterbury Cathedral, Machu Picchu and the Great Barrier Reef.

Use one of these sites as an example to demonstrate the task. Write the table on the board and ask the pupils to help you to fill the spaces. For example:

Site	Country	Age	Special Features
East Rennell	Solomon Islands	Thousands of years old	Delicate Rennel Orchid Rare White Ibis Rare White Collared Kingfisher Largest uplifted atoll in the world Large freshwater lake

When you are confident that the pupils understand the task, allow them to complete the activity.

Syllabus Links

S10, S16, A4



Can all the pupils select details from a range of texts to complete their summary table? (S11)

Spelling

Teacher Led Activities

Explain that you will be giving a dictation test to test this week's spelling words. Ask the pupils to write the heading **Dictation**. Remind them to listen carefully, and write the sentences as you read out the paragraph containing the words.

When you have finished, ask the pupils to exchange books and mark the dictation test as a whole class activity.

Dictation

My **teacher** and I went to visit the **rich judge**. He was living in the **lodge upon** the **ridge**. He was **upstairs** with his dog. His dog is **such** as big animal. He likes people to **scratch** his ears. He can **fetch** anything that you throw.

Oral and Writing

Background Information

During today's lesson, the pupils share their research with the rest of the class in an oral presentation using their poster as a visual aid. Before they start, establish the order of speakers. Tell pupils the order they will speak in so they can be ready when it is their turn.

This activity would be a good one for you to use for your **oral observation assessment** in this unit. See the guidelines below.

Method

- Welcome and commend everyone for the work they have done.
- Discuss the order of presentation.
- Explain the ground rules and the procedure for the presentation.
- Allow enough time for pupils to present their projects.

Teacher Led Activities

Welcome everyone to the research project presentation.

Congratulate everyone for their hard work. Tell the class that you are looking forward to seeing what they have been working on over the last few days.

Tell the pupils the order in which the groups will present their projects.

Explain that during the presentations there are some rules, which must be followed. Write the following rules on the board and read each one aloud.

1. Everyone must listen carefully when the presentations are being made.
2. Pupils can ask questions at the end of each presentation.
3. Speakers should speak, loudly, clearly and confidently.
4. Each speaker should try to look at the audience and use expression.
5. Start the first presentation and offer positive feedback at the end of each presentation.

Syllabus Links

S4, S6, S9



Can all pupils speak at length about their research topic and answer questions on their talk? (S7)

Assessment Activity - Oral Observation Assessment

By today you should have 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.

You should make time to 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.

Check that you have completed your Oral Assessment.

- Have you observed all the pupils during discussion and oral activities?
- Have you made a record of your observation in your assessment book for each pupil?
- Have you discussed the observation with each pupil individually?

Reading and Discussion – What is Art?

Background Information

The aim of this unit is to give pupils a better understanding of traditional art in Solomon Islands and neighbouring countries. The pupils will learn about carving, weaving, painting, tattooing, mask making and how Tapa cloth is made. They will also find information about some Pacific art and crafts. Pupils will identify the use of local resources in traditional arts and the ways in which people can earn money through art. The final text looks at works of some famous international artists.

The main text type for this unit is the report. Reports are information texts. They are factual texts that give information about a topic.

Other genres contained in the unit include explanation, recount and procedural texts. Explanations are factual texts that tell us how and why things happen as they do. Recounts retell events that happened at another time or place. Procedures instruct or give information on how to do something. Pupils will review the structure and features of these genres so that they can recognise and identify them when they read and write them in other tasks.

The text in the reader for this unit is a report. It gives factual information on the subject of creative arts. It describes how art is related to people's lives. It describes the materials that are used and the role of art in traditional rituals. The report also discusses commercial art that is sold for profit.

The text also serves as an overview of the unit. It briefly explains what is developed in the unit texts and introduces many of the topics that pupils will learn about in this unit.

Method

- Before reading the report, draw a prior knowledge chart on the board or a large piece of paper as shown on the next page. Brainstorm ideas about the title of the text, 'What is Art?'
- Bring a piece of art, such as a picture, or a carving, into the classroom to discuss.
- Discuss the key words.
- Talk about the information and language of the text.
- Read and discuss the text.

Teacher Led Activities

Before reading the text, lead a discussion so pupils can see the importance of art in the lives of the people in their society. Ask pupils to talk about forms of art they are interested in or that they have seen in their villages. Perhaps they have seen an artist working or have been taught some art and craft skills.

Record their ideas on a Prior Knowledge Chart. Then ask the pupils what they would like to find out about art. Add their ideas to the chart.

Talk about a piece of art. Bring an example into the classroom like a basket, a carving or a picture. Ask questions like these;

- Who do you think made this artwork?
- What do you think it was made for?
- What materials were used?
- What types of tools might have been used?

Introduce the key words at the beginning of the text. Make sure the pupils know how to pronounce them and understand their meaning.

Choose pupils to read parts of the text aloud to the class. Keep stopping and checking that the pupils understand each paragraph as you go. Ask the pupils to tell you any new information they have learned about creative arts to add to the Prior Knowledge Chart.

The Prior Knowledge Chart may look something like this:

Creative Art	
What We Know Already	What the Text Tells Us
Types of art painting, drawing, carving, weaving, stone and wood sculpture, body decoration, costume design Why people create art to wear as jewellery, to decorate their homes, to decorate objects, costumes to wear on special days, to sell to others, just to look at Art Materials and Tools wood, stones, shells, dyes, paint, pandanus leaves, pencils, paper, knives, paintbrushes	Types of Art murals, metal sculpture, Aboriginal dot paintings, glass windows Why people create art to remember important people from the past, as part of their religion, to tell about important events, to show their ideas, feelings or events Art Materials and Tools feathers, glass, metals (gold, bronze, steel, etc), charcoal, clay, canvas

Syllabus Links

S2, S6, S9



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

Comprehension

Background Information

The pupils should work in pairs for this activity. It is designed to take the pupils beyond the text and to find out what new information they have found out about the subject. It also encourages them to think about what they would like to know about art. The activity should give the pupils some ideas to help them carry out the research task in today's Oral and Writing lesson.

Method

- Put the pupils into pairs.
- Let them re-read the text in pairs.
- Ask the pupils to complete the Pupil's Book activity with their partner.

Teacher Led Activities

After pupils have reread the text, introduce the activity in the Pupil's Book. Ask them to complete the activity in their exercise books. Remind pupils that every person has their own ideas and opinions about art. Two people might not like the same piece of artwork. Allow pupils to work together but they may not choose to write the same answers if they like different forms of art.

Syllabus Links

S14, S17



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

Language Study**Background Information**

Tense tells us about time and tells us whether the process or action is taking place now (present tense), has taken place (past tense) or will take place some time in the future (future tense).

In this activity, we look at **present continuous** and **past continuous** tenses. The continuous form tells us the process is, was or will be continuing. For example:

- a. Present continuous tense He **is helping** mum make a basket this morning.
- b. Past continuous tense He **was helping** mum make a basket when he cut his hand.

Method

- Talk about different tenses in English with the pupils.
- Use examples to help explain the present and past continuous tenses.
- Let the pupils complete the activity in the Pupil's Book.

Teacher Led Activities

After giving pupils examples of sentences in the present continuous tense, ask the pupils to make up some sentences in the present continuous tense themselves. Write them on the board. Talk about the examples with the pupils. Then ask them to change the sentences on the board into past continuous tense. For example:

- | | |
|-----------------------------------|---------------------------------|
| 1. I am painting a picture. | I was painting a picture. |
| 2. He is carving a fish. | He was carving a fish. |
| 3. They are looking for charcoal. | They were looking for charcoal. |
| 4. She is weaving a mat. | She was weaving a mat. |
| 5. You are making a necklace. | You were making a necklace. |

Read the instructions for the activity in the Pupil's Book and ask pupils to complete it in their exercise books.

Answers

1. Father was fishing in his new canoe.
2. Anna was helping her sister make a shell bracelet this morning.
3. The boys were painting a mural last weekend.
4. Beti and Mata were making grass skirts for dancing last week.
5. John was doing his best to carve a crocodile last semester.
6. The students were making Christmas cards at school.

Syllabus Links

A4, S1



Can the pupils understand and use compound verbs? (K8)

Spelling**Background Information**

Here are the pupils' spelling words for this week.

The letter **c** has a **hard sound** as in **cot** and **soft sound** as in **race**. The soft c sound often comes before i, e or y (ceiling, cylinder, rice, circus) and the hard c sound often comes before other consonants or vowels (cup, corner, crocodile).

dance	carver
police	concentration
colour	dancing
province	cousin
copy	cover

Method

- Help the pupils to identify soft and hard c sounds and spell the words.
- Introduce the spelling words for this week.
- Ask the pupils to copy the words and use them in sentences.
- Check their copying for accuracy.

