Nguzu Nguzu English

Pupil's Book 2



Standard 4

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

nzaid

First Edition 2003

Published in 2003 by the Curriculum Development Centre P.O. Box G27 Honiara Solomon Islands.



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ISBN 982-371-080-5

The production of this pupil's book was funded by the Solomon Islands Government with assistance from the British Department For International Development and The European Union.



A Note to the Pupils

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

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

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

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

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

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

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

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

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

Acknowledgements

The Ministry of Education would like to thank those whose work has led to the development of this Standard 4 Nguzu Nguzu English Pupil's Book.

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Reading - Temeka, Member of Parliament

This week's text is a narrative about an imaginary Member of Parliament, Temeka. Read it with your class and teacher.

Comprehension

When Temeka was preparing to go to Honiara to tell the other Members of Parliament what was needed on his island he needed to prepare notes.

This was to make sure that he did not forget to tell the Parliament any of the important things about his area.

You need to read the story again and prepare these notes for Temeka.

List all the problems that Temeka found during his tour. Then you will need to make a suggestion of how this problem should be solved.

A table like this might be a good way to set out the activity.

Problem	What will happen	How to solve
school buildings are broken down		

Read the story again silently.

Answer the following questions in your exercise book. Remember to use complete sentences. Some questions may need more than one sentence.

- 1. Who was Temeka?
- 2. How many villages were there on Temeka's island?
- 3. Why did Temeka plan a tour of all the villages?
- 4. What did Temeka take in his canoe?
- 5. Imagine that Temeka is coming to visit you. What do you need in the place where you live? Write down what you would tell Temeka.

Unit 5: Community Workers

Language Study

Silent Letters

Some letters in some words are silent.

The letter 'b' in 'climb' is silent. This means that we do not pronounce the letter 'b' when we say the word climb.

The word 'climbed' is used in the story. The letter 'b' in 'climbed' is also silent.

Can you find the word 'climbed' in Temeka, Member of Parliament?

- 1. Write down the sentence from the text that has the word 'climbed' in it.
- 2. Write down five other words, which have a silent letter in them.
- Use each word in a sentence of your own.
 Make sure that you <u>underline</u> each of the words that have a silent letter in your sentences.

Spelling

Here are the spelling words for this week.

go behind wife her become if husband came lived

Look at the words. Can you say them?

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

Discuss the meanings of these words with other class members. Use a dictionary to find the meaning of the words you do not know.

Below are the spelling words again. The letters have been mixed up.

Write the numbers 1 to 10 in your exercise book.

Unjumble the letters and write the words out correctly:

1. fi	4. omer	7.	iwef	10.	mocebe
2. og	5. hedbin	8.	vedli		
3. erh	6. ceam	9.	bashdun		

Unit 5: Community Workers

◆ Oral ◆ Writing

Your teacher will ask some of you to retell the story of Temeka to the rest of the class. As you are listening put up your hand as soon as you think something has been missed out.

Do you know what happened in the story? Do you know the order in which everything happened? Can you retell the story?

Writing a Narrative (Story)

Here are 3 story starters. Your teacher will read them through with you. Choose one of the story starters. Copy it into your exercise book. Use your best joined-up handwriting.

Junio was walking in the bush. All at once he saw a big banyan tree. He had not noticed this tree before. He went closer. He saw that there was a thick rope hanging down from the tree. Junio could not see what was at the top of the rope. He grabbed the rope and started to climb. Suddenly......
 Alicia, Frank and I were out in the middle of the lagoon. We were in Frank's canoe. We were fishing. Suddenly the sky became dark. There was going to be a storm. "Quick let's go back," shouted Alicia. Frank tried to start the engine. The engine would not start! Suddenly...
 I woke up with a jump. What was that noise? My room was dark. I knew someone was there. Suddenly...

Now use this as the beginning of your own narrative story.

Write the rest of the story. When you have written your story read it to a partner.

Can you change some things to make it sound more interesting?

Look at all the words.

Have you checked your spelling?
Has your story got an interesting ending?

Think of a good title for your narrative story.

Reading

During this unit you will read passages about different people who work in the community to help others. Today the passage is about police officers.

Police Officers

New words

Phrases

rules, laws, obeys, officers

police officers, set of rules, police service



Most countries in the world have a police service.

In Solomon Islands there is a police service. Police officers are government workers. Men and women can be police officers.

Police officers can be found in a police station or at a police post. They do many different jobs.

Every country has a set of rules. These rules are called laws. Policemen and policewomen try to make sure that everyone obeys these laws. They try to stop people hurting others. They try to stop people stealing. They try to help people whenever they can.



In a town they walk around the streets.

They make sure that cars, buses and trucks are looked after so that they are safe. They make sure everyone is driving safely. They try to stop accidents. They make sure people do not drive too fast.

The police officers do a very important job. They help to look after us all.

Comprehension

Read the text again. Answer the questions in your exercise books. Some of your answers might need more than one sentence.

Remember a sentence begins with a capital letter and ends with a full stop.

- 1. What are the rules in a country called?
- 2. The police do many jobs. Write down three important jobs the police do.
- 3. Is being a police officer a job for men or women?
- 4. Do you need police officers in the place where you live? Write a few sentences to explain your answer.

Unit 5: Community Workers

Language Study

When we write in the present tense it means we are writing about something that is happening now.

Look at the sentences below. They are written in the past tense. This means that these things have happened already.

Rewrite the sentences so that they are in the present tense. The words that you must change have been underlined.

This will help you to rewrite the sentences.

- 1. The policeman stopped the car.
- 2. The policewoman drove a police car.
- 3. The man ran away from the policeman.
- 4. The policewomen wore uniforms.
- 5. We <u>called</u> the police to our house.



Handwriting

The handwriting exercise is taken from the reading text.

Copy the sentences into your exercise book using your best handwriting.

Remember to look carefully at your work.

Check that

- your letters slope the same way.
- the spacing between letters is equal across the whole passage.
- the spacing between words is equal across the whole passage.
- your letters are equal in size.

Men and women can be police officers. Police officers can be found in a police station or at a police post. They do many different jobs.

◆ Oral ◆ Writing

The Matching Game

Today you are going to talk about all the different jobs that police officers do.

You are going to talk about different Police Departments. You will play a game with your class.

Listen carefully while your teacher explains how you will play the game.

Writing a narrative story

•••••

Finish the narrative story that you began yesterday. Read what you have written so far.

Read your story aloud to your partner. Make changes to make your story more interesting, and to correct mistakes that you may have made.

Check your spelling. When you have finished, write out a good copy of your story.

Remember to give your story a title. Draw a picture to go with your story.



Reading

Read the text below about teachers. Talk about the new words and phrases with your teacher.

Teachers

New words

pupils, whole, subjects, mark, train

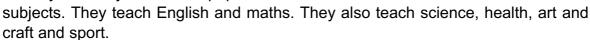
Phrases

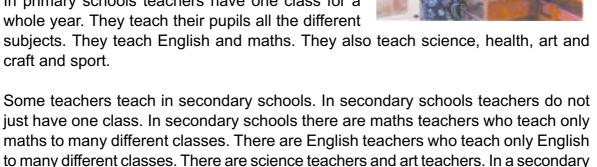
all the different subjects, after school hours

Teachers work in schools. Teachers help the children in their classes to learn. Children in a school are called pupils.

There are many teachers in Solomon Islands. Some teachers work in primary schools. Primary schools usually start at Standard 1 and go through to Standard 6.

In primary schools teachers have one class for a whole year. They teach their pupils all the different





school the pupils learn many different subjects from different teachers. There are special teachers for every subject.

A teacher's job is a special one. Teachers have to have special training before they can teach pupils. Some teachers go to study in Honiara to learn how to be a teacher.

In schools teachers teach in the classroom. They also spend a lot of time getting their lessons ready. They have to mark pupils' work. Teachers also help pupils with other things. Teachers sometimes have duties after school hours. They often help train pupils to play sports and help with sports competitions.

Comprehension

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

- 1. What is a pupil?
- 2. What do teachers help pupils to do?
- 3. Teachers teach in the classroom. What else do teachers do?
- 4. What is the difference between a primary teacher and a secondary school teacher?

Unit 5: Community Workers

Language Study

Punctuation.

Study these examples.

A question mark (?) is used at the end of a question.

Here are some examples of questions.

Where is the teacher? Who took my book?

A full stop (.) is used at the end of a sentence.

Here are some examples of sentences.

The teacher marked my book. The pupils worked hard.

Speech marks (" ") are put around all words which are spoken when you are writing down what someone has said.

Here are some examples.

"Who is talking?" said the teacher.
"This book is mine," shouted the girl.
The teacher said, "Stop that now."

Notice that the punctuation marks (, . and ?) are placed inside the speech marks.

Copy the examples below into your exercise book.

Put in the full stops, speech marks and question marks that are needed as you write.

- 1. Do you want to hear a story said the teacher
- 2. Yes please, shouted the pupils
- 3. Come and sit on the mat and I will read one to you said the teacher
- 4. The children sat on the mat
- 5. The teacher read the story

Spelling

Look again at the spelling words for this week.

wife her if came behind more go become husband lived

Copy these sentences into your exercise book. Fill in the spaces with words from the spelling list.

1.	His w	was a teache	er.	
2.	Some of h _	pupils I	on another Isla	nd
3.	Every day th	hey c to s	school by canoe.	
4.	My h	wants to	b a teacher.	
5	We will win	m dame	es i we practise	

◆ Oral ◆ Writing

Tell the class about the people who sometimes help you at home with your schoolwork. Your teacher will help you.

Take turns to speak to the class.

At home, my father helps me do my homework whenever it is too difficult for me.



'My Favourite School Day'
Write a narrative story about a day at school where you do all your favourite things.

Talk about this first with your teacher.

Your teacher will help you with a list of words you can use while writing your story.

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Unit 5: Community Workers

Reading

Your text today is about Priests and Pastors. Talk about the new words and phrases with your teacher first before you start reading.

Priests and Pastors

New words Phrases christening, service, married, baptism, lead marriage ceremony funeral, wedding, pray

In many villages and towns there are churches. The leader of a church is usually called a priest or a pastor.

There are many different churches in Solomon Islands.

Priests and pastors look after people who belong to their church. They lead services for special occasions.

When a new baby is born the family will often go to their church for a special service. This is called a christening or a baptism.

When a man and a woman want to get married they will often have a special service in a church. The priest or pastor will lead this service. This is called a wedding or a marriage ceremony.

When somebody dies there will often be a special service in a church for that person. This is called a funeral.

As well as all these special services the priest or pastor will lead other services in the church. These services will usually take place every week. People will come to the church to pray, and to meet people.

Comprehension

Read the text again.

Answer the questions. Make sure you use complete sentences.

- 1. Who is a priest or a pastor?
- 2. What is a christening?
- 3. What is a wedding?
- 4. What is a funeral?
- 5. What things do you think a priest or pastor does to look after people who belong to his church?

Unit 5: Community Workers

Language Study

Write the answers in your exercise book. Look back at the text to check if your answers are right.

- 1. Leaders of all churches are called priests, aren't they?
- 2. There are no churches in villages, are there?
- 3. When a person is married they have a wedding, don't they?
- 4. In Solomon Islands there is only one church, isn't there?
- 5. Priests and pastors look after people who belong to their church, don't they?

Handwriting

Here is a special poem. It is a prayer. Look carefully at the joined up handwriting. Copy it into your exercise book using your best joined writing.

Thank you for the world so sweet, Thank you for the food we eat, Thank you for the birds that sing, Thank you God, for everything!

◆ Oral ◆ Writing

Most of you will have been to a religious service where you have seen a priest, pastor or minister leading a service in church, in a hall or in the open air.

You will talk about this with your teacher.

A Church Service

Write a short report or recount about a service you have been to.

Write about why the service was taking place, what happened and about what you liked and why.
Write about what you did not like and why.

OR

A Thank You Poem

Read the prayer from your handwriting exercise again. Write a thank you poem.

You could write it to your mother or father for everything they do for you. You could write it to your teacher for all the work your teacher does for you.

You could write it to someone else who helps you.

Reading

Read the text below about Agriculture Officers. Talk about the new words and phrases with your teacher.

Agricultural Officers

New words

Phrases

agriculture, farming, fruit

improve their farming, best plants to grow

People in Solomon Islands dig the land and grow plants to eat. In Solomon Islands people grow taro, yams and sweet potatoes. They also grow beans, cassava and bananas. People also use the land to keep animals for food.

In Solomon Islands some people keep pigs, cattle and goats. They also keep chickens and ducks. Growing plants for food and keeping animals for food is called farming or agriculture.



In Solomon Islands there are people who work as Agricultural Officers. They work with people to help them to farm better. This means that they help people to know more about growing food and keeping animals. They teach people how to improve their farming so that they have more food.

Some people just grow enough plants and keep enough animals to feed their own family. Agricultural Officers can help them so that they can grow more

plants or keep more animals. Sometimes they can then sell some of their fruit, vegetables and animals. They can make some money for their family to spend on other things.

On big farms Agricultural Officers can help farmers too. Agricultural Officers know about the best plants to grow. Agricultural Officers know about the best animals to keep. They know how to look after them.

If someone wants to start a farm an Agricultural Officer will also help. He will tell the new farmer which farm tools he will need. He will tell the new farmer which plants will grow the best on his land. He will tell the new farmer which animals will be best to keep. The Agricultural Officer can also help the farmer to sell his food. He knows all about where to take the food to sell.

An Agricultural Officer is a very important person. He can help a family to grow enough food. He can help anybody who wants to farm in Solomon Islands.

Unit 5: Community Workers

Comprehension

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

- 1. What is agriculture?
- 2. What is another word to use for agriculture?
- 3. Name three plants that people grow for food in Solomon Islands.
- 4. Name three animals that people keep for food in Solomon Islands.
- 5. Why do you think an Agricultural Officer is an important person?

Language Study

Questions

Questions ask for information.

Questions begin with a capital letter and end with a question mark.

Here is an answer. Can you write down what the question might have been? For example.

Answer:	The question might have been:
I grow bananas on my farm.	What do you grow on your farm?

Now write questions for these answers in your exercise book

Ar	nswer:	The question might have been:
1.	People use the land for farming.	
2.	We keep cows on our land.	
3.	The Agricultural Officer showed me	
	how to grow taro well.	
4.	Beans are quicker to grow than cassava.	
5.	We use the goats for milk.	

Spelling

Remember your spelling words for this week.

wife	behind	her	if	came
become	more	husband	go	lived

Choose five words from your spelling list. Write a sentence for each one.

Try to make the sentence about farming.

<u>Underline</u> the spelling word that you used in each sentence.

Extra Activity

You will need to cover up your list of spelling words so that you are not looking at them.

Now write out the words in the box. Fill in the missing letters. When you have finished, check your answers using your spelling list.

How many did you get right?

1. 00	1.	be					
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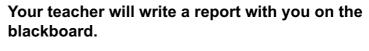


Oral Writing

Talk about farming in your class. Here are some of the things your group could talk about.

growing plants, keeping animals,

Writing a Report



Now you will write a short report on what an Agricultural Officer does (could do) to help the people in the place where you live. Write about:

What an Agricultural Officer does.

What the needs of your area are.

How Agricultural Officers might help.



Reading

Your text today is about chiefs. Talk about the new words and phrases with your teacher first before you start reading.

Chiefs

New words *leader, lead, chose, enemies, protect, powerful*

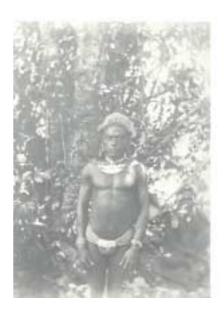
PhrasesIong ago, custom laws, talk to each other, make war

Long ago in Solomon Islands people in the village would get together to talk about things.

They wanted the village to be a good place to live. They wanted everyone to talk to each other about their village.

The chief was usually the leader of the village. The chief was a man. There were two ways in which a man could become a chief. He could become a chief if his father had been a chief, or if the people in the village chose him.

In Solomon Islands if a chief did not do his job well, then the village people could choose someone else to be their chief. In some other Pacific countries a chief was always a chief until he died.



The chief's job was to see that the custom laws were kept. A chief made sure that people had their own land. A chief looked after his people. He would protect them from enemies. A chief would sometimes lead his village and make war on another village.

Chiefs were very powerful. They were very important as leaders. In some villages chiefs are still important men.

Comprehension

Read the text again.

Answer the questions in your exercise book.

- 1. According to the text, who was the village leader?
- 2. Give two different ways a man could become a chief.
- 3. In Solomon Islands what would happen if the chief did not do his job well?
- 4. Does a chief still look after his people today?

Unit 5: Community Workers

Language Study

Look at the word in the brackets below. Each of these words is a verb (a doing word). Write the sentences in your exercise book. As you do so, change each verb so that it fits into the sentence.

The sentence should be in the past tense. That is, it tells about something that has happened already.

