Nguzu Nguzu English

Pupil's Book 4



Standard 4

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A Note to the Pupils

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

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

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

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

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

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

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

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

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

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Curriculum Development Centre Team

Franco Rodie, Director CDC
Jacob Zikuli, Senior Curriculum Development Officer
David Sokaika, PEDP Curriculum Officer
Ellen Wairiu, PEDP Curriculum Officer
Lionel Damola, PEDP Curriculum Officer
Andrew Herriot, PEDP Project Adviser
Alison Blaylock, PEDP In-service Training Adviser

Writers

Nguzu Nguzu English Teacher Writers School of Education English Department Staff

Consultant Editors, University of Queensland

Annette Woods
Ewa Czernuszewicz
Eluned Lloyd
Cindy Watson
Anna Kinnane

Funding Agencies

European Union
UK Department for International Development
New Zealand Assistance for International Development

Desk Top Publishing

Jacob Zikuli

Graphics & Artwork

Jackson Onahikeni

Contents		Page	
Foreword		1	
Acknowled	lgements	2	
Contents		3	
Unit 13	Finding Your Way Around	4 - 32	
Unit 14	Local Feasts	33 - 61	
Unit 15	Food in our Region	62 - 90	
Unit 16	Christmas	91 - 118	

Unit 13: Finding Your Way Around

Reading - Making a Living

The text in the reader for this unit is a recount. The recount, 'Making a Living' is about certain events that occurred in the life of a man called Barry. Read the recount with your teacher and the class.

Comprehension

Read the questions below. Read the story once again silently and answer the following questions. Remember to write your answers in complete sentences.

- 1. Where does Barry live?
- 2. What did Barry enjoy doing when he was young?
- 3. How did Barry travel to Honiara from his island?
- 4. Why did Barry go to Honiara?
- 5. How did Barry know Ellen?
- 6. Where did Ellen work?
- 7. What did Ellen do to help Barry find her office?
- 8. What do you think Ellen had planned for Barry?

Language Study

Here are some sentences.

Read the sentences carefully.

Use the words was or were in the blank spaces to complete each sentence.

1.	When I younger we very poor.
2.	Ellen and I had gone to school together when wechildren.
3.	I looking forward to meeting her.
4.	I hoping that someone would take an interest in my craft.
5.	In Honiara there many other craftsmen trying to sell their goods.

Spelling

Here are this week's spelling words.

ball trip
mother model
boy lively
sister friendly
mum answer

Look at the words. Try to pronounce them correctly.

Try to learn the words by using the spelling strategy –

Look, Cover, Remember, Write, Check –

as you copy the words into your exercise book.

Copy these sentences into your exercise book.

Put the correct word from the spelling list into the spaces.

1.	1. Barry liked to carve animals from	wood.
2.	2. Barry shared his house with his father and	his
3.	3. When Barry was a he went to school	with Ellen.
4.	4. "I hope to sell my carved animals," Barry _	<u> </u>
5.	5. Ellen was a very person.	
6.	6. Barny made his first to Honiara.	

◆ Oral ◆ Writing

In the recount Barry's friend, Ellen, asked him to come and visit her in her office. She promised to help him. How do you think Ellen helped Barry?

Discuss this with a partner.

Imagine that you are Barry.

Write a paragraph to recount the way in which Ellen was able to help you. Your class and teacher can discuss some ideas to help you start.

When you have finished your paragraph, read it to a friend.

Remember to check your writing for spelling, grammar and expression.

I managed to find Ellen's office and when I arrived she explained her plan

Unit 13: Finding Your Way Around

Reading

Look at the new words and phrases. Your teacher will help you.

Discuss the meaning of these new words. Try pronouncing the new words.

Try using some of the words in sentences.

Now you can read the text, 'Christina's Diary' together with your class and your teacher.

Christina's Diary

New words Phrases

Christmas, weather, booking, atlas, shopping, airport looking forward to, a list of all the things

Christina kept a diary to record the events that took place as she prepared to travel to Auki. A diary is a personal record of events, feelings or reactions. This is what Christina wrote in her diary.

Monday 4th December

Today my mum told me that we would be going to Auki for Christmas.

I was very excited and decided to write a letter to Julie, my cousin in Auki. I told her that I was looking forward to seeing her again. I will give the letter to someone on the boat tonight so she should receive my letter tomorrow.

Tuesday 5th December

This morning I made a list of all the things I need to take with me on my trip. Only three more days until we leave for Auki. I am getting more excited every day.

Wednesday 6th December

Today mother and I went to the Solomon Airlines' office to check our booking. We found our booking was confirmed for the 8th December. Our flight departs at 9 o'clock in the morning.

I have never been on a plane before. I wonder how I will feel when we are in the air? I hope I don't get too frightened. I am a little bit nervous about flying. This afternoon I went to the library to look in an atlas to find out where Auki is.

I haven't been to Auki before.

Thursday 7th December

Today mother and I went shopping. I love shopping, especially at Christmas time.

We bought presents for my auntie, uncle and my cousin Julie.

While we were out, we collected a timetable from the Solomon Airlines' office.

My mum booked a taxi for the next morning. The taxi will take us to the airport. I think I am ready for the trip.

Friday 8th December

This morning I woke up very early. I was so excited about the trip. We arrived at the airport early and boarded our plane. Our flight to Auki was fantastic. I wasn't even nervous, just excited. The best part of the flight was taking off and landing. The weather was fine and I could see many islands from where I was sitting. Some islands were big and others were very small.

When we arrived at Auki, my uncle, auntie and cousin Julie met us. Julie was really happy to see me. I know that I am going to have a wonderful Christmas here on Auki.

Unit 13: Finding Your Way Around

Comprehension

Read the text again to yourself. Read the sentences below. Find suitable words from the passage to complete each of the sentences below. Write the answers into your exercise book.

1.	Mother told Christina that they were going tofor Christmas.
2.	Christina and her mum went to the Solomon Airlines' office to the booking
3.	Christina was a little about flying.
4.	In the library Christina used an to locate Auki.
5.	Julie was Christina's
6.	Christina travelled to the airport in a
7.	Christina was going to spend in Auki.
8.	The best part of the flight was and

Language Study

Opposites (antonyms)

Write the words which are opposite in meaning to the words underlined.

Write the answers in your exercise book.

Example:

The men travelled on a <u>large</u> sailing ship.

The men travelled on a **small** sailing ship.

- 1. The plane will depart at 9am.
- 2. We arrived early in the day.
- 3. The road is very wide.
- 4. The sea was very rough.
- 5. Christina found her diary.
- 6. The flight was really boring.
- 7. I got to the airport late.
- 8. Everyone said "goodbye".
- 9. We were all hot inside the plane.
- 10. The plane was very quiet when it took off.

Words with the same meaning (synonyms)

Some words can mean the same or something similar.

Read the sentences below.

Replace the underlined words with words that have a similar meaning.

- 1. Christina bought gifts for her cousin.
- 2. There was a small baby on the plane.
- 3. Julie received a <u>large</u> present from her cousin.
- 4. There were several <u>vacant</u> seats on the plane.



Future Tense

Future tense refers to something that has not yet happened. It will take place some time later.

The sentences below are written in the past tense. Re-write each sentence so that it is in the future tense. Write the new sentences into your exercise book.

Example: I went to the garden. (past tense) I will go to the garden. (future tense)

- 1. My father went fishing in the afternoon. 4. Mother cooked Taro for dinner.
- 2. We played football after school.
- 3. The plane landed safely.

- 5. My sister studied hard to pass her final exams.
- 6. I wore my school uniform to school.

Handwriting

Read this poem. What is it describing? Copy the poem into your exercise book in your best joined-up handwriting.

Taking Off

The aeroplane taxis down the field and heads into the breeze. It lifts its wheels above the ground, it skims above the trees, it rises high and higher.
way up towards the sun, it's just a speck against the sky.
And now it's gone!

Oral Writing

Imagine you are preparing to travel to Australia for the Christmas holidays. Make a list of all the things you would need to take with you. Your teacher will ask you to read this list out loud to the class.

Think of what you would like to do on your next holiday. Imagine that you are on your holiday. Use your imagination and record the holiday events in the form of a diary. Describe events that happen over three days. Try to write one paragraph for each day. Don't forget to write using the past tense.

Set out your diary in a similar way to the way in which Christina set out her diary. When you have finished read over your work. Check the spelling, grammar and punctuation. Read your diary entries to a partner. Your teacher will ask you to read a section of your diary out loud to the rest of the class.

Reading

Study the new words and phrases. Try to pronounce the words. Use your dictionary to find the meaning of any words you don't understand. Use the words in sentences.

The following text is the words of a song. This song was sung in 1906 when Solomon Islanders were about to set sail from Queensland, to return home.

Read the song. What do you think it is about? Discuss your thoughts with a partner.

Leaving From Queensland

New words

Phrases

anchor, gale, strain, remain chains

the strongest gale, the great chains

Will your anchor hold
In the strongest gale?
Will your ship be safe
If your anchor fails?
When the strong winds blow
And the great chains strain
Will your anchor drag or fast remain?

Oxley Library, 1906

Comprehension

Read the text again silently and answer the following questions. Write the answers to these questions in your exercise book. Remember to write your answers in complete sentences.

- 1. What is an anchor used for?
- 2. In what way could an anchor fail?
- 3. What could happen to a ship in a gale?
- 4. What does it mean if an 'anchor drags'?

Language Study

Suffixes

A suffix is a word part that is added to the end of a word. It changes the meaning of the word.

For example, when the suffix 'less' is added to the word 'care' the word becomes careless and means 'without care'.

If the suffix 'ful' is added to the word 'care' it forms the word 'careful' and means 'with care'. This has the opposite meaning to the word 'careless'.



Think of other words using the suffixes, 'less' and 'ful'.

Example: restless and restful

Use the suffixes 'less' and 'ful' to make new words from the words below.

1.	use:		useful
2.	fruit:	fruitless	
3.	mind:	mindless	
4.	help:		
5.	meaning:		

Plurals

Nouns (naming words) can be singular or plural.

Nouns or naming words that refer to one thing are singular. Nouns that mean more than one are referred to as plurals.

For example: singular plural dog dogs

man men

The following sentences include nouns written in the singular form.

Rewrite each sentence so that the words become plural (more than one).

Remember that you may have to change other words in the sentences so that the sentences make sense.

For example: The boy is playing with his dog.

The boys are playing with their dogs.

- 1. The man is chasing away the pig.
- 2. The girl has arrived.
- 3. The child is eating lunch.
- 4. The bird is in the nest.

- 5. "This is my book," said the child.
- 6. The farmer is working today.
- 7. The baby has been sick.

Spelling

Word sorts

Work in small groups. Write each of the week's spelling words onto a slip of paper. Sort the words into alphabetical order. Remember that if two words begin with the same letter you will have to use the second letter to decide which order to place the words in. Check your decisions. Your teacher will check that you have placed all the words in the correct order.

Now take it in turns to sort the words into two or three groups. The other members of your group should guess what each group of words stands for.

Here is an example of the groups that you could sort the words into. There are many different ways to sort the words. Try to think of as many different ways as you can.

Group 1Group 2balltripmothermodelboysisterlivelymumanswerfriendly

Can you guess what group 1 and group 2 are?

Group one is all words with 4 letters or less. Group 2 is all words on the list with more than 4 letters.

Make sure everyone gets a turn to sort the words.

◆ Oral ◆ Writing

Discussion

In the song, 'Leaving From Queensland' the passengers are thinking about the weather. They are hoping that a gale will not damage the ship.

Can you think of a time when you had hoped for something? You may have thought, "I hope that the storm doesn't come before my canoe reaches the shore."

Maybe you had hoped you would receive a special gift.

Talk about this with your group. Compose a song or poem beginning with 'I hope......

Use the poem to express something that you hope might occur. Sing or read your song or poem to the rest of the class.

Diary Writing

Go back to the diary that you started to write yesterday.

Finish this piece of writing. Remember to check spelling, punctuation and grammar in your writing.

'I hope



Reading

Look at the new words and phrases. Discuss the meanings of the new words.

Your teacher will help you. Use a dictionary to find the meanings of the words you don't understand. Try to use some of the words in sentences.

Now read the text, 'Road Accident' together with your class and your teacher.

Road Accident

New words			Phrases
pedestrian	accident	especially	a pedestrian crossing
residential	urging		to take careful measures

A truck hit a young boy named James Pego as he tried to cross a road. Two different newspaper reports were written about the accident. Read the newspaper reports below.

Newspaper article from the 'Solomon Star'.



Solomon Star

No.1974

Friday 3rd November, 2001

\$2.50

More Road Signs Needed

Late on Thursday afternoon, a truck hit a young boy named James Pego. He had been walking across a pedestrian crossing. The accident happened in the centre of Honiara. The driver claimed that he had forgotten that this part of the road was a pedestrian crossing. The road sign indicating that the area was a pedestrian crossing had been knocked down. The sign had not been replaced.

The boy's parents are insisting that the responsible authorities replace the road signs before more accidents occur. They claim that if the authorities had replaced the road sign their son would not have been injured. A spokesperson for the family said that road signs should be continually checked and replaced when necessary.

Newspaper article from the 'Solomon Voice'.

Police Need to Work Harder

An accident occurred in Honiara yesterday afternoon. A schoolboy named James Pego was hit by a truck whilst trying to cross a busy road. He was taken to hospital with minor injuries and is expected to make a full recovery.

This accident has led to public criticism of the police. Residents of Honiara are urging the police to take more action. Members of the community believe that the police need to warn drivers to take careful measures when driving, especially in areas with many people such as those near schools and residential areas.

A little more police action is needed to prevent similar accidents.

Comprehension

Read the newspaper reports again silently. Is there any information reported in one report and not in the other?

Read through the reports again and record the information in a table similar to the example below.

Details provided in the Solomon Star	Details provided in the Solomon Voice	Information provided in both newspapers
 accident happened late on Thursday afternoon truck hit a young boy the boy hit was James Pego he had been on a pedestrian crossing the accident happened in Honiara 	 accident occurred yesterday accident occurred in Honiara the boy hit was James Pego James was a school boy James was trying to cross a busy road 	- that he had been crossing on a pedestrian crossing

Language Study

Verbs are action words.

A verb explains what someone or something does or is.

When changing verbs to past tense the letters 'ed' can be added. For example:

present tense past tense look looked

If there is a vowel before the 'y' then, 'ed' is added. The vowels are: a e i o u

For example:

present tense past tense enjoy enjoyed

If a word ends in, 'y' then the, 'y' is changed to an 'i' before adding, 'ed'.

For example:

present tense past tense try tried fry fried

Look at the words below. They are all verbs (action words). Each word is written in the present tense. Try to change each word to the past tense. Write your answers into your exercise book. Remember the rules.

present tense
spy
cry
carry
worry
dry
marry

hurry

enjoy

obey

pray

Unit 13: Finding Your Way Around

Handwriting

Copy and complete the information in this form using your neatest joined-up handwriting. Remember the letters that do not join to letters after them in words include: b, g, j, p, q, s, x, y and z. The letter z does not join to letters before it either.

SCHOOL ENROLMENT FORM	
FULL NAME	
DATE OF BIRTH// AGE SEX VILLAGE/ TOWN ISLAND GRADE ATTENDED YEAR SCHOOL	
DATE	
SIGNATURE	

◆ Oral ◆ Writing

Role play

Imagine that you were present when the accident involving James Pego occurred. Working in groups, you are to dramatise the accident scene. The characters in your presentation could include:

James Pego
The truck driver
One or two policemen
Bystanders who witnessed the accident
Another driver

After you prepare your drama, present it to the class.

Writing

In groups of 3 or 4 pupils, design some road signs.

You may wish to use symbols and pictures to show your message or warning.

Write an explanation of the purpose of your sign.

What does the sign mean? What message does it give?



Writing

You have read two newspaper reports.

Try to write your own newspaper report. You may wish to write your report about the scene shown in the photo below.



A newspaper report:

- Includes a headline.
- Tells, who, what, where, when why and sometimes how.
- · Should provide a record of the main facts.
- Tells about an event that has occurred.

Remember to edit and proof read your writing. When you have finished your report you may wish to read it out loud to the class.

Unit 13: Finding Your Way Around

Reading

Study the new words and phrases before reading the advertisement.

Try to pronounce the new words. Discuss the meanings of the new words with your teacher and your class.

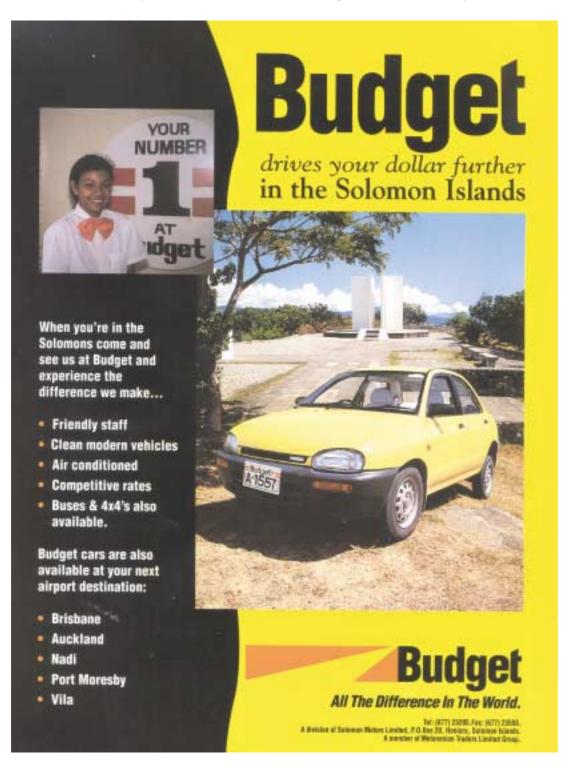
Advertisement

New words

vehicles, experience, available

Phrases

drives your dollar further, experience the difference



Unit 13: Finding Your Way Around

Comprehension

Read the advertisement again silently then answer these questions in your exercise book. Remember to write your answers in sentences.

- 1. At what other locations can Budget Cars be hired?
- 2. Who do you think would need to hire a Budget Car? Think of some reasons why different people might need to hire a car.
- 3. What are some of the features listed in the advertisement that may persuade people to use 'Budget Hire Cars'?
- 4. What does the phrase 'drives your dollar further' mean?

Language Study

Re-write the sentences below using the correct punctuation. Remember to think about the following: capital letters, full stops, question marks and speech marks.