Teacher Led Activities

Go through the words with the class, identify those with soft c sounds and those with hard c sounds. Ask pupils to talk about the meaning of the words then ask them to play this game.

Ask one pupil to start by putting one word from the spelling list into a sentence. Then ask another pupil to add another spelling word to the same sentence. For example:

First pupil: The **carver** was in the village.

Second pupil: The **carver** was **dancing** in the village.

Third pupil: The **carver** was **dancing** in the village with his **cousin**.

Encourage the pupils to construct a sentence using as many spelling words in the same sentence as they can.

Oral and Writing

Background Information

The process of writing a report in this unit is spread across several days. This is to give pupils enough time to work through the writing process thoroughly. The information in the report will then be presented as a prepared talk.

Report writing must be accurate. This means that the reporter has to carry out a fact finding task such as research, interviews etc. To gather factual information for the report, plan the content and then draft and edit the report will take a considerable amount of time. Refer to the notes in the introductory pages of the Teacher's Guide on report writing. In this activity pupils are going to write a report about a particular piece of art that they have seen or know about. This could be a carving, a woven item, a painting, a T-shirt design, a picture, a decorated pot etc.

If pupils need to interview a family or community member to get information on their artefact, this should be done **before** tomorrow's lesson, if possible. Perhaps this could be set as a homework task. You should keep in mind the availability of books and other sources of information when helping pupils to choose an artefact to research.

Method

- Review the report genre: its purpose, structure and the language used.
- Refer to the text in the reader as an example.
- Jointly agree on each pupil's report title.
- Build up research questions as a whole class activity.
- Allow the pupils to plan their individual research questions.

Teacher Led Activities

With the whole class, revise the structure and characteristics of a report. Get the pupils to tell you the terms that describe sections of a report. You could use the Nguzu Nguzu Genre Poster to remind them of these.

- **Title**
- **General Introduction**
- **Factual Information**
- **Concluding Statement**

Work with the class to help each pupil choose an artefact to write a report about. The pupils could work in pairs but each pupil should write his / her own report. With the whole class, develop some research questions to use when the pupils are on their fact finding task. Brainstorm ideas on the board. Agree on which questions to use. Here are the types of questions you will come up with:

- | | |
|---|------------------------------|
| What is the artefact? | Where is this artefact from? |
| When was it made? | Who made it? |
| What skills did the artist need to make this work of art? | |
| Where did the artist learn these skills? | |
| What materials were used? | What tools were needed? |
| What is the artefact used for? | Why was this artefact made? |
| Was this artefact sold by the artist? | |

Ask the pupils to work in pairs. Let them plan their research questions when they have decided on an artefact. There are some guidelines in the Pupil's Book that they could use. Remind the pupils to write their plans as notes. They do not have to write in complete sentences. Tell them they are going to continue drafting their reports in the next lesson.

Syllabus Links

A1, S4, S14



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

Reading and Discussion - My Painting Career

Background Information

Today's reading is a recount by Julie Fakaia, a talented Solomon Islands artist. In the text, Julie tells how she studied painting while at school in New Zealand. The author discusses how she became interested in art and how she developed her skills. She now hopes to make a career in art in Solomon Islands. The purpose of a recount is to retell what happened at another time or place.

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.

The pupils will be reading the text in small groups. Choose your groups carefully. It is a good idea to use mixed ability groups here. In this way, the more confident readers can help those who may have problems with some of the words in the text.

Method

- Talk about a talented person the pupils know.
- Introduce the subject of the text.
- Allow the pupils to read the text in small groups.
- Discuss the key words.
- Ask the pupils to identify the genre of the text.
- Revise the characteristics and structure of a recount.

Teacher Led Activities

Introduce the text by writing **A Talented Local Artist** on the board. Discuss the meaning of all the words. Is there a pupil in the class who has a special talent? Such as drawing, playing a sport, playing the guitar or singing? Get the pupils to talk about talented artists within their own community or others they may have heard of. Ask them to talk about:

- the name of the artist
- the type of art they create
- materials they use
- tools they use
- where / how they learnt their skills etc.

Put the pupils in groups of three or four. Tell them to take turns reading paragraphs of the text aloud to each other. While they are reading go around the class and hear some of the pupils read. Help them with pronunciation and intonation.

After the groups have read through the text twice, bring the class together and talk about the text. Ask questions to find out whether they have understood what they have read. Now read the recount aloud while pupils follow in their books.

After reading, check that all the pupils know the meaning of the key words.

Syllabus Links

S6, S14



Can all the pupils read a range of genres and identify their style and purpose? (A1)

Comprehension

Method

- Allow the pupils to read the text again.
- Play an oral **True or False** game.
- Have pupils complete the recall activity in the Pupil's Book on page 102.

Teacher Led Activities

Ask the pupils to read through the text again silently.

Now tell the pupils write numbers from 1 to 10 in their exercise books. Tell them that you are going to read some statements and that they should write **True** or **False** next to each number. Tell the class that you will read each statement twice. They should be allowed to look back at the text but do not take too long on this activity. Here are some statements you could use:

- Julie Fakaia learnt to paint in Australia. (false)
- When Julie was at school all the pupils had to study painting. (false)
- Julie loves to paint pictures based on the environment. (true)
- Most of the members of Solomon Islands Artists Association are men. (true)
- Julie does most of her painting at home. (true)
- Julie's parents have built her a studio at home. (true)
- Julie has enough money to put on an exhibition of her paintings. (false)
- Julie has sold some of her paintings overseas. (true)
- Julie does not want to go to Art School. (false)
- Julie thinks that art is a mixture of talent and hard work. (true)

Go through the answers with the pupils. Their answers should inform you as to whether they have a good understanding of what they have just read.

Ask the pupils to complete the recall activity in the Pupil's Book after you have gone through the instructions with them. They must not look back at the text.

Syllabus Links

A4, S11



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

Language Study

Background Information

Compound verbs are made up of more than one word. An auxiliary verb is added to the main verb to make a verb phrase. For example:

They **are going** to the store. John **has been helping** in the garden.

Auxiliary verbs that are sometimes used to show tenses are:

have	I have seen a shark
be	He is looking for his basket
shall / will	I will be completing my work soon.
do	I do not see it that way.

Pupils **do not** need to know all these technical terms. They should know that verbs are sometimes made up of more than one word in a sentence.

Method

- Remind pupils that verbs are sometimes made up of more than one word.
- Practise using these verbs in sentences, identifying tenses used.
- Allow the pupils time to complete the activity in the Pupil's Book

Teacher Led Activities

Explain what **compound verbs** are by working through several examples. Tell them that the verbs here are made up of **more than one word**. Write up the sentences on the board. Let the pupils identify the verbs and then ask them to tell you the tense. Here are some examples you could use.

- They **are going** to the exhibition. (present)
- They **are carving** a statue for Christmas. (present)
- Phyllis **has been making** baskets this week. (past)
- Tomas **has been painting** the flower pots in his garden. (past)
- Selwyn **will be learning** to make paper in his village. (future)
- Julie **will try to sell** more paintings overseas. (future)

Ask the pupils to make up their own sentences using compound verbs. Let the pupils complete the exercise in the Pupil's Book.

Answers

1. My mother **has been weaving** beautiful mats for my sister's wedding. (past)
2. Julie Fakaia **is painting** a lot of local traditional designs. (present)
3. I **will learn** to make traditional handicrafts from my grandmother. (future)
4. I **have been helping** my grandfather carve a statue. (past)
5. A talented artist **is designing** a T-shirt for our team. (present)

Syllabus Links

A4, S1



Can all the pupils understand and use compound verbs? (K8)

Spelling

Revise the spelling words again for this week. Pronounce them clearly and make sure all the pupils can say them correctly. Point out that sometimes the letter **c** has a soft sound as in

the first c in circle. Sometimes it has a hard sound as in coat. Can the pupils come up with a rule? Teach them that, usually, a **soft c** comes before **i, e and y** and a **hard c** before **a, o** or **u**.

Ask the pupils to complete the exercise in the Pupil's Book. Point out that, if there is more than one c in a word that word should be put in the third column. Remind pupils that there are some exceptions to this rule.

Oral and Writing

Background Information

In the last oral and writing lesson, pupils decided on a report topic and developed questions to guide their research. Today they are going to put their information together and write the first draft.

To find the answers, pupils may need to interview some people to get information. These could be other pupils, family or other community members. You may need to organise appropriate books or use the internet, if available, to help pupils find out the answers.

Method

- Revise steps in the writing process: discuss, think, plan, draft, edit, redraft.
- Pupils will work in pairs to collect all of the information.
- Allow time to plan and write the first draft.