1.	The people _	the village to be a	a good place to live. (want)
2.	The chief	usually the leader of	the village. (is)
3.	A man could b	oe a chief if his father	been a chief. (has)
4.	A chief	sure that people had their	r own land. (make)

Spelling

Here are the spelling words for this week.

can ago
has sago
here hero
me mango
into potato

Look at them carefully.

Can you read these words? Use Look, Cover, Remember, Write, Check to help you learn the words.

Can you use each word in a sentence?

Use a dictionary to find the meaning of the words you do not know.

Copy the spelling words into your exercise book.

◆ Oral ◆ Writing

As a class you will have a discussion about some of the following things:

traditional laws;

chiefs and what they do, and what they used to do;

leaders in families, villages, towns and countries.



Writing a Report

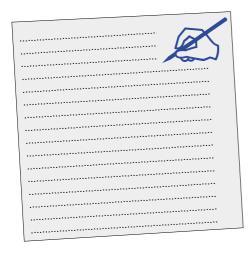
You will think about the report you have read today. You will need to find out some more information and to think about what you already know.

Choose one individual that you know who is a leader. This might be one of the following people:

a chief, a sports team leader or coach,

a Member of Parliament, one of your parents or

a teacher, a headteacher



Write a short report about this person. Include information about:

who the person is; what and who it is that they lead; what their responsibilities as a leader are; and who they are able to help because they are a good leader

Once you have written your first draft have your teacher check your writing. Discuss spelling, your choice of words, and how you have written your sentences. Rewrite your draft as a final copy.

Unit 5: Community Workers

Reading

The text below is about fisheries officers. Talk about the new words and phrases with your teacher first before you start reading.

Fisheries Officers

New words Phrases

shore, lagoons, hooks, attract a part of life, fishing equipment

People have always caught fish in Solomon Islands. It is a part of life for many Solomon Islanders. Some people go fishing in a canoe. Some people catch fish from the shore. There are many custom stories about fishing.

Fish are used as food. They are an important source of food and they are good to eat. Fish live in the sea, in rivers and in lagoons. Many people catch fish and sell them. This is how they make money. Fishermen have to know where to catch fish. Good fishermen know where the best fishing places are.



Fisheries Officers have a special job to do. They help people to catch more fish.

They show fishermen the best ways to catch fish. They show them how to use nets and lines to catch fish. They show them how to use hooks.

Sometimes they show them how they can make their own fishing equipment.

They show them how to set up places to attract the fish. They show them how to look for good places to catch fish.

Comprehension

Read the text again. Read the questions.

Answer the questions in your exercise book.

- 1. Why do people catch fish?
- 2. Where do people catch fish?
- 3. Why do some fishermen sell their fish?
- 4. Write down three ways in which a Fisheries Officer can help people who fish.
- 5. What would you like to find out from a Fisheries Officer?

Unit 5: Community Workers

Language Study

Capital letters, full stops and question marks are missing from the sentences below. Put the punctuation in as you write the sentences into your exercise book.

- 1. fishing is a part of life for many solomon islanders
- 2. when is the fisheries officer coming to see you
- 3. i want to be a fisherman when i grow up
- 4. when did you go fishing
- 5. i went fishing with my new net

Handwriting

Copy this passage into your exercise book. Use your best joined-up writing. Check that:

the spacing between the letters and words is equal; your letters are equal in size; your letters slope the same way.

Fish is very good to eat. It is often eaten with taro, cassava or yam. Sometimes fish is eaten with breadfruit, bananas, and green leaves. Fish makes a delicious meal for the whole family.

◆ Oral ◆ Writing

Chinese Whispers

Your teacher will explain how to play the game.

Sit in a circle. Your teacher will give a message to one pupil in the circle.

That pupil will whisper the message to the pupil next to them.

Then the message will be passed on again.

It will be passed on until it reaches the last pupil.

The last pupil will say the message out aloud for everyone to hear.

The first pupil will read out the message as it started.

Are both the messages the same? Is the last message different from the first?

Play the game again with a different message. Start with a different pupil each time.

Unit 5: Community Workers

Chart Work - People who work in the community to help others.

As a class you will prepare a chart which lists all the people in the community who have jobs to help others.

Once you have thought of many examples each of you will need to write a short description of what each of the people do for the community.

Your teacher may also ask you to draw pictures of some of these people to complete the wall chart.

Job	Main Duties
Nurse	
Police Constable	
	l
Deeten	
Doctor	

Reading

The text below is about Nurses. Talk about the new words and phrases with your teacher first before you start reading.

Nurses

New wordsdressings, doctors, sick, medicine
operations, examine, bath

Phrases new-born babies



Nurses work in hospitals and clinics. Some nurses also visit people in their homes. They help sick people to become well. They also help when people have been hurt.

If you visit a clinic, the nurse will usually first ask why you have come. The nurse will then ask some more questions to help him or her to find out what is troubling you.

The nurse will then examine you. The nurse will then give treatment. Nurses might dress a wound, give medicine or injections.

In a hospital nurses work with doctors. They help with operations. They give out medicine. They make sure that all dressings are changed. Nurses care for mothers and new-born babies. Nurses also do other jobs. They see that patients have a bath. They make sure that patients eat their meals. Nurses also talk to patients. They do everything to help the patients get better quickly.

Other nurses work as Community Health Nurses. They go into homes to look after patients. Often these patients will be very old or they may have been sick for a long time. Nurses help us to be healthy, by advising people about how to stay healthy and by caring for people when they become sick.

Comprehension

Talk about being a nurse with your teacher. Look at the questions. Read the text again. Answer the questions in your exercise books.

- 1. Where do nurses work?
- 2. If you go to a clinic what will the nurse do first?
- 3. What is a dressing?
- 4. Who do nurses work with in hospitals?
- 5. What does a Community Health Nurse do?

Unit 5: Community Workers

Language Study

The Apostrophe (')

We use an apostrophe 'before the '-s' to show we are talking about something belonging to someone.

Here are some examples

Maria's mother is a nurse.

Samuel's books are old.

This means that the

This means that we are talking about the

mother of Maria is a nurse. books beloging to Samuel and not any

other books.

Here are some sentences. Write them into your exercise book. Put an apostrophe in the right place to show possession.

- 1. Our clinics nurse is very kind.
- 2. A nurses job is to help sick people.
- 3. Saras sister went to hospital.
- 4. The nurses looked after my mothers new-born baby.
- 5. The patients bed was by the window.

Spelling

Work in pairs.

Take it in turns to spell out the words. Correct each other's work.

How many did you get right?

can ago
has hero
here sago
me mango
into potato

Copy these sentences into your exercise book. Fill in the spaces with words from the spelling list.

1.	My house is ma	de of palm leaves.
2.	The patient got	bed.
3.	She	to have her medicine now.
4.	I left school thre	e years
5.	The nurse asked	d some questions.





When I was Sick

Listen to your teacher.

Your teacher will tell you about a time when he or she was sick.

Now, talk about a time when you were sick, or when someone close to you was sick. Here are some questions to help you with your talk.

When were you sick? What was the matter with you? Did you go to a clinic? Did you go to the hospital? Did you have some medicine? How long did it take you to get better? What did you do to stop getting sick again?

Last week, I didn't come to school because I was.....



Writing a Get Well Card



Think about one of these.

someone who is sick someone who was sick

Make a card for this person. It is called a Get Well Card. This card is to wish someone well. It is to make them feel better. It is to help them get well quickly.

Draw a picture on the front of your card. You could write some words on the front too. Write a message inside the card. You could write a short poem.

Your teacher will help you with some words you could use.

Reading

The text below is about Volunteers. Talk about the new words and phrases with your teacher first before you start reading.

Volunteers

New words better, dirty, wells, pipes

Phrases a better life, never enough

Most people in Solomon Islands live in villages. Many community workers are trying to help people in villages have a better life.

One of the main things that every village must have is clean water. The water must not be made dirty by animals or by human toilets. Water is needed for washing our bodies and our clothes. If we are not clean we can become sick. Water is needed for washing cooking pots. If cooking pots are dirty they can make us sick too. Water is needed for cooking.

On some small islands there is no water supply. Women have to paddle their canoes every morning to the mainland. They have to wash there. They have to bring water back to their village. There is never enough water.

Community workers called volunteers are working with the Solomon Island people to bring clean water to all villages. These volunteers come from other countries. They know about finding clean water. They know about putting in pipes so that the water can be brought to a village.

Sometimes the volunteers know how to find water under the ground. They know how to make a well in the village. When they bring clean water to a village they teach the village people how to look after the pipes and wells.

The volunteers teach the village people how to build clean toilets. The people in these villages have a much better life. They have clean water. They are more healthy. They do not spend all day carrying water to their village from another place.

They have time to do other things.

Unit 5: Community Workers

Comprehension

Talk about the text with your teacher. Read it again to yourself. Can you answer the questions?

- 1. Why does every village need clean water?
- 2. Where do the volunteers come from?
- 3. What are pipes used for?
- 4. When is a well made?
- 5. If a village has clean water why do people have more time to do other things?

Language Study

Look at these sentences. They are in the present tense. These things are happening now. Change them into the past tense. The first one has been done for you. Write out each sentence.

- 1. He <u>looks</u> into the well.

 He <u>looked</u> into the well.
- 3. Simon <u>washes</u> the cooking pot.
- 4. The volunteer helps us.
- 2. The woman paddles her canoe.

Some verbs in the past tense do not end with '- ed'. Some letters can be changed to form their past tense.

Can you change these sentences into the past? The first one has been done for you.

- 1. The water <u>comes</u> out of the pipe.

 The water <u>came</u> out of the pipe
- 2. The volunteer <u>teaches</u> us to look after the well.
- 3. He <u>finds</u> some water under the ground.
- 4. They build new toilets.

Handwriting

Copy the passage in your exercise book using your best joined up writing. Look carefully at your work. Check that:

the spacing between letters and words is equal your letters are equal in size your writing slopes the same way

In 1988 sup sup gardens were started in Honiara. A volunteer showed people how they could grow fruit and vegetables in towns. They only needed a small piece of land near their house. They could grow some food for their family.

◆ Oral ◆ Writing

Making a Poster

Work with a partner. You and your partner are going to make a poster.

The poster is to tell people about clean water. The poster needs to tell people why clean water is important.

Think about other posters that you have seen, and use some of the ideas from these other posters.

Plan your poster together. Your teacher will help you with words to use.

What will it look like?
Will you use pictures and diagrams?
What words will be on it?
What will the message be?

When you have planned your poster draw it out carefully.

Work on one large piece of paper together. Your teacher will put up your drawings on the classroom wall.



Unit 5: Community Workers

Reading

Link is a Solomon Islands magazine written by the Solomon Islands' Development Trust. Discuss the Link Magazine with your teacher first before reading the text.

Link Magazine

New words magazine, Link, pijin

Phrases comes out, health care

Link is the name of a magazine. It is written by the Solomon Islands' Development Trust. It comes out five times a year. The first Link Magazine was written in 1987.

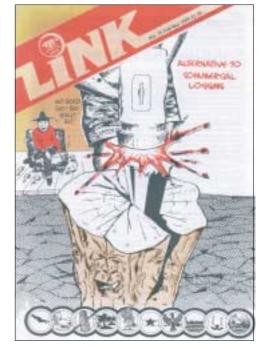
Link is written for people in villages. It tells them about what is happening in villages. Link tells people about other villages in Solomon Islands. Link also gives some news from other countries.

Many community workers write in Link. They write about ways in which the villages are changing. They write about how to make the village a better place to live. They tell people in the village about clean water. They write about how important clean water is.

Some agricultural officers write in Link also. They write about how to grow better food plants. They write about how to keep animals for food. They tell the people in the village how they can sell some of the plants they grow. They tell the people where they can sell their fruit and vegetables and their meat and eggs.

Some fisheries officers write in Link. They write about new ways to catch fish. They tell the people in the village about ways to keep fish fresh.

Some nurses and doctors write in Link. They write about how the people in the village can stay healthy. They write about eating good food to stay healthy. They write about giving babies



injections to stop them being sick. They write about health care in the village.

People in the villages read Link. They can write a letter to Link. They can write about what is happening in their village. Sometimes their letters are printed in Link.

Link is written in English and Pijin. It is sent out to all the villages in Solomon Islands. It is a good way of linking people from different villages and towns.

Unit 5: Community Workers

Comprehension

Talk about the text with your teacher. Read the text again. Answer the questions. Write your answers in complete sentences. Remember a sentence begins with a capital letter and ends with a full stop.

- 1. What is a magazine?
- 2. In which languages is Link written?
- 3. Who is Link written for?
- 4. Who writes in Link?
- 5. Do you think the magazine is a good idea? Give a reason for your answer.

◆ Language Study

Alphabetical Order

Here are some words which you will have used in your English work today. Can you put them in alphabetical order?

news	artist	also
letter	cartoon	village

Remember that if a word starts with the same letter you have to look at the second letter in that word to put it in the right order.

Dictionary Work

Here are the words again. The meanings have been mixed up.
Can you use your dictionary to find the meanings? Can you write each word?
Can you write the correct meaning next to it? The first one has been done for you.

Words	Meanings
news artist village letter cartoon also	a text written to someone to share information or to request something some information, usually about what is happening locally or in the world a set of drawings that tell a story as well a community of people living together a person who paints or draws pictures

Spelling

Here are the spelling words for this week.

can ago has hero here sago me mango into potato

Choose five words from the spelling list. Write a sentence using each word. In your sentence underline the spelling word that you have chosen.

Extra Activity

Cover up your spelling list words. Fill in the missing letters to make a word from this week's spelling list. When you have finished, check your answers. How many did you get right?

Oral • Writing

You will work in small groups. Your teacher will give you a topic to discuss. These are some of the topics your teacher will talk about.

logging not having enough clean water

tourism eating the wrong food housing and overcrowding

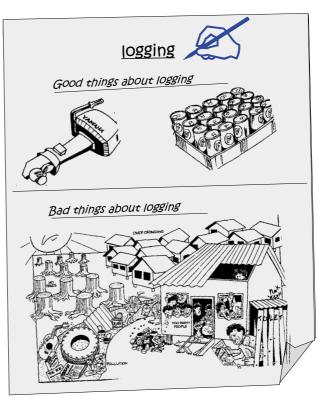
Two-Sided Picture

Make a two-sided picture.

Choose one of the topics. Draw two pictures. One picture will show good things to do with your topic.

The other picture will show what happens when things go wrong. These are bad things or problems to do with your topic.

Underneath the pictures, write some sentences about your pictures.



Unit 6: Weather and Our Daily Lives



Reading - Timna's Family and the Weather

Read the new words and phrases in the Reader. Try to pronounce them correctly and find out what they mean.

Listen and follow carefully while your teacher reads the story aloud. It is a recount. It is called, 'Timna's Family and the Weather'.

Then read the text again with your teacher.

Comprehension

Answer the following questions in your exercise book.

Read through the story again silently to find the answers.

Answer the questions in complete sentences.

- 1. Why was Unu not very happy on Tuesday?
- 2. Who did Timna listen to on Tuesday night?
- 3. What was the weather like on Wednesday?
- 4. Why did Timna's family go to their garden on Thursday?
- 5. Why did the girls not collect any coconuts on Thursday?
- 6. Give three examples of how the weather affected what Timna's family did during the week.

Language Study

Look at the list of words and phrases taken from the text.

Put each one into a complete sentence. Each sentence must be in the past tense. Do not copy the sentences from your Reader. The first one has been done for you.

- 1. lightning and thunder
- During the storm there was lightning and thunder.
- 2. low tide 3. safely

- 4. rainwater
- 5. neighbour
- 6. shone brightly

Spelling

much cloudy sunshine iust he fine little dug made kitchen

Look at the spelling list for this week. Say and spell the words with your teacher.

Find their meanings using a dictionary. It is better to think about what they mean first before looking them up in a dictionary. This will help you to know when you have found the correct word.

Use Look, Cover, Remember, Write and Check as you copy the spelling list into your exercise book.

Remember to learn the new words throughout the week.

Unit 6: Weather and Our Daily Lives

Look at these definitions. Can you match each one to a word from the spelling list?

- 1. small
- 2. the opposite of she
- 3. a place to cook food
- 4. turned over the soil
- 5. only

- 6. a large amount
- 7. when clouds are in the sky
- 8. past tense of make
- 9. good weather is sometimes called _ _ _ weather
- 10. on a bright day there is a lot of this

◆ Oral ◆ Writing

Your teacher will put you into groups of five.

Talk about a time when you or your family planned to go somewhere or to do something. Then think about whether the weather affected or disturbed your plans.

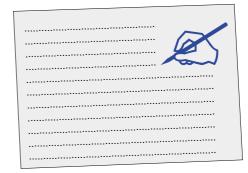
Ask each other questions.

After talking about your experience plan a short recount.

