Nguzu Nguzu English

Pupil's Book 2



Standard 5

First Edition 2005



Published in 2005 by the Curriculum Development Centre P.O. Box G27 Honiara Solomon Islands

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ISBN 982-371-088-0

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

Printing and production of this Pupil's Book was completed with assistance from the New Zealand Agency for International Development.

Nguzu Nguzu English Standard 5

Pupil's Book 2

A Note to the Pupils

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

You will find that the reading texts and activities are about things which you know about already. There are stories and recounts about everyday life in Solomon Islands and around the Pacific Region. There are factual reports, instructions and explanations about things that you see around you every day. There are exposition texts in which people express their opinions about issues that affect your lives.

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 practice speaking it yourself every day, you will find that it gradually becomes easier.

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

You will learn how to express and write about your ideas and opinions; how to research and record information; how to read and write instructions and procedures; and how to write about interesting events. These skills will help you now with your studies in other subjects as well as later, when you grow up.

The people who have written this book hope that you will enjoy learning English this way in Standard 5.

Acknowledgements

The Ministry of Education would like to thank those whose work has led to the development of this Standard 5 Nguzu Nguzu English Pupil's Book.

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Important Note

This Pupil's Book belongs to the school. You must not take it home unless your teacher tells you to and it must always be returned to school.

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Unit 5: Modern Heroes

Reading

The text in the reader for this unit is a biography which tells us about the life and work of Solomon Mamaloni. A biography is a recount about a person's life or part of their life. Study the key words. Use a dictionary to find their meaning.

Comprehension

Re-read the passage and then answer these questions.

- 1. Where did Solomon Mamaloni come from?
- 2. For how many years was he Prime Minister of Solomon Islands?
- 3. How long was his political career?
- 4. Why does the text suggest that Mamaloni was a hero?
- 5. What do you think could have been some of the challenges that Mamaloni left behind?

Language Study

Study the examples below. Copy and complete the sentences in your exercise book.

For example:

- a) There isn't **much** drinking water left in the water tank.
- b) There weren't **many** children ready to start the race.

Use many or much to complete the sentences below.

1.	"Is there water left in the bucket?" asked Joe.
2.	"I don't think there are stones left to find," replied his brother.
3.	"Will we be able to get water from the stream for our garden?" Joe asked.
4.	"There aren't water sources around here," his brother explained, "but there is a stream about 200 metres away.
5.	"How drinking water is left in the kettle?"

am

take

animal

important

Spelling

Here are the spelling words for this week. Learn to spell them correctly. Copy the words into your exercise book. Find the words from the list to complete these sentences

	d the words from the list to complete these sentences.	began	popular
1.	The child was when he was asked to read his story.	another	famous
2.	Father repairing the classroom a few days ago.	nervous	basket
3.	Mamaloni was an figure in our country.		
4.	Some people are for their leadership.		

Oral and Writing

Talk about what a hero is. Talk about someone from your village or your community who you think is a hero. Explain your reasons.

"____ I going to carry the ____ of potatoes to the market?" I asked.

Write a report about someone you know or have heard about who was a political hero or a leader from your community.

- a) Think of someone you would like to write about.
- b) Make a list of reasons why you think the person you have chosen is a hero.
- c) Plan your report by organising your ideas into sequence.
- d) Write your first draft.

You will continue to work on this writing task during the next lesson.

Unit 5: Modern Heroes

Reading

Study the key words before reading the profiles below.

Sir Michael Somare and Dame Josephine Abaijah by David Sokaika

Key Words

broadcaster, journalist, published, Sir, co-founded, two terms, elected, re-elected, Dame



Michael Somare was born in Rabaul, Papua New Guinea in 1936. He went to school in Murik Lakes, Wewak and Finschafen

and Sogeri High Schools. He became a teacher after he left school in 1958.

He was a teacher until 1964. From mid 1964 to the end of 1965, he worked as a radio broadcaster. From 1966 to 1968 he worked as a journalist. In 1967 he co-founded the Pangu Party and became a Member of Parliament in 1968.

He was elected as the first Chief Minister before the country gained its independence in 1975. He then became Prime Minister and served two terms in office, from 1975 to 1980 and from 1982 to 1985.

He became Sir Michael Somare in 1990 while he was still serving in the PNG parliament.



Josephine
Abaijah was
born in Milne
Bay, Papua
New Guinea
in 1942. She
was
educated at
Misima
Island School
and then
studied in
Australia.

She did nurse training and then worked in a health training and administration school.

Josephine then became interested in politics. She joined many others who founded the political party called, *Papua Besana* (hands off Papua). She was the first woman elected to parliament in 1972 where she served until 1982.

In 1991 she became a 'Dame of the British Empire'.

She wrote an autobiography (an account of her life) entitled 'A Thousand Coloured Dreams'. It was published in 1996.

She was re-elected for another term in parliament in 1998. She became the Premier of Milne Bay Province after her term in parliament finished

8. hope

9. danger _____

Com	nnre	hens	ion

C	omprehension					
Fir	nd a word from the text to complete each of the sentences below.					
1.	Before the country gained its independence in 1975, Somare was a					
2.	Josephine Abaijah was for another term in parliament in 1998.					
3.	Michael Somare was the first Prime Minister after the country's in 1975.					
4.	Josephine Abaijah was the woman elected to parliament.					
5.	Josephine Abaijah's autobiography was in 1996.					
Re	e-read the profiles and then answer these questions in your exercise book.					
1.	What is a 'profile'?					
2.	Why do you think Josephine Abaijah might have become interested in politics?					
3.	What was the first thing Michael Somare did after he left school?					
4.	Why do you think Michael Somare was knighted and became a Sir?					
5.	Why do you think Josephine Abaijah was made a Dame of the British Empire?					
La	inguage Study					
	ange these nouns to become adjectives by choosing the correct suffixes from s list -y, -ful, -ish, -ous.					
	e first one has been done for you. You may need to check the spelling of some the words in your dictionary.					
1.	cloud cloudy 4. self 7. hand					

Handwriting

2. beauty

3. care

Some of the profile of Sir Michael Somare has been written out in cursive style handwriting below. Copy it out carefully into your exercise book. When you have finished compare your writing with the writing here. How does your writing compare with the example?

5. fool

6. fame

Michael Somare was born in Rabaul in 1936. He went to school in Murik Lakes, Wewak and Finschafen and Sogeri High Schools. He became a teacher after he left school in *1*958.

Unit 5: Modern Heroes

Oral and Writing

Read through the draft of the report which you wrote yesterday.

Edit this draft. Here are some of the things that you could look at that might improve your text.

- Look at all the sentences. Do they start with a capital letter and finish with a full stop?
- Check the tense of your report. A report is usually written in the past tense. Is all of your report in the same tense?
- Check the spelling. If you are unsure of any of the words, use a dictionary to check the spelling of the words.
- Can you make your report more interesting by adding some describing words? Add some adjectives and adverbs.
- Read your report aloud. Does it make sense?
- You could ask a friend to help you to edit your report.

When you have improved your first draft write out a good final copy. Write this in your exercise book. Remember to write in your best handwriting.



Reading

This is an article about Cathy Freeman. It is a profile of Australia's famous Aboriginal runner. Before reading the text, study the key words.

Cathy Freeman

Key Words

olympic, beyond, championship, stadium, international, indigenous, massive, audience



Cathy Freeman, Australia's most famous indigenous athlete shared her experience with New Idea Magazine.

"To receive the honour of lighting the cauldron at the Sydney 2000 Olympic games was beyond my wildest dreams. It was a moment I will never forget. To then fulfil my dream of winning an Olympic gold medal made 2000 a truly unforgettable year."

At the Sydney Olympics, Cathy found out first hand what it meant to have the eyes of the world on her.

Having won the last two World Championships, she

was expected to win gold. The entire Australian nation stopped to watch Cathy fulfil those expectations by winning the 400 metres in a time of 49.11 seconds in front of a crowd of 110,000 inside Stadium Australia and a massive worldwide television audience.

Career Highlights

- Gold medalist: Women's 400m, 2000 Olympic Games, Sydney, Australia
- Lighting the cauldron: 2000 Olympic Games, Sydney, Australia
- Inspiration Award 2000: International Athletic Foundation
- Gold medalist: Women's 400m, 1999 World Championship, Seville, Spain
- Gold medalist: Women's 400m, 1997 World Championship, Athens, Greece
- Silver medalist: Women's 400m, 1996 Olympic Games, Atlanta, USA

Personal Profile

Name	Catherine Astrid Salome Freeman			
Date of birth	16 th February 1973			
Age	29			
City of birth	Mackay, Australia			
Current residence	Melbourne			
Citizenship	Australian			
Height	164 cm			
Weight	52 Kg			
Passions	- running			
	- family			
	- indigenous issues			
	- the elderly			
	- children			
	- animals (especially cats and horses)			

Unit 5: Modern Heroes

Comprehension

Re-read Cathy Freeman's profile, then answer these questions in your exercise book.

- 1. When were the Sydney Olympic Games held?
- 2. What was Cathy's greatest honour during the Sydney Olympics?
- 3. What did Australia expect of Cathy?
- 4. What was her best time recorded in the 400 metre event?
- 5. What do you think makes Cathy a hero?

Language Study

Write five things which you think makes a person a good athlete.

For example:

1.	I think proper training makes a person a good athlete				
2.					
3.					
4.					
5.					
6.					

Spelling

Here are the spelling words for this week again. Practise spelling them and use them in your own sentences orally.

am

take

began

another

nervous

animal

important

popular famous

basket

Here are some words that have short 'a' sounds.					
Can you add three more words?					
1. am, animal, another,,,					
Here are some words that have long 'a' sounds.					
Can you add three more words to the list?					

2. take, day, bay, _____, ____,

Oral and Writing

Talk about someone from your community who is outstanding in a particular sport. Explain to the rest of the class why you think he or she is or was a sporting hero.

Write a report about someone in your community who became popular because of their sporting ability.

Make a plan first and then write your first draft. Try to draft your page as a magazine page. Think about the layout of the text. Think about including pictures in the text. Look at the reading for today for some ideas.



Reading

Study the key words. Practise pronouncing them correctly and then talk about their meaning.

The First Samoan Governor

Key Words

appointed, graduated, received, elected, named

Official Jobs

Governor, Commissioner, Administrator, Defender, Attorney General

Peter Tali Coleman has had an outstanding career as a soldier and a lawyer. He entered politics and was the first Samoan to be appointed by the USA as the Governor of American Samoa from 1956 to 1961.



1919: Born in Pago Pago, American Samoa, the son of Amata Aumua of

Pago Pago and William P. Coleman of Washington, DC, a former navy

chief, Master at Arms.

1939: Graduated from St. Louis High School.

1940 – 1945: U.S. Army Infantry with service in Solomon Islands.

1951: Received a law degree from Georgetown University.

1956: Appointed Governor of American Samoa, after serving as Public

Defender and Attorney General.

1961: Appointed as District Administrator of the Marshall Islands.

1965: Named as District Administrator of the Marshall Islands.

1969: Named as Deputy High Commissioner of the Trust Territory of the

Pacific, a term ending in 1977 after one year as Acting High

Commissioner.

1977: He became the first elected Governor of American Samoa.

1980: Elected to a second term of office as Governor.

1989: Elected to a third term of office as Governor.

♦ Comprehension

Re-read the text then copy and complete these sentences into your exercise book.

~~	
1.	Peter Coleman was as the District Administrator of the Marshall Islands.
2.	Peter Coleman became the High Commissioner of the Trust Territory of the Pacific.
3.	He was the first Governor of American Samoa in 1977.
4.	Peter Coleman was a and an Attorney General.
5.	He began his third term office as the of American Samoa in 1989.



Language Study

Copy out these sentences and put in commas where they are needed.

The first one has been done for you.

- 1. I had a birthday party, but grandmother was too sick to come.
- 2. Early one morning I got up to watch the sunrise.
- 3. Although my brother is eighteen he still goes to school.
- 4. Until it rains everyone will be having a hard time keeping their gardens growing.
- 5. The head teacher spoke slowly carefully and honestly during the closing ceremony.

Oral and Writing

Look at the first draft of the report you wrote in the last lesson.

Your report is about someone in your community who has become well known because of their sporting ability. Today you will edit the first draft that you completed yesterday. Edit the paragraphs to ensure they make sense. Check the punctuation, spelling and grammar of your writing. Remember this report is for a magazine. How can you make it 'eye catching'? If it is 'eye catching, this will encourage the reader to read it.

Read through your draft and consider these points.

- Will the page look attractive?
- Have you planned to use some pictures as well as some writing?
- Is the writing clear and easy to read?
- Is the information correct?
- Is it written in good English?
- Is it interesting?

When you have thought about the points above and you have edited your draft, copy out the final draft of your report into your exercise book.

Reading

Read these profiles about two very different people. After you have read the profiles talk about the different field each person has become famous in.

Successful Solomon Islanders

Key Words

Doctor, posts, degree, career, field

The First Woman in Solomon Islands Parliament

Name: Hilda Kari

Home: Bouna Village, Logu Valasi, Guadalcanal Island

D.O.B: 1950

Education: Sydney Anglican Girls' School

1967: Served as a civil servant for 19 years. Held many

posts including Labour Inspector.

1976: Personal Administrative Officer for the Ministry of Transport, Works and

Utilities and other ministries

1986-1987: President of the National Council of Women

1988-2001: Member of Parliament for East Central Guadalcanal

The First Solomon Islands Doctor of Soil Science

Name: Morgan Wairiu

Home: Marau Sound, Guadalcanal Island

D.O.B: 23rd February 1963Education: Potau Primary School

Forms 1 – 3 Su'u Secondary School Forms 4 – 5 Tenaru Secondary School

Form 6 King George VI School

1983-1987: University of Papua New Guinea. Graduated with Bachelor of Science

degree

1989-1991: University of Aberdeen, Scotland, UK. Graduated with a masters

degree, in soil and plant nutrition

1997-2001: Ohio State University USA. Graduated with a PhD in environment soil

science

2002-2003: Permanent Secretary, Ministry of Agriculture and Livestock



Unit 5: Modern Heroes

Comprehension

Re-read the profiles then compare the information in each profile. Look for similarities and differences. Copy and complete the table below.

	Hilda Kari	Dr. Morgan Wairiu
Date of Birth	Year	Day, month and year
Schooling	Secondary School	
Qualifications		
Work Experience		
Employment in 2003		

Language Study

Copy these sentences into your exercise book and put in the correct punctuation. The first one has been done for you.

- i am going to jeans birthday party tonight
 I am going to Jean's birthday party tonight.
- 2. she was born on the 8th may 2001
- 3. my mother will visit new zealand in july
- 4. is dad coming home yet
- 5. who is coming with us to the garden
- 6. there are lots of interesting books magazines and newspaprs to read in the library

Spelling

Here are the spelling words for this week again.

Use each word in a sentence of your own.

Exercise

Look at these words. They all end in the letter group 'ous'.

famous, nervous, serious,

List some other words that end the same way.

Look at these words.

important, infant, significant

List some other words that end the same way.

am animal take important began popular another famous nervous basket

Oral and Writing

Talk about the two profiles you have read today.

Talk about the information in each profile.

Write a personal profile about yourself. Plan the information that you want to include. Here are some ideas of what you might include in your profile.

- names of your parents
- where your parents were originally from
- names of other family members
- your favourite pastimes or hobbies
- · your favourite school subjects
- what you are good at doing
- what you would like to be good at an ambition
- what you would like to do when you grow up
- your education plan

Write out the first draft of your profile.

Unit 5: Modern Heroes



Reading

Study the key words before reading the text.

Long Walk To Freedom - Nelson Mandela

Key Words

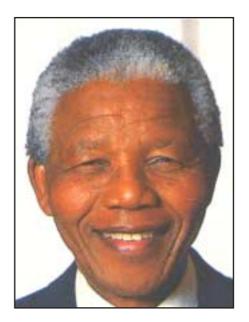
leader, rights, release, lawyer, freedom, domination, races, demonstrations

Nelson Mandela is one of the greatest leaders of our time.

He is an international hero because of his lifelong fight for the rights of black people in South Africa. As in many countries, the black people in South Africa were treated very differently than the white people. Nelson Mandela believed that all people should have the same rights and that people of different races should be treated equally.

Nelson Mandela spent 27 years in prison because of his beliefs. He was released in 1990. After his release Nelson Mandela became the first black leader of parliament in South Africa.

Nelson Mandela was born in the village of Mvezo on the banks of the Mbashe River in the district Umtata on 18th July 1918. His father was a chief by both blood and custom. After his father's death, the young Nelson



Mandela became a paramount chief. He was influenced by the cases that were brought before the chief's court and he then made up his mind to become a lawyer himself. He also dreamed of working towards freedom for his people.

Nelson Mandela was educated at a local mission school and then he was sent to Healdtown, to attend a Wesleyan Secondary School. He then went to the University College of Fort Hare. At the time, this was the only university in South Africa where black students could study.

He was expelled from the college when he started to take part in political demonstrations. He then went to Johannesburg where he completed his BA by correspondence, and then carried on to study law.

He first entered politics while studying in Johannesburg by joining the African National Congress (ANC) in 1942.

In 1962 Mandela travelled abroad for several months seeking support from nearby countries for South Africa's struggle for freedom. Not long after his return to South Africa, he was arrested and charged with leaving South Africa without permission.

Mandela was convicted and sentenced to five years imprisonment. While serving his sentence, he was also charged with other things.

During his trial he made the following statement from the dock.

"I have fought against white domination, and I have fought against black domination. I have cherished the ideal of a democratic and free society in which I hope to live. But if needs be, it is an ideal for which I am prepared to die."

Mandela was sentenced to life imprisonment and started his prison years in the notorious Robben Island Prison, a maximum-security prison on a small island seven kilometres off the coast of Cape Town. In April 1984 he was transferred to Pollsmoor Prison in Cape Town and in December 1988 he was moved to the Verster Prison near Paarl. He remained in Verster Prison until he was released on the 11th February 1990. On the 10th May 1994 he was elected as the State President of South Africa.

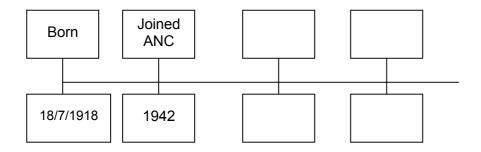


Robben Island Prison

♦ Comprehension

Re-read the text, 'Long Walk to Freedom' and then make a time line of Nelson Mandela's life.

You could begin like this.



Language Study

Exercise A

Choose the correct conjunction from the box to complete each of the sentences below.

as	after	while	during
----	-------	-------	--------

- 1. Mandela was arrested _____ his return to South Africa from abroad.
- 2. he was very popular he was elected as President of the ANC.
- 3. _____ his life imprisonment he remained a loyal and dedicated member of the African National Congress.
- 4. He continued his fight ____ he was serving his prison sentence.

Unit 5: Modern Heroes

Exercise B

Study the examples below:

- a) May I have a swim? (asking permission)
- b) Can you swim? (are you able to?)

Use may	or can	in each	n space.	Write	the o	uestions	in	vour	exercise	book.

1.	I use yo	ur pen please?	
2.	you fix this clock?		
3.	I go inside the house?		
4.	Mother,	_ Mere go if she completes her work?	
5.	your dog	talk?	