- 1. where are you going
- 2. jane is going to school with her sister
- 3. we really enjoyed our trip to honiara
- 4. peter was sent home because he was sick
- 5. i am going to the shop said mary
- 6. have you seen my book asked my brother

Spelling

Look at this week's spelling words again. You are going to play the 'alphabet game'. Your teacher will explain this to you. Your teacher will also check if you have learnt the words during the week.

ball trip
mother model
boy lively
sister friendly
mum answer

Bingo Game.

You will need to create a bingo card. Your teacher will help you to do this.

Divide your card into 6 squares.

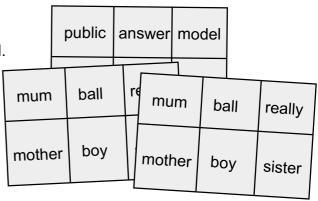
Select 6 words from your spelling list.

Write these words correctly onto your bingo card.

Your teacher will call out some words.

As your words are called you will need to put a cross through them.

The winner of the game is the pupil who has all six words crossed first.



◆ Oral ◆ Writing

Writing Advertisements

You are going to write an advertisement. Your advertisement will advertise a form of transport for sale or for hire in your village or town. Here is one example.

FOR SALE FOR SALE 1 Unit Daewoo Raiser. 1) Mitsubishi Bus \$20,000-00 O.N.O Reg: A3287 Licences valid until next \$30,000. year. For inspection call in at Quan Chee 2) Honda Civic Refueling station. Reg: A5958 2 Unit Ford Econo \$10,000. Van 15 seater bus. \$35,000.00. O.N.O. For inspection call in at For enquiries Quan Chee Refueling Ph: 38029 station. Tahuta Motors.

Discuss your ideas with a partner. Some forms of transport for sale or for hire could include:

canoe boat car bicycle

truck out-board motor

Before you begin to write, read the information below. An advertisement:

- gives information and description;
- · contains persuasive text;
- can include a picture or a diagram;
- is short.



When you have finished, your teacher might place your advertisement on the classroom wall, as part of the class display.

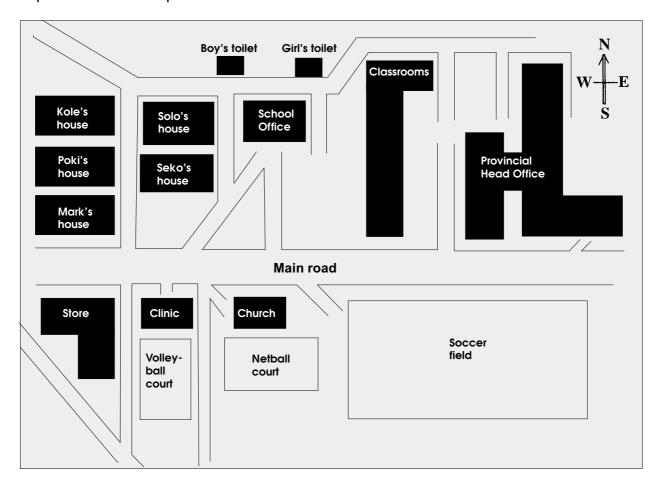
Unit 13: Finding Your Way Around

Reading

Find out the meanings of the new words and phrases. Pronounce the words. Try to use the words in sentences.

Maps	
New words	Phrases
clinic, classroom, store	main road, head office

This is a map of a section of a town. It can be used as a guide to help people find the position of certain places.



Comprehension

Study the map then answer these questions. Write the answers in your exercise book.

- 1. Who owns the house situated between Kole's house and the school office?
- 2. Name the three sporting facilities shown on the map.
- 3. Which building is north of the netball court?
- 4. In what direction is the clinic from the church?
- 5. What direction is the soccer field from the Provincial Head Office?
- 6. Describe the shortest route from Kole's house to the soccer field.
- 7. Do you think that this map is easy to read? Explain your answer.

Unit 13: Finding Your Way Around

Language Study

Plurals mean more than one.

Rewrite each of the sentences below so that they are about more than one person or thing. Remember that more than one word in the sentence may need to be changed.

For example:

The dog is chasing the boy.

The dogs are chasing the boys.

- 1. The teacher is working in the classroom.
- 2. The boy is working in the garden.
- 3. The girl played netball after school.
- 4. The child was taken to the clinic.
- 5. The boy is putting up the volleyball net.
- 6. The woman is helping to plant the potato garden.
- 7. The fisherman has caught many fish today.
- 8. The house burned down in the fire.

Spelling

Here are the spelling words for this week.

because map
father quickly
girl local
brother easily
dad slowly

Read and pronounce the words correctly.

Spell the words quietly to yourself. Think about how the words are spelt as you say them.

Use the spelling strategy:

Look, Cover, Remember, Write, Check, as you copy the words into your exercise book.

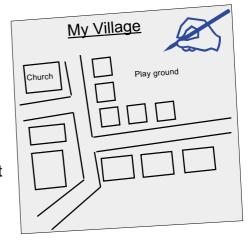
Write the words again. This time arrange the spelling words into alphabetical order.

◆ Oral ◆ Writing

Work in groups:

- Together draw a map of your village or local area. Discuss with your friends the details you have decided to include in your map and why.
- 2. Now each of you should write a paragraph explaining an improvement that you would add to your local area.
- 3. When you have finished, present your map to the class and read out what each of you have written about the improvements to the local area.

Discuss each other's ideas for improvements.



Reading

Study the new words and phrases before reading the text below.

Pronounce each word correctly.

Your teacher will help you understand the meanings of these words and phrases.

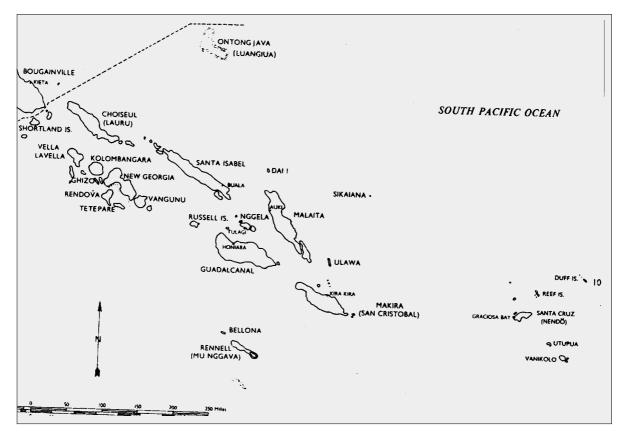
Travelling Throughout Solomon Islands

New words
scattered, access, difficult, stretches
stretches some thousands of kilometres,
a major problem

Solomon Islands is a country which is made up of many scattered islands. It stretches some thousands of kilometres from the Shortlands Islands in the west to Tikopia in the east. It also extends from Rennell Island in the south to Ongtong Java in the north.

Travelling within the country from island to island is often difficult, especially when travelling to the outer islands of the country. The most common way to travel throughout the islands is by sea. Ships provide transportation between the many islands. However, ships do not travel frequently to some of the outer islands. Ships may only call at the outer islands twice a year. This lack of transportation is a major problem faced by the Solomon Islands' Government. The fleet of ships available is not large enough to meet the travelling needs of the public.

Most people depend heavily on canoes and outboard motors for travelling. They use these forms of transport to travel from island to island and from one village to another along the coastline.



Unit 13: Finding Your Way Around

Canoes and outboard motors are a much cheaper way to travel than by air transport. Solomon Airlines does however provide an inter-island travelling service to help transport those members of the public who can afford to fly. Of course, air transport is only possible on the islands where there is an airstrip. This means that not all the islands in the country have access to air transport.

Comprehension

Read the text once again. Answer each of these questions in your exercise book. Remember to write your answers in sentences.

- 1. Why is travelling in Solomon Islands sometimes difficult?
- 2. Why is it that some islands do not receive an airline service?
- 3. Do you think people travel by air frequently? Why or why not?
- 4. Discuss with a partner what improvements to transport are needed in Solomon Islands?
- 5. Make some notes in your exercise book about this issue.

Handwriting

A limerick is a nonsense poem.

Read this limerick. Write the limerick in your exercise book using your best joined-up handwriting.

A Sea Serpent

A sea serpent saw a big tanker, Bit a hole in her side and then sank her It swallowed the crew In a minute or two, And then picked it's teeth with the anchor.

Language Study

Here are some	words	used when we	read, write or t	alk about trave	elling.
paddle flight	fares	luggage	distance	captain	wharf

Use these words in each of the sentences below as you write the sentences correctly into your exercise book.

1.	The passengers put their on the plane.
2.	The people were waiting at the for the ship to arrive.
3.	It was bad weather and the could hardly see the reefs.
4.	Thefrom home to Honiara is about five hundred kilometres.
5.	We have to be at the airport early tomorrow morning, or we'll miss the
6.	The passengers paid their at the head office.
7.	After our outboard motor broke down, we had to to a nearby island.

◆ Oral ◆ Writing

Following Directions

You are going to play a game. You will need to form a small group. You will compete against other groups. Your teacher will give you a set of directions to follow. You will need to listen carefully. All the members in the group will need to follow the directions quickly. The last group to have every child complete the instruction is out of the game. The winning team will be the group who remains when all other groups have been 'out'.

Writing

Either (A)

Use the information on transport improvements that you collected and made notes about earlier in this unit.

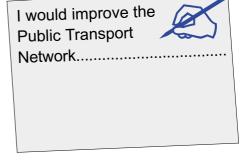
Imagine that you are in charge of transport in Solomon Islands.

Write a paragraph describing the improvements or changes you would make.

When you have finished, read your work to a partner. Discuss what you have each written about.

Or (B)

Write a paragraph explaining how you would travel from your village or local area to Honiara. Make sure you include all the types of transport that you would use on your journey. Share your work with a partner.







Reading

Look at the new words and phrases. Pronounce each word correctly.

Try to use the words and phrases in your own sentences.

Your teacher will help you to understand the meanings of these new words.

Solomon Airlines

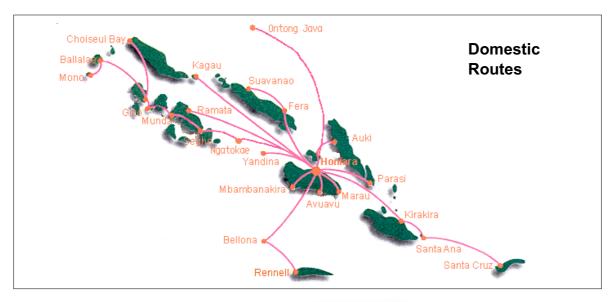
New words
domestic, seats, flights, country,
international

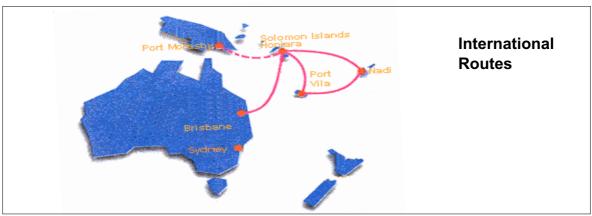
Phrases
throughout the country

Solomon Airlines is an airline company that provides a transportation service for both domestic and international travel. The airline provides services to the islands throughout the country using two small aircraft. The Twin Otter and the Islander are the two aircraft used for this purpose. The Twin Otter has twenty seats whilst the smaller Islander has nine seats. These planes are used when passengers wish to travel within Solomon Islands.

For the much longer international flights, the aircraft used is a Boeing 737-300. It provides transport to and from other Pacific Island countries including Australia.

The diagrams below show the domestic and international routes as they stood in 2002.





Comprehension

Read the text again and answer the following questions.

You will also need to refer to the diagram.

Write your answers in your exercise book using complete sentences.

- 1. What is the name of Solomon Airlines' smallest aircraft?
- 2. Which aircraft flies to Australia?
- 3. Name the two island stops when flying from Honiara to Santa Cruz.
- 4. Which islands can I travel directly to and from Honiara without making any stops along the way?
- 5. Which island do you think has the biggest airstrip? Why?
- 6. Why doesn't the Boeing 737-300 aircraft fly to the smaller islands?
- 7. How long do you think it would take to fly from Honiara to Brisbane?
- 8. Would you prefer to travel to Australia in an aeroplane or on a ship? Explain your choice.

Language Study

Study the Solomon Airlines' timetable.

Day	Flight Number	From/To	Dept/Arr
Monday	IE140	HIR-EGM	0800/0900
	IE141	EGM-HIR	0910/1010
Tuesday	IE120	HIR-BLY	0700/0755
		BLY-RNL	0805/0825
	IE121	RNL-HIR	0835/0955
Wednesday	IE154	HIR-GZO	0700/0830
		GZO-MNY	0850/0930
		MNY-BAS	0940/1000
Thursday	IE230	HIR-AKS	0800/0830
	IE231	AKS-HIR	0840/0910
Friday	IE236	HIR-ATD	0930/1010
	IE237	ATD-HIR	1020/1100
Saturday	IE152	HIR-GZO	0800/0930
		GZO-CHY	0950/1030

Abbreviations are shortened forms of words.

Here is a list of the abbreviations from the airline destinations.

AFT –	Afutura	ATD –	Atoifi	AKS -	Auki
BPF –	Batuna	BAS -	Ballalae	BLY -	Bellona
CHY -	Choiseul Bay	EGM -	Seghe	FRE –	Fera
GZO –	Gizo	MNY –	Mono	HIR –	Honiara
MUA –	Munda	IRA –	Kirakira	RNL -	Rennell
RNA –	Arona	XYA –	Yandina	PRA -	Parasi

Using the information above, find the flight numbers for trips between the following destinations.

Unit 13: Finding Your Way Around

Write your answers in your exercise book. The first one has been done for you.

- 1. Honiara to Gizo
- IE154 (HIR GZO)
- 2. Auki to Honiara
- 3. Honiara to Seghe
- 4. Gizo to Choiseul Bay
- 5. Atoifi to Honiara
- 6. Bellona to Rennell

Here are some common abbreviations. Can you find what the abbreviations mean? Write the answers in your exercise book.

Dr.	Ms.	P.O.	NZ	p.m.	Rev.	km	Aus.
Capt.	USA	SI	a.m.	Vol.	kg	Rd.	St.

Card Game

You are going to play a card game called Memory. You can play this game in small groups. Your teacher will give you a set of cards.

Half the cards will have airline destinations printed on them, and the rest of the cards have matching abbreviations written on them. Place all of the cards face down so you cannot see the words or abbreviations.

Each child in your group will have a turn at selecting two cards. The idea is to try to match the word name to the abbreviation. The person who chooses a matching pair keeps that pair and has another turn.

Once you have had a turn, if your pair do not match, place the cards back in the same place face down and let someone else have a turn.

The winner is the child who has the most pairs at the end of the game.

Your teacher will help to get you organised. Have fun!

Handwriting

Copy one of the verses of this poem into your exercise book. Use your neatest joined-up handwriting.

Up in the Air

Zooming across the sky Like a great bird you fly, Aeroplane, Silvey white

Turning and twisting in air, When shall I ever be there? Aeroplane Piloting you Far in the blue

Spelling

Crossword

Write as many of your spelling words in one 'crossword' set as you can. Every word used in the 'crossword' set must share at least one letter with another word in the set.

How many of the spelling words can you use in your 'crossword' set? There are many different ways to make a 'crossword' set with the same words.

Below is one 'crossword' set that has been started for you. Create your own.



Remember to make sure that you spell all the words correctly. Can you make a 'crossword' set that uses all the spelling words?

◆ Oral ◆ Writing

Your teacher will divide the class into two groups. You are going to have a debate. One group will be asked to think of the advantages (good things) of travelling by plane and the other group will have to think of the disadvantages (not so good things) of travelling by plane.

Your teacher will explain how to prepare for a debate.



Reading

Before reading the text, study the new words and phrases.

Try to pronounce the words.

Use a dictionary to find the meaning of the new words.

Try using the words in sentences.

Plans and Maps

New words important, tourists, location

Phrases town planner

A map helps people locate places. It shows the position of places and things. It is a useful guide to help people find their way around. Maps can by used by people who do not know an area. Tourists and visitors also find maps very helpful. A map could indicate the location of places such as banks, shops, markets, hospitals, churches, schools, resorts, hotels and airports.

A village plan or a town plan also shows the position of things. A town plan would show the position of such things as houses, schools and airports. When planning towns and villages it is important to organise the area well. An airport would need to be located away from houses because of noise. Roads would need to be built on areas that don't flood often.

It is important to consider the best place to locate schools, hospitals, shops, churches, banks and other buildings used by the public. The town planner would probably plan to have all the shops and markets located in the same area. Schools should be located close to where children live and hospitals would need to be easy to find.

Here is an example of a Town Plan.

Comprehension

Read the text again.

Answer the following questions in your exercise book.

Remember to write your answers in complete sentences.

- 1. Why is it important to have a plan of a town or village?
- 2. Make a list of the important places in a town that should be shown on a plan?
- 3. Why should an airport be located away from houses and places where people live?
- 4. Why should hospitals be easy to find?

Language Study

The words listed below are conjunctions or joining words. Use these words to join the sentences together to form a single sentence.

so after and but because although

- 1. The boy is going to the hospital. He is sick.
- 2. Today is a sunny day. It is very hot.
- 3. The child forgot his books. He went home.
- 4. He went to the office. It was still locked.
- 5. They went fishing. The sea was stormy.
- 6. They went home. The rain stopped.

Plurals

Plural means more than one.

Make the following words plural by adding, 'es' or 's' to each word.

Write the answers in your exercise book. Make sure that you use your neatest joined-up handwriting.

dress table dish match torch church house taxi box balloon rose horse garden hat ship fish wish case

Handwriting

Read the poem below.

I went walking

I went walking what did I see?

I saw a rainbow parrot looking at me.

I went walking what did I see?

I saw a sneaky crocodile looking at me.

Can you see the pattern that each verse takes? You could make up many different verses for this poem in the same way.

Copy one of the verses of this poem into your exercise book using your best joined-up handwriting.

You might prefer to change the third line so that the verse you write into your exercise book is your own.



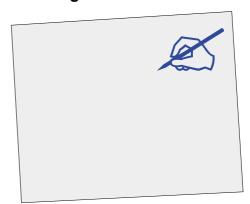
Oral Writing

Discuss the advantages of planning.

Working in groups, imagine that you are 'Town Planners'. It is your job to design a plan for a new town.

Draw your town plan. Remember to include such things as:

- roads;
- schools;
- houses;
- hospitals;
- shops;
- airports or landing strips;
- ports;
- churches;
- sports fields.



Label all of the items on your plan.

Share your plan with the class. Explain why you have located the buildings and roads in certain positions within the town.