Write a first draft. Give it to someone in your class to read and check for corrections.

When you have checked it through and made any corrections write out a good copy.

Put up your work on the classroom wall.



Unit 6: Weather and Our Daily Lives

Reading

Look at the new words and phrases. Try to pronounce them. Use the dictionary to help you find their meaning.

Weather Terms

New wordsPhrasesfloatingdrizzlebrilliantwater dropsdull dayshowerrumblingclose to one anotherunclear day

Weather Terms

Rain: Water drops falling to the ground from clouds.

Shower: Rain that falls for just a short time.

It could last for less than 15 minutes.

Sometimes it has a sudden beginning and a sudden ending.

Drizzle: Very light rain. The water drops are small and close to one another. Haze: Some water drops floating in the air that result in an unclear day.

Thunder: A rumbling sound that we hear after we see lightning.

Lightning: A brilliant flash of light in the sky often during rainy weather.

Thunderstorm: A storm with lots of rain, thunder and lightning.

Overcast: The sky is covered with clouds making it a dull day.

Comprehension

Read the 'Weather Terms' again. Look at the words below. The words on the left are taken from the text. Match them with the words on the right. Write your answers as a complete sentence. The first one has been done for you. Write the answers into your exercise book.

- 1. showers
- Showers are short periods of rain.
- 2. rain
- 3. drizzle
- 4. haze
- 5. lightning
- 6. overcast
- 7. thunder

- a. rumbling sound heard after lightning
- b. flash of light
- c. mist, like smoke floating in the air
- d. short periods of rain
- e. not a bright day
- f. very fine rain
- g. water drops that fall from clouds

Language Study

The words in the text 'Weather Terms' are not in alphabetical order.

Look at the words below and put them in alphabetical order.

This is the order they would be in, in a dictionary. The first two have been done for you. Do this in your exercise book.

	shower storm	rain overcast	drizzle	haze	lightning	thunder
1. drizzle	2. haze	3.		4	5	
6	7	8.		9		

Unit 6: Weather and Our Daily Lives

Handwriting

Listen and follow while your teacher reads the poem about the moon. Read the poem through again by yourself.

Copy this poem into your exercise book using joined-up writing.

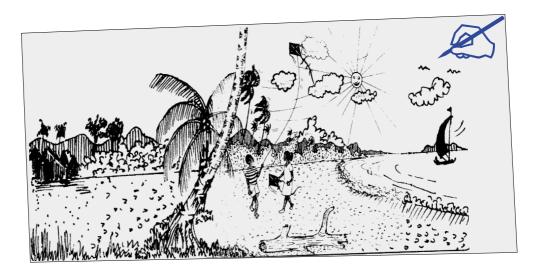
The moon smiles from the dark. She opens wide her silver mouth, Shouting instructions to the stars. She jokes with the clouds and Sings lullabies to the sleepy world below.

◆ Oral ◆ Writing

Work in groups to complete this activity.

You will draw a picture showing a type of weather. Draw:

a house, trees, flowers, people



After your group finishes, explain what your drawing means to the class. Your teacher might put the drawings up on the classroom wall. Read the weather terms in the text to give you some ideas.

Reading

Try to pronounce the new words and phrases. Use the dictionary to help you find their meaning. Next read the text with your teacher.

Weather Forecasts

New words		Phrases	
meteorological	update	scattered showers	trade winds
southwest	moderate	over parts	flow over
isolated	thunderstorms	over the remaining	
forecast	slight		
fine	knots		

Solomon Islands Meteorological Services tells the public what the weather will be like each day. This is called a weather forecast. Sometimes weather forecasts are printed in a newspaper. Weather forecasts can be heard on the radio. Weather forecasts are important especially when there are cyclones or bad weather.

Here is a weather forecast that you might hear on the radio.

"Here is the weather forecast issued by Solomon Islands Meteorological Services for the next 12 hours starting at 8.30 pm. this evening, Tuesday 1st October 2001.

Weather Situation

Moderate to fresh southwest trade winds flow over Solomon Islands.

Forecast for the Provinces

Southwest winds at 20 knots with slight to moderate seas.

Scattered showers and isolated thunderstorms over parts of Western Province, Isabel and Malaita Provinces. Mostly fine weather over the remaining provinces and islands.

Next update will be at 8:30 am tomorrow morning."

Comprehension

Look through the weather forecast above. Answer the following questions in your exercise book. Answer them in complete sentences.

- 1. Who is giving out the weather forecast on the radio?
- 2. What winds flow over Solomon Islands?
- 3. Which provinces will have scattered showers and isolated thunderstorms?
- 4. When was the weather forecast issued?
- 5. Can you think of reasons why some people would want to know what the weather is going to be like?

Unit 6: Weather and Our Daily Lives

Language Study

The word forecast has two words in it, 'fore' and 'cast'.

The two words are put together to mean 'to tell something that will happen in the future'.

There are other words that can be put together to form a new word.

Look at the following words and try to join two words together to make one word.

Write the words in your exercise book. How many can you find?

For example	for	ball	to	body
for + get = forget	sun	_ get	for	her
for + ward = forward	foot /	× ward	every	board
	for	cake	after	day
	pan	wards	fat	give
	up	shine	blackstor	m
	every	one	thunder	wards

Spelling

Look at the spelling list below. Can you spell all the words? Can you say them all correctly?

much cloudy
just sunshine
he fine
little dug
made kitchen

Look at this week's spelling words. Choose 6 words from the list.

Write a complete sentence using each word. Underline the spelling words that you use.

◆ Oral ◆ Writing

Talk about what the weather has been like for the past two days. Look at the weather today. Try to forecast the weather for tomorrow.

Write a weather report diary for this week.

Use weather words. There are some on the right that you can use.

Your weather diary might look like the one below.

	My Weather Diary					
Days	Morning	Afternoon				
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						
Sunday						

sunny	rainy
thunder	lightning
moderate	haze
strong	slight
showers	windy
gale	clear
cloudy	calm
drizzle	hot
cold	dark

Unit 6: Weather and Our Daily Lives

Reading

Listen while your teacher reads the Tropical Cyclone Warning. Follow the text and try to understand as you read. Try to pronounce the new words and phrases. Use the dictionary to help you find their meaning.

Cyclone Warning

New words		Phrases
average	gust	tropical cyclone
degrees	bulletin	gale warning
nearby	destructive	hurricane warning

Tropical Cyclone Warning Number 5 Issued by the Solomon Islands Meteorological Services at 8 pm.

Tropical Cyclone Namu at 5 pm, on 18 May 1986 was positioned at 9.0 degrees south and 162.0 degrees east. That is about 50 miles north of Ulawa Island. The cyclone is expected to move south-west at 5 knots.

The cyclone is expected to be near the south-eastern part of Malaita at 6 o'clock tomorrow morning.

A gale warning (winds of 34 to 47 knots) is in force for west Guadalcanal, Isabel, Russell and nearby islands. A storm warning (winds of 48 to 63 knots) is in force for east Guadalcanal and nearby small islands. A hurricane warning (wind of 64 knots or more) is in force for Malaita, Makira and Ulawa.

A very destructive storm and hurricane force winds with average speeds up to 70 knots and gusts up to 100 knots are expected over areas of Malaita and Makira. Possible high seas, flooding and heavy rain over areas of Malaita, east Guadalcanal, Makira and Ulawa.

A further bulletin will be issued at 11 pm tonight.

Comprehension

Match the words on the left to their meanings on the right.

Write them out in your exercise book. You can use a dictionary to check your answers.

Words	Meanings
1. warning	a violent wind
2. gust	a short official report
3. cyclone	to tell some one about danger
4. bulletin	a very severe storm with a violent wind
5. hurricane	a sudden rush of wind



Language Study

Here are some weather words. Talk about the words with your teacher.

rain, lightning, thunder, wind, cloudy

Are you able to write one sentence that contains all the words?

Handwriting

Copy this rhyme in your best joined-up writing. Look at your rhyme when you have finished.

Does your handwriting look as neat as the poem in the Pupil's Book? How could you make your writing neater?

Rain rain go away, come again another day Standard four children want to play Ha ha he he hi hi ho ho hu hu

Oral Writing

Here is a cyclone experience by Ruben Oimae in 1986. Read and discuss it with you teacher.

In 1986 I was a student of Koloale Primary School. One weekend our Sunday School group from Dodo Creek went to Mbalasuna station on the east of Guadalcanal to attend a Sunday School rally. It had been raining heavily from Thursday but there had been no cyclone warnings for our area.

On Saturday morning, however, there was a cyclone warning put out for east Malaita Province. The cyclone was called Namu. We thought the cyclone would not reach us. That afternoon a truck picked us up at our school. There were 14 of us and our Sunday School teachers.

On Sunday morning it continued to rain even more heavily. Water swept through the station. It was flooded. Everybody ran and took shelter in the head office. Our group didn't know where to go. Luckily a tractor came and took us to the company's warehouse where they kept their fertilizer bags. We climbed on top of the fertilizer bags using a wooden ladder and remained there for the night. We stayed there until Monday midday. We didn't go back to Dodo Creek because the Mbalasuna and Ngalimbiu bridges were both damaged by the floods. We stayed at Mbalasuna for a week.

Finally on the following Saturday we arrived back home safely after struggling across flooded rivers. Our parents were so happy to see us. Some of them cried when they saw their sons and daughters.

So remember never go out when a cyclone warning has been issued!

Out in a storm

Unit 6: Weather and Our Daily Lives

In small groups talk about when you have been in strong winds or heavy rain.

Have you ever been out on a rough sea?

Maybe you were going somewhere by boat or canoe. Were you scared?

Tell your group about what happened and how you felt.

After the discussion, write a short recount about one of these times that you have just talked about. Here are some possible titles.

Out in a Storm A Dangerous Journey The day I got caught in the rain Cyclone Nina

When you write your recount remember to draft your recount first.

Edit and proofread your writing before writing out a good copy. You can draw pictures to illustrate your recount.

Remember to fill in today's weather in your weather diary.

Unit 6: Weather and Our Daily Lives

Reading

Read the poem with your teacher. Follow the text and try to understand as you read. Try to pronounce the new words and phrases. Use the dictionary to help you find their meaning.

Who has Seen the Wind?

New words Phrases

trembling, hang bow down their heads, passing by,

passing through

Who has seen the wind?

Neither I nor you,

But when the leaves hang trembling,

The wind is passing through.

Who has seen the wind?

Neither you nor I,

But when the leaves bow down their heads,

The wind is passing by.

By Christina Rossetti

Comprehension

Read through the poem again. Answer the questions in your exercise book.

- 1. Who wrote this poem?
- 2. Why do the leaves tremble?
- 3. How can we tell by looking at the trees that the wind is passing by?
- 4. Who has seen the wind?
- 5. Can you think of other signs we see that show us the wind is passing by?

Language Study

Look at these words. They tell us about feelings and thoughts.

Can you write out the sentences and put in the right words? Try to use every word once. Sometimes there could be more than one right answer.

	angry	sad	happy	surprised	puzzled	
1.	The man was so	th	at he started to	o cry.		
2.	I was	that my frie	ends had all re	membered my birth	nday.	
3.	. We kept talking in class and our teacher was					
4.	When I got all my	spelling wo	ords correct my	y father was very _		
5.	When we saw the	hole in the	door we were	verv		

Spelling

much cloudy
just sunshine
he fine
little dug
made kitchen

Write out these sentences in your exercise book. Put in the missing words. They are all words from your spelling list.

1.	"There is too sugar i	in my tea,"	said.
2.	The weather was	so we	the garden.
3.	We sat in the shade beca	use it was too	hot in the
4.	This morning it was very _	and _	now it has started to rain
5.	A grade four pupil a	model	of a canoe.

◆ Oral ◆ Writing

Many families grow things in the garden. The weather is very important. There are good times and bad times to plant out gardens.

Your teacher will put you in groups of four.

Talk about the best time of the year for planting or harvesting certain food crops.

You may have learnt this from members of your family.

Do you know why they choose these times to plant?

Choose a group leader to record your group's discussion points on a chart then present this to the class. For example;

Area / location: Duff Island
Type of food crop: Taro

Best time to plant the crop: December

Why?: This is the rainy season. The ground is wet. The new plants will grow well.

After presenting your group's discussion points, put the chart on the classroom wall for others to read.



Reading

Read the story silently by yourself. Try to understand as you read. Pronounce the new words and phrases. Use the dictionary to help you find their meaning.

A Cyclone Experience for a Japanese Visitor

New words strike, huddled, sealed, humid uprooted, overcast **Phrases** something terrible, kitchen utensils household goods, village life

Yumi Kikuda spent her Christmas and New Year holiday of 1993 in the tiny village of Nukutonga, on the eastern side of Bellona Island. She enjoyed the quiet village life very much. It was very different to the life in her hometown in Japan. One day something terrible happened. A tropical cyclone warning was sent out. A tropical cyclone was on its way. It would strike the island at 3 pm on the following day.

The next day was quiet and warm with a slight breeze. The sky was blue and not overcast. Some people could not believe there was a cyclone coming. They carried on planning their New Year feast. However the family Yumi was staying with built a low cyclone shelter. They built it with bush vines, strong sticks, and coconut fronds. It was built away from the other buildings in the village. Household goods were taken to the cyclone shelter. Kitchen utensils were put inside the shelter. Buckets were filled with jars and left out in the open. Matches were put into jars and sealed. Kerosene lamps were refilled with kerosene.

After midday on the 31 December 1992, the temperature changed. The air was still. It was very hot. It was humid and everybody was sweating.

At 3 pm. Cyclone Nina struck suddenly. The wind blew with great force. Heavy rain poured down. Sheet lightning lit up the whole sky. Explosions of thunder followed the lightning. Yumi was huddled inside the cyclone shelter with the family. The cyclone was raging outside. It blew into the shelter bringing in rain and the wind, but it didn't blow it down. Everyone was wet and cold.

Early next morning all was finally quiet and still. Yumi and the others crept out from the shelter. They were shocked at what they saw. Houses, kitchens and the village chapel had been blown down. Coconut trees and fruit trees were uprooted. Animals were lying dead. Not one building remained standing in the village. Schools, churches, the island clinic, the Provincial Office and the new airport terminal were all in ruins. Three people in the village had died and many others were injured. Everyone was crying. Yumi was asked to go with the injured people to hospital in Honiara. There were sad goodbyes as Yumi got on the plane for Honiara on New Year's Day.

As the plane took off Yumi looked back with sadness. She saw the people preparing to rebuild their lives. They were very brave. Years have now gone by but Yumi has never forgotten her holiday and the terrible experience of living through a cyclone.

Comprehension

Answer the questions in full sentences.

Write the answers in your exercise book. The first one has been done for you. Copy the answer into your book.

- Where did Yumi spend her holidays?
 Yumi spent her holidays in the village of Nukutonga on the eastern side of Bellona Island.
- 2. Where was Yumi from?
- 3. When did the Cyclone Nina strike the island?
- 4. Where was Yumi on the night of the cyclone?
- 5. Which household things would be good to take to a cyclone shelter? Can you give reasons for what you have chosen?
- 6. What do you think would be the first jobs to do after a cyclone has hit your area?

◆ Language Study

Here is a group of words. Some of these words are used when we talk about the weather. Others are not.

Write the weather words under the heading 'Weather Words'.

Write the rest under the heading 'Other Words'. You can use your dictionary if that is helpful.

ea	aten	drizzle	windy	humid	climate	thunderstorm	furniture
ha	azy	cloudy	rough	sea	school	overcast	rain
sp	oade	laughing	low tide	high tide	frightened	write	thunder
st	ones	hurricane	gale	sun	house	breeze	storm

Weather Words	Other Words	

Spelling

Look at these new spelling words for this week.

Learn how to say and spell them correctly.

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

must	mine
like	dust
to	lost
look	rich
make	teach

Choose five of the words from the list. Write a sentence using each word.



◆ Oral ◆ Writing

Look at the picture of the cyclone and talk about what you can see with your teacher.

Make up a short recount using the picture. Imagine you are in the picture and write your short recount.

Have you completed today's weather diary?



Unit 6: Weather and Our Daily Lives

Reading

Read the story silently by yourself. Try to understand the text as you read. Pronounce the new words and phrases. Use the dictionary to help you find their meaning.

Weather and People

New words
record, affect, layers, meteorology
climate

Phrases
weather forecast, wind speed, air pressure

Weather is part of our lives. It affects the way we dress. It also affects the type of house we live in.

Weather forecasters tell us what the weather will be like. They tell us if it is going to be warm or cold. They record temperatures, wind speed, air pressure and rainfall. They can then make a weather forecast. The study of weather is called meteorology. Weather patterns in a particular area are often called the climate for that area.