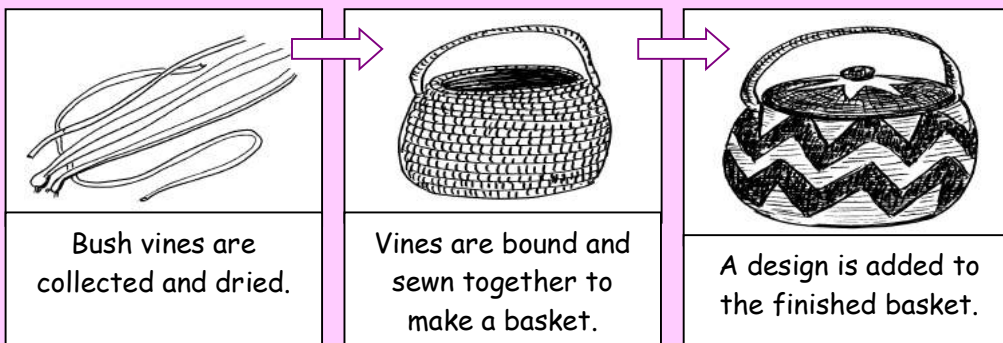
Teacher Led Activities

As a whole class, revise the stages in the writing process. This process is used for producing any piece of writing. Explain to the class that in this lesson they will collect all the information, and briefly write information in note form. Then they must organise their notes and write an outline first draft of their report.

Read the guidelines in the Pupil's Book and look at the example report framework.

Remind pupils that reports sometimes uses **diagrams** and **pictures** to present information. Ask pupils to think of diagrams or pictures that they could add to their reports in order to make the information clearer. For example:

- a pencil sketch of the artefact could give more detail than words.
- a diagram or simple flowchart using arrows like the one below could show the steps the artist follows when making this piece:



Syllabus Links

A2, S4



Have the pupils followed the writing process when planning their report text? (S18)

Reading and Discussion – The Meaning of Tattoos

Background Information

This text is a factual report about tattooing in Rennell and Bellona. The author, Mosely Tuhaika, uses his local knowledge to interpret the designs used by the people. He also explains the importance of tattoos for cultural identity on the islands.

Method

- Brainstorm the topic of **body decoration**. Find out what pupils know about tattooing.
- Read and discuss the content of the text, including the importance of culture.
- Relate the information from the text to the present time. Study the key words.
- Allow the pupils to read the text in pairs.

Teacher Led Activities

Before the pupils are asked to read the text, talk about body decoration. Lead a brainstorming session which could include body painting, piercing, wearing jewellery and tattooing. Tell the pupils that today's reading is about tattooing in Rennell and Bellona. Locate these islands on a map. Ask the pupils what they know about tattooing. You could use questions like these:

1. Does anyone here have a tattoo?
2. Do you know anyone who has a tattoo?
3. Can you describe tattoos you have seen? What designs are popular?
4. Why do people have tattoos?
5. How is a tattoo put on the skin?
6. Can it be removed?
7. Do people from all cultures have tattoos?

Let the pupils read the text together with a partner. Let them talk about what is in the text. Then read the text as a whole class activity. You could choose different pupils to read aloud one paragraph at a time.

Discuss the text with the class. Talk about the importance of local culture in a society. Is it good to uphold cultural values and beliefs?

Syllabus Links

A1, S6



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

Comprehension

Background Information

Writing a summary is a task that helps pupils to think about the details in a text and select the most important information.

Method

- Revise the meaning of a **summary** and explain how to write one.
- Summarise the main points in the report orally.
- Let the pupils complete the Pupil's Book activity.

Teacher Led Activities

Talk about summaries with the class. Make sure that the pupils understand that a summary gives the main ideas and important details of a text. Explain that a summary can be written as a list, using bullet points, or in sentences.

Ask the pupils to read the report a paragraph at a time. As a whole class activity, summarise each paragraph orally. Ask questions like:

What is the main idea of the paragraph?

What are the important details?

Can you tell me the main idea and important details in a short sentence?

Ask the pupils to complete the activity in the Pupil's Book. The pupils are asked to analyse their summaries by deciding if the information they have read is something they already knew or if it is new information that they learnt from reading the text.

Syllabus Links

A3, S17



Can all the pupils read the text silently and quickly pick out the most important details? (S11)

Language Study**Background Information**

Synonyms are words or phrases which have a similar meaning. For example:

shut/close	smile/grin	happy/merry	exit/way out
entrance/way in	under/below	small/tiny/little	big/large/huge

Method

- Revise synonyms with the class.
- Prepare cards for the synonym game.
- Play the game.
- Allow pupils time to complete the activity in the Pupil's Book.

Teacher Led Activities

Use some examples to revise synonyms with the class. Write some words on the board and see if pupils can think of other words or word groups with a similar meaning.

Reinforce the use of synonyms by playing a game. Use the cards you prepared before the lesson. Here are some words you could use.

enormous	tiny	dry	shout
glad	sad	beautiful	difficult
share	add	collect	hop
house	thin	warm	clever

How to Play the Game

1. Divide the class into two groups A & B.
2. Give Group A a card with a word on it.
3. Have the first pupil in the group call out a synonym for the word on their card.
4. The other group must guess the word on the card. If they don't guess, another pupil calls out another synonym and so on until the word is guessed.

The aim of the game is to give a good synonym so the other group can guess correctly. For example, the game could go like this.

If the word on the card is **tiny**, pupils might call out the following synonyms:

small**little****minute****tiny**

if the word on the card is **house**, pupils might call out the following synonyms:

home**dwelling****abode****house**

Make sure that each group has turns at thinking of the synonyms as well as guessing.

Ask pupils to complete the exercise in the Pupil's Book after you have gone over the instructions with them.

Answers

1. implement 2. beautiful 3. designs 4. dye 5. mallet
6. task 7. carbon 8. adults 9. woman 10. warrior

Syllabus Links

A4, S6



Can all the pupils find words with similar meanings to given words? (K2)

Punctuation and Handwriting**Background Information**

A hyphen is a linking mark which has a number of different uses as follows:

1. It can be used to join two or more words together to make one word or expression. For example: brown-eyed, short-sighted, home-made, three-quarters, good-for-nothing, do-it-yourself, happy-go-lucky, sixty-three.
2. Sometimes if there is a repeated letter in one word, a hyphen is used to separate these two letters. For example: co-operated, grass-seed, re-enact.
3. Sometimes a hyphen is used to make the meaning clearer. For example:
Man-eating tiger escapes from the zoo.
(Not: Man eating tiger escapes from the zoo.)
4. Sometimes a hyphen is used to change the meaning of a word. For example: re-cover means to cover again, recover means to get well or better again.
5. Sometimes hyphens are used to attach a prefix to a word. For example: pre-school, ex-army, multi-storey.

Teacher Led Activities

Explain the uses of a hyphen to the class. Read the instructions in the Pupil's Book and ask pupils to look at each sentence. The sentences are written in cursive handwriting. Remind the pupils that copying the sentences is a good chance to reinforce their handwriting skills. The pupils should put in capital letters and full stops as they write the sentences. They may also put in some hyphens for particular words.

Oral and Writing**Method**

- Jointly edit a sample draft text together with the pupils on the board.
- Allow the pupils to proofread and edit their reports. You may let them work in pairs.

Teacher Led Activities

Before the lesson, prepare a draft text on a chart or on the board. Use shared writing with the whole class to jointly edit the text. This will help pupils know what to look for and how to edit. Here is an example of part of a draft text and the edited version.

A Mat

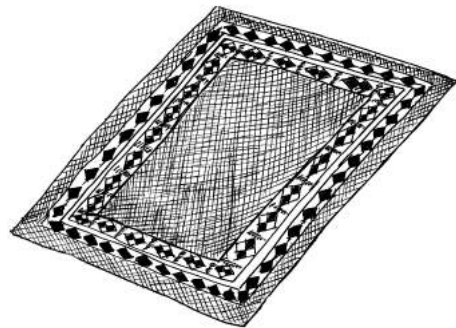
Mats are made in Solomon Islands. They are used for sleeping and wearing. Some are used in weddings or burials. The mat I am going to write about is from Rennell. It was made from pandanas leaves. Some of the leaves were also dyed so that the mat has two colours. The pattern in the weaving is a traditional one that my grandmother did. Now I am learning to weave too.

A Two-Colour Patterned Mat

Mats are **woven in most provinces** in Solomon Islands. **Some are for everyday use such as for sleeping. Some are made for wearing while others are made especially for ceremonies** such as **weddings** or burials.

This picture shows a mat from Rennell. It was made by my grandmother from soaked pandanus leaves. Some of the leaves were dyed using the juice from berries. This process gives the mat two colours.

The pattern in the weaving is a traditional one that my grandmother **learnt from her grandmother**. Now I am **spending time with my grandmother and** learning how to weave too.



Go through all the editing changes carefully with the class to ensure that they have a good idea of why these improve the text.

Read the guidelines in the Pupil's Book and ask pupils to work with a partner to proofread and edit their drafts. Then ask pupils to rewrite their reports, making the improvements they have decided upon.