Reading

Before reading the text, look at the new words and phrases. Try to pronounce the words. Discuss the meaning of the new words with the class. Find the words in the text and use the sentence they are used in to help you understand what the words mean.

Biko's School

New words corridor, flagpole, lesson Phrases
joined by a corridor, soccer field,
library period, netball and volleyball court

Biko is a young boy. He attends Bako Primary School. Every morning he walks to school. As he enters the front gate, the school toilet block is on the left. There is a path from the front gate leading straight ahead to the school office.

Biko's classroom is to the right of the school office. It is called 'classroom A'. There are five classrooms altogether and they are labelled A to E.

A corridor links the classrooms. The classrooms are all located on the left- hand side of the corridor. There is a left turn after classroom C. Around this corner are classrooms D and E.

Behind the school office is a flagpole. It is on the main school playing ground.

Library period is Biko's favourite lesson. The library is the small room to the left of the school office. Two new classrooms are being built on the other side of the library. A corridor also links these classrooms.

The netball and volleyball courts are in the centre of the school ground, beyond the flagpole. The soccer field is about 200m away, at the edge of the school grounds. A small path has to be crossed to reach the field.

Comprehension

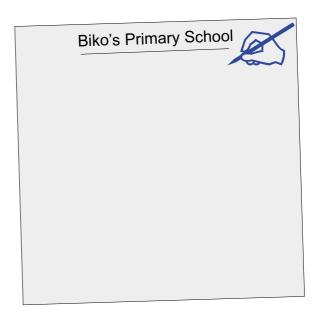
Read the information about Biko's Primary School.

Use the information given to help you draw Biko's School.

Label all of the items included in your sketch.

Compare your sketch with your partner's sketch. Is it the same?

Discuss the reasons why your sketch may be different.



Unit 13: Finding Your Way Around

Language Study

Read the sentences below. Using the words, 'much' or 'many' fill in the spaces to complete each sentence.

Write your answers in your exercise book. The first one has been done for you.

1. Di	uring a soco	cer match la	ast weekend.	there were	many spectators
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- 2. The Soft Drink Company has different soft drinks on sale.
- 3. Father went to the shop and asked, "How is it for a big bag of rice?"
- 4. People spend so _____ money on food now, compared to previous years.
- 5. "How do you need to buy a tin of taiyo?" asked the boy's mother.
- 6. "There are so broken bottles on the road," warned the teacher.

Spelling

Here are some jumbled words. Re-arrange the letters so that each word is spelt correctly. Write the correct words in your exercise book. All of the words are taken from the text 'Biko's School'.

For example: onep is the word open.

tgae	ffocie	orom
iefld	loosch	rrcodior
athp	lrabiyr	gfla

Your teacher will test you to see if you have learnt your spelling words for this week.

◆ Oral ◆ Writing

Writing Instructions

Explain to a friend how he or she would find your house.

Write a set of instructions to describe to someone how to get to your house from the school.

Draw a map if this helps to explain.

Writing Lists

Imagine you are a tour guide. It is your job to show tourists around Solomon Islands. Think about the places of interest that you could show them. What are some of the things that a tourist might like to do whilst visiting Solomon Islands?

You are to plan a three day tour.

Where will you take your visitors? How will they travel? Where will they stay?

Write a list of the places that you would include on your tour. Make sure that you include a list of all the transport used. Your tour can begin at the airport. Display your tour itinerary on a sheet of paper. Include pictures to improve the presentation.

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Unit 14: Local Feasts

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Reading - Important Visitors

Read the text for today in your Reader. It is called 'Important Visitors'. Read it aloud to a partner. Your teacher will read it aloud to you too. Do you understand all the new words and phrases? The text is about what happens when important visitors come to visit some villages. It is about custom welcoming, music and dancing, as well as feasting.

Comprehension

According to the text, which of these sentences are true and which are false? Copy each statement out and write 'true' or 'false' at the end of it.

The warriors are young men and young women.		
Warriors kill and eat the visitors.		
Pan-pipes are made from bamboo		
Most pan-pipes are very large.		
Women take a long time to prepare special food for feasts		

Language Study

Present and Past Tenses

Look at the sentences below. Some are written in the present tense and some are written in the past tense. Can you change the tense of the sentences?

The first one is done for you.

Present Tense	Past Tense
He is visiting the village.	He visited the village.
2	The warriors rushed out.
3	The women danced in a circle.
4. I am using a bush knife.	
5	She looked for her friend.
6	He killed a pig for the feast.

These are more difficult because the verbs have irregular past tense forms.

Present Tense	Past Tense
 I am writing a letter. 	
2	I broke a cup.
3. She is making the dinner.	
4	He stood by his desk.
5. They are coming home.	
6	We ate the cake.

Unit 14: Local Feasts

Spelling

This is the spelling list for the week. Look at the words carefully. Make sure you know how to spell them by the end of the week. Copy the words into your exercise book.

door Easter
house Christmas
woman feast
school highest
name lowest

Work with a partner. Use Look, Cover, Remember, Write, and Check to help you to learn the words.

Extra Activity

Look at the sentences. Some words have been missed out. They are words from this week's spelling list. Can you complete the sentences by finding the correct words?

1.	Day is on December 25 th every year.			
2.	Do you know t	the name of the	mountain in Solomon Islands	?
3.	Her	was Grace.		
4.	The	is next	to the church.	

◆ Oral ◆ Writing

Work with a partner. Talk about a visit to your community by some important people. Think about today's text. This will give you some good ideas.

Who were the visitors?

Why did they come?

Did you know they were coming?

Had there been preparations before their visit?

Did someone welcome them?

What happened during the visit?

How did you feel about the visit?





Read the letter below.

Lata Primary School, Santa Cruz Island, Temotu Province. 30th May, 2002.

Dear Karen,

I am writing to tell you about a visit to our village by the British High Commissioner and his team. I am sorry that you were not here on the day. I thought you would like to know about it.

The British High Commissioner and his team came to open the new clinic. They had helped to pay for the building.

The visitors arrived at nine o'clock in the morning by plane. The warriors welcomed them. They looked really frightening. As soon as the warriors finished welcoming them, the pan-pipers led them to where we were all waiting. Then the flower girls put flowers on the visitors' heads. We all sang a welcome song.

After some speeches, the High Commissioner opened the new clinic. He then handed it over to the community. Then there was a big feast. After the feast there were custom and island dances by different groups in the community.

The day was full of excitement. I really enjoyed the day because I was in one of the island dancing groups.

If you want to know more about the visit please write to me and I will write back.

Love,

Sister Naomi

Write a Letter

Write a letter to a friend in another school.

In the letter tell your friend about a visit of someone special to your community. You could write about some of the things you have talked about with your partner. Draft your letter first. Let your partner check it through with you. When you have worked on your draft write out a final copy.

Reading

Read the passage and then find these dates on the calendar with your teacher.

Christian Feasts

New wordsChristian, midnight, Easter, festival, Christmas, feast

Phrases at the beginning of, at the end of

Many people in Solomon Islands are Christians. In the Christian church there are two important festivals celebrated each year. These are Christmas and Easter.

Christmas celebrates the birth of Jesus Christ. Christmas Day is always on December 25th each year. The day before Christmas Day is called Christmas Eve. Many churches celebrate a special church service at midnight on Christmas Eve. In some countries people give each other presents and send cards to each other at Christmas. Christmas is often celebrated with special Christmas food. There is usually a Christmas feast.

The other important Christian feast is Easter. The special days at Easter are Good Friday, Holy Saturday and Easter Sunday. Good Friday is the day Jesus Christ was put to death and then on Easter Sunday Christians celebrate the day he rose from the dead.

The festival of Easter is usually at the end of March or at the beginning of April. It does not happen on the same date each year. In some countries people celebrate Easter by giving each other Easter eggs to represent new life.

Comprehension

Read the passage and then find these dates on the calendar with your teacher.

- Christmas Day;
- the months Easter can fall in;
- your birthday;
- · other family birthdays you know;
- New Year's Day.

Are there other dates that are special to you? Tell your class about them.



Questions

- 1. Why do Christians celebrate Christmas?
- 2. What is the date of Christmas Eve?
- 3. Write what you know about Easter and explain why it is celebrated.
- 4. Do you and your family have special Christmas celebrations? Write a few sentences about what you or others you know do at Christmas.

Language Study

Prepositions

Read the sentences. Can you fill the gaps? Use the words from the box. The first one has been done for you.

	after	at	before	between	on	during	
1.	The fest	ival o	f Easter ofte	n comes _	<u>at</u> th	e end of	March.
2.	Christma	as fall	s	the sam	ne date e	very yea	r.
3.	Christma	as Ev	e is the day		Christma	as Day.	
4.	People (usuall	y go to chur	ch	Ea	ster.	
5.	Holy Sa	turday	/ is	Good	Friday a	nd Easte	r Sunday.
6.	There is	usua	lly a feast _	th	e church	service.	
Ex	tra Activ	ity					
Co	mplete t	he pa	aragraph wi	th the cor	rect pre	ositions	s:
	at fo	or a	about with	at in			
Ιa	m worrie	d (1) _	m	y son. Last	t year, he	e did well	at school and we were very pleased
(2)		hiı	m. Now he s	ays he is b	ored (3)		school. He is only interested
(4)					_		the change in him. I don't
	know wł	nat to	do and I am	frightened	l (6)	the	e future.

Handwriting

Look at this short poem about the month of December. It is written in joined handwriting. Can you copy it into your exercise book? Can you make your writing neat and even?

It's hard to think of anything, But Christmas in December. There's so much to look forward to And so much to remember.

When you have finished work with a partner. Look at each other's poem. How could it be improved? What do you each need to work on?

🔷 Oral 🔷 Writing

We write lists to remind us of what we need to do or what we need to buy. Planning a party or celebration is a good time to write lists. There are lots of things to do. There are lots of things to remember.

Dagi's Birthday Party

Dagi's birthday party is coming up next weekend. He decided to write a list of which friends to invite. He wrote a list of food that they would have. He wrote a list of games he wanted to play at his party. Here is Dagi's list.

My Birthday Party

People to Invite Janet Nancy Paul Patty Margaret	Food to Prepare cakes ice cream BBQ fish buns chicken	Things to Do / Games to Play give out the presents Pass the Parcel Snakes and Ladders Simon Says Hide and Seek
	_	
Margaret	chicken	
Edward	birthday cake	Riddles
Jody	drinks	
Walter	meat	
Alice	eggs	
Mark	sandwiches	

Our Family Christmas Feast

Work in a small group. Talk about a Christmas feast that you are going to organise for your family. Think about what you will need to do. Here are some of the things you could talk about.

- Who will come?
- What food will you need to prepare?
- What activities will take place?
- What will you need to get ready?

When you have talked about this with your group, build up a list of your own. You could use some of the ideas that you have talked about.

My Christmas List

You can use other ideas of your own. Draft your ideas first. Write them as a list. You could make a list like Dagi's. You could use some of his ideas to get you started.

Check your draft with your group. Read each other's lists. Check the spelling of the words. You could draw a picture of your Christmas Feast to go with your list.

Reading

Read the text below about landmarking. Read the new words and phrases. Use the dictionary to help you undrestand the meaning of the new words.

Landmarking

New words

common, valleys, ridges, streams ownership, tribe

Phrases

amount of food and money varies, a heap of piled rocks

Landmarking happens on most of the bigger islands in Solomon Islands.

There are many reasons for land marking. There are also many ways in which land marking takes place.

Landmarks can be huge rocks, a heap of piled rocks, planted trees like Ngali Nut trees, ridges, valleys and streams. Young people learn about the landmarks where they live because this information is passed down to them from their parents and grandparents. Everyone needs to know who owns each piece of land. Everyone needs to know where the boundaries of the land are. This helps to solve disagreements about who owns land.

Who owns land is very important in Solomon Islands. When someone dies and is buried on a piece of land that belongs to another tribe, payments have to be made to the true landowner.

If the landowner dies the land has to be passed on to someone in the same tribe. A feast or exchange of food is the most common way to pass on land ownership. Food like yam, taro, sweet potato, pig or fish is exchanged. Sometimes tribal money is paid too. The amount of food and money varies from one tribe to another.

All members of a tribe can go to a landmark feast. It is not a celebration but a feast to show who owns the land. In Solomon Islands this traditional way of dealing with land ownership is still used in present times.

Comprehension

Read the passage silently.

Answer the questions in your exercise book.

- 1. Where does landmarking take place?
- 2. Why is landmarking important?
- 3. Give three examples of landmarks that are used.
- 4. Who can attend landmark feasts?
- 5. Give some reasons why everyone needs to know who owns each piece of land.

Unit 14: Local Feasts

Language Study

Irregular Verbs

These sentences are written in the present tense. Copy them out and change them to the past tense. The words to be changed have been underlined to help you.

- 1. Land is often passed on from father to son.
- 2. Passing on of land takes place when the landowner dies.
- 3. Special feasts are held.
- 4. My family always do the fishing for the landmark feast.
- 5. They <u>are burying</u> someone from another tribe on this land.

Spelling

Look at the spelling words for this week.

Some of the words have 'st' in them.

Can you fill in the gaps in the crossword?

The five spelling words with st in them fit in five of the spaces.

You will need to think of five other words with '-st' to complete the table.

				S	t			
	2.			s	t		_	
		3.		S	t			
4.				S	t			
))		5.		S	t			
•		6.		S	t			
			7.	S	t			
8.				S	t			
•			 9.	S	t			I
			10.	S	t			
								•

◆ Oral ◆ Writing

Landmarks in the Place Where I Live

Work in a small group. Talk about landmarks in the place where you live.

- What is a landmark?
- Do you know any landmarks where you live?
- Who usually tells the young people about your landmarks?
- What are the landmarks you know used for?
- Do you think using landmarking is a good idea? Explain your answer. Could other ways be used?

Write a Report

Write a report of what you have discussed with your teacher and in your small groups. Draft your report first. Read through it with a partner and make any corrections. When you have checked your report write out a good copy.

Province. Landmarking is used where I live. Landmarks near here include_____ and ____.

Landmarking has been happening on our Islands for a very long time. It is still being used today.

Your report could start something like this. Remember that reports give factual information.

Unit 14: Local Feasts

Reading

Below is a text about 'Anniversaries'. Read the new words and phrases. Next, read the text silently your self.

Anniversaries

New words religious, wedding, cyclone, sunami, remember, special, flood, earthquake

Phrases as well as, religious festivals

In Solomon Islands there are many dates that people remember. They remember the day they were born. That day is their birthday. They remember when they got married. That day is their wedding anniversary. They remember when someone from their family died.

Other dates are important too. People remember when something special happened where they live. This could be the opening of a church, the opening of a new school or the opening of a clinic or a hospital. Other events are remembered too, for example Solomon Islands' Independence Day and Second World War battles in Guadalcanal.

Some people remember when there was a very bad cyclone or a flood, an earthquake or a tsunami in the place where they live.

Members of different religions also remember dates to do with their faith. They may remember saint's days or special holy days and as well as other religious festivals.

Comprehension

Read the passage silently.

Answer the following questions in your exercise book.

- 1. What is an anniversary?
- 2. What is another name for a birth anniversary?
- 3. Can you think of an anniversary that you celebrate in your church?
- 4. What is a tsunami?
- 5. Can you think of special dates that your family remembers? What is important or special about these dates?

Language Study

Using 'a', 'an' and 'some'

When a word begins with a vowel (a, e, i, o, u) we use an with the word.

Here are some examples:

an island an apple an onion an engine

a, e, i, o, u are vowels. All the other letters in the alphabet are consonants. If a word begins with a consonant we use a with that word.

Here are some examples:

a banana a party a fish a canoe



We can use 'some' in front of a word when we mean more than one but we don't know or say exactly how many.

I saw <u>some houses</u> yesterday.

Some friends of mine are going to Australia.

	Read the	sentences.	Write	them	out and	put a.	an or	some i	n the s	paces
--	----------	------------	-------	------	---------	--------	--------------	--------	---------	-------

1.	1 people celebrate their wedding	anniversary.
2.	2. I had party for my birthday.	
3.	3 Independence Day celebration takes pla	ce every year
4.	4 old people remember the cyclone in 1	924.
5	5 In World War II ships sank off Guadalca	anal

Handwriting

You will know this song. It is written out in joined handwriting.

Write it into your exercise book. Focus on making your writing neat and even.

Put a name in the space. You could put in your name or the name of a friend.

Happy birthday to you, Happy long life to you, Happy birthday dear Happy long life to you.

◆ Oral ◆ Writing

Your teacher will put you into small groups. Think about greeting cards. You may have had a card given to you. You may have seen a card given to someone else. Can you think of times when greeting cards are sent or given?

If you have some examples of cards in your classroom look at these.

Cards are usually colourful.

They usually have a picture on the front.

They could have some words on the front too.

They could have a number on the front.

If a card has a number on the front what sort of card do you think it could be?

The card could open and have a message printed inside.

Sometimes cards can be post cards. These have a picture on one side and the message and address can be written on the other side.

There is also room for a stamp. These cards can go in the mail without an envelope.

Greeting cards usually go into an envelope before they are sent or given.

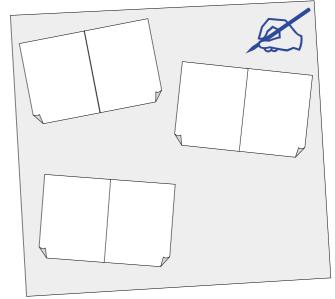
When you write a card to someone you usually add a message inside the card too. You also sign your name inside the card.

Making a Greeting Card Choose a greeting card you would like to make.

- · A birthday card
- · A wedding anniversary card
- · A Christmas card
- An Easter card
- A card to welcome a new baby

Think about how you will fold your paper. Think about what you will put on the front. You could write a short poem to go inside your card.

Draft your work first. Plan it carefully. Check through your draft with other pupils in your group. When you are ready begin making your card. When you have finished you could make an envelope too.



Your teacher will give you some extra time to finish this activity.

Reading

Read the text about 'The Prime Minister's Tour' with your teacher.

The Prime Minister's Tour

New words warriors, tired, spears, enjoyed happily, remember **Phrases** in and around

There are many feasts in Solomon Islands. When important leaders from churches or from the Government visit a village, a feast is often held.

There is a lot to do to get a feast ready. Where will the feast be held? What will happen during the feast? Where will everyone stay? Who will prepare the food? What food will there be?

In February 2001 the Prime Minister of Solomon Islands was Honourable Mannaseh Soqavare. He visited parts of Choiseul Province. He travelled on the Royal Solomon Island Patrol Vessel, Lata, with other government officers.