People in different parts of the world have different types of houses because they live in different climates. Some people who live in hot places need houses that are cool. They have many open windows so that the air can blow through and cool the house. Natural materials are good for building houses in hot places. They keep the houses cool. Iron sheets are often used for roofs. This is good for keeping the rain out but it can also make a house very hot. In some countries people paint their houses white to keep them cool. If people live in a cold climate they need houses that are warm. Many houses have fires or heating inside. They are built with glass windows that keep out draughts.

People who live in different climates need to wear different clothes. In hot places people need to wear clothes to keep them cool. In cold climates people need to wear many layers of clothes to keep them warm.

Weather and climate affect the way of life of people everywhere. The weather can affect where people live and what they wear.

Comprehension

Read through the passage again. Answer the questions in your exercise book. Answer in complete sentences.

- 1. Give an example of how the weather can affect our lives?
- 2. What is the word for 'the study of weather'?
- 3. What is a weather forecast?
- 4. What would a house in a cold climate be like?
- 5. What would you wear if you lived in a cold place?
- 6. Is your house built to keep you cool? Describe your house and explain how it helps to keep you cool.



Language Study

Write down words that are the opposite to these words.

1.	hot	 5.	lowest	
2.	high	 6.	easy	
3.	cool	 7.	angry	
4.	wet	8.	float	

Handwriting

Read this letter from Matexly to Mr. Storm.

Look where he puts his address. Can you see how he starts his letter? Imagine that you are Mr. Storm. Write a letter in reply to Matexly. This letter is written in joined writing. Use joined writing for your letter. Begin your reply letter with your address, the date and start with 'Dear Matexly,'.

> Dear Mr. Storm Why do you blow with all your might? Why do you make animals hide away? Why do you make the clouds ride across the sky?

🔷 Oral 🔷 Writing

Look at the pictures and describe the two types of weather. Look at the clothes the children are wearing. Why are they dressed in this way?



Winter



Summer

Unit 6: Weather and Our Daily Lives

Work with a partner. Talk with your partner about which type of weather you like best. Write down some reasons why you have chosen that type of weather.

Here is how you could start if you would like to live in a cold place.

I like the cold weather best because

- I like to wear big boots.
- I would like to own a coat with a hood.
- I think that wearing a long scarf would be excellent.
- I want to have a fire inside my house.

My Favourite Weather I love to go out on rainy days because



Reading

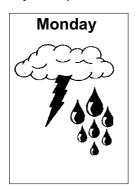
Read this information about Class Four's Weather Chart.

Class Four's Weather Chart

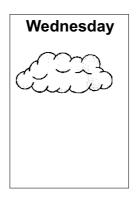
New words information, almost

Phrases each day, almost one week

Class Four pupils have been studying the weather in their science lessons. They have been learning about the sun, clouds and rain. They kept a record of what the weather was like each day for almost one week. They drew pictures of the weather each day and pasted them onto their weather chart.

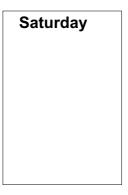












Comprehension

Write the answers to these questions in your exercise book.

- 1. Who made the weather chart?
- 2. How did they make it?
- 3. What was the weather like on Monday?
- 4. What was the weather like on Tuesday?
- 5. What was different between the weather on Wednesday and Thursday?
- 6. What do you think the weather will be like on Friday? Why?

Language Study

If there is a lot of rain one day we say it is a rainy day. 'Rainy' is made from the word 'rain' and the letter '-y'.

rain + y = **rainy**

A 'y' is added to the end of a word to make a new word.

Rewrite each of these sentences. Fill in the missing words by choosing a word from the box and adding the letter 'y'.

With the word sun you will have to add another 'n' and then add a 'y'.

1.	It was very hot and, so Lisa and Sogo went for a swim in the river.	wind
2.	On Sunday it was too to paddle a canoe across the lagoon.	rain
3.	The fisherman thought it could rain because it was very	sun
4.	The church picnic was cancelled because it was too	cloud

Spelling

Look at the spelling words for this week. Can you say them and spell them correctly?

must mine like dust to lost look rich make teach

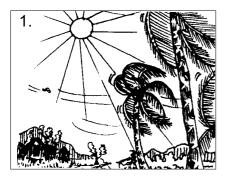
Write out the sentences. Can you fill in the spaces with words from your spelling list?

- 1. Now that Ellen is six, she go to school every day.
- 2. My family _____ to go to church on Sunday morning.
- 3. When I am sick I go the clinic.
- 4. Mother will me how to ____ a cake.
- 5. The green house is _____.
- 6. My little brother was _____ so I went to _____ for him.

Oral 🄷 Writing

Work with a partner.

Take turns to talk about what the weather is like in each of these pictures.













Make your own weather chart like the one Class Four made.

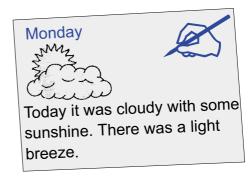
Draw a table with five squares, one for each day of the week you are at school.

Write the name of each day of the week at the top of each square.

Draw a picture of what the weather is like each day.

Write a description of the weather under each picture.

The weather diary that you have been keeping will help you with this exercise.



Reading

Read the instructions on how to make a Rain Guage by standard 4 pupils and discuss it with your teacher.

How to Make a Rain Gauge

New words

basin, funnel

Phrases

pair of scissors, same time each day rain gauge, upside down, well away

Class Four wanted to find out how much rain fell on their school field in a week. They made their own rain gauge to measure the rainfall.

How to Make a Rain Gauge

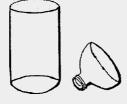
What you need

A one litre clear plastic bottle An empty basin A knife or pair of scissors Sellotape, paper and a pen Some sand A ruler

What to do

1. Carefully cut off the top of the plastic bottle.

Keep the top to make a funnel.



4. Pour some sand into the basin. Make a hole in the middle of the sand in which to stand the plastic bottle.



2. Use a ruler to draw

a 5 cm strip on the paper.

Use the ruler to mark the strip in centimetres and half centimetres.

3. Cut out the strip and sellotape it to the outside of the bottle.



5. Put the funnel upside down into the plastic bottle.

Stand the bottle up in the basin of sand.

6. Find a safe place for your rain gauge, well away from trees and buildings. Measure the amount of rain that you have collected in your rain gauge each day.

Unit 6: Weather and Our Daily Lives

Comprehension

Use the instructions above to make your own rain gauge. You might work in small groups. Place the rain gauge out in the open and record the level of rainfall each day over the next few weeks.

Handwriting

Copy the handwriting into your exercise book. It has been written in joined-up writing. Write as evenly and as neatly as you can.

The wind is like a wolf howling in the moonlight.

Ripping off leaves from the trees causing them to fly over the mountains.

The wind is like a butterfly fluttering in and out of trees. Stepping lightly on the flowers to fold its wings to sleep.

◆ Oral ◆ Writing

Read how Class Four made their rain gauge again.

The title lets you know exactly what the text wants you to do.

The materials needed are listed clearly at the beginning of the text.

Look at how the instructions are written step by step, with the illustrations to show the procedure.

Now write your own instructions of how to make or do something.

Use one of the suggestions from the list below.

How to sharpen a pencil How to make a cup of tea How to clean a fish

How to husk a coconut
How to plant some seeds
How to make coconut cream

Language Study

Look at the sentences below. They are long and difficult to follow because each one has several different instructions.

Rewrite each one in your exercise book to make two or three shorter sentences.

Remember to start each sentence with a capital letter and end it with a full stop. The first one has been done for you.

- 1. Cut the top off a plastic bottle carefully and then turn it over to make a funnel. Carefully cut the top off a plastic bottle. Turn it over to make a funnel.
- 2. Fill a bucket with clean water and then carry it carefully back to the house.
- 3. Follow the bush track to the beach and turn right towards the river mouth and then you will see the canoe shed behind the mangroves.
- 4. First wash the rice and then put it in the pot with the water and boil it for 10 15 minutes until the water has dried up.
- 5. Make sure you have your ticket and passport before going to the airport because you will have to present your ticket to the airline desk and show your passport to the immigration officer.

Reading

Read about how Class Four made a Wind Speed Meter.

Wind Speed Meter

New words

carefully, fix, nail, stick, spin

Phrases

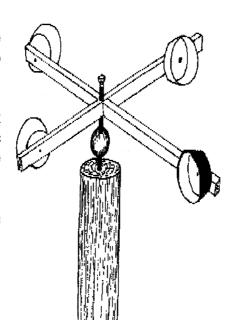
plastic bead, plastic margarine tubs, wind speed meter

Wind Speed Meter

Carefully cut and glue two pieces of wood to make a cross.

Use drawing pins to fix the four plastic margarine tubs to the ends of the cross.

Nail the wind meter to a stick.



Make sure the hole in the middle of the cross is bigger than the nail. This will let the cross spin.

You could use a seed or a plastic bead on the nail so that the meter can spin more easily in the wind.

Colour one margarine tub to help you count the number of spins.

Count how many turns the wind meter makes in one minute

Use the wind meter in the open so that there are no trees or houses in the way.

Class Four recorded the wind speed each day. They took their reading at the same time each day. This is what they found out.

Number of Turns in One Minute 2.00 pm.				
Monday	Tuesday	Wednesday	Thursday	Friday
36	38	2	10	23

Comprehension

Look at how Class Four made their wind meter. Read the table to learn about the wind in their area.

Write a paragraph explaining the wind patterns in Class Four's area during the week.



Language Study

In English, some words sound the same but they have different spellings and different meanings. For example,

meter and metre.

Make a list of any you can think of.

teach

Complete these sentences using the correct word from the box.

ı	meter, metre	red, read	to, two, too	there, their, they're	wood, would
2. 3. 4.	Class Four to "Can I come" "Put the Wir	found that the to the marke nd Speed Met	story to Class Four eir class door measu et," asked l ter over," a together an	Mary.	
4	Spelling	9			
	must	mine			
	like	dust			
	to	lost			
	look	rich			

Carefully read through the passage. Rewrite the passage correcting any spelling mistakes that you find. Underline the words that you have changed.

After the cyclone everyone came to lok at the village. All the houses were destroyed. Our property was all loosed and there was dost and rubble everywhere.

◆ Oral ◆ Writing

make

Think of something you have made, such as a paddle, a mat, a dancing stick, a toy or a game.

Try to remember what you used and how you made it. Take turns to explain to the class what you did.

Look at the diagram of how Class Four made their wind meter. Look at how the writing tells you what to do.

[&]quot;I want everyone to help two mek a shelter for tonight. Luk for timber to use", said the chief.

[&]quot;I will teech you how to build it laik we used two do before"

Unit 6: Weather and Our Daily Lives

Draw your own diagram showing how to make something, such as:

a paddle,

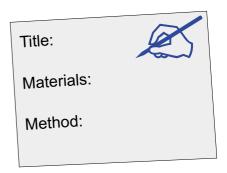
a mat,

a dancing stick,

a toy or

a game.

Write out a set of instructions. Work with a partner. Show your diagram and your instructions to your partner. Can your partner follow your instructions? Are they clear?



Remember when writing instructions or a procedural text always include:

- a title;
- materials needed; and
- steps to complete the task.

Unit 7: Farmers and Fishermen

Reading - A Fishing Hobby

Read 'A Fishing Hobby' in the Reader. Read it quietly to yourself.

Can you find the new words and phrases in the text?

Use a dictionary to find the meaning of any words you do not understand.

What do you think about this story?

Is it funny or sad? Do you believe it?

Is there someone like Bin in your village or town?

Your teacher will put you into small groups. You will read the story aloud to each other.

Language Study

Look at these examples.

1. A man who goes fishing is a fisherman.

A fisherman is the name of someone who fishes.

Fisherman is a noun.

2. A person who drives is a driver.

Driver is a noun. It's a naming word.

What do we call someone who does the following?

1. works	2. dances	3. sings	4. sails
5. teaches	6. hunts	7. writes	8. runs

Comprehension

Read the story again. Answer the questions below.

Answer them using a complete sentence.

- 1. How long are the fish that are sometimes caught?
- 2. How many fish has Bin caught?
- 3. What did Bin's wife want him to do?
- 4. Why do you think Bin did not help his wife in the garden?
- 5. Why do you think Bin went fishing every day?

Spelling

These are your spelling words for this week. Copy them into your exercise book.

my sky
new try
off net
only fish
their line

Work with a partner.

Use Look, Cover, Remember, Write, Check to help you to learn to spell the words. Remember your teacher will check how many words you can spell at the end of the week.

Find the Word

Can you find the answers using a word from the spelling list?

1.	Something that is not old
2.	Something you use to catch fish
3.	To make an attempt
4.	Belonging to them
5.	You can see birds clouds and the sun here.

◆ Oral ◆ Writing

Acting the Scenes

Your teacher will put you into groups.

You are going to act out the scenes from 'A Fishing Hobby'.

Make a list of all the characters. Choose who will play each character. Your teacher will help you to plan your play.

There will be two scenes.

One scene will take place at Bin's house.

The other scene will take place when Bin is out at sea.

Talk about what each character will say. Practise the scenes with your group.

When you are ready, present your group's play to the rest of the class.

Watch the plays that the other groups have prepared.

Something Strange

Write a story about someone from your village who caught something strange when out fishing.

There are some questions below to help you think of some ideas.

Where did it happen?
Who was there?
When did this happen?
What happened?
Was it funny?
Was it strange?
Was it good? Was it bad?
Did something happen to cause a problem?
Was there an accident?

How did it end? Happily? Unexpectedly?

A Surprise Catch	5
One day, three young boys went out fishing in their father's canoe	

Write a first draft and show it to another pupil. Edit and proofread your work. Check for spelling, punctuation, grammar and style errors.

Now write a final copy of the narrative you have written. You could draw a picture to go with your writing.

Your teacher will give you some more time to do this activity. Good writing takes time.

Unit 7: Farmers and Fishermen

Reading

Read the text about the dream. Find the new words in the reading. Use a dictionary to find the meaning of words you do not understand.

A Dream

New words enormous, ranch, impossible, possible

Phrases when I grow up, horse ranch

This is a true story. A thirteen-year old American boy, called Monty, once wrote a composition for homework. The title of the composition was 'What I Want to Be and Do When I Grow Up'.

The boy had a dream. He wanted to own a horse ranch. He wrote seven pages about the horse ranch of his dreams. He drew diagrams of the enormous 2,000 hectare ranch he had in his imagination and he drew plans for a large house that had a floor area of 400 square metres. He worked for hours. The next day he gave it to his teacher. Two days later his teacher gave it back to him. At the top of the first page there was a large red **F** and a note that said, 'See me after class'.

After class Monty went to see his teacher and asked, "Why did I get an **F** for my work?"

The teacher said, "Well Monty, you have written about an impossible dream. You have no money. You need a lot of money to own a horse ranch. You need to buy the land. You need to buy the animals. You need to buy the materials to build a house. You need to buy lots of things. How will you ever find all that money? It's not possible. You can't do it. This dream you have written about could never happen. Write another composition. Think again about something that you could do when you grow up. I will then give you a better mark!"

The boy went home and thought for a long time about what the teacher had said. Finally, after a week, he gave the same composition back to his teacher. He hadn't made any changes at all. Well, just one. At the bottom of the first page he had written, 'I will keep the 'F' and I will keep my dream'.

Years later, Monty told his story to a friend. He told the story in the living-room of his enormous 400 square metre house in the middle of his 2,000 hectare horse ranch. Over the fireplace hung the framed composition he had written all those years ago. Underneath there was a plaque which said 'Follow your dreams..... Don't let anyone steal them'.

Comprehension

Read the text again. Do you think the teacher was right? Has anything like this ever happened to you? Now answer the questions below in your exercise book.

- 1. What do you think the **F** stood for?
- 2. What was the teacher's message to Monty?
- 3. What did the teacher expect the pupils to write about?
- 4. Why do you think Monty did not write another composition?
- 5. How do you think Monty's dream came true?

Language Study

All the verbs below are in today's text. In the text they are all in the past tense. 'He/she' has been put in front of each verb to make this exercise easier for you.

Can you find all the verbs in the text? Think about the present tense. Can you change the verbs so that they are in the present tense?

Copy and complete the table. The first one has been done for you. You will see that there is often more than one correct answer.

Past	Present	Past	Present
1. He wrote	He is writing	7. He wanted	
	He writes	8. She called	
2. She gave		9. He went	
3. He made		10. She said	
4. She thought		11. He drew	
5. He worked		12. She had	
6. She told			

Handwriting

Read this short poem called 'Dreams'. It is written out in joined-up handwriting. Copy it into your exercise book. Concentrate on writing the poem as neatly as you can.

Dreams

As the moon unwinds its silver threads, And sleepy children climb in bed, Sweet dreams are stirring in the air:

They come and go

Do you know where?

by Anon.



Your teacher will put you into groups.

The text today was about Monty's dream. His dream was something that he wished for very much.

Sometimes we use the word dream to mean something that we imagine when we are asleep at night.

Sometimes we can remember a dream in the morning. Have you ever had a dream? Talk about this in your group.

In your group talk about a dream you have had.