Syllabus Links

A2, S15



Can all the pupils use the plan, draft and redraft process in their writing? (S18)

Assessment Activity - Writing Sample

Background Information

During this unit, over the next two weeks, you will collect a writing sample for each pupil and keep it as a record of his or her writing ability at this point in time.

This is the second writing sample you will have collected this year. Compare the results of this assessment with the notes you made during Unit 4. Assess whether each pupil has improved and look for persistent difficulties they may be having with writing.

Method

Pages 33 - 34 of the Teacher's Guide explains how to do this.

Read these instructions carefully before conducting your assessment. The box on the right suggests suitable activities from this unit to use for writing samples.

Suggested Activities for Writing Samples:

8:1 Letter to a friend in nearby school about a balanced diet.

8:4 Acrostic poem - Favourite Fruits and Vegetables.

8.5 Description of a garden.

Try to collect samples of writing that cover a range of text types for each pupil. So if you chose a narrative story in unit 4, for example, choose a report or recount type text from this unit.

Reading and Discussion - Tradition for Sale!

Background Information

Today's text is a factual report which looks at the sale of traditional arts and crafts. It considers the question of whether traditional art skills are being conserved by producing items to sell to tourists. Artists make money by selling their work at the same time as practicing their skills. Some argue that the arts and crafts are being de-valued by being sold to tourists. This is a balanced report. It does not express an opinion or try to persuade the reader as an exposition text might do. It simply gives information and leaves the reader to form his/her own opinion.

Method

- Brainstorm what pupils know about traditional arts and crafts. Which traditional arts are still made?
- Discuss the purpose of these arts and crafts.
- Draw a table on the board and put items into categories according to what uses the artefacts have.
- Allow pupils to read the text with a partner.
- Discuss the arguments that the text puts forward.

Teacher Led Activities

Introduce the text today by brainstorming about which traditional arts and crafts are still made. Build up a list together on the board. Now move on by asking why these particular things are still made.

- Maybe they are made because they are of practical use e.g. a mat to sleep on, a coconut rib comb for combing the hair, a carved wooden bowl for food, etc.
- Maybe they are made as family heirlooms e.g. passed on at a wedding, given to a new baby at birth etc.
- Maybe they are made to sell to make money.

Ask pupils to help you to categorise (put into categories or groups) the items they have listed depending on why they are made. Your categories could look like this:

Why Traditional Arts and Crafts are Made			
Practical Uses (People use them in daily activities.)	Family Heirlooms (Gifts to pass down to children and grandchildren.)	To Sell	As Decoration (on bodies, in homes)
woven mat carved bowl	shell money	wood carvings jewellery	tattoos jewellery

This will help pupils to organise the information you have discussed and realise that art and craft items are made for more than one purpose. You might be able to think of other categories, too.

Put the pupils into pairs and tell them to take turns reading the text to each other a paragraph at a time. Let them talk about the text as they go. Tell them to look at the key words and see if they understand them after reading the text. Bring the class together and read the text aloud as the pupils follow in their books.

Add any additional arts and crafts from the text to the categories table. Discuss the content of the text and allow the pupils to **form their own opinions** about the sale of traditional arts. Remind them that there is not a right and wrong answer here. Everyone is entitled to their own opinion. It is however important that pupils learn to give reasons for their opinions. This is called **justifying their opinions**.

You could use questions like these as guides to the discussion.

- Why do some people sell artefacts?
- Do you think selling artefacts is a good idea? Give reasons for your answer.

Syllabus Links

A1, S9



Can all the pupils read, and are they able to differentiate between, facts and opinion? (S12)

Comprehension

Background Information

Asking the right question is a difficult skill that speakers of English as a second language need to develop. Getting the information you want depends on the right question being asked. There are different types of questions. Some questions simply ask for factual recall, some ask you to predict what will happen next. Some questions might ask for your opinion or ask you to analyse some facts. For example:

- What is the title of the text? (recall)
- What do you think the text could be about? (prediction)
- Do you think traditional artefacts should be sold? (your opinion)
- Why do you think there is an exclamation mark at the end of the title? (analysis.)

Method

- Discuss different types of questions.
- Work through examples so that pupils can practice designing questions to fit written answers.
- Pupils write questions by completing the exercise in the Pupil's Book.

Teacher Led Activities

Begin the lesson with a general discussion of the different types of questions people ask. See if you can build up some questions with the pupils on the board. Let a pupil ask a question and get another pupil to give an answer.

Now write these sentences on the board. Tell the pupils that these are answers to questions. Can they suggest a question which would fit the answer? Remember that they could come up with a number of different questions that would be correct.

- My uncle made this canoe. (Who made this canoe? What did your uncle make?)
- The shell necklace was given to me by my godmother. (Who gave you the shell necklace? What did your godmother give you?)
- The Santa Cruz Tema is made from clamshell. (What is the Santa Cruz tema made of? Name a piece of art that is made from clam shell?)
- The Nguzu Nguzu originated in the western part of Solomon Islands. (Where did the Nguzu Nguzu come from?)
- It is a spear from Rennell and Bellona. (What is a masahu?)

Ask the pupils to use the text to prepare questions for the given answers in the Pupil's Book on page 110.

Syllabus Links

A4, S6



Can all the pupils frame appropriate questions to find out information? (K7)

Language Study**Background Information**

An article is a word used before a noun to identify the noun more clearly. The English language has two types of articles: **definite** (the) and **indefinite** (a, an). The use of these articles depends mainly on whether you are referring to **any** member of a group (indefinite) or to a **specific** member of the group (definite).

The definite article (the) shows that the noun is definite, that it defines a particular member of a particular group. Study the examples in the table:

	Indefinite (a or an)	Definite (the)
Singular	A basket (any basket) An arrow (any arrow)	The basket (that specific basket) The arrow (that specific arrow)
Plural	Some baskets (any baskets) Some arrows (any arrows)	The baskets (those specific baskets) The arrows (those specific arrows)

Method

- Revise the use of definite and indefinite articles through examples.
- Let the pupils complete the activity in the Pupil's Book.

Teacher Led Activities

Look through the text with the class. Ask them to point out the words **a**, **an**, **the** and **some**.

Go through some more examples to revise when they are used. Get the pupils to read out the ones they find in the text. Put some examples on the board. Ask the pupils to put them into sentences. Here are some you could use:

a reef/the reef / the reefs /some reefs	a mat/the mat/ the mats /some mats
a tourist/the tourist / the tourists /some tourists	a canoe/the canoe/ the canoes /some canoes
a head hunting raid / the head hunting raid/ the head hunting raids	an ornament/ the ornament/ the ornaments / some ornaments

Read through the exercise in the Pupil's Book and allow the pupils to complete the activity.

Syllabus Links

A4



Can the pupils understand definite and indefinite articles and use these correctly? (K8)

Spelling**Teacher Led Activities**

This week's spelling words are written as jumbled words in the Pupil's Book. Ask the pupils to unscramble the words and write them out correctly in their exercise books. See how quickly they can come up with the correct list. Do not let them look back at their original spelling list until they have completed the task. Remind the pupils that there will be a spelling test in the next lesson.

Oral and Writing**Background Information**

In this lesson the pupils practice their speaking skills so they are ready to give a presentation of the report they have written. Reading aloud and giving a talk are two different skills which both need to be developed.

Pupils learn techniques to help with public speaking such as the use of bullet points on palm cards as reminders. **Palm cards** are small pieces of paper the size of the palm of the hand.

Bullet points are short statements about a key point you want to make. They do not contain everything you are going to say, perhaps only a heading or a few reminders.

These are techniques you may use as a teacher. Bullet points are short and need not be written in complete sentences. They may be just one or two words long. You might like to use the following example on the board:

Your Report - What you will say	Bullet points to help you remember
<p>Mats are woven in most provinces in Solomon Islands. Some are for everyday use such as for sleeping. Some are made for wearing while others are made especially for ceremonies such as weddings or burials.</p> <p><i>Show a picture of Mat</i></p> <p>This picture shows a mat from It was made by my grandmother from soaked pandanus leaves. Some of the leaves were dyed using the juice from berries. This process gives the mat two colours.</p> <p>The pattern in the weaving is a traditional one that my grandmother learnt from her grandmother. Now I am spending time with my grandmother and learning how to weave too.</p>	<p>Card 1</p> <ul style="list-style-type: none"> • mats woven most provinces • some used for sleeping, wearing • some used for ceremonies
	<p>Card 2</p> <ul style="list-style-type: none"> • talk about picture of mat • made by grandmother • soaked pandanus leaves, dyed using juice • gives mat 2 colours
	<p>Card 3</p> <ul style="list-style-type: none"> • weaving pattern traditional • now I'm learning from grandmother

Method

- Review how to plan for a presentation.
- Show pupils how to make palm cards with bullet points as discussed in the Background Information above.
- Prepare and provide materials for the pupils to use for making palm cards.
- Allow time for pupils to practise their presentations in pairs.

