

Nguzu Nguzu English

Teacher's Guide 3



Standard 6

First Edition 2005

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Curriculum Development Centre

P.O. Box G27
Honiara
Solomon Islands



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Foreword

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

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

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

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

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

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

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

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



Dr. Derek Sikua
Permanent Secretary
Ministry of Education and Human Resources Development
September 2005

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Curriculum Development Centre Team

Franco Rodi,
Director CDC

Jacob Zikuli,
PEDP Curriculum Officer

Linda Puia,
PEDP Curriculum Officer

David Sokaika,
PEDP Curriculum Officer

Ellen Wairiu,
PEDP Curriculum Officer

Lionel Damola,
PEDP Curriculum Officer

Alison Blaylock,
PEDP Project Adviser

Ewa Czernuszewicz,
Consultant Adviser

Illustrator

Jackson Onahikeni,
PEDP Graphic Artist

Writers

Nguzu Nguzu English Teacher Writers
School of Education English Department
Staff

Consultant Editors

Annette Woods

Elunid Woyd

Cindy Watson

Anna Kinnane

Desk Top Publisher

Alison Blaylock

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Important Note

This Teacher's Guide, the Pupils Books and all supporting materials for the Nguzu Nguzu curriculum are the property of the school. They have been freely donated to the school.

They must not be sold or removed from the school. Teachers who are transferred to other schools must not take books with them when they move.

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The English Syllabus

The Rationale for Teaching English in the Primary Curriculum

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

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

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

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

Why is English Important for Solomon Islands' Pupils?

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

Aims of English Language Education - Oracy and Literacy

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

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

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

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

Aims in Oracy

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

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

Aims in Literacy

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

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

Syllabus Objectives Tables Standard 6

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

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

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

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

Knowledge is what the pupils should know and understand;

Skills are things that the pupils should be able to.

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

Awareness Objectives (A1 - A5)

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

Knowledge Objectives (K1 - K8)

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

Skills Objectives (S1 - S18)

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

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

Syllabus Objectives Tables

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

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

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

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


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

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

Linking Activities to Syllabus Objectives

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

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

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

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

Syllabus Links

K7, S4

The Layout of the Materials

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

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

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

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

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

The Structure of the Text Books

The Teacher's Guides and Pupil's Books contain 12 units of work which cover the English Curriculum for the first three terms of the year. There are also three special projects, poetry, drama and a school magazine, included for term 4.

The Teacher's Guide includes background information, advice on methodology and some suggested teaching activities for each unit. The Pupil's Book contains additional reading texts and pupil focused activities to build on the teacher led activities in the Teacher's Guide.

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

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

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

The Structure of the Teacher's Guides

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

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

Background Information

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

Method

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

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

Teacher Led Activities

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

Assessment Activities

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

The Structure of the Pupil's Books and Readers

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

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

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

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

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

Developing Literacy from Standards 4 - 6

The Roles of the Literate Person

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

Code Breaking

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

Meaning Making

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

Text Using

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

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

Critical Text Analysis

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

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

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

Developing Literacy

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

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

A Generic Approach to Teaching Literacy

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

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

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

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

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

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

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

Genre Tables

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

Genre Posters

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

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

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

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

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

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

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

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

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

Teaching Methods: Discussion and Oral Work

The Importance of Oral Activities

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

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

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

Specific Difficulties with Oral Work in the Classroom

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

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

The Range of Oral Activities

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

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

Leading Discussions

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

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

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

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

Teaching Methods: Language Development

The **Whole Language Approach** is the foundation for Nguzu Nguzu English. This means that pupils learn the language by using it in a meaningful context, rather than through learning rules and grammar. This is why language study activities in the Teacher's Guide are based on the reading texts. At Standard 6 we also revise the grammatical rules pupils have learnt already to help them become fluent in written and spoken English. This is particularly important when pupils are learning

a language which is not their first language, and is not the language used by their families or communities.

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

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

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

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

Teaching Methods: Reading

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

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

How Reading is Taught in the Standard 6 Materials

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

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

Daily Reading

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

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

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

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

Opportunities to Read

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

Some ideas...

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

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

Teaching Methods: Comprehension

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

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

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

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

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

Teachers should remember that comprehension takes place before, during and after reading. Before, as pupils prepare for reading by thinking about what they already know about a topic, or looking at the pictures. During, as they listen to and make sense of the different elements of the text. After, as they reflect on what they have read and apply it to their own experience.

Comprehension is to be Taught not Just Tested

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

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

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

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

Teaching Methods: Writing

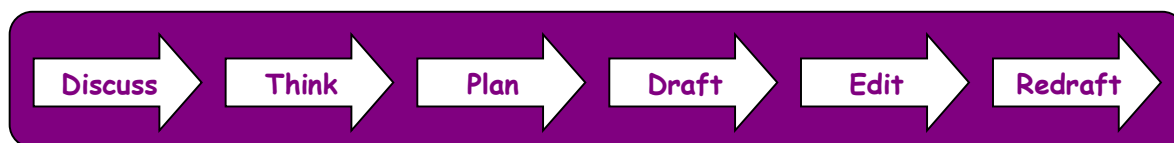
A structured approach to teaching writing is adopted, which includes the following elements:

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

The Writing Process

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

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



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

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

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

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

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

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

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

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

Shared Writing

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

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

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

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

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

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

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

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

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

Teaching Methods: Handwriting

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

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

Teaching Methods: Spelling

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

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

Strategies and Activities

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

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

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

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

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

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

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

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

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

Assessment and Record Keeping

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

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

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

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

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

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

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

What Assessments should each Teacher Make?

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

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

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

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

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

Note: There are no formal Assessment Activities included for Term 4.

Assessing Reading - Running Records

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

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

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

How to Conduct a Running Record

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

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

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

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

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

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

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

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

Example of a Completed Running Record.

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

The errors he/she made are highlighted in purple.

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

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

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

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

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

Teacher's Analysis of the Results

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

Omitted 3 Self Corrected 2 Retains Meaning 3 Incorrect 7

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

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

Assessing Writing - Collecting Writing Samples

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

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

How to Conduct a Writing Assessment.

1. First **explain the writing assessment to the pupils**. Pupils will be familiar with this method of assessment because they will have already been using it in Standards 4 and 5, but you should make sure that they understand the following:

- that this is not a 'test' but just a way of keeping a record of how well they can write, so they should do their best work.
- that you will keep 3 samples over the year and that by the end of the year it should be possible to look at these and see how pupils' writing has improved.
- that you will discuss the sample with them after you have marked it to give them some ideas on how they can improve their writing.

2. **Select an activity or activities from the unit you are working on in the Teacher's Guide** to use for your sample. Over the year, try to choose four different text types to give a good range of the pupil's work.

The sample should be a finished piece of work which the pupils have had a chance to work on over a number of days to draft and improve. Do not correct their work. It should reflect what the pupils are capable of by themselves. Try to be fair and give all pupils the same amount of help with their work, and record details of what help was given.

3. **Remind** the pupils to do their best work because it will be kept as a sample. They will complete their work as part of their usual English lessons, not as a test.
4. When the work is finished, **collect it in from each pupil**. Make sure everyone has marked their work clearly with their name and the date.
5. **Study** each pupil's work **and analyse** it using the following checklist. Look carefully at the work and make a note of mistakes the pupil has made and areas for further teaching.

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

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

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

Assessing Oral Skills - Oral Observation Records

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

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

How to Conduct an Oral Assessment

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

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

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

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

Planning Guidelines

The Four-Term Arrangement

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

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

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

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

Themes and Topics

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

Timetable

The following is the suggested timetable for upper primary subjects:

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

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

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

Lesson Planning

Good lesson planning is the key to effective teaching.

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

Different teachers plan their lessons in different ways for example:

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

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

Good lesson plans include the following elements:

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

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

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

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

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

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

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

Ideas Into Practice gives more ideas on lesson planning.

Composite Class Applications

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

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

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

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

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

Classroom Strategies for Managing Composite Classes

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

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

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

The Nguzu Nguzu materials may need to be used more flexibly in the composite class. It may not be possible to teach unit by unit. Instead the teacher may select certain texts, themes, resources or topics from the Teacher's Guide to use as the basis for teaching the class as a whole and then prepare activities at different levels for different groups within the class. Alternatively the teacher

may choose to plan individual learning programmes for each pupil or small group of pupils. In this case different groups work together through the materials at their own pace, and the teacher monitors and marks their work. There is less scope for teacher led activities with this approach, so the teacher has to decide carefully which activities are critical for a teacher led focus. It will also be important for pupils to understand their role in monitoring their own learning and self assessment.

School-Wide Strategies for Managing Composite Classes

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

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

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

References

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

Glossary of Terms

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

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

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

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

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

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

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

The English Units

Term 3

Unit 9	Values and Beliefs	Pages 49 - 103
Unit 10	Conflict, Reconciliation and Peace	Pages 104 - 152
Unit 11	Government and Good Governance	Pages 153 - 195
Unit 12	Citizenship	Pages 196 - 240

Reading and Discussion – Values and Beliefs

Background Information

The aim of this unit is to encourage the pupils to explore other people's beliefs and values whilst also looking at their own values and beliefs. The unit provides opportunities for pupils to express and explain their own ideas and to really think about the things in life that are important to them.

The readings and activities within the unit can be used to help the pupils to participate in in-depth discussions, which will further develop their speaking skills. Allow plenty of time for discussion in this unit.

It is important to approach this topic in an open minded and non-judgemental way. Pupils should understand and be aware that not everyone shares the same beliefs. It is also important that the pupils learn to acknowledge and respect other people's beliefs.

The text for today is in the reader. It is a factual report aimed at introducing the unit topic, **Values and Beliefs**.

Method

- Read the text carefully yourself. Make sure that you fully understand it.
- Refer to the key words and make sure the pupils understand their meaning.
- Read through the text slowly as a whole class.
- Introduce the topic using a brainstorm activity.
- Have pupils read the text again in pairs, taking turns to read a paragraph each.

Teacher Led Activities

Introduce the reading and read through the key words. Explain the meaning of the words and demonstrate the correct pronunciation of the words.

Read the text together. Select certain pupils to read a paragraph at a time. Pause after each paragraph and discuss what has been read. Refer to the key words as you read through the text.

Brainstorm to find out what the pupils already know about values and beliefs. Encourage the pupils to suggest the values and beliefs that they believe are important to them at this time of their lives.

Write the suggestions on the board. You may wish to use a diagram similar to the one here to record the pupils' ideas.

Select some of the ideas and discuss them with the class. Use some of the questions on the next page to guide your discussion:



- Does everyone in the class agree that this is important?
- Why or why not?
- Can anyone give an example of this type of behaviour?
- Is it important that everyone has the same beliefs and values?
- How do you learn these behaviours? For example: Who teaches you how to share? How do you know how to show forgiveness?

Encourage the pupils to **compare** the different values. These questions may help.

- Are some of these more important than others? Which ones?
- Which is the most important of all of the values? Why?
- Does everyone agree? Is it necessary that we all agree? Why or why not?

Your discussion should focus on pupil's individual ideas and opinions. Explain that there may not necessarily be any right and wrong answers, as people can have different values and beliefs.

Syllabus Links

A3, S9, S16



Can all the pupils explain their ideas and opinions without preparation? (S7)

Comprehension

Background Information

The comprehension activities provided encourage the pupils to think beyond the text and to use their own words to explain and interpret what they have read. Two activities have been included. You may decide that the pupils complete only one of the activities or you may choose that they complete both.

Method

- Skim the text to find the three key ideas in the activity.
- Discuss the meaning of key ideas from the text.
- Have the pupils complete the activities individually.

Teacher Led Activities

Write these key ideas from the text on the board. Read the first one, and allow the pupils a few minutes to skim through the text and find it.

When they have found it, ask them to read the part of the text explaining what it means, silently.

Ask some pupils to explain each idea in their own words.

1. Moral values
2. Religious beliefs
3. Actions speak louder than words.

When you come to the third one, the pupils should look at the cartoon in the text. Help them to discuss the cartoon using questions like these.

1. What is the man in the cartoon saying?
2. Is he following his own advice? Why not?
3. What do you think of the man?
4. Do you believe what he says? Why or Why not?

Finally ask different pupils to explain to the class in their own words what "**Actions Speak Louder than Words**" means. Pupils can then complete the comprehension activities in their Pupil's Book on page 5. Go round the class and help them with their work.

Syllabus Links

A2, S11



Can all the pupils read the text with understanding and pick out the main ideas? (S10)

Spelling

Background Information

These are the spelling words for this week.

The spelling activity in the Pupil's Book helps the pupils to understand the meaning of the words as they are required to place them in context within a sentence.

short	front
hard	hungry
young	later
favourite	permanent
food	present

Language Study

Background Information

This activity provides the pupils with practice constructing questions. The answers to questions are given and pupils are required to form the correct questions.

Method

- Briefly revise how to write questions.
- Refer to the activity in the Pupil's Book on page 6 and explain the task.
- Demonstrate using some examples.
- Provide assistance where necessary.
- When the task is complete, correct it as a whole class activity.

Teacher Led Activities

Ask the pupils to suggest examples of questions. Write their suggestions on the board. Remind the class that questions always require a question mark and that they are usually written with the intention of wanting to find out something.

For example: What do you believe?

What religion is Mary?

Where is your church?

When do you go to worship?

Write the following sentences on the board explaining that these are the answers to certain questions. Ask the pupils to think of suitable questions for each sentence.

1. Answer: **Solomon Islands is in the Pacific Ocean.**

Possible Question: **Where is Solomon Islands?**

2. Answer: **John is a Christian.**

Possible Question: **Does John have any religious beliefs?**

Refer to the activity in the Pupil's Book and explain that the sentences provided are answers to specific questions. Use the example provided to demonstrate what is expected. Remind the class that certain words can be used as sentence starters when writing questions. List these on the board: **who, why, where, when, what, and how.**

Tell the pupils to refer to today's reading if they require further assistance.

Have the pupils complete the activity.

Possible Answers

1. What are values?
2. What is the role of a politician?
3. Who are the people we should respect?
4. Why is it important to tell the truth at all times?
5. What is meant by the word honesty?
6. How can you tell which values and beliefs are important to a person?

Syllabus Links

A4, S6



Can all the pupils form suitable questions to find out given information? (K7)

Oral and Writing

Background Information

Two activities have been provided today. One activity requires the pupils to use their oral speaking skills and the other provides the pupils with an opportunity to write.

Oral Activity

This oral activity is a continuation of the earlier discussion regarding values and beliefs. The aim of this activity is to provide the pupils with the opportunity to give more thought to the things that they feel are important in life. It is important that all of the pupils participate in the discussion. The pupils will be working in groups and they will need to work co-operatively, negotiating and discussing ideas.

Working in groups, the pupils will play a game based on basic values. Each group will be given a set of five cards. Each card will have a value statement written on it and the members of each group will be required to organise the cards in order of importance.

Here are some examples of value statements to use:

- Be patient with people and always be ready to forgive their mistakes.
- People should share. Nobody should be rich and nobody should be poor.
- It is important to look after yourself and stay healthy.
- We should all respect other people and accept them for who they are.
- Don't try to force people to think the way you do! Let everyone think for themselves.
- Treat other people as you hope to be treated yourself.
- It is important that we look after God's creation and care for our environment.

Method

- Prepare a set of cards and write a value statement on each card. Each group will require 5 cards. Therefore, the total number of cards will depend on the number of pupils in the class. Some examples are provided in the Background Information.
- Divide the class into groups of 4 or 5.
- Explain the game.

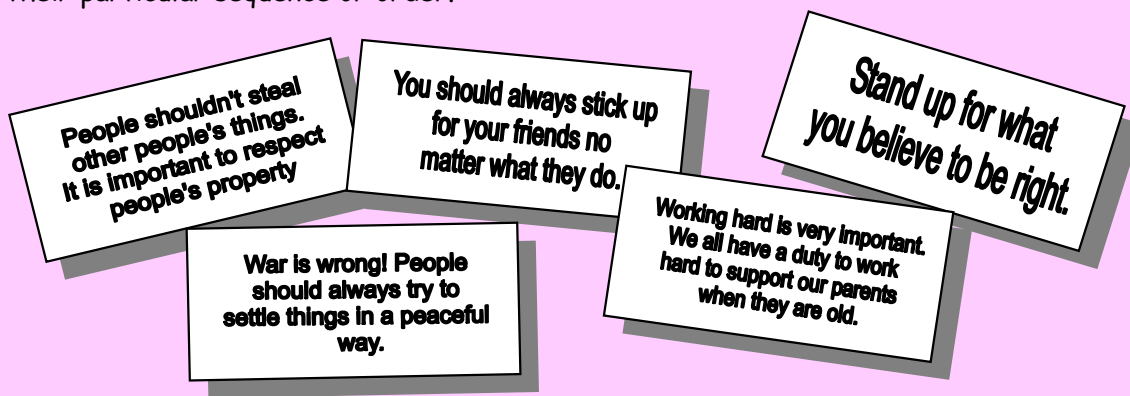
Teacher Led Activities - What Really Matters?

Arrange the class into groups of 4 or 5.

Explain the task. Tell the pupils that each group will be given a set of 5 cards each containing a value statement. The cards are to be placed face down on the table and each member of the group will take a turn to select a card and read the statement aloud while the other members of the group listen.

Explain that the pupils will need to discuss each statement. As a group they will need to arrange the cards in order of importance from the least important to the most important. Tell the pupils to discuss their ideas and work together as a group. Remind the class that it is quite possible that some members of each group may disagree with others. It is important to respect each others' opinions and ideas and it may be necessary to negotiate and work out a compromise.

Hand out the cards and give the pupils time to complete the task. Tell the pupils that, when everyone has finished, each group will need to select a leader to present their ideas to the rest of the class. The leader will need to explain why the group has chosen their particular sequence or order.



Writing**Background Information**

The writing activity today can be completed in a short amount of time. This is necessary as the pupils will have spent a lot of time on the oral activity. The aim of this activity is to create a class poster that includes some of the values/ beliefs/ ideals of the whole class. Each pupil will be required to think about one value that they believe to be important and to record this in a speech bubble. The speech bubbles will be glued onto a class poster. You will need a large blank poster sized piece of cardboard or paper. Write the following heading on the poster: **'Things That Really Matter to Standard 6'**

You will also need to prepare individual speech bubbles using plain paper. Make one for each pupil.