What was it about? Did it seem real? Can you remember any colours in it? Who was in your dream? Was it funny or sad?

Choose one pupil to report back to the whole class and tell them about some of the dreams you have talked about.

My Dream

What I want to do when I grow up
After I leave school my dream is to

Like Monty write a descriptive text called 'What I Want to Be and Do When I Grow Up'.

You could draw drawings like Monty to go with your text. You could begin like this.

Draft your work first. Work with a partner to improve the writing. Give it to your teacher to read. Discuss the text with your teacher or a partner.

Redraft the text. Write out a final copy. Remember to proofread your writing.

Something Strange

Remember to finish off your writing from yesterday. You also have a picture to draw.

Reading

Read the text. It is about gardens. Can you find all new words in the reading? You could use a dictionary to find the meaning of words you do not understand.

Gardens

New wordsPhrasescrops, burnt, cuttings, harvestedmost common, shifting cultivation,weeded, wateringa good piece of

Do you have a garden? Do you sometimes work in your garden? Most people in Solomon Islands have gardens. This is where they grow most of the food for their family. They choose a good piece of land and clear it. Sometimes they have to cut down trees and large bushes and dig out all the roots.

Often all the plants that have been cleared are burnt. The land is then dug and crops are planted. The most common crops grown are sweet potato, taro, cassava and yam. In some places these crops are mixed with other crops like banana, pawpaw and pineapple. Most of these crops are grown from cuttings or suckers. Pawpaw is usually grown from seed. The way in which people plant food crops is different from one island to another.

While the crops are growing they have to be looked after. Sometimes the gardens need to be weeded so that the plants can grow well. If there is not much rain the plants might need watering. This is important when the plants are just starting to grow. When the plants are fully grown they are harvested. After all the crops from a garden are harvested the garden is often left to rest and a new garden is made in a different place. This is called 'shifting cultivation'. Shifting means moving and cultivation means to grow things.

Comprehension

Re-read the text and find the main points. There are many facts in this text. Write down the main points that are made in the text.

As a class you will collect these responses together with your teacher. This will be a summary of the important information given in the text.

Answer the questions below in your exercise book. Answer the questions with complete sentences.

- 1. Why do people have gardens in Solomon Islands?
- 2. How is a new garden made?
- 3. What are the most common crops that are grown?
- 4. Why do you think a garden is left to rest?
- 5. Do you have a garden? What does your family grow?

Language Study

Present Tense

Copy and complete this activity in your exercise book. Use the correct form of the verb in the brackets to change each sentence into the present tense. There may be more than one correct answer.

For example.
The boy home. (go) The boy is going home. Or The boy goes home.
 The girls the garden. (dig) The grade four students the seeds they have planted. (water) The old man the pile of weeds. (burn) Mary the soil. (rake) The women taro and yam in the new garden. (grow)
◆ Spelling
my new off only their sky try net line fish
Choose a word from the spelling list above to complete these sentences. Write out the sentences in your exercise book.
 There was one person in the class who passed the test. The old house was burnt down, so I have to build a one. The is dark. I think it will rain. To catch you can either use a or a I have to harder with my homework this term.
Now work with a partner. Use Look, Cover, Remember, Write, Check to go through the spelling words. Can you spell them all? Can your partner spell all the words correctly too?

◆ Oral ◆ Writing

My Garden

Work with a partner. Imagine you are given a piece of land to make into a garden.

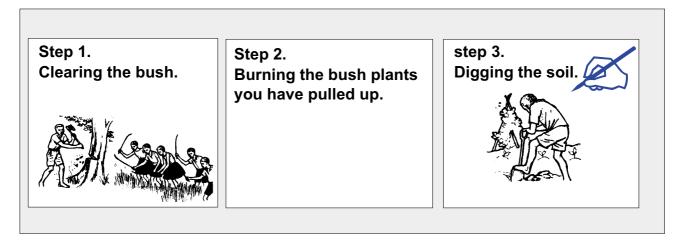
Think about how you would get it ready.

Think about what you would grow and how you would plant it.

Talk about this with your partner. Plan a garden together.

Garden Picture Strip

Make your plan by drawing pictures to show the different steps to make your garden. Start with clearing the land.



Write sentences under each picture. Make sure there are no errors. Your teacher will put your picture strips on the wall for everyone to see.



Reading

Read the text below. Look for any difficult words that are used in the text. Look at the new words and phrases at the top of the passage. Try reading the text to yourself. Do you understand what it is about? Can you read all the words?

Food from the Land

New words gathered, hunted, meat

Phrases hard way of life

Long ago, people did not know how to grow food crops and keep animals to use for food. These people were food gatherers. They walked over the land gathering food to eat. They gathered fruits, seeds, leaves and roots from the bush. They hunted animals such as wild pigs and birds for meat. They also caught fish from the sea, rivers, lakes and lagoons.

This was a very hard way of life. It was often hard to find enough plants which had seeds and fruits or roots that were good to eat. It was also difficult to hunt for wild animals.

Because people had to look for their food, they had to keep moving from one place to another. Food gatherers needed to have a large area of land to use for finding plants for food as well as for hunting.

After many years, people started to learn how to grow their own food crops in gardens. People started to dig the land to grow crops like rice, taro, yam, cassava and vegetables. Then later, they learned how to keep animals and care for them. People learnt how to keep pigs, goats, chickens, ducks, and cattle for meat. Chickens and ducks were kept for eggs too.

Everyone must have food to live, and most of the food that people eat comes from the land. Plants and animals, which people eat depend on the land. Nowadays people have gardens and farms to grow plants and raise animals.

Comprehension

Answer each of the following questions with a complete sentence.

- 1. Where does most of the food we eat come from?
- 2. Why were people long ago called 'food gatherers'?
- 3. Why did these people keep moving from one place to another?
- 4. What kind of animals did people learn to keep?
- 5. Make a list of animals that are kept for food where you live.

Language Study

Arrange the following words according to the group that they belong to.

cassava

yam

beef

chicken

pawpaw glass

passionfruit

timber tomato grass crocodile steel

pork

mud crab bull

beans

coral peas

The first one has been done for you.

plant	animal	man made
cassava		

Handwriting

To Market, To Market.

To market, to market, to buy a fat pig, Home again, home again, jiggety-jig. To market, to market, to buy a fat hog, Home again, home again jiggety-jog. To market, to market, to buy a fruit bun, Home again, home again market is done.

When you have finished, look at your work and look at this copy again. How could you improve your writing?

🔷 Oral



Writing

Lost in the Bush

Your teacher will put you into a small group.

Imagine you are with your group and you are lost in the bush. You have to find some food to eat.

What would you do?

Do you know any plants that you could look for?

Would you look for seeds or fruit or roots?

What about animals?

Would you know how to catch them?

What would you need?

If you did collect some food would you

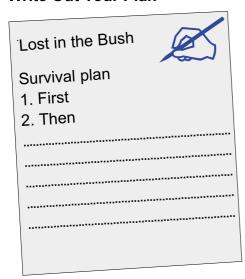
cook it?

How would you make a fire?

Talk about all these things in your group. Come up with a plan of things that you would do. You will be asked to tell the rest of the class about your plan.

Unit 7: Farmers and Fishermen

Write Out Your Plan



After you have heard from all of the groups make a plan for yourself. You will have had some good ideas in your group. You might use some ideas from other groups too.

Draft out a plan of how you would find food in the bush. Show your draft to another pupil.

Work together to improve each of your drafts. When you have edited your writing, write out a final copy.

Reading

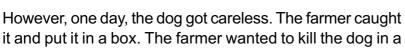
Read these two stories aloud. Your teacher will read them to you too. The two stories are nearly the same. See if you can spot the differences.

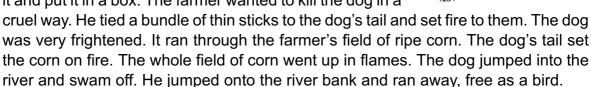
The Farmer and the Dog

New words sack, straw, sticks, caught, cruel Phrases free as a bird

Story A

There was once a farmer who had a big farm near a wood. A dog lived in the wood. Every night the dog would creep out of its hiding place and steal one of the farmer's hens because it was hungry. This went on for two years. The farmer had tried to catch the dog many times but had not managed to catch him.







A farmer had a small farm near a stream. He had lots of hens on his farm as well as cows and pigs. There was a dog that lived nearby. Every night it came into the farm and stole a hen. The farmer tried to shoot the dog but his gun was old and the farmer was a poor shot anyway.



One day, as the dog was running away with another hen, he got stuck on some barbed wire. The farmer saw the dog there and quickly caught it and put it in a sack. The farmer's son was kind. He wanted to save the dog but the farmer wanted to kill it. The farmer tied some straw to the dog's tail and set the straw on fire. The dog escaped and ran into the farmer's cornfield. The field caught fire, and so did the farmer's barn. The dog escaped with only a burnt tail!



Comprehension

Which Story?

Read the two stories again. Look at the table.

Can you remember in which story these things happened? It may have been in both stories or in only one of the stories. It may not have been in the stories at all.

There are two columns. One has 'Story A' at the top. The other has 'Story B' at the top. In each column put a tick or a cross; a tick means it did happen in the story while a cross means it did not happen in the story. The first one has been done for you.

The two stories are nearly the same but not quite!	√ means 'true'lt o	did happen.
In which story did you read this?	X means 'false'lt did not happen.	
	Story A	Story B
	V	Χ
1. The farmer had a big farm.		
2. The dog lived near the farm.		
3. The farmer kept hens.		
4. The farmer kept pigs.		
5. The farmer put the dog in a box.		
6. The farmer tied the dog to a tree.		
7. The farmer's son tried to save the dog.		
8. The farmer tied some twigs to the dog's tail.		
9. The farmer shot the dog.		
10. The dog jumped into the river.		
11. The cornfield was burnt.		
12. The dog got away safely at the end.		

Language Study

Writing Questions

Look at this sentence.

The farmer tried to catch the dog many times.

You can make this sentence the answer to many different questions. For example,

How many times did the farmer try to catch the dog?

Who tried to catch the dog many times?

What animal did the farmer try to catch many times?

What did the farmer try to do to the dog many times?

Write a question for each sentence. The first one has been done for you.

Ί.	The dog stole because it was nungry.	Question: why did the dog steal?
2.	The field of corn was set alight.	
3.	The old farmer was a poor shot.	
4.	The farmer put the dog in a box.	
5.	The dog jumped into the river.	

Spelling

Look at these words. They are your spelling words for this week but the letters have been mixed up. Can you work out what each word is?

Write them out in this order in your exercise book.

 1. ysk
 3. fof
 5. reith
 7. lyon
 9. enw

 2. rty
 4. ym
 6. elin
 8. shif
 10. ent

Your teacher will check how many words you can spell from your list. Have you been learning them every day? How many will you spell correctly?

◆ Oral ◆ Writing

Our Problem

Story A and B today told of how a farmer tried to solve a problem but made a bigger problem. He tried to get rid of the dog, but his field of corn was burnt in the process. Work in a small group. Think about what you think is a big problem either in your school or in your community.

In your group, make a list of the reasons for the problem. Talk about how to solve the problem without making a bigger problem like the farmers in the stories. Your teacher will ask each group to tell the rest of the class about your problem and how you think it could be solved.

My Problem

Write a paragraph about a problem that you have. Write why you think the problem is there and how it could be solved.

You should be able to think of many different problems, but there are some examples listed below.

- Homework every night that takes you a long time to finish.
- Not being chosen to be in a team to play games at school.
- Older brothers or sisters who always tell you what to do.

You could start your paragraph like this.

One of the most annoying problems that I have is

	My Problem
	Problem
'	
•	

Draft your work first. Work with a partner to check through your draft.

Redraft your work. Proofread the text. Look at the spelling, grammar, punctuation and style of the writing. When you are pleased with your work, write out the final copy.



Reading

Read this text silently and discuss it with your teacher. Use the dictionary to help you find the meaning of the new words and phrases

Moon, Tides and Weather

New words quarter, represent, occur, tides, predict

Phrases the phases of the moon.

If you look at the moon you will see that it does not always look the same. Sometimes the moon is full and sometimes it doesn't look as if it is there at all.

The phases of the moon affect the tides and the weather. Fishermen and women have known about this for a long time. By looking at the phase of the moon and the tide they know when it is the best time to go fishing. They know when the tides are right to fish for tuna and kingfish as well as other kinds of fish.

Women in Solomon Islands use their knowledge about similar things to predict the best times to gather shellfish and other sea animals from their local areas as well.

The **tides** move in 6 hour cycles. In a 24 hour period there will be a high, a low, a high and then a low tide again, all about 6 hours apart. Different types of fish move around the sea depending on the tide, the moon and the time of day or night.



Twice a month the tide reaches its highest point. This happens around the time of the new moon and full moon. These times are generally thought to be the best times to catch fish.

The lowest tide of the month happens when the moon is in the first and last quarter. Low tides are generally regarded as the worst time to go fishing.



Fishermen and women in Solomon Islands have used their knowledge of the moon's phases to know the best times to fish for particular fish for many years.

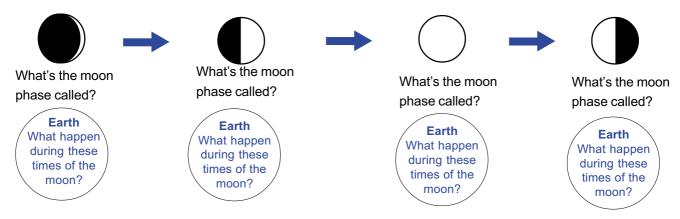
They also use knowledge about things such as water temperature and colour, the presence of baitfish and other food items, clouds, bird activity, ocean current speed and direction to predict good fishing times.

This calender shows how long it takes the moon to change and what happens during these times.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	New moon 2	3	4	5
6	7	8	€ First quarter moon	10	11	12
13	14	15	OFulmon 16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Comprehension

Here is a sketch showing the different phases of the moon.



Using the information from the text and the calender.

- 1. label each phase of the moon;
- 2. Write whether it is a high or low tide;
- 3. Is this a good time for fishing or not?

Include any local knowledge, words and information that you or your class knows about, and that are used in your local area to help with fishing and gathering sea life.

For example:

movement of fish; movement of current; the weather conditions.



Language Study

Copy and complete each sentence in your exercise book.

Put in the correct word from the list of words in the box.

Some of the spaces could have more than one correct answer.

		when	what	which	who	where
1.	Tł	ne fishermer	n went	out at low tide	e caught a	lot of fish.
2.	Tł	ne fishermer	n knew	to go fishing.		
3.		is the na	me of that fis	h?		
4.		is	the best fish	to catch?		
5.		is	the best plac	e to catch tun	a?	

Spelling

Your spelling words for this week are listed below. Can you read them all? Do you know how to say them correctly? Copy the words into your exercise book.

no gold now fold old moon or sun them stars

Work with a partner.

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

Try to practise them each day. Remember your teacher will check how many you can spell correctly at the end of the week.

Write some sentences

Choose three of the words from the list. Write a sentence using each of these words. Read your sentence to your partner. Is it a complete sentence? Does it begin with a capital letter and end with a full stop?

◆ Oral ◆ Writing

Weather Stories

Your teacher will put you into a group. Talk about weather stories that people from your community talk about. Here are some of them.

- People from some islands believe that during the first three months of the year fish in the
 ocean are not very big because there is not much food for them. They think this is to do
 with the weather.
- Some fishermen believe they can catch more fish when it is raining.
- Some fishermen think they can catch bigger fish just before a storm.
- Some fishermen believe that the best catches will be had at sunrise or sunset.
- Some people will not dig their gardens after heavy rain. They say it spoils the soil.

Talk with your group about weather stories you know that are about fishing or gardening. Tell the whole class what your group has been talking about.

Unit 7: Farmers and Fishermen

Old Stories and Beliefs

Write a paragraph about some of the traditional beliefs about fishing or gardening on your island, in your village or in your local area. If you do not know of any, you will need to talk to older people in your community.

For example:

 On some islands it is believed that a child must not follow his or her father when he is going out to fish because it will bring him bad luck. Custom Beliefs about Fishing

Draft your work first. When you have finished, let someone in your group read it through. Work with them to check your work. When you have improved it, write out a final copy.

These stories are important. They have worked for communities for many years. They always have a purpose. Can you think of what the purpose behind some of the stories might be?

Reading

Read the passage below. Can you find the new words and phrases in the passage? Use a dictionary to find the meaning of any words you do not understand. Can you use some of the new words in sentences of your own?

Farming and the Weather

New words hot, cold, strong, heavy, rainy, wet get the best out of, need to know

To grow good garden crops farmers in Solomon Islands need to know how the weather affects their gardens. Farmers need to know about weather patterns. They need to know when the rainy season will come and when the dry season will start. Rainfall, hot and cold temperatures and strong winds can all affect gardens.