Teacher Led Activities

Discuss what is expected during the pupils' presentation. Explain the difference between a given talk and reading from a written text.

Explain that palm cards are useful tools when giving a talk. Each palm card should have a few bullet points that stress the key points in the each paragraph. Show the pupils how to make a palm card, and what to include on the card using the example above.

Stress that pupils should not read from the cards but use them only as prompts to remind them what to say.

Let the pupils prepare palm cards and practise their presentations based on the reports they have written. Tell them they to be ready to present their reports in the next lesson.

Syllabus Links

A3, S9



Can the pupils speak at length with preparation? (S7)

Reading and Discussion - Weaving in Solomon Islands

Background Information

Today's text is a factual report written by David Sokaika. It gives information on some of the materials and procedures used to make woven objects such as mats and baskets.

Method

- Discuss weaving techniques that the pupils are familiar with.
- Build up a word bank about weaving on the board.
- Read through the information in the text.
- Talk about the text with the class.

Teacher Led Activities

Before the pupils are asked to read the text themselves, talk about weaving they may have seen at home. Ask what materials are used, how long it takes to complete, why things are woven, etc.

Build up a word bank on the board of all the words to do with weaving. Such as: weave, weaving, woven, pandanus, coconut, leaf, leaves, sew, sewing, sewn, sewed, vine, tie, string, design, pattern, basket, hat, wall decoration.

Ask pupils to read paragraphs of the text aloud to the whole class. Stop after each paragraph and discuss its content. Then ask another pupil to read the next paragraph until you have completed the whole text. Finally, read the text aloud while the pupils follow on in their books.

Syllabus Links

A1, S6, S14



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

Comprehension

Method

- Compare the information in the word bank with the text. Add words that the pupils have read.
- Talk about new things the pupils have learnt.
- Prepare materials for pupils to make a Prior Knowledge Chart.

Teacher Led Activities

Spend some time helping pupils to compare the word bank with the information in the text. Look at things like these:

- Were some of the words and ideas the pupils came up with in pre-reading discussion mentioned in the text?
- Are there other ideas which the pupils knew about which are not in the text?
- Which information is new to most pupils?
- What have they learnt from this text?

Ask the pupils to copy and complete the chart in the Pupil's Book. This builds on the discussion part of this lesson. The pupils could work in pairs to do this activity.

Syllabus Links

K1, S10



Can all the pupils read and quickly identify the details as required? (S11)

Language Study

Background Information

This lesson looks at **comparisons**. Things can be compared by adding **-er**, or **-est** to an adjective or verb or by putting the words **more** or **most** before the adjective or verb. Adjectives of one syllable usually use **-er** or **-est**. Adjectives of more than one syllable usually use **more** or **most**.

Base Word	Comparative Form Comparing 2 Things	Superlative Form Comparing More than 2 things
tall	taller	tallest
great	greater	greatest
big	bigger	biggest
strange	stranger	strangest
happy	happier	happiest
beautiful	more beautiful	most beautiful
unusual	more unusual	most unusual
useful	more useful	most useful
gentle	gentler or more gentle	gentlest or most gentle

Another way of comparing things is as follows:

Our house is **as big as** your house.

Kolale didn't play **as well as** Kossa.

Method

- Revise comparison vocabulary with the class.
- Guide the pupils as they practice using comparative sentences orally.
- Guide the pupils through the activity in the Pupil's Book.

Teacher Led Activities

Put two objects on the table such as two books, and make up some comparative sentences about them. For example, you could compare the objects by colour, weight or size. Hold up one book and say:

This book is newer than this one.

This book is heavier than this one.

This book is bigger than the other one.

Now put a third book on the table and now compare the three. You might say:

This book is the newest.

This book is the heaviest.

This book is the biggest.

Ask the pupils to come up with other comparisons using **as**, for example:

This book is as heavy as that one.

This one is not as big as that one.

Let the pupils work in pairs. Give each pair three objects. These could be three shells or stones or pieces of paper. Now tell them to take turns to use appropriate language to compare their objects.

There is an exercise in the Pupil's Book to provide the pupils with more practice.

Syllabus Links

A4, K1



Can the pupils understand and use comparative and superlative forms of adjectives? (K8)

Spelling

Teacher Led Activities

There is a revision activity in the Pupil's Book which you can use with the pupils before you assess their spelling words for the week.

The assessment is a dictation exercise. Tell the pupils you are going to dictate some sentences and they have to write them in their exercise books. Read each sentence through twice slowly while the pupils write. When you have finished all the sentences, read them all through once more so that they can check them. Ask pupils to underline their list words so that the exercise is easier to mark.

Do not let pupils look at their spelling list as they do this dictation exercise. Here are the dictation sentences.

1. My **cousin** went to help the **police** in the **province**.
2. It took all of my **concentration** to **copy** correctly.
3. The **carver** made a beautiful **dancing** statue.
4. The **cover** on the bed was a beautiful **colour**.
5. The new **dance** was a hit in the show.

Mark the dictation exercise out of 10. Looking at how pupils have spelt the other words in the sentences will give you an idea of their ability to spell new words.

Oral and Writing

Background Information

Giving a talk is a skill which pupils can learn and improve just like other skills that pupils learn at school. To improve, pupils need practice and direction. By Standard 6 pupils should

confident enough to speak in front of each other. To give a good prepared talk, pupils should:

- be confident about the content they are going to present;
- have prepared and practised their talk with a friend;
- have key words or bullet points written on palm cards as reminders to use during the presentation;
- have some visual aids prepared if possible;
- be prepared to answer questions from other pupils after their talk.

Teacher Led Activities

Read through and briefly discuss the guidelines in the Pupil's Book. Arrange the pupils into groups. The size of the groups will depend on the size of your class and how much time you have allocated to this activity. It is important that all pupils have a chance to present their talk to other pupils.

As they are working in groups go around and listen to some of their presentations. This would be a good time for you to assess some of the pupils' oral skills.

Syllabus Links

S6



Can the pupils speak at length with and without preparation? (S7)

Reading and Discussion – Masks of the Pacific Islands

Background Information

Today's reading text is a report. This report gives information about masks in Papua New Guinea, Vanuatu and New Caledonia. The text describes the masks and also the purpose for which they are made.

Method

- Brainstorm the topic of masks.
- Show PNG, Vanuatu and New Caledonia on a map.
- Have the pupils read the text silently by themselves.
- Allow time to discuss the text in pairs.
- Lead a class discussion on the content and key words.

Teacher Led Activities

Masks are used in Solomon Islands as part of traditional costumes for dancing and feasts. The text today looks at masks from neighbouring countries. Prepare for reading by asking pupils if they have ever seen masks being used. Where did they see them? What did they look like? Write ideas on the board. You could write them under headings to organise the information. The headings could look like this:

Masks in Solomon Islands		
Where was the mask used?	Why was it used?	What did it look like?
at a Christmas feast	worn in a traditional dance	brown with bright feathers, made of coconut fibre

Tell the pupils that the text gives them some information about masks in other countries. Ask them what this type of factual text is called.

Choose pupils to identify Papua New Guinea, Vanuatu and New Caledonia on a map. Discuss how far away these places are from Solomon Islands. Can pupils find Solomon Islands on the map too?

Let the pupils read the report silently. Then ask them to work with a partner and discuss what is in the text. Tell them to talk about the key words too. Tell them to think about similarities and differences in the masks of the three countries.

Lead a whole class discussion about what the pupils have read. You could then read the text to the class while the pupils follow in their books. This will assist pupils to complete the comprehension activity.

Syllabus Links

S6, S14



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

Comprehension

Background Information

The questions in the Pupil's Book on page 117 are graded. Question 1 requires pupils to recall or find information that is explicit in the text and present it as a table. Question 2 is more difficult. Pupils are required to explain, in their own words, how masks are linked to spirits in each country. This involves selecting and comparing information from the text and looking for both similarities and differences.

Method

- Talk about similarities and differences between masks in the three countries.
- Allow the pupils time to complete the activities in the Pupil's Book.

Teacher Led Activities

Ask the pupils to help list all the different occasions that are mentioned in the text on the board - yam festival, ceremonies, traditional dances, funerals, birth of a baby, etc.

Now ask the pupils to list all the materials mentioned e.g. feathers, shells, wood, plant fibres, clay, cobwebs, human hair etc. Make sure the pupils recognise that these are all natural materials.

Ask the pupils to copy and complete the table in the Pupil's Book. Remind pupils to look back at today's text to fill in the table.

Discuss the ways in which people have linked the masks to spirits in each of the countries before pupils try to answer question two.

Syllabus Links

S5, S17



Can all the pupils read a wider range of text types silently and pick out the details? (S11)

Language Study

Compound verbs are made up of more than one word. An auxiliary verb supplements the main verb to make a verb phrase. For example:

They **are going** to the store.