Method

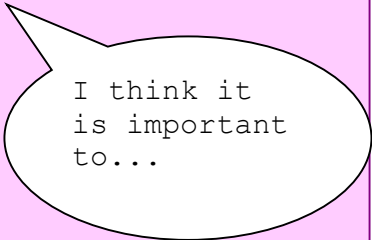
- Prepare the poster and blank speech bubbles before the lesson.
- Reflect on the discussions that they had today. Ask them to think of **one** value that they believe is important.
- Ask the pupils to write their idea using the sentence starter provided.
- Ask the pupils to check their sentences and move around the class and check the first drafts.
- Allow the pupils to decorate their speech bubbles.
- Collect each bubble and paste these onto the large poster.
- Display the poster in the room for all to see.

Teacher Led Activities

Tell pupils that they are going to make a class poster that shows what Standard 6 believe to be important. It will show the **values** of the class. Tell the pupils to think about their discussions today and, in their exercise book write down one important value. This should be only one sentence and it should start with the words. **I think it is important to....**

While they are drafting their sentences, go around the class and give each pupil a piece of plain paper cut into the shape of a speech bubble. When they have drafted and checked their sentence they should print it neatly on the speech bubble in large letters. They can also decorate or illustrate their speech bubble if they wish.

Collect all their values together and use them to make a large poster called **'What Really Matters to Standard 6'**. Display this on the classroom wall. It will be a useful reference for other discussion activities in this unit.



I think it
is important
to...

Syllabus Links

A3, S12, K7



Can all the pupils discuss their ideas and agree and disagree in different ways during small group discussions? (S5)

Homework Activity - Cartoon Competition

For homework, you could ask the pupils to draw their own cartoon to illustrate the saying **"Actions Speak Louder than Words"**.

Explain that they are to think of any situation in life where people say one thing but do another. Ask the pupils to illustrate their idea in cartoon form and to try to make their cartoons funny, if possible.

Tell the pupils that they have until Thursday to complete their cartoons. On Friday they will be required to show their cartoons to the rest of the class. Each cartoon will be judged and a winner selected. If possible offer a small prize for the best cartoon.

Reading and Discussion - Faiths of the World**Background Information**

Today's text is a comparative report comparing four different religions.

Although there are many different types of religions around the world, this report looks at four religious groups who are followed by large numbers of people in the world.

Pupils are already familiar with Christianity. They should also be made aware that Christianity is a broad term used to include all religious groups whose fundamental belief is Jesus Christ. For example, the SDA, the United Church, the Catholic Church and the Church of Melanesia are all Christian religions, yet they may differ according to certain rituals and practices.

Encourage the pupils to be open-minded and respectful when learning about other religions.

Method

- Before reading the text, prepare a chart entitled, **Faiths of the World**. Divide the chart into 3 columns and label each column as follows:

Faiths of the World		
What we know already	What we found out from reading the text	What we would still like to know

- Complete the first column of the chart as a whole class discussion.
- Read the key words and make sure the pupils understand the meaning of these words.
- Read the text.
- Complete the second column of the table. Include details the pupils have found within the text.

Teacher Led Activities

Before reading, explain that today's text is about different faiths or religions. Show the pupils the chart you have prepared and ask them to brainstorm and tell you anything they already know about different religions. Write their information in the first column. You can use the following questions to help you.

- Can you name any religions?
- What do you know about this particular religion?
- Why do you think there are different types of religions across the world?

4. Do you know anybody who follows a different religion to you?

5. How is this religion different to your religion?

Read through the key words and explain their meaning.

Read the text together, selecting different pupils to read a paragraph at a time.

Pause after each paragraph and ask one or two simple questions to check for understanding.

As the pupils read, take note of the key words. Show the pupils how the words have been used in context to further explain the meaning.

After reading, complete the second column of the chart as a whole class activity.

Add as many facts as you can and ask the pupils to look closely at the text to find information.

You may choose to leave the last column blank and return to the chart after reading the next text.

Syllabus Links

A1, S16, S10



Can all the pupils read the text and pick out detailed factual information? (S11)

Comprehension

Background Information

There are two comprehension activities included in the Pupil's Book. The first activity is designed to help the pupils select, compare and organise facts and information found from within the text. It develops their ability to scan through the text to locate specific information. This activity will also be of assistance when the pupils write their own comparative reports.

The second activity is more difficult as it requires the pupils to think beyond the text and to make inferences. This second activity may be suitable for some of the more able pupils, or you may choose to have students complete the activity in groups.

Method & Teacher Led Activities

- Read the instructions provided for the first activity.
- Use one or two sections from the table to explain the task.
- Tell the pupils to read the text again silently before completing the table individually.
- Move around the class and provide assistance where necessary.
- Read the instructions provided for the second activity and explain the task.

Syllabus Links

S10, S14



Can all the pupils read the text and select the relevant details to complete the table? (S11)

Spelling

Background Information

Several of the words in the spelling list are adjectives. Today's spelling activity provides the pupils with practise using the **comparative** and **superlative** forms of the adjectives.

For example: All the books are **neat**. adjective
 Your book is **neater** than mine. comparative
 Andrew's is the **neatest** of all. superlative

Method

- Go through the spelling words again and provide pupils with time to practise learning how to spell the words.
- Revise adjectives and the use of comparative and superlative forms.
- Demonstrate the way in which suffixes are added to adjectives when used for comparison.
- Refer to the activities in the Pupil's Book on page 9 and explain the task.

Teacher Led Activities

Read each spelling word aloud and ask the pupils to work with a partner to practise learning the words.

Write the following adjectives on the board and ask the pupils to recall the purpose of adjectives. That is, they are describing words and they are used to describe nouns.

happy large tall funny smart steep

Explain the way in which adjectives can be used to compare two or more things. Use the information in the Background Information to help you teach this concept.

Use the adjectives listed above and ask the pupils to help you complete the table below. Remind the pupils that the **comparative** degree is used to compare two things and the suffix **-er** is added. The **superlative** degree is used when comparing more than two things and the suffix **-est** is added to the end of the adjective.

Adjective	Comparative	Superlative
happy	happier	happiest
large	larger	largest
tall	taller	tallest
smart	smarter	smartest
steep	steeper	steepest

Read the instructions in the Pupil's Book and explain the task.

Language Study

Background Information

This activity prepares pupils for writing their own comparative report by helping them to focus on the way in which factual texts are written. It asks them to look again at the text to find examples of the language features of a report.

Method

- Revise the features of factual reports.
- Explain the activity using examples.
- Organise the class into pairs and offer assistance where necessary.

Teacher Led Activities

Explain that the writing task for this week is a comparative report. Tell the class that the purpose of their report is to compare two different religions. Explain that today's Language Study activity will be very helpful when they begin planning and writing their own report.

Ask pupils to explain the following to revise key ideas about factual texts:

What is a factual report?

What is the purpose of a factual report?

What sections are usually included in a factual report?

What type of language is used?

List these on the board and use a simple explanation for each.

Read the instructions in the Pupil's Book on page 10. Explain the task and demonstrate what is expected by using some of the listed features as examples. Make sure that the pupils copy the table and the features listed in the first column only. They are not to copy the information listed in the second column. This information is there to help them locate the features from the text.

Help the pupils to locate some specific features from the text.

Arrange the class into pairs and make sure that all of the pupils understand the task before they begin.

Syllabus Links

A4, S2



Can all the pupils identify the report genre and analyse the form, style and language typical of this genre? (A1)

Oral and Writing

Background Information

The writing project this week requires the pupils to plan, draft, edit and redraft a comparative report comparing two different religions. They will develop this piece of writing over the next four days. Their main sources of information will be today's text, **Faiths of the World** and tomorrow's text, **Shared Beliefs**.

It is a good idea to encourage the pupils to use other books or research material to locate information to add to their reports if this is at all possible. If possible make these books available to the pupils. They could also ask people in their family or community for extra information.

Do some of your pupils have access to the internet? If so they could find some information that they may share with other members of the class. This extra information can make the reports a little more interesting.

Method

- Explain the writing activity.
- Study and demonstrate the use of the report skeleton.
- Encourage the pupils to follow the guidelines in the Pupil's Book.
- Provide the pupils with time to begin planning and note taking.

Teacher Led Activities

Shared Writing - Planning a Report

Explain the writing task for the week and tell pupils that today they will plan their reports.

Use a large piece of chart paper or space on the blackboard to draft a report skeleton as shown. Do this together with the pupils. Write only the section headings to begin with. Ask **them** to tell you the different sections that might be included in a report.

Next ask the pupils to tell you what they know about what should go into each of these sections.

Try to get them to include the following points:

The **title** should clearly tell what the report is about.

The **general introduction** tells what the report is about and may include a definition, or general information.

The **factual information** section is made up of a number of paragraphs. These are organised in a logical way and linked. Each paragraph is about a different point of information. They may include different types of information such as:

descriptions, comparisons, classifications and simple points of information.

Title

General Introduction

Factual Information

Concluding Statement

The **concluding statement** should summarise the main finding of the report and may also make some interesting general observations about the information it contains.

Use shared writing to draft a comparative report as a class. You could, for example write a report comparing the worship practices of two different churches with which the pupils are familiar, for example, SDA and United Church.

Discuss all of the sections in detail with the pupils and refer them back to their Language Study activity for examples and ideas. Ask some questions to help pupils think about each section. For example:

What should we include in the **Factual Information** section?

Answer:

Factual Information is made up of a number of paragraphs. These are organised in a logical way and are linked. Each paragraph is about a different piece of information or main idea. This section may include different types of information such as: descriptions, comparisons, examples, classifications and simple points of information. Headings can be used to organise the report.

What information should we include in the **Concluding Statement**?

Answer:

The concluding statement should summarise the main finding of the report and may also make some interesting general observations about the information it contains.

Discuss all of these sections in detail and refer the pupils to their Language Study Activity to help them select the correct examples and ideas.

Next ask the pupils to plan their own report framework following the instructions in the Pupil's Book on page 10. Help them with their work and encourage them to talk about their ideas.

Syllabus Links

A1, A2



Can all the pupils discuss and plan a comparative report on an international theme following a given framework? (S18)

Reading and Discussion – Shared Beliefs

Background Information

While yesterday's text focussed on the differences between religions, today's text describes the similarities.

Using the three values of, **Justice**, **Compassion** and **Peace**, this text provides examples of the beliefs of each of the four faiths. The purpose of this piece of text is to demonstrate that the religions are quite similar in their basic interpretation of each value described. The pupils may be surprised to find that different religions have such similar beliefs.

Method

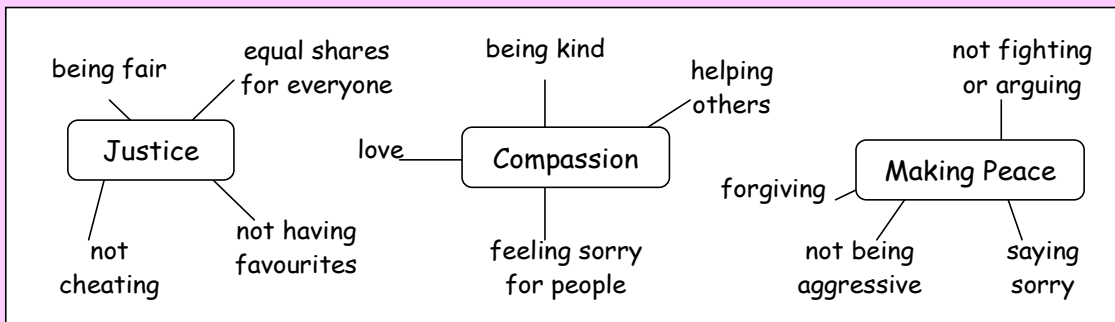
- Help the pupils to find the meanings of the key words using dictionaries.
- Read the text silently.
- Discuss the meaning of each of the three key values mentioned to check for understanding.
- Read the text again aloud as a whole class.
- Discuss the main idea of the text.

Teacher Led Activities

Read the key words and demonstrate their correct pronunciation. Ask pupils to use dictionaries to find the meaning of any words they don't understand.

Ask the pupils to read the text silently on their own. Allow plenty of time and make sure that everyone has finished before moving on.

Ask the pupils to name the three **values** discussed in the text. Write these on the board and discuss the meaning of each. Ask the pupils to suggest examples. Record the ideas and thoughts using a diagram similar to that shown below.



Next, read the text again aloud. Ask four different pupils to come to the front of the class and read the statements from one of the religions each. You can read the parts in between. Ask pupils to think about the **main idea** of the text as they listen. Explain that the main idea is the overall meaning of the text as a whole. It is what the author most wants the reader to understand.

Ask different pupils to tell you what they think the **main idea** of the text is. Listen to different pupils suggestions and discuss them. The main idea of the text is that:

'although religions are different, the beliefs and values important to people who follow these different religions are quite similar'.

Syllabus Links

S13, S14, S16



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

Comprehension

Background Information

This activity asks pupils to summarise the text, which builds on the work they have already done in picking out the main ideas.

Method

- Explain what a summary is.
- Do the first example together as a class.
- Have the pupils complete the activity in the Pupil's Book on page 12.

Teacher Led Activity

Explain that the comprehension activity today asks pupils to summarise the four different statements in the text about each of the values. Explain that summarising means drawing together the main ideas by putting the four statements together as one sentence.

Do the first example on **justice** together on the board as a demonstration as follows:

Ask four pupils to read the four statements about justice again and ask the other pupils to listen carefully and note things that are similar in each statement.

Discuss how you can bring these ideas together into one statement - it might be something like this:

'Always treat other people fairly, and kindly,
just as you want to be treated yourself'

When they have understood the task tell them to complete the Pupil's Book activity. Remind them that it is important to write **in their own words**.

Syllabus Links

S10



Can all the pupils select important details from a text and summarise the information? (S11)

Spelling

Background Information

Today's activity is a spelling strategy that is useful in helping pupils to learn to spell certain words. The task requires the pupils to find smaller words within the larger spelling words. For example: If you look closely at the word '**learning**' you can find a number of other smaller words such as: **ear, earn, learn, near, grin, lean, real, grain**

Pupils enjoy this activity and it can be used as a competition to see who can find the most words, if you choose.

Method and Teacher Led Activities

Give the pupils time to practise learning their spelling words.

Remind them to use the strategy: **Look, Cover, Remember, Write, and Check**.

Write **present** on the board. Ask the pupils to try to make other words using the letters from the word. Write their words on the board. They may include the following:

pen	pet	sent	resent	pest
rest	nest	serpent	ten	step

Use one or two other words and repeat the process.

Refer to the spelling activity in the Pupil's Book and explain what is required. Tell the pupils that you are looking for the pupil who can create the most words from each spelling word listed.

Possible Answers

permanent- man, tent, ear, perm, mean, team, pram, tram, eat, treat, tan, neat, men, ten, net, met, pet, tear, mate, tame, manner, trap, entrap.

young - on, no, go, you, gun.

short - or, rot, sort, so, hot, host.

hungry - gun, run, rug, hung, rung,

favourite - our, it, four, tie, rite, to, tea, tear, fear, five, tour, fur, fair, fate, favour.

present -sent, ten, rent, pen, trees, tree.

Language Study

Background Information

This activity provides the pupils with extra practice constructing questions.

Useful words to include when writing questions include: where, what, who, how, why and when.

It is also possible to change a statement to a question simply by rearranging the words and adding question tags, either at the end or at the beginning of the sentence.

Method

- Revise the formation of questions.
- Demonstrate the way in which statements can be changed into questions.
- Refer to the activity in the Pupil's Book and explain the task.
- Allow time for the pupils to read their questions aloud to the class.

Teacher Led Activities

Ask the pupils to suggest some examples of questions. Write these suggestions on the board. Discuss the purpose and the structure of a question. Remind the pupils that a question is worded in such a way that it requires an answer or a response. All questions require a question mark.

Write the following words on the board and explain that these words are useful words to use when constructing questions.

who

what

where

when

how

why

Explain that statements can be changed into questions in several ways, such as:

- By changing the order of the words in the statement.
- By adding a question tag.

You may wish to use some of the examples below to demonstrate this concept.

Changing the word order		Adding question tags or adding other useful words	
It is Tuesday today.	Is it Tuesday today?	He hates soccer.	Doesn't he hate soccer?
She is a good footballer.	Is she a good footballer?	You'd like ice cream.	You'd like ice cream, wouldn't you?
The weather was fine yesterday.	Was the weather fine yesterday?	The church is next to the school.	Isn't the church next to the school?
They drive on the right in Vanuatu.	Do they drive on the right in Vanuatu?	It will be Mother's Day next week	It will be Mother's Day next week won't it?

Point out which words are moved (the verb is moved to the beginning of the sentence). Sometimes an extra verb is added too as in the last example.

Point out that some other words in the sentence are also changed when question tags are added at the beginning of the sentence.

Ask pupils to change some statements into questions themselves using both methods. Here are some you could use:

- Jews do not eat pork.
- Hindu's worship in a building called a temple.
- Muslim women wear a veil to cover their heads.
- Christians are found all over the world.

When they are ready have them do the activity in the Pupils Book on Page 12. Help them with any examples they have difficulty with. Move around the class and ask some pupils to do some examples orally.

After completing the activity, bring the class together and check through their work by asking pupils to read out their questions. Make sure everyone has a turn.

Syllabus Links

S4, S6, S17



Can all the pupils use a range of strategies to form questions to find things out? (K7)

Oral and Writing

Background Information

The focus of this activity is on the oral skill of **asking and answering questions**. Pupils need time to work on this to help them to ask questions spontaneously in their English and other lessons. Being able to quickly and confidently form the right question to get the

information they want is an important skill if pupils are to participate fully in discussion activities.

Method

- Prepare a class set of cards. The cards will be titled either: Hindu, Muslim, Christian or Jew. The pupils will be working in groups of four and each member of the group will require a different card.
- Explain the activity and divide the class into groups of four.
- Move around the class. Listen to the pupils role-play and help them if they are having any difficulties.

Teacher Led Activities

Tell the pupils that they will be working in groups of four. Each member of the group will be acting a role. Each pupil will act as a member of the four different religions. In each group there will be one Muslim, one Hindu, one Jew and one Christian.

Explain that the purpose of the activity is to practice asking and answering questions. Ask pupils to suggest useful words for forming questions and list these on the board.

Using the words they have suggested ask the pupils to suggest possible questions that they could ask in their groups.

Some possible questions are shown on the right, but use the pupils' ideas before you introduce these suggestions.