Although there is a rainy season in Solomon Islands, the weather at any time of the year can change very quickly. Sometimes even on the same day there can be hours of hot clear weather suddenly changing to heavy rain.

Farmers have to know which crops to plant in the rainy season. Cabbage and cassava are examples of crops that are good to plant during the wet season. The rain will help them to grow faster. They will grow well and there will be a good harvest. There are other crops that like a wet start too.

Farming in Solomon Islands has been practised for thousands of years. Many of the ways that things are done have not changed. The traditional farming ways are still used. Farmers believe that all the food crops have different planting seasons. For example some farmers believe that the best season to plant potatoes is between the months of June and November. Planting a potato garden at the beginning of the year will give a very low harvest. This traditional belief has been passed down to farmers today, and is based on knowledge of the local area.

By using traditional beliefs as well as learning more about the weather, farmers are able to get the best out of their gardens.

Comprehension

Your teacher will ask you which crops are growing in your garden. Your class can build up a list on the blackboard. How many different kinds of fruit and vegetables do you grow?

Read the passage again on your own and answer these questions in your exercise book.

- 1. Which food crops are good to plant in the rainy season?
- 2. What does 'traditional' mean?
- 3. When is the best season to plant a potato garden?
- 4. What do you think strong winds would do to your garden?
- 5. Why do you think farmers need to know more about the weather?

Unit 7: Farmers and Fishermen

Language Study

Question Tags

Add question tags to make these sentences into questions.

There are three ways of answering the question.

Write them out and then write an answer. You can choose to answer yes or no.

The first two have been done for you.

1. He isn't very good at history, is he?

No, he isn't. No, he is not. Yes, he is.

2.	She is learning English, isn't she?				
	Yes, she is. No, she isn't. No, she is not.				
3.	Margie is planting tomatoes,?				
4.	You won't do it,?				
5.	Henry has got two dogs,?				
6.	My mother will help me. ?				

Handwriting

Can you read and understand this poem? It is written out in joined-up handwriting. Look at the spaces between each word. Look at the size of the letters. Copy it into your exercise book. MOOO.

A new moon, skipping across the sky, Dropped its reflection in a dark pool,

"Is that really me,
So thin and pale?
And hiding behind a friendly cloud."

by Bettina Cummins

Oral Writing

Weather Forecasts

Work in a small group. Talk in your group about how people in your village or on your island forecast the weather. Here are some ways that you might have heard about.

- Tomorrow will be a sunny day because the dogs are lazy and sleepy.
- It will be a sunny day tomorrow because the wind direction has changed.
- Pink sky in the evening means fine weather tomorrow morning.
- A hazy mist around the moon means it is going to rain.
- Wispy white clouds in the morning mean there will be wind in the afternoon.



Forecast The Weather

Write a paragraph about what the weather is like today. Write about how the day started.

Is it hot?
Is it windy?
Is it raining?
Look at the sky. Are there clouds in the sky?
If there are, what kind of clouds are they?

Write about what you think the weather will be like later today, tonight and tomorrow morning. Forecast the weather. Give reasons for what you write. Tomorrow you will read this through again and see if you were correct in your forecast.



Your teacher will help you to build up a word bank of weather words on the blackboard before you start writing.

Draft your work first. Check through your draft. Check for spelling, punctuation and grammar errors. When you have improved the writing, write out a final copy.

Reading

Read the passage below. Can you find the new words in the passage?

Different Ways of Farming

New words Phrases slope, steps, steep, ditches, canals, drain washed away

If there is very heavy rain, soil can get washed away. This can happen wherever the land is sloping. To save the soil, farmers can build a series of land steps down the slopes. These steps are called terraces. The farmers plant their crops on the flat part of each step.

In countries where there is very heavy rain this way of farming is used a lot to try to stop the soil from being washed away.

India is a country that has a lot of rain. It is one of the countries that have a season of very heavy rain called the 'monsoon' season. The country also has steep and sloping land which must



be farmed to produce food. India has a large number of people living there.

The farmers must grow a lot of food crops to feed everyone. Farmers have learnt to build terraces to save their soil. Farmers also dig ditches and canals to drain away the rainwater. Some farmers in Solomon Islands also farm in this way.

Comprehension

Read each question. There are 4 answers. Read them all carefully. There could be more than one right answer. Choose the best answer.

- 1. What is farming called when it is done on a series of steps of land down a hill?
 - a) Rice farming.
- c) Terrace farming.
- b) Step farming.
- d) Monsoon farming.
- 2. What usually happens to the soil during very heavy rain?
 - a) The soil becomes sticky.
- c) The soil can be washed away.
- b) The ground is not muddy.
- d) The soil is good to grow crops in.
- 3. Why do farmers dig ditches and canals in areas where it rains a lot?
 - a) They stop the wind blowing.
- c) They keep the garden wet.
- b) They drain away the rainwater.
- d) They can plant crops in them.

Language Study

Here are some sentences. The speech marks are missing. Can you write out the sentences and put in the speech marks? The first one has been done for you.

- I am going to my garden, said the old man.
 "I am going to my garden," said the old man.
- 2. Help me to dig this ditch, the man shouted.
- 3. I am going to bed now because I am very tired, said the farmer.
- 4. What's the weather like this morning? asked the teacher.
- 5. David said, I think it will rain again this afternoon.
- 6. Water the seedlings, said grandmother, and weed around them too.
- 7. Are you going to the concert? asked Marie. It certainly should be a good night.

Spelling

Look at these words. Six of this week's spelling words are hidden in them. Find the rest of the hidden spelling words in the words below.

Write the words below into your exercise book and underline the spelling word that you have found. The first one has been done for you.

1. <u>no</u> tice	2.	themselves	3.	shore
4.know	5.	soldier	6.	golden

Alphabetical Order

Work with a partner. Look at these two lists of your spelling words. Put them in alphabetical order. Check your answers with your partner.

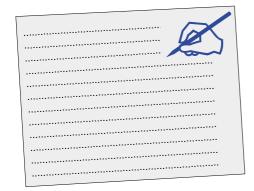
List 1.	stars	moon	old	no	them
List 2.	sun	now	gold	fold	or

◆ Oral ◆ Writing

Forecast the Weather

Read the paragraph that you wrote yesterday. You wrote what you thought the weather would be like yesterday afternoon, last night and this morning.

You forecasted what the weather would be like. Were your predictions correct?



Write a few sentences about your weather forecast. Write about the weather today.

Compare your forecast with the actual weather.

Cyclone Warning Work with a partner.

Plan a warning notice for a cyclone that is coming towards your island.

This notice will be pinned up in all the public places in and around the villages.

It should say when the cyclone is expected to hit the island.

It should give a time and a date.

This information is from a weather forecast given out by the Weather Station in Honiara.

Your notice should tell people: What to do to get ready.

What do they need to do to be safe? How can they prepare their house and their garden?

Your teacher will talk about the notice with you. You need to plan to make it 'eye catching'. How can you do that? Think about these things when planning your warning notice:

- · few words;
- clear information;
- · clear instructions;
- large letters;
- · decorated (colours if you have them) and bold.

Draft your notice first. When you have a correct draft, begin to produce your notice on paper. Your teacher will put up your notices on the classroom wall for display.



Unit 7: Farmers and Fishermen

Reading

Read the passage. Look at the new words and phrases. Use a dictionary to find the meaning of the words you do not understand.

Kaitii's Garden

New words

Phrases

path, less, more

well looked after, outboard motor

There was once a hard-working man named Kaitii. Everyday he worked in his garden. However hard he worked he could still not grow enough food for his family. His plants never grew very well. Any fruit he grew was always very small. If he grew root crops he was always disappointed when he dug them up. Other people in his village always seemed to grow better crops than he did.

Kaitii asked himself, "Why do these people spend less time in their gardens than me and still grow more than enough food for their families?"

Eventually he thought of a plan.

"I must visit other people's gardens to see how they grow their crops," he said to himself.

So one day he went to see his friend Sio. He asked Sio if he could come and see his garden. As they walked along the bush path, he asked Sio a lot of questions. He asked Sio what he planted and how he looked after his plants. Sio told Kaitii all about his garden as they were walking along the bush path.

When they reached Sio's garden, Kaitii could see that all the plants were very healthy. Kaitii noticed that the garden was very open. There were no trees to block the sunlight. There were also no weeds in the garden. Sio's garden was very well looked after.

Kaitii thanked Sio for showing him his garden.

"I think you have helped me to see where I was going wrong," said Kaitii. "You have given me some very good ideas."

When Kaitii got back to his garden he started straight away to clear away all the trees. He planted more plants and every day he weeded and watered his garden. After three months, when some of his crops were ready to harvest, Kaitii could not believe how much fruit and how many vegetables he had grown. He had plenty of food to feed his family and there was some left over.

He had grown so much more than he had ever grown before, so he sold his extra fruit and vegetables at the market. A year later, he had saved enough money to buy an outboard motor for his family. Kaitii was very pleased with himself, but he always remembered that it was his friend Sio who had helped him.

Comprehension

Garden Sketches

Draw a picture of a garden. It should be a garden in which all the plants grow well. Label your drawing to show that you understand the features of a good garden.

Questions

Read the passage again. Answer the questions below in your exercise book.

- 1. Why did Kaitii decide to visit Sio's garden?
- 2. How did Sio help Kaitii?
- 3. What did Kaitii do with the extra food he grew?
- 4. How could Kaitii buy an outboard motor at the end of the year?
- 5. Can you think of other tips to help Kaitii in his garden?

Language Study

Missing Letters

Look at these sentences. Some of the words are actually two words put together and have some letters missing. These words are called contractions.

An apostrophe is put in place of the missing letter or letters.

For example:

I am becomes I'm

Write out the sentences and put an apostrophe in the correct place.

Then find out which letter or letters are missing and write out the sentence again putting in the missing letter(s). The first one is done for you.

1. Its a sunny day.

It's a sunny day.

It is a sunny day.

- 2. Shes going to water the garden every morning.
- 3. Whos coming to market with us?
- 4. Theyve picked all the mangoes from the tree.
- 5. Whats your favourite fruit?
- 6. Hes coming hunting with us tomorrow.

Handwriting

Read the sentences below. They are from the end of the text for today. They have been written out in joined-up handwriting. Copy them into your exercise book neatly using joined-up writing.

Kaitii sold his extra fruit and vegetables at the market. A year later, he bought an outboard motor for his family.

Unit 7: Farmers and Fishermen

◆ Oral ◆ Writing

Work with a partner. Carry on with your drawings that you started in today's comprehension activity. Talk about the drawing with your partner and help each other to label your work.

Talk about different ways of looking after a garden.

Talk about different plants.

Talk about those that need shade and those that do not need shade.

Talk about different plants that are good to grow together.

Talk about plants that will grow where it is very wet and plants that will grow well in dry soil.

Share your knowledge of gardening with each other.



One day I was working in my garden. I was weeding around the vegetables. Suddenly I saw a bright green frog sitting under a big cabbage leaf. It looked at me and then started to talk.

"You have just spoilt my house!" the frog said crossly.

١	I was so surprised t	hat
١		

A Story Starter

Here is a story starter. Copy it down and plan a story. Draft your story first and then work with your partner to improve it.

What do you think might happen next?
Is this the start of an exciting adventure?
What do you think your family would say if you said you

had met a talking frog? Would they believe you?

Write a first draft of a story that begins in this way. Share it with your teacher, or with a partner. Discuss how the story could be improved. Edit your story.

Now proofread the story as you write out a final copy.

Unit 7: Farmers and Fishermen

Reading

Read the story silently by yourself.

Discuss the new words and phrases with your teacher. Use the dictionary to help you find the meaning of the new words.

Fishing on a Hot Day

New words early, cloud, fine, sunny

Phrases started to set

One evening, Taki decided that he would get up early the next morning and go fishing. He got everything ready before he went to sleep. When he woke up it was a fine sunny morning. There wasn't a cloud in the sky. It was fine and still. Taki thought he would go out a long way in his canoe. He thought that he would catch more fish away from the shore. Taki fished all day and he did catch a lot of fish far out at sea. He was enjoying himself so much that he went on fishing until the sun started to set. He decided it was time to go back home. He picked up his paddle and started paddling back to the shore.

Taki felt very happy. He knew his mother was going to be pleased with him. He had caught so many fish. As he was getting closer to the shore, he called to his sister.



"Look at all these fish I have caught!" he shouted.

His sister helped him to pull his canoe on to the beach. She got a basket and they put all the fish in it. Taki took the fish home. Taki was right. His mother was very happy to have so many fish to cook for the family. She took all the fish and went to clean them in the nearby stream. She washed the fish first and then she started to cut them open to clean them. As she cut open the first fish there was a very strong, bad smell. She checked all the fish. They had all gone bad. She had to throw them all away.

That evening Taki was very sad. After fishing all day there were no fish to eat. His father told him that the next time he went out fishing on a hot sunny day, he must only go out for a short time. He must come back quickly after catching his fish before they go bad. Taki had learnt a lesson.

On a hot day it is better not to go too far out to sea. It takes a long time to come back home!

Unit 7: Farmers and Fishermen

Comprehension

Write down as many words as you can think of to say how you might feel on a very hot day. Here are some examples to start your list.

tired sweaty lazy

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

- 1. What time of day did Taki go fishing?
- 2. How did his mother know the fish had gone bad?
- 3. Do you think the fish would have gone bad on a rainy day?
- 4. What lesson had Taki learnt?
- 5. How do you think Taki felt in the evening?

Language Study

Many and Much

Write out these sentences. Put many or much in the space to complete each sentence correctly.

- 1. How _____ people are going on the fishing trip?
- 2. How _____ does a large fish cost at the market?
- 3. How _____ buckets of water do you need to water your garden?
- 4. How _____ water is in the tank?
- 5. How _____ fish are in your basket?

Spelling

Read the sentences. Can you choose the right word from the box to fill the spaces? The first letter and the number of spaces will help you. All the words are from your spelling list for this week.

from moon or them stars old

- 1. It was a cloudy night and we could not see the **m** _ _ **n** _ any **s** _ _ _ _.
- 2. We bought some banana suckers \mathbf{f} _ _ _ the \mathbf{o} _ _ man.
- 3. We planted **t** _ _ _ near the village fence.

How many words can you spell from this week's spelling list? Have you been trying to learn them every day? How many can you spell correctly?



◆ Oral ◆ Writing

Riddles

Work with a partner. Read these riddles. Can you work out the answers?

Riddle 1.

You can feel me but you can't see me.

You only see me coming when the leaves and branches of a tree are moving. What am I?

Riddle 2.

I am hot and can be colourful. If you put things on me they can get hot. I can help you in your garden and give you light at night. What am I?

Riddle 3.

You can see me but can't touch me. You only see me when there is a rain and sunshine at the same time. I am very colourful. What am I?

Here is a list of words that you have used in this unit. Choose two of these words. Can you work with your partner to write a riddle for each word?

storm	moon	rain	stars	dream	banana
pig	dog	coconut	canoe	sea	garden
island	river	paddle	hunter	fish	yam
frog	bush	knife			

Try out your riddles on the rest of the class. Can they guess the answers?

A Story Starter

This is the story activity that you started yesterday. Finish your story about the talking frog. Have you given your story a title? Remember to draw a picture to go with your story too.

ii V t	One day I was working In my garden. I was weeding around The vegetables. Suddenly I saw a bright green frog sitting under a big cabbage leaf. It looked at me and then started to talk.	
	"You have just spoilt my house!" the frog said crossly.	19
	I was so surprised that	
	1	

4. Did you eat _____ this morning? 5. Nuts are good to eat as a _____.

Reading - Healthy Food for School Children

The first text in the Reader for this unit is an information report. Look at the new words and phrases. Your teacher will help you. Discuss the meaning of these new words. Read 'Healthy Food for School Children' by Ellen Wairiu with your teacher and your class.

Comprehension		
Read the sentences below, then re-rea in the reader to help you complete the	· •	ormation
1. Healthy food is food that is good for the	he	
2. The three main food groups are	, body and protective	food.
3. Young people need a lot of	food because their bodies are s	till growing.
4. Fish, eggs, and are e	excellent body building foods for children	
5. Potato chips, lollies, cordial and chew	ring gum are sometimes called	food.
◆ Language Study		
Making Words		
How many words can you make using	the letters from these words?	
protective afternoon	sandwiches	
For example:		
-	sket, sat, fast, rat, tear, fat, task, ask, tab	o. stab
Meaning of Words Match the word to the correct meaning The first one is done for you.		ook.
Word	Meaning	
breakfast-	food eaten between meals	
children	a meal eaten in the morning	
snack	young people	
excellent	a sweet food	
sugar	very good	
Now you can decide which word from	the table to put in these sentences.	
1. I like to put in my tea.		
2. The played after school.		
3. The teacher said my writing was	:	

Spelling

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

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

Copy the list of words into your exercise book.

went growing then energy what healthy this snack where junk

Proofreading

Read these sentences and find the list word that is spelt incorrectly. Write the sentences in your exercise book with the correct spelling. Underline the word you have changed.