John **has been helping** in the garden.

Auxiliary verbs can sometimes be used to show tenses. For example:

have	I have seen a shark
is	He is looking for his basket
shall be / will be	I will be completing my work soon.
do	I do not see it that way.

Method

- Revise compound verbs.
- Practise using the verb phrases in sentences.

Teacher Led Activities

Explain compound verbs using these examples on the board.

1. She **is going** to school.
2. They **are coming** home for Christmas.
3. Peter **has been working** so hard this week.

Syllabus Links

A4, S9



Do the pupils understand and use compound verbs? (K8)

Spelling

Here are the spelling words for this week.

Go through the words with the class. Talk about their meaning and how they are pronounced. Remind pupils that they must learn these words throughout the week as you will be testing them at the end of the week.

giant	grandmother
ginger	grandfather
germ	forgot
guard	gradually
together	magic

The exercise in the Pupil's Book gives the meaning of the words. Make sure you check the answers to this exercise as the pupils will use this list to learn their words throughout the week.

Oral and Writing**Background Information**

Pupils will write a procedural text over the next three days.

- Session 1: With a partner they will design a mask. They will plan how to make it and list all the materials and tools they would need. They could include a sketch of their finished product here.
- Session 2: Pupils will produce their first draft of the procedure using numbered points.
- Session 3: Pupils will edit their draft. They will include diagrams where necessary to make the instructions easy to follow. They will make a clean copy of their finished text paying attention to presentation.

If possible, Pupils should also collect the materials they need and actually make their mask following their own instructions.

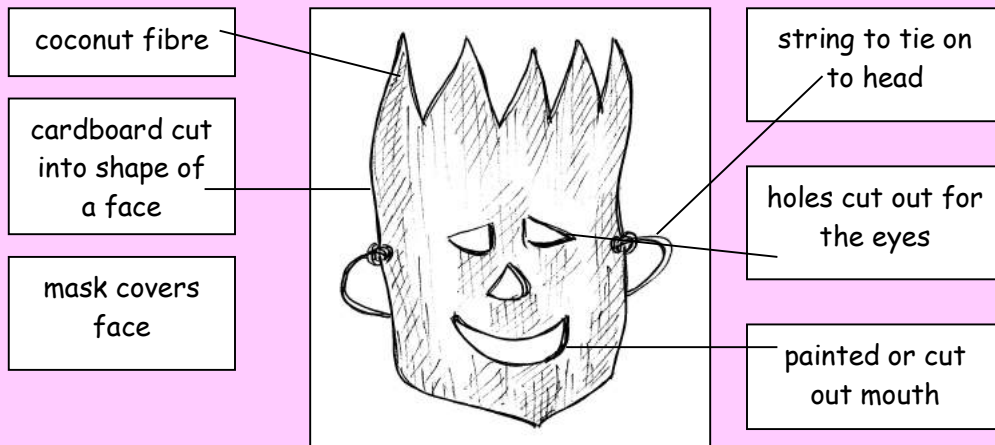
Method

- Introduce the task to the pupils and put them into their working pairs.
- Allow time for the pupils to discuss, plan and design their mask. Encourage them to draw an annotated sketch of their mask. Pupils make a list of all the materials and tools they would need to create the mask.
- Prepare the resources that the pupils will need to make their masks.

Teacher Led Activities

Tell pupils that they are going to design a mask today and write instructions for how to make it. Ask the pupils if they know what a text that tells you how to make something is called. They should be able to tell you that this is a **procedure** or a procedural text.

Put the pupils into pairs. Tell them to work together and talk about making a mask. They could make an annotated sketch of the mask. This means that they draw a sketch and make notes around it. They could note all the different materials that the mask is made of. For example:



You could draw an example on the board. Look at the example given in the Pupil's Book. Read the instructions in the Pupil's Book and allow pupils to design their masks. If possible allow the pupils to collect the materials that they need to make their masks.

Syllabus Links

S5



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

Reading and Discussion – Paper Production in Solomon Islands

Background Information

This is an interesting text as it combines two genres. Many texts contain more than one genre. Today's reading is a report that contains information about paper making. It also contains a detailed procedure text about how paper is made from banana fibres. If you have access to any paper made in Solomon Islands bring it to the lesson.

If there is a paper making project in your area, you could ask them to come into school and give a demonstration of how paper is made.

Most paper we find in books is made in paper mills. Here wood is pulped to a pudding like mush. This is then spread out and has the moisture squeezed out of it as it goes through a drying process. Often this involves being sent through huge rollers or mangles.

Method

- Introduce the text by finding out what pupils know about how paper is made.
- Lead a whole class discussion of the text.

Teacher Led Activities

Introduce the topic with a brainstorm on the following questions;

Where does the paper in your exercise book come from?

How do you think it is made?

Ask the pupils tell you what they know and also to suggest ideas for things that they do **not** know. Write up all their points on the board. Refer to this list when the pupils have read the text so they can consider what they have learnt from reading the text.

Put the pupils into small groups of four or five. Tell them to take turns to read parts of the text aloud. As they read, go around the class and listen to some of the pupils read.

When the groups have read the text twice, tell them to talk about what they have read.

Bring the class together and ask them to look at what they knew about paper that is written on the board. Now ask them to tell you what new information they have learnt about paper making in Solomon Islands.

Syllabus Links

S6



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

Comprehension

Method

- Lead a discussion about the advantages of this paper making method.
- Encourage pupils to recall the procedure using materials as prompts.
- Allow pupils to work individually to correct the sequence of the procedure.

Teacher Led Activities

Lead a discussion about the advantages (good points) of Solomon Islands' paper making as described in the text. Pupils could come up with points like these and you will be able to think of more:

1. people use their creative skills to develop types of new paper;
2. no trees have to be cut down so good for conservation;
3. banana stalks are wasted otherwise;
4. can be done in the village so may provide employment for young people;
5. tools and materials needed are not expensive;
6. a new skill and product but traditional designs can be used;
7. people can sell paper to make income for the village.

Ask the pupils to close the Pupil's Book. Write up the list of materials and tools from the text on the board. Can the pupils recall how each one is used? Write their answers on the board. When you have been through the whole list ask the pupils to go back to the text. Let the pupils evaluate their answers.

Ask the pupils to complete the exercise in the Pupil's Book. In this activity they have to rewrite the procedure for making sugar cane paper in the correct order.

Syllabus Links

A1, S10



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

Language Study**Background Information**

The **continuous** form of a verb tells that the action or process is, was or will be continuing. The continuous tense uses the verb **to be** together with the **present participle** (-ing). E.g.

Present continuous tenseHe **is helping** my mum.**Past continuous tense**He **was helping** my mum.**Future continuous tense**He **will be helping** mum.**Method and Teacher Led Activities**

Talk about the different forms of verbs used in English such as present, past and future tense etc. Write the examples from the Background Information section on the board and ask pupils to make up other sentences using continuous tenses.

Read and explain the exercise in the Pupil's Book. Have pupils complete the activity in their exercise books.

Syllabus Links

A4



Can the pupils understand and use verbs in the continuous tense? (K8)

Spelling

Background Information

Like the letter **c**, which pupils studied last week, the letter **g** has both a hard sound (**got**) and a soft sound (**rage**). The soft sound often comes before **i**, **e** and **y** (giraffe, germ, gym). The hard sound often comes before consonants or the other vowels such as **a**, **u**, and **o** (gate, gun, go). As usual there are exceptions such as girl and give. The hard **g** sound can also be made by using **gh** (ghost, ghastly) and **gg** (bigger, soggy).

Teacher Led Activities

Go through the words in the spelling list for this week with the pupils. As a whole class activity let them group the words according to whether they have a hard **g** sound or a soft **g** sound. How many more words can the pupils think of to put in each column? Draw up a word bank on the board and add any other words the pupils suggest. You could ask the pupils to look for the words which have a **g** in them in today's text and then decide if they are hard or soft **g** sounds. Pupils could use dictionaries to help them too.

Hard g	Soft g
together	giant
grandmother	ginger
grandfather	germ
forgot	magic
guard	giraffe
gradually	generator
go	rage
trigger	

In the Pupil's Book there is an exercise which continues this activity. Encourage pupils to work in pairs and to say the words out aloud.

There are also two questions which use the **gh** and **gg** letters to make a hard **g** sound. Some pupils may find this part of the exercise quite difficult.

Oral and Writing

Background Information

In this session pupils produce the first draft of their procedural text. They write the instructions for making their masks using numbered steps. The purpose of a procedural text is to instruct or to give information on how something is done. You could use the Nguzu Nguzu Genre poster to revise the features and structure of a procedure text.