They arrived at Taro Station, the Choiseul Provincial headquarters. Nuatabu village was the first village they visited. Everyone in and around that village had worked hard to get ready for this special day.

As the party arrived at the wharf, warriors dressed in traditional costumes met them. The warriors were armed with spears and axes. The Prime Minister and his party walked to where all the villagers were waiting. Everybody stood up and sang the National Anthem.

After some speeches the Prime Minister opened the new church building in Nuatabu and the new Kukele Adventist High School. It was a very important day for the village.

The feast was the last part of the day's celebration. Lots of cooked food, vegetables, fruit and drink had been prepared. While everyone was eating there was custom dancing and island dancing. Everyone enjoyed the food and the entertainment.

The day had taken a lot of hard work to organise. Everyone was tired but at the end of the day everyone went home happily. It had been a day to remember.

Comprehension

Read the sentences below. Write the missing words in your exercise book. Use some of the new words to fill in the spaces.

1.	The visitors were met I	by frightening
2.	The warriors carried	and axes.
3.	We all	the wonderful food.
4.	Working in the hot sun	makes you very
5.	Our village will always	the day of the Prime Minister's visit.

Unit 14: Local Feasts

Language Study

Much and Many

Look at the sentences below. Put much or many into the spaces.

Write out the whole sentence and underline the word you have put in.

1.	There were	people at the feast.		
2.	How	rice did you buy for the feast?		
3.	How	money did you spend on food for the visit?		
4.	How	warriors met the Prime Minister?		
5.	At the feast there wa	s too sugar in the Milo.		
Wa	s and Were			
Lo	ok at the sentences	below. Put was or were in the spaces.		
Re	Remember, was is singular and used when there is only one.			
We	ere is plural and use	when there is more than one.		

1.	There	four war canoes in the bay.
2.	Anna	in the school's dancing group.
3.	The feast	the last part of the celebration.
4.	There	a lot of food and drink at the feast.
5.	The people	happy to see the Prime Minister.

Spelling

Here are some words and meanings from your spelling list. They have been mixed up. Can you match them?

1. an adult female human being	highest
2. the very top	Christmas
3. we get into a house through this	lowest
4. the very bottom	woman
5. a festival to remember when Jesus Christ was born	door

Your teacher will check how many spelling words you have learnt this week.

Oral Writing

Your teacher will put you into small groups.

Talk about who you think would come with the Prime Minister on a visit like the one you have read about today.

Here are the names of people you would find in the Government.

Premier

· Permanent Secretary

Prime Minister

Provincial Secretary

Here are names of the people you would

find in the Provincial Government.

Member of Parliament

Provincial Member

Who do you think was at the feast in Choiseul? Write a list in your group. Think of who else would probably go with the important visitors. Your teacher will ask all the groups in turn who they have on their list.

Unit 14: Local Feasts

My Feast

In your group talk about feasts you have been to.

- Why did the feast take place?
- · Who helped to organise the feast?
- · Where was the feast held?
- How many people came to the feast?
- Did you enjoy it?
- What was the best part?
- What was the worst part?

A Date to Remember I will never forget the feast we held in our village last year. It was held to celebrate

After talking with your group write a short recount of a feast that you have been to. Draft your recount first. Use the questions to guide you. Check your draft with a partner. When you have improved your work write out a good copy. You could also draw a picture of your feast to go with your recount.

Greetings Card

Remember to finish off the card that you started in the last lesson.

Unit 14: Local Feasts

Reading

Read the text about 'Margie's Birthday Party' with your teacher.

Margie's Birthday Party

New words Phrases

invite, birthday, present, served be a good girl, have a bright future

Margie was born on 7th April 1992. Every year on her birthday she had a birthday party. Just before Margie was ten years old, her family went on holiday to a far away island. On this island people did not usually have birthday parties. The village where Margie and her family were staying was small. About thirty families lived there. Margie's parents decided to go ahead and have a party for Margie even though it was a new idea for the people living in the village.

One week before her birthday, Margie and her parents started to plan the party. They talked about where to have the party and who to invite. They talked about what food was needed from the garden and what food had to be bought from the store. They talked about what games to play at the party and how long the party would last.

The next day, Margie's parents went to ask the village chief if they could have a birthday party in his village. The chief was happy to agree. He said that all the people from the village should be invited.

In the evening, the chief called a meeting of all the villagers. He told them about the birthday party. Like the chief, the villagers were very happy too. The chief told the villagers that they were all invited. He told them that they should bring a present for Margie. Everyone talked about what they would do. The chief and the villagers decided that the party would be held in the middle of the village.

Finally, the big day arrived. Margie and all the little children decorated the middle of the village with flowers and balloons. They also put down coconut leaves and covered them with banana leaves. This was where the food would be served.

The villagers had made lots of different types of food. They brought cooked fish, pork, chicken, rice, kumara, taro, pudding and much more. After the food had been blessed, the people sang 'Happy Birthday' to Margie.

Then someone shouted, "Three cheers for Margie!"

Everyone answered, "Hip, hip, hooray. Hip, hip, hooray."

Everyone sat down to eat. As speeches were made, the children and people stood up one by one. They walked to Margie and gave her their presents. They shook hands with her and said things like, "Happy Birthday", "Be a good girl," and "Have a bright future".



The villagers had such a good time they talked about having other birthday parties in their village for other people's birthdays too. At the end of the day everyone was tired but happy. Who do you think was the happiest person of all?

Comprehension

Read the passage silently.

Answer the following questions in your exercise book.

- 1. When was Margie's birthday?
- 2. Where did Margie go just before her tenth birthday?
- 3. What was different on this Island from where Margie had lived before?
- 4. When did the planning for the party start?
- 5. Who decorated the village with flowers and balloons? Why do you think they did this?
- 6. Who do you think was the happiest person at the end of the day?

Language Study

Apostrophes

Copy these sentences into your exercise book. The apostrophes are missing. Can you put in the apostrophes into the correct places?

Underline where you have put in an apostrophe.

Here is an example.

My teachers little girl was invited to the party.

My **teacher's** little girl was invited to the party.

- 1. Margies birthday was on 7th April.
- 2. The chiefs people were very happy to be invited to the birthday party.
- 3. Alicks pig was killed for the party.
- 4. The balloons were bought from Jimsons store.
- 5. Margies mother made a very nice speech.
- 6. Lionels group performed some island dances at the party.

Spelling

Your teacher will check if you can spell these words at the end of the week.

Use Look, Cover, Remember, Write, and Check to help you to learn the words as you copy the list into your exercise book.

home start
man strong
people party
water invite
bed stand

Unit 14: Local Feasts

Write out these sentences.

Use a word from the spelling list to fill the spaces.

1.	Allen will	Jenny to his birthday	party.
2.	Primary school	pupils usually live at	with their parents.
3.	The villagers _	food to sell at th	e church fundraising.
4.	Kevin	a birthday present at the s	store.
5.	Everyone enjoy	red the	

◆ Oral ◆ Writing

Wanita's Birthday Party

Look at Wanita's plan for her eighth birthday party.

Wanita is in Grade Four at Visale Primary School. Her birthday is on the 6th of November. One week before her birthday she planned her party. Wanita wrote out her plan.

In her plan you will notice that

- the plan is for five days;
- · each day gives a list of everything to be done;
- her birthday party will take place on Friday evening.

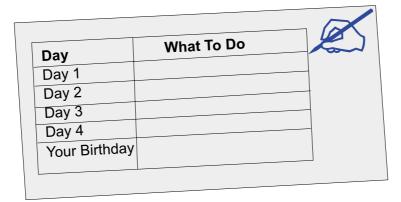
Plan for Wanita's 8th Birthday Party

Day	What To Do
Monday	Collect ngali nuts, chop firewood, collect dry coconuts.
Tuesday Dig up potatoes, taro, pana, cassava.	
Wednesday	Shop for rice, soft drinks and sweets. Order the birthday cake.
Thursday	Father to catch fish.
Friday	Elder brother collect the birthday cake and buy meat, chicken and vegetables at the market. Mother to prepare cassava pudding. Father to prepare coconut milk.Friends and I prepare the venue.

Write a Plan for Your Own Birthday Party

After you have looked at Wanita's plan, write up your own birthday party plan.

Copy the table below into your exercise book. Write the headings.



Reading

The text below is about A Memorial Service. Study the new words and phrases before you read the text with your teacher.

A Memorial Service

New words Phrases idea, husband, choir, hymn at dawn, grow up

Tai was only a day old when her father died. She did not remember him but she was told she looked like him. She wished that her father had seen her grow up. She planned that one day she would do something special so everyone would remember her father.

When Tai grew up she became a teacher. At the end of her first year of teaching, Tai went home to her village for her holidays. She told her mother about her dream. She wanted to hold a memorial service for her father. She wanted everyone in her village to remember her father in a special service at the church. Her mother was happy with Tai's idea. She thought about her husband often, even though it was twenty years since he had died.

It was a custom in the village to hold memorial services and Tai's mother looked forward to the special day. Tai's grandfather was a Paramount Chief. He gathered the people and told them to get ready for this celebration.

The day before the memorial service arrived. Men went fishing and diving while the boys collected firewood and leaves. The women collected food from the gardens while the girls collected stones from Kwaibala River. Tai went to the see the priest to talk about the order of the service.

During that night, everyone in the village was very busy. At dawn, as Tai lay on her bed, she could hear the noise of pigs being killed. She wished her father were still with her.

Everyone gathered in the church and the choir sang Tai's favourite hymn. Tai sat with her mother. She listened to the priest. Her mother spoke in the service too. She spoke of Tai's father and his life. A closing hymn was sung and the priest said the last prayer.

Then everybody went out to share the feast that was spread out in front of the church.

Tai thought to herself, "At last, now that I am twenty years old my dream has come true."

Her mother was proud of her. All the people in the village had had a special day thinking and remembering Tai's father.

Comprehension

Read the passage silently. Answer the questions in your exercise book.

- 1. Why could Tai not remember her father?
- 2. What was Tai's dream?
- 3. How old was Tai at the memorial service?
- 4. Why do you think Tai's mother was proud of her?
- 5. Why do you think the girls collected stones from the river?

Language Study

Capital Letters

Look at the sentences below. The capital letters are missing.

Write the sentences into your exercise book, putting the capital letters in the correct places as you write. Here are some examples.

david and his sister went to auki last sunday.

David and his sister went to Auki last Sunday.

"where is my bag?" asked raymond.

"Where is my bag?" asked Raymond.

- patteson was sick last monday.
- 2. anna's dog followed the thief to his hiding place.
- 3. "why don't you come with us?" said janet to her mother.
- 4. canberra is the capital of australia.
- 5. george, ellen, nelson and rose went to makira last thursday.
- 6. "where are you going?" asked margaret.

Handwriting

Read and Write

Donne Smith is thirty-five years old. He is a Solomon Islander. He went to Kala Bay Primary School and then to Luesaleba Secondary School. He studied at Solomon Islands College of Higher Education too. He is now a Marine Engineer.

Look at this Record Card he has filled in. He has filled it in using joined handwriting.

male Sex: Name: Donne Smith

Nationality: Solomon Islander Age: 35

Kala Bay Primary School. Primary school attended: Secondary school attended: Luesaleba Secondary School

Solomon Islands College of Higher Education College attended:

Marine Engineer Occupation:

Temotu Shipping Line, P.O Box 1680 Address:

Honiara.

7 _u

Unit 14: Local Feasts

Now read the paragraph about Grace Tai.

Grace Tai is twenty-six years old. She is a Solomon Islander. She went to St. Mark's Primary School. She passed her primary examination and went to St. Joseph's National Secondary School. She then studied at Solomon Islands College of Higher Education. She is now a teacher at St John's Community High School. Grace uses her mother's post box number in Honiara. It is 324.

Now copy out the Record Card below into your exercise book. Can you fill in Grace's information? Remember to use joined handwriting.

Name: Age: Primary school attended: College attended: Address:	Sex: Nationality: Secondary school attended: Occupation:

◆ Oral ◆ Writing

Feelings

Your teacher will put you into small groups. Talk about feelings with your group. Talk about times when you were very happy. Talk about times when you were very sad.

What other feelings do you have?

Do you feel angry sometimes or lonely?

Think about why you have these feelings. Your teacher will ask each group to tell the rest of the class what they have talked about.

A Poem about Feelings
Think of something that made you very happy.

Then think of something that would have made an animal very happy too.

Here is an example:

When I won the running race, I was as happy as a dog eating a bone.

Now finish these lines to make a poem about feelings. Look at the list of animals below to help you. Write out your poem. You could draw some pictures to go with it.

When I
I was as happy as a
When I
I was as sad as
When I
I was as lonely as
When I
I was as angry as a
When I
I was as surprised as a

Here are some animals to help you.

snake	dog	horse
COW	duck	grasshopper
pig	butterfly	fish
parrot	dolphin	mouse
rat	chicken	lizard
slug	worm	frog
cat	snail	shark
turtle	mosquito	flea

Reading

Read the Parrot Party poem with your teacher. Use the dictionary to help you find meaning of the new words and phrases.

Parrot Party

New words

noisy, hatched, puddles, soared

Phrases

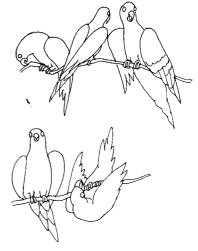
proof of the fun

Twenty noisy parrots,
Had a party last night.
The last egg had hatched.
The youngest one was OUT!

They rocked on the branches.
Looked the cat in the eye.
They splashed in the puddles,
And soared high in the sky.

Then they had a contest,
With the clothes on the line.
Must have been a good party,
Many must have won.

The clothes were splattered this morning, With the PROOF OF THE FUN!



Comprehension

Read the poem again.

Answer the following questions in your exercise book.

- 1. Why were the parrots having a party?
- 2. Where did they splash?
- 3. Name three things the parrots did to enjoy their party.
- 4. Why do you think they looked the cat in the eye?
- 5. What do you think their game was with the clothes on the line?
- 6. What makes you think this?

Language Study

Describing Words

Look at the first line in the poem you have read today.

Twenty noisy parrots

The words 'twenty' and 'noisy' tell us more about the parrots. They are describing words. Here are some more examples. The describing words are underlined.

- a red, spotty dress
- a skinny, old chicken
- a round, orange ball

Unit 14: Local Feasts

Look at these sentences. Put a describing word into the spaces to make the sentence more interesting. Write out the complete sentence into your exercise book.

1.	The ma	an went fishing with a ₋	boy.
2.	I put the	knife on the	table.
3.	My mother put a	sandwic	h in my bag.
4.	He kicked the	ball over the _	wall.
5.	The	butterfly landed on the	eflower.

Spelling

Look at the spelling words for this week. Can you put them in alphabetical order? Some of the words start with the same letters. You must look at the second or third letter in this case. Your teacher will help you to start.

home	start	people	party	man
water	invite	strong	bed	stand

◆ Oral ◆ Writing

Your teacher will put you into small groups. Read the poem 'Parrot Party' again. Think about other animals. How would they show they were happy?

Write the name of the animal and then write a list of what it could do. Here are some examples:

bark wag its tail chase its tail roll over chase around jump in the air	bellow moo trot round a field swish its tail stamp its foot chase another cow

Read this poem. What do you notice about this poem?

One line taken from the list above is sensibleand the next line is nonsense, and so on.

This makes a funny poem. Can you write one too?

Dog Party

The dogs barked,
As they ate bananas.
They chased around noisily,
Hibiscus in their hair.
Wagging their tails,
They put on their slippers,
And rolled over,
Ready to sing and play their
guitars.

Write an Animal Party Poem Choose one of the animals you have talked about. Write a poem about that animal's party. You could make it funny.

Draft your poem first. Check it through with a partner. Edit and proofread your writing. When you have checked it, write out a good copy.

You could draw a picture of your animal party.

Reading

Find out the meaning of new words and phrases. Use the dictionary to help you. Then read the text with your teacher.

A New Chief for the Village

New words Phrases

charge, waving, shouting, beating swearing in, lasts a whole day

Introduction

Chiefs in Solomon Islands are important leaders. The swearing in of a new chief is always an important day. Here is a description of the swearing in of a new chief on Ulawa Island in Makira Ulawa Province.

Planning

On Ulawa Island if a new chief is to be sworn in there are many things to get ready. The day of celebration has to be planned. Many months before this day yam, pana, kumara, taro and other vegetables are planted. Pigs are fattened so they will be ready for the feast. Traditional dances are practised. Everyone works hard together. They enjoy getting ready.

The Invitation

Giving out the invitations is a very special traditional ceremony too. A group of about forty warriors go to each village on the island. They charge towards each village shouting and waving their spears and shields.

The chief from the village comes out to speak to the warriors.

"Why have you come? Have you come to kill us, destroy our village or steal from us?" he asks.

The leader of the warriors then replies, "No, we are here to invite the chiefs and elders of your community to the swearing in of a new chief in our village."

Final Preparations

After everyone has been invited the village elders tell the young men and boys what still has to be done. They have to kill the pigs and cook the food. The elders then call together the Malauhu boys. They are the 9 and 10 year olds who live at the Beach Custom House. They have been living there to learn how to go bonito fishing with the men. They have been learning how to use Taeolus. These are traditional fishing canoes. The elders tell the Malauhu boys about the ceremony.

The Day Arrives

The Malauhu boys who have been living away from the village are led back into the village by the village chief and elders. As they come back to the village there is the sound of beating drums.

Unit 14: Local Feasts

At local feasts traditional songs are sung and there is also dancing. The swearing in of the new chief takes place at the Custom House. Everyone comes to watch. The new chief then talks to the villagers. Then there is a huge feast with all the invited chiefs and elders from all the villages. The celebration lasts a whole day with dancing and feasting late into the night. It is a very special day for everyone.

Comprehension

Read the text again silently.

Answer the following questions in your exercise book.

- 1. Where is Ulawa Island?
- 2. When does preparation for the day begin?
- 3. How do the other villages hear about the ceremony?
- 4. Who are the Malauhu boys?
- 5. Do you have special ceremonies like this where you live? Write a few sentences about them.

Language Study

Opposites

Look at these pairs of words. They have opposite meanings.

up down good bad high low

Choose the opposite of the underlined word in each sentence from the list.

All of the choices might make sense in the sentence, but only one of them has the opposite meaning.

Write out the underlined word and then write the word that means the opposite next to it.