Spelling

Here is a set of new words for this week. Learn to use them by putting them into sentences of your own. Practise spelling the words correctly. You could work with a partner and use Look, Cover, Remember, Write, Check to help to learn the words.

Find the words from the list to complete each of the sentences below.

1.	John's father John to go to the garden with him.
2.	The girl returned the lost basket to its owner.
3.	Mary was of David because he always got his own way.
4.	Mother was expecting a present from her family on her birthday.

ask	serious
asked	jealous
away	honest
paper	special
baby	music

5. The kind parents sent their son _____ on a trip to Honiara.

Oral and Writing

Talk about Nelson Mandela.

Discuss what kind of person you think he is.

Do you think he is a hero? Discuss your reasons.

Now write a description of the type of person you think Nelson Mandela is.

Write down reasons for what you have written. Write short notes.

Discuss your ideas with the rest of the class.

Reading

Today's reading recounts the life of a very special nun who worked all her life to help others. Look at the key words and then read the text.

Mother Teresa

Key Words

citizen, nun, vows, devoted, homeless, disabled, charity, handicapped



Mother Teresa was born on the 27th August 1910. She was born in Skopje, in what is now called Macedonia. She was the youngest of a family of three daughters. Her father was an Albanian builder. Her original name was Agenes Gonxha Bojaxhiu. In 1948 she became a citizen of India.

At the age of 18, she joined the religious order called Our Lady of Loreto in Ireland. In 1931 she decided to become a nun. Mother Teresa took the name, Teresa from the French nun Therese Martin.

In 1937 Mother Teresa took her vows and taught for 19 years in Saint Mary's High School in Calcutta, India.

She began to work with the poor in the streets of Calcutta in 1946.

Mother Teresa and her Missionaries of Charity devoted their lives to help the homeless, disabled and poor people on the streets of Calcutta. They loved and looked after people who nobody else was prepared to look after.

Now her organisation, the Missionaries of Charity have built schools for disabled people and homes for homeless and poor people all over India.

Mother Teresa was given the Nobel Peace Prize in 1996. She died at the age of eighty-seven on September 5, 1997, in Calcutta.

Comprehension

Re-read the text about Mother Teresa then answer the questions in your exercise book.

- 1. How did Mother Teresa get her name?
- 2. Where did Mother Teresa spend most of her life?
- 3. What was Mother Teresa's special work?
- 4. Why do you think Mother Teresa was given a special prize?
- 5. Where do you think charity organisations get their money?

Unit 5: Modern Heroes

Language Study

Use 'much' or 'many' to complete each of the sentences.

- 1. Mother Teresa helped _____ people in her life.
- 2. Without the work of Mother Teresa many poor people in Calcutta would not have had _____ hope.
- 3. _____ people respect and admire Mother Teresa.
- 4. Mother Teresa did _____ good deeds in her life.
- 5. There are ____ homeless people in Calcutta.

Handwriting

Here are two sentences about Mother Teresa written out in cursive style. Copy them carefully into your exercise book.

Mother Teresa's organisation builds schools for the handicapped and homes for homeless and poor people. Mother Teresa died at the age of eighty-seven in her Missionaries of Charity home in Calcutta, India.

Oral and Writing

Talk about charity groups. Think of charity groups you have heard of.

Make a list of some of the things they do. Then talk about them with the rest of the class.

Do you know anyone who could benefit from your help? Are you able to think about ways of helping this person? Discuss their needs and what help might make their lives easier in some way.

Writing Activity

Write a paragraph to explain the work of a charity organization that you know about.

You could include the following information:

- The name of the organization.
- The work that they do.
- The people that they aim to help.
- What you think about the organization.



Reading

Today's reading is a page from the Solomon Star newspaper. A newspaper reporter went out onto the streets of Honiara and asked people what they thought a hero was. Here are some of their replies.

Key Words

hero, heroine, performs, famous, invented, brave, fuel, discovery



Solomon Star

Street Talk

What Makes a Man or a Woman a Hero or a Heroine?



TINA

A hero is a man or woman A hero is someone who is A hero is someone who Heroes are people who performs outstanding task in any against hardship in life. invents something. For their dedication and field. This could be in For example, someone example, if someone commitment in what they politics or in education. He who fights to free his invented an engine that do. or she may also become people, like Nelson does not need fuel, then famous. For example, Mandela. Solomon Mamaloni was a hero in politics.



ALLEN

an brave and able to stand performs, discovers or are known to others for



JENNY

he or she would be a real hero.



DAMARISE

Unit 5: Modern Heroes

Comprehension

Re-read the text and make a list of the different definitions given to the newspaper reporter. You could start like this.

- 1. A hero is someone who performs an outstanding task.
- 2.
- 3
- 4.

Language Study

Study the sentences below. Complete the activity in your exercise book.

- a) The girl, **who** worked in the shop at the market, gave us some cakes.
- b) The man, whose dog was lost, placed a notice on our notice board.

Now try these. Can you fill in the missing words?

 There is the teacher sent me the invitation car

- 2. I missed the driver, _____ delivery was early.
- 3. The girl, ____ arm was broken, is in hospital now.
- 4. The girl _____ is my best friend, is Taro.
- 5. The man, _____ bike was stolen, rang the police.
- 6. The man I saw at the market is definitely not that one.

Spelling

Here are the spelling words for this week again. Write them out in alphabetical order.

ask serious
asked jealous
away honest
paper special
baby music

Oral and Writing

Imagine you were among those who were interviewed for 'Street Talk'. What would you have said? You could act this out with a partner. Let one of you take the role of the reporter and the other the person who is being interviewed.

Write a paragraph for the newspaper to appear on the 'Street Talk' page.

Remember to draft your work first and then work at improving it before you write out a good copy. You could also draw a picture of yourself like the photos in today's text.

Reading

Bob Marley

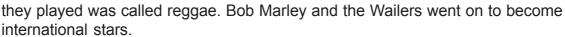
Key Words

composer, welder, audience, reggae, popular, celebration

Jamaican reggae singer and composer, Bob Marley was the son of a British Army captain and a Jamaican mother. He started his working life in Kingston, Jamaica as a welder.

After opening his own record shop, he began to make recordings of songs that he had written himself. These were a mixture of calypso and soul music. He became popular in his own country.

In 1965 he formed a group called 'The Wailers' with singers and composers Bunny Livingstone and Peter Tosh. The group became famous in Jamaica. The music



In 1980 Bob Marley performed at a concert in Zimbabwe during the country's independence celebration. His songs were based on his religious beliefs as a Rastafarian. His stage performances and recordings were based on his vision of 'One World, One Love'. He also sang songs such as, 'No Woman, No Cry' and songs about freedom such as 'Redemption Song'.



Bunny Livingstone and Peter Tosh left the group, but Bob Marley went on with other partners to become an international star touring the world and selling millions of records. Their final tour through Europe in 1980 attracted the largest audiences that had ever been seen at a musical show.

Even after his death he is still popular. Most people have a favourite Bob Marley song. It is hard to walk down any street in any country anywhere in the world without hearing Bob Marley songs or seeing Bob Marley T-shirts.

Comprehension

Re-read the text then answer the following questions in your exercise book.

- 1. When was the last tour of Bob Marley and the Wailers?
- 2. What kinds of things did Bob Marley sing about?
- 3. How did Bob Marley begin his musical career?
- 4. What were some of his great achievements?
- 5. Are you a Bob Marley fan? Give reasons for your answer.



Unit 5: Modern Heroes

Language Study

Use the words to, too or two to complete these sentences.

1.	Are you going		the garden this afternoon?	
2.	It is	cold	swim.	

- 3. May I have a cake ____?
- 4. He is ____ old ____ play football.
- 5. The ____ boys were ___ weak ___ carry the bag.

Handwriting

Copy this verse from a Bob Marley song into your exercise book. Make sure you use your best cursive handwriting.

Won't you help to sing This song of freedom? Cause all I ever have is Redemption songs, Redemption songs.

Emancipate yourself from mental slavery None but ourselves can free our minds. Have no fear for atomic energy Cause none of them can stop the time.

Oral and Writing

Who is your favourite artist or singer?

Talk about what makes them famous. What is special about them? Why do you like them?

Draft a short talk about your favourite artist. Write short notes. Do not write down every word that you are going to say. Remember this is a talk not a reading. The notes you draft will remind you what you are going to talk about when you give your talk. The notes should be very brief and only contain key words. Practise your talk by presenting it to a partner.

Reading

Today's reading is a cartoon. Study the key words first and then enjoy reading the cartoon.

What is a Hero? by David Sokaika

Key Words

biscuits, robbery, rescue, committing, crime, criminal, heroic



Comprehension

Read through the cartoon again. The cartoon conversation has no conclusion. Can you add two more pictures and speech bubbles as an ending?

Unit 5: Modern Heroes

Language Study

Change the sentences below from direct speech to indirect speech. Read through the example first to help you to complete the task.

For example:

"My parents brought us some vegetables last week," said Betty.

Betty said that her parents had brought them some vegetables last week.

- 1. "You learn faster than the rest of the class," said my teacher.
- 2. "Mother is waiting for you at the village shop," shouted my sister.
- 3. "Would you like to come with us?" asked my friend.
- 4. "I will be attending a meeting next week," said the head teacher.

Spelling

In this passage there are mis-spelt words. Number 1 to 5 in your exercise book and write out each mis-spelt word correctly. Do not look at your spelling list.

I ascked (1) children if they should be allowed to wear earrings in school. One pupil said that they could be dangerous. They said that if you wear earrings in PE you could get one torn out and this would be seryos (2). Wearing earrings could also make less well-off children jelous (3) and could cause trouble. Some pupils said they had speshial (4) earrings given to them and still wanted to wear them. One girl said she had had her earrings since she was a bebby (5).

Oral and Writing

How would you explain what a hero is to your friend? You could discuss this with a partner.

For your writing activity look through all the reading texts in this unit. Decide on which text you liked best. Here are some things you could think about. Maybe you liked it because you:

- learnt new things from the text;
- found the text easy to understand;
- wanted to read the text because it was on an interesting subject;
- enjoyed reading about other peoples' lives;
- liked looking at cartoons.

You will be able to think of other reasons of your own. There could be more than one reason why you liked a particular text.

Now write a paragraph to give the reasons for your choice. Plan your work first. Write out a draft and work at improving it before you write out a good copy.

Reading - The Weather

The text in the reader for this unit is an information report called The Weather, by Linda Puia Tamaika. Look at the key words and discuss the meaning of any new words. Read the report silently, before working with your class.

Comprehension

Reread the text and look for at least one piece of information about each of the following questions. Write each fact into your exercise book using a complete sentence.

- 1. What is meteorology?
- 2. How does the weather affect people?
- 3. What does forecasting the weather involve?

Language Study

Sometimes we try to persuade people to agree with what we think. Which of the following sentences and questions are persuasive? Write those that you think are persuasive into your exercise book.

- 1. Hot weather is better than cold weather, don't you agree?
- 2. We can still play soccer even if it rains, can't we?
- 3. I wonder if our team will play next week.
- 4. The Principal says that our sports activities will depend on the weather.
- 5. Don't you think we should contact the weather station?
- 6. The weather has been quite rough in the last few days.
- 7. I love being able to play football in the rain. Don't you think it is fun?
- 8. Do you agree that our village should support our school team?
- 9. Our next game will be on Saturday.

Spelling

The spelling words for this week are the months of the year. Study the words. Practise pronouncing the words. Remember when you are writing these words that you must always start with a capital letter.

January	July
February	August
March	September
April	October
May	November
June	December



Unit 6: The Weather

Oral and Writing

Today's reading text described some ways that people use to forecast weather. Discuss with your class some of the traditional stories or methods that other people in your family or local area use to talk about or predict weather. Listen to other pupils' stories as well.

Take one of the ideas discussed during the discussion and write a short report about this traditional method of dealing with the weather.



Reading

Study the key words. Find out what they mean. Read the report below about how weather is measured.

How is Weather Measured?

Key Words

thermometer, mercury, Celsius, direction, compass, temperature, speed, direction, expands

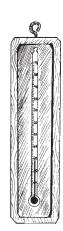
Temperature

Temperature is how hot or cold something is. It is measured with a thermometer.

A thermometer is made from a tube of hollow glass with a bulb shaped base. The bulb is filled with a liquid which expands with heat. Sometimes it is filled with a metal liquid called mercury. The mercury rises as it gets hotter and drops as it gets colder. Numbers on the side of the thermometer can be read to find out the temperature.

Temperature is measured in degrees Celsius.

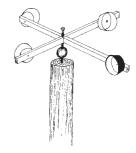
Daytime temperatures in Solomon Islands are usually about 29 to 31 degrees Celsius.



Wind Speed

Wind speed is how fast air moves. Wind speed is measured with an anemometer.

As the wind blows, the anemometer turns around. Wind speed is measured by counting how many turns the anemometer does in one minute.



Wind Direction

The direction of wind is measured against the points of the compass. It is usually indicated by a thin strip of wood, metal, or plastic that can spin freely. This instrument is known as a weather vane or wind vane. The vane rotates in the wind and points into the wind. We describe wind direction using direction words such as southerly, westerly or northerly.

Knowledge of wind direction is important for many people. For example, pilots need to know about wind direction so that they can make decisions about the

W E

aircraft's speed and the amount of fuel that they will need for journeys.

As well as receiving information from weather reports, pilots can also tell which direction the wind is blowing by looking at the windsock at the end of an airstrip. For safety, planes need to land and take off into the wind.

Unit 6: The Weather

Comprehension

Read the text and answer these questions.

- 1. Why is glass a suitable material to use when making thermometers?
- 2. How do meteorologists find out the speed and direction of the wind?
- 3. What is the measurement unit for temperature?
- 4. Describe another job that would require knowledge of temperature or wind direction and speed. Why would it be important for a person doing this job to know about weather?

Language Study

The apostrophe is used in two ways.

One use is to show ownership, for example:

The dog had a short tail. This house belongs to Peter.

The **dog's** tail was short. This is **Peter's** house.

The other use is to show when a letter or letters have been left out, as in a contraction, for example:

could not - **couldn't** I am - I'm
did not - **didn't** cannot - **can't**you will - **you'll** will not - **won't**

Some words in these sentences need apostrophes. Copy the sentences into your book and add apostrophes, where they are needed.

- 1. The thermometer was broken so I couldn't tell how hot it was.
- 2. Lata and Kirakira didnt send in any weather reports today.
- 3. This is Josephs thermometer.
- 4. The wind speed is increasing so Im going to the cyclone shelter.
- 5. Kimis house was blown away in the cyclone.
- 6. He wont be able to afford to build another house.

Unit 6: The Weather

Handwriting

Copy this poem into your exercise book using your best cursive handwriting.

January, February the first in the year, January, February the wettest in the year. June, July is the middle of the year, And also the driest in all of the year.

Oral and Writing

Use the poem above to help you with this writing activity.

Following the same pattern, write your own poem about some of the months of the year. Think about the weather and the seasons as you plan your poem.

Here is a first line to help you if you choose to use it.

December, January the first months of summer, December, January the ...

Once you are happy with your draft. Read it again. Have you made it rhyme? Does the poem have a tone and flow that makes it pleasant to read?

Have you checked the spelling and punctuation?

Read your poem to your teacher or another pupil. Listen to their comments.

Write a neat final draft of your poem.

Unit 6: The Weather

Reading

The reading for today is a procedural text. It tells you how to make a rainbow. Read the text. You may try to make the experiment work with other members of your class.

Making a Rainbow by Linda Puia

Key Words

sheet of paper, water, fill, made up of, happen, light, rainbow

Materials:

- Glass of water
- Sheet of white paper
- The sun

What to do:

- 1. Fill the glass all the way to the top with water. The glass must be about to overflow.
- 2. Put the glass of water on a table or bench, so that it is half on the table and half off of the table. Be careful that the glass doesn't fall.
- 3. Then, make sure that the sun can shine through the glass of water.
- 4. Place the white sheet of paper on the ground under the glass.
- 5. Adjust the piece of white paper and the glass of water until a rainbow forms on the paper.

Explanation:

Why does this happen? White light is made up of a lot of colours. Specifically, the colours are red, orange, yellow, green, blue, indigo and violet. When white light passes through the water, it is broken up into the colours seen in a rainbow. This is because each colour bends at a different angle when it passes through water. This happens in nature when light passes through water in the air after it has been raining.

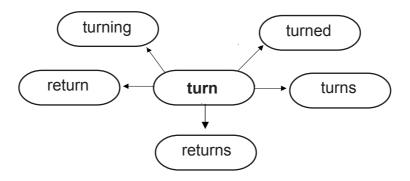
Comprehension

Read the text again. Use the text to write a short paragraph explaining how rainbows are formed. Discuss your answer with the class.

Language Study

Many words in English are formed by adding suffixes and prefixes to base words.

For example:



Use this idea to make new words from the following words. Write your answers in your exercise book. Use your dictionary to help you.

- 1. tidy
- 2. complete
- 3. cover

Spelling

These are words from your spelling list. The letters have been jumbled. Rearrange the letters to form the correct spelling words. Write the correct words in your book. Check your spelling, and make sure that you use a capital for the beginning of each word.

1.	derebmec	4. eunj	7. staugu
2.	lyju	5. armch	8. beersempt
3.	lairp	6. berotoc	9. ranuayj

Unit 6: The Weather

Oral and Writing

You already know a lot about how instructions are written. A set of instructions has:

- a title that clearly states what the text is about;
- a list of the materials that you will need;
- a series of steps or instructions that describe the process.

Go back to the text **Make a Rainbow** and read it again. Are you able to see how the text is structured as a set of instructions?

You will work with other pupils to write a set of instructions, or a procedure, about something that you are interested in. There are some topics listed below to give you some ideas.

- 1. The Best Way to Catch a Fish
- 2. Making a Vegetable Garden
- 3. Washing a Car
- 4. Making Bread
- 5. How to Cook Fish
- 6. Instructions for Playing a Game
- 7. Making a Kite
- 8. How to Prepare for a Cyclone

The purpose of your text is to tell someone how to do something. When you have selected your topic, start writing your first draft. Remember to number your instructions and begin each sentence with a verb.





Reading

The reading for today is an explanation about measuring the wind. Read the key words and discuss them with the class. Now read the text.

Measuring the Wind – The Beaufort Scale

Key Words:

Beaufort Scale, breeze, vertically, light, gentle, moderate, gale, uprooted, damage

Wind speed is measured on a scale of 0 to 12. This is known as the Beaufort Scale. It is named after the man who created the scale in 1806, Sir Francis Beaufort. Beaufort was a Rear Admiral in the British Navy.

Here is what the Beaufort Scale looks like.

Force of Wind	Description	Conditions	Wind Speed km/hour
0	Calm	Smoke rises vertically	0
1	Light air	Smoke drifts	1-5
2	Light breeze	Leaves rustle	6-12
3	Gentle breeze	Leaves in constant motion	13-19
4	Moderate breeze	Raises dust and loose paper, small branches move	20-29
5	Fresh breeze	Small trees sway	30-39
6	Strong breeze	Large branches move	40-49
7	Moderate gale	Whole trees in motion	50-61
8	Gale	Breaks twigs off trees	62-74
9	Strong gale	Slight damage to buildings	75-87
10	Whole gale	Larges branches broken, some trees uprooted	88-101
11	Storm	Larges trees uprooted	102-116
12	Hurricane	Widespread damage	116+

Unit 6: The Weather

Comprehension

Read through these questions and write your answers in your exercise book.