- 1. Children need good food to stay helthy.
- 2. Body building food is good for grewing bodies.
- 3. When children take money to school, they sometimes buy jank food.
- 4. Whot sort of fruit are you eating?
- 5. Eating breakfast gives us lots of energie for school.

Oral Writing

Planning Meals

In groups of three or four, talk about what foods you could choose to make a balanced meal.

Look at the food group chart in your Reader to find foods from each food group. Take turns to tell what foods you would choose for one meal.

One person can write your meals on a chart.

Your teacher will ask you to present your chart to the class.

Food Group	Breakfast	Lunch	Dinner
Energy Foods			
Body Building Foods			
Protective Foods			

Now write a short letter to a friend in a nearby school telling the friend what a balanced diet should be like. Here is an example.

Reef Islands Temotu Province

7 March 2003

Dear Jane,

I am learning about healthy foods at school. Did you know that a balanced diet helps us to learn and to grow up to be clever and healthy? School children should remember to eat foods from each of the three food groups every day.

Here are some ideas for balanced meals. I hope you like them.

Breakfast: cereal, eggs and a mango

Lunch: a sandwich, some nuts, a banana and a fruit drink

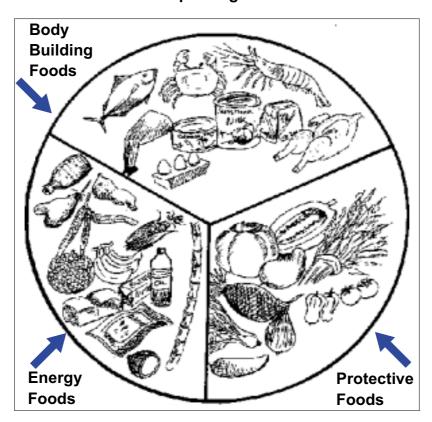
Dinner: fish, potato, cabbage and rice

Your friend,

David.

Reading

Read the information in 'Healthy Food for School Children' again. Then look at the 'Three Food Groups' diagram below.



Comprehension

Use the diagram to help you answer the questions. Write your answers in sentences. The first one has been done for you.

- To which food group do fish and crab belong?
 Answer: Fish and crab belong to the body building group.
- 2. To which food group do pawpaw and tomatoes belong?
- 3. To which food group do taro and breadfruit belong?
- 4. Name three foods that are protective foods.
- 5. Name three foods that belong to the energy food group.
- 6. What types of food would you like to eat for an evening meal? Why?

Language Study

Your teacher will organise you into groups in order to prepare some word banks that will be helpful as you read and write about nutrition over the next few weeks.

Spelling

growing healthy junk energy snack

Look at your spelling words above. Use them to answer each question.

- 1. Which word is the opposite of sick?
- 2. Which word means a small amount of food?
- 3. Which word means getting bigger?
- 4. Which word means rubbish?
- 5. Which word is the name of one of the three food groups?

🔷 Oral 🔷 Writing

Memory Game

In groups of three or four play the 'Memory Game'.

One child starts by telling others his or her sentence.

"I went to the market and bought a parcel of cabbage."

For example:

"I went to the market and bought a parcel of The next child continues. cabbage."

"I went to the market and bought a parcel of cabbage and a fish."



The game continues until someone in the group can't remember what to say.

Writing a Description

Select your favourite food from one of the food groups and write two or three sentences that describe it. Draw a picture of the food too.

For example:

Pawpaws are a protective food. They help to protect us from sickness and keep us healthy all the time. Pawpaws are orange and are shaped like footballs. When you cut them open, there are small black seeds inside.

Pawpaws taste sweet and juicy.

Use joined-up writing in your description. Remember to make your writing neat and tidy.

Reading

Below is a table showing the different types of food that four children ate in one day. Read the text silently by yourself and discuss it with your class and your teacher.

Meal Diary

New wordsPhrasestown, fried, coast, mince,milked taro, fish in coconut creamparcelbaked potato

Mary, John, David, and Phillip live in different places. Mary lives in town. John lives in the middle of the bush. David lives on the coast and Philip's village is just near the river. They eat many different types of food. The table below shows what each child ate on one particular day.

Name	Breakfast	Lunch	Dinner
John	2 cooked taro	2 cooked taro	1 piece pork with fern
	1 plate milked taro	1 baked potato	1 piece of potato
Mary	1 cup of tea with milk	fish and chips	1 plate of mince
	3 buns with butter	1 green coconut	beans with rice
David	1 fruit juice	1 plate of rice	3 potatoes
	1 plate of rice	1 ripe banana	fish in coconut cream
Phillip	2 fried fish	plate of boiled	1 plate of rice
	3 potatoes	cabbage with rice	tinned fish
	1 parcel of eel fish		1 piece of pineapple

◆ Comprehension

Use the information from the text to answer the questions below.

- 1. Did anyone eat a balanced meal for breakfast?
- 2. What food did Mary eat for lunch?
- 3. What did Phillip eat for dinner?
- 4. Who ate a piece of pork and fern for dinner?
- 5. What did Mary have for breakfast?
- 6. From which food groups did David select food for dinner?
- 7. Which of the four children had a balanced diet for dinner?

Language Study

Writing Sentences

Read through the text 'Healthy Food for School Children' again.

Select five different types of food from the three food groups and use them in a sentence.

For example:

I ate two ripe <u>bananas</u> for breakfast before I came to school. My friend collected some beans from the garden.



Underline the words you select from the text in each sentence.

Word Group

One, two, three, four and five are all numbers. Draw this table in your exercise book. Find three words from the list below that fit into each group or category.

David	coast	breakfast	three
dinner	Mary	Phillip	town
one	lunch	two	bush

People's Names	Places	Meals	Numbers

Spelling

Rhyming Words

Rhyming words end with the same sound.

One word in each of these groups does not belong.

Say the words and then write the word that doesn't rhyme.

The first one has been done for you.

1.	lunch, punch, dance, crunch	dance
2.	fried, hill, tried, cried	
3.	crown, down, pool, town	
4.	call, small, baked, fall	
5.	bank, drunk, junk, trunk	
6.	food, snack, black, track	

Oral Writing

Village Health Talk

Your teacher may have organised for a Clinic Nurse to visit your class. Before the Clinic Nurse comes to speak with you, make up some questions to ask him / her. Listen carefully during the talk and be ready to ask questions at the end. Use English language when asking and answering questions.

Weekly Meal Plan

Can you plan a 'Daily Balanced Diet Chart' like the one below for your family? Copy this table into your exercise book.

Write down what your family could eat for breakfast, lunch and dinner and snacks each day.

Have you put in foods from all of the food groups at every meal?

Try not to put the same meal more than three times.

Day	Breakfast	Lunch	Dinner	Snacks
Sunday				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				

Unit 8: Nutrition

Reading

Read the poem below about Healthy Food.

Healthy Food

New Words

Phrases

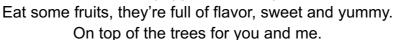
delicious, leafy

full of flavour, sweet and yummy, full of spice



Healthy food healthy children. Every day we need healthy food. Always eat the leafy greens. Lots of cabbage, lots of beans.

Ripe tomatoes, watery and juicy. Hot chilli peppers, full of spice.



Remember meat, fish, and shells are good for you.

Potatoes, rice, yams and cassava are delicious to serve.

Healthy food, for a healthy body is what we need.

Comprehension

True or False

Write 'True' if the sentence is correct and 'False' if the sentence is wrong. Use the text in the poem to help you.

1.	We don't need healthy food for a healthy body.
2.	In the poem 'spice' means hot
3.	Children don't need healthy food every day
4.	The poet thinks yams are delicious
5.	The poet thinks children should eat junk food.

Matching Food Descriptions

6. Meat, fish and shells are not good for you. _

Copy the lists below into your exercise book. Match the best description for each food. Use the poem you have just read to help you.

delicious to serve	chilli peppers
hot and full of spice	potatoes, rice, yams and cassava
ripe, watery and juicy	cabbage and beans
full of flavor, sweet and yummy	ripe tomatoes
leafy and green	fruits

Language Study

Using a Dictionary

Use the dictionary to help you understand what these words mean. Write a dictionary meaning for each of the words in your exercise book and discuss them with your teacher.

- flavour
- · delicious
- spice

Write sentences using each word. An example has been done for you.

For example:

Mother adds curry powder to the soup to improve the flavour.

Spelling

Words within words

Some words have small words within them. Can you find the small words inside these spelling words? The first one has been done for you.

what hat at a when this where growing

Handwriting

A Funny Poem

Use joined-up writing. Copy the poem about 'Sleeping Sardines' into your exercise book. Use all the letter joins that you have learned.

This poem is about a person who is tired of eating baked beans and decides to eat some sardines. Do you know what sardines are? Have you ever eaten sardines? Read this funny poem aloud to a friend.

Sleeping Sardines
"I'm tired of eating just beans;" say I,
So I opened a can of sardines.
But they started to squeak,
"Hey, we're trying to sleep.
We were snuggled up tight.
Till you let in the light.
You big silly sap.let us finish our nap.
So close up the lid!"
So that's what I did...
Will somebody please pass the beans?
By Shel Silvestein

Responding to Poetry

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

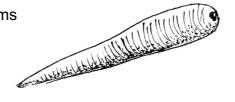
Did you like this poem? Tell your friends why or why not.
Do you ever get tired of eating one type of food? What is it?
Can you read the poem using a squeaky voice for the sardines?
Did the poet eat any sardines? Why not?
Why did the poet call this poem 'Sleeping Sardines"?
Can you think of another title for this poem?
Have you read any other humorous poems?

◆ Oral ◆ Writing

Writing an Acrostic Poem

This type of poem is called an acrostic poem. Read this acrostic poem about carrots.

Yummy, yummy, yellow yams Are my favourite food. Mash them, munch them Soft and sweet and good.



Now choose your favourite fruit or vegetable and write the word down the page in capital letters. Then write a few words about the fruit or vegetable on each line.

The first word on each line must start with the letter you have written.

After you have shown your poem to your teacher, you should write it on a piece of paper to put on the wall. Draw a picture too.

Mighty, mighty melon
E
L
O
N

Reading

Look at the new words and phrases. Your teacher will help you. Discuss the meaning of these new words. Use a dictionary to find out the meanings of new words if you need to. Read the information text about Supsup Gardens with your teacher.

Supsup Gardens

New Words
urban, useful
Supsup gardens, bush kitchen, field gardens, local foods

Food grown in gardens is good food for work, play and growth. In villages and urban areas, people grow local foods. In some towns and cities of Solomon Islands, people make small gardens around their houses. Some gardens may be beside the bush kitchen or behind the living house. These gardens provide fresh food for families.

These kinds of gardens are called 'supsup gardens'. Supsup gardens are different from field gardens. In supsup gardens you will find vegetables like tomatoes, shallots, chinese cabbage, slippery cabbage, pawpaw, peanuts, and beans. In field gardens people plant food crops like potatoes, cassava, taro, banana, pineapple and sugarcane.

Supsup gardens near houses are useful because families can pick fresh vegetables to go with their fish or soup meat whenever they need them. This makes a balanced meal. People don't have to go to the market every day to buy the vegetables. Supsup gardens can save time and money.



Comprehension

Answer these questions in your exercise book. Write your answers in sentences.

- 1. What are four plants that might be found in a field garden?
- 2. What are four plants that are often planted in a supsup garden?
- 3. Why do people make small gardens around their houses?
- 4. Why is it good to have a supsup garden?

Language Study

Use the words or phrases below to complete the sentences. Rewrite the sentences in your exercise book.

	balanced meal	vegetables	field gardens	bush kitchen	supsup gardens	
1.	A hut made of sa	ago palm leaves	where food can	be cooked is ca	alled a	
2.	Fish, cabbage ar	nd potatoes mal	ke up a	· · · · · · · · · · · · · · · · · · ·		
3.	Beans, shallots,	pepper, and tor	natoes are all		.	
4.	Big gardens mad	de in the fields o	or the mountains	are called		
5.	Small gardens of	f vegetables ard	ound the house a	re called		

Unit 8: Nutrition

Handwriting

Supsup gardens give people vegetables to add to their meals. Read this short poem about chopping vegetables to make soup. This poem is fun to say aloud because the 'ch' sound is repeated. Can you learn to say this poem without looking at the words?



Chop, chop, choppity-chop.

Cut off the bottom

and cut off the top.

What there's left we will

put in the pot.

Chop, chop, choppity-chop.





Description of a Garden

In a small group, talk about a supsup garden or a field garden that you have seen at home or near the place where you live. Describe the garden to your friends.

My mother's supsup garden is just beside our house. It has some tomatoes and cabbages

The field garden I saw is near the river. There are lots of vegetables in it.



Now write a short paragraph in your exercise book to describe the supsup garden or the field garden. Here are some ideas to help you write your first draft.

What type of garden have you seen? Is the garden around your house or far away? What vegetables are planted in the garden? How often do the people work in the garden? My Mother's Garden

My mother has just planted a new garden on the steep hill near the stream.....

Reading

Look at the new words and phrases. Your teacher will help you. Discuss the meaning of these new words. Use a dictionary to find out the meanings of new words if you need to. Practise pronouncing the words and use some of them in sentences. Now read the narrative about 'The Kabili Family' with your teacher.

Comprehension

Answer the following questions. Write the answers in your exercise book.

- 1. Why was Ansah very sick?
- 2. Why do you think the nurse gave the food group chart to Mr. Kabili?
- 3. What are two questions that you think the nurse might have asked Mr. Kabili?
- 4. Why were the other children taller and bigger than Ansi and Ansah?

Language Study

Verb Tenses

Change the underlined verbs to present tense, as you copy the sentences into your exercise book. Here is an example.

Mrs Kabili cooked the brown rice.

Mrs Kabili is cooking the brown rice.

- 1. The friendly nurse gave a helpful chart to Mr. Kabili.
- 2. Ansah's father <u>pulled</u> his big canoe into the dark canoe shed.
- 3. Mrs Kabili boiled some plum potatoes in an old pot.
- 4. Father <u>carried</u> Ansah to a tree and <u>fed</u> him cold rice.
- 5. Ansie and Ansah loved eating juicy mangoes.
- 6. The healthy children <u>played</u> happily on the white, sandy beach.

Spelling

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

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

Copy the list of words into your exercise book.

were juicy
there tall
when body
two fall
which tasty

Word Patterns

Look at the spelling words again. Ca you find two that end in -all? Many English words end with these letters. Here are some more:

all ball call hall small stall wall

Say the words ending in -y aloud to your partner. Do they sound similar?



Copy these clues into your exercise book and write a matching 'all' word beside each clue.

You can play with it Little To land on the ground A large building Yell Very high Something built of bricks





Oral Writing

Role Play

These were the main events in 'The Kabili's Family'. Each event is one scene in a role-play.

- 1. Ansah became sick.
- 2. Mr and Mrs Kabili fed Ansah rice to try to help him get better.
- 3. Ansah illness grew worse and his parents were worried.
- 4. The Kabilis decided to take Ansah to the clinic.
- 5. Mr Kabili took his son in a canoe to the clinic.
- 6. The nurse explained what was wrong with Ansah.
- 7. The Kabilis decided to always make balanced meals for their children.

In a small group, try to think of what each of the characters would say in each scene. Here is an example for Scene 1:

I am still in bed, Mother.

Hurry up, Ansah. You will be late Ansie: Mrs Kabili:

for school.

Mother, I feel sick. Ansah:

Get out of bed and see if you feel better.

Mrs Kabili:

I feel too sick to get up. Ansah:

Write some dialogue for each scene.

Take turns pretending to be the different characters.

Practise the role-play then take turns to present your play in front of the class.

Poetry

This Food Chant is fun to say out loud. Can you keep the beat on your knees as you say it?

The Food Chant

Guavas on a tree, Guavas on a tree, Pick them off, Eat them up, Guavas on a tree.



Water from the tap, Water from the tap, Fill a cup, Drink it down, Water from the tap.



Potatoes in the ground, Potatoes in the ground, Dig them up, Wash them off, Potatoes in the ground.

Sausage in a pan, Sausage in a pan, Sizzle, sizzle, Sizzle, sizzle, Sausage in a pan.



Food in your tummy Food in your tummy, Lick your lips. Mmmm, mmmm, mmmm, Yum, yum, yummy!



Can you follow the pattern in the chant and make up your own verse? You could start with one of these ideas or make up your own:

- Kumara in the pot;
- Bananas on a tree;
- Fish on a dish.

Write your new verse in your exercise book. Say it for your friends.

Proofreading and Editing / Art

In this activity, you are going to proofread and edit the description of a supsup garden or field garden that you wrote last week. Follow these steps:

- Reread your draft. Does it make sense? If not, make it make sense.
- Circle any words that look wrong. Check the spelling in word lists or the dictionary.
- Check punctuation. Have you used capital letters and full stops?
- Look for ways to improve your draft. Can you change any sentences to make them sound better?