Who?	Who do Muslims believe Jesus was?
What?	What symbol represents Christianity?
Where?	Where do Jews go to pray and worship?
When?	When do Hindus use the word Om?
Why?	Why is Easter celebrated by Christians?
How?	How often do Muslims pray?

After they have practiced forming questions divide the class into groups of four and give each group a set of cards.

Tell the pupils to follow the instructions in the Pupil's Book. Remind the pupils to remain in role throughout the entire activity.

Move around the groups and encourage the pupils to ask sensible, well-formed questions. Remind them to help each other with the answers if necessary.

Writing: Drafting a Comparative Report

Background Information

In this activity pupils review the plan they wrote yesterday adding any extra information they have learned or found out.

The pupils will then need to follow their plan to write the first draft of their report using full sentences.

It is expected that the pupils work independently to draft their report. Advice is included in the Pupil's Book on page 13.

Method and Teacher Led Activities

Go through the instructions in the Pupil's Book with the class. Make sure that they all understand what to do. As pupils work independently on drafting their text, move around the class and mark their work in progress:

- Check that they are following their plan;
- Suggest ways in which they can improve their writing;
- Remind them of the language features of a report;
- Check their facts and information for accuracy;
- Point out any grammatical or spelling errors they are making and correct these.

Syllabus Links

K7, S18, A2



Can all the pupils ask and answer an extensive range of question types? (S6)

Reading and Discussion – All I Ever Needed to Know...

Background Information

This is a clever text in which there is a lot of implied meaning. This means that the author suggests a lot of ideas without stating them outright. The focus of the discussion activity has to be on helping pupils look at the inferred meaning in the text. The author has used a lot of direct questions in the text too. These ask the reader to think more about what she is suggesting. Thinking beyond the text and responding to the questions it poses will be the focus for discussion and comprehension activities today.

The main idea of the text is that we teach young children to behave in a responsible and thoughtful way at kindy, but adults do not always behave in this way themselves. The author suggests that the world would be a very different place if world leaders and other adults followed the rules of the Rainbow Kindy.

Method

- Use the title of the text to predict the content.
- Read the rules of the Rainbow Kindy aloud and discuss them.
- Read the key words and make sure the pupils understand their meaning.
- Allow the pupils time to read the text silently.
- Discuss the text and ask simple questions to find out the level of understanding of the pupils.

Teacher Led Activities

Before reading the text, ask the pupils to use the title to predict what they think the text is about.

Find out what the pupils know about kindergartens. The following questions may help:

1. Who went to kindergarten?
2. What do you remember about your time at kindy?
3. Do you remember any rules you were taught whilst at kindy?
4. Why do you think these rules are necessary?
5. Why do you think the author used the title, 'All I Ever Really Needed to Know I Learned at Kindergarten'?

Read the **Rules of Rainbow Kindy** aloud to the class. Ask them what they think of them. Are they important? What sort of behaviour do they teach children? Are they easy to follow? Are the rules suitable for Standard 6 pupils too? Why? or Why not?

Study and discuss the key words. Have pupils look them up in a dictionary and check their meaning. Use them in sentences to help pupils understand them better.

Have the pupils read the text silently. Allow plenty of time and make sure that they have all finished reading before moving on.

Ask the pupils to **respond** to the text.

1. Is it true that the really important things are all taught at Kindy?
2. Do they agree with the title?
3. Do they like the text?

Ask them to explain their answers and give reasons.

Syllabus Links

S5, S13, S14



Can all the pupils read the text silently and respond thoughtfully to the main idea? (S10)

Comprehension

Background Information

In this text the author repeatedly uses the question, 'What if.....'. This requires the reader to imagine what the world would be like if people behaved in a certain way.

Today's comprehension activity focuses on some of the 'What if...?' questions. The activity requires the pupils to think beyond the text and to develop their own ideas in response to the ideas presented.

Method

- Explain the activity and do some examples as a class.
- Assist the pupils while they complete the activity individually or in pairs.

Teacher Led Activities

Ask the pupils to scan through the text and pick out some questions asked by the author that start with 'What if...?'. List these on the board.

What if everybody in the world remembered what they learned at kindy about sharing?
 What if all adults played by the rules?
 What if everybody remembered not to steal?
 What if everyone cleaned up their own mess?
 What if adults remembered this important rule, 'Don't hit anyone'?

Discuss what the author is asking the reader to do.

The author is asking us to **think!** To think about the things that adults do to break the rules they learned at kindy, and to think about how the world would be different if they followed these rules.

Take each of the questions and look back at the text to see how the author answers them. Pick out the author's answers and discuss them. Then read through the instructions in the Pupil's Book to prepare pupils for the activity. Stress that they **must** answer in **their own words**, and must write about their **own ideas**. The answers to this activity are not found in the text.

Syllabus Links

S11, S12



Can all the pupils demonstrate their understanding of the main ideas in the text by thinking beyond the text and adding their own ideas to it? (S10)

Handwriting

Background Information

The handwriting text today is written by a Muslim boy from England called Kazim. The text is a brief explanation about his beliefs.

Teacher Led Activities

Read the paragraph in the Pupil's Book aloud. Ask the pupils to copy the information into their exercise books using their best cursive handwriting. Move around the room and check pencil grip and posture. You may need to show individual pupils ways in which they can improve their handwriting.

Language Study

Background Information

In this activity, pupils will learn about the use of **conditional clauses**. A conditional clause is part of a sentence that is **dependent** on another part of the sentence. It is sometimes possible to identify a conditional clause due to the use of the word **if**. For example:

I will go to Marovo this weekend, **if** the ship is running. (Future conditional)

If I had taken some medicine, I would not have felt seasick. (Past conditional)

These examples show how conditionals can be used both to predict future events and report on past ones. Going to Marovo depends on whether the ship is running or not. Feeling seasick is the result of not taking medicine.

Other words can also be used to indicate conditional clauses within sentences. These words are: **unless**, **only**, **even**.

Here are some examples:

I will not be going to Marovo **unless** I am paid on Friday.

I will **only** go by plane, **if** the ship is cancelled.

If the ship had not been cancelled, I would not have gone by plane.

I will travel by sea, **even if** it is rough, because I hate flying.

Method

- Explain the purpose and use of conditional clauses.
- Use examples to reinforce understanding.
- Assist the pupils as they work independently to do the activity in the Pupil's Book.

Teacher Led Activities

Write the following sentence on the board:

The children will **go** into school if the bell **rings**.

Ask the pupils to identify the verbs in the sentence. Explain that this type of sentence is a compound or complex sentence. A compound sentence contains more than one verb. Ask the pupils to divide the sentence into two parts. Write these parts on the board:

The children will go into school if the bell rings.

Tell the pupils that if we study these parts we will find that the first part is complete in itself and that the other part tells us more about it. The complete part is called a **principal clause** and the second part is the **subordinate clause**, or the **conditional clause**.

Write the following words on the board and explain that they are often used at the beginning of conditional clauses:

if unless only even

Demonstrate using the examples provided in the table below.

Give the pupils the information in the first two columns and ask them to help you construct a sentence using a conditional clause. The answers are in the third column.

Things that are dependent on me getting paid next week.	Paying my children's school fees Paying off my loan at the store. Buying some new shoes.	I will pay the fees if I get paid next week. I cannot pay off my loan unless I get paid. I can only buy new shoes if I get paid.
Things that are dependent on the weather.	The roof of the house leaking. There being plenty of vegetables at the market. Crops being destroyed.	If it rains, the floor will get wet because the roof of our house leaks. There isn't a good choice of vegetables unless the weather has been fine. Crops will be destroyed if there is a cyclone.
Things that are dependent on pupils working hard at school.	Passing the standard 6 exam. Getting good marks. Being rewarded by parents.	You won't pass the exam unless you study. He wouldn't have received such good marks if he hadn't studied so hard. My parents said they will buy me a present if I pass the exam.

Give the pupils practice using the words, **if** and **unless** in sentences of their own before they complete the activity in the Pupil's Book.

Syllabus Links

A5, K5, S17



Can all the pupils use conditional clauses appropriately in spoken and written sentences? (K1)

Oral and Writing

Background Information

Today's lesson gives the pupils an opportunity to edit and finish the draft of their comparative report. Pupils need plenty of time to develop good quality written work. It is important for the teacher to have time to work with pupils as they edit and improve their texts.

It is much easier for the students to have their mistakes explained and corrected during the editing process as opposed to waiting until the work is finished. The teaching of writing is a process, and pupils learn as much from the process as they do from the finished product.

Method and Teacher Led Activities

Tell the pupils that they will be given time to edit their reports.

Read through the editing checklist provided in the Pupil's Book.

Ask the pupils to swap their work with a partner to read, check and edit each others work.

Move around the class and help the pupils with the editing process.

Make suggestions as to how the writing can be improved and help pupils to look for their own mistakes.

For the **oral activity** today, pupils can continue to play the "**What Really Matters?**" discussion game that they played on Day 1 of this unit.

Tell the pupils that when they have finished editing their written work, they can play the game in groups of four, while you continue to work with other pupils on the editing of their writing.

Syllabus Links

A2, A4, S17



Can all the pupils use a talk-draft-talk process to improve their factual texts? (S19)

Reading and Discussion – The Beggar and the Bread

Background Information

Today's text is a narrative about a hungry man who went to a bakery asking for bread.

The story has a **hidden meaning**. Although the author talks about bread and bakeries and bakers, he is really suggesting something else. The author has used an **analogy** in the story. This means that he has compared, or likened, one thing with another. The baker doesn't understand what the hungry man really wants. Instead of giving him bread, he talks about bread, shows him the bakery and gives him lots of advice.

The author uses an analogy to describe the way that some religious leaders behave. The baker is like a religious leader who is out of touch with what his people really need. The author is suggesting that sometimes people may go to church seeking help, but do not get the help they need. Instead, they hear a lot of preaching and are told why they should follow the teachings of this church and not that one. They go away again still in need of help, as the man in this story went away, still very hungry.

It may be difficult for some pupils to understand this analogy when they first read the story, but this is not a problem. The story has different layers of meaning. It is possible for pupils to read, understand and enjoy it simply as a story about a beggar and a baker.

Some pupils may realise the hidden meaning for themselves and others may need some help from you. You could refer back to the idea we introduced on the first day of this unit that **"actions speak louder than words"**. In this story, the baker talks a lot about bread, but his actions do not back up his words because he doesn't actually give the beggar anything to eat. His actions show that he is not really putting into practice his own words.

This would also be a good time to display and discuss the cartoons that pupils have drawn for homework this week. Display them on the wall in the classroom and give the pupils a chance to look at the different cartoons. You could ask them to choose the best one or you could ask someone like a local pastor, or the head teacher to come and judge them. If possible give a small prize for the best cartoon.

Method

- Read the key words and make sure the pupils understand their meaning.
- Read the text aloud to the class without stopping.
- Use a classroom discussion to find out if any of the pupils have understood the analogy.
- Discuss the **hidden meaning** of the story.
- Have the pupils read the story again silently.

Teacher Led Activities

Read out the key words and ask the pupils to pronounce the words correctly. Tell the pupils to use dictionaries to find the meaning of any words they don't understand.

Ask the pupils to use the key words in sentences. Write these suggestions on the board and further discuss the meanings of the key words.

Read the story aloud to the class without stopping. This will allow the pupils to simply enjoy it.

After reading the story find out how much the pupils have understood by asking some questions. Try to find out if any of the pupils are able to identify the analogy or hidden meaning.

You may wish to use the following questions:

1. What do you think of this story? Do you like it? Why or why not?
2. Who do you think the narrator ('I') is in the story?
3. What did the beggar really want?
4. Why do you think he walked away from the bakery in the end without any bread?
5. Did the baker listen to the beggar? Did he understand him? How do you know?

Tell the pupils that there is a **hidden meaning** in this text. Explain that, although the author talks about bread and bakeries, he has written the story to suggest something else. Ask the pupils if anyone has understood the hidden meaning?

Remind the pupils of the phrase, '**Actions speak louder than words**'. Discuss how it relates to this story. Explain the hidden meaning.

When talking about the analogy, it is important that the pupils do not become personal and discuss names of real people who may be religious leaders in their community.

Ask the pupils to read the text again silently and at this time they can be thinking about the hidden meaning.

Syllabus Links

S2, S10



Can all the pupils read and understand the writer's viewpoint and implied meaning? (S13)

Comprehension

Background Information

There are two comprehension activities in the Pupil's Book for today. One concentrates on the **explicit meaning** of the story while the other looks at the **implied and inferred meaning**. Decide which activity each pupil should do depending on whether you feel they have understood the analogy in the story or not. You could work with a small group of pupils doing Activity 2 orally while others complete Activity 1 independently, in writing.

Method and Teacher Led Activities

Activity One

- Ask the pupils to read the text again.
- Read each question aloud and ask pupils to write their answers in full sentences.

Activity Two

Read the instructions and explain the task. Use the first statement as an example.

Ask the pupils to complete the activity on their own.

Syllabus Links

A1, S10, S11



Can all the pupils understand both explicit and implicit meaning in the text? (S12)

Language Study**Background Information**

This activity gives pupils more practice forming conditional clauses using the words **if** and **unless**.

Method

- Prepare some sentence cards before the lesson. You will need enough cards for the entire class. At least one card per pupil. There is a list of suggested sentences you could use in the box on the right:
- Revise the purpose and use of conditional clauses and conditional words.
- Play the card game. Give each pupil a card and they are required to add a conditional clause to the sentence on the card.
- Read through the instructions in the Pupil's Book and explain the task.

You can leave school early today.

Football is boring.

I enjoy walking to school.

I am going to buy a new canoe next year.

I like working in the garden.

You may share my lunch.

You shouldn't go out after dark.

Teacher Led Activities

Remind the pupils that the words **if** and **unless** can be used to add conditions to sentences. We call these words **conditionals**. Write the following sentence on the board.

You can go out to play

Explain that we can add a conditional clause to the sentence using the words **if** and **unless**.

Ask the pupils to think of some conditional clauses that can be added to the sentence on the board. For example: You can go out to play

... **if** you have finished your homework.

... **unless** it is raining.

... **if** your father says you may.

Tell the pupils that they are going to play a sentence game. Place the sentence cards face down on the table. Tell the pupils that they will need to choose one card, read it aloud and then add a conditional clause to the sentence using the words if or unless. Select one pupil at a time. Make sure every pupil has at least one turn.

You could also have pupils play this game in pairs or small groups.

After playing the sentence game refer to the activity in the Pupil's Book. Read the instructions and explain the task. Use the example provided to help with the explanation.

Syllabus Links

K5, A4



Can all the pupils use conditionals to form well structured sentences? (S17)

Spelling

Background Information

Before the pupils are given the dictation test, provide them with time to practice learning their spelling words. The spelling activity in the Pupil's Book not only provides practice using the spelling words but it also introduces the pupils to the use of **brackets** or **parentheses**.

Brackets are always used in pairs (). They are placed around part of a sentence or a word to show that it contains some extra or separate information. For example:

She came from Fiu village (in Malaita Province) but moved to Makira when she married.

She had a pet galah (a type of parrot found in Australia) which she kept in the house.

They may also be used to show alternative words within a sentence. For example:

Beat 200 g of butter (or margarine) together with 200 g of sugar.

Each child should look after her (or his) own school books.

They may also be used to mark off part of a sentence that is secondary to the main idea of the sentence. For example:

Jenny was so hungry she even ate the boiled cabbage (which she hates!).

Method

- Explain the purpose of brackets and demonstrate the way they are used in sentences.
- Refer to the activity in the Pupil's Book and explain the task.
- Provide time for the pupils to practice learning their spelling words in preparation for the dictation test.
- Give the dictation test.

Teacher Led Activity

Draw some brackets on the board and tell the pupils that these symbols are called brackets. Use the sentences in the Background Information to demonstrate the way the brackets can be used. Write each sentence on the board and show the pupils how the brackets can separate pieces of information within sentences.

Refer to the activity in the Pupil's Book. Read through each sentence. Use the example provided to show the pupils what is expected.

When the pupils have finished the activity give them time to practise learning their spelling words.

Tell the class that you will be giving them a dictation test to see how well they have learnt their spelling words.

Explain that you will be reading some sentences containing the spelling words.

Ask the pupils to write the date and the heading, 'Dictation' in their exercise books.

Tell the pupils to listen carefully as you read each sentence clearly and slowly. Read each sentence twice.

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

Here is the Dictation Test:

1. The **hungry** giant ate three **young** boys. "My **favourite food!**" he said with a smile.
2. Build a leaf house with a veranda on the **front**. If you work **hard** you can save enough money for a **permanent** house **later**.
3. Mary wanted to buy a **present** for Jenny, but she was **short** of money.

Check the pupils' work and record their marks for this spelling assessment.

Oral and Writing**Background Information**

This lesson has two parts. Firstly the pupils will need to finish writing their reports.

Secondly, they will be required to read their reports out to the rest of the class. Reading their own work to the rest of the class is a good way to help pupils improve their oral speaking skills.

Method

- Refer to the helpful hints provided in the Pupil's Book and give the pupils time to finish writing their reports.
- Give the pupils time to practice reading their reports aloud.
- Ask each pupil to read their report aloud to the class.

Teacher Led Activities

Read out the guidelines provided in the Pupil's Book on page 21.

Tell the pupils to pay particular attention to these guidelines as they will assist them with the last stage of the writing process.

When the pupils have finished writing their reports, give them time to practise reading their work. Remind the pupils to use intonation, expression and correct pronunciation when reading aloud. Tell the pupils to read the reminders in the Pupil's Book to help them prepare.

When everyone is ready, bring the whole class together and have each pupil read out their report. After each pupil has spoken, allow time for the class to comment.

Encourage the class members to ask questions of the speaker. You may also ask each pupil a question about the information they have presented in their report. Give each pupil a comment and provide some positive feedback.

Syllabus Links

S2, S4, S6



Can all the pupils read their factual texts aloud with confidence, following the rules of standard International English pronunciation, intonation, rhythm and stress? (S9)

Reading and Discussion – The Sadako Story

Background Information

This text is an historical recount. It retells the story of a young Japanese girl called Sadako who was born in 1943. She was 11 years old when she began to suffer from leukemia, (pronounced as loo-kee-mee-a) an after effect of the atomic bomb that was dropped on Hiroshima.

Sadako folded paper cranes in the hope that she would one day become well again. She never gave up hope until the day she died. Her friends and classmates were inspired by her courage and strength and they too, prayed and wished for peace in the world. Today, because of Sadako, the paper crane has become one of the many symbols of world peace.