You will need to refer to the Beaufort Scale in your Reading.

- 1. Who invented this scale?
- 2. When was the Beaufort Scale invented?
- 3. Do you think the Beaufort Scale was an important invention? Explain your answer.
- 4. What is the wind speed during a cyclone?
- 5. What signs indicate that there is a light breeze blowing?
- 6. What force of wind is indicated on the scale as a strong gale?
- 7. What is the name given to a wind that moves at speeds of 75 to 87 km/h?
- 8. At what speed would the wind be travelling in order to uproot large trees?
- 9. Look outside and determine what the wind speed is today.

♦ Language Study

Some English words contain letters that are silent. Look at the words in the table and say them. Try to identify the silent letters in each word. Draw the table in your exercise book and then place these words into the correct box to complete the table.

dumb	knight	whistle	palm
column	Christmas	wrist	knock
wrap	calf	numb	knew

silent 'b'	silent 'k'	silent 'i'
comb	knit	calm
doubt	knee	half
silent 'n'	silent 't'	silent 'w'
hymn	listen	wrong
Autumn	fasten	two

Oral and Writing

Working in the same group as you did yesterday, edit your list of instructions. Read the instructions and talk about whether you would be able to complete the task by reading the instructions. Is there information that you have forgotten to put in the text? Are the steps clearly explained and in the correct order?

Now check that there are no spelling mistakes. Redraft and write the final copy. Remember that the final copy has to be neat and well presented.



Reading

Read this text about cyclones. It explains what causes cyclones and describes some of their effects.

Cyclone Season by Linda Puia

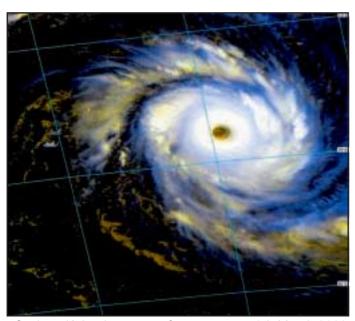
Key Words

season, typhoons, powerful, evaporation, hurricanes, whirlpools, spiral, injury, radar, frequent

We all know that we have a 'wet season' and a 'dry season'. You may have also heard people talk about a 'cyclone season'. Have you wondered what this means?

Cyclones are the most powerful storms that happen in Solomon Islands. They can occur in the hot, wet months from November to April. This period of the year is known as the 'cyclone season'. This is also the wet or rainy season in Solomon Islands. During this time, ocean waters are very warm so there is a lot of evaporation. Huge thunderclouds form in the atmosphere as great amounts of water vapour rise. When the warm air is pushed aside by fast-moving cold air, whirlpools of clouds form and spiral upwards.

As these storms move across water and land they cause wild seas and flooding rains. Winds can reach up to 300 kilometres per hour and they can be very destructive causing damage to buildings, trees, crops, power lines, ships and ports. They can also cause injury or death to people and animals. However, the very centre of a cyclone, known as the 'eye', is quite calm. Inside the eye of the cyclone the sky may even be clear and blue. This centre can be up to 50 kilometres wide.



Cyclone Kalunde as seen from space on 9th March 2003

Cyclones are tracked with the use of radar and satellite photographs from space. These tropical storms are named in alphabetical order using male or female names.

Frequent warnings are given to communities living in areas that are in the path of a cyclone. These warnings give people time to prepare for the cyclone. Animals are sheltered, homes are secured and loose objects are removed as people make themselves and their property as safe as possible.

These tropical cyclones are called 'hurricanes' in America and 'typhoons' in Asia.

Unit 6: The Weather

Comprehension

Read the text again and answer these questions by writing complete sentences in your exercise book.

- 1. When do cyclones occur in Solomon Islands?
- 2. What other season occurs at the same time as the cyclone season?
- 3. What is the centre of a cyclone called?
- 4. How are cyclones tracked?
- 5. What are some of the ways people can prepare for a cyclone?
- 6. How are cyclones named?
- 7. What are cyclones called in America?
- 8. List some of the things that can happen to our towns and our people when a cyclone moves across the islands.
- 9. Can you suggest another suitable title for this article about cyclones?

Language Study

Read these word families. Select the correct words from the table to complete the sentences that follow. Write the complete sentences in your book.

destroy	destroys	destroyed	destruction	destructive	destructing
evaporate	evaporates	evaporated	evaporation	evaporative	evaporating
occur	occurs	occurred	occurrence		occurring

1.	The wild storm caused the of the wharf at the seaside village.
2.	The School Open Day at the end of term two.
3.	The Melanesian Arts Festival was a wonderful
4.	Cyclonic winds are winds.
5.	Water when it is heated.
6.	The cyclone is expected to many houses.



Spelling

Complete these two activities in your book.

- 1. Arrange the spelling words in alphabetical order.
- 2. Write words that end with;

'-ber'	'-ary'
1	_ 1
2	2
0	

January	July		
February	August		
March	September		
April	October		
May	November		
June	December		

Revise the words so that you are ready to have your spelling test.



Oral and Writing

Imagine that you are a journalist reporting for the Solomon Star.

have to role-play the roles of the interviewer (journalist) and the local.

You have been sent to Makira to interview the survivors of a very destructive cyclone. The cyclone hit the island a few days ago and caused much destruction. Write six open-ended questions that you would like to ask the local people. Write these in your exercise book. Work with a partner to interview each other. You will

Ideas to help you write your questions:

How did you know that ...

How did you feel when ...

What was it like during ...

How did everybody ...

Where was everybody during ...

What did you see after ...

Unit 6: The Weather

Reading

Read through this text about the water and its importance to us. Read through the key words and make sure you understand what the words mean before reading.

How Old is Water?

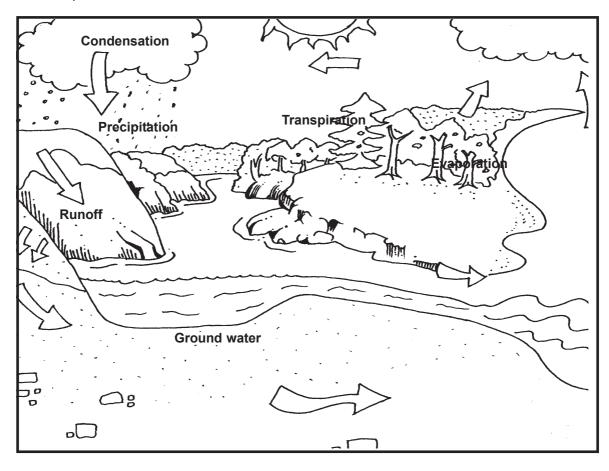
Key Words

appeared, dinosaurs, ancestors, limited, cycle, evaporation, condensation, transpiration, precipitation

Fill a glass with water from a water tank or from the tap and take a good look at the water. Can you guess how old it is?

The water in your glass or cup may have come from the rain just the day before but the water itself has been around for a long time.

When the first animal appeared on earth, your glass of water was part of the ocean. When dinosaurs walked through lakes, your glass of water was part of those lakes. When our ancestors collected water from rivers, water holes and wells, your glass of water was part of those rivers, water holes and wells.



Our earth has a limited amount of water. That water keeps going around and around and around! This is called the **water cycle**. Water moves in a constant cycle between the atmosphere, the ocean and the land. This cycle is a very important process that helps to keep us all alive.

The sun heats water sources like rivers and the sea. The water turns into gas known as water vapour. This process is called **evaporation**.



As water evaporates, it rises and then turns back into water when it reaches the cold air above. This process is known as **condensation**. The water drops collect into clouds.

Plants sweat or perspire just like people. When plants sweat out water droplets, it is called **transpiration**. The water transpired by plants forms water vapour and it too rises into the air. Again the vapour condenses and forms clouds.

When clouds become heavy, the water falls down as rain, hail or snow. Another word for rain is **precipitation**. The water fills streams and rivers, and eventually flows back into the oceans where **evaporation** occurs and the process begins again.

The amount of water on Earth remains the same. There is as much water now as there was many, many years ago.

♦ Comprehension

Using the information that you have just read to help you, rewrite the sentences below in the order that they occur. The process is a cycle, but for this activity begin at evaporation. The first one has been numbered for you.

Sun heats water on Earth so that it evaporates. (1)

Water collects in rivers and in the oceans.

Vapour cools and falls to the earth as rain, snow or hail.

Vapour rises to the air, condenses and forms clouds.

Spelling

Here are the spelling words for this week. Study the words, and discuss the meaning of any that you do not know. Use the spelling strategy Look, Cover, Remember, Write and Check as you copy the words into your book.

Write a short paragraph about a storm. Try to use as many of the spelling words as you can.

cyclone	thunder		
cycle	lightning		
cylinder	earthquake		
bicycle	strength		
weather	rescue		

Language Study

Read these words that contain the consonant blend 'th' in them.

there weather thirsty Thursday

Use a 'th' word to complete the sentences below. Write the complete sentences in your exercise book.

I. The bird lost its a	as it flew quickly to	safety.
------------------------	-----------------------	---------

2. The shell was shiny and _____ from being washed over by many waves.

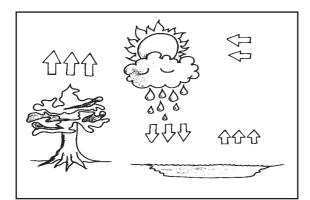
Unit 6: The Weather

- 3. I was so that I drank all of the coconut milk.
- 4. The maths problem was very hard and made me _____ for a long time before I came up with the correct answer.
- 5. My had a son who called me Uncle David.

Oral and Writing

In your group, copy the diagram of the water cycle below onto a large piece of paper or design your own diagram. Label the stages of the water cycle with the words: Collection, Evaporation, Precipitation, Transpiration and Condensation.

Beside each stage, write a short explanation. The information in the boxes below will help you.



Collection:

Water falls back to earth as rain, hail or snow. Water collects in the oceans, lakes and rivers. Some of it seeps through the earth and becomes 'underground water'.

Evaporation:

When the sun heats the water in oceans, lakes and rivers, the water becomes vapour and rises into the atmosphere.

Transpiration:

Plants take in water from the ground.

Plants release water into the atmosphere. The process is called transpiration. In this way, plants contribute to evaporation.

Precipitation:

When clouds are cooled by cold winds, the vapour in the clouds cools and forms water droplets. The clouds become heavy and can no longer hold the water, so it falls down to earth as rain, hail or snow.

Condensation:

When water vapour cools, it turns back into water. This process is called condensation.

Reading

The text below is an information report about satellite pictures and how they help meteorologists to know more about storms. Read the text with your class. As you read think about the key words and what they mean. The text will help you to understand how the words are used. Discuss any words that you are still not sure of once you have finished reading.

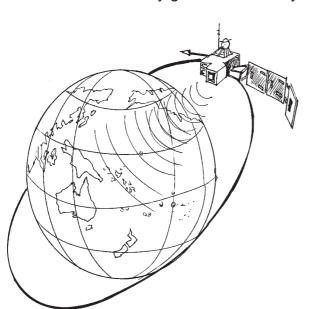
Satellites

Key Words

satellite, orbiting, warnings, intense, measure, predict, work out, transmit, bird's eye-view

Satellites are spacecraft which are sent to orbit the earth and observe and record information. They transmit this information back to earth in the form of photographs and computer data for scientists to study. This helps us learn more about our planet.

Satellites play an important part in observing and forecasting the weather. Orbiting high above the earth, they help meteorologists to look at clouds as they form over land and over the oceans. They give us a bird's eye-view of the clouds.



As well as taking photos of clouds, satellites use an instrument called a radiometer to measure heat given off by clouds. Low clouds appear grey on a satellite photo because they are warmer. High clouds appear white because they are much colder. By looking closely at satellite images meteorologists can work out the height of a cloud.

All of this information helps weather forecasters to find and follow the path of large storms such as cyclones. They can, therefore, give early warnings of where on earth they might hit, so that people can prepare themselves.

Comprehension

Read the sentences below. Decide whether each one is a 'fact' or an 'opinion'. Write 'fact' or 'opinion' beside each question number in your exercise book.

- 1. Clouds that are lower appear darker on the satellite picture.
- 2. Working as a meteorologist would be fun.
- 3. Satellites take photographs to help record the weather.
- 4. Cyclones are very dangerous.
- 5. It is good that people can now be given earlier warnings when cyclones are coming.
- 6. Satellites use radiometers to measure the height of clouds.
- 7. A satellite photo would be interesting to look at.



Language Study

Below are some sentences that are the answers to questions. You must make up a question that would suit the answer already given.

For example:

Answer: Evaporation occurs when water becomes vapour.

Question: What is evaporation?

- 1. Vapour changes back to water when it is cooled.
- 2. Transpiration is when plants release water.
- 3. Clouds are formed by water vapour.
- 4. Rain falls when the vapour condenses and changes back to water droplets.
- 5. We must use water wisely because there is only a limited amount.

Spelling

Look at the words with a short 'u' sound listed below. Now read and study those with a long 'u' sound.

Short 'u'	Long 'u'	
uncle	June	
jump	July	
just	fury	
dug	juicy	

Add four more words to each list as you copy the list into your exercise book.

Oral and Writing

Continue to work in your group from yesterday.

Complete your water cycle diagram.

Make sure your diagram is well presented. Check that your labels are clear and that the words are correctly spelt. Choose someone in your group to explain your diagram to the rest of the class.



Reading

The report in today's reading gives information about the tropical climate zones of the earth. Read the key words and find out their meaning before reading the text.

A Tropical Climate

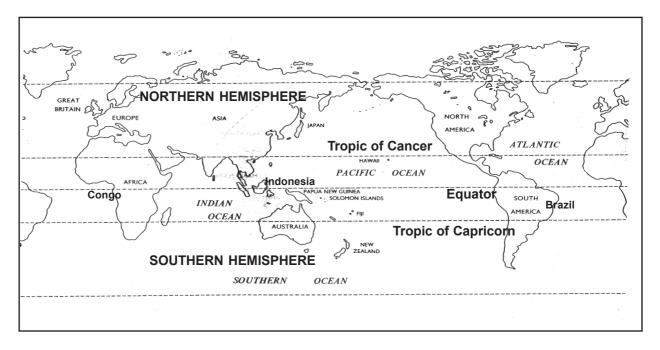
by Linda Puia

Key Words

tropical, climate, equator, imaginary, humid, season, vegetation

If we were to cut the earth in half, the top half is referred to as the **northern hemisphere** and the bottom half is the **southern hemisphere**.

An imaginary line called the **equator** separates these two halves. The equator runs around the middle of the earth. If you look at a world map, you will notice another line above the equator called the **'Tropic of Cancer'** and one below it called the **'Tropic of Capricorn'**. These two lines are also imaginary lines.



The area between the Tropic of Cancer and Tropic of Capricorn is called the **Tropics**. Solomon Islands is found in this region, so the islands have a **tropical** climate.

A tropical climate means that it is usually hot, wet and humid throughout the year. The tropical region has a 'wet' season and a 'dry' season. The wet season in Solomon Islands is usually from November to April.

Tropical areas receive a lot of sunshine and have very high rainfalls. Vegetation grows very well in these areas. The tropics are home to some of the world's largest rainforests such as, the Amazon located in Brazil and the Congo located in West Africa. Other rainforests are located in Indonesia and Northern Australia.

The tropics get a lot of heat from the sun. This heat causes large amounts of water to evaporate. This evaporated water condenses and forms many clouds. The tropical regions have more cloud cover than other parts of the world. Tropical cyclones are usually formed in these tropical regions.



Comprehension

Read through the words in the left column. Read through the definitions in the right column and match the words to the correct definitions. Write the words and the matching definitions in your book.

Imaginary	Something that exists only in our minds.
Globe	A particular area.
Humid	All the plants that grow in a particular area.
Vegetation	A world map in the shape of a sphere. (ball)
Tropics	Warm and damp conditions. (hot and sticky)
Region	A region where the climate is hot, wet and humid.

Language Study

Put the correct homonyms in the spaces provided as you write the complete sentences in your book.

For	' example:			
	We	going to see my	this evening	ng. (aunt, aren't)
	We aren't	going to see my aunt this	evening.	
1.	People are i	not to read	_ in a libra	ry. (aloud, allowed)
2.	They	_ the thief and will send h	im to	(court, caught)
3.	The cattle _	panicked when the	;y t	thunder. (heard, herd)
4.	The price to	a boat has risen	even	(higher, hire)
5.	The red	grew in one of the fro	nt	of the garden. (rows, rose)
6.	The boy	the ball and it went o	out	the window. (threw, through)

Spelling

Study your spelling words and select the correct word to answer the questions.

cyclone thunder
cycle lightning
cylinder earthquake
bicycle strength
weather rescue

- 1. Which word is made up of two complete words?
- 2. Which word means going around?
- 3. What is the word for light that flashes during storms?
- 4. What shape is a water tank?
- 5. What do you do when you help somebody in trouble?
- 6. What would cause heavy rain and strong winds?
- 7. What form of transport has two wheels?
- 8. What is the loud noise caused by lightning?

Oral and Writing

Discuss a time when you may have experienced a bad storm, cyclone, flood, tidal wave or landslide. Write a recount describing your experience. Write your first draft in your exercise book. Remember in a recount you often have to use words that link and tell about the timing of events, e.g. then, firstly, after that, next, before, finally, not before time.

How to set out your recount

- Title
- Setting (who, when, where and what?)
- Sequence of events (what happened and in what order?)
- An ending (your personal reflection on the events)



Reading

Read the key words. Think how the words might be used. Skim through the text and look for interesting sections. Read these sections more closely.

Fill in a KWL chart that looks like the one below, before and after you have read the text. KWL stands for:

Know what I already knowWant what I want to know

•Learned what I learned from reading the text.

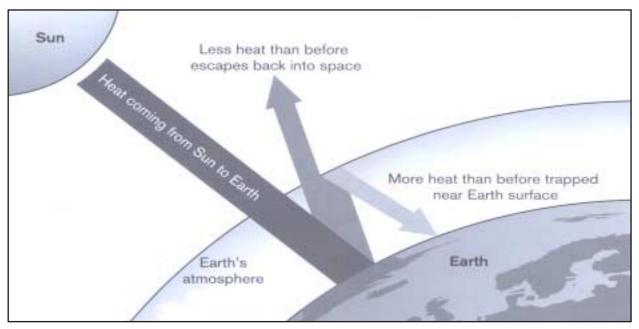
К	W	L
What I know about global warming	What I want to know	What I learned from the text
	What are the causes of global warming?	

Global Warming by Linda Puia

Key Words

industrial, waste, smog, warming, factories, carbon dioxide, trapped, gases, transport, layer, global, release

The earth has become warmer over the last 100 years. Scientists and meteorologists are not exactly sure why this is happening. It could be that the earth is simply getting warmer itself. Many of the world's leading scientists believe, however, that global warming is caused by pollution created by human activities.