- 1. Mary, please remember to open the door when you leave. (lock, close, unlock ,push)
- 2. James <u>always</u> plays football on Saturday. (often, seldom, usually, never)
- 3. David <u>remembered</u> to do his homework. (forgot, wanted, decided, declined)
- 4. Samson loves to sing and he has a very <u>weak</u> voice. (soft, low, sweet, strong)
- 5. My mother always makes <u>hard</u> biscuits. (tasty, round, soft, coconut)

Extra Activity

'a' and 'an'

Last week we looked at using 'a' and 'an'. Here are some more sentences. Put the words a or an in each space.

- 1. In Solomon Islands each community has __ chief.
- 2. I ate __ egg and __ orange at the feast.
- 3. The old chief gave __ speech.
- 4. The village leader had invitation to the feast.
- 5. Each warrior had ___ spear and ___ shield.

Handwriting

Here is an invitation to a feast. It is written out in joined handwriting. Copy it into your exercise book. Make sure you have a sharp pencil before you start.

Dear Paramount chief.

Please come to a feast for our new chief. It will be held in the custom house in the big village.

It will be on Friday morning at 90clock. Following prayers of thanks. There will be a feast of pork, fish, kumara, cabbage and pudding.

There will also be custom dancing and singing.

◆ Oral ◆ Writing

My Feast

Your teacher will put you into small groups. Talk about a special feast that you have been to. Maybe you have seen a new chief being sworn in. Talk about what had to be done before the day.

Did you help? Talk about the feast day.

What happened?

How did you feel? Was it a good day?

Write a Letter

Read the letter. Margie has written it to her friend Wanita. Margie has been to a feast and tells Wanita about it. Look at the way the letter is laid out. Look at the address and the date.

How does Margie start her letter?

How does she sign off?

Marone Primary School, Ma'a District, Utupua Island, Temotu Province 21st December 2002

Dear Wanita,

Yesterday we had a feast in my village. It was a special day. A new chief was sworn in.

We had lots of visitors from other villages. It was very exciting.

I had a good time. I helped my mother get some of the pudding ready in the morning.

My brother was in the dancing group. He was very good. When I am older I want to dance too.

There was so much good food to eat. I stayed up really late. I wish you could have been here.

From your friend,

Margie

Write a letter to a friend.

Tell your friend about a feast you have been to. Think about some of the things you talked about in your group.

Draft your letter first. Work with a partner to check each other's work. Make sure you have laid it out correctly.

	Koriovuku Primary School Ranonga Island Western Province
	Date:
	Dear
1	

Reading

The text below is a poem about 'Froggie'. Read the poem silently by yourself. Next read the poem with your teacher.

Froggie Went A-Courting

New wordsPhrasesroar, raps, loud, hollowby his side

Froggie went a-courting and he did ride, uh-huh. Froggie went a-courting and he did ride, uh-huh. Froggie went a-courting and he did ride, With a sword and a pistol by his side. uh-huh, uh-huh, uh-huh.

He rode right up to Missie Mousie's door, uh-huh. He rode right up to Missie Mousie's door. uh-huh. He rode right up to Missie Mousie's door. Gave three loud raps, and a very big roar. uh-huh, uh-huh, uh-huh.

Took Missie Mousie upon his knee, uh-huh.
Took Missie Mousie upon his knee, uh-huh.
Took Missie Mousie upon his knee,
Said "Missie Mousie, will you marry me?"
uh-huh, uh-huh, uh-huh.

Without my Uncle Rat's consent, uh-huh.
Without my Uncle Rat's consent, uh-huh.
Without my Uncle Rat's consent,
I wouldn't marry the President.
uh-huh, uh-huh, uh-huh.

Where will the wedding breakfast be? uh-huh. Where will the wedding breakfast be? uh-huh. Where will the wedding breakfast be? Way down there, in the hollow tree. uh-huh, uh-huh, uh-huh.

What shall the wedding breakfast be? uh-huh. What shall the wedding breakfast be? uh-huh. What shall the wedding breakfast be? Fried Mosquito and a Black Eyed Bean. uh-huh, uh-huh, uh-huh.

Unit 14: Local Feasts

Little piece of bread upon the shelf, uh-huh.
Little piece of bread upon the shelf, uh-huh.
Little piece of bread upon the shelf,
If you want anymore, you can sing it yourself.
uh-huh, uh-huh, uh-huh

Comprehension

- 1. Who was going to get married?
- 2. Who did Missie Mousie have to talk to?
- 3. Do you think Uncle Rat agreed? Why do you think that?
- 4. Where was the wedding feast going to be held?
- 5. What was there going to be to eat at the wedding feast?
- 6. What do you think Froggie rode on?

Language Study

Plurals

Can you fill in the missing words here?

Some of the words missing are plural which means more than one.

Some of the words missing are singular which means only one.

singular	plural	singular	plural
1. boy		6. half	
2	pigs	7. key	
3	armies	8	leaves
4. yourself		9. wife	
5. chief		10	pencils
			•

Spelling

Look at these words.

They are your spelling words, but the letters have been jumbled up.

Can you work out what each word is? Number the words in your list from 1 to 10.

1. anm2. omhe3. tadns4. sattr5. ppleeo6. aewrt7. gnorst8. deb9. typar10. iteinv

Your teacher will check if you have learnt your spelling words for this week.

Can you spell all words?

Have you been learning them every day?

◆ Oral ◆ Writing

A Wedding Feast

Your teacher will put you into small groups. Talk about a wedding feast you have been to. If you haven't been to a wedding feast ask some of the other pupils in your group about a wedding feast they have been to.

What could you talk about?

Use the questions below as discussion starters.

You will be able to ask some other questions too.

- Who was getting married?
- Was there a special service?
- What happened during the ceremony?
- Who came to the wedding?
- Was there a lot of preparation before?
- What had to be done?
- Who did it?
- Was there a feast?
- Was there special food at the feast?
- Describe the feast.

Writing Your Letter

Finish writing the letter that you started in the last lesson.

Remember it is about a special feast. Maybe your letter is about a wedding feast.

Koriovuku Primary School Ranonga Island Western Province
Date:
Dear

Unit 15: Food in our Region

Reading - Dr. Lale Talks about Food

The text in the reader for this unit is a recount. Read 'Dr. Lale Talks about Food' by Lionel Damola with your teacher and your class.

Language Study

Here are some sentences from the recount you have just read.

Read these sentences carefully. Use the best word from the box below to fill in each space. One word will be used more than once.

1.	The people of Lata town gathered the town hall.	for	under
2.	Everybody waited the talk to begin.		under
3.	Children and babies need lots body building food.		of
4.	It is important us to eat many different types of food.		
5.	Extra energy that our bodies don't use is stored our skin as fat.		

Comprehension

Read the questions below. Then re-read the recount again silently. Be ready to answer the questions when your teacher asks you.

- 1. Why had Dr. Lale come to the town hall?
- 2. On which day of the week did Dr. Lale come to speak?
- 3. List some foods that are high in energy.
- 4. Why do children need to eat more food like meat, fish and eggs than their parents?

When you have finished the activity with your teacher you will be able to answer this last question.

5. Did you have a balanced diet today? Explain how you could make your diet more balanced.

Spelling

Look at these words.

Think about how to say and spell them.

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

Copy the list into your exercise book.

planted good talk today row don't visit got women help

Unit 15: Food in our Region

Copy these sentences into your exercise book.

Put the correct word from the spelling list into the spaces.

1.	The	had prepared the	the food.	
2.	Today Dr. Lale	came to give a	in the town hall	
3.	To stay healthy	we must eat	food.	
4.	The principal th	nanked Dr. Lale	e for his	
5.	We	a of ca	abbage in our garden.	

◆ Oral ◆ Writing

Debate

Your teacher will tell you how to have a debate.

You will work in your two groups. Each group will have a leader.

One group will think and talk about 'Why a balanced diet is important'.

The other group will think and talk about 'Why a balanced diet is not important'.

Write down your points on a sheet of paper. One member of each group will give a short talk and explain the points to the whole class. After the talks anyone can ask questions.

Some of your points might look like this. For example;

Why a balanced diet is important:

- If you eat fresh fruit it will stop you getting sick;
- Children who eat fish grow strong bones.

Why a balanced diet is not important:

- As long as you feel full it doesn't matter what you eat;
- Everyone gets sick, food does not make a difference.

Look at the statements again

A balanced diet is important.

A balanced diet is not important.

Now think about what you have eaten today.

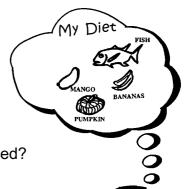
Is your diet balanced?

Does it need to change?

What could you leave out?

Do you need some other food to make your diet more balanced?

When you have put your chart together, as shown by your teacher, write some short sentences to answer the questions above. You will have time to finish this tomorrow.





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 text 'Making Nambo' with your class and your teacher.

Making Nambo

New words **Phrases**

local, harvesting, peeling, breadfruit, dried in the same way, stone oven, dies down

Solomon Islanders mostly eat local food. On most islands, food is prepared and cooked in the same way. However, on some islands special dishes are made.

On Makira for example, 'six month pudding' is made. In Tikopia a cassava pudding called Temasi is made.

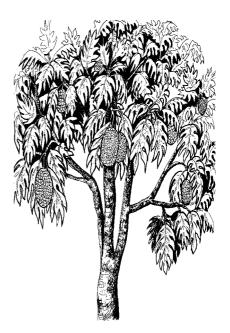
In the Santa Cruz and the Reef islands a special dish called Nambo is made. Nambo comes from the breadfruit tree.

Making Nambo is hard work. All the family has to help. When the breadfruit on the tree is ripening, members of the family collect firewood, stones and brushwood. This must be ready for when the breadfruit is ripe.

When the fruit is ripe someone climbs the breadfruit tree to pick the fruit. This is called harvesting. The fruit is then cooked on an open fire and left to cool.

Next day the skin is taken off the cold, cooked fruit. This is called peeling. The breadfruit is then cut into small pieces. Then a big fire is made in a stone oven.

When the fire dies down pieces of bamboo or a wire net are put over the stones. The small breadfruit pieces are then put on top. The breadfruit pieces need to be turned every ten to twenty minutes.



When the breadfruit pieces are dry, they are ready to eat. These dried breadfruit pieces are called Nambo.

Comprehension

Read the text again to yourself. Can you answer the questions? Your teacher may ask you to write some of the answers in your exercise books. If you write the answers make sure they are in complete sentences.

- 1. What is the name of the special dish made on Makira?
- 2. What is Temasi?
- 3. Which groups of islands make Nambo?
- 4. Which fruit is used to make Nambo?
- 5. When is the fruit peeled?
- 6. Do you think making Nambo is hard work? Give the reasons in your answer.

Language Study

Put in speech marks (" ") where they are needed.

- 1. Do you like eating local food? asked the teacher.
- 2. What is your favourite food, Teveko? asked his friend.
- 3. Nambo is my favourite food, answered Teveko.
- 4. What does Nambo taste like? asked his friend.
- 5. It tastes like a biscuit, said Teveko.

Handwriting

Making Nambo

 Breadfruit is picked when it is ripe. It is then cooked on an open fire. 	
The dried pieces are called Nambo. The breadfruit is then cut into small pieces. When the cooked breadfruit is cool it is peeled. The pieces are dried on hot stones.	

The sentences in the box are about making Nambo. Put them in the right order.

The first two have been done for you. They are in the right order.

Copy the sentences carefully into your exercise book. Use joined-up writing.

Oral 🔷 Writing

Play the Game 'Where Does it Come From?' Your teacher explain to you how to play this game.

Making	Z
Ingredients 1. 2. 3. 4. 5.	Utensils 1. 2. 3. 4. 5.
Steps 1. 2. 3.	

Let's Write a Recipe

In the reading today you learnt how to make Nambo.

Now you will write out a recipe for your favourite local dish.

The ingredients are all the things you need to use.

In the Nambo recipe, the only ingredient

breadfruit.

The <u>utensils</u> are:

all the other things you need to make your recipe.

In the Nambo recipe you needed:

a sharp knife, a stone oven, firewood, bamboo or a wire net, a basket to store the Nambo when it was ready.

Write your recipe using these guidelines.

- 1. Name your recipe;
- 2. List the ingredients;
- 3. List the utensils you will need;
- 4. Write what you have to do; Make sure the steps are in the right order;
- 5. You can draw pictures to show what you do or you can decorate your recipe with a border;
- 6. Your teacher can put all your recipes together and make a Class Recipe Book.



Reading

Look at the new words and phrases. Your teacher will help you.

Discuss the meanings of any words that you do not understand. Use a dictionary to find the meanings of new words you do not know.

Practise pronouncing the words and try to use some of them in sentences.

Now read the text 'Seafood' with your teacher and your class.

Seafood

New words shellfish, beche-de-mer, sea bed

Phrases special occasions, as well as

The sea around our islands is full of good things to eat. Food that comes from the sea is called seafood. Many different types of shellfish can be found in the sea, on the reef, in the lagoons and on the shore.

Shellfish can be collected on the reefs when the tide is low. Some clams live in deep water and to collect them you have to know how to dive.



Some people like to collect and eat beche-de-mer or sea cucumber. These are quite easy to find. They live on the seabed where it is sandy.



People also like to collect crabs. Some crabs are very large and are quite difficult to catch.



Special traps are made to catch crabs as well as lobsters and prawns. These traps are left on the sea bed.

The lobsters and prawns can get in but then they cannot get out again. They are trapped.

Many different kinds of fish can also be caught in the sea. Fish is a very good body building food.

Some food found in the sea is only eaten on special occasions. Turtle meat and turtle eggs are sometimes eaten at an important feast.



Unit 15: Food in our Region

Comprehension

Read the text again silently and answer the following questions.

- 1. What is seafood?
- 2. Name three different types of seafood.
- 3. Why do we have to dive to collect clams?
- 4. How are lobsters and prawns often caught?
- 5. What special seafood have you eaten?

Language Study

Choose the right word from the brackets to complete each sentence. Write the completed sentence in your exercise book.

- 1. Some seafood (is are) only eaten on special occasions.
- 2. Seafood (has have) always been a popular food for Solomon Islanders.
- 3. Sea cucumbers (is are) known as beche-de-mer.
- 4. Crabs (is are) sometimes caught in traps.
- 5. Some Solomon Islanders (has have) collected turtle eggs.

Spelling

Alphabetical Order

These words are not in alphabetical order.

food body eat crabs

Look at the first letter in each word. In alphabetical order they are:

body crabs eat food

Now look at the words below. Put the words in alphabetical order.

fish eel clam shell
 sand rocks turtle tuna
 prawn starfish lobster jellyfish

Oral Writing

Riddles.

Each of you will be given a card.

Each card has the name of a kind of seafood on it.

Do not show your card to anyone

Do not show your card to anyone. Make up a good riddle about the seafood written on your card. I am a kind of seafood.
I live in the sea.
I have eight tentacles (fingers), and a soft body with no bones.
What am I?





Octopus

Everyone will read out his or her riddle to the class. Will your friends guess your seafood?

Diary Writing.

Monday 20 March My family ate barbecue fish for dinner. We added cooking oil, black sauce, and garlic. The barbecue fish tasted delicious. I really enjoyed the meal.
Tuesday 21 March
Wednesday 22 March
Thursday 23 March
Friday 24 March

Your teacher will talk to you about your diary. You are going to write a diary about the kind of seafood you eat each day. You are going to keep it for one week.

Here are some words that will help you.

- Types of cooking
 - boil, barbecue, bake, roast, fry
- Ingredients added
 - cooking oil, salt, curry powder, pepper, chilli
- Describe the taste
 - sweet, salty, sour, bitter.
- Eaten at which meal
 - breakfast, lunch, dinner.



Reading

Find out the meanings of the new words and phrases. Practise pronouncing the words and use some of them in sentences. Now listen to your teacher who will help you read the text.

Food From Land and Water

New words collect, still, hunt, seaweed

Phrases
different types, different kinds,
different places

The food we eat comes from different places. Food comes from the land, the sea and from rivers. We can grow food in our garden. We can grow yam, taro and kumara. We can grow tomatoes, lettuce and cucumbers. We can grow paw paw, oranges, watermelons and pineapples.

We can collect food that grows in the bush. Many berries and nuts are good to eat. We can collect and eat coconuts when they are green. These are good for drinking. The coconuts that have fallen off the trees are good for making coconut cream.

Many animals that live on the land also give us food. We are able to keep chickens for meat and eggs. We can keep cows and pigs for meat. Sometimes we can hunt for animals in the bush. On some islands people still hunt wild pigs to eat. Land crabs can also be caught. They are good to eat.

Many different types of fish can be caught in the sea and in rivers. Many different kinds of shellfish can be collected to eat. Different clams, prawns, shrimps and crayfish are found in fresh and salt water. Another very good food is seaweed.

Our food comes from the land, the sea and rivers. There are many different kinds of plants and animals that we can eat.

Comprehension

Read the text again silently. Then write answers to these questions in your exercise book.

- 1. Where does the food we eat come from?
- 2. What can we grow in the garden?
- 3. What can we collect from the bush?
- 4. Why do people keep cows and pigs?
- 5. Where does most of the food you eat come from?

Unit 15: Food in our Region

◆ Language Study

Vocabulary Your teacher will help you draw a chart. Can you fill it in using food names from today's reading? Can you add some other food?

Food from the land	Food from the sea	Food from the river
tomato	fish	fish
cucumber		

Handwriting

Copy the table into your books. Read the words in the list. Write each one in the right place.

Remember to copy the words using joined-up writing.

beans	chicken	bread	pork	rice	mandarins
fish	sugar	beef	pawpaw	taro	greens

HealthandProtective Foods	BodyBuildingorGrowth Foods	EnergyFoods

◆ Oral ◆ Writing

You will be divided into three groups. Each group will be given a large piece of paper. Each group will make a chart.



Read the paragraph below about clam soup.

When I go home today I would like to eat some clam soup. My mother makes clam soup. She collects clams from the sea. She boils them with shallots. The shallots grow in our garden. Then she adds curry powder and salt. When the soup is ready she puts coconut milk on top. I would like to eat this soup with baked potatoes. I love eating clam soup. My mother's clam soup tastes delicious.

Use the information in the paragraph to write a recipe for making clam soup.

Remember to write the name of the dish as a title, and to use the headings; ingredients, utensils and procedure to help you write your recipe.

<u>C</u>	Clam Soup	
1	ngredients:	
	Utensils:	
	Procedure (steps):	

Unit 15: Food in our Region

Reading

Look at the new words and phrases. Your teacher will help you to discuss the meaning of the new words. Use a dictionary to find the meanings of new words. Practice pronouncing the words and use some of them in sentences. Now read the text 'Eating Plants' with your teacher and your class.