Here is a simple framework for a procedure:

Title of Procedure	Tells clearly what will be achieved;
Goal or Aim	What is to be done? Sometimes the goal is written in the title;
Materials	What is needed to complete the task?
Method	Numbered steps that tell what and how tasks are to be done and listed in order. Each step begins with a verb.

Method

- Revise the structure and features of a procedural text.
- Stress the importance of sequence in writing a procedure.
- Pupils discuss the best way to make their masks.
- Pupils work in pairs to produce a first draft.

Teacher Led Activities

Tell the pupils that they are going to continue the task they began in the last lesson. They are going to talk about the best way to make their masks. They will then write step by step instructions. They will number each step that they write.

Remind them to start each step with a simple present tense verb.

Remind the pupils how important it is that their instructions are clear. Tell them that the order of their instructions is important too. Tell them to check the list of tools and materials after they have written their draft. Have they included everything they need?

Syllabus Links

A2, A4, S5



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

Assessment Activity- Writing Sample

Remember that you are collecting and assessing pupil's written work for this unit's writing sample. If pupils have finished their work, collect it, making sure that it is dated and has their name on it.

Over the next few days you need to assess the samples using the checklist on page 34 and make a record of your judgement about the pupil's strengths and weaknesses.

You must also meet with each pupil to discuss his or her writing sample. Make sure they are clear about what they have done well and which areas they need to work on to improve.

Reading and Discussion - Tapa Cloth in the South Pacific

Background Information

This is a factual report text with a procedural element. This will reinforce the pupils' understanding of the features of the procedure genre, such as addressing the reader directly, using simple present tense verbs, using adverbs to describe processes, as well as the layout and structure. If possible, have a piece of tapa cloth to show the pupils.

Method

- Find out what the pupils know about tapa cloth.
- Bring a piece of tapa cloth into the class to show the pupils, if you can find some.
- Have the pupils read the text aloud.
- Check pupils' understanding of the text and discuss the key words.

Teacher Led Activities

Begin the lesson by showing the pupils a piece of tapa cloth or write 'Tapa Cloth' on the board. Find out what the pupils know about this kind of cloth. Discuss its uses and how it is made. Pupils may know it by a different name.

Choose pupils to read the text aloud to the whole class. Identify the key words as you go. Then you could read it while the pupils follow.

Ask questions to check the pupils' understanding of what they have read. You could ask questions like these:

1. Can you describe tapa cloth in your own words?
2. What tree or trees are used to make tapa cloth?
3. What is tapa cloth used for?

Syllabus Links

A4, S11



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

Comprehension

Background Information

The first comprehension activity looks at the countries mentioned in the text and matches the different names they use for tapa cloth. This asks pupils to extract precise information from the text. The second is more difficult, as it asks the pupils to identify all the materials and tools used in the procedural part of the text.

Method

- Discuss in groups how tapa making is different from paper making.
- As a class work with the pupils to list materials and tools need to make tapa cloth in Tonga.

Teacher Led Activities

Ask the pupils to think back to the text they read in the last lesson. Although tapa cloth is made from wood, it is very different to paper making. Ask the pupils to think about similarities and differences. You could build up a table like this on the board with the class. You will be able to think of other things to put in your list.

Comparing Tapa Cloth and Banana Fibre Paper	
Similarities	Differences
both are made from wood or vegetable material	tapa is block stencilled
the materials used are both softened	paper is screen printed
softened material is mixed with water and ash to make a mush in paper	glue is used to link strips in tapa
both use a pounder	tapa is used in traditional ceremonies
both are dried in the sun	

Syllabus Links

A1

Go through the instructions for the activities in the Pupil's Book.



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

Language Study**Background Information**

Refer to Day 4 Language Activity.

Method

- Explain the use of articles.
- Write examples on the board.

Teacher Led Activities

Write these sentences on the board and use them as examples.

1. I drank ____ glass of milk that was on the table.
2. I drove into ____ drain last night.
3. I saw ____ milk spill on ____ floor.

Ask the pupils to make up their own sentences using the articles **a**, **the** or **an** before they move on to the activity in the Pupil's Book on page 125.

Syllabus Links

A3, S12, K7



Can all the pupils use definite and indefinite articles correctly? (K8)

Spelling

Concentrate on soft **g** sounds in this session. This sound can be made in different ways including **g**, **j** and **-dge**. In the spelling list, four words contain the soft **g** sounds.

Teacher Led Activities

Ask the pupils identify the words in the list which have the soft g sound. Can they think of any other letters or groups of letters which make this same sound? Try to lead them to coming up with the letters j and -dge.

On the board build up a word bank of words which contain this sound. Here are some examples. You will be able to think of some more.

jump	major	Fiji	jam	magic
journey	gentleman	junior	jacket	ledge
ginger	judge	giant	logic	majesty
hedge	bridge	badge	edge	fridge

The activity in the Pupil's Book asks pupils to use the soft g spelling list words in sentences of their own. Then they have more practice in writing all their spelling words by putting them into alphabetical order.

Other words with a soft g sound are given too and pupils should talk about these and say them aloud to a partner.

Oral and Writing**Background Information**

In this session pupils will proofread and edit their draft procedure texts. They will include diagrams where necessary to make the instructions easier to follow. They will make a final copy of their finished text, paying attention to presentation.

Method

- Model how pupils might help to proofread and edit each other's drafts.
- Allow time for this collaboration. Then ask pupils to edit their own work.
- Move around the class and discuss editing improvements as they redraft their texts.

Teacher Led Activities

Put two pairs of pupils together. This means that the pupils are working in groups of four. Let the pairs exchange their first drafts and edit each other's work. As they read through the drafts, tell them to note any improvements they can recommend. Here are the kinds of things to tell them to look for:

- Do you understand the instructions? Would you be able to follow them? Is there any instruction you need more help with?
- Are the instructions numbered correctly?
- Are the steps in the right order?
- Are the tools and materials listed correctly?

- Is the spelling and language used correct?
- Can you improve any of the words (vocabulary) used?
- Can you think of a way to make a step easier to understand?
- Can you think of some pictures or diagrams that would make the procedure easier to follow?

After discussing each other's drafts tell the pupils they must redraft their own text and write a final copy. They should think about presentation. They must draw any diagrams they want to include. Remind the pupils that they must finish their texts today.

Syllabus Links

S18



Do all the pupils use discussion to help improve their text during redrafting? (A2)

Reading and Discussion – Traditional Symbols of Aboriginal Art

Background Information

Aboriginal people are the indigenous people of Australia. There are many different groups or clans from different regions in Australia. They all have an ancient traditional culture. One of their traditions is the very distinctive and beautiful art work which they have produced for thousands of years. This text is a report which looks at some of the symbols used in Aboriginal art. It looks at what some of these symbols mean.

Method

- Lead a discussion about where Aboriginal people live and their culture.
- Talk about symbols and signs with the class.
- Read the text aloud while the class follow.
- Talk about the text content as you read.

Teacher Led Activities

Before you read the text with the class make sure the pupils know where Aboriginal people come from. Show the location of Australia in relation to Solomon Islands on a map. Talk about the fact that Aborigines have customs and traditions that go back thousands of years. One of these is their painting. Much of it is very distinctive. This means that, because of the techniques used, it is easy to recognise.

Talk about symbols. Tell pupils that Aboriginal paintings often contain **symbols**. Build up a list of symbols on the board. The pupils will be able to think of many others, especially from mathematics. For example:

Symbol	\$	✓	<	>	?	!	÷	+	=
Meaning	dollar, money	correct	less than	more than	question	exclamation mark	divide	add	equal to

Introduce the text and read it as a whole class activity. Keep stopping to make sure the pupils understand what is being read. Discuss each paragraph as you read. Give pupils time to study and discuss the pictures as you read.

Syllabus Links

S11



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

Comprehension

Method

- Discuss examples of Aboriginal Art, focussing on the symbols pictured in the text.
- Have pupils draw their own symbolic pictures following given instructions.
- Display their work.

Teacher Led Activities

Let the pupils talk about the examples of symbols from Aboriginal art in the Pupil's Book. Ask them to describe the pictures in their own words. Do different pupils see different things? Many of the symbols have more than one meaning.

In the Pupil's Book there is a description of a drawing. Ask the pupils to use the chart of symbols to draw this picture. In the Oral and Writing activity, they are going to make up their own pictures. If the pupils have coloured pencils they could use these here but they can also make a very good drawing with just a lead pencil. You could ask pupils to draw their design on a piece of paper. These would make a good classroom display along with the pictures they will draw later.

Syllabus Links

A1



Can all the pupils read a wide range of texts and pick out details as required? S11

Language Study**Background Information**

Synonyms are words or phrases with a similar meaning.

Working with synonyms is a very good way to increase pupils' vocabulary. Once they get more confident at choosing different words to mean the same thing they can use this skill in their creative writing to make it more interesting. It should also help them select language which is well suited to the genre and purpose of their writing.