For example, smoke and gases from industrial factories and motor-driven transport such as cars, buses and aeroplanes, are all responsible for releasing waste gases into the atmosphere. The atmosphere consists of a layer of gases surrounding the earth. These gases make up the air that we breathe.

This layer helps keep the earth from getting too hot or too cold. Every year, billions of tonnes of smoke and waste gases, such as carbon dioxide are released into the atmosphere. This affects the mixture of gases in the atmosphere. As more carbon dioxide is released into the air, it builds up a layer. This layer of waste gases is called 'smog'. Smog looks like mist. If you go to large cities like Tokyo in Japan or Los Angeles in America, you will see smog drifting in the air. When there is a large build up of waste gases in the air, the smog can become quite thick and can resemble heavy smoke. When the heat from the sun reaches the earth, the smog traps the heat under the layer of gases. This trapped heat builds up and causes global warming.

♦ Comprehension

Read through the reading again and look closely at the information you have put in your KWL chart. Now write a paragraph to explain in your own words what scientists believe may be the cause of global warming.

Language Study

Imagine that a meteorologist is planning to visit your school. You have the opportunity to ask questions to find out more about the theory of global warming. What sort of questions would you ask? Use the question starter words given below to draft some questions to ask the meteorologist.

What $_$	
Where	
When	
Why _	
How _	

Handwriting

Copy this into your exercise book in your best cursive handwriting.

Why is the earth getting warmer?
Is it because the sun is getting closer?
Is it because the sun is getting hotter?
Or is it because of the pollution?



Oral and Writing

In small groups, discuss and list some of the things that contribute to pollution in your area. Talk about how pollution could be reduced in your area. Write down your ideas. Choose someone to present your work to the rest of the class.



Reading

The text below is a poem. Read it through a few times until you feel confident reading it. Now read it to a partner. Listen while your partner reads to you also.

It's Only the Storm by Dave Ward

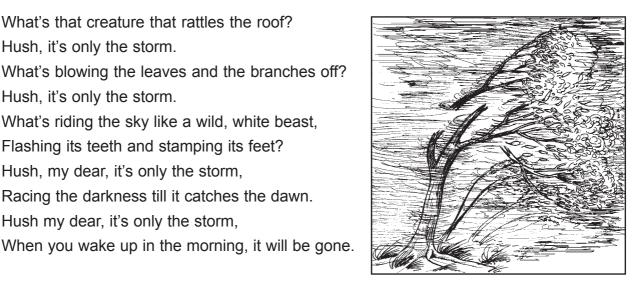
Key Words

storm, creature, rattles, branches, beast, flashing, stamping, darkness, dawn

What's that creature that rattles the roof? Hush, it's only the storm.

What's blowing the leaves and the branches off? Hush, it's only the storm.

What's riding the sky like a wild, white beast, Flashing its teeth and stamping its feet? Hush, my dear, it's only the storm, Racing the darkness till it catches the dawn. Hush my dear, it's only the storm,



Comprehension

Read Dave Ward's poem again and answer these questions in your book.

- 1. What is the poem about?
- 2. Who do you think could be asking the questions?
- 3. Who do you think would be giving the answers?
- 4. At what time of the day is the poem set? How can you tell?
- 5. What part of a storm could be compared to a wild, white beast?

Unit 6: The Weather

Language Study

A simile is a comparison between two different things. See if you can complete the sentences with your own similes.

Here are two examples to help you

He looked as white as a ghost.

The building was as solid as a rock.

1.	After the rain, the air was as fresh as	
2.	During the test the boy was as quiet as	
3.	The teacher on duty was as busy as	
4.	When the thunder clapped, the student was as scared as a	
5.	The thunder sounded as loud as	

Spelling

Be sure that you have learnt your spelling words for this week. Use the spelling strategy Look, Cover, Remember, Write, Check to ensure that you know how to spell all the words.

Oral and Writing

Read Dave Ward's poem once again. You will see that every question starts in the same way and the answers given are also in the same format. Make a copycat poem using a different kind of weather element.

Here are some ideas you could use:

- · It's only the rain
- It's only the wind
- It's only the waves

Once you have drafted your work, read it to yourself to listen to the flow of the writing. Adjust the poem as you read to make it sound as good as it can. Now edit and proof read your poem before showing it to your teacher.

Reading - The Origin of Nendo, Part 1

Today's text is a narrative. Narratives are stories that entertain us.

Study the key words, find them in the text and talk about them.

Look them up in your dictionary, if you do not know their meaning. Then read the text silently.

Comprehension

Read the sentences below and study the example.

Re-write them in your exercise book, using a word or phrase from the story to replace the words in bold type. Underline the new words you use in each sentence.

- As the son grew older he began to **think** about his father.
 As the son grew older, he began to **wonder** about his father.
- 2. Sometimes he **pleaded** to go with his father, but his father **declined** to take him.
- 3. **Acting as if he was asleep**, Makahikihi watched his father open the entrance to the tunnel.
- 4. The **doorway** was carefully **covered** by timber.
- 5. From the floor of the man's house was a **passageway** that led to his garden.
- 6. He had **magic** powers that caused his garden tools to work on their own.
- 7. All his father did was to give **instructions** by talking to them.
- 8. His father was **surprised**. The tools **broke** and fell to the ground motionless.
- 9. His father left him in the garden and returned to the house to **scold** his wife for allowing their son to find the entrance to the **hidden** tunnel.

Language Study

Use each set of words below to write a complete sentence. You will need to rearrange the words and add other words so that they make sense. Write each sentence in your exercise book.

For example:

Words: dog, under, crawled, log, white, quickly

Sentence: The white dog quickly crawled under the log.

Now complete these yourself: Remember you must use all the words.

- 1. sea, over, rose, covered, reef, quickly, rough
- 2. dense, over, flew, forest, blue, plane, silently
- 3. timidly, into, mouse, crept, garden, frightened
- 4. island, canoe, left, southward, in, slowly, direction, green
- 5. from, emerged, peak, slowly, mountain, misty, clouds

Unit 7: The Land

Spelling

Read the spelling words and learn how to say and spell them use the spelling strategy Look, Cover, Remember, Write, Check (LCRWC).

Copy the spelling list into your exercise book.

Use your dictionary to help you find the meaning of each word.

between	keep
reef	tree
need	feet
too	broom
roof	dense

Look at the word families below. Add other words from the spelling list to each family. Say the words to yourself and try to hear which sounds are the same.

Words with a long e sound as in: between, keep
Words with a short e sound as in: dense, crept
Words with the long o sound as in: too, tools

Oral and Writing

Work in your group to plan a story based on how an island in your province or area was formed. Make a plan of your narrative using the following structure:

Title: This should be interesting to make the reader

curious about the story.

Plot:

Orientation (Beginning): The introduction to the story, or setting, which tells

us about the characters and when and where the

events took place.

Complication (Middle): The sequence of events that happen in the story.

Resolution (Ending): The ending, which tells how the story finished and

sometimes how the complication is solved.

You do not need to write in complete sentences. If you change your ideas as you discuss the story it is OK to cross things out and add other ideas. This is only a plan, not a finished piece of work.

Reading

Read the story The Origin of Nendo, Part 2 in the reader.

The text is a narrative. Can you remember what a narrative is? Study the key words. You could find them again in the text that you have just read.

Comprehension

In your exercise book, write a short character sketch for each person in the story. Look back at the story and think about the actions and feelings of the characters to help you do this activity. The first one, a character sketch of Kave, has been done for you.

- 1. Kave is Makahikihi's cousin. He is kind and supportive. He is willing to help Makahikihi when he is in trouble.
- 2. Makahikihi's mother is ...
- 3. Makahikihi's father is ...
- 4. Makahikihi is ...

♦ Language Study

The words below are from the story. Choose synonyms (words that have a similar meaning) from the box to go with each word. Write them into your exercise book. The first one has been done for you.

wept	bitter	restore	voyage	tug	tremble	emerge
cried						
sobbed						

sour	return	shiver	tour	bring
journey	shake	heave	put back	trip
sobbed	quake	cried	tow	acid
appear	pull	come out	expedition	

An Extra Activity

Use the story descriptions and the character sketches that you have written to imagine what the main characters would look like.

Do some drawings to add to your character descriptions.

2 Unit 7: The Land

Handwriting

Make sure that you are sitting correctly and using the correct pencil grip. Copy the text into your exercise book using your best joined-up writing.

Makahikihi heaved and heaved on the line, and it came up very slowly. He told Kave to keep a good lookout for any canoes that might be on their way toward them and not to look towards the line that was stretching out behind the canoe.

Oral and Writing

In your group, look again at the plan for the creation story that you drafted yesterday.

Have you got any more ideas to add to your story to make it more interesting? Discuss these with your group.

When the plan is finished you are ready to write your first draft.

Writing a Narrative Story

Decide in your group whether to write a story each, or to write different parts of the story and put them together.

If you like, one person can write the orientation or beginning, one person can write the complication or middle and another can write the resolution or ending.

Otherwise you can write the whole draft together.

You decide!

Reading

Today's reading is another narrative. Like the story about Nendo, it is also a creation story, about how a mountain was formed. Read and discuss the story with your teacher. Spend some time reading the key words and finding them in the text. Think about how the words are used in the text.

The Legend of Patu Mountain by Jacob Zikuli

Key Words

stranger, stomach, huge, several, legend, courage, valley, bravery, plenty

Many years ago, in a village called Patu, lived a happy and friendly people. They were very rich and always had enough food and water to drink. They grew many kinds of fruit and vegetables in their gardens. They had chickens and pigs, kumara and taro. Strangers who came into the village were always warmly welcomed and given plenty to eat.

In the centre of the village was a river. It flowed through a wide valley into the village. The people of Patu used this river for many of their daily activities like swimming, catching fish, washing, gardening and even collecting water for cooking. Behind the village was a huge, high mountain that looked like a sleeping giant.

This is where the legend began.

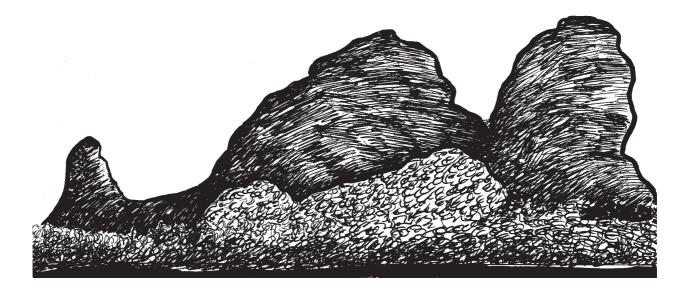
One day a strange looking man came into the village. He was very tall and thin and wore a long grey shirt. The people were afraid, so when he asked for food they immediately gave him some bananas and pawpaw. The man ate the fruit hungrily and asked for more. As the people brought more and more food for the man, they noticed that he was growing bigger and fatter. The more he ate, the more he grew.

The people in the village were worried because they knew that the man would go on asking for more and more food from them, to fill his stomach. By this time, he was huge. People were afraid of his mighty body and huge arms so they did not want to refuse to feed him. They kept bringing food to the man and he kept eating it and growing bigger.

At last he had eaten so much that he lay down on the ground, unable to move. Still he asked for more food. The people were worried. There was not much left growing in their gardens now. They desperately searched for food to bring to the man until they could find no more.

When there was nothing left to eat, the man wanted to leave, he tried to stand up but he was too heavy. He could not move. So he just lay on the ground motionless until he died. After a few weeks, his body turned into a mountain that looked like a sleeping giant.

After the man's body turned into the mountain, the people of Patu began to experience new problems in their lives. The giant's huge body had blocked the river. Water no longer flowed through the valley. It became very hard to grow food. The trees died. The gardens became dry and there were no fish to catch. The giant had eaten all the food and his body kept the water away from the village.



The people of Patu grew more and more worried each passing day. Every day they were hungry and grew weaker because they had not enough food to eat. Several months later an old woman in the village thought of an idea. She decided to climb the mountain. Slowly, she made her way up to the top. At the top she saw a wide blue lake. She found that the rain fell into the lake but then it flowed down a valley on the other side to the sea.

"If we make a hole in this side of the mountain, the water from the lake will flow down into our valley again," she thought to herself.

She went back to the village and told everyone about the lake. The villagers took courage from the woman's bravery. Soon hundreds of them climbed the mountain, carrying digging sticks. They pushed stones and earth into the river at the far end of the lake and stopped the water. Then they dug a hole through the side of the mountain to let the water from the lake flow down into their valley. When they had finished, a new river rushed down the side of the mountain into the dry valley below.

The people dug their gardens and planted crops again. With the water from the lake they grew plenty of food. They were never hungry again. Some years later the old woman died but the people never forgot her courage.

If you go to Patu village today, you will still hear the legend of Patu Mountain. It is still to be seen there, like a sleeping giant, watching over the village.

Comprehension

The second paragraph of the story describes what the village of Patu looks like. Read it again and draw a sketch of the village using the description in the text.

Here are some sections from the story to help you.

- ... in a village called Patu ...
- They grew many kinds of vegetables and fruits in their gardens.
- In the centre of the village was a river.
- It flowed through a wide valley into the village.

- ... swimming, catching fish,washing, ..., collecting water ...
- Behind the village of Patu was a huge, high mountain that looked like a sleeping giant.

Before the giant died	After the giant died
(Sketch 1)	(Sketch 2)

When you have finished, compare your sketch with other pupils' drawings. Look for similarities and differences. Talk about why your sketch might be different from others in the class.

If you have time you could draw another sketch of the village after the death of the giant. Read the description in paragraph seven again to help you complete this.

With a partner, discuss how the two sketches are different.

You could make a list of the differences between the two drawings.

Language Study

Adverbs are words that describe verbs. They explain how, when, where or why about the verb.

Look at these examples.

The man ate the food hungrily and asked for more.

How did the man eat? Hungrily

She slowly climbed up to the top of the mountain.

How did she climb? Slowly

Copy these sentences into your exercise book and <u>underline the adverbs</u>. The first one has been done for you.

1. The people desperately searched for food until they could find no more. (How did the people search?)

Unit 7: The Land

2. He quickly ate the food and asked for some more.

(How did he eat the food?)

3. My mother carefully dressed the injured man's knee with some ointment.

(How did she dress his knee?)

4. The crocodile crept silently towards the little children.

(How did the crocodile creep?)

5. We walked past the sleeping baby quietly.

(How did we walk?)

6. The sports master shouted angrily at the school children.

(How did he shout?)

Remember!

If you use adverbs when you write your own stories, the writing will be more lively and interesting.

Spelling

Add be- to the beginning of these words to make a new word. Write the new words in your exercise book.

ware	cause	fore	hind	_ come
()				

Write another five words beginning with be- in your exercise book. Use your dictionary to help you. Next write a sentence using each of your words.

For example:

behind The mountain was **behind** the village.

Oral and Writing

Work in your groups to proof read and re-draft the story you started yesterday. Use this checklist to help you with proof reading.

Spelling

Check for spelling mistakes:

- 1. Place a ruler under one line at a time and read each word carefully.
- 2. Circle all the misspellings or those words which you are not sure of.
- 3. If you know how to spell any of these words write the new spelling above the circle.
- 4. Ask another pupil to check that you have circled all the misspelled words.

Remember that some words sound the same but different spellings have different meaning.

Punctuation marks

Do you have capital letters, commas, and full stops in all the correct places?

Paragraphs

Have you used paragraphs to show different parts and ideas in your story?

Correct verb tenses

Is your story written in the past tense?

Check that all the verbs are in their correct form.

Descriptive language

Have you used interesting, descriptive language in your story?

Can you make it more interesting by adding adverbs or adjectives?

• The structure of your story

Does your story have a title?

Does your story have an orientation (beginning)?

Did you begin your story in an interesting way?

Does your story have a complication (middle)?

Do you have enough points to talk about in your story?

Does your story have a resolution (ending)?

Does the story have a good ending?

4 Unit 7: The Land

Reading

Today's reading is an explanation. This text explains different forms of land ownership in Solomon Islands. Read and discuss the text. Look up any of the key words that you do not understand

Land Ownership

Key Words

ownership, claim, rights, alienated, survival, commercial, compensation, traders, title

Land is a valuable thing to people, animals and plants. From the land and its resources, people grow food and build shelters to live in. Animals and plants also depend on the land for their survival.

Owning land is important in Solomon Islands. Everybody wants to own a piece of land. Some people may have land passed on to them by their parents which has been in their family for many generations. If not, it is sometimes possible to buy land from tribal or commercial owners.

In Solomon Islands, there are a number of different forms of land ownership.

1. Tribal Ownership

Tribal land is land owned by the whole tribe. No individual, clan or groups of people from the tribe may claim this land for themselves. Members of the tribe can use the land and resources, whenever they need to.

2. Matrilineal Ownership

In some parts of Solomon Islands, women have the right of ownership over a particular piece of land from the tribe. Such land is passed from a mother to her daughters and then to her granddaughters.

3. Patrilineal Ownership

Patrilineal is the opposite of matrilineal. The land is passed from a father to his sons. The male members of the family have rights over the land.



4. Chiefly Ownership

In countries where the chief system is very powerful almost all land and resources belonging to a tribe is owned and controlled by the chief.

5. Compensation

In the early days, land was sometimes given as part of a bride price when a woman was married. If a member of a tribe died fighting for the tribe in a head hunting activity, land was sometimes given to the dead warrior's tribe as compensation.



6. Alienated Land

In the 1800s and 1900s, during the period of explorers and traders, some land was purchased by European traders in exchange for goods. This land is called 'alienated land'. Most alienated land was handed over to the government after the traders left the country.

As the population increases, there are more people depending on the land for their daily living. It is important that people know exactly who owns the land. To avoid disputes and to be sure that land is shared fairly between the people, recording exactly who owns the land has become necessary.

Title to land in Solomon Islands is either customary or registered. The Government recognises that all customary land is owned. Registered land has its ownership and boundaries recorded in a land registry in Honiara and these are guaranteed by law rather than by custom.

Comprehension

Copy the table below into your exercise book. Write an explanation of each type of land ownership. You can use the information from the text but do not copy it. Write it in your own words. The first one has been done for you.

Type of Land Ownership	Explanation
Tribal Ownership	This type of land is owned by a group of people or tribe. People cannot own or sell it individually.
Matrilineal Ownership	
Patrilineal Ownership	
Chiefly Ownership	
Compensation	
Alienated Land	

Language Study

Prepositions are words that show relationships between nouns, pronouns and other words. They are usually found in front of a noun or pronoun. Look at these examples:

People depend **on** land for their daily living.

The cook puts salt **in** the soup to make it tastier.

Unit 7: The Land

Choose the correct preposition for each sentence. Write the answers into your exercise book.

on.	at.	with.	in.	between,	into.	onto.	before
O11,	ut,	*******	,	between,	,	onto,	DCIOIC

1.	As the whistle blew, the team ran the playing field.
2.	The little boy went to school his big brother.
3.	The Prime Minister will visit Makira Monday next week.
4.	Miss Bariseko asked us to copy the sentences our exercise books.
5.	The plane will arrive three o'clock in the morning.
6.	the preacher said the last prayer, we sang our final hymn.
7.	The argument is Martha and Mary.
8.	Solomon Islands, there are different forms of land ownership.