It may be useful to provide the pupils with some background information as an introduction to the text. The following information may be helpful:

During this time in history, war had broken out in Europe. This was referred to as the Second World War. Japan had become part of an alliance with Nazi Germany and therefore was at war with America and most of the other countries in Europe. In December 1941 the Japanese launched an attack on the American Pacific Fleet at Pearl Harbour. This attack destroyed many American ships and aircraft.

Some years later, on August 6 1945, Hiroshima, a Japanese city, was the target of the first atomic bomb ever dropped on a populated area. The Americans dropped the bomb and almost 130,000 people were killed, injured or declared missing. 90% of the city was destroyed. Most of the city has now been rebuilt. A gutted section has been set aside as a 'Peace City' to show the effects of an atomic bomb. It is now known that the atomic bomb also caused people to become ill with the effects of leukaemia and other blood diseases and cancers. Many of these people did not become ill until many years later.

Method

- Use a world map to show the location of Japan.
- Introduce and explain the background to the text.
- Read over the key words and make sure the pupils understand the meaning of each of the words.
- Read the text silently.
- Ask some questions to find out the levels of understanding of the pupils.

Teacher Led Activities

Use a world map to show the class the location of Japan in relation to Solomon Islands. Ask the pupils to share any information they may have about Japan. Do they know Japanese people who work in Solomon Islands for example?

Briefly explain the events that led to the bombing at Hiroshima. You may wish to use the information provided in today's Background Information. Some of the pupils may know information about the invasion of Solomon Islands by Japan during this war.

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

Ask the pupils to read the text silently, while you move around the class asking some individual pupils to read aloud to you.

When the pupils have finished reading, ask some questions to find out the level of understanding that they have.

You may wish to use the following examples:

1. How old was Sadako when the atomic bomb fell on Hiroshima?
2. How many years passed before Sadako became ill?
3. What was wrong with her?
4. Why did she start to fold paper cranes?
5. How did Sadako inspire her friends?
6. Can you think of any adjectives that could be used to describe Sadako?
7. How has the paper crane become a symbol of peace and hope?
8. Where would we find the statue of Sadako and a paper crane?

Syllabus Links

S2, S6, S11



Can all the pupils read the text silently, without finger pointing, and identify the main ideas? (S10)

Comprehension

Background Information

This activity requires the pupils to follow a set of instructions with the aim of making a paper crane. This is an **origami** model. Origami is an ancient Japanese art form, whereby paper is folded to make many different figures, animals and shapes.

The pupils will need to read the procedural text in the reader entitled, **How to Make a Paper Crane**. Each pupil will need a square piece of paper about 144 cm². (12 cm by 12 cm). This can be white paper, coloured paper, news paper or pages from a magazine.

Method

- Read the text and practise folding a paper crane before the lesson.
- Prepare enough pieces of square paper for all the pupils.
- Introduce the pupils to the procedural text, **How to Make a Paper Crane**.
- Read the instructions.
- Give the pupils time to follow the instructions and make the paper cranes.
- Display the completed paper cranes in the classroom.

Teacher Led Activities

Show the pupils the sample paper crane you have made. Explain to the pupils that in recent years, this crane has become one of the symbols of peace in the world, as a result of its connection to the story of the young Japanese girl – Sadako.

Explain that people all over the world fold paper cranes and send them to Sadako's monument in Hiroshima to show that they believe in, and hope for, world peace.

Refer to the text **How to Make a Paper Crane**.

Read the instructions as a whole class.

Ask the pupils to follow the instructions to make the paper cranes.

Tell the pupils that they need to be patient when folding their paper cranes. Some are harder than others.

If some pupils experience difficulties, encourage them to persist. It may require several attempts before they achieve success.

Tell them that one of the best ways to remember the steps is to teach them to someone else.

Display the finished paper cranes in the classroom. A branch from a tree standing in a tin full of earth would make a good place to hang the paper cranes.

Syllabus

A4, S2, S11



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

Language Study**Background Information**

The language activity focuses on the use of appropriate verbs in sentences.

Method

- Revise the purpose of verbs.
- Demonstrate the way in which some verbs can be more appropriate than others.
- Refer to the activity in the Pupil's Book and use the example provided to explain the task.
- Allow pupils to copy and complete the activity in their exercise books.

Teacher Led Activities

Explain to the pupils that, although they have similar meanings, different verbs can be carefully selected to describe actions clearly. Study these examples with the class to show how important it is to use the appropriate verb.

She **whispered** to her friend in the church.

She **spoke** to her teacher during class.

She **shouted** for help when she was lost.

She **screamed** when she dreamt about a ghost.

These are all verbs about speaking, but they each have a different meaning. It is neither appropriate to 'shout' or 'scream' in church, or at your teacher, nor would a lost person to 'whisper' for help.

Do some more examples on the board to help pupils think of other similar, but different verbs, you could use verbs that mean walking, eating, sleeping, fighting and so on.

Here are some suggestions:

1. The atomic bomb was _____ on Hiroshima. (placed, pushed, dropped)
2. Yuko _____ in terror when she saw the bomb fall. (screamed, called, yelled)
3. The Japanese _____ a monument to remember Sadako. (built, made)
4. Sadako _____ well in the big race. (played, performed)

Go through the pupils' activity in the Pupils Book and use the example to demonstrate the task. Remind pupils that sometimes more than one word could be appropriate depending on the context or situation.

When you are satisfied with the pupils' responses, ask them to copy and complete the activity in their books.

Answers

1. were sorry

2. folded

3. killed

4. hoped

5. became

6. built

7. raise

Syllabus Links

K1, K2



Can all the pupils appreciate the importance of the use of appropriate verbs? (K8)

Spelling**Background Information**

Several of the spelling words for this week contain a **silent e**.

When added to the end of a word, the letter **e** often changes the pronunciation of the vowel sound in the word. The vowel changes from a short sound to a long sound.

late	beside
nice	close
spare	lot
side	met
wide	low

For example;

hat - hate bit - bite mat - mate hop - hope tub - tube

Method

- Before the lesson, write some examples on a chart or on the board. You may add some other words that also have silent e in them to the list during the week.
- Introduce the pupils to this week's spelling list. Read each word aloud to show the correct pronunciation.
- Tell the pupils to copy the words into their exercise books.
- Have pupils use their preferred spelling strategy to learn to spell the words.
- Read through the spelling exercise.
- Remind them of the usual assessment on the spelling words at the end of the week.

Teacher Led Activities

Tell the pupils that the silent e at the end of a word often changes the pronunciation of the vowel sound in the word. Use the ideas in the Background Information and some of your own to explain.

Ask the pupils to read through the spelling words silently. Ask them to identify the silent e in each word that changes the pronunciation from short to long.

Read through the spelling words in the Pupils Book on page 23 together. Make sure the pupils can say the words and know their meaning.

Tell the pupils that some of the spelling words follow this rule for pronunciation.

Ask pupils to read through the exercise and to copy the spelling words in their exercise books and also to copy and complete the exercise in their books.

Oral and Writing

Background Information

In the earlier comprehension activity, the pupils followed instructions to make a paper crane. The aim of today's writing task is to give the pupils the opportunity to write a set of instructions using the features of a procedural text.

The task requires the pupils to write instructions that can be followed when making a different model. This is a one-day activity. Therefore, the pupils will not have a lot of time to plan their work. It is necessary that they choose a paper model that they are already familiar with and that is easy to make. If they do not know how to make any other paper models (paper aeroplanes are an easy choice) they might know how to weave or carve something similar.

The focus of the writing will be on selecting the most appropriate verbs to accurately describe the steps in the procedure.

Method

- Introduce the activity and explain the task.
- Revise the features of procedural text.
- Use the text, 'How to Fold a Paper Crane' as a good example of procedural text.
- Allow time for the writing.

Teacher Led Activities

Refer to the instructions in the Pupil's Book. Tell the pupils that their task is to write a list of instructions explaining how to make another object or model.

Ask the pupils to suggest the purpose and features of procedural texts. List these on the board.

For example: The purpose of a procedural text is to explain and inform how to complete a task.

Features of Procedural Text:

- Include steps to follow to make something or carry out an activity;
- May include a list of materials needed;
- The steps are in order and are sometimes numbered;
- The instructions can be easily followed;
- Each instruction usually begins with a verb or an adverb;
- Includes a title that states what the procedure is trying to achieve.

Ask the pupils to look at the text, 'How to Make a Paper Crane'.

Ask the pupils to identify any of the features listed above.

Make sure the pupils understand that they should choose to write instructions for a (paper) model that they know well and that is easy to make.

Give the pupils time to write their procedural text.

Syllabus Links

A3, K1, S17



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

Reading and Discussion – Celebrating the Passover

Background Information

Today's text is an explanation of the Jewish celebration the Passover. It informs and explains how the Jewish people observe and celebrate the Passover meal.

Jewish people celebrate this meal to recall how God led them from slavery in Egypt. The eating of the Passover meal is a religious ritual in the Jewish faith. Rituals and ceremonies often follow traditional procedures.

Note: Included in the reader is an additional text titled, **The First Passover**. This text provides you and the pupils with more information explaining the Passover and the events leading to it. It is probably a good idea to read this text yourself before beginning this lesson.

Method

- Prepare for the lesson by reading the additional text in the reader - **The First Passover**.
- Introduce the text, **Celebrating the Passover**, to the pupils.
- Use an atlas to show the location of Egypt.
- Read the key words. Make sure the pupils understand their meaning.
- Pupils read the text silently.
- Lead a classroom discussion and ask questions to find out the level of understanding.

Teacher Led Activities

Ask some questions to find out how much the pupils already know about the Passover.

Explain the purpose of the Passover meal and briefly retell the story as told in the text **The First Passover**. You can use the following summary to help with your explanation:

- The Jewish people living in Egypt were treated as slaves.
- The leader of Egypt was called a 'Pharaoh' and he made the Jewish people work very hard.
- The Pharaoh decided to kill the male babies in each Jewish family.
- Moses was saved.
- God wanted to free the Jewish people so he sent many plagues to Egypt to warn the Egyptians that he was not happy.
- Finally, he spoke to Moses and told him he would kill all of the first born male babies in each Egyptian family. He told Moses to tell the Jewish people to kill a lamb and put the lamb's blood over the doorway of their house. This way, the angel of death would pass over each Jewish house.
- This is how the word 'Passover' came to be.

Use an atlas to show the pupil's the location of Egypt in relation to Solomon Islands.
Talk about the key words with the pupils and make sure they understand the meanings.
Tell the pupils to use a dictionary to find out the meanings of the words they do not understand.

Have the pupils read the text silently.

If any of the pupils finish the text early, tell them to read the additional text while they are waiting for the others to finish.

To find out the pupils' understanding of the text, ask the following questions.

1. Why was God angry with the Egyptians?
2. Why were the Jewish babies spared, when God's spirit passed over Egypt and killed the firstborn son of every family?
3. How long does the Passover feast last?
4. What are the seven important things eaten during the Passover meal?
5. What does everyone taste at the beginning of the Passover meal?
6. Why is wine drunk in the Passover meal?
7. How does the Passover celebration end?
8. Where would we find a record of the events leading up to the Passover?

Syllabus Links

A1, S4, S15

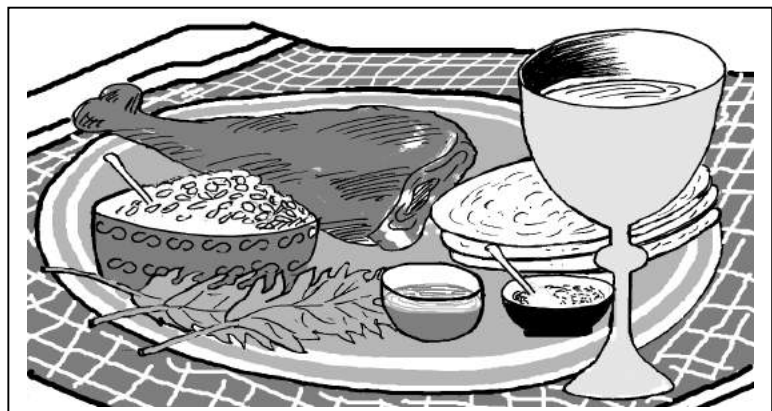


Can all the pupils read the text silently, without finger pointing, and identify the main ideas? (S10)

Comprehension

Background Information

This activity requires the pupils to draw and label the symbolic foods used in the Passover meal.



Method and Teacher Led Activities

- Read the instructions in the Pupil's Book.
- Refer to the text and as a whole class, read the seven important food items eaten during the Passover meal.
- Make sure the pupils know what each of the symbolic foods look like.
- Ask the pupils to complete the activity on their own.
- Encourage them to colour their drawings.

Syllabus Links

A3



Can all the pupils read a wide range of texts silently and quickly pick out details as required? (S1)

Language Study**Background Information**

This activity provides further practice in the use of conditional clauses and using the words: **if** and **unless**.

You may wish to refer to the Background Information provided in Language Study on Days 4 and 5 of this unit.

Method and Teacher Led Activities

Revise the use of conditional clauses. Write some sentences on the board as examples to demonstrate the use of the words **if** and **unless**.

Read the instructions in the Pupil's Book and use the example provided to explain the task.

Syllabus Links

S3, S17



Can all the pupils use a range of strategies for giving information? (S4)

Spelling**Method and Teacher Led Activities**

Revise the spelling rule regarding the silent 'e' after a vowel-consonant sequence.

Refer to the Background Information on Day 6.

Here are some examples of pairs of words where the silent 'e' lengthens the vowel sound. Write these words on the board and pronounce each one clearly demonstrating how the silent 'e' changes the sound of the vowel.

man-mane fat-fate quit-quite sit-site at-ate cut-cute

Here are some other examples you may wish to add to the chart created on Day 6.

microscope

decide

include

suppose

surprise

volume

complete

zone

globe

concrete

admire

waste

athlete

choke

costume

Ensure the pupils can pronounce the words correctly.

Ask the pupils to suggest any other examples. You may wish to set this as a homework task. Tell the pupils to find more of these words as a homework challenge. Check the words the next day.

Refer to the activity in the Pupil's Book and ask the pupils to complete the task.

When the pupils have written down their words ask them to use some of these words to create sentences. Tell them to write the sentences in their exercise books.

Remind the pupils to learn to spell their spelling words in their spare time.

Oral and Writing

Background Information

The writing project for this week requires the pupils to write about a celebration, feast or service that they know well. They will need to provide an explanation and include the procedure that is followed.

This writing project will be undertaken over the next three days so there will be time for planning, drafting and editing.

Pupils should be encouraged to do some research to find out more information for their written explanation if this is possible.

Method

- Explain the writing task.
- Briefly revise the structure and features of explanations and procedural texts.
- Use today's text as a good example.
- Discuss the religious celebrations or rituals with which the pupils are familiar.
- Allow time for the pupils to plan and draft their procedural text.

Teacher Led Activities

Tell the pupils that their writing project will be a combination of an explanation and a procedure. Explain that they will be required to write about a religious ceremony, ritual or celebration that they have experienced.

Write the following examples on the board:

Holy Mass

A Christian Marriage

Holy Communion

A Christmas Service

Easter

Good Friday

Include any other religious celebration that you know is important to the pupils that you teach in your list.

Briefly revise the purpose and features of both an explanation and procedural text.

The purpose of an explanation is to explain **how** and **why** about people and or events.

Refer to today's text and discuss the structure of the text. Show the pupils how the first part of the text provides an explanation of the Passover and the remaining part describes the procedure involved in celebrating Passover.

Refer to the text framework table provided in the Pupil's Book. Read each step and use this to explain the task.

Use another example if necessary and model the writing process. When you are satisfied that the pupils understand the task give them time to begin planning and drafting their work.

Syllabus Links

K1, S18



Are all the pupils aware of the value of discussing their ideas in English before they write? (A2)

Reading and Discussion – Lies Lies Lies!

Background Information

Today's text is a narrative about a boy who always tells lies. It is an entertaining story with a strong message. It is a warning about the danger of telling lies and it sends a message about the importance of being honest.

Although the ending is a bit dramatic, it is not meant to be sad. The pupils should be able to respond to it by stating whether the ending is fitting or not.

Before reading this text aloud to the class, practise reading it to yourself. Make sure that you read it with expression to make it interesting and exciting.

Method

- Before reading the text discuss the importance of honesty.
- Refer to the key words and make sure the pupils understand their meaning.
- Read the text aloud while the pupils follow silently.
- Ask questions to find out the level of understanding.

Teacher Led Activities

Write the word **honesty** on the board and ask the pupils say what they think it means. Ask them for examples of honesty to support their definitions.

Encourage all of the pupils to actively participate in the discussion.

Tell the pupils that today's text is a **narrative**.

Read the text aloud to the class. Use expression and change the tone of your voice to indicate different characters in the story.

After reading the text ask the pupils to suggest the possible message or moral of the story. Discuss their different suggestions and agree on a moral for the story as a class. Write this on the board.

Divide the class into groups of four. Tell the class that they will be reading the story again aloud. Each member of the group will become one of the characters in the story. Write the characters on the board: Narrator, Lawrence, Lawrence's mother, Lawrence's father.

Tell the pupils that when saying their part aloud, they should try to be as expressive and dramatic as possible.

Syllabus Links

S1, S10



Are all the pupils aware of the many ways in which English, as the official language of the Solomon Islands, is used for communication? (A5)

Comprehension

Background Information

The aim of the narrative, **Lies Lies Lies!** is to teach a lesson in the form of a story.

The story contains a hidden message. This comprehension exercise requires the pupils to answer direct questions from the text and also requires them to identify the moral / key message to the story.

Method and Teacher Led Activities

- Refer to the activity in the Pupil's Book. Read through each of the questions.
- Ask the pupils what they thought of the ending? You may use some of the following questions:
 1. What happens to Lawrence at the end of the story?
 2. Do you like the ending?
 3. Were you surprised that the story ended that way?
 4. Do you think that Lawrence could have learned a lesson about lying without getting killed by a crocodile?

Explain that pupils are to rewrite the ending of today's story. Tell the class that their new ending should only be about one paragraph in length.

- Allow the pupils to complete the activity.
- Select individual pupils to read out their new endings.

Syllabus Links

S7, S17



Can all the pupils read a wide range of texts silently, without finger pointing, and identify the main ideas? (S10)

Language Study

Background Information

On Day Four, the pupils were introduced to **conditional clauses**. The activity provided in today's Language Study introduces the pupils to **conditional phrases**. This is a group of words starting with a preposition. It does not contain a verb.