Method

- Revise synonyms.
- Prepare to play a game with the pupils.
- Complete the activity in the Pupil's Book.

Teacher Led Activities

Use some examples to revise synonyms with the class. Split the class into two teams. Ask a volunteer from Team A to suggest a word, then someone from Team B to suggest a synonym for that word. Write up their words on the board and see if the pupils can think of other words or groups of words that mean the same or nearly the same.

Draw this table on the board and ask pupils to match pairs of words that have similar meanings. You could also write these words on cards and have a group of pupil play a pairs matching game with them.

You could also play the guessing game you played on Day 3 of this unit again if pupils need more practice with the vocabulary.

sweet	travel	angry
sugary	cross	move
alight	burning	gather
noise	sad	home
house	sound	unhappy
collect	begin	start

Syllabus Links

K1, S15



Can all the pupils identify synonyms and use these in their written work? (K2)

Handwriting and Punctuation

Background Information

The handwriting exercise in the Pupil's Book includes the use of dashes. Dashes can sometimes be used in place of brackets. They are used to separate a group of words from the rest of a sentence. They are only used if the words they separate come in the middle of a sentence. For example:

Miriam invited her friends - there were ten boys and ten girls - to her birthday party.

Unlike brackets, dashes can also be used singly. A dash is often used to mark a pause for a dramatic effect. For example:

I looked in my lunch basket and there it was - a dead mouse.

Dashes can also be used before an afterthought in a sentence. For example:

They tell me he is a very fast runner - although I don't know him.

Teacher Led Activities

Before the pupils complete the handwriting exercise, explain the use of the dashes in each sentence.

Then make sure that pupils check that in their writing:

- slope lines run the same way;
- letters are equal in size;
- the spacing between letters and words is equal;
- joins are formed correctly.

Let the pupils evaluate each other's finished exercise. Make a note of and demonstrate any joins that pupils find difficult.

Oral and Writing

Background Information

In this activity pupils build on the work they completed in today's comprehension lesson. They produce their own pictures using the different symbols and then write a narrative story to explain what their pictures represent. When they plan their pictures, they should also be thinking about their narrative so that they have a good idea for the plot before they start drawing.

There is an additional text in the reader about the great flood, which is an aboriginal legend. Reading this may help pupils to think of their own ideas for a narrative, and may also help them to see how to link their story and their picture.

The aim is for them to produce a picture that tells a story and then to tell the same story in words.

Teacher Led Activities

Read the text again and then discuss the symbols with the class. Remind the pupils that we use symbols all the time, e.g. letters in the alphabet, mathematical signs etc. Ask pupils to compare Aboriginal paintings with story boards in PNG.

You could let the pupils work in pairs or individually. They should present and explain their work to a partner or to the class when they have finished. Let the pupils design their own pictures using the symbols from today's text.

Before pupils sketch their pictures, tell them that when they finish they are going to write a plan for a narrative to explain the meaning of their pictures. Tell them to think about characters, setting, what happens and how the story ends. They are not expected to write the narrative yet, just to develop an outline plan.

Read the instructions and discuss the example of how to set out a narrative plan in the Pupil's Book.

Syllabus Links

S5, S18



Are all pupils aware of the value of discussing ideas in English during the drafting process? (A2)

Reading and Discussion – Painting Flowers

Background Information

Today's text is a descriptive report which describes different painting styles and compares four paintings by well-known international artists. Before reading the text you are going to develop a concept map with the pupils. A concept map is one way of helping pupils to think about what they already know about a topic. It also helps pupils to organise and remember new information from a text.

Method

- Work with the class to brainstorm ideas and prior knowledge about painting.
- After you have allowed the pupils to read the text in pairs, discuss the content.

Teacher Led Activities

Discuss what pupils already know about painting. List their ideas on the board. Ask pupils to help you organise this information under headings in a concept map. Your concept map may look something like this:

What we Know about Painting and Painters			
Styles of Painting	Subjects	Well-known Painters	Places to Paint
Aboriginal art (dots, lines, symbols) Realistic (like a photograph) Traditional Custom designs (like those on the flowerpots in Honiara) Modern (like T shirt designs)	Pictures of people - portraits Pictures of scenery - landscapes Objects, such as fruit, flowers (this is called still life) Pictures of buildings - called cityscapes.	Julie Fakaia Jackson Onahikeni Linda Keyumi	On the walls of buildings - Murals On paper or canvas On the body - tattoos

Write the names of the famous artists from the text on the board.

Henri Fantin-Latour (French) (Henri pronounced on-ri, Fantin pronounced fan-tan)

Pablo Picasso (Spanish)

Vincent Van-Gough (Dutch) (Gough pronounced goff)

Georgia O'Keeffe (American)

Help pupils to pronounce these names before reading the text as they are quite difficult. Put pupils in pairs and let them read the text out aloud to each other. Make sure they read it through more than once. Ask them to find the key words. Can they tell you what they mean? Tell them to use a dictionary to check their meaning.

After reading, pupils should be able to add more information to the concept map. They could add the artists' names for example. Ask questions about the text to check that the pupils have understood what they have read. Here are some questions you could use.

1. What is a portrait?
2. Who painted 'Sunflowers'?
3. What is a landscape?
4. What is a picture which shows buildings in a city called?
5. When was the 19th century?
6. What century are we in now?

Syllabus Links

S6



Can the pupils read a wide range of texts and pick out details as required? (S11)

Comprehension

Background Information

The questions in the Pupil's Book take the pupils beyond simply recalling facts from the text. There are many possible answers to question three. The last two questions ask the pupils for an opinion. They must make a choice and then give reasons for that choice. There are no right or wrong answers for these questions.

Teacher Led Activities

After reading the text again ask some questions to try to get the pupils to look at the text as a whole. Ask questions like these:

- Does the text tell you which painting is the most recent?
- Which painting do you think is the oldest? Why do you think that?
- Which style of painting do you like the best? Why?
- Do you like the subject of 'flowers'? What would you choose to paint?

Move around the class and help pupils as they work on the questions in the Pupil's Book. Remind them that there are no right or wrong answers - they are being asked for their opinions and preferences.

Syllabus Links

S5



Can the pupils read unknown texts with confidence and understanding? (S14)

Language Study

Background Information

This is revision and practice of a concept that pupils have studied already. Adjectives describe nouns and pronouns. Adjectives can take three forms, positive, comparative and superlative.

Comparative - When comparing two things, we use the comparative form followed by the word 'than'. For example: This book is **bigger than** that book.

Superlative - Unlike the comparative, the superlative is not followed by than. Instead the word **of** can be used. For example: This is the **best day of** my life.

The table shows how base words change when suffixes are added to form comparatives and superlatives. Remember that some words **do not** follow these rules.

Most words - Just add the suffix without changing the word		
kind / kinder	tall /tallest	mean /meanest
Words ending in e - Drop the final e before adding the suffix		
simple / simpler / simplify	pure / purest / purify	
Words ending in a short vowel consonant - Double the final letter		
big / biggest	hot / hotter	thin / thinner
Words ending in y - Change y to i		
early / earlier	heavy / heaviest	happy / happiest
Unusual Word Changes - No rules apply, pupils just have to learn these!		
good / better / best	bad / worse / worst	

Teacher Led Activities

Work through the table in the Background Information section to explain rules for adding suffixes to make superlatives and comparatives.

Have pupils add their own examples to each section of the table.

Read the instructions in the Pupil's Book and ask the pupils to complete the activities.

Syllabus Links

A4, K1



Can all the pupils use comparative and superlative forms of adjectives? (K8)

Spelling

Teacher Led Activities

It is important that you assess how many of the spelling words the pupils have learnt to spell. Before they do the assessment task, they could revise the words by doing the exercise in the Pupil's Book.

Ask the pupils to write 1 to 10 in their exercise books and give them a spelling test. Do not give the words in the same order as they appear in the list. The pupils should not be able to look back at their list or at anyone else's work. Make sure you mark all the pupils' tests and record their results.

Unit 8: Creative Arts

Oral and Writing

Background Information

In this lesson pupils will look at each other's pictures and try to work out the meaning of their partner's picture. They will then edit and redraft their own outline narrative plans.

You may need to allow extra time for this activity as pupils are required to write both their first and final drafts of the narrative in this session. As the writing process takes quite a long time, you should stress to pupils that they should only write a short story of one or two paragraphs. Pupils can finish their story for homework if they need more time.

Teacher Led Activities

Ask the pupils to exchange pictures. Tell them to explain what they think the picture represents.

Read the instructions and proofreading and editing guidelines in the Pupil's Book. Now ask the pupils to write a first draft of their narrative from the outline they developed yesterday. The pupils could write their final draft on a piece of paper which could then be displayed with their pictures in the classroom.

Syllabus Links

A2



Can all pupils use a variety of sentences, linking devices and paragraphs in their writing? (S17)



Nguzu Nguzu English

Standard 6