Extra Activity

Use your dictionary to find the meaning of these words. Write the words and their meaning in your exercise book.

patrilineal compensation matrilineal

Choose one word and see how many smaller words you can make from the letters it contains. For example: patrilineal: at, part, line, rat, neat, trap, tap, apart, trip



Oral and Writing

Talk about how land is passed on from one generation to the next in your area. Discuss examples you know of where land has been transferred recently. Use information from the text to help explain what types of land ownership are common in your area.

Write a short explanation of how land is passed on to people in your area or tribe. An example is included below to give you some ideas.

My father's land in the village was given to him by his father. His father had three sons and two daughters. Usually in my tribe the land is divided between the sons, but my grandfather did not want his daughters to miss out so he shared his land equally. One of my aunties lives in Honiara, but she has built a house on her land in the village.

My grandfather also owns a small piece of commercial land in Kira Kira, which he bought with his retirement money after he finished working for the government. He has a small store on the land and he says he is going to give it to one of his grandchildren when he is too old to look after it himself.

Reading

Today's reading is a newspaper article that outlines some of the problems related to land ownership. It is about a speech by the Bishop of Malaita, Bishop Terry Brown. The problems, and solutions to these problems, are discussed.

Study the key words. You could find them in the text. You might also find them in your dictionary.

Key Words

customary land, registered, registration, legal system, dispute, urged, benefit, occupied, settled



Call for the Registration of Customary Land

Bishop Terry Brown, the Anglican bishop of the diocese of Malaita Province, has called for the registration of all customary land in the country.

He has said that all customary land should be registered to avoid disputes between different tribes or within families.

Bishop Terry said that currently there is still no legal system for customary land registration. Some land is still under dispute. Some has been illegally occupied and settled by different people while people who were not the real landowners have sold some land to buyers.

He also urged the Regional Assistance Mission to Solomon Islands to look into the problem of customary land in the country.

As part of their assistance to Solomon

Islands, they should train and educate local chiefs to deal with land boundaries and disputes in their own communities and tribes.

"Before any development takes shape anywhere in the country, the ownership of land needs to be clear. Customary land must be registered and free of dispute before any development can proceed," added the Bishop.

The bishop also claimed that land is the main cause of ethnic tension in Solomon Islands. There are resources available on customary land that need to be used for the benefit of all the people. "Unless land is free of dispute and is properly registered, we will still continue to encounter tensions between ourselves and no development will ever take place in our country".



Comprehension

Read through the text again and make a list of the problems and of some of the solutions suggested by the Bishop. You can add some of your own ideas too. Record your lists in your exercise book. You could use a table like the one shown on the next page. You do not need to write in full sentences.

Unit 7: The Land

Problems related to Customary Land	Possible Solutions
Customary land is not legally registered.	All customary land should be registered.
Land disputes.	Chiefs should be trained in how to deal with disputes.

Language Study

Write three statements to show whether you agree or disagree with Bishop Terry's view. Use some of the sentence starters to help you:

I strongly believe... I believe... In my opinion... I don't believe... I think ...

There can be no development in Solomon Islands unless customary land is registered.

"I don't believe that land registration is the only thing which prevents development in Solomon Islands." (give a reason for your opinion)

"I think the registration of customary land would help solve disputes in some areas."

Spelling

A suffix is added to the end of a word to change the meaning. The suffix -ful means full of.

powerful full of powercolourful full of colourbeautiful full of beautypainful full of pain

Write words with the -ful suffix to match each of the following.

full of meaning
 full of grace
 full of joy
 full of hope
 full of wonder
 full of sorrow
 full of fear
 full of tears
 full of purpose
 full of success

Read the spelling list words again, so that you are ready for this week's spelling assessment.

Oral and Writing

With your partner, study the statement your teacher has given you.

- This is an opinion, which means you might agree or disagree with it.
- Discuss it with your partner to see whether you agree or disagree.
- In your writing activity you will each write a short persuasive paragraph.
- One of you must agree with the statement and the other must disagree.
- Remember to use persuasive language and try to convince your reader that your opinion is correct.

For example:

"I believe that land is the main cause of conflict among our people, don't you?"

Unit 7: The Land



Reading

Today you will be reading two letters with your teacher. They are land application letters. Each one is requesting a lease to develop a piece of land. The first one is from Mr O'O, Managing Director of the Paradise Casino and the second is from S.P.K, Chairperson of the Honiara Beautification Committee. Read and discuss the two letters.

Land Application Letters

Key Words

application, development, lease, represent, leisure, revenue, facilities, beautification, non-profit, focal point

Letter 1

Paradise Casino P.O. Box 1871 Honiara

24th July 2003

The Chairman Honiara City Planning Board P.O. Box 1263 Honiara

Re: Application for the Development of Land: (Lot 56, Parcel No: 245)

Dear Sir,

I am writing to apply for a lease for the development of the above piece of land.

I represent one of the largest gambling and leisure businesses in Solomon Islands.

We are a well-established company, providing employment for many Solomon Islanders and revenue to the country, from our activities.

If we are given the opportunity to develop this land to expand our business, we will build a large leisure complex, including restaurants, gaming rooms and other leisure facilities.

Up to 30 new jobs for local people would be created. The services offered would provide attractions that would improve Honiara's growing tourist trade and the extra revenue would assist the Honiara City Council in meeting their own development plans.

I hope that you will consider my application and grant permission to develop this attractive piece of land.

Looking forward to your reply.

Yours faithfully,

John O'O

Mr. O'O

Managing Director, Paradise Casino

Letter 2

Honiara Beautification Committee PO Box 426 HONIARA 29th July 2003

The Chairperson Honiara City Planning Board PO Box 1263 HONIARA

Re: Application for the Piece of Land: (Lot 56, Parcel No: 245)

Dear Sir,

On behalf of the Honiara Beautification Committee, I am writing to submit our application for the lease to develop the parcel of land known as "Lot 56, Parcel Number 245".

The Honiara Beautification Committee is a non-profit organisation working to improve the environment of our capital city in order to make it a more attractive place for residents and visitors alike.

Our plan is to continue the beautification project by developing the Point Cruz area. If we acquire this land we will develop the following:

- o a recreation area for residents, with shade trees, and seating areas;
- o a number of small outlets for the sale of local food:
- o a children's play area; and
- o a city garden.

We believe office workers need a place to relax during the busy working day and this would also be a major focal point for tourists and visitors to the capital.

Our plans would change the face of Honiara for the better.

We look forward to a positive response to our application.

Yours sincerely,

S.P.K

Chair. Honiara Beautification Committee

Unit 7: The Land



Comprehension

Read the two applications again and complete the activities below.

Make a table in your book listing reasons given for each application as shown.

Paradise Casino	Honiara Beautification Committee
To provide leisure facilities	To provide a recreation area for residents

Answer the questions using complete sentences.

- 1. What kind of organisation is the Honiara Beautification Committee?
- 2. What does this mean?
- 3. How is it different from the Paradise Casino?
- 4. Explain in your own words what Mr. O'O wants to do, if his company is given the piece of land.
- 5. If you were the Chair of the Honiara City Planning Board, which application would you approve? Why?

Language Study

Copy the paragraph below into your exercise book changing the verbs into the correct tense. The verbs are written in bold type.

Honiara Beautification Committee is a non-profit group working to **improving** the environment of our capital city to **making** it a more attractive place.

Our plan is to **continued** the beautification project by **developed** the Point Cruz area. We plan to **giving** office workers a place to **relaxing** in during the busy working day.



Spelling

Here are your spelling words for this week. Learn how to say and spell the words correctly.

Use Look, Cover, Remember, Write, Check (LCRWC)

Choose the correct word from the spelling list to complete the sentences on the next page, and write the sentences in your exercise book.

room	soon
let	left
never	length
choose	sweep
beneath	beyond

Unit 7: The Land

1.	We sit the sha	ade of the trees on hot sunny days.	
2.	The canoe at 5.3	30 so they should arrive	
3.	Mark asked us to meas	ure the and the width of the	_
4.	We need a broom to	the floor.	
5.	The teacher us	which book to read.	
6.	" swim	the reef!" warned the teacher.	

Oral and Writing

In your group look at the second application letter and see if you can identify the different parts that fit into the framework shown below. Use this framework to write your own letter.

Framework for an Exposition Letter

Heading (or Title): This shows clearly what the letter is about.

Statement of Position: This tells the reader the main purpose of the letter.

Arguments (Reasons): Linked paragraphs giving information and arguments in favour of the position taken.

Conclusion: Sums up the argument and repeats the main purpose of the letter.

Choose one of the following topics and write a letter of application to Honiara City Planning Board asking them for the lease for this piece of land.

A letter from a church education officer applying for the lease to build a new primary school.

A letter from a businessman asking for the lease to build a shopping centre.

A letter from NOCSI applying for a lease to build a sports hall and athletics track.

NOCSI stands for National Olympic Committee of Solomon Islands.

7 Unit 7: The Land



Reading

Today you will be reading an exposition text. It is about some of the problems that land development can cause. It is written by Wezip and explains what happened when development occurred on his land in PNG. Read and discuss the text.

Study the key words and talk about them. You could find them again in the text to help you understand them.

The Effects of Development

Key Words

improvements, income, create, value, developer, natural, resources, ancestors, forefathers

Development can bring improvement to people's lives. It can bring income into the country, create jobs for people and improve their standard of living. However, development can also create problems. Sometimes the developer does not value the land or the natural resources in the same way as the landowners or the people who live on the land do.

Read what Wezip says about problems that were caused by the development of a logging industry on his land in PNG.

I have strong feelings on this matter. Jant logging company came and cut down the trees and spoiled the spirits of my ancestors. They spoiled the places where my forefathers planted their gardens and the place where they took clay for pots.

The machines dug up the ground and now the soil has lost its goodness. If I plant banana, sweet potato or taro they do not grow well. The leaves turn yellow. When we try to make gardens on the cleared area it is no use.

The spirit woman who looked after the clay pit for making pots has gone away. The clay pit was as good as money to my ancestors. They ate pigs from their friends because of it. It is now five years since the company cut the timber and spoiled the area. I have been watching but the clay has not returned. The spirit woman has not come back.

Where they have cut down the forest there is no wildlife because there is no food for animals and birds to eat. There are no goura pigeon, no cassowary bird, no bird of paradise, and no wallaby. Nothing left.

I would not like my grandchildren or their grandchildren after them to be short of wildlife and to say, "Father did not think of us who were coming later, he thought only of himself and finished off all the birds and animals so that now I have none."

Therefore I am sad and angry with the company and with the Office of the Forests. They took away my land and they did not give me anything in return.

Wezip Oboto Village Madang, District, PNG.

Comprehension

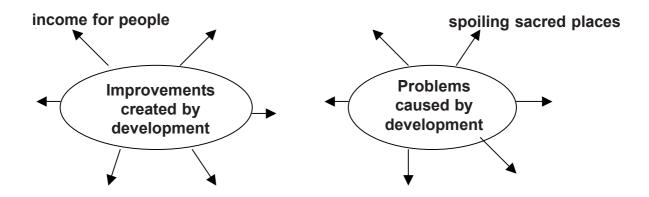
In this activity you will discuss Wezip's feelings about the logging company that cut down all the trees on his land. Wezip thinks that development is good but that it can also create problems.

Talk about the good and bad side of development and complete the concept map below. You will need to do this in your exercise book.

Here are some areas to talk about in your discussion.

- What does Wezip value about his land?
- What was important to him about it?
- What did the company think of his land and resources?

You can take some ideas from the text, but you should also add some ideas of your own.



Unit 7: The Land

Language Study and Handwriting

The passage below is written in the present tense. Copy it into your exercise book and change the underlined verbs as you write, so as to place the paragraph in the past tense. Make sure that you use you best joined up handwriting. Hold your pencil correctly and focus on the slope of all of the letters.

Jant logging company <u>come</u> and cut down the trees. They <u>spoil</u> the spirits of my ancestors. They <u>spoil</u> the places where we <u>plant</u> our gardens and the place where we <u>take</u> clay for pots.

This is what <u>is happening</u> to my land that the company <u>are logging</u>. The machine <u>digs</u> up the ground and the soil <u>is losing</u> its goodness. It's like the soil of Port Moresby now. I <u>plant</u> banana, sweet potato and taro, but they <u>do not grow well</u>. The leaves <u>turn</u> yellow. We <u>try</u> to make gardens on the land but it <u>is</u> no use.

Oral and Writing

Work with your partner to finish proof reading the letter you started yesterday. You can use the checklist from Day 3 of this unit.

Use your best joined-up writing to write a final draft of the letter.

You should make your letter as convincing as possible, as it may be read out at the board meeting!

Reading

Today's reading is a poem written by Jacob Zikuli.

And the Story Goes On by Jacob Zikuli

Key Words

wonders, wandered, scuttling, crushed, memory, bruised, battered, treasures, miners, loggers

My grandfather told me about the time before,
When he walked his way through the thick forest,
Counting the wonders of his land.
Seeing and feeling the beauty of nature.
And the story goes on.

My grandfather told me of long ago.

How he wandered through the dense jungle,

Gazing at the beautiful creatures and plants he found,

Watching the life overflowing all around.

And the story goes on.

My grandfather told me of fertile soils,
Of deep green moss and giant ferns.
Of sweet smelling flowers
and dancing birds,
Of ants and worms, crabs and
centipedes
Scuttling on tiny legs.
And the story goes on.

My grandfather told me of ancient trees,
Older than the oldest memory,
Rooted in the deepest soil.
Vasa and Abololo stretching upwards,
Tickling the sky.
And the story goes on

My grandfather told me of his ancestors,
Generation following generation,
Walking the same paths,
Drinking in the same views,
Living and dying and buried in the same
soil.
And the story goes on.

My grandfather is dead now and buried on his land.
Years of logging followed him.
His footprints crushed by heavy machines.
His memory bruised and battered by noisy arguments over royalty payments.

Who will tell the story now?

My grandfather is dead now and buried on his land.

Miners followed behind the loggers,
Digging deep into the heart of the land,
Stealing its treasures, dumping their waste.

Who can hear the story now?

One day when the weather is fine,
I will walk deep into the forest
I will listen like the eagle,
Strain my ears and try to hear my
grandfather's voice.
And then the story will go on.

Unit 7: The Land



Comprehension

Choose one verse from the poem and write a few sentences about how it makes you feel. An example is included below to give you some ideas.

I like verse four of this poem the best. I like the way it describes the trees from the roots right up to their smallest branches. The roots are from long ago, but the small branches and leaves are new. This makes me think that the trees are older than my grandfather. It makes me feel part of history. It makes me feel safe.

Language Study

An adjective is a word that describes a noun. It adds meaning to the noun.

For example:

thick forests dense jungle beautiful creatures colourful birds

The sentences below are from the poem. Copy each one into your exercise book and change the adjective. Choose an adjective which does not change the meaning of the sentence. The first one has been done for you.

- He walked his way through the **thick** forest
 He walked his way through the **dense** forest
- 2. Gazing at the **beautiful** creatures and plants he found.
- 3. My grandfather told me of **fertile** soils.
- 4. My grandfather told me of **deep**, **green** moss and **giant** ferns.
- 5. My grandfather told me of **sweet-smelling** flowers, dancing birds.
- 6. My grandfather told me of **ancient** trees.
- 7. His footprints crushed by **heavy** machines.

Spelling

In your exercise book, list all the words below in alphabetical order. Be careful, there are pairs of words, which have the same first two letters!

nest	broom	elephant	check
break	orange	house	never
beyond	length	else	choose
left	order	horse	between

Oral and Writing

Look at the last verse of the poem again. The writer suggests that, if he tries very hard, he might still be able to hear his grandfather's voice telling the story of how the forest used to be.

One day when the weather is fine,

I will walk deep into the forest.

I will listen like the eagle,

Strain my ears and try to hear my

grandfather's voice.

And then the story will go on.

Write one or two more verses for the poem, to follow on from this last verse. In your verses try to suggest what the writer might do to make sure that his grandfather's memory is not lost and that this environment is not spoiled forever.

Extra Activity

Think about the images that Jacob has created in his poem.

Draw a picture of how you think his grandfather's forest might look.

Unit 7: The Land

Reading

Today, you will be reading and discussing another kind of text. The text is a cartoon telling the story of how Bara the Peace Maker helps some people solve their dispute over a piece of land.

Study the key words and talk about them with your class and teacher. You could find them in the text. You might also find them in your dictionary.

Bara, The Peace Maker Jacob Zikuli

Key Words

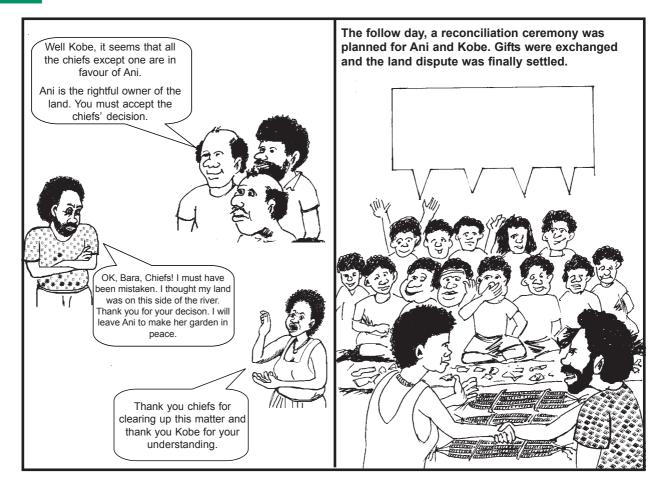
distance, serious, inquiry, threaten, reconciliation, accusing, ceremony, exchanged





Unit 7: The Land





Comprehension

Answer the following questions by choosing the best answer. Write your answer in your exercise book in a full sentence.

- 1. Who are the main characters in the story?
- (a) Kobe, Bara and the chief
- (b) Ani, Kobe and Bara
- (c) Ani, Sina and Kobe
- 2. What were Ani and Sina doing when Kobe arrived?
- (a) Digging the soil
- (b) Planting cassava and taro
- (c) Clearing bushes and chopping down trees
- 3. Why did Kobe stop Sina and Ani from working on the piece of land?
- (a) Because he claimed that the land belonged to his grandfather
- (b) He was afraid that they might hurt themselves
- (c) Because he did not like bananas

- 4. Ani claimed that the land they cleared belonged to her:
- (a) Grandmother
- (b) Father
- (c) Husband
- 5. Who stopped the argument between Kobe and Ani?
- (a) Bara
- (b) The chiefs
- (c) Sina
- 6. How was the argument stopped between Kobe and Ani?
- (a) Stones were thrown at Ani and Kobe
- (b) The suggestion that a custom inquiry be held was made
- (c) Sina was sent to the village to ask for help
- 7. During the meeting most chiefs agreed that the land belonged to:
- (a) Bara
- (b) Kobe
- (c) Ani

♦ Language Study

Use either and, but or so to join the pairs of sentences to make one complete sentence. The first one has been done for you.

- I like swimming. Jessica prefers reading.
 I like swimming but Jessica prefers reading.
- 2. Ani likes cassava pudding. Sina prefers yams.
- 3. The rain fell heavily today. Ani and Sina did not work in their garden.
- 4. Ani and Sina cleared their land. They planted bananas.
- 5. Sina planted a cassava garden. She forgot to water it.