The following are examples of conditional phrases:

in case in case of on condition that provided that so long as

in case names a future condition which may or may not arise. For example:

Take these pills, **in case** you feel ill on the boat.

Check whether the teacher is here, **in case** Larry is lying again.

I'm going to tie up my canoe tightly **in case** the wind picks up.

I had to watch where I put my feet **in case** I fell.

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in case of uses the preposition 'of' to express condition. For example:

In case of an emergency, the simplest thing is to flick off the switch.

on condition that specifies a condition to which a person must agree. For example:

I'll lend you the money **on condition that** you return it within six months.

provided that and **so long as** express a strong condition **if and only if...** For example:

Provided that they had plenty to eat and drink, the crew seemed to be happy.

So long as they had plenty to eat and drink, the crew seemed to be happy.

Method

- Introduce conditional phrases.
- Allow the pupils to identify and use conditional phrases.
- Provide time to complete the task in the Pupil's Book.

Teacher Led Activities

Write the following phrases on the board:

in case	in case of	on condition that
provided that	so long as	as long as

Use the examples provided in the Background Information to demonstrate the use of each phrase.

Ask the pupils to think up new sentences using each phrase.

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

Syllabus Links

A3, S9



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

Spelling

Teacher Led Activities

Collect the words that the pupils found for their 'Homework Challenge'. Write these words on the board or add them to the chart.

Explain the following spelling rule:

When the letter 's' or the letter 'z' is found at the end of a word, and if it is not to make a word plural, it is usually followed by the silent 'e'. Write these examples on the board:

horse, prize, please, exercise, suppose, surprise, lose, symbolise.

Refer to the activity in the Pupil's Book and ask the pupils to think of any other words that end in -se or -ze, where the letter 'e' is silent. Tell the pupils to write their examples in their exercise books.

Give the pupils time to learn their spelling words and remind them that they will be tested on these words at the end of the week.

Oral and Writing

Background Information

There are two activities within this lesson. One activity is an oral speaking activity and the other is a continuation of the writing activity started on Day Seven.

The oral activity is a role play requiring the pupils to dramatise the story of Lawrence, from today's reading.

The role play is an improvisation. This means that the pupils should not spend a long time planning and writing what they will say or writing a script. Instead, they will use the information from the story, to make up dialogue and actions as they go along to dramatise the story.

During the writing activity the pupils will continue to work on the text that they started yesterday.

During this lesson they will need to complete the writing of the first draft and begin proof reading and editing.

Method

- Explain the activity and organise the class into groups.
- Allocate a scene to each group.
- Give the pupils time to re-read their scenes and briefly plan their dramatisation.
- Allow each group to perform their role play.
- Give the class time to complete their drafting and editing.

Teacher Led Activities

Oral Activity

Use the Background Information to help you explain the task.

Write the following information on the board.

Scene	Description	Characters	Paragraphs
Scene 1:	A dog in the chicken fence	Lawrence Lawrence's mum	1-7
Scene 2:	House on fire	Lawrence, his sister, his mum and his dad	8-11
Scene 3:	Larry the liar	Lawrence A group of school friends, teacher	12 & 14
Scene 4:	Canoe adrift	Lawrence, Lawrence's uncle	13
Scene 5:	Lawrence tells the truth	Lawrence, crocodile, His mum, his sister his dad	15 - 25

Arrange the class into five groups and give each group a scene number.

Tell the pupils that each member of the group will need to act in role as a character from that scene. Explain that they will need to assume the role of a character in the story. Tell the class that each group will be required to perform their dramatisation in front of the rest of the class.

Give the pupils a short amount of time to re-read their scene and briefly practise their dramatisation.

Ask each group to present their role play to the rest of the class.

Remind the audience to listen attentively as each group performs.

Writing

Tell the class to continue to draft their explanation / procedure text that they began on day seven.

When each pupil finishes their first draft, tell them to proof read and edit using the guidelines in their Pupil's Book.

Offer assistance when required.

Syllabus Links

A3, S8



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

Reading and Discussion – The Workers in the Vineyard

Background Information

Today's text is a narrative based on a story told by Jesus. The text focuses on the issues of justice and fairness. Children often have a very strong sense of what is fair and what is not fair, so it should be easy to use this text to start a discussion about fairness.

The word **justice** is often used in place of the word, **fairness**.

Method

- Before reading the text, discuss the meaning of 'justice' and 'fairness'.
- Read through the key words and explain their meaning.
- Read the text silently.
- Discuss the main idea of the text.

Teacher Led Activities

Write the following words on the board and ask the pupils to suggest their meaning:

Justice Fairness

Possible responses may include:

- Getting what you deserve;
- Punishment for things you have done wrong;
- Making sure everyone has an equal share of things;
- Giving what is due to people;
- Not biased, not showing favouritism;
- Playing by the rules.

Encourage the pupils to participate in a classroom discussion about justice and fairness. Ask the pupils to share any experiences they may have had in regard to the issues of justice or fairness. For example: playing a game or sport.

Read through the key words and explain their meaning.

Ask the pupils to read the text silently.

When all of the pupils have finished reading, ask them whether they agree or disagree with the rich man's decision to pay each worker the same amount. Ask the pupils to explain their reasons.

Ask the pupils to tell you what they believe to be the moral or message of this story.

The text is about being fair and showing justice to one another.

Syllabus Links

S2, S7



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

Comprehension

Background Information

This exercise requires the pupils to look beyond the direct or literal meaning and to make inferences. The pupils will also need to use their own judgements and opinions when responding to the text.

Teacher Led Activities

Refer to the activity in the Pupil's Book and read the question provided:

What do you think about the way the rich man paid his workers?

Ask the pupils to think about this question before reading the text once again silently.

Ask the pupils to answer the questions provided.

When the pupils have finished the task, choose individual pupils to read out their answers. Encourage each pupil to give reasons to support their answers.

Syllabus Links

A2, S14



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

Language Study

Background Information

Brackets (parenthesis) are used to enclose information within a sentence that is not immediately essential to the sentence, but which may add meaning to it. Brackets can be used in a number of different ways and they are always used in pairs. Brackets can be used to enclose **extra information** in the form of an example, a comment or an explanation. Refer to the Spelling Activity on Day 5 for extra information.

Method

- Revise the use of brackets. Use the information provided on Day 5 (Spelling) to reinforce the purpose and use of brackets.
- Work through some examples on the board.
- Refer to the activity in the Pupil's Book and use the example provided to explain the task.
- Ask the pupils to complete the task in their exercise books.

Teacher Led Activities

Remind the pupils that brackets are used for the following purposes:

1. **To enclose extra information in the form of an example, a comment or an explanation.**

Examples: Jenny (**a friend of mine**) was there.
 Tennis (**a game played on a court**) is very good exercise.
 The rocket rose to 20,000 metres (**that's more than twice the height of Mt. Everest**) and the fell back towards Earth in flames.

2. **To make a point or reference clearer in a sentence.**

Example: Maga explained that he was from Lata (**Santa Cruz**) and had lived in Honiara for nine years.

3. **To indicate that a word may be singular or plural.**

Example: Jessica offered to take the ball (**s**) to the school sports day.

Show the pupils where to place the full stop when brackets have been placed at the end of a sentence. **The full stop must be placed after the brackets.**

For example:

Dickson said he was so hungry he could eat anything (even boiled pumpkin).

Answers

1. Some of the workers (especially those who started early in the morning) were not happy.
2. The owner of the vineyard (who was very rich) paid all his workers the same.
3. The foreman (as always) did what the rich man told him to do.
4. The grape harvest (which was very large that year) was finished in three days.
5. The vineyard (situated close to the market place) was very beautiful.
6. James, (one of the workers who came in the evening) was very happy with his wages.

Spelling**Method and Teacher Led Activities**

- Read through the spelling words again with the pupils.
- Ask them to choose six words from the list and use them in interesting sentences.
- Check to see that the pupils are using the words correctly in the sentences.
- Remind the pupils that you will be giving them a spelling test tomorrow.

Oral and Writing

Background Information

Writing is a process that involves discussion, planning, drafting, proofreading, editing and sometimes, publishing. Over the last few days, the pupils have been involved in the process of planning and writing a piece that is a combination of an explanation and a procedural text. Today they are going to proofread, edit and rewrite their final draft.

Method

- Read and explain the proofreading and editing guidelines in the Pupil's Book.
- Allow the pupils to share their work with a partner for editing purposes.
- Provide encouragement and assistance with the editing process.

Teacher Led Activities

Tell the pupils that during today's lesson they will need to proofread and edit their work before writing the final draft.

Read through the guidelines in the Pupil's Book and make sure pupils understand each step.

Organise the class into pairs and ask the pupils to proofread and edit their partner's work.

Move around the classroom and assist with the editing.

When the pupils have finished editing, tell them to write their final draft. Remind them to write neatly using cursive writing.

Syllabus Links

A4, K1, S18



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

Reading and Discussion – Judge Yourself, Not Others

Background Information

This is a personal recount based on a story from the Bible. The author has rewritten the story to make it sound as if this incident happened to her.

The underlying message or **moral** of this story is that, we should not be so quick to condemn, blame or judge others, when we ourselves are not perfect. We too may be guilty of having done the wrong thing or committed a sin. The text also touches on the feelings of guilt and forgiveness.

When discussing this text with the class, it is necessary to be careful with your choice of words and expressions. Adultery is a sensitive issue!

There is another text in the reader that has a very similar message. This text is titled, **The Honest Man, the King and the Pomegranate Seed**. Make sure the pupils have time to read this story too. Perhaps they could read it for homework.

Method

- Discuss the title of the text with the pupils.
- Read through the key words and explain their meaning.
- Read the text.
- Discuss the pupils' reactions and responses to the story.
- Discuss the key message of the text.
- Have the pupils read the text again silently.

Teacher Led Activities

Read the title aloud and ask the pupils to **predict** the content of the story.

Talk about the key words and help the pupils to understand their meaning. Ask the pupils to use the key words in their own sentences to check that they understand them.

Ask the pupils to follow the text as you read it aloud.

Discuss the text and give the pupils time to reflect upon the issues and messages raised within the text. Ask some questions to find out how well the pupils have understood the direct meaning of the text first. For example:

1. Why was the woman going to be stoned?
2. Why do you think that the man (Joseph) was not to be punished?
3. Do you think that is fair? Why or why not?
4. What had the woman heard about Jesus?
5. Why didn't the Rabbi and his religious leaders stone the woman to death?
6. How did the woman describe the voice of Jesus?
7. What advice did Jesus give to the woman?

Next, ask the pupils to identify the **key message** within the text. Use a classroom discussion to talk about the key message or moral of the story. Encourage as many pupils as possible to contribute to the discussion.

After discussing the key message, tell the pupils about the additional text in the reader titled, **The Honest Man, the King and the Pomegranate Seed**.

Explain that this text also focuses on the issues of blame and guilt.

Ask the pupils to read the additional text in their spare time.

Syllabus Links

S2, S14, S15



Can all the pupils read a wide range of texts silently, without finger pointing, and identify the main ideas? (S10)

Comprehension

Method and Teacher Led Activities

- Ask the pupils to re-read the text aloud. Select individual pupils to read a paragraph at a time.
- Read the instructions in the Pupil's Book.
- Read each question aloud and ask the pupils to write their answers using sensible sentences.

Syllabus Links

A2, S11



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

Language Study

Background Information

The purpose of this activity is to provide pupils with practice making sentences.

The pupils should reorganise the words within a sentence to form a new sentence while retaining the original meaning. It is important that they realise that there may be more than one way to express the same idea.

Teacher Led Activities

Write the following sentence on the board and ask the pupils to rewrite the sentence by rearranging the words. Explain that it may be necessary to add some new words or remove others. Explain that the most important thing is to retain the original meaning.

Original sentence: The Rabbi said the woman would be stoned to death **because** she had broken the Jewish law.

New sentence: The woman had broken the Jewish law **so** the Rabbi said she would be stoned to death.

Use some more sentence examples to demonstrate this concept.

Read the instructions in the Pupil's Book and use the example provided to further explain the task.

Make sure the pupils fully understand what is expected, before asking them to work independently to complete the task.

Possible Answers

(Remember they may be several different ways to re-write each sentence)

1. I felt guilty about it most of the time because I knew what we were doing was wrong, but somehow I just couldn't stop.
2. Rabbi Reuben from the synagogue caught us together in the back room of his house while Joseph's wife was out.
3. He said that I would be punished for what I had done as he screamed, yelled and shouted that I was wicked woman.
4. These people certainly knew the law so they weren't slow to answer.
5. While I waited for the stones to start raining down on me, I held my breath.
6. One by one they walked away and left me there with Jesus, so I sat up, amazed.

Syllabus Links

K5, S11



Can all the pupils use a variety of sentence types? (S17)

Spelling**Method**

- Revise the spelling words for this week.
- Provide the pupils with strategies to help them practice their spelling words.
- Use the activity in the Pupil's Book to test the spelling words for this week.

Teacher Led Activities

Give the pupils time to practise learning their spelling words.

Remind the pupils to use the strategy: Look, Cover, Remember, Write and Check.

Read out the instructions in the Pupil's Book.

Write a jumbled word on the blackboard and ask the pupils to help you rearrange the letters to form the word. For example use some words from today's text. (seJus - Jesus, baRbi - Rabbi)

Hand out blank pieces of paper and ask the pupils to write the numbers 1 -10.

Remind the class that this is an independent assessment activity.

Read out each sentence and ask the pupils to write the spelling word beside the correct number on the sheet. Remind the pupils not to write the entire sentence. They are only required to write the spelling word.

Collect the papers, correct and record the results.

Oral and Writing**Background Information**

There are two activities in this section. The first activity gives pupils the opportunity to practise oral speaking skills by reading their text to the class.

A good public speaker should:

- speak loudly and clearly;
- speak fluently;
- use expression;
- speak with confidence;
- make eye contact with the audience;
- stand up straight, with head up and confidence in the way they stand.

The second activity is a written activity requiring the pupils to summarise the things that they have learned in this unit. This activity will also help you assess what the pupils have learned from the unit. A summary is a brief description of a topic. It includes only the main idea and supporting details. When writing a summary, the pupils are required to select, organise and combine the most important elements of the text.

Teacher Led Activities - Oral Activity

Tell the pupils that they will be required to present their text to the rest of the class.

Refer to the tips provided in the Pupil's Book.

Read through each tip and demonstrate each tip by role modelling what is expected.

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

Give the pupils a few minutes to read over their texts before asking them to present their work to the whole class.

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

Writing Activity - Writing a Summary

Method

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

Teacher Led Activities

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

Ask the pupils to create a summary for the topic, Values and Beliefs.

Ask the pupils to recall as many facts as they can about this topic that can be included in the summary.

Give pupils a piece of paper and ask them to write their summaries using sensible sentences.

Syllabus Links

S3, S1, S17



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

Reading and Discussion – Daidem and Nemnem

Background Information

In this unit the pupils will be concentrating on two different text types, narratives and recounts. Narratives are stories that include novels, legends and traditional tales. In a recount, the writer retells what happened at another time or place. Pupils will review the structure and features of these genres so that they can recognise and identify them when they read and compose texts of this sort.

The theme of this unit is issues that can cause conflict in families and the wider community. The unit explores conflicts that have occurred at local, island, national and international levels. A major focus of the unit is on the ways in which different people have achieved reconciliation and lasting peace.

These are the major themes covered in the unit:

- Fighting over resources
- The importance of forgiveness
- Guns and their effects
- The role of young people in making peace
- Conflict around the world
- Peaceful ways of fighting injustice

The text in the reader for this unit is a narrative about two villages called Daidem and Nemnem. This is a legend from Madang Province in Papua New Guinea. This author, Nelson Tango, retells the story of the people of two neighbouring villages who argued and fought over a lake. It relates how they were able to resolve the conflict and live peaceably together. Remind pupils that legends can come from stories passed down through generations. They may have originally begun from a real event. These texts often try to teach readers a lesson.

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

Forgiveness Takes Time	This is the ending of the Day 2 reading for pupils to read independently after they have read the first part of the story together and predicted the ending.
The Ten Tips for Peacemaking	This gives practical advice on ways to solve problems peacefully.
The Battle	This poem by Bernadette Dani describes a battle scene and includes graphic descriptions of the conditions endured by soldiers.
War	This poem by Lois Rock shows how arguments turn into wars and have the power to ruin people's lives.
Good Hope – Peace Begins with Me	This poem, by Benjamin Zephaniah, sends a message about being positive about the future and the capacity of all people to live in peace.

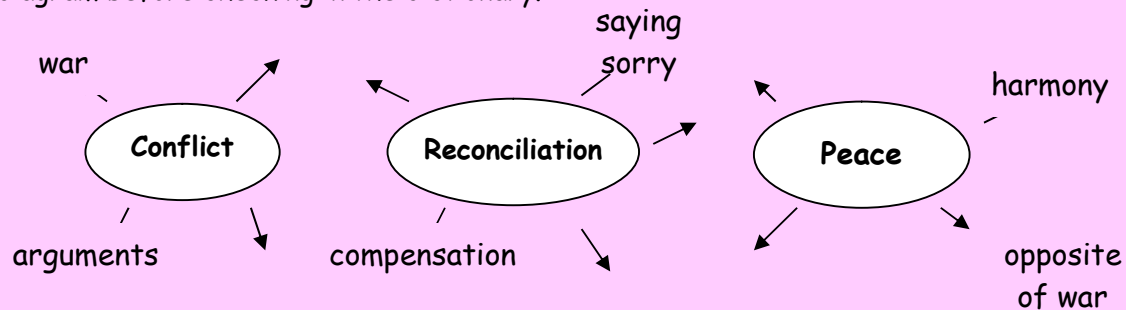
Method

- Introduce the unit topic **Conflict, Reconciliation and Peace**.
- Revise the structure and features of a narrative text.
- Review the features of a particular type of narrative: a legend.
- Read over the key words from the reader.
- Ask the pupils to read the text silently before reading it aloud together or allow groups to read each paragraph.
- Discuss the pictures and the text.

Teacher Led Activities

As a whole class activity, write up the words **Conflict, Reconciliation and Peace** on the board as shown and brainstorm with the pupils about their meaning.

Ask the pupils to discuss the meaning of each word and add their suggestions to your diagram before checking in the dictionary.