Eating Plants

New words stem, mixture, raw, taste

Phrases parts of plants

Plants are very important to us. There are many plants that we can eat. We can eat many different parts of plants. We can eat leaves, stems, roots, fruits and seeds.

A leaf is the green, flat part of a plant growing from a stem. Green leaves are good for us to eat. Lettuce, cabbage and taro leaves can be eaten raw or they can be cooked.

Stems are the long thin parts of a plant. They grow above the ground between the roots and the leaves. Some vegetable stems are good to eat. We can eat watercress, Chinese cabbage and shallot stems. All of these can be eaten raw or they can be cooked.

Some plants store their food in their roots. These roots are good for us to eat. We eat the root of yam, taro, kumara, cassava as well as carrots and onions. All these are grown under the soil.

Fruit is the part of a plant that contains seeds. Many fruits are also good to eat. Some fruits taste sweet. Fruits that grow in Solomon Islands are pineapples, oranges, mandarins, bananas, and many different kinds of melons.

Plants make seeds and from these, new plants will grow. They are a very good food for us to eat. We often eat different nuts like peanuts, coconuts and ngali nuts. Other seeds that we eat are, corn, snake beans, long beans and peas.

If we eat a mixture of plant foods they will help us to grow, keep us healthy, and give us energy to work and play.



Comprehension

Read the text again. Answer the following questions in your exercise book. Write your answers using a complete sentence.

- 1. Which parts of a plant can we eat?
- 2. List some plants that have leaves which we can eat raw.
- 3. Where do plants store their food?
- 4. Name three fruit trees that grow in Solomon Islands.
- 5. Why is it good to eat a mixture of different plants?

Language Study

Look at the questions. Copy each one putting 'many' or 'much' in the space. Remember to put the question mark at the end of each question.

1.	How	fruit did you buy	at the market?				
2.	How	bananas do you	want?				
3.	How	water do you drir	nk every day?				
4.	How	cabbage does yo	our mother cook?				
5.	How	corn seeds do th	e children need for planting?				
	Prepositions Write either 'on' or 'in' in each blank space in each sentence.						
1.	Tavake planted so	me vegetables _	his garden.				
2.	. My mother left some bananas for me the table.						
3.	. The farmer grew some lettuce his garden.						
4.	. I saw some ripe fruit the orange tree.						

Spelling

Your teacher will remind you of the spelling words in your list for this unit. Copy them into your exercise book in alphabetical order.

Here is the alphabet for you to use.

а	b	С	d	е	f	g	h	i
j	k	I	m	n	О	р	q	r
s	t	u	٧	w	х	у	Z	

Unit 15: Food in our Region

◆ Oral ◆ Writing

Listen to your teacher.

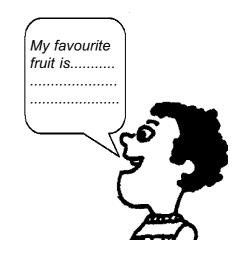
Your teacher is going to give you a short talk.

You are going to give a talk to the class.

You will tell the class about your favourite fruit or vegetable.

You will tell the class why you like it best.

You will also tell the class how it can be cooked.



а	apple		
b	banana	bean	
С	cabbage		
d			
е			
f			

Alphabet Food

Write out the alphabet in your exercise book.

Use a new line for each letter.

On each line make a list of fruit and vegetables beginning with that letter.

Here is the beginning of your page. Can you fill it in?



Reading

Study the new words and phrases. Your teacher will help you to discuss the meanings of the new words. Practise pronouncing the words and use some of them in sentences.

Now read the text 'Collecting Food Long Ago' with your class and your teacher.

Collecting Food Long Ago

New wordshunted, dangerous, weaving clubs, shields, baked, roasted

Phrase under the ground, as well as

Long ago people did not have gardens or keep animals for food. They got their food in two ways. They hunted for animals or they collected food from plants growing in the bush.

The men hunted for wild animals and went fishing. They made bows and arrows as well as clubs so that they could kill the wild animals. They made shields so they could hide behind them. Sometimes the animals were dangerous. They made spears too which they could also use for fishing. Later fishing tools like nets, hooks and fishing lines were made and used.

The women usually collected plants that grew in the bush. They used sharp sticks so that they could dig up roots from under the ground.

Pots were made for cooking. The pots were made from clay. Clay is a soft mud that can be made into a pot shape. It is then baked in a fire until it is hard.



Sharp stones were used for cutting. Wood was often used to make simple spoons to stir the food when it was being cooked.

Plants that were collected had to be stored. People made baskets by weaving pandanus or coconut leaves. Food was usually roasted on a fire. Sometimes hot stones were used for baking.

Enough food had to be found every day to feed a family. This was hard work. It was a job that took all day. It was a job that had to be done every day. Sometimes families had to walk a long way to find enough food. Most families had to move from one place to another every day looking for food. They did not have much time to rest.

Unit 15: Food in our Region

Comprehension

Read the text again carefully. Answer the questions in your exercise book.

- 1. Where did people get their food long ago?
- 2. Why were bows and arrows used?
- 3. How were roots dug out from under the ground?
- 4. What was clay used for?
- 5. Have you ever collected food from the bush? Give some examples.

Language Study

Copy out these sentences.

Use words from your spelling list to fill the spaces.

1.	A h was used to catch fish.
2.	A sharp stick was used to d for roots in the ground
3.	Men h for wild pigs.
1.	My mother showed me h to make a clay pot.
5.	Soft mud used for making pots is c clay.
3.	A simple s was made from w .

Spelling

Look at these words. Think about how to say them. Use the spelling strategy to help you learn the words.

Copy the list into your exercise book.

called hook
half wood
second hunted
dig cook
how spoon

Oral Writing

You will work in a small group. Your teacher will give you one of the following a topics.

Hunting; Collecting; Fishing.

Your teacher will give your group some questions to talk about.

When you have talked about the questions you will write down the answers.

One person from your group will tell the whole class what your group talked about.



When you have listened to all the groups you will be asked to choose one. You will then write a short recount. You will have some good ideas from all the talks you have heard.

Here is an example written by a grade 4 pupil:

Hunting

Written by Lionel Giano

Grade 4

I like hunting. When I was a small boy my father took me with him when he went hunting for wild pigs.

When we went hunting we also took three dogs with us. These dogs looked for wild pigs.

They barked at them and chased them. They helped my father and me. They helped us find the wild pigs. If we caught a pig we killed it with a knife.

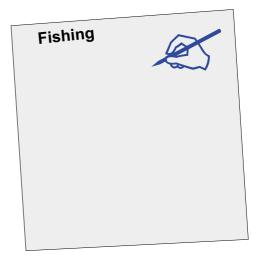
Sometimes we killed a pig by throwing a spear at it. After we had killed the pig we would make a big fire. This was so that we could burn off the pig's hair. Then, we would usually cut away parts that we could not eat. Then the pig was not too heavy to carry home.

There was plenty of pork to eat after every hunt.

It would feed my family for about a week.

Look at it carefully and write your own recount.

Write a draft first. Read it to a partner. Edit your draft. Check the spelling. Then write out a good copy in your best handwriting.



Reading

Study the new words. Your teacher will help you to discuss the meanings of the new words.

Use a dictionary to find the meanings of the new words if this helps. Practise pronouncing the words and use some of them in sentences.

Making Salads

New words

crunchy, squeeze, ground, salad sliced

Phrases

into very small pieces, put into boiled water, for only one minute

Many different plants grow in the Pacific. Some are very good for making salads.

A salad is usually made from fresh vegetables and fruit.



In Papua New Guinea, people in the lowlands use raw pumpkin or pawpaw to make a salad. This is how they make it. They peel the pumpkin or pawpaw. Then they cut it into very small pieces. Then they chop up some spring onions, capsicum and tomatoes. They cut up some pineapple. They mix everything together and add some parsley or kari leaves. Finally they squeeze a little lemon juice on top.

This makes a fresh, crunchy salad. It tastes delicious. A simular salad is made in the highlands of Papua New Guinea. In the highlands carrots are used and not pumpkin or pawpaw. This carrot salad is delicious too.

Another salad idea comes from Indonesia. Green beans are sliced into small pieces. They are mixed with sliced carrots and small pieces of pawpaw. The pawpaw that is used in this salad is not ripe. The beans, carrot and pawpaw are then put into boiling water. They are put in the pot for only one minute. They are taken out of the water and left to cool.

Peanuts are ground up to make peanut butter. The peanut butter is mixed with the beans, carrots and pawpaw. A small amount of coconut milk is added to make a delicious salad.

Eating salads is good for us. Most of the vegetables and fruit in salads are not cooked. This is very good food for our bodies.

Fresh vegetables and fruit work in our bodies to help keep us healthy.

Comprehension

Read the text again silently. Answer the questions using complete sentences.

- 1. What is a salad?
- 2. Make a list of everything you would need to make a carrot salad.
- 3. How is peanut butter made?
- 4. Why is eating salad good for us?
- 5. Make up a salad of your own. Your teacher will talk about this with you. What have you put in it? Is it delicious?

Handwriting

Copy this letter into your exercise book. Write it neatly and tidily. Use your best joined-up handwriting.

Gauwa Primary School Manuopo Postal Agency Reef Islands Temotu Province

21st May 2002

Dear Andrew,

I am going to have a party next Saturday. I will be ten years old. My mother and father have told me I can invite my best friend to my birthday party. All my family will be there. I know we will have a great feast. My mother will also make a birthday cake.

The party will start at two o' clock in the afternoon. I hope you can come.

Your best friend,

Wanita

Language Study

Copy the following sentences into your exercise book. Put in the missing commas (,) and full stops (.)

- 1. Traditional foods like taro yams kumara and slippery cabbage are best for eating
- 2. Cucumbers tomatoes lettuce and capsicum are best eaten fresh
- 3. I made a salad with carrots pumpkin shallots and ginger
- 4. It is not healthy to eat a lot of lollies twisties and ice blocks

Unit 15: Food in our Region

◆ Oral ◆ Writing

In small groups you are going to plan a family feast. Your teacher will help you with some ideas.

After you have planned your family feast you are going to write a letter.
Your letter is an invitation.
You could answer some of these questions in your letter.

- · Why will there be a feast?
- Who will be at the feast?
- When will the feast take place?
- Where will the feast be held?
- Will there be dancing and singing?
- Will there be speeches?
- · What will there be to eat?

When you have written a good copy of your letter you could draw a picture to show what your feast will be like.

Dear

Unit 15: Food in our Region

Reading

Look at the new words and phrases. Your teacher will help you. Use a dictionary to find out the meanings of new words. Say the words. Do you know what they mean? Can you use them in a sentence? Read the text 'Keeping Food Fresh'

Keeping Food Fresh

New words Phrases fresh, canning, smoke, rot, smell, refrigerator a long time drying, freezing

Most food will not keep fresh for very long. Fish and meat will soon start to smell and go bad. Fruit and vegetables will rot. We cannot eat food that is bad. Bad food can make us very sick.

There are many ways that we can use to stop fresh food from going bad. Drying is one of the oldest ways of keeping food. In Solomon Islands fish and meat are sometimes dried in the sun. As well as drying in the sun some kinds of fish and meat are put into a special smoke box. The smoke helps to dry the food. It also makes it have a delicious taste. Some fruits can also be dried in the sun to keep them for a long time.

Canning is an important way of keeping food fresh so that it is good to eat. In canning, the food is put into cans. The cans are closed so that no air can get inside. The cans are then heated. The food inside the can will keep fresh until the can is opened. Tuna is put into cans in Solomon Islands. Many people buy these cans. It is sometimes called tinned fish.

Food can be kept for longer if it is cool. Some people have a refrigerator in their home. This helps them to keep their food fresh. Sometimes ice can be bought from the store. Many people who go out fishing pack the fish they catch into ice to keep it fresh.

Food can be frozen to keep it fresh for a long time. If food is frozen it must be kept in a freezer so that it does not go soft. As soon as it is soft and not frozen it will not stay fresh for very long. It will soon start to go bad.

Some soft fruits can be boiled with sugar to make jam. Jam will stay fresh in a jar for a long time. Some vegetables can be boiled and then mixed with vinegar. They are then put into a jar with a lid on top. These are called pickles and they will stay good to eat for a long time.

There are many different ways food can be kept for a long time. Food can be cooled, frozen, dried, canned or put into jars. It can also be cooked to help it stay good to eat.

Comprehension

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

- 1. Why do we have to keep food fresh?
- 2. What is canning?
- 3. How can fish be kept fresh?
- 4. What is jam?
- 5. Give three different ways in which you could keep food so that it stays good to eat.

◆ Language Study

Copy these questions and answers. Fill in the missing words

1.	 "Do people eat food that is bad?" asked Meri. "No, they," said Tom. 								
2.	2. "Is canning a good way of keeping food for a long time?" asked Meri. "Yes, it," said Tom.								
3.	"		to	eat dried fish?" asked	Meri.				
4.		·		or a long time?" asked I	Meri.				
•		No, it," sa		_					
	. (Spelling							
Tes Ch	st y ec	•	wit spe	•					
Now look at these words. The words are all from your reading today. The letters are in the wrong order. The letters are jumbled up. Can you sort them out? Can you find all the right words? How quickly can you find the words? When you have found the words write the list in your exercise book.									
1	l. (dfoo	3.	oeksm	5.	nningac			
2	2. 1	fshi	4.	grsau					



Write a short report.

Your teacher will help you to make a plan. Your teacher will talk with you about what to put in your report.

Your report is about keeping food fresh. It is about using a refrigerator.

Here are some ideas to help you:

Start by saying what a refrigerator is. Next write about the kinds of food kept in a refrigerator.

Then write about how long food can be kept in the refrigerator.

If you do not have a refrigerator write a few sentences saying if you would like to have one and why.

Keeping Food Fresh.

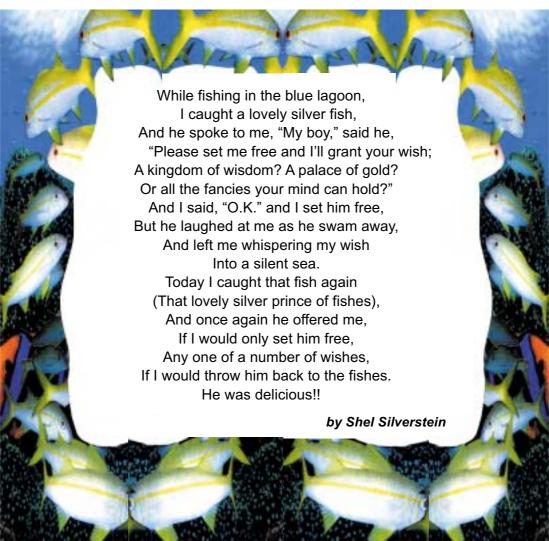
Reading

Look at the poem.

Read the new words. Use a dictionary to find out meanings of new words. Say the words and try to use some of them in sentences.

The Silver Fish

New words Phrases fancies, laughed, wish, whispering a kingdom of wisdom



Comprehension

Read the poem again. Answer the questions in your exercise book. You will have discussed some of them with your teacher.

- 1. Where was the boy fishing?
- 2. Why did the boy let the fish go?
- 3. What did the fish do as it swam away?
- 4. What happened when the boy caught the fish again?
- 5. What would you have done if you had caught that fish? Write a sentence to explain your answer.

Unit 15: Food in our Region

Language Study

Prepositions

Choose the best preposition from the list below to complete each sentence.

under on in for from

1.	The boy	was fishing	the lagoor
Ι.	THE DUY	was nonny	lile lagou

- 2. He put the bamboo the hot stones.
- 3. She squeezed some juice _____ the lemon.
- 4. I found a coconut _____ the tall tree.
- 5. I cooked the yam _____ one hour.

Handwriting

Copy the poem Rainbow Fish into your exercise book.

Remember to make your writing neat and tidy. Write in your best joined-up writing.

Use the Checklist when you have finished.

Checklist

- 1. Do your letters slope the same way?
- 2. Are your letters equal in size?
- 3. Is the spacing between your letters equal?
- 4. Is the spacing between your words equal?

Rainbow Fish
Red fish
Orange fish
Yellow fish
Green fish
Blue fish
Indigo fish
Violet fish
What have we got?
We've got a Rainbow Fish!

◆ Oral ◆ Writing

Play the game 'What am I?'

Your teacher will play it with you. For example:

I am yellow and long. Before you eat me, you must peel off my skin. If I am not ripe, you must cook me before you eat me. What am I?

E 3

Answer - I am a banana.

I am sweet and my milk is good to drink. Everybody likes me. You must always drink me before you eat me.

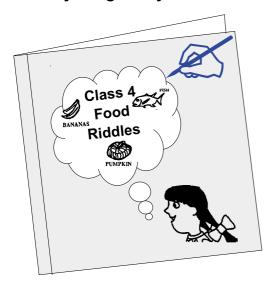
What am I?



Answer - I am a coconut.

Make up some more riddles about food.

When you have finished, each of you can read your riddles out to the class. Will anyone guess your riddle?



You could write out the riddles and make a Class Food Riddle Book.

Remember not to put your answer on the same page.

You could decorate your riddle page. Your teacher could put all your pages together.

This would be a good book to keep and read in your classroom.

Reading

Look at the food advertisement. Discuss it with your teacher.

Food Advertisement

New wordsimporter, frozen, butcher,
individuals

PhrasesQuality Butchers, Proudly Supplying,
Servicing Honiara

BORONIA MEAT SHOP

IMPORTER OF FRESH CHILLED & FROZEN MEATS

Quality Butchers and Suppliers of:

Beef, Pork, Chicken, Lamb and Many Other Quality Small Goods

"Proudly Supplying and Servicing Honiara"

Hotels, Restaurants, Stores and Supermarkets, Individuals,
Trade and Organisations
Fresh Meat Cuts Daily!
Order Now

Phone: 23796 Facsimile: 22346/38196 P.O. Box 475, Honiara, Solomon Islands.

Comprehension

Answer the questions in your exercise book. Use a complete sentence to answer the question.

- 1. What type of meat can you buy at Boronia Meat Shop?
- 2. What is pork?
- 3. Where is Boronia Meat Shop?
- 4. Who buys meat from Boronia Meat Shop?
- 5. Where do you think most of the meat comes from?

Language Study

In these sentences the speech marks ("") have been left out. Copy the sentences. Put in the speech marks.