Extra Activity

Remove the linking words and rewrite the sentences below as two simple sentences. The first one has been done for you.

- Ani asked me to attend the meeting but I could not go.
 Ani asked me to attend the meeting. I could not go.
- 2. Ani bought a new spade but Sina used an old digging stick.
- 3. You must wear shoes or you might hurt your feet on sharp objects.
- 4. There was a reconciliation ceremony and gifts were exchanged.
- 5. Ani heard Kobe shouting her name but she couldn't see him.
- 6. The chiefs called a meeting and they discussed the land dispute.

Unit 7: The Land

Oral and Writing

Dramatising the Story

In your group, plan how you will act out the story of Ani and Kobe. Decide who will play each character. Look at the character sketches below.

Discuss what each character will say. Remember that you should add some speech of your own, to make the story more interesting.

Practise the play. Remember to put expression into your voice as you speak.

Characte	Characters in the Story:				
Sina	a young girl	helpful			
Ani	a village woman, Sina's mother	kind and brave			
Kobe	a man from the same village	short tempered and hasty			
Bara	a member of the community	sensible and wise, a peacemaker			
Chiefs	three local chiefs	thoughful, helpful and fair			



Reading

Today's reading is an historical report about the Treaty of Waitangi. Read and discuss the report. Write any key words that you do not understand in your exercise book. After reading the text, go back and see if you understand the words.

The Treaty of Waitangi

Key Words

explorers, plantations, settlers, profit, treaty, confusion, protection, disputes, authority, breached

In the early 1800s, when European explorers were sailing across the Pacific Ocean and black-birders were taking people from Solomon Islands to work on the sugar plantations of Queensland, some English explorers sailed to New Zealand and settled there. They claimed land belonging to the Maori people who were living in New Zealand before the European settlers came.

As more and more English people came to New Zealand, their demand for land increased. Settlers sometimes bought land from Maoris at a cheap price and then sold it to other settlers for a big profit. Sometimes they just settled on Maori land illegally. Some Maori people also saw the opportunity to make a profit. They too sold land, which did not belong to them, sometimes even selling the same piece of land to several different buyers.

All of these events led to confusion over who owned the land and this caused many problems. Maori chiefs approached the British Government to seek protection for their land and to find a way for the Europeans and Maoris to settle their land disputes.



The signing of the Treaty of Waitangi

The solution was the Treaty of Waitangi. The Treaty of Waitangi was signed on 6th February, 1840, at Waitangi, in the Bay of Islands. The treaty was signed between Governor Hobson, on behalf of Queen Victoria, and Maori Chieftains. In this treaty, Maori were given full authority over their land and natural resources. This included where they lived, where they cultivated or gathered their food and where they buried their dead.

Unfortunately, the treaty was not always followed and in many cases land was still taken or occupied illegally. Over the following 150 years, the Treaty of Waitangi continued to be breached regularly. The New Zealand Government has now accepted this wrongdoing.

Even today the New Zealand Government is still facing some long-standing complaints from the Maori people under the rules of the Treaty of Waitangi.

10 Unit 7: The Land

Comprehension

The following sentences are incorrect. Refer back to the text again and rewrite them in your exercise book, changing them so that they include the correct information.

- 1. The treaty of Waitangi was signed on the 2nd of May 1940.
- 2. The treaty of Waitangi was always respected and cases of illegal land occupation stopped.
- 3. The New Zealand government have no other long-standing complaints from the Maori people to address.
- 4. Maori people approached the New Zealand Government to seek assistance with their land problems.
- 5. In the treaty, Queen Victoria was given authority over the Maori land and natural resources.
- 6. Settlers sometimes bought land from Maoris at a high price and then sold it to other settlers at a cheaper price.



Language Study

There are different kinds of verbs. Study these examples:

Doing (or action) verbs	Saying verbs	Thinking and feeling verbs	Relating verbs
I weed the grass.	We talked on the phone.	I love mangoes.	Armstrong is taller than Ben.
He ate his dinner.	He explained in a letter.	I imagined what Honiara would be like.	We have banana trees in our garden.

Copy each sentence into your exercise book. Say whether the verb is a doing, saying, thinking or relating verb. Refer to the table above to help you. Some sentences might have more than one verb. The first example has been done for you.

- 1. The player **dribbled** the ball with his right foot. **doing verb**
- 2. Our class displayed our diagrams on the classroom wall.
- 3. The wind **blew** the tent away and we **were** left in the open air.
- 4. Sina **believed** that she would pass the standard six exams.
- 5. Sunday **is** the first day of the week.
- 6. I **wondered** if Father would ever **come** home early from fishing.
- 7. Annie **whispered** a message to me.
- 8. Helen **explained** the map to David.

Now write four sentences of your own, one with each type of verb.

Unit 7: The Land

Spelling

Revise your spelling words for this week. By today, you should be able to spell the words. Use the spelling strategy Look, Cover, Remember, Write, Check.

room	soon	let	left	never
length	choose	sweep	beneath	beyond

Now test your partner to see if they can spell the words correctly. Once you have checked their work, ask them to test you on the same words.

Oral and Writing

Today you will perform the play you practiced yesterday in front of the class. Remember to use expression in your voice to make your character come alive. In this unit you have been reading about land. You have looked at different kinds of texts including narratives and learned how to express your own opinions.

Look back over the work you have done in the last two weeks.

Think about what you have learned.

Write a short paragraph explaining what you liked best about this unit on land. Give reasons for your choices.



Reading - Why People Keep Honeybees

Look at the key words in the reader. Try to find out what they mean. Read the text about keeping honeybees. This text is an explanation. Explanations are factual texts that tell us how and why things happen as they do.

♦ Comprehension

People keep bees for different reasons. Read the explanation again and think about the reasons given in the text.

Use the reasons below to complete the table. The first one has been done for you. Can you think of any other reasons to add to the table?

People keep honeybees because:

- They want to sell their honey to make money.
- They enjoy eating honey.
- It is an interesting hobby.
- It is an easy form of farming without too much hard work.
- It doesn't cost much money to set up.
- Bees improve gardens and help to produce more fruit and vegetables.
- Using the rainforest flowers for beekeeping is better than cutting down trees for logging.

Why People Keep Honeybees				
Reasons to do with Money	Reasons to do with Environment	Other Reasons		
They want to sell their honey to make money				

Language Study

Study this example of how conjunctions are used to link two sentences.

Philip keeps bees. Philip loves adding honey to his drinks.

Philip keeps bees **because** he loves adding honey to his drinks.

The word because links the two short sentences together to make one longer sentence which is easier to understand.

Choose the best word to link the following pairs of sentences. Rewrite each pair as one sentence in your exercise book.



so then because and but wh	е
----------------------------	---

- 1. Alex sold all his bottles of honey. He bought three more beehives.
- 2. The price of the beehives rose last week. Pio decided to stop keeping bees for a while.
- 3. Some farmers in Makira are having problems. There is no Agriculture Officer in the province to help them.
- 4. The Australia High Commissioner only bought six bottles of honey from us. He bought twelve bottles from another school.
- 5. Lalase gave Michael two queen bees. The frogs had eaten Michael's four queen bees.
- 6. Pamela told us her story about her farm. We waited for the workshop to begin.

Animal Similes

. ...

Have you ever heard someone compare one thing to another? In English, people sometimes use similes that describe something or someone by saying it is like something else.

Can you choose the right creature to complete these animal similes? Think about the characteristics of the animals to help you. Write them in your exercise book.

	kitten	mouse	cat	bee	
1.	as busy as a				
2.	as quiet as a				
3.	as playful as a				
4.	as curious as a _				

Can you make up some animal similes of your own?



Spelling

Say and spell the spelling words below. Use the spelling strategy Look, Say, Remember, Write, Check. Copy the spelling list into your exercise book.

Look at the clues on the next page and choose the words that match from the spelling list. Write the correct word in your exercise book.

bring	mistake
being	stick
going	tractor
coming	weeding
sing	machine



6.

Unit 8: Farming and Fishing

1.	Pulling out unwanted plants
2.	Moving from here to somewhere else
3.	A machine that is sometimes used to plough soil
4.	Something done wrong by accident
5.	Moving from somewhere else to here

To make musical sounds with your voice _____

Oral and Writing

Activity 1: A Bee Poem

This poem is about bees buzzing around some flowers. Have you ever listened to bees buzzing around a garden? Read this poem aloud to a friend.

Mumbling Bees

All around the garden flowers
Big velvet bees are bumbling,
They hover low and as they go
They're mumbling, mumbling, mumbling.



To hibiscus and rose
The busy bees keep coming,
And all the busy afternoon
They're humming, humming, humming.



Inside each bell-shaped flower
They busily go stumbling,
Collecting pollen all day long
And bumbling, bumbling, bumbling.





By Daphne Lister



Responding to Poetry

Talk about this poem with some friends. Here are some questions for you to discuss.

- Did you like this poem? Tell your friends why or why not.
- The poet, Daphne Lister, used the words mumbling, humming and bumbling to describe the noise bees make. Can you think of other words that describe the sound bees make? What words describe the noises other animals make?
- Can you think of another title for this poem?

Activity 2

Talk to a partner about the advantages and disadvantages of keeping bees. Read the text again because it will help you with this activity.

Draw a table like this in your exercise book and list advantages and disadvantages of beekeeping.

Advantages of keeping bees	Disadvantages of keeping bees
Bees make honey that can be sold to earn money	Bees can sting people

Now, write a short paragraph about whether or not you would like to keep bees.

Start with one of the following sentences. You should write three or four sentences that give your point of view. Use the information from the table to help you.

l	would	like to	keep ho	oneybe	es bec	ause	
I	would	not like	e to kee	p hone	ybees	because	

Here are some useful sentence starters.

I believe that				
I think	because			
My opinion is	that			
Many people	agree tha	t		
Lots of people	think			
In my view				
Another good	reason fo	or	is	
It is often said	I that			
It is important	to	because		



Reading

Study the key words. Find out what they mean. Read the report about commercial agriculture.

Commercial Agriculture

Ellen Wairiu

Key Words

commercial, agriculture, enough, practised, cash crops, large scale, smaller scale, vanilla

Commercial agriculture means growing crops or raising animals to sell for money. It is different to **subsistence agriculture**, which means growing enough crops and raising

Subsistence agriculture

enough animals to feed yourself or your family.

In the past, people in Solomon Islands practised only subsistence agriculture. Today, this is changing because people have new wants and needs. Outboard motors, radios, sewing machines, school fees and fuel all cost money. Commercial farming is one way in which people can earn money to buy the things they need and want. Commercial farming is different to subsistence farming in a number of ways.

The commercial farmer may grow new crops. Crops such as vanilla, coffee, chilli, cucumber, capsicum, Chinese cabbage or tomatoes all make good cash crops.

The commercial farmer uses new ways of growing plants. These may include using fertilisers or plant food to help the plants grow; selecting special fast-growing varieties of plants; and controlling pests and diseases with chemicals.

Commercial farmers usually grow only one or two crops. A subsistence farmer plants several crops to provide a varied diet for the family.

Some commercial farming is done on a very large scale, with huge areas of land set aside to grow one cash crop, such as rice. Big companies sometimes own these farms and employ people to work on them.

In Solomon Islands commercial farming is usually on a smaller scale and many farmers choose to plant both subsistence crops and cash crops beside each other. In this way they can both feed the family and raise some money for their other needs.



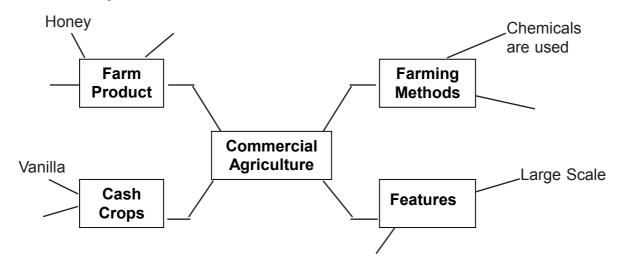
Commercial agriculture



Comprehension

Concept Map

Making a concept map is one way to help you organise ideas and information about a topic. Copy the concept map below into your exercise book and put in as much information about commercial agriculture as you can. Read the text again to make sure you have remembered all the facts.



Questions

Read the text again and use the concept map to help answer the following questions in your exercise book.

- 1. What are three ways in which subsistence farming and commercial farming are different?
- 2. Why do you think people want to be commercial farmers?
- 3. What is one new way farmers use to grow plants?
- 4. Why do you think farmers use this new method of farming?
- 5. In Solomon Islands, commercial farming is usually on a smaller scale. What does this statement mean?



Language Study

Adjectives are words that describe people, places and things. They give us more information about nouns.

Decide which words in the following sentences are adjectives. Write the adjectives in your exercise book. Some sentences may have more than one adjective.

- 1. The old tractor had trouble ploughing the new site for the farm.
- 2. Most farmers in Solomon Islands plant both subsistence crops and cash crops.
- Maclis decided to go into commercial farming because he had just built a huge house and he wanted new furniture.
- 4. There were twenty-six people training to be successful farmers.
- 5. The commercial farmer uses new ways of growing plants.

Handwriting

Copy this song into your exercise book. Use your best cursive writing. Join your letters carefully.

Old Mark Jason had a farm.

Yeepi, yeepi, yoh

And on his farm he had some cows.

Yeepi, yeepi, yoh

With a moo, moo there and a moo, moo here,

Here a moo, there a moo, everywhere a moo moo

Old Mark Jason had a farm.

Yeepi, yeepi, yoh.

By Ellen Wairiu



Oral and Writing

Activity 1

Farm Poems - Just for Fun!

Read these poems about farming. Some of them are funny. Say them aloud to your friends. Which is your favourite? Practise saying one poem until you can remember it without looking at the words.

Purple Cow
by Meish Goldish
I have never seen a
purple cow,
I never hope to see one.
But I can tell you anyhow,
I'd rather see, than be one.

The Little Plant

In the heart of a seed,
Buried deep so deep,
A tiny plant
Lay fast asleep.

"Wake," said the sunshine,
"And creep to the light."
"Wake," said the voice
Of the raindrops bright.

The little plant heard And it rose to see, What the wonderful, Outside world might be.

The Farmer

Sun is coming up
Farmer's out the door,
He will go to tend the garden,
And start his daily chores.
Sun is going down
Eggs collected from the chook,
The gardens all are planted now,
Dinner still to cook.

The Cow

by Jack Pretlutsky
The cow mainly moos as she chooses to moo
and she chooses to moo as she chooses.

She furthermore chews as she chooses to chew and she chooses to chew as she muses.

If she chooses to moo she may moo to amuse or may moo just to moo as she chooses.

If she chooses to chew she may moo as she chews or may chew just to chew as she muses.

Activity 2 Research

Look at the company profiles on the next two pages. Here are some questions to discuss.

- What is the name of the company?
- What are the aims or objectives of the company?
- Where is the company based?
- When was this company formed?
- What does this company make or produce?
- How many people work for this company?
- How does the company sell its products?
- To whom does the company sell its products?
- Where does the company sell its products?
- Does the company export its products to other countries?

Draw two columns in your exercise book. Write one company name at the top of each column. After your discussion, answer each question in notes in your exercise book. You do not have to use complete sentences.

Here is a profile of the KFPL Company

Kolombangara Forest Products Limited (KFPL)

Location and Description

KFPL is situated on the volcanic island of Kolombangara in Western Province, Solomon Islands.

It consists of a large plantation of tropical hardwood trees including white teak and Eucalyptus. The plantation covers 16,000 hectares of land. It also includes 20,000 hectares of rainforest, which is kept in its natural state.

Aims

KFPL aims to:

- produce plantation based timber and timber products that meet the highest international standards.
- help with the economic and social development of the people of Kolombangara and Solomon Islands.
- promote sustainable timber production and replanting.



Plantation on Kolombangara

Employees

The KFPL company has a total of 150 employees in a variety of jobs. There is a large nursery where workers tend seedlings and young trees. Many people are employed in timber production. There is also a large administration section.

Products

KFPL's main export product is round logs. They export these to countries around the Asia Pacific Region at a rate of 6,000 cubic metres per month.

KFPL also has a sawmill which produces about 3,000 cubic metres of sawn timber per year.

Ownership

The company is jointly owned by the Government of Solomon Islands and the Commonwealth Development Corporation (CDC).

The company is a member of the Forest Stewardship Council. This means that they are committed to looking after the forests as well as producing timber.

Here is a profile of the Solomon Taiyo Company.

Solomon Taiyo Limited

Solomon Taiyo is a joint venture company, belonging to Solomon Islands Government and Taiyo Fishery Company of Japan.

Brief History

The company was established in 1973.

Solomon Taiyo built its first processing factory at Tulagi. Later the company established a head office in Honiara. The company also operates a fishing base and canning and smoking factory at Noro, in Western Province.

Objectives

- To earn foreign exchange income for the Solomon Islands economy.
- To make profit and pay taxes.
- To provide a stable domestic soruce of protein food.
- To train Solomon Islanders as fishermen, technicians and managers.

Workforce

Solomon Taiyo employs more than 1,700 people, including 900 fishermen. It provides housing, a clinic and playing grounds for its workers. There is also a police post at the station in Noro.

Operations

Pole and line fishing is the main fishing method used by Solomon Taiyo.

The annual tuna catch is approximately 1,000 tonnes for sale in Solomon Islands and 25,000 tonnes for export.

Solomon Taiyo also produces fishmeal for use as an agricultural fertilizer and animal food.



Pole and line fishing





Reading

Study the key words. Find out what they mean then read the text below. This text is an explanation. Explanations are factual texts that tell us how and why things happen as they do.

Why Coral Trout is So Expensive

Ellen Wairiu

Key Words

expensive, demand, species, popular, appearance, highly prized, spectacular, fetch high prices,

Of all the fish caught in Solomon Islands' waters, coral trout is one of the most expensive. This is because there is a great demand for this fish.

There are the two different species of Coral trout found in Solomon Islands, as shown below.



Coral trout



Big-spot coral trout

Coral trout is a delicious and highly prized eating fish. Both species are exported to overseas markets, especially in Asia, and fetch high prices. Why is this type of fish so popular and so expensive?

One reason is the way in which trout are caught. Coral trout feed at a depth of twenty to forty metres and are usually caught with hand lines or rods and reels. This type of fishing takes more time than using nets. More people are employed in this type of fishing which also adds to the cost of the fish.

The best time to fish for coral trout is during their laying season. Numbers are fewer at other times, so it is not possible to catch these fish all year round. This also adds to their value.

The main reasons that coral trout is so expensive, however, are its taste and appearance. It has a mild, delicate and sweet flavour, which makes it popular with fish restaurants overseas. Because it is brightly coloured, coral trout is spectacular to look at as well as good to eat.

Comprehension

Read the text again and make a list of reasons why coral trout is so expensive. The first two have been done for you.

- Coral trout is delicious.
- Coral trout is a highly prized eating fish.

♦ Language Study

Add one of the following suffixes to each word in the table to change it into an adjective (describing word). Copy the table into your exercise book.