Introducing the Text

Revise the **structure and features of a narrative text** by asking questions. Write answers in note form on the board.

Structure of a Narrative

Orientation	(introduction) - where and when, key people.
Series of Events	what happened in the order it happened.
Complication	(problem) - a problem that involves the main characters.
Series of Events	what happened in the order it happened.
Resolution	(end) - how the problem was resolved.

Explain where the text in the reader came from and that it is a legend. Use a globe or map to show where Papua New Guinea is located. Explain that legends are traditional stories passed from generation to generation to explain something or to teach a lesson.

Go through the key words in the reader and make sure that pupils understand the meaning of these words.

After Reading the Text

Go through the text paragraph by paragraph asking some questions about the events in each paragraph to check that pupils have understood. Here are some suggestions:

1. Why do you think the two villages were located beside the lake? (Paragraph 1)
2. What factors caused the lake to dry up? (Paragraph 2)
3. Describe the differences between the lake on the Daidem side and on the Nemnem side. (Paragraph 3)

and so on.

After going through the text, ask pupils to respond to the story by saying whether they like it or not. Make sure they explain their answers.

Syllabus Links

S10, S15



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

Comprehension**Background Information**

The Nguzu Nguzu approach to literacy stresses the importance of **reading for meaning** and **reading for a purpose**. There is always an emphasis on comprehension. Pupils must understand what they read and relate it to their own experience, or else they have not really read. Pupils are asked to think critically about what they read and to carry comprehension further to understand the context, the point of view of the writer and sometimes, the hidden meaning of a text.

There are three levels of meaning that the pupils should consider when they read a text.

1. **Explicit meaning** - things the author actually says.
2. **Implicit meaning** - things the author meant, but does not say out right.
3. **Inferred meaning** - things the author would agree with.

In this activity the pupils are going to answer questions about the **implicit meaning**, which means the answers will not be found exactly in the text but can be understood from 'reading between the lines' to look at the authors deeper meaning. This gives pupils practice at thinking beyond the text.

Method and Teacher Led Activities

- Read and explain the instructions to the pupils.
- Read the questions in the Pupil's Book on page 38.
- Have pupils read the text again and answer the questions in their books.

Syllabus Links

S2, S10



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

Language Study

Background Information

Intensifiers are adverbs, which are used to modify adjectives and adverbs.

In the following examples, the intensifiers are printed in bold type.

I am **very** happy. The film was **quite** good. Why did he leave **so** soon?

In these examples, **very** modifies the adjective **happy**, **quite** modifies the adjective **good**, and **so** modifies the adverb **soon**.

Today's activity is about using the correct intensifiers appropriately with adjectives. The pupils are going to copy and complete the sentences in the Pupil's Book by filling in the right word from the list of intensifiers.

Method

- Explain the activity to the pupils. Ensure that you have read and understood the Background Information provided.
- Read the instructions in the Pupil's Book and explain the activity.
- Go through the example with the pupils.
- Read through all the sentences.
- Ask the pupils to copy the sentences in their exercise books and then find the correct word from the list to complete the sentences.

Teacher Led Activities

Use the examples from the Background Information to explain the purpose and use of intensifiers. Play a game with the class in which they have to add an intensifier to a statement as follows:

Write the following intensifiers on the board:

very extremely quite too so more

Read out a statement and ask pupils to choose an intensifier to add to the statement to make it stronger. Here are some statements you can use.

The teacher was cross. (The teacher was **very** cross.)

The child looked ashamed. (The child looked **so** ashamed.)

It was hard work. (It was **extremely** hard work.)

I felt tired. (I felt **quite** tired.)

And so on.

Note that more than one intensifier can be used for each of these examples, pupils should choose the one that they think sounds the best.

When you are happy that everyone has understood, have them complete the activity in the Pupil's Book.

Answers

1. more 2. quite 3. quite / too 4. more 5. too 6. very 7. quite 8. too

Syllabus Links

A4



Can all the pupils select an appropriate intensifier to go with adjectives in a given sentence? (K8)

Spelling

Background Information

These are the spelling words for this week.

Learning the different sounds made by letters and groups of letters helps pupils to try to read new words when they meet them. In this activity, pupils learn about suffixes added to base words.

A **suffix** is a letter or group of letters that is added to a base word. Some suffixes change the part of speech of the new word. **For example:**

kind (adjective) + ness (suffix) = kindness (noun)

like (verb) + able (suffix) = likable (adjective)

The meaning of each of the suffixes contained in the spelling words are listed below.

-ish	means	related to, like	foolish means like a fool.
-ness	means	state of, act of	kindness means an act of being kind.
-less	means	without	hopeless means without hope.
-able	means	can be done	likable means can be liked.
-ful	means	full of	peaceful means full of peace.

foolish	childish
forgiveness	peaceful
hopeless	enjoyable
kindness	hopeful
likable	pointless

Method

- Do the Teacher Led Activity with the pupils on the board. Ask the pupils to think of any more words that end with the same suffixes.
- Explain the meaning of each suffix and ask pupils to tell you the meaning of the words.
- Introduce the spelling words. Read each word aloud to show the correct pronunciation.
- Working in pairs, ask the pupils to say and spell the words aloud to each other. Remind the pupils to use the strategy, **Look, Cover, Remember, Write** and **Check** to help them to learn the words.
- Tell the pupils to copy the spelling list into their exercise books. Then they will write five sentences, using two words from the spelling list in each sentence. Go through the example in the Pupil's Book.

Teacher Led Activities

Explain the use of suffixes to change the meaning of a word. Use the background information above to explain how this can change an adjective to a noun, or a verb to an adjective. Use the examples below and have pupils suggest other words that have the same endings.

Note:

Teach the pupils that in words ending in **y**, the **y** is changed to an **i** before adding the suffix (eg. beauty to beautiful). In words ending in silent **e**, the **e** is (usually) removed before adding the suffix (eg. like to likable).

-ish	foolish, childish, selfish
-ness	happiness, seriousness, friendliness, helpfulness
-less	pointless, hopeless, worthless, tasteless
-able	likable, enjoyable, suitable
-ful	peaceful, joyful, colourful, careful, beautiful

Oral and Writing**Background Information**

Throughout the first week of this unit pupils will be planning and writing a narrative text. They will revise the structure of narratives, their purpose, focus and language features. In this way they will be able to identify this text type when they read and put together their own narrative texts in writing.

In today's activity the pupils are going to read the text again silently and then copy and fill in the narrative framework in the Pupil's Book in their exercise book. You could write this outline of the narrative structure on the board or on a chart to help them.

A narrative usually has four sections:**Section 1 Orientation**

- Where and when is the story set?
- Who are the main characters?

Section 2 Complication

- Is there a problem that involves the main characters?

Section 3 Series of Events

- A description of what happened in the order in which it happened.
- Part of this section often occurs before the complication is revealed.
- Often involves the characters trying to solve the complication or problem.

Section 4 End / Resolution

- How was the problem resolved? (usually satisfactorily).

Method

- Prepare a chart to show the structure of a narrative before the lesson.
- Work through each section of the text and pick out examples from today's reading to illustrate what should go in each section.
- Have pupils complete the writing activity independently.
- Move around the class and talk to pupils about their work, help those who are struggling.

Teacher Led Activities**Oral Activity**

Using the chart you have prepared and today's text, work through each section of the story and pick out examples to show what goes in each section of the story framework.

For example:

- | | |
|-----------|---|
| Section 1 | Orientation (Paragraph 1) <ul style="list-style-type: none"> • Tells the name of the two villages Daidem and Nemnem • Describes the setting of the villages on the lake |
| Section 2 | Complication (paragraph 2) <ul style="list-style-type: none"> • The problem is that the lake dries up and the villagers of Daidem become thirsty and hungry |
| Section 3 | Series of Events (Paragraph 3 onwards) <ul style="list-style-type: none"> • Wapse goes to visit Nemnem • People of Daidem travel across the lake • Arguments break outand so on. |
| Section 4 | End / Resolution <ul style="list-style-type: none"> • Peacemaking • Reconciliation ceremony, followed by rain so the lake fills up again. |

Writing Activity

Read the instructions in the Pupil's Book and explain that they are going to read today's text silently again. Then in pairs copy and complete the narrative framework in the Pupil's Book carefully.

Syllabus Links

S6, S18



Can all the pupils identify the form and different elements of a narrative? (A1)

Assessment Activity – Reading Running Records**Background Information**

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

Method

Pages 30 -33 of this Teacher's Guide explain how to conduct the running record. Read these instructions carefully before planning your assessment. Use the suggested texts in the box on the right, or prepare your own texts if you prefer.

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

- Do your Running Record assessments for every pupil in the class as you go through this unit.
- Select three passages from your reading texts for the unit, of about 100 words each. One should be **easy**, one **medium** and one **difficult**.
- You can compare and analyse the level by working out the average number of words per sentence and the average number of letters per word.
- Selecting texts from the first week will be best as pupils should have read them once with the class before they complete their running record.
- Try to include a range of text types.

Suggested Running Record Texts**Easy**

Day 3 - **The Blue Boy** (Page 45)

From: "One day a girl came....."

To: "... asked the girl?"

101 words

Medium

Day 2 - **Forgiveness Takes Time** (Page 40)

From: "Straight away, Augustine"

To: "... and we'll get to work."

103 words.

Difficult

Day 5 - **Conflict Reconciliation and Peace in Solomon Islands** (Page 53)

From: "The Police and the Government..."

To: "... threats just got worse."

101 words

Reading and Discussion – Forgiveness Takes Time**Background Information**

Today's text is a narrative called **Forgiveness Takes Time**. This text is about two brothers. Sam is a kind and loving person but his brother, Augustine, is a hard and aggressive man who treats people badly. Yet when something terrible happens to Augustine, his brother Sam quickly helps him.

This text aims to teach readers about forgiveness.

Notice that the ending of this text is in the reader after the main text for this unit. This is so that you can work on predicting the ending with the class before they actually read what happened.

Method

- Brainstorm the meaning of forgiveness.
- Go through the key words.
- Ask the pupils to read the text silently then read it again in pairs.
- Discuss the text and ask the pupils to predict the ending of the text.

Teacher Led Activities

Brainstorm forgiveness and when we need to practice it. Record the pupils' responses on the board. Introduce the text and read through the key words. Ask the pupils to find the meaning of the key words and make sure they can say them correctly.

After reading the text, talk through the events in the story with the pupils. Ask some questions that encourage them to think more about the text and respond to it with their own views, for example:

1. Which character in the story do you like best? Why?
2. What sort of a person is Augustine?
3. How would you feel if you were one of Augustine's nephews? Would you be happy for him to have a share in the money you raised? Why?

Next ask them to predict what they think will happen next. These questions might help them to come up with some ideas:

1. Do you think Sam cares about his brother?
2. Do you think Augustine deserves to be looked after now that he is sick?
3. Do you think that he might die?
4. What would you do if you were Sam?
5. What kind of person is Sam? How might he react to the news that his brother is ill?

After they have made their predictions, ask pupils to turn to the conclusion of this narrative in the reader on page 30 and read it silently. If time is short they could read this for homework. Discuss the ending with the class. Were their predictions correct?

Comprehension

Background Information

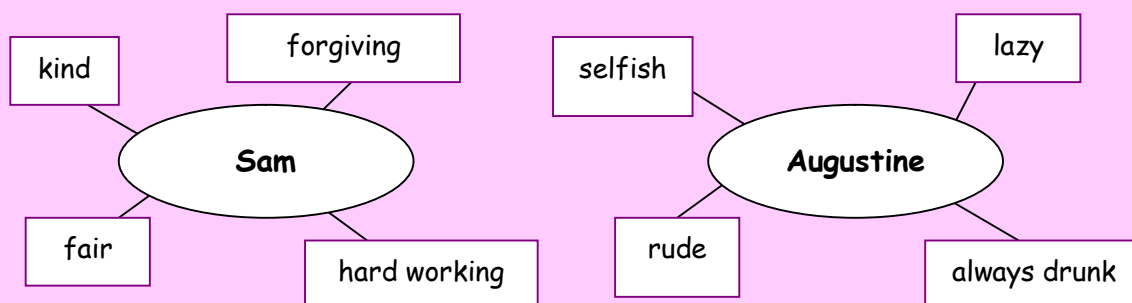
This story contains some very strong characters. The text tells us a lot about what sort of people Augustine and Sam are both from what they say and from their actions. In this activity pupils are asked to select dialogue from the text which shows what sort of people the characters are.

Method

- Talk about the characters in the story.
- Discuss how we can tell what people are like from listening to what they say.
- Go through the text to pick out what the main characters say.
- Have the pupils complete the task in the Pupil's Book.

Teacher Led Activities

Begin by discussing the characters of Sam and Augustine. Write some character sketches on the board to record your discussion as shown:



Explain that we can tell what characters in a story are like in different ways:

First **the author might tell us directly what a character is like**. For example:

Augustine was a lazy man who spent his life roaming around the place drinking kwaso and being a nuisance.

Sam was a quiet, hardworking man who was thoughtful and kind.

Secondly we might learn about a character **from their actions**. For example, this tells us that Sam was hard working:

Sam returned to the village to build his house and set up a cocoa plantation on his father's land.

This tells us that Augustine was rude and didn't care about his brother's feelings:

Augustine laughed at his brother.

Thirdly we can learn about characters **from what they say**. For example, this tells us that Sam was forgiving and respectful:

"He is your father and your uncle," he said. "He has allowed us to use this land and you will respect him if he wants to help us harvest."

In today's activity pupils are going to focus on what the characters in the story say. They will pick out dialogue from the text and write a **character conversation**. They will read the text again and then draw Sam and Augustine and write down what they said using speech bubbles.

Go through the example in the Pupil's Book. Ask the pupils to do three sets of character conversations in their exercise books.

The first two can be taken from the text, the third one they should make up themselves, imagining the kind of things each character might say, based on what they know about them.

Syllabus Links

S10, A5



Can all the pupils write a text without lengthy preparation? (A3)

Language Study

Background Information

Today's activity is about adjectives. Adjectives are words that describe nouns (people, places, things or events).

The pupils will complete the sentences by choosing the right descriptive words to fill in the empty spaces. The purpose is to increase their vocabulary and to encourage them to use adjectives with confidence in their own writing.

Method

- Revise the meaning and use of adjectives.
- Read the instructions in the Pupil's Book and explain the activity.
- Go through the examples in the Pupil's Book with the pupils.
- Read through all the sentences.
- Ask the pupils to do the activity in their exercise books.

Teacher Led Activities

Revise the meaning of adjectives. Have pupils make a list of some adjectives they know and write them on the blackboard. Ask pupils to use some of these in sentences.

Read the instructions in the Pupil's Book and explain that they are going to choose descriptive words from the list and fill in the empty spaces. Pupils can use a dictionary to find the meaning of the words if necessary.

Read through all the sentences together before asking pupils to do the activity independently in their exercise books.

Answers

1. filthy 2. awful 3. kinder 4. beautiful 5. worst 6. clumsy

Syllabus Links

A4



Can all the pupils select an appropriate adjective to complete the sentences? (K8)

Handwriting

Background Information

This text is a Celtic blessing. It is said to wish people peace. The Celts were people from Western Europe, some of whom settled in Britain. Their descendants now live in Ireland, Wales, Scotland and Cornwall, in the south West of England.

Teacher Led Activities

Read the handwriting poem in the Pupil's Book together. Ask the pupils to copy the poem into their exercise books using their best cursive handwriting. Move around the class as the pupils write. Check pencil grip and posture. If you notice a number of pupils having difficulty with a particular letter or join, revise it with the class on the board. Show individual pupils ways in which they could improve their handwriting.

Oral and Writing

Background Information

Role-playing is important because it helps pupils to speak confidently in front of others and to use different types of expression and tone of voice.

Today the pupils are going to plan a role-play from the **Forgiveness Takes Time** text about Sam and Augustine. The pupils are going to work in groups and select characters to role-play which will include a narrator, Sam, Augustine and others in the story.

During the next few writing lessons the pupils are going to write a narrative text. This narrative should focus on an argument between two people or two groups of people and the way in which the conflict is resolved. Today's activity involves drafting a plan.

Pupils are asked to plan a narrative. In doing so they must be familiar with features of this genre including:

1. the purpose of a narrative is to entertain the reader, or to teach a lesson;
2. the events and actions of the characters are written in sequence, usually in the past tense;
3. the language used includes:
 - action verbs, including verbs about feeling, and speaking;
 - conjunctions to do with time are used, e.g. next, after that, later, while;
 - direct speech is often included, e.g. "You are wrong!" she yelled;
 - descriptive language is used to set the scene and to develop characters.

Oral Activity

This activity follows on from the work pupils did in the Comprehension activity today.

Method

- Read the text again.
- Ask the pupils to list the characters in the text.
- Read the instructions and explain the activity.

Teacher Led Activities

Look through the text again with the pupils and ask them to list the characters in the text. Write these on the board.

Split the class into groups. Give each group one scene from the text as follows. Ask them to plan and write the dialogue (what the characters say) for the characters in their scene.

They will act their scene for the rest of the class later in the week.

Scene 1 Paragraphs 3 - 7

Sam returns from RTC and plans to set up a cocoa plantation. He discusses his ideas with his brother.

Scene 2 Paragraphs 8 - 10

Sam sets up the plantation and trains his nephews to work on the plantation.

Scene 3 Paragraphs 12 - 14

Augustine comes to help with the harvest. His nephews grumble and complain.

Scene 4 Paragraphs 15 - 16

Augustine is angry with his brother, he comes to Sam's house at night, drunk, and they argue.

Show them how to write their dialogue in the form of a play script. Use the example below, which could be the beginning of Scene 1, to explain how to set it out:

Scene 1 **Outside Augustine's House**

Sam Hello Augustine, How are you today?

Augustine (Grumpily) I don't want to be disturbed! What do you want?

Sam Well I have an idea to develop that piece of land our father left for us. I thought we could start a cocoa plantation.

Augustine (Laughing) Cocoa? You must be mad - You'll be dead before you see any money come back from cocoa!

Writing Activity

In this activity pupils begin to plan their own narrative story. This story will be on the theme of conflict, reconciliation and peace. When they think of their ideas they should try to think of a situation in which there is a conflict or an argument. The story will tell how this is resolved in the end.

Method

- Briefly revise the purpose and features of a narrative.
- Read the instructions in the Pupil's Book and explain the activity to the pupils.
- Ask pupils to try to think of other things about which people might argue.