- 1. Who likes to eat fish? asked the cook.
- 2. I like going to eat fish at the KiraKira Fresh Winds Rest House, said my father.
- 3. Joan smiled and said, I like eating meat best.
- 4. Which is your favourite meat? asked David.
- 5. Pork that has come from our village is the best food in the world, said Joan.

Spelling

Here are some words. Write them in alphabetical order.

If the first letters are the same then you must look at the second letter.

You use the second letter to put the word in alphabetical order.

The first one is done for you. Your teacher will go through the exercise with you.

clam, carrot, bread, bean

Answer bean, bread, carrot, clam

2.	p o rk	c u cumber	c r ab	pineapple
3.	b u tter	m a ngo	b a nana	m a ndarin
4.	s u gar	p u mpkin	s a lt	p e anut
5.	w a ter	c a bbage	c h illi	c a psicum

Your teacher will test you on your spelling words. Are you ready to spell them all correctly? Check them one more time before the teacher checks your spelling.

Oral Writing

In small groups, look at the two advertisements below and talk about the types of food or food services found in these advertisements. Look at the information. Look at the layout of the advertisements.

QFL QUALITY FOODS LIMITED

MAY TCF CREAM WATER ICE PRODUCTS ICE CREAM CONES ICE CREAM TOPPINGS SUNFRUIT CORDIALS **BROWN SUGAR**

AGENTS FOR: DAIRY FARMERS FULL CREAM MILK

Wholesale and Retail Orders are Welcome From all over Solomon Islands Telephone 30157 39313

SOLOMON TAIYO LIMITED

Processors & Exporters of Quality Tuna Products FROZEN TUNA, FISHMEAL, CANNED TUNA

Suppliers of:

SOLOMON BLUE, FANCY IN BRINE, SOLOMON BLUE SPECIAL, CHILLI TUNA FANCY IN OIL, CHUNK STYLE

Delicious Tuna

Telephone: 21664 Fax: 23462 P.O·Box 965 Honiara, Solomon Islands. TELEX SOLTAI HQ 66317

Unit 15: Food in our Region

Now imagine that you own a shop or a restaurant. You want lots of people to use your shop or restaurant.

Work with your group. Decide what sort of shop or restaurant you are going to write the advertisement for.

Talk about how you would write an advertisement for this shop or restaurant. What information needs to be in your advertisement?

Look at the other advertisements so you can use them as a guide. Plan the layout. This is what your advertisement will look like. Draw out your advertisement, writing the important text as you go. Your teacher will help you display your poster in the classroom.

Extra Activity

Make An Advertisement Picto-Chart.

Look in your newspapers and magazines. Look for advertisements. Cut out all the ones that are to do with food. Paste the advertisements onto a large piece of paper and put them up on the classroom wall. There should be a chart for each group. Give your chart a title. Here are some ideas.

Find Out about Food Advertisements Advertisements about Food Look at these Food Services



Reading - Christmas in Solomon Islands

At Christmas time, Christian people all over the world celebrate the birth of Jesus. In Solomon Islands, many people return to their families in their home villages to attend church services, feasts and entertainment.

Read the text called Christmas in Solomon Islands in the Reader. Your teacher will talk about it with you.

Comprehension

Write the answers to these questions in your exercise book.

- 1. What do some villages organise at Christmas time?
- 2. What do some people who live in towns do?
- 3. How are churches decorated?
- 4. What is a nativity scene?
- 5. What is another name for a Christmas hymn?
- 6. Describe how your church is decorated at Christmas time.

◆ Language Study

The words Christmas and church begin with the letters ch but they have a different ch sound. Make a list of words beginning with ch.

There are some examples to help you start listed below.

Christmas	choir	ch	ch	ch
church	chop	ch	ch	ch

Future Tense

Write these sentences in the future tense. The first one is done for you.

		<u>Future Tense</u>
1.	Last Christmas we had a village feast.	Next Christmas we will have a village feast.
2.	Last Christmas I went to church at midnight.	
3.	Last Christmas the choir sang carols.	
4.	Last Christmas I played in a pan-pipe band.	
5.	Last Christmas I danced with my friends.	
6.	Last Christmas my team won the competition.	

Spelling

Here are your new spelling words to learn this week. Can you read them all? Do you know how to say them correctly? Copy the words into your exercise book.

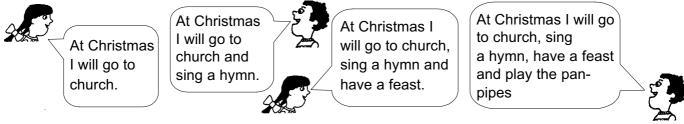
jump	pushing	live	pulling	pull
playing	ran	drum	took	band

Use Look, Cover, Remember, Write and Check to help you learn the words. Go through them now with a partner. Remember to do this every day. At the end of the week your teacher will check how many of the words you know how to spell.

◆ Oral ◆ Writing

Christmas Game

Work in pairs for this game. Take turns to tell each other what you will do at Christmas. At each turn you have to add something new to the sentence.



Keep playing until one of you can no longer remember the list of things you will do.

Last Christmas

Work in a small group. Talk about what you did last Christmas.

- Where were you last Christmas?
- Who were you with? Did you meet other members of your family?
- Were there any special celebrations? What were they?
- Did you go to a church service? Talk about the service.
- Did you have a special feast? Tell your group about it.
- Look back at the text for today to remind you of what you might have seen or done.

Now write about what you have been talking about.

If you went to a church service, you could write about the choir and the Christmas carols that were sung. You could write about how the church was decorated.

Here is the way one Standard 4 pupil started his recount.

Last December I went to a
Christmas service at Kala
Bay. Lots of people from the nearby
village also came. The choir sang
carols. The church looked beautiful.
After the service...

Draft your work first. When you have drafted it, read it through with a partner. Work at improving your draft. When you are pleased with your writing, write out a final copy. You could also draw a picture of your Christmas celebrations. You will have some more time to finish this activity tomorrow.

Reading

You are going to read a play. The play is called The First Christmas.

Talk about the play with your teacher. Look at who is in the whole play. These are called the characters. The list of characters is called the Cast List.



Cast List

Mary:

mother of Jesus

Joseph:

Mary's husband a messenger angel

Angel Gabriel: Elizabeth:

Mary's cousin

Zacchariah:

Elizabeth's husband

Roman soldier:

a soldier

Balthazar:

the oldest of the Three Wise Men

Melchior:

one of the Three Wise Men

Caspar:

the youngest of the Three Wise Men.

who is always asking questions

Old man:

an old man on his way to Bethlehem

Inn-keeper:

a kind innkeeper from Bethlehem

First shepherd:

a young shepherd on the hills above

Bethlehem

Second shepherd: an older shepherd on the hills above

Bethlehem

Third shepherd:

the oldest shepherd on the hills

above Bethlehem

First Angel:

the leader of the angels

A choir of angels:

Shepherds:

People on the road to Bethlehem:





Scene one is set in Mary's house. Look at who is in this scene. Your teacher will choose who will play each part. Read the scene aloud. Read the stage directions too.

The First Christmas

New words

Phrases

good, kind, happy, weaving, basket, news

to get ready for

Scene 1 Mary's house

Mary is sitting on a stool. She is weaving a basket. There is a loud knock at the door and Joseph comes in.

Joseph:

Hello, Mary. What are you making?

Mary:

Hello, Joseph. I'm making a basket. I'm going to fill it with flowers to

decorate the house at our wedding next year.

Unit 16: Christmas

Joseph: Good idea. Have you heard the news from your cousin Elizabeth?

She's going to have a baby.

Mary: Yes. I wonder if it will be a boy or a girl. I hope it's a boy.

Joseph: Poor old Zacchariah. He hasn't spoken a word since he heard the news.

Mary: Tomorrow I'll visit Elizabeth. She will need help to get ready for the baby.

Joseph: I've made a cot for the baby. I'll fetch it from the workshop.

Joseph goes out. Mary carries on weaving. The Angel Gabriel comes in. He is wearing a long white cloak.

Gabriel: Hail, Mary! You are a good, kind woman. You have been chosen by

God to be the Mother of his son, Jesus.

Mary: I am just a poor woman, but if God has chosen me, then I am

happy.

The Angel Gabriel leaves. Joseph comes back.

Joseph: Who were you talking to, Mary?

Mary: Come with me to the garden, Joseph. I have some very important

news for you.

Mary and Joseph go out.

Comprehension

Can you answer these questions?

- 1. Why is Mary making baskets?
- 2. Who is going to be Mary's husband?
- 3. Who is Zacchariah?
- 4. Why does the Angel Gabriel come to visit Mary?
- 5. What do you think Mary is going to tell Joseph in the garden?

◆ Language Study

Full Stops and Capital Letters

Read the paragraph below. All the full stops and capital letters have been missed out. It is difficult to read. Write it out with the full stops and capital letters in the correct places. Read your sentences when you have finished the activity, to check your work.

mary was sitting on a stool she was weaving a basket she was getting ready for her wedding her wedding was going to take place next year she was going to marry joseph joseph was a carpenter they both lived in nazareth mary was really looking forward to her wedding day

Handwriting

Read this poem about the first Christmas.

Choose the verse you like the most. Copy the verse into your exercise book using joined-up writing. Look carefully at all the joins. Make your verse neat and evenly sloped.

Long, Long Ago

Winds through the olive trees, Softly did blow, Round little Bethlehem, Long, long ago.

Sheep on the hillside lay, Whriter than snow. Shepherd were watching them, Long, long ago.

Then from the happy sky, Angels bent low, Singing their songs of joy, Long, long ago.

For in the manger bed, Cradled we know, Christ came to Bethlehem, Long, long ago.

◆ Oral ◆ Writing

Acting the Scene

You have read the first scene from The First Christmas today.

Now work with your group to act out the scene. Take turns to play the different parts. Follow the stage directions too. One of you can read them out as the others act them.

Talk about how Mary would have felt when she saw the Angel Gabriel.

Do you think she would have been surprised? She might have been a little frightened. Can you act surprised? Can you look frightened?

Try putting all the actions into the scene as you play the characters.

Writing. 'Last Christmas'
Carry on with the recount that you started yesterday. Remember to:

Check for spelling mistakes;
Look at your punctuation;
Add new words and sentences to make your
Recount more interesting.

Last December I went to a Christmas service at Kala Bay. Lots of people from the nearby village also came. The choir sang carols. The church looked beautiful.

Reading

Here is Scene 2. It is set in Elizabeth's house. Do you remember who Elizabeth was? Read through the scene.

New wordsPhrasesnods, smiles, sits, writesstands up

Scene 2 Elizabeth's house

Mary and Elizabeth are standing looking at a baby in a cot. Zacchariah is sitting in the corner.

Mary: He's a lovely baby, Elizabeth.

Elizabeth: Yes, he's a fine big boy.

Mary: He looks just like you, Zacchariah.

Zacchariah nods and smiles.

Elizabeth: Poor old Zacchariah. He hasn't spoken a word since before the baby

was born.

Mary: Have you picked a name for the baby?

Elizabeth: Not yet. I like Mark.

Mary: What about Matthew?

Elizabeth: That sounds nice too.

Zacchariah stands up and starts shaking his head.

Elizabeth: What's wrong Zacchariah? What are you trying to say?

Write it down, Zacchariah.

Zacchariah sits and writes. He gives the paper to Elizabeth.

Mary: What does it say?

Elizabeth: It says "His name is John".

Mary picks up the baby from the cot.

Mary: Come on, John. It's time for your bath.

Mary, Elizabeth and Zacchariah go out.

◆ Comprehension

Answer these questions. Remember to use complete sentences.

- 1. Why has Mary come to visit Elizabeth?
- 2. Who does the new baby look like?
- 3. Who chooses the new baby's name?
- 4. Why does Zacchariah not speak in the scene?
- 5. How do Mary and Elizabeth know what Zacchariah wants?
- 6. What do you think will happen to Zacchariah? Do you think he will speak again?

Language Study

These sentences have missing words. Find the correct word in the box. Write the complete sentence into your exercise book.

in on at by to

- 1. Mary and Joseph lived Nazareth.
- 2. Mary and Joseph went __ Bethlehem.
- 3. The shepherds kept their sheep ___ the hillside.
- 4. The wise men found the stable __ following a star.
- 5. Mary and Joseph asked for a room ___ the inn.

Spelling

Think of the correct word that would match the clues. The words are from this week's spelling list.

1u_ 2a_i 3m_ 4ui_g	This instrument is sometimes used in a band. Joining in with a game. To leave the ground with both feet. The opposite of pushing. The opposite of pull.
-----------------------------	---

Can you put each of the words into a sentence of your own? Remember to go through all the words and to learn to spell them. Work with a partner. You might test each other.

◆ Oral ◆ Writing

Act the Scene

Work in a small group. Practise acting today's scene. Zacchariah does not have any words to say but he must act his part so the audience can understand the story. Take turns to act the different parts. You could go through yesterday's scene too.



Props List

With your group start to make a list of all the things you will need to get ready if you are going to perform the play. These things are called props. Your list could start like the one below. Write out the props you will need for Scene 2.

Scene	Characters	Props
Scene 1	Mary	stool
	Joseph	basket being made (weaving)
	Angel Gabriel	long white cloak
Scene 2		

Unit 16: Christmas

Reading

This scene takes place some months later. It is set in Joseph and Mary's house.

New words Phrases

cot, knock, marches, sword, belt, sewing do as he says, be in trouble

Scene 3 Joseph and Mary's house

Joseph is making a wooden cot and Mary is sewing baby clothes.

Joseph: Just a few more days now Mary and this cot will be ready.

Mary: That's good, Joseph. The baby will be born soon.

There is a loud knock at the door.

Joseph: Now who could that be, knocking so loudly. Come in!

A Roman soldier marches in. He has a sword in his belt. He reads from a list.

Roman Joseph and Mary, you are soldier: ordered to leave Nazareth

ier: ordered to leave Nazareth and go back to your home village, to be counted in the census, by command of the

Roman Emperor.

Joseph: But our home village is Bethlehem. That's a long way away to the

south of Nazareth. It will take a week to walk there and Mary is

expecting a baby very soon.

Roman Sorry, but these are the orders of the Roman Emperor.

soldier: You'd better go to Bethlehem or you will be in trouble.

He pulls out his sword and points it at them, then turns and marches out.

Mary: Oh dear. We'd better do as he says.

Joseph: We must pack our things and leave for Bethlehem today.

They both go out.

Unit 16: Christmas

Comprehension

Read the scene once again.

Write down five questions about the scene.

For example, you could write questions like the two listed below.

- · What was Joseph making?
- Why was Mary sewing baby clothes?

When you have finished writing your questions work with a partner. Take turns to ask each other the questions. Can your partner answer your questions correctly? Can you answer your partner's questions?

Language Study

In Scene 3 the soldier knocked loudly.

Loudly is made by adding ly to the word loud.

Copy these sentences. Pick the correct word from the box and add ly to make the correct word to complete the sentences below.

		quiet	neat	bright	quick	slow	
1.	Th	ne child	ren liste	ned	as	the tead	cher read the Christmas story.
2.	M	ary and	Joseph	packed_			
3.	Za	accharia	ah was a	an old mar	so he wa	alked	·
4.	Za	accharia	ah wrote		on the	piece of	paper.
5.	Th	ne star s	shone _		in the s	sky.	

Handwriting

Some stories say that Mary rode on a donkey when she and Joseph went to Bethlehem.

Here is a poem about the little donkey that took Mary and Joseph all the way to Bethlehem.

The first paragraph of the poem is written out in joined handwriting.

The poem has four verses. Choose the verse you like the most and copy it into your exercise book.

Little Donkey.
Little donkey, little donkey
on the dusty road.
Got to keep plodding onwards,
with your precious load.

Been a long time, little donkey,
Through the winter's night.
Don't give up now, little donkey,
Bethlehem's in sight.

Little donkey, little donkey, Had a heavy day. Little donkey, carry Mary Safely on her way.

Do not falter, little donkey,
There's a star ahead.
It will guide you, little donkey,
To a cattle shed.

Unit 16: Christmas

Oral Writing

Packing for the Journey

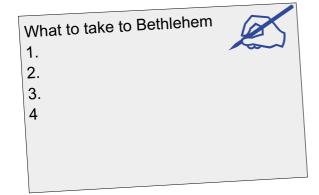
Your teacher will put you into small groups. In your group talk about Mary and Joseph's journey to Bethlehem.

What would they take with them? Remember the journey will take about a week. They do not know how long they will have to stay in Bethlehem before they come back. Make a list of things with your group.

Think of why they would need the things on the list. Remember that Mary and Joseph would need to carry all of the things they have with them – so they would only take essential items.

Think also about the weather conditions near Bethlehem at this time of year. Do you know if it would be hot or cold?

Your teacher will ask all the groups to report back to the rest of the class. Have you all thought of the same things? Have some groups had different ideas?



Write Your List

Now imagine you are Mary or Joseph. You have to go on the long journey from Nazareth to Bethlehem. Write a list of all the things you will need to pack for the journey. Use the group discussion to help you. Choose the things that you would take. Write a reason why you would take each thing.

Draft your ideas first. Work on your draft to improve it. Check spelling and style. Write the list in joined-up writing.

Unit 16: Christmas

Reading

Today you are going to read the next part of the Christmas play. The scene is set in a palace. It is the palace where the Three Wise Men live.

New wordsPhrasesmoon, stars, clouds, east, west, nightrush out

Scene 4 The Palace of the Three Wise Men

Balthazar is looking up at the sky. Caspar and Melchior are reading.

Balthazar: What a great night for looking at the stars. There are no clouds around

at all.

Melchior: The moon should rise soon.

Caspar: Will there be a full moon tonight?

Melchior: No. Not until next week.

Balthazar: Oh. This is interesting. A big, bright light in the east. Come and look.

Caspar and Melchior go to look.

Caspar: What is it?

Melchior: It looks like a star.

Balthazar: It's moving slowly to the west.

Melchior reads from a book.

Melchior: It's a new star. It's not shown on the chart.

Caspar: What does this mean?

Melchior: Perhaps it is a sign.

Caspar: What kind of sign?

Melchior: A sign of something very important.

Caspar: What should we do?

Balthazar: We should stop asking questions and follow the star. Come on,

quickly, before it disappears!

They all rush out.

Unit 16: Christmas

Comprehension

Read Scene 4 again. Look at the sentences below.

Write true or false for each of the sentences. The first one has been done for you.

- 1. The Three Wise Men were looking at the moon. false
- 2. There would be a full moon next week._____
- 3. One of the Three Wise Men was called Zacchariah.
- 4. The star was moving to the east.
- 5. Melchior thought the star could be a sign. _____
- 6. The Three Wise Men went to follow the star.