-v -ful -ous -a

You may need to drop or change letters from the original word For example:

mystery – mysterious, (the letter **y** is changed to **i**)

Add y	Add ful	Add ous	Add al
sand	wonder	poison	music
cloud	colour	danger	tradition
hair	play	fury	nature
sleep	beauty	nerve	culture

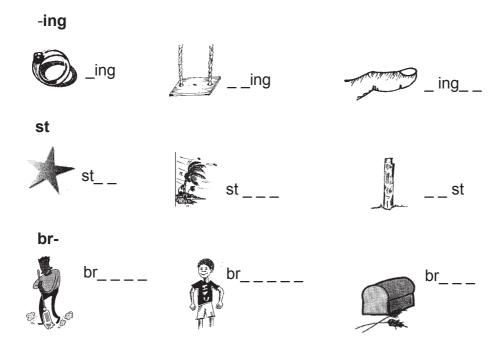
Spelling

Revise your spelling words for this week. Look at the following groups of words. Say the sounds and try to pronounce the words correctly.

- Words in this group have the -ing sound at the end.
 bring being going coming weeding sing
- These words contain the st sound.
 stick mistake
- This word begins with the **br** sound.
 bring

Unit 8: Farming and Fishing

Now write three new words that have these sounds in your exercise book. Use the picture clues below to help you.



Oral and Writing

Talk about the type of fish people usually sell in the markets or in villages where you live. Discuss which types of fish are the most popular.

How many different fish can you list?

What is your favourite type of fish? Try to think of three reasons.

Writing

Look at the notes you made in your exercise book yesterday about two Solomon Islands' companies.

Use the information you found to write a factual report. Choose one of the companies and write about it. Expand your notes into complete sentences.

Use the framework below to plan your report:

Title: What is your report called?

General Introduction: What is the report about?

Factual Information: Include one or two paragraphs which each

contain some facts and information.

Concluding Statement: One or two sentences to sum up your findings and

round off the report.

Here is an example to help you.

Solomon Islands Garden Nursery

The Solomon Islands Garden Nursery is a company that grows and sells plants. This company is often called SIGN.

SIGN is a small company that started in 1998. SIGN has two nursery outlets. One is at JBM and the other is in Kilusakwalo village on Malaita.

The company grows hundreds of species of plants found in Solomon Islands. SIGN sells plants for landscaping around Government offices and other businesses. It also sells plants to the public.

The company provides free transport to and from work for its workers. It doesn't provide housing.

SIGN is a well-known and successful company in Solomon Islands. In the future, it is planning to extend its business to other provinces.

Unit 8: Farming and Fishing

Reading

Study the key words. Use a dictionary to find out what they mean.

This is a procedural text. The purpose of a procedural text is to instruct or to give information on how something is done. This text tells us the procedure for growing paddy rice. Read the text silently and study the pictures carefully as you read.

Growing Rice

Key Words

millions, processing, stubble, production process, threshing, harvest, germinated, sickle, parallel

Rice is the main food of millions of people in tropical countries. Rice is easy to grow, easy to cook and good to eat. It keeps much longer than other food crops. There are two kinds of rice. One is **dry land rice**, which can be grown in garden soils. The other type is **wetland rice** or **paddy rice**, which can only be grown in water.

There are eight steps in the process of dry land rice production from preparing the ground, through to harvesting and processing.

Soil Preparation

To get the soil ready for planting rice, first clear the land, and then burn all the logs and sticks. Plant the rice soon after the fire so there is no time for weeds grow.

Planting

Use paddy rice that has not been hulled or polished for seeds. Use a stick to make holes in the soil. Put several grains into each hole. Plant the rice in straight rows.



Weeding

The first green shoots will tell you when the rice has germinated. If any weeds grow, pull these out while they are small. The rice plot must be weeded every day.



Rice at the Mature Stage

When the grain is nearly ready to harvest the rice leaves will start to turn yellow. Harvest only when all the leaves are yellow and the grains are hard.





Harvesting

Harvesting is done with a sickle. Cut the stalks with one hand and gather them in the other hand. Lay each handful aside on the stubble, parallel to the last handful so that the rice is ready for threshing.



Threshing

Thresh the rice to remove the grains from the stalks. This is done by beating the stalks to knock off the grains.



Milling

Threshed rice with the hull (the brown husk) still on, is called paddy rice. Dry the paddy rice in the sun for several hours.

Remove the husks with a milling machine. The same machine will pearl, or polish, the rice.



Polished Rice

The finished product is polished rice. It is just like the rice you can buy in many local stores.



Comprehension

Questions

Read the text and answer these questions.

- 1. Describe the main difference between how dry land rice and paddy rice are grown.
- 2. Why do farmers thresh the rice?
- 3. Find another word in the text that means 'polish'.
- 4. Explain why you think this is a procedural text.

Unit 8: Farming and Fishing

Correct these statements

The following sentences are incorrect. Rewrite them with the correct information in your exercise book.

- 1. Plant the rice two weeks after the fire.
- 2. Harvest only when all the leaves are brown.
- 3. Remove the husks by threshing the rice grain.
- 4. Use the milling machine to harvest the rice.

Language Study

Verbs are doing, saying or thinking words.

For example:

I planted the rice. (doing verb)
Alison forgot the message. (thinking verb)
Wong described his rice fields. (saying verb)

Write the sentences below in your exercise book. Underline the verb(s) in each sentence and write down whether they are saying, doing or thinking verbs. The first one has been done for you.

- 1. Tony regretted (thinking) not weeding (doing) his paddy rice.
- 2. Linda pushed a wheelbarrow full of vegetables to the market.
- 3. Joyce prepared some sandwiches for her visitors.
- 4. Last night Antonia talked about her trip to Japan.
- 5. Mr. Pan harvested the rice with a sickle.
- 6. The farmers discussed the best ways to grow rice.



Spelling

Complete these activities.

Rhyming words end with the same sound. Say the words and then write the spelling word that rhymes in your exercise book.

brick, trick, sick,
awake, make, rake,
actor, factor,
needing, bleeding,
thing, wing.

bring mistake
being stick
going tractor
coming weeding
sing machine

Choose six words from your spelling list and use each word in a good sentence.



Oral and Writing

Work with a partner. Choose one of the topics below.

Growing Cassava	Growing Potatoes	Growing Beans
Growing Slippery Cabbage	Growing Corn	Growing Peanuts

Discuss the process you would follow to grow the crop you have chosen. Start with clearing the land and end with picking the vegetables.

Read this procedural text. It tells how to grow tomatoes.

Growing Tomatoes

Aim: To plant and grow tomatoes.

Materials: seeds, digging fork or spade, watering can or bucket.

Step 1	Choose a patch of soil to grow your tomatoes.
Step 2	Dig the soil with a digging stick or spade.
Step 3	Smooth the soil carefully.

Step 4 Make some long channels about one centimetre deep.
Step 5 Place seeds about three centimetres apart in the channels.
Step 6 Cover the seeds with soil and press down with your hand.

Step 7 Water lightly.

Step 8 Keep the soil around seedlings moist.

Step 9 Tie the bushes to stakes once they begin to have trouble standing on

their own. That way the bushes and the tomatoes will stay off the

ground.

Step 10 Once the tomatoes are red pick them from the bush.

Draft a procedural text in your exercise book about how to grow the vegetable you have chosen. Draw pictures to make your text easier to understand. Make sure you write an aim and list the materials you will need. Each of the steps should begin with a verb.





Reading

Study the key words then read the report below.

Different Types of Farming

Key Words

infertile, root, overseas markets, shifting, buyer, raise, balanced diet

Subsistence Farming

When people grow just enough food to feed their own families, this is called subsistence farming.

Root vegetables such as taro, yam, sweet potato, cassava and tapioca are all good food crops for subsistence farmers.

Most subsistence farmers in Solomon Islands also grow some green vegetables and eat some fish or other seafood too. They may also keep chickens and pigs to eat.





Shifting Cultivation

In some areas people clear and burn the bush to make a garden.

After a year or two the soil becomes infertile so new crops do not grow well. The farmers then leave this garden and move on to another place where the soil is still good. They make a new garden there.

This type of farming is called shifting cultivation.

Commercial Farming

Many farmers grow food for sale. Some sell their crops or animals at the local market, while others transport their produce to the main market in Honiara to sell.

Crops which are grown for overseas markets, such as copra, are often sold to buyers in Honiara. They are then exported to other countries.

Farming which is done mainly to sell produce and earn money is called commercial farming.





Animal Husbandry

Raising and looking after animals is known as animal husbandry. In Solomon Islands people raise pigs, chickens, ducks and cows for food.

Animal husbandry can be a good way for subsistence farmers to add eggs and meat to their diet. These foods are important to make up a balanced diet. Farmers can also choose to sell animals and animal products to earn money.

Comprehension

Matching Meanings

Use the text to help you to match the meaning of each of the following words. Write the words and their meanings in your exercise book.

export crops growing food for the family
 subsistence farming crops grown to sell overseas

3. infertile soil moving

4. commercial ground where nothing grows very well

5. shifting for profit, business

After you have finished, check the meanings in the dictionary, to see if you are correct.

PMI

PMI is an activity to help you organise your thoughts about a topic.

P stands for Plus - the good things about a topic

M stands for Minus - the bad things about a topic

I stands for Interesting – the interesting things about a topic

You are going to think of the good, bad and interesting things about different types of farming. The first row of the table about subsistence farming has been done for you.

Type of Farming	Plus	Minus	Interesting
	(good things)	(bad things)	
Subsistence Farming	 provides fresh food for the family doesn't hurt the environment families don't have to buy food 	 doesn't earn money takes a lot of time to look after plants and animals 	many different crops can be grown
Shifting Cultivation			
Commercial Farming			
Animal Husbandry			

Unit 8: Farming and Fishing

Language Study

Rewrite the sentences below. Take out the linking word and, because, but, or so to make each long sentence into two short sentences. For example:

Jackson went to his farm <u>and</u> collected some taro for his mother. Jackson went to his farm. He collected some taro for his mother.

- 1. Joe attended a workshop about raising chickens because he wants to start a business.
- 2. Wate wanted to earn money for school fees so he planted a few cash crops.
- 3. The school gardener waited for some students to help her but no one came.
- Subsistence farming is economical because people don't have to buy food for their own families.
- 5. I saw Sio go to Mason's chicken fence and walk away with two of Mason's chickens.

Spelling

Revise your spelling words before the weekly spelling test.

Oral and Writing

Description of a Garden or Farm

Talk about a garden or farm that you have seen at home or near the place where you live. Describe the garden or farm to your friends.



My parents grow enough vegetables for our family to eat. There are some sweet potatoes, cassava, tomatoes and cabbages. Sometimes we sell extra vegetables at the market.

The commercial farm I have seen is an oil palm plantation. Lots of people work there. I've seen tractors and other machinery there too.



Now write a short paragraph in your exercise book to describe a garden or farm. Here are some questions to help you write your first draft.

- What type of farm or garden are you describing?
- Is the farm or garden near your house?
- Is the farm or garden very large or very small?
- Does the gardener or farmer sell any of the food that he or she produces?
- What crops are grown?
- What animals are kept?
- Do people work at the garden or on the farm?
- What tools or machines are used?





Reading

Study the key words below. Practise pronouncing the words and say some of them in sentences. Read the text below. This text is an interview about harvesting and selling beche-de-mer in Solomon Islands. Interviews are used to exchange information or opinions between people.

An Interview with a Beche-de-Mer Diver

Ellen Wairiu

Key Words

species, suitable, earn a living, beche-de-mer

Hou is a beche-de-mer diver from Su'u village in Guadalcanal. He sells beche-de-mer, or sea cucumbers, to earn a living.

In this interview he explains his business to Silasi, an interviewer from Solomon Islands Development Trust.

Silasi: Why did you choose to go into selling

beche-de-mer?

Hou: I chose to sell beche-de-mer because it is

easy to find them. You don't have to grow them and wait for a long time before they are ready toharvest. They are just there in

the sea ready to be collected.

Silasi: Was that the only reason?

Hou: No. It's a long story, but the main reason

was that we needed money when my wife

got sick. We were told to go to Central Hospital but we didn't have enough

money to get to Honiara. I had to borrow some money from my brother.

Silasi: I see. So that was how you got started.

Hou: Yes I collected three bags of sea cucumbers, which I sold to a local buyer.

I earned enough money to pay my brother back and still had some left

over. That's why I decided to continue with this business.

Silasi: How often do you collect sea cucumbers?

Hou: I usually go diving three times a week and I spend half a day in the sea.

Silasi: Do you only look for a certain type of the sea cucumber?

Hou: No, I collect any type of sea cucumber I find.

Silasi: How do you collect them? Do you use any special equipment?

Hou: Not really, I just hand pick them from shallow reefs. But in deeper water, I use

fishing line with a hook on the end. I put a weight on the line to get it down to

the sea cucumber on the sea floor.

Silasi: How do you prepare beche-de-mer for sale?

Hou: Some species of sea cucumber need to be boiled before they are cut in half.

Some need to be cut before they are boiled. I boil them in one half of a forty-

four gallon drum. This usually takes thirty minutes.

Beche-de-Mer



Silasi: What do you do to the boiled beche-de-mer?

Hou: After the boiling process they have to be dried. I sometimes put them out

in the sun, but on cloudy days I use a small hot air dryer. This drying process

can go on for two weeks.

Silasi: Are they then ready for sale?

Hou: Yes, I put them into twenty kilogram bags and they are ready to be

transported to Honiara.

Silasi: How many bags do you harvest at one time?

Hou: Well, it depends on the weather. The highest number of bags I have

collected is ten and the least is seven.

Silasi: How often do you go to Honiara to market your products?

Hou: I employ my brother to sell them for me in Honiara. He usually goes there

about once a month.

Silasi: How does your business help your family?

Hou: Oh, it really has helped us very much. I have used the money to build a new

house, start a canteen and provide for all our basic needs. My wife used some of the money to start her small bakery to make bread for the villagers. I

am also thinking of becoming a local buyer.

Silasi: Seeing that your business is going so well, what advice would you give to

other people thinking of going into this business?

Hou: That's easy! For a business to be successful you have to work hard and

spend your money wisely.

Silasi: Okay, Hou. Thank you very much for your time, and good luck with your

future plans.

Hou: Thank you.



Comprehension

In the interview, Hou tells how he collects sea cucumbers and what he has to do to them before he can sell them. Work with a partner to list the steps of the procedure that Hou follows from the harvesting until he sells his beche-de-mer in Honiara.

You could start like this:

Steps in Sea Cucumber Harvesting and Processing

Step 1: Go diving and hand pick sea cucumbers or use fishing line with weights and hooks.

Step 2:



Interview Questions

Imagine you are have the chance to ask Hou three more questions about his business. Think carefully about what else you'd like to know about farming beche-de-mer. You might like to share your ideas with a friend before you write. Write three questions into your exercise book.

Language Study

Homonyms are words that sound the same but are spelt differently and have different meanings. For example:

Last week Hou collected **eight** bags of beche-de-mer. (ate, eight) He and his wife **ate** chicken for dinner to celebrate. (ate, eight)

Complete these sentences by choosing the correct word from the brackets.

1.	The chief Hou to harvest the beche-de-mer. (allowed, aloud)
2.	Hou stepped on a sharp shell and cried with pain. (allowed, aloud)
3.	Hou a workshop about harvesting beche-de-mer. (lead, led)
4.	The wind all the clouds away so the sky was (blew, blue)
5.	A man was stealing beche-de-mer from the reef. (court, caught)
6.	The landowners are taking him to (court, caught)
7.	I saw the pastor going to church and I heard singing a (hymn, him)
8.	Mum baked a cake with a in the middle. (whole, hole)
9.	Dad came home and ate the thing. (whole, hole)

Spelling

Here is your spelling list for this week. Say and spell the words. Use the spelling strategy Look, Cover, Remember, Write, Check. Copy the spelling list into your exercise book.

sit	cocoa
think	coconut
thing	harvest
pink	collect
inside	contain



Letter Patterns

These spelling words end in -nk. think, pink

Many English words end with these letters. Here are some more:

drink, sink, blink, shrink, bank, thank, tank

Copy the clues into your exercise book and write an -nk word beside each clue.

- 1. Opposite of float
- 2. Juice
- 3. To get smaller
- 4. A place where money is kept
- 5. A large container
- 6. To close and open eyes
- 7. To be grateful



Oral and Writing

Hou chose to go into the beche-de-mer business because he thought it was an easy way to earn money. He thinks that he can just go on collecting beche-de-mer from the reefs and earn lots of money.

Valentine is a Fisheries Officer in Guadalcanal. While inspecting Hou's area he has noticed that there are not as many beche-de-mer as there used to be. He is concerned that too many sea cucumbers are being harvested and that there will soon be none left. He decides to talk to Hou about his concerns.

Talk about the problem with a partner. Here are some questions for you to discuss.

- What do you think Valentine will tell Hou?
- What will happen to Hou's business if he keeps collecting many sea cucumbers in this area?
- Can you suggest some ideas to solve the problem (solutions) to make sure there will always be beche-de-mer in this area?

Copy this table into your exercise book and add your ideas.

The Problem	Causes	Effects	Solutions
The Fisheries Officer is worried that there will soon be no beche-de-mer left in the area.			

Reading

Today's reading is an information report about fishing for tuna in Solomon Islands' waters. Read the key words and find out what they mean. Read the text silently.

Fishing for Tuna in Solomon Islands' Waters Ellen Wairiu

Key Words

fleet, method, pole and line fishing, suspended, monitor, bait, hold, traditional owners, refrigerated, tuna schools.

Solomon Taiyo Limited is the biggest fishing company in Solomon Islands. The company has a large fleet of fishing boats as well as land-based factories for processing fish.

Fishing for Bait

Pole and line fishing is the main method used to catch tuna. This method requires the use of live baitfish. Small species including herring, sprats and anchovies are used for bait.

The baitfish are caught in shallow water in lagoons. Fishermen use a large net and a light suspended in the water to catch the baitfish. These small fish are kept alive in large tanks on board the fishing boat.

Solomon Taiyo Limited pays the traditional owners of the bait fishing areas for the right to catch baitfish. Government fisheries officers inspect these areas to make sure that the company does not catch too many baitfish.

Pole and Line Fishing

The pole and line boats go out to the tuna fishing grounds. These boats are about 28 metres long. They are fast enough to follow the movements of tuna schools as they feed on the ocean surface.



Once they find a school of tuna, the crew scatter live baitfish into the water and spray water onto the sea's surface. The tuna become excited and start to feed.

Using 3.5 metre long fishing poles with lures and hooks, the crew then cast their lines into the school of tuna. As the fish bite, the fishermen haul their poles back and send the fish flying over their heads and onto the boat deck behind them.

The fish are then put into the

refrigerated hold for the voyage to the processing factory. At the processing factory the tuna is prepared for canning. Solomon Taiyo sells tinned fish to local and overseas markets.

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Unit 8: Farming and Fishing

Comprehension

What is it used for?

Use information from the text to complete the table below.

Fishing Equipment	What is it used for?
Large net	A large net is used to catch small baitfish.
Light suspended in the water	
Water tanks on the fishing boat	
Water spray	
3.5 metre poles	
Refrigerated hold of the ship	
Processing factory	

Language Study

Synonyms are words with similar meanings.

Choose a synonym from the list below to replace the underlined words in each sentence. The new word should not change the meaning of the sentence. The first one has been done for you.