Teacher Led Activities

Read the instructions in the Pupil's Book together.

Go through the possible situations listed to start the pupils thinking of a topic for their story and discuss these. Ask pupils to share their ideas for their story with the class.

Review the narrative framework and have pupils sketch this in their exercise books.

Allow pupils to plan their stories in pairs or individually.

You will need to move around the class to help any pupils who have trouble getting started. Be ready to suggest some ideas for stories if any pupils cannot think of their own topic.

Syllabus Links

S4, S17



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

Reading and Discussion – The Blue Boy (Part A)

Background Information

Today's reading is an imaginary narrative about a blue boy from a blue planet far away in space. The text tells the story of a young boy whose parents are killed in a war. He is left alone and is afraid of loving anyone again in case they too are killed. The blue boy finds a gun and travels around searching for someone who cannot be killed with bullets. The second part (Part B) of this text is the reading for Day 4.

This text aims to help pupils understand how war can affect people.

Method

- Read through the key words and make sure the pupils understand their meaning before they read the text.
- Ask the class to read the text silently before reading it aloud to them or ask volunteers to read each character, e.g. the blue boy, the dog, the girl etc.
- Encourage all pupils to take part in the discussion about the text.

Teacher Led Activities

Before reading the text read through the key words and make sure the pupils know how to say the words correctly. Show the pupils where to find each one in the text and reads the sentences they are found in. Placing the key words in context helps pupils to work out what they mean. Ask pupils to use the words in sentences to show they understand them.

Read the text silently then aloud. When reading aloud you could ask some pupils to take on the part of the characters in the story and read the dialogue parts.

After reading the text, lead a discussion and ensure all pupils take part. Here are some questions you could use to help start your discussion. They focus on asking pupils to respond to what they have read and relate it to their own feelings and experience.

1. How do you think the blue boy is feeling at the start of the story?
2. The blue boy said that he might die from crying if the dog was killed. Can you die from crying? Why do you think the blue boy said that? What did he mean?
3. Why do you think the blue boy didn't want anyone to love him?
4. Why do you think the blue boy said that the gun is his friend?
5. What does 'the boy was determined never to let anyone get close to him' mean?

Syllabus Links

A1, S15



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

Comprehension

Background Information

Today's activity is called **Read and Draw**. It is another tool to help pupils comprehend the text. The pupils can work in pairs. They will read the text again and choose one paragraph from the story to illustrate. At the end of this activity they are going to make a class book of their impressions.

Teacher Led Activities

Read the instructions in the Pupil's Book and explain the activity. Pick out some of the descriptive details from the story that will help pupils to know what to draw, for example:

People living on this planet looked almost the same as us, except that they were blue and could fold their ears away when they didn't want to hear anything.

A little dog came up to him, looked at him and started to wag his tail happily.

Split the class into pairs to discuss their drawings.

Give each pair two pieces of paper to draw on.

When they have finished you could use their pictures to illustrate your own copy of the text. Make up a class book with the text rewritten in paragraphs on each page with the pupil's pictures pasted in.

Syllabus Links

S10



Can all the pupils read and pick out details as required to complete their drawings? (S11)

Language Study

Background Information

Today's activity focuses on words describing how people say things in conversations. Often, childrens' writing relies heavily on the verb **said** to describe conversations. More mature writers often replace this verb with more interesting verbs. For example:

"Come here," Don **said**.

"Don't touch the red button," **said** Jim.

"Come here," Don **shouted**.

"Don't touch the red button," **whispered** Jim.

Method

- Revise verbs and ask pupils to tell you some examples of verbs that can be used instead of 'said'.
- Read the instructions in the Pupil's Book and explain the activity to the pupils using the examples provided.
- Ask the pupils to try the activity in the Teacher Led Activities before doing the activity in the Pupil's Book.

Teacher Led Activities

Brainstorm as many different words that can replace the word **said** that you and the class can think of. Write these on the board. There is a selection on the right to start you off, you will be able to think of many more.

screamed	yelled	sighed	asked
whispered	shrieked	bellowed	roared
enquired	barked	shouted	cried
stated	roared	murdered	howled
announced	declared	laughed	joked

Write the following sentences on the board. Then ask volunteers to try to identify suitable words to replace the word **said**.

They can use words from the list you have made on the board.

1. "Go away, I don't want you to come near me," he _____.
2. "Why are you crying?" she _____.
3. "When you get there, open the door," she _____.

Syllabus Links

S11



Can the pupils select interesting verbs to complete sentences? (K8)

Spelling**Teacher Led Activities**

Go through the spelling words again with the pupils.

Ask the pupils to find three more words that have the same suffixes as the given words.

Remind them about the dictation test on Day 5.

Oral and Writing**Background Information**

In the oral activity the pupils are going to practise the role-play, which they planned in the last lesson. As they do this you will encourage them to focus on using expression in their voices to add meaning to what they say. The focus of the activity is on tone of voice and on how speakers convey their mood through the way in which they speak.

In the last lesson pupils worked on a plan for a narrative text. For their writing activity today, they will start the first draft of the narrative that they planned yesterday.

The focus is on making use of some of the language skills they have been learning in their writing, such as using **adjectives** to describe the nouns; identifying **more interesting verbs**; using **adverbs** to add meaning to the verbs; and selecting **intensifiers** that modify the adverbs and adjectives used.

Method

- Read the instructions in the Pupil's Book and explain the activities.
- Before the groups begin to practise role-plays, remind the pupils to think about how to add some actions for each of the characters.
- Before writing first drafts, remind pupils to use descriptive language to make their narratives more interesting. Discuss examples of adjectives, adverbs and intensifiers that could be used.

Teacher Led Activities

Before you tell pupils to practise the role-plays in their groups, remind them about using expression and body language to make their role plays more interesting and entertaining.

Discuss the things pupils need to consider when acting for an audience, they should:

- speak clearly and face the audience;
- think about where they should stand or sit as they speak;
- decide if their character would be still or move around as they talk;
- think about body language for example:
 - hands on hips or arms folded to show their character is annoyed;
 - waving hands around or wagging a finger at the person they are arguing with,.

Read and explain the instructions in the Pupil's Book before they practice their role plays.

After they have had enough time to practice, they should move on to the writing activity.

Before they begin their drafts, ask pupils to read the instructions carefully and study the word lists in the Pupil's Book on page 48.

They can swap their plans with a partner to check to see if any improvements need to be made. Remind them to follow their plans when writing the narrative.

Syllabus Links

S17



Can all pupils discuss their writing and make improvements to their plans before drafting? (S18)

Reading and Discussion – The Blue Boy (Part B)**Background Information**

Today's text is a narrative which continues the story of the blue boy from yesterday. The text tells how the boy finally finds someone to trust and is able to live in peace. The message of the story is that weapons have no place in a peaceful society.

Method

- Briefly review the main events in Part A of the story.
- Introduce the pupils to the text by asking pupils to predict what they think might happen next in the story.
- Talk about the key words with the pupils and help them understand the meaning of these words.
- Ask the pupils to follow the text silently while you read it aloud to them.
- Discuss the text. Review their predictions.

Teacher Led Activities

Before reading today's text, recap the main events from the Day 3 Reading. Then ask the pupils to predict what will happen next. Record their responses on the board.

Introduce the key words. Ask the pupils to use dictionaries to find the meaning of some of these words. Ask the pupils to use some of the words in sentences.

Have the pupils read the text silently as you read it aloud or choose characters to read each part, e.g. the blue boy, the old woman and the old man.

Discuss the text. Revisit the pupils' predictions on the board. Use questions like the ones below to lead the discussion:

Why couldn't the boy hear what the old woman was saying to him?

How did the blue boy get to the green planet?

Why do you think he decided to throw away his gun?

What message do you think the author was trying to teach the readers of this text?

Do you think the author would say that everyone should be allowed to own a gun? Give reasons to explain your answer.

Syllabus Links

S10, S16



Can all the pupils read a range of different genres? Do they understand the ways in which the form and style of the text is determined by the author's purpose? (A1)

Comprehension

Background Information

There are two activities to choose from. The pupils may do only one or both of the activities. You might choose to divide the class into groups and ask each group to complete a different activity.

Activity A asks pupils to agree or disagree with statements about what the blue boy should have done in the story. Pupils must give reasons to explain their answers.

Activity B asks pupils to write one or two paragraphs about what they think the blue boy is really looking for.

Both activities ask the pupils to think about why a character acts as he does. This is good practice for the pupils at writing their own ideas instead of copying information straight from the text.

Teacher Led Activities

Activity A

The pupils can do this activity with a partner.

Read the instructions in the Pupil's Book. Ensure pupils understand that the statements describe things that someone thinks the boy should have done, not what actually happened in the story. Go through the example in the Pupil's Book.

Ask pupils to reread the two texts silently again and complete the activity.

Activity B

Read the instructions in the Pupil's Book and explain that pupils should write one or two paragraphs stating what they think the blue boy was really trying to find after he lost his parents in the war. These questions will help the pupils get started:

1. Was he trying to find his father and mother?
2. Did he really think he would find a person who could not be killed by a gun?
3. What was he afraid of?
4. Why was he so mean to the old woman?
5. Was he trying to find someone to love?

Syllabus Links

A3, K6



Can all the pupils agree and disagree in different ways during small group discussion about what information from the text they want to use? (S5)

Language Study

Background Information

In this activity, the pupils write sentences using the verbs listed in the Pupil's Book.

This activity gives the pupils practice in writing and selecting interesting vocabulary and constructing their own sentences, in preparation for writing their narratives.

Method

- Revise some of the verbs you could use instead of said.
- Write examples on the board. Refer to Day 3 Language Study activity.
- Read the instruction in the Pupil's Book and explain the activity.

Teacher Led Activities

Ask pupils to suggest verbs that can be used instead of the word **said**. Record the pupils' responses. Write the words they offer onto the board.

Explain the activity and read through the list alternative verbs given in the Pupil's Book. You might ask some pupils to try to use words in sentences orally before asking them to do the activity in their exercise books.

Syllabus Links

A1, K1



Can all the pupils select interesting verbs to complete the sentences? (K8)

Oral and Writing**Background Information**

Writing is a process that involves discussion, planning, writing drafts, proofreading and editing and sometimes, publishing a final draft.

Over the last few days, the pupils have been involved in the process of planning and writing their own narrative text. Today they will edit and proofread their drafts.

Method

- Read and explain the instructions in the Pupil's Book.
- Read and explain the proofreading and editing guidelines in the Pupil's Book.
- Allow the pupils to share their work with a partner for editing purposes.
- Provide encouragement and assistance to pupils and help with the editing process.
- Tell pupils to finish the final draft of their narrative for homework so that they are ready to read it out to the class tomorrow.

Teacher Led Activities

Tell pupils to proofread and edit their draft and begin writing the final draft of their story. Read through the guidelines in the Pupil's Book and explain each step.

Ensure that pupils check the structure of their stories. Stress that the pupils should not only correct mistakes, but they should also look for ways to **improve** their writing.

Allow pupils to share the task of proofreading and editing with a partner.

Move around the room and help with the editing. Check the pupils' work in progress before they begin their final draft. Remind the pupils to use cursive writing in their final draft.

Syllabus Links

K5, S18



Can the pupils use paragraphs to organise their writing? (S17)

Reading and Discussion – Conflict, Reconciliation and Peace in Solomon Islands

Background Information

Today's text is an historical recount about a conflict in Solomon Islands. It is historical because it is about events that really happened. The purpose of an historical recount is to retell events from the past. It usually has the following structure:

Introduction This section introduces the reader to the particular time in history that will be the focus of the recount;

Retelling of events A series of sentences or paragraphs, in order, that retell what happened;

Conclusion A statement that shows this is the end of the historical recount. Sometimes a comment is made about the importance of these events.

Method

- Brainstorm with pupils about the title of today's text.
- Ask the pupils to look at the key words at the top of the text. Can they use them in sentences?
- Read the text.
- Ask the pupils to tell you about the structure and features of an historical recount.
- Discuss the text.

Teacher Led Activities

Write the title **Conflict, Reconciliation and Peace in Solomon Islands** on the board and ask pupils to tell what they think the text might be about. Ask them to talk about the recent conflict on Guadalcanal or other examples of conflicts that they know about.

Go through the key words with the pupils and ask them to use each word in a sentence to check that they understand them.

Explain that this text is an historic recount, which means that it is true and describes events that really happened.

Read the text aloud while the pupils follow silently. When pupils have finished reading, ask some questions to explore the meaning of the text.

1. What were many people of Guadalcanal Province worried about in the late 1990's?
2. Why was the GRA formed?
3. How many settlers were forced from their homes?
4. What is the Red Cross?
5. When and why was the MEF formed?
6. What happened on June 5 2000?
7. Why was the Townsville Peace Agreement an important step towards peace?
8. What was the aim of the Peace Monitoring Council?

Syllabus Links

S6, S16



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

Comprehension

Background Information

There are two comprehension activities in this section. You might ask pupils to complete both activities, or you may choose to answer the questions as an oral task with the class and then get them to do the timeline activity on their own.

In the first activity, pupils are asked to read the text silently and then answer the questions in the Pupil's Book. Some of the questions are asking for the pupils' opinions (what they think) which means the answers are not found in the text. This is thinking beyond the text.

The second activity asks pupils to organise events from the text into a timeline.

Method

- Ask the pupils to reread the text silently.
- Ask some 'why' questions.
- Read the instructions in the Pupil's Book on page 54.
- Read the questions in the Pupil's Book.
- Ask the pupils to answer the questions in their exercise books or answer the questions orally.
- Ask pupils to copy the timeline into their books and place the events in the right place on the timeline.

Teacher Led Activities

Here are some **why?** questions you can use for your discussions before the pupils do the activity in their exercise books.

1. Why do you think the Guadalcanal Revolutionary Army used force to drive the settlers out?
2. Why do you think the peace meeting between the GRA and MEF was held on an Australian navy ship? Why wasn't it held in Honiara?
3. Why do you think many people no longer trusted the police force at that time?

Syllabus Links

S13, S12



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

Language Study

Background Information

The suffix **-y**, when added to a noun changes the word to an adjective. The suffix **-y** usually means **full of**.

That the final consonant is doubled before adding the suffix **-y** to words with a short vowel sound that end in a consonant-vowel-consonant (cvc) combination. Words that end in silent **e** often drop the **e** before the suffix **-y** is added.

The examples on the following page will help you to explain the rules for adding the suffix **-y** to words. You could put this information on a chart to display in the class if you wish.

Base words with short vowel sounds ending in cvc - Double the final consonant

fat + y = fatty ('a' in fat has a short sound)

skin + y = skinny ('i' in skin has a short sound)

fun + y = funny ('u' in fun has a short sound)

Base words that end in silent e - Take off the e before adding the suffix

grease + y = greasy

scare + y = scary

Other base words - Just add the suffix without changing the word

soap + y = soapy (oa makes a long o sound so the p is not doubled)

cloud + y = cloudy (ou makes a long ow sound so the d is not doubled)

sleep + y = sleepy (ee makes a long e sound so the p is not doubled)

wind + y = windy (windy doesn't end in a cvc combination)

In this activity the pupils complete the sentences by writing the correct adjectives in the spaces. The underlined nouns will give clues to what adjective to write.

Method

- Revise adjectives, nouns and suffixes.
- Read the instructions in the Pupil's Book and explain the activity. Refer to the Background Information to explain changes to the base word before adding the suffix.
- Ask the pupils to do the activity in their exercise books.

Teacher Led Activities

Explain the rules for adding the suffix -y to nouns to change them into adjectives as outlined in Background Information above. Once the pupils have understood you can reinforce the rules by playing a simple game. Write the nouns shown on the right on pieces of card and put them face down on the table at the front of the class.



Ask pupils to come to the class one at a time and turn over one card. They have to turn the noun into an adjective by adding the suffix -y. Make each pupil write their adjective on the board so that the others can check that they have followed the spelling rules you have taught them.

Ask the pupils to think of other nouns that can change to adjectives by adding the suffix -y and write them on the board.

Read the instructions and explain the activity before they begin.

Syllabus Links

K1, K4



Can all the pupils form adjectives correctly by adding the suffix -y? (K8)

Spelling

Background Information

A dictation test is a good way to evaluate the pupils' progress in spelling. In a dictation test, the spelling words are put into sentences and the pupils are required to write the sentences word for word. It is important that you read the sentences slowly and clearly. You may have to read each sentence several times.

Method and Teacher Led Activities

- Tell the class that you will be giving them a dictation test to see how well they have learnt their spelling words.
- Explain that you will be reading some sentences containing the spelling words.
- Ask the pupils to write the date and the heading **Dictation** in their exercise books.
- Tell the pupils to listen carefully as you read each sentence clearly and slowly. Read each sentence twice.
- Write the sentences on the board and ask the pupils to swap books and correct their partner's work.
- The text for the dictation is given on the right.

Last week an **enjoyable** event was held to mark the end of the conflict. It was a day of **forgiveness** and **kindness** between the two militant groups. It made people feel **hopeful** about the future.

There was a **peaceful** demonstration by the ex-militants. They were not happy with the **childish** acts of some ministers. They said that one of the ministers was **foolish** and talked about **pointless** matters.

Everyone wished that the peace talks would not be **hopeless**.

Oral and Writing

Background Information

In today's lesson the pupils present their narrative texts to the class. This activity provides practice in reading aloud. It should develop pupils' confidence. They are also asked to answer questions asked by other pupils. It is also good for those who listen to make up relevant questions to ask.

After the presentation of the narratives the pupils are going to compare the stories they have listened to. Then they will choose their favourite narrative and write a paragraph about why they like that story best.

Method

- Allow a few minutes for the pupils to read through their text and prepare for the presentation.
- Read the instructions in the Pupil's Book and discuss the tips listed there.

- Ask the pupils to present their narratives. The pupils may present to the whole class or to small groups, depending on the time available and the number of pupils in the class.
- Ask the pupils to listen carefully to each presenter because after that they will choose their favourite narrative and write a paragraph about it.

Teacher Led Activities

Tell the pupils that you are giving them a few minutes to read and check through their narrative text before they read it to the whole class or to a small group. Read the instructions in the Pupil's Book and discuss the tips listed there.

Tell the pupils that each child will stand up and read his/her story aloud. The other pupils will listen carefully and could ask questions after the presenter finishes his/her presentation. The questions must be based on the presenter's narrative. Two questions per presenter will be enough.