Now rewrite your description with the changes you have made. Draw a picture to illustrate the garden and label the items in the picture. Give it to other pupils to read.

Reading

The text below is about older people. Read the text with your teacher. Use the dictionary to find the meaning of new words and phrases.

A Proper Diet

New words Phrases

gentle, decreases stiff joints, elderly people, regular exercise

less active

As men and women grow older, the food that they need changes. As the body grows older it needs less energy food, but much more body building and protective food. Elderly people are less active than younger people so they need to eat less energy food if they are to stay healthy and not put on weight. Extra energy food is stored in the body as fat.

Older people should eat fewer foods like butter, margarine or cooking oil, sweet foods (like cakes and biscuits), and starchy foods (like rice, bread, and root crops). As people grow older their bones can be more easily broken. For this they need to eat plenty of fish, shellfish and seafood and dark green leaves. As a person grows older his or her strength decreases.

Gentle exercise can also help keep the bones strong. Some elderly people may have stiff joints and find it difficult to move about. It is important for them to try and do some simple arm and leg movements or go for a slow walk each day to help them keep strong and healthy.

Regular exercise helps to keep our bodies healthy and fit. As people grow older they lose muscles and gain more fat.

Comprehension

Choose the correct words to complete the sentences. Use the information in the report to help you.

- 1. Elderly people need to eat (no, less, more) energy food if they are to stay healthy.
- 2. As people grow older, the food they need (changes, does not change, stays the same).
- 3. (Babies, Older girls, Older people) should eat fewer foods like butter and margarine.
- 4. As people grow older their bones can be more easily (fixed, healed, broken).
- 5. As people grow older, they lose muscles and (lose, give, gain) more fat.

Language Study

Copy the following sentences in your exercise book and put in the right punctuation marks (capital letters, commas, and full stops).

- 1. erima is an elderly woman who lives with her son henry on fera island
- 2. she loves to eat fried food and drink very sweet tea
- 3. ella is a ten year old girl who lives with her parents in honiara
- 4. she loves eating ice-cream at the panatina shopping centre

- 5. last week the prime minister gave bags of fruit to the elderly people in the hospital
- 6. the people were happy to eat the delicious fruits
- 7. the m.v. tomoko will be leaving this evening for gizo town
- 8. older people should eat fewer sweet foods like cakes and biscuits

Handwriting

Copy this poem into your exercise book. It is about the healthy food you might find in your lunch box. Remember to use joined-up writing.

Lunch Basket
Lunch Basket
What's for Lunch?
Motu potato
and cucumber to crunch.
Rice and baked fish
a banana to munch.
A bite,
and A BITE
and A BITE



Now I'm heavy and my lunch basket's light.

Can you say the poem aloud? Why do you think some of the words are written in capital letters? Would you say those words softly or loudly?

◆ Oral ◆ Writing

In small groups, talk about how the types of food that people need changes as they grow older. These are some of the things you can talk about.

- Are the things we like to eat always good for us?
- Why shouldn't babies have only milk and mashed fruit?
- Why don't older people need as much energy food as their children?
- Who does the most exercise in your house? Babies? Children? Parents? Grandparents?
- What types of food would you prepare for an elderly person's meals? Why?

Write a list of foods that would make up a balanced diet for one day. Your teacher will tell your group whether to write a list for a baby, child, a young adult or an elderly person.

Remember to list enough food for three meals and some healthy snacks, too. Write your list on a large piece of paper and present your group's list to your class.

Tell why you chose the foods on the list.

A Balanced Diet
Cassava
Cabbage
Fresh fish

Reading

The text below is about Baby Sione. Read the text with your teacher. Try to read the new words and phrases. Use the dictionary to find the meaning of new words and phrases.

Taking Care of Baby Sione

New words grandmother, bowl, prepared favourite, awoke, puzzled

Phrases a big bowl of mashed bananas

When a new baby arrived in Alisi's house, everyone was very excited and very busy. Alisi's grandmother asked if she would take care of her little brother who was only one year old.

Alisi was very proud to be asked to take care of Sione. Every morning before school, she washed him and changed his nappy. She fed him some soft, mashed bananas. Bananas were her favourite food and they were soft and easy to chew, so she thought they would be best for her little brother, too. Sione liked the bananas. He ate them and drank some fresh, cool water from a clean coconut shell cup that Alisi had given him.

Alisi rushed home from school every day to take care of Sione. He was always hungry, so she fixed him lots of his favourite bananas to eat. Then they played until Sione got sleepy and took a nap. Alisi would do her homework while Sione slept. This gave her time to prepare his food in the evening. When he awoke, Alisi always had a big bowl of mashed bananas ready for him to eat.

After a few weeks, Sione started to get sick. He did not feel like playing and started to get sores around his mouth and on his arms and legs. His hair did not look shiny any more. Alisi was worried. No one in the family seemed to notice because they were busy looking after Alisi's new baby sister and her aunt's new baby, too.

Alisi decided she must talk to her grandmother. She told her grandmother she was worried that something was wrong with baby Sione. She explained that she had been taking good care of him. She always washed him and changed his nappies. Alisi gave her brother fresh, clean water to drink and food to eat every day.

Alisi's grandmother was puzzled. She knew that the family had plenty of good food to feed Sione. Every day she cooked taro, fish, sweet potatoes and vegetables. They always had fresh fruit from their Supsup garden, too.

Alisi looked at her grandmother. "I feed bananas to Sione but not all those other things," she said. "Should he be eating all those other foods? Babies need soft foods, don't they?"

"Yes, they do," said grandmother. "These foods must be mashed up before a baby can eat them. But babies need many different kinds of foods, just like older children and adults."

Unit 8: Nutrition

So, grandmother and Alisi took baby Sione to the clinic. They asked the nurse if Sione could be sick because he hadn't been eating enough different foods. The nurse was pleased they had brought Sione to the clinic and agreed that he needed to eat fish and meat and lots of fresh fruits and vegetables. Alisi was sorry that she had not known what to feed baby Sione. After that day she prepared lots of different kinds of foods for him to eat. Sione soon got well and became a very happy and healthy little boy.

Comprehension

Look at the sentence beginnings and choose the correct ending. Write the completed sentences in your exercise book.

1.	Grandmother asked Alisi	took baby Sione to the clinic.
2.	Alisi loved	fish and lots of fruits and vegetables.
3.	Baby Sione needed to eat	playing with her baby brother.
4.	No one in the family	to take care of her baby brother.
5.	Grandmother and Alisi	seemed to notice Sione was unwell.

◆ Language Study

Look at these questions and answers. Take turns asking and answering the questions with a friend.

Question	Answer	
Babies need soft foods, don't they?	Yes, they do.	No, they don't.
She likes mangoes, doesn't she?	Yes, she does.	No, she doesn't.
You're tired, aren't you?	Yes, I am.	No, I am not.

Now copy these questions into your exercise book and complete the answers.

1.	Grandmother asked Alisi to look after the baby, didn't she?	Yes,
2.	Alisi fed the baby Sione with fish, didn't she?	No,
3.	Little babies need soft foods, don't they?	Yes,
4.		No,
5.	The team will be playing their game tomorrow, won't they?	Yes,

Sno	Hipe
Spe	IIInq

Have you ever heard this counting rhyme?

One potato, two potatoes, three potatoes, four, Five potatoes, six potatoes, seven potatoes, more.

The plural form of potato is potatoes. To make some words that end in 'o' plural, we must
add 'es'. Copy these words and write the plural forms beside them.

potato	<u>potatoes</u>	tomato	avocado	<u> </u>
volcano		hero	dingo	

◆ Oral ◆ Writing

What is your opinion?

In small groups, discuss this statement: 'School children should not take care of small babies'...

Can you think of reasons why school children should take care of small babies? Can you think of reasons why they should not?

One person in each group will write down your points or reasons on a sheet of paper. Some of your points might look like this:

Why school children should take care of small babies	Why school children should not take care of small babies
School children can help at home by looking after babies when their parents are busy	School children might not know what to do if a baby is sick School children won't have time to do their homework.

After the discussion you must decide if you agree or disagree with this statement.

Now write two or three sentences that explain your point of view. Remember that people will have different points of view.



Proofreading and Editing

In this activity, you are going to continue to proofread and edit writing activities. Your teacher will tell you which drafts to work on.

Follow these steps:

- Reread your draft. Does it make sense? If not, make it make sense.
- Circle any words that look wrong. Check the spelling in word lists or the dictionary.
- · Check punctuation. Have you used capital letters and full stops?
- Look for ways to improve your draft. Can you change any sentences to make them sound better?

Reading

This food pyramid was made to help people to choose foods for healthy eating. It tells us which foods we should eat the most and the least. Look at the pyramid and then read the text beside it. Discuss it with your teacher.

The Healthy Diet Pyramid

New words

flavour, illnesses, cereals

New words

diary products, extra energy

Eat Least

We need to eat a little fat in our meals. It provides us with extra energy and gives flavour. There is a lot of sugar in biscuits, cakes, and cordials. Eating too much of these foods is not good for our bodies and can lead to illnesses.

Level Four

Salt, Sugar

Level Three

Butter, Oil, Fats, Margarine

Eat Regularly

Milk and dairy products make our teeth, bones and muscles strong and give us energy. Other foods in this level help our muscles grow, prevent illnesses and provide energy. There are many body building foods in this group.

Level Two

Lean Meat, Fish, Poultry, Nuts, Eggs Milk

Eat Most

Cereals and bread give us energy to think and play and help our bodies to grow. Fresh fruit helps to prevent illness and helps wounds to heal. Vegetables help us to see well, to grow and to prevent illness. Our bodies need a lot of these foods.

Level One

Fruits,
Vegetables,
Beans, Root
Crops

What else do our bodies need?

People need other things as well as different types of food. To be fit and healthy, we also need water, exercise, fresh air and rest. People who live in hot climates like Solomon Islands, need to drink a lot of water.



Comprehension

Language Study

5. Which word is a number?

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

- 1. Which level foods should we eat the least? Why?
- 2. Which level foods should we eat the most? Why?
- 3. In which level would you find bananas?
- 4. Apart from food, what other four things do our bodies need to be healthy?

Copy this table into your exercise book. Complete the Food Fact Table by writing one fact about each food listed in the table.

Food Fact Table			
Food	Fact		
fats	provide us with extra energy and flavour		
fruits			
vegetables			
milk and dairy products			
cereals and breads			

Use 'much' or 'many' in each sentence. The first one has been done for you. 1. The cook put too <u>much</u> salt in the soup. 2. Remember not to put too _____ sugar in your cup of tea. 3. How _____ packets of sugar did you buy? 4. How money do you need to buy a bottle of cordial? 5. The child had too sugar in his diet. 6. Too _____ salt can cause heart disease. 7. Too _____ sweets can make your teeth go bad. 8. I didn't sell _____ coconuts today. Spelling body two tall when fall juicy which tasty Look at your spelling words. Use them to answer each question. 1. Which word is the opposite of short? 2. Which two words can be used to describe fruit? — 3. Which two words rhymes with all? 4. Which two words can be used to ask questions?

◆ Oral ◆ Writing

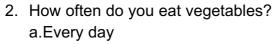
Find out about your friend's diet.

Work in pairs. One child will interview the other by asking him or her the questions below.

Only choose one answer for each question.



- 1. Do you think you have a well balanced diet?
 - a. Yes, every day
 - b.Yes, on most days
 - c. No, my diet is not well balanced



- b.A few times a week
- c. Not very often



- 3. How often do you eat meat, fish or chicken?
 - a.Every day
 - b.Once or twice a week
 - c. Not very often



- 4. How often do you eat chips, cakes, or any fried foods?
 - a. Most days
 - b.Once a week
 - c. Not at all



- 5. How many pieces of fruit do you usually eat in one day?
 - a.None
 - b.One or two
 - c. Three or more



- b. Yes a little
- c. Yes a lot



Proofreading and Editing

In this activity, you are going to continue to proofread and edit writing activities that you have not yet finished. Your teacher will tell you which drafts to work on. Follow these steps:

- Reread your draft. Does it make sense? If not, make it make sense.
- Circle any words that look wrong. Check the spelling in word lists or the dictionary.
- Check punctuation. Have you used capital letters and full stops?

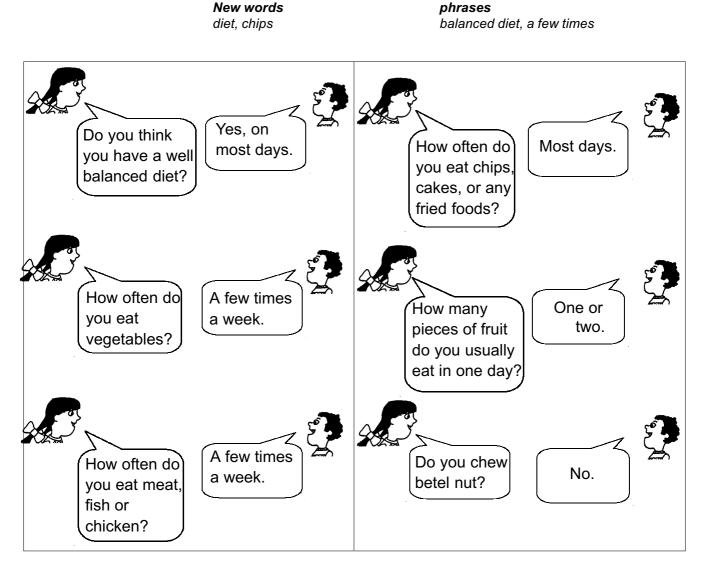
Look for ways to improve your draft. Can you change a sentence to make it sound better?



Reading

Edith and her friend, John, worked together to do the interviews about eating habits that you did in class. Read the interview that Edith conducted with John and discuss it with your teacher and class.

The Interview



Comprehension

Write the answers to these questions in your exercise book.

- 1. Does John think he has a well balanced diet?
- 2. How often does John eat meat, fish and chicken?
- 3. Do you think John likes junk food? Why? Why not?
- 4. What could be the reason that John doesn't chew betel nut?
- 5. Do you agree with John that he has a well balanced diet? Why? Why not?

Can you think of three more questions that you could ask John to find out more about his eating habits? Write your questions in your exercise book.

Unit 8: Nutrition

Language Study

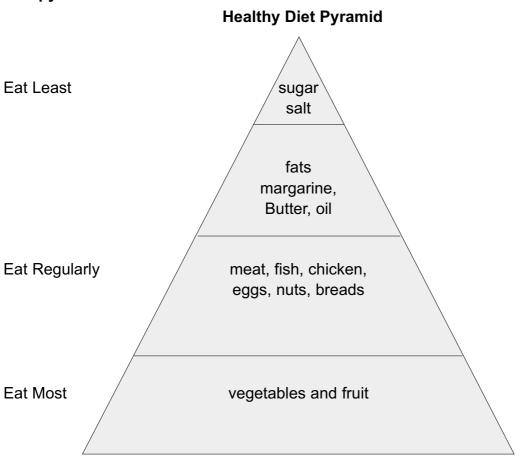
Choose the correct word to fill the spaces.

			•						
1. Many of u	s eat too _		_ sugar, s	alt and fat	ty foods.				
2. We need	€	eat a little	e fat beca	use it prov	ides nutrie	ents.			
3. Fibre in fr	uits	veg	etables he	elps to red	uce heart	disease.			
4 1	too much t	fat and n	ot getting	enough ex	xercise ca	n make p	people ov	erweigh	t.
5. Coconut v	vater is go	od for pe	eople living	g	a hot clin	nate.			
Spell	ina								
• Opon	3								
Here are thi		spelling	words.						
•			words. two	which	juicy	tall	tasty	fall	body
Here are thi	s week's there	when	two		, ,		,		body

Handwriting

Copy this healthy eating pyramid into your exercise book. Use a ruler to draw lines. Write the information next to the pyramid.

Do not use joined-up writing in this activity. We print on diagrams, maps and charts. Take care to form your letters properly. Draw pictures to show where different foods fit into the pyramid.



◆ Oral ◆ Writing

In groups, you are going to plan a village survey to find out about peoples' eating habits. Discuss how you are going to conduct the survey. Here are some ideas to help you in your plan.

- think about what you want to find out from people about what they eat, such as, when, what and how much?
- · think about the questions you will ask;
- write the questions in groups and try them out with your class.

Here is a sample survey form that might help you to set out your questions. You may use some of these questions or make up your own:

Food Survey	Name:
1. What foods do you have for breakfast?	6.
	7.
2. What foods do you eat for lunch?	8.
3. What foods do you eat for dinner?4. What snacks do you eat between meals?	9.
4. What snacks do you out a	10.
5.	

Write a paragraph about what you found out when you asked your questions to other pupils.