For example:

- 1. The fish **jump** out of the water when they are **excited**. The fish **leap** out of the water when they are excited.
- 2. Large fishing boats with chilled holds are used for tuna fishing.
- 3. Landowners will **halt** the bait fishing if they are not paid.
- 4. The **cost** of taiyo in the shops has **gone up**.
- 5. I am **happy** to have a job with Solomon Taiyo.
- 6. I **start** work next week.

leap
increased
begin
refrigerated
glad
price
stop

big



Handwriting

Copy this cursive handwriting in your exercise book. Make sure that you are sitting up straight and holding your pencil correctly. Join letters carefully.

Out on the ocean with fishing lines and bait, Drop them in the water and be prepared to wait. When you feel the tuna bite, hold on tight. Then hurry back to Noro before daylight.

Oral and Writing

Here are the last three sentences from the tuna fishing report:

The fish are then put into the refrigerated hold for the voyage to the processing factory. At the processing factory the tuna is prepared for canning.

Solomon Taiyo sells tinned fish to local and overseas markets.

Work with a partner. Here are some questions to discuss.

- What type of products does Solomon Taiyo produce?
- Make a list of the products in your exercise book.
- How often does your family eat products from the Tuna Company?
- Do you like tuna? What is your favourite tuna product?
- Do you know how much the products cost?
- Where do you usually get your tuna products?

Proofreading and Editing

In this activity, you are going to proofread and edit the procedural text about growing a vegetable that you wrote last week. Follow these steps:

- Reread your draft. Does it make sense? If not, make it make sense.
- Are the steps in your procedure in the right order?
- Do your pictures match the steps?
- Do the pictures help to make the steps clearer?
- Have you forgotten any steps needed to grow this vegetable?
- Circle any words that look wrong. Check the spelling in word lists or the dictionary.
- Check punctuation. Have you used capital letters and full stops?
- Look for ways to improve your draft. Can you change a sentence to make it sound better?

Now rewrite your procedure with the changes you have made. Draw pictures beside each step. Maybe you could write the procedure on a large cut out shape of the vegetable you are writing about. Give it to other pupils to read.





Reading

Look at the key 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.

Seaweed Farming Ellen Wairiu

Key Words

pastime, prepare, coming up, impressed with what he saw

Martin lived on Guadalcanal Island. His favourite pastime was fishing. He loved paddling his canoe out to sea to fish and to admire the coral and seaweed. Martin often left his house early in the morning and did not return until late at night when everybody was already asleep. Sometimes he came back with fish and sometimes he came back with nothing but his paddle.

One afternoon, Petero the local Fisheries Officer came to see him.

"Hi Martin," he called, "Not out fishing today?"

"No, I'm taking a day off," replied Martin. "What can I do for you?"

"There is a workshop coming up at the Ministry or Fisheries and I want you to attend." explained Petero.

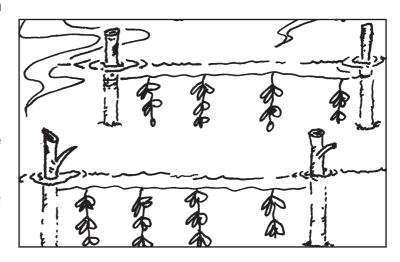
Martin was surprised. "Why me?" he asked.

"Because I know you love spending your time out on the reef and I know you are interested in seaweed," continued Petero. "This workshop is about seaweed farming. You will learn how to plant and look after seaweed. You will be able to sell the seaweed to raise money to help your family."

Martin was really excited. He thought it was a great idea and quickly began to prepare for the workshop.

The following week, he travelled to Honiara and attended the workshop with 18 other new farmers. They learned about seaweed farming. They got lots of new ideas. At the end of the workshop they were each given a bag full of seaweed and some nylon rope.

As soon as he got home Martin started his seaweed farm. He followed the instructions he had been given at the workshop. He tied small pieces of seaweed on to a long piece of rope. He put the rope and two strong sticks into his canoe and paddled out to a nearby reef. He pushed the sticks into the reef a few metres apart. He tied one end of the rope to each stick.





Martin checked his seaweed farm three times a day. After a few weeks he took the Fisheries Officer out to see how the seaweed was growing.

"I have to make sure that turtles do not eat the seaweed," he explained to Petero. "And when it grows long I cut some pieces and start a new line of rope."

Petero was impressed with what he saw.

"What will you do when it is ready to harvest?" he enquired.

"I can sell it to the Ministry of Fisheries," explained Martin. "They buy seaweed from lots of local farmers and then sell it overseas."

Petero suggested that they hold a workshop in his village so that other people could learn about seaweed farming. Martin thought this was a good idea. He shared his knowledge with other villagers and gave them some seaweed to start their own farms.

After several months Martin was asked to become a supervisor. He had to check on all the seaweed farms in his area, provide training for new farmers and help arrange transport to take the seaweed to Honiara for exporting. He was very pleased with his new job, and his village community were happy that they could earn a little money from their seaweed farms

Comprehension

Questions

Re-read the text and answer the following questions in your exercise book.

- 1. What was Martin's favourite hobby?
- 2. Why do you think Petero decided to ask Martin to go to the workshop?
- 3. Why do you think Martin was excited about attending the workshop?
- 4. What problems do you think Martin may face with seaweed farming?
- 5. How do you think Martin felt when he became a supervisor?
- 6. Do you think farming seaweed is a good idea? Explain your answer.
- 7. Suggest another title for this text.

Putting Events in Order

The events listed below happened in the recount about seaweed farming but are written in the wrong order. Rewrite them in your exercise book in the correct order.

- 1. They decided to hold a workshop in the village.
- 2. Martin went to the workshop in Honiara.
- 3. Martin became a supervisor and helped other local seaweed farmers.
- 4. The local Fisheries Officer invited Martin to attend a workshop on seaweed farming.
- 5. Petero was impressed with what he saw.
- 6. Martin checked his seaweed farm three times a day.
- 7. Then Martin was given a bag full of seaweed and some nylon ropes.



Language Study

The following sentences have been written without punctuation marks. Rewrite them in your exercise book, adding the correct capital letters, full stops, commas, question marks, and speech marks.

sit

think

cocoa

coconut harvest collect contain

- 1. the farmers are loading their bags of dried seaweed onto the mv atebimo
- 2. i have to make sure that turtles do not eat the seaweed martin explained
- 3. who will buy your dried seaweed asked timo
- 4. alex exported some of the seaweed to new york
- 5. i can pay for my childrens school fees said manrou happily
- 6. good morning legu called humphrey

Spelling

Say and spell the spelling words for this week again.

Complete the sentences below using words from your spelling list.

1.	These boxes dried seaweed.	thing
2.	Martin is nearly ready to his seaweed.	pink inside
3.	carefully before writing down your answer.	IIISIUC
4.	My favourite drink is green	
5.	The school bus arrived to the children to take them	home.
6.	back on your chairs and watch the dancers.	
7.	My father told me to come because it started to rain.	

Oral and Writing

Proofreading and Editing

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

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

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



Reading

The Cocoa Buying Company (CB Company) wants to buy cocoa beans from farmers. They have placed an advertisement in the newspaper to let farmers know about the services they provide.

Study the key words. Find out what they mean. Read through the advertisement.

Cocoa Buying Company

Key Words

business, wharf, warehouse, offer, right place, best price, best service, located





Looking for somewhere to sell your cocoa beans?

Why not try CB Company?

CB Company is the right place for you.

Our business is now open to buy dry and wet cocoa beans.

We offer the best price in Solomon Islands.

Dry beans - \$9.00 per kg Wet beans - \$5.00 per kg

Free wharf to warehouse transport for provincial growers

Phone 38254 or fax 38000

We are located in the Ranadi Industrial Area next to Solomon Breweries Limited.

CB Company offers you the best service.

Try CB and see for yourself



♦ Comprehension

Read the advertisement and answer the following questions in your exercise book.

- 1. Why do you think the company has put a picture of a cocoa pod on their advertisement?
- 2. What is the purpose of this advertisement?
- 3. Why do you think people use newspapers to advertise their products?
- 4. Suggest some other ways CB Company could advertise their services.
- 5. What do you think of the advertisement above? Is it eye catching? Would it make you use the CB Company if you were a cocoa grower? Explain your answer in a few sentences.

Language Study

Prepositions

Write four sentences using any of the prepositions in the box. Try to use two prepositions in one sentence. For example:

Linda ran **up** the hill **after** a logging truck.

I put my dog in the shed during the storm.

across	beneath	into	with	after
between	near	of	among	in
during	like	past	around	to
from	over	before	on	up

Spelling

Matching Meanings

Write the spelling words beside their correct definitions in your exercise book.

sit an object think a colour

thing to reflect or imagine

pink used to make chocolate

inside to take a seat

cocoa to hold or be full of coconut opposite of outside

harvest a brown fruit that is white inside

collect to gather or pick contain to pick up or to save



Oral and Writing

Create an Advertisement

Work with a partner. Imagine that you own a company which provides a service to the public. You could choose one of the following ideas or you could think of your own company:

The Near and Far Taxi Company Cargo Shipping Limited
Safe and Sound Security Company Copra Buyers International

Discuss the following with your partner:

- What is the name of your company?
- Can you design an eye catching company logo or symbol to help people recognise the company?
- What product or service are you advertising?
- What other information do you need to include?

Such as: information about prices;

where the company is;

how to contact the company.

Now design and draw your advertisement.

Some Tips

Make it look good! The message must be attractive and eye catching so that it will convince the public to buy your product or service.

Make it simple! Only use short sentences and a few words to get your message across simply and clearly.

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Unit 8: Farming and Fishing

Reading

Study the key words. Find out what they mean. Read the report below. This text gives information about the chemicals that are often used in commercial farms.

The Use of Chemicals in Commercial Farming

Key Words

pesticides, fungi, benefits, profitable, in the short term, water supply

Chemicals are often used in commercial farming. Chemical fertilisers are used to make crops grow better. They also improve the quantity and quality of the fruit. Chemical pesticides are used to kill pests such as insects or fungi that can harm the crops.

It is easy to see the benefits of these chemicals. They improve the amount and quality of fruit and vegetables. This makes farms more profitable and farmers earn more money.

There are also disadvantages involved in using chemicals in farming. Some chemical pesticides do not break down, so they leave harmful chemicals in the soil. Some are washed into rivers and kill wildlife. People can become sick if chemicals enter the water supply.

Natural, or organic fertilisers can also be used on crops. Slurry and compost are the two most common forms of organic fertiliser. Slurry is made from animal waste. Compost is made from vegetable waste. These two types of organic fertiliser do not damage the soil, but they work more slowly than chemicals.

Some commercial farmers prefer to use chemicals to increase their output quickly. It is not always possible to see the harmful effects of chemicals straight away, so they do not worry about these.

It is important that farmers consider the long term effects of chemicals on the soil and the water supply. Farmers earn more money in the short term, but the damage done to the soil and rivers will last for a long time.

Comprehension

Synonyms are words that have a similar meaning. Read the text again and find a synonym for the word(s) in bold in the sentences below.

Write the sentence again in your exercise book using the synonyms you have chosen. The meaning of the sentence should stay the same.

The first one has been done for you.

- 1. Farmers have to **think** about the **lasting** effects of using chemicals on the soil. Farmers have to **consider** the **long term** effects of using chemicals on the soil.
- 2. Chemical pesticides are used to **destroy** pests such as **bugs** or fungi.
- 3. Chemical fertilisers can improve both the **amount** and the **standard** of fruit produced.
- 4. **Natural** fertilisers do not **harm** the ground in the same way as chemicals.
- 5. Some **growers** prefer chemical fertilisers because they increase output **rapidly**.

Language	Study
Language	Study

Use much and many to complete the sentences below.

1.	Mariu went to the bank to check how money was in his account.
2.	There is not water left in the tank.
3.	How more plants do we need to complete the garden?
4.	My rose plant is dying because Tiki gave it too fertiliser.
5.	Kimi ate too taro and gained a lot of weight.
6.	There were too boxes lying in the room.
7.	There is not time left to train for the South Pacific Games.
8.	How dollars do you have in your purse?

Spelling

Revise your spelling words for this week. By today, you should be able to spell the words. Use the spelling strategy 'Look, Cover, Remember, Write, Check.

sit cocoa
think coconut
thing harvest
pink collect
inside contain

Alphabetical Order

These words are not in alphabetical order.

sit cocoa inside pink

Look at the first letter in each word.

In alphabetical order they are:

cocoa inside pink sit

When words begin with the same letter, you must look at the next letter. These words all begin with co- so you must look at the third letter to put them into alphabetical order. If the third letter in words is the same then you must look at the fourth letter and so on.

co**c**oa collect contain

Arrange the spelling list for this week in alphabetical order.





Oral and Writing

Role Play

Work with a partner to discuss this situation.

A local farmer is angry because some of his pigs are sick. He believes that his pigs are sick because they drank from a river which he thinks has been poisoned by the commercial farmer up the river. The commercial farmer is using fertilisers on his farm, and they may have washed into the river. The local farmer goes to see the commercial farmer and they have an argument.

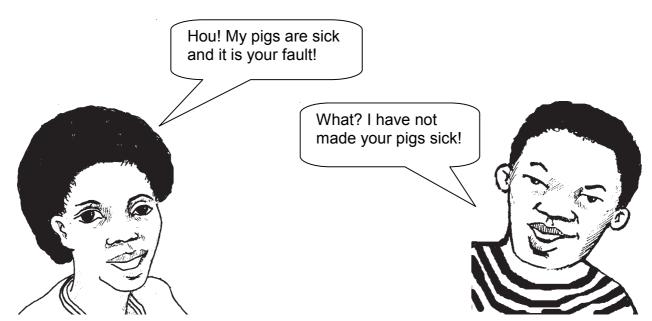
Try to think of what each of the characters would say.

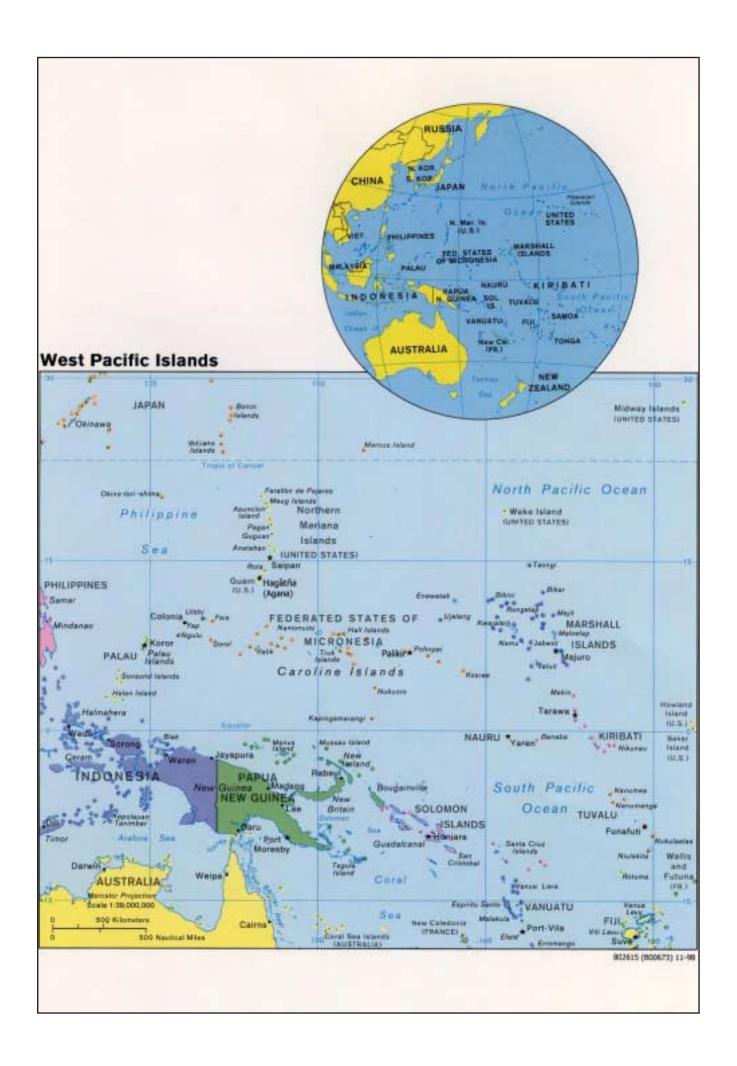
Some questions to think about as you prepare the role play:

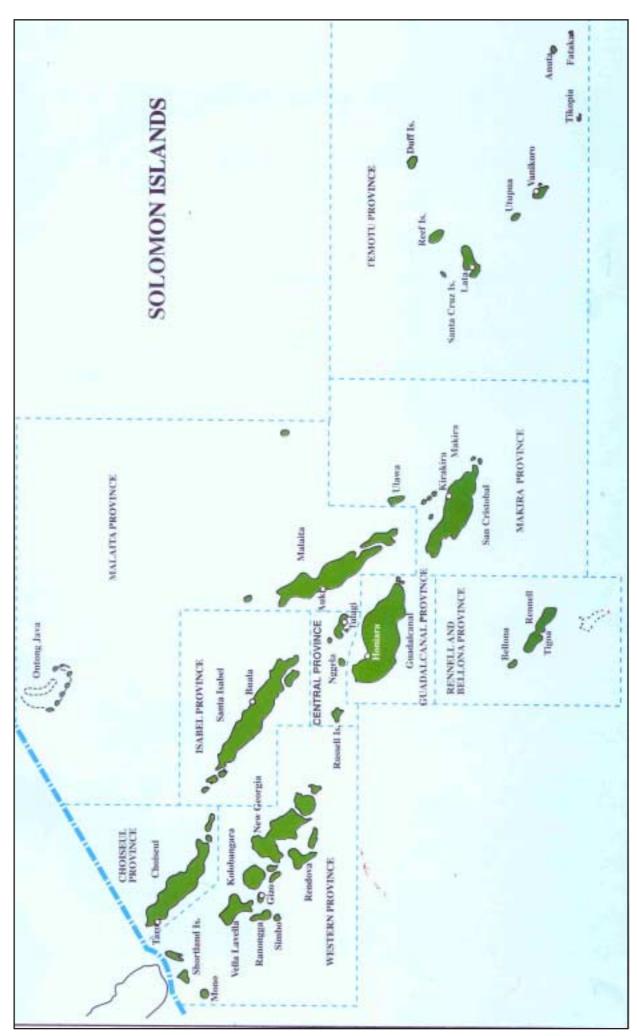
- Do you think the farmers would speak calmly or in an angry way?
- Will their voices be loud or soft?
- How do you think they would begin their argument?
- Do you think the local farmer will say what he believes has made his pigs sick?
- Do you think the commercial farmer will accept that it is his fault the pigs are sick, or will he blame something else?
- Could there be another reason that the pigs are sick?
- What else might the farmers talk about?
- Can you think of a solution that will end the argument?
- Do you think the farmers will agree about what should happen in the end or will they still be angry with each other?

Write some dialogue for each of the farmers. Give each farmer a name. Write your argument in speech bubbles like those below. Take turns pretending to be each of the farmers.

Practise the role-play then present it to the class.











Nguzu Nguzu English Standard 5