◆ Language Study

In the scene today the Three Wise Men followed the brightest star.

The word brightest is made from the word bright and by adding a suffix est.

Use the correct word from the box, add the suffix est, to complete the sentences below.

big old	short	slow	young
---------	-------	------	-------

- 1. Caspar is the..... of the Three Wise Men.
- 2. Balthazar is the of the Three Wise Men.
- 3. Melchior is carrying the smallest box and Balthazar is carrying the
- 4. Caspar is the tallest of the Three Wise Men and Melchior is the......
- 5. Balthazar is the fastest walker and Caspar is the

Spelling

This week's spelling words are listed below with the letters mixed up.

Work out what each word is. Write them down in this order in your exercise book.

nar
 gnishup
 umjp
 danb
 llpu
 ylngipa
 ookt
 rumd
 ivel
 llgnupi

Your teacher will check today how many of the spelling words you have learnt. Your teacher will keep a record of this. Are you learning your spelling words every day?

Oral Writing

Act Out the Scene

Work in groups of four. Act the scene in the palace. Take turns to play the different parts. One of you should read the stage directions each time you go through the scene. Read the stage directions carefully. Your teacher will choose some of the groups to act out the scene to the rest of the class.



Christmas Word Search

t	s	u	r	С	g	В	t	g	k	f
b	t	е	М	h	g	е	s	t	а	r
N	а	Z	а	r	е	t	h	h	w	а
f	b	S	r	i	е	h	е	r	i	n
g	1	i	у	s	0	I	р	е	s	g
0	е	а	0	t	f	е	h	е	е	е
1	w	n	а	m	у	h	е	٧	m	I
d	а	h	1	а	s	е	r	m	е	s
J	е	s	u	s	d	m	d	i	n	n
а	J	0	s	е	р	h	С	n	b	е

Find all the 'Christmas' words. They are hidden in the word search. How many can you find? Write the words that you find into your exercise book.

Make your own word search.

Use words from Scene 4 that you have been reading today. Give your word search to a partner. Can your partner find the words you have hidden?

Unit 16: Christmas

Reading

Mary and Joseph are on their journey from Nazareth to Bethlehem. The Three Wise Men are on a journey too. They are following the star. Read what happens next.

New wordsPhrasesrest, room, box, following, carryingout of sight

Scene 5 On the Road to Bethlehem

Mary: Let's stop for a rest here, Joseph.

She sits down.

Oh, that's better.

Look at all these people, Joseph. Where do you think they are going?

Joseph: To Bethlehem, I think. It's going to be very crowded there. I hope we

can get a room at an inn.

Mary: We'd better not rest too long then.

They continue walking.

Lots of people hurry past.

When Joseph and Mary are out of sight, the Three Wise Men arrive. They are each carrying a box and looking up into the sky.

Caspar: Are we going the right way?

Melchior: Yes, of course. We're following the star.

Balthazar: The star is leading us to the west.

Caspar: Are all these people following the star too?

Caspar stops an old man rushing along behind him.

Caspar: Excuse me, sir. We are the Three Wise Men from the East and we are

following a bright star. Where are you going?

Old man: Sorry, I can't stop. I'm going to Bethlehem. We all are. The Romans

want to count us all and if I don't get there quickly I won't get a room at

the inn.

The man rushes on ahead. The Three Wise Men follow him, still looking up to the sky.

Comprehension

Answer the questions. Write your answers using a complete sentence.

- 1. Where is the scene set?
- 2. Why does Mary not want to rest for too long?
- 3. Which way is the star leading the Three Wise Men?
- 4. Why can't the old man stop?
- 5. Where would your family have to go if you all had to go back to the place where your father was born?

Language Study

Join the Sentences

Look at these two short sentences.

Mary was tired. She stopped for a rest.

Can you join them to make one longer sentence?

Mary was tired **so** she stopped for a rest.

Write out each of these pairs of sentences to make one longer sentence. Use a linking word from the box.

and	so	but	because
-----	----	-----	---------

- 1. Mary was going to Bethlehem. Joseph was born in Bethlehem.
- 2. Lots of people were going to Bethlehem. It was going to be very crowded.
- 3. The wise men were going to Bethlehem. They were following the star.
- 4. The old man did not stop. He was in a hurry.
- 5. The Romans wanted to count everyone. Everyone was going to Bethlehem.

Spelling

Copy this week's spelling words carefully into your exercise book.

push sleeping
put looking
laugh walking
saw hurrying
seen seeing

Can you read all these words?

Do you know what they all mean?

Can you say them correctly?

Work with a partner. Use Look, Cover, Remember, Write and Check to help you to learn the words. Remember to do this every day.

At the end of the week your teacher will check how many of the words you can spell.

Unit 16: Christmas

◆ Oral ◆ Writing

Act the Scene

Work in groups of six. Take turns to play the different parts in today's scene.

Remember to do all the actions. In this scene you must remember when to come on and go off the stage. Use expression in your voice as you speak.

Your teacher will choose some of the groups to act out the scene to the rest of the class.

Props List

After you read Scene 2 you started to prepare the Props List. Today you have read scene 5. Use the texts to write the props that you will need for Scene 3, 4 and 5. If your class is going to perform this play at the end of the unit you will have to start collecting the props together. You may have to make some of them. Your teacher will help you with these.

Word Puzzle

Work with a partner. You could have a competition with your partner. How many new words can you both make from the letters of this word?

Christmas

Who can think of the most words? Start at the same time. Write the words in a list. Count all the words you have found. Look at the table below to see how well you did.

Word Finder Ratings

	•
15 words or over	excellent
12 – 14 words	very good
9 – 12 words	good
6 – 8 words	quite good
Under 6?	look again!

Unit 16: Christmas

Reading

Mary and Joseph have now arrived in Bethlehem. Lots of other people have come there too. Read what happens in this scene.

New words Phrases

try, tried, dry, warm if you don't mind, thank you

Scene 6 The Streets of Bethlehem

Joseph and Mary are looking for a room.

Joseph: I've never seen Bethlehem so crowded with people. All the inns

we've tried are full.

Mary: Let's try this one. We might have some better luck.

Joseph knocks at the door. An innkeeper comes out.

Innkeeper: Yes?

Joseph: Can we have a room for the night, please?

Innkeeper: Sorry, the inn is full.

Mary: Oh, please, sir. We've walked a long way and my baby will be born

very soon.

Innkeeper: Well, we have a stable at the back. It's warm and dry. You can stay

there if you don't mind sharing it with some sheep and cows.

Joseph: Thank you.

They go to the stable.

Comprehension

Write the answers to these questions in your exercise book.

- 1. Why was Bethlehem crowded?
- 2. What were Joseph and Mary looking for?
- 3. What did the innkeeper say first when Joseph and Mary asked for a room?
- 4. Why do you think the innkeeper changed his mind?
- 5. What do you think the stable looked like? Make a drawing of the stable and label it.

Language Study

Describing words make our writing more interesting.

Look at Scene 6. The innkeeper describes the stable.

Mary and Joseph go into a warm, dry stable.

The words warm and dry are describing words. They tell us more about the stable.

Write out these sentences and put in a describing word from the box.

		kind	long	woolly	tired	bright	
1.	The		sheep wer	e in the sta	ble.		
2.	The _	e innkeeper helped Mary and Joseph.					
3.	The _		journey tool	k a week.			
4.	The _		star was s	hining over	Bethlehe	m.	
5.	There	were m	any	people in	the stree	ts of Bethleher	n.

Handwriting

Read this poem about a candle. It has three verses. Read the poem aloud. Here's a Little Candle

Here's a little candle dressed in white, wearing a hat of yellow light.
When the night is dark, then you will see,
Just how bright this light can be.

Here's a little candle straight and tall,
Shining its light upon us all.
When the night is dark, then you will see,
Just how bright this light can be.

Here's a little candle burning bright, Keeping us safe all through the night. When the night is dark, then you will see, Just how bright this light can be!

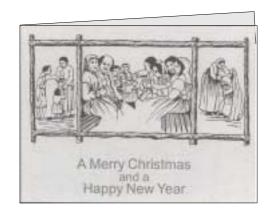
Copy this poem in joined writing.

◆ Oral ◆ Writing

Christmas Cards

The first Christmas card was made in 1843 by a man called Henry Cole in England.

Henry Cole had the idea of drawing a picture and writing a short message on a card. He had lots of cards printed and he sent them to his friends to wish them a happy Christmas. Henry's friends thought his Christmas card was a very good idea. They asked him to sell them some cards to send to their friends as well. Soon, Henry was making and selling thousands of cards.





Today, millions of Christmas cards are sent throughout the world.

Have you seen a Christmas card?

If you have tell your class what it was like.

Was there a picture on it?

Was there a poem inside?

Design a Christmas Card

Work with a partner. Plan how to make your Christmas card.

Your teacher will talk about this with you.

- · How will you fold your paper?
- What will be on the front of the card?
- If you have any colours you could think about colouring your card.
- · Who is the card for?
- What words will be inside?



You could write one of your Christmas handwriting poems inside.

You could decorate the front of the card by creating a design of materials – like leaves, nuts, feathers and pebbles for example.

Once you have planned your card, start to make it. Your teacher will give you some more time to do this activity.

Unit 16: Christmas

Reading

Today's scene is set on a hillside outside Bethlehem. It is night. The shepherds have a very important job. They have to make sure their sheep are safe. Read the scene and find out what happens.

New words
dogs, wild, son, baby, visit, afraid
keep a look out

Scene 7 The Hillside Outside Bethlehem

Three shepherds are looking after their sheep.

First shepherd: Bethlehem looks very crowded tonight. There must be

thousands of people there to be counted.

Second shepherd: Never mind that. Keep a look out for wolves and wild dogs.

We don't want to lose any more lambs.

Third shepherd: Be quiet you two. Listen. Can you hear singing?

A choir of angels appears, singing. When they have finished, the First Angel speaks to the shepherds.

First Angel: Do not be afraid. Tonight we bring you good news. Follow the

brightest star in the sky to a stable in Bethlehem and there you will find a new-born king. His name is Jesus and he is the Son

of God.

Third shepherd: Come on, shepherds. We must go and visit this baby.

They all go off to visit the baby.

Comprehension

Work with a partner. Talk about the words shepherds, angels and lambs.

Do you know what these words mean? You could look them up in a dictionary. Can you put each word in a sentence of your own?

Write the answers to these questions in your exercise book.

- 1. What were the shepherds doing on the hillside?
- 2. What wild animals lived on the hillside?
- 3. What sound did the shepherds hear?
- 4. What did the shepherds do when they heard about Jesus?
- 5. How do you think the shepherds felt when they saw the angels?

Unit 16: Christmas

Language Study

New Words - Young Animals

Can you complete these sentences? The first one has been done for you.

- 1. A young sheep is called a lamb.
- 2. A young dog is called a.....
- 3. A young cat is called a.....
- 4. A young cow is called a.....
- 5. A young horse is called a.....
- 6. A young pig is called a.....

Do you know what the young of any other animals are called? Write some sentences of your own.

Spelling

Look at these sentences. Choose the right word from this week's spelling list to complete the sentences as you write them in your exercise book.

	push	put	laugh	saw	seen
	sleeping	looking	hurrying	walking	seeing
1.	The shepherds were _		after their sheep.		
2.	The people	were	to get to Be	thlehem quickly	′ .
3.	The Three \	Nise Men	a bright st	ar.	
4.	The shephe	erds had _	a choir of	angels.	
5.	Jesus was		in the stable.		

◆ Oral ◆ Writing

Tell the Story

Imagine you are one of the shepherds, the innkeeper or one of the Three Wise Men. Tell the class the story of what happened to you on the night when Jesus was born. If you choose to be a shepherd here is how you could start.



My name is Joash. I am a shepherd. One night I was on the hillside looking after my sheep. Suddenly I heard a strange sound......

Make Your Christmas Card

Finish making your Christmas card.
You could also make an envelope to put it in.
Who will you give your Christmas card to?
Your teacher could display them all in the classroom first.

You could talk about:

- what happened;
- what you heard;
- what you saw;
- how you felt.



Reading

Today you are going to read the last scene of the play. It is set in the stable in Bethlehem. Will the shepherds and the Three Wise Men find the stable?

Do you know what is going to happen?

New words Phrases

standing, led for years to come

Scene 8 A Stable in Bethlehem

Joseph is standing. Mary is sitting beside him, holding the baby Jesus. The shepherds come in. They bow and the first shepherd speaks.

First We've come to see the baby Jesus. A choir of angels sent us.

shepherd:

Joseph: You have come to the right place. Come in. You are very

welcome.

The shepherds come in and stand beside Mary. They look at Jesus in her arms. There is a knock on the door. The Three Wise Men come in.

Balthazar: We are three kings from the East. A star has led us here to

see the new-born king. We have brought gifts. Gold.

He puts down the gold.

Melchior: Frankincense, a valuable perfume.

He puts down the frankincense.

Caspar: Myrrh, a rich ointment.

He sets down the myrrh.

Joseph: Thank you all, shepherds and Wise Men. This day will be

remembered by people everywhere for years to come.

The angels appear, singing. Everyone joins in with the song.

Comprehension

Do You Know?
Read the last scene once again.
Do you understand the meaning of these words?

bow choir valuable perfume ointment

Unit 16: Christmas

You could use a dictionary to help you. Put each word in a sentence of your own? Your teacher will help you with this activity.

Questions

Answer these questions in your exercise book.

- 1. Where was Jesus born?
- 2. Who sent the shepherds to the stable?
- 3. Where did the Three Wise Men come from?
- 4. How did the Three Wise Men find the stable?
- 5. What gifts did the Three Wise Men bring?

Your Nativity Picture

Draw a picture of the final scene. Read through the scene again to make sure you have drawn everything in your picture.



Some words sound the same but have different spellings and meanings. Here are some examples.

see sea sun son

blew

Now look at the words in the box. Can you choose the right word for each sentence?

scene

saw

	blue	sore	write	tied	tide
1.	I am going to		_ a letter.		
2.	We	_ up the	parcel with string.		
3.	The wind	stron	gly all night.		
4.	After I had fallen over, my knee was very				
5.	Have you	the	full moon tonight?		

seen

Handwriting

right

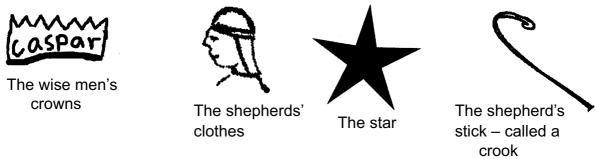
Here is a verse from a carol. Do you know this carol?

Away in a manger, no crib for his bed,
The little Lord Jesus lay down his sweet head.
head.
The stars in the night sky looked down where he lay
The little Lord Jesus, asleep on the hay.

The verse is written in joined-up writing. Copy the verse into your exercise book. Read through the verse when you have finished. How well do you think you have written it? What do you need to improve?

Making Props

If your class is going to perform The First Christmas you will need to look at the props list that you made. First of all you will need to check that you have written down all the props needed for all 8 scenes. You will need to make some of the props. Your teacher will help you make a list of the things you need to make. You will work in small groups to make the props. Talk about how you could make some of these.



Casting the Play

Look at the Cast List. Decide with your class who will play each part in the play. Everyone in the class will have a part. Rehearse the play. If you have a speaking part you will need to learn your lines. Everyone will need to know the words of a carol to sing together at the end.

There is a lot to prepare when you put on a play.

You will need to think about props and costumes.

You will need to decide where you are going to perform your play.

Who will be the audience?

You will need lots of time to rehearse so that you can put on a good performance.

Reading

Below is a notice which tells everyone about the play. Read all the information on it.

Come and See Our Play

New words Phrase adults children A Christmas Play cents tickets



Comprehension

Answer these questions.

- 1. Where and when will the play be held?
- 2. What time will the play start?
- 3. Which class is putting on the play?
- 4. If your parents and two brothers were coming to see the play how much would it cost?
- 5. What will the money for the tickets be used for?
- 6. If you were to have a new building at your school what would you build?

◆ Language Study

We write, Mary's baby, Caspar's gift and the innkeeper's stable.

's is used to show that something belongs to someone.

The baby belongs to Mary.

The gift belongs to Caspar.

The stable belongs to the innkeeper.

Copy and complete each sentence correctly. Use a word from the box and then add 's.

1	1.	aift to	Jesus	was	aold
•		9			90.0

2. _____home village was Bethlehem.

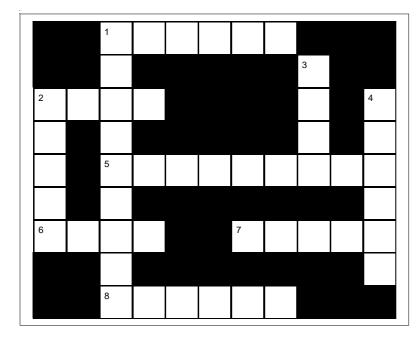
3. Mary and Joseph had to follow the _____ orders.

4. The _____ sword was very sharp.

Balthazar soldier Joseph Emperor innkeeper

Christmas Crossword

Copy this crossword grid in your exercise book. Use the clues to fill in the missing words.



Crossword Clues

Across

- 1. One of the three wise men
- 2. The mother of Jesus
- 5. They were on the hillside near Bethlehem
- 6. A song often heard in church
- 7. Shepherds look after these
- 8. A place where animals are kept

Down

- 1. The day when Jesus was born
- 2. A gift one of the wise men brought
- 3. The three wise men followed this
- 4. Mary's husband

Spelling

Alphabetical Order

Do you know your alphabet? Put these words into alphabetical order.

They are words from this week's spelling list.

1. push looking walking hurrying seeing

Now look at the next list. This list has two words beginning with s, and two words beginning with p. Do you know what to do? Put this list into alphabetical order.

2. saw seen push laugh put

Your teacher will check how many of the spelling words you can spell. Have you been learning them every day?







Make a Poster

Work with a partner. Design and make a poster to tell everyone about your class Christmas play.

- 1. Who will read your poster?
- 2. What information should be on your poster?
- 3. Where could you put your poster so that lots of people will see it?

Make a first draft of your poster in your exercise book. Discuss your first draft with your partner. Make improvements to your first draft.

When you have done this, draw your poster on a large piece of paper or card. Think about the picture you will draw. Here are some ideas.





A Christmas play by Class 4 In the School Hall Thursday 17th December 8.00pm All tickets \$1 Get your tickets at the School Office





Standard 4