After each pupil has read their narrative ask them to select the story they liked best and write one paragraph explaining their choice.

Syllabus Links

S2, S3, S6



Can all the pupils read their written work to the class and answer questions confidently? (S8)

Reading and Discussion – Young People and the Peace Process

Background Information

The text today is an article from the Solomon Star that recounts events that occurred in Solomon Islands. It reports on a youth music festival that was held in Honiara in 2003. In the article, people express their opinions about the way that music can help to build friendships and promote peace. So, this text has the elements of both a recount and an exposition.

Method

- Brainstorm ideas about the title.
- Read through the key words. Ask the pupils to use dictionaries to find the meaning of any difficult words.
- Have pupils read the text in pairs.

Teacher Led Activities

To introduce the text, write the words **Peace Process** on the board and brainstorm with the pupils. Ask them the following questions.

1. What is a Peace Process?
2. Why do we need to follow a process to achieve peace?
3. Do you think that young people can be part of this process?
4. In what ways?

After studying the key words, have pupils work in pairs to read the text, reading one paragraph each in turn. Use this time to go around the class and listen to some of the pupils reading.

Syllabus Links

A4, S15



Can all the pupils read a newspaper article and understand how its form and style is determined by the proposed purpose and audience? (A1)

Comprehension

Background Information

This activity uses the key words from today's text again and asks pupils to match them to their meaning. By placing the words in their own sentences pupils reinforce their understanding of the words and practice forming good sentences.

Teacher Led Activities

Prepare for the activity by looking again at the key words and where they are used in the text. Read the sentences from the text containing each key word aloud to the pupils. Ask them to tell you the meaning of the word.

Ask pupils to copy the definitions of the key words from the Pupil's Book and write the appropriate key word next to each definition. Ask pupils to choose four words from the key words in the Pupil's Book and use them to write interesting sentences.

Syllabus Links

A4, S10



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

Language Study

Background Information

This activity builds on the work pupils have done about dialogue already in this unit. They are asked to write down what they would say to characters from some of the texts they have read. The pupils will write their answers to the characters in speech bubbles. The characters are taken from texts 1 to 5 of this unit, so they may need to look back at some of the texts to complete the activity.

Teacher Led Activities

Read the instructions in the Pupil's Book on page 57 and explain that the pupils are going to imagine they are talking to characters from one of the narratives they read last week. First they will read what the characters said and then write their own responses in the empty speech bubbles.

Demonstrate the task by doing some examples together on the board.

Ask the pupils to complete the activity in their exercise books. They do not need to copy all the speech bubbles - only to write their own responses.

Syllabus Links

A4



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

Spelling

Background Information

The spelling words for this week are all **contractions**, except for the word **its**, (belonging to it) which is included for comparison with the contraction **it's**, meaning it is. They are in their short forms. The apostrophe indicates that a letter or letters have been left out.

Contractions are formed by joining two words and placing an apostrophe where letters have been left out.

we're	wouldn't
shouldn't	it's
they're	won't
isn't	doesn't
weren't	its

we're	we are	shouldn't	should not
they're	they are	isn't	is not
weren't	were not	wouldn't	would not
it's	it is	doesn't	does not
won't	will not		

Method

- Provide the pupils with the opportunity of saying the words correctly and using them in sentences.
- Read the instructions and ask pupils to complete the tasks.

Teacher Led Activities

Read the spelling words. Ask the pupils to repeat the words after you, using the correct pronunciation.

Organise the class into pairs and give the pupils time to practise spelling the words correctly and use some of them in sentences. Remind the pupils of the spelling strategy, **Look, Cover, Remember, Write and Check**.

Show how contractions are formed on the board. Ask pupils to give more examples.

Ask the pupils complete the activities in the Pupil's Book on Page 58.

Oral and Writing**Background Information**

For the oral activity, the pupils are going to perform their role-play about Sam and Augustine, which they practised last week. Organise the groups so that the four scenes are performed in the correct order.

Pupils begin a new writing activity today. During the next few writing lessons they will write an exposition text explaining their opinions on how to involve young people in the peace process. When writing exposition, the writer gives his / her opinion about a topic and tries to persuade the reader to agree, or to follow a course of action.

Today the pupils will plan and organise their thoughts and ideas before they begin to write.

Method

- Explain that today pupils will present their role-plays about Sam and Augustine.
- Remind them to make their characters come alive using body language and tone of voice.
- Explain the structure of an exposition.
- Read the instructions in the Pupil's Book.
- Read the text again with the pupils.
- Ask the pupils to do this activity in pairs.

Teacher Led Activities

Study the framework for an exposition given in the Pupil's Book on page 59.

Write each section heading on the board and ask pupils to tell you what goes in each part. Here are some suggestions to start you off:

Title:	Should clearly say what the exposition is about.
Statement of position:	Contains the main argument, clearly explained.
Argument:	Includes linked paragraphs containing different points in the argument. May include reasons. Should be supported by evidence.
Summing up:	This is the conclusion. The writer states the main argument again. May also include a call to action.

Before pupils do the writing activity, talk about today's text again using the following questions to start your discussion.

1. How do you think music contributes to the process of peace making?
2. Can you think of other activities that could help make peace?
3. Do you think young people can help make peace in Solomon Islands - How?

Tell pupils that their exposition will be called

Young People Must be at the Centre of the Peace Process.

Encourage them, as they plan their text, to think of as many different arguments as to why it is important for young people to be involved in peace making.

Syllabus Links

A2, S17



Can all the pupils use discussion as the basis for planning their exposition text? (S18)

Assessment Activity

Have you done your Running Record Assessments yet?

By today you should have completed your running records for most of the class. Make sure that by tomorrow you have listened to all the pupils read and recorded their scores in your record book or assessment file.

You should have prepared a list of follow up activities to improve individual pupil's reading skills.

Reading and Discussion – The Bougainville Crisis

Background Information

Today's text is an historical recount about the Bougainville crisis in Papua New Guinea. It tells about fighting that arose between the PNG government and the people of Bougainville. The fighting was caused by a dispute about how money earned from mining was being shared out.

Method

- Remind pupils about the location of PNG, and specifically Bougainville.
- Before reading the recount, draw a Prior Knowledge Chart on the board or a large piece of paper as shown on the next page. Brainstorm ideas about the title of the text, 'The Bougainville Crisis'.
- Talk about the key words with the pupils.
- Introduce the pupils to the text.
- Have the pupils follow the text silently, as you read it aloud.
- Talk about the text.

Teacher Led Activities

Introduce the pupils to the text and revise the purpose of an historical recount.

Write the title on the board and ask the pupils if they know where **Bougainville** is. Find it in an atlas or on a world map. Show pupils that Bougainville is on the border of Solomon Islands, it is very close to the Shortland Islands in Western Province.

Ask if any pupils know the meaning of the word **crisis**. Write their ideas on the board and then look at the dictionary to check.

Develop a **Prior Knowledge Chart** with the class. Ask pupils to tell you anything they already know about PNG or Bougainville and record it in the left hand column.

Read through the key words and make sure the pupils understand their meaning before they read the text. Have the pupils follow the text silently as you read it aloud.

After reading, ask pupils to tell you any new information they have learned about PNG or the crisis in Bougainville to add to the Prior Knowledge Chart. Talk about the text by going through each paragraph. Then lead a discussion by asking the following questions:

1. Where did the crisis in the text occur?
2. What was the main cause of the Bougainville Crisis?
3. Who do you think should receive the largest share of the profits?
4. Do you think it was right for the BRA to fight to defend their interests?
5. Can you think of peaceful ways that the people of Bougainville could have defended their interests?

Add more information to the right hand column of the Prior Knowledge Chart. Your finished chart may look something like this:

Papua New Guinea / The Bougainville Crisis	
What We Know Already	What the Text Tells Us
<ul style="list-style-type: none"> Papua New Guinea has legends like Daidem and Nemnem. PNG is short for Papua New Guinea PNG is a neighbour of Solomon Islands. Bougainville is part of PNG. There used to be a lot of fighting in Bougainville. Sometimes people ran away from the fighting and came to Solomon Islands. Port Moresby is the capital of PNG. 	<ul style="list-style-type: none"> Bougainville used to be called North Solomons Province. 1960s - mineral resources discovered in Bougainville including copper, gold and silver. mining began in 1972. mining profits were shared as follows: <ul style="list-style-type: none"> 60% for the PNG government 33% to a foreign mining company 4% to Bougainville government only 1% to local land owners landowners became angry, protested to PNG government and formed an army (BRA). fighting lasted 20 years. approximately 15,000 people died. In 1990 the mining company left PNG. peace treaty signed between PNG government and BRA in 1998. problems remained after peace, e.g. reconstruction

Syllabus Links

A1, S4, S11



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

Comprehension

Background Information

Some of the 'why' questions in the Pupil's Book are asking for the pupils' opinions (what they think), which means the answers are not found in the text. This is thinking beyond the text. Answers may need to be longer than one sentence. Pupils often find it easier to answer difficult questions after they have the chance to talk about their answers and how they feel about issues.

Method

- Ask the pupils to reread the text silently.
- Read the instructions and questions in the Pupil's Book.
- Allow pupils to discuss the questions in small groups or with a partner.
- Ask the pupils to answer the questions in their exercise books.

Syllabus Links

S12, S14



Can the pupils read the questions, express an opinion and answer in complete sentences? (S17)

Language Study

Background Information

This is another vocabulary activity about selecting more interesting verbs. The pupils are going to replace the word **walk** or **walked** in each sentence with a more interesting verb. There are examples suggested in the Pupil's Book. However your pupils may think of other words that would be interesting in the sentences.

All these verbs have a similar meaning to the word walk but they are more specific, more interesting and more descriptive.

The purpose of this activity is to broaden the pupils' vocabulary and help them in their written work, to make their writing more descriptive.

Study these examples:

I **walked** slowly to school.

The police band **walked** up Mendana Avenue.

I **strolled** slowly to school.

The police band **marched** up Mendana Avenue.

Method

- Write the word **walk** on the board and brainstorm other words with similar meanings.
- Do some examples with the pupils.
- Read the instructions and explain the task before pupils complete it independently.

Teacher Led Activities

Write up the word walk on the board and ask pupils to think of words which have a similar meaning. Record their responses on the board and ask the pupils to read the words aloud.

Write some examples on the board and go through them with the pupils. Ask the pupils to read them aloud. For example:

1. I **walked** to my friend's house excitedly.

hurried / ran / dashed

2. I **walked** away in tears.

crept / tip-toed / stole

3. I **walked** into a tree in the dark.

crashed / bumped / banged

4. I **walked** up the steep mountain.

staggered / climbed / strode

Ask the pupils to make up sentences using powerful verbs and write them on the board.

Read the instructions in the Pupil's Book and explain that they are going to replace the underlined word walked in each sentence with a more interesting or more descriptive verb. Ask the pupils to copy and complete the activity in their exercise books.

Possible Answers

1. marched 2. hurried 3. skipped 4. crept 5. tip-toed 6. wandered

Syllabus Links

A2,



Can all the pupils use interesting and descriptive verbs in their writing? (K1)

Oral and Writing

Background Information

This activity is a **debate** for which the pupils will be divided into two groups. One group will represent the Bougainville landowners. The landowner group will talk about their objections to the company's operations and the way profits are shared.

The other group will represent the PNG Central Government. They are going to talk about their plans for Bougainville and how they will benefit the country and the landowners.

Each group will discuss and record their points and then a debate - a formal presentation of opinions - will follow.

The group representing the PNG Government will begin by talking about their points and then the landowners group will follow.

This is good practice to enable the pupils to present reasoned arguments using the language of cause and effect. It helps the pupils to speak confidently and relate their arguments to some true events they may have experienced in their communities.

Method

- Ask the pupils to read the text again.
- Read the instructions in the Pupil's Book.
- Explain the task and then arrange the class into two groups to start writing their points.
- Arrange the debate activity. The PNG Government will start. They will be trying to convince the landowners of the benefits mining will bring to their communities.

Teacher Led Activities

Go through the text again with the pupils. Emphasise the paragraphs that mention **why** and **how** the crisis started. This will help pupils become aware of points that each group will use during their planning and presentation.

Read through the instructions in the Pupil's Book and explain that they are going to do the activity in two groups. You could start off with some examples before pupils start work in their groups.

Landowner Group	PNG Government
Problems faced by local people	Benefits the mining company bring to the country and the landowners
1. Profits were not shared equally. 2. Our resources are gone. 3. Our environment is being spoilt.	1. The company gave money to the landowners. 2. The company made good roads. 3. Our country became richer and this money could be spent on services.

Writing Activity**Background Information**

During the last writing lesson, the pupils worked on a plan for an exposition. In today's lesson the pupils are going to start writing the first draft of their exposition.

Method and Teacher Led Activities

- Read the instructions in the Pupil's Book and explain the activity.
- Before they begin writing ask the pupils to discuss their plan with their partner to check and see if any improvements need to be made.
- Remind the pupils to follow their plans when writing the exposition.
- Encourage pupils to use interesting verbs and intensifiers in their writing.

As they work, remind the pupils of the key features of the exposition.

Syllabus Links

K5, S18



Can the pupils use paragraphs to organise their writing? (S17)

Reading and Discussion – Thinking about Peace

Background Information

Today's text is a type of exposition. One form of exposition is to state an opinion or take a stand on an issue. The quotes in today's reading are people's opinions about peace.

Today's text contains peoples' thoughts about peace. Various people write how or what they think peace means to them. Most of the writers are people who are famous peace makers from different eras of history.

Developing a concept map about peace is a useful way to organise the pupils' ideas and opinions.

Method

- Introduce the text by brainstorming things related to peace. Begin to develop the concept map.
- Ensure the pupils understand the meanings of the key words and that they can say them correctly.
- Read the text with the pupils and ask questions to find out how much of the text the pupils understand.

Teacher Led Activities

Introduce the topic. These questions may help you to discuss the topic before reading through the text.

1. What does peace mean to you? Describe how you feel when you feel peaceful.
2. Where do you go if you want to feel peaceful?
3. What creatures do you think of as being peaceful?
4. Can you think of any peaceful sounds?
5. What activities do you think of as peaceful?

Collect many answers from the pupils and write them on the board as a concept map. Your finished map might look like the one below:



Talk about the key words and use a dictionary to find their meaning. Ask pupils to use some of the words in sentences.

Explain to pupils the meaning of a **quote**. Explain that quotes, (which is short for quotations) are something that somebody said. They are usually written within speech marks, or (as in today's text) in speech bubbles, to show that they are the actual words that someone said.

Allow the pupils time to read the text quietly and then talk about what each quote means. It will be important to spend time on each of the quotes. Some of them, such as Jesus' saying "Peace be with you" or John Lennon's "Give peace a chance" are straightforward, but others contain layers of meaning. To help you interpret them with the pupils, here are some suggestions:

"If you want peace, work for justice"

This suggests that wars take place because there is a lack of justice in the world. It is because of unfairness that people fight, so anyone who wants to see peace, first has to be committed to justice or fairness.

"Peace is a journey of a thousand miles...."

This suggests that the goal of peace in the world is a long way off, and difficult to achieve. However if we take the first steps towards peace we will get there in the end.

"Peace is not just the goal ..."

This saying, by Martin Luther King, talks about the importance of peaceful methods in any struggle to achieve peace. He believed that you could not achieve peace by using violence. He was famous for his peaceful protests against injustice. It has a similar meaning to the quote from A. J. Muste "There is no way to peace, peace is the way".

Syllabus Links

A4, S10, S16



Can all the pupils read the quotations and understand the ways in which their form and style is determined by the proposed purpose? (A1)

Comprehension

Background Information

In this activity pupils select their favourite quotation and design a poster to illustrate it. If they really understand the quotation well they will be able to draw pictures or designs to support its meaning. This task can be done in their exercise books or on chart paper, if you have any, for a display. If you plan to use chart paper have pupils design their posters in their exercise books first before drafting a good copy for display.

Method

- Read the instructions in the Pupil's Book and explain that in this activity the pupils are going to work in pairs to design and make a poster to illustrate **one** of the quotations from the reading.
- Ask each pair to choose one of the quotes in the text and to design a poster about it.

- Tell pupils to refer to the concept map for ideas.
- Ask the pupils to draw pictures or symbols of peace to make their poster eye catching.
- Remind them to include the exact words of the quotation in their poster and write the name of the person who said it too.

Syllabus Links

A4, S18



Can the pupils design a poster with form and style that is suited to the audience and purpose? (A1)

Language Study

Background Information

In this activity pupils change nouns and adjectives into verbs by adding the suffixes **-ify** and **-en**. Both of these suffixes have the same meaning - which is **to make**. Thus to **soften** is to **make soft** and to **purify** is to **make pure**.

The following table contains some rules for changing base words by adding suffixes. Remember that some words **do not** follow these rules.

For some words the suffix is simply added to the word. For example: hard / harden soft / soften class / classify straight / straighten short / shorten just / justify	Words ending in the silent e usually drop the e before adding the suffix. For example: simple / simplify note / notify pure / purify
Words ending in y usually drop the y before adding the suffix. For example: beauty / beautify glory / glorify	Short vowel words usually double the final consonant before adding the suffix. For example: fat / fatten flat / flatten
Some irregular words change the letters in the original word before adding the suffix - no rules apply to these, pupils just have to learn them. For example: clear / clarify terror / terrify horror / horrify	

Teacher Led Activities

Review the ways in which words change when suffixes are added. Use the Background Information to help you explain the rules for adding suffixes **-en** and **-ify** to the pupils. You could write the table up on a chart to display in the classroom.

Now read and explain the task in the Pupil's Book on page 65. Write the examples on the board and go through them with the class.

Read the instructions and the list of words in the tables before asking the pupils to do the activity in their exercise books.

Answers

Adjectives	simple	deep	wide	straight	pure	solid
Verbs	simplify	deepen	widen	straighten	purify	solidify
Nouns	note	test	class	glory	terror	beauty
Verbs	notify	testify	classify	glorify	terrify	beautify

Syllabus Links

K1



Can the pupils add the correct suffixes to make nouns and adjectives into verbs? (K8)

Spelling**Background Information**

Today's activity is about **contractions**. Contractions are two words joined to make one, with one or more letters missing. An apostrophe replaces the missing letters. For example:

is + not = isn't can + not = can't would + not = wouldn't

Teacher Led Activities

Say and spell the spelling words with the pupils. Ask the pupils to explain what **contractions** are. Look at the activity in the Pupil's Book with the class. Read the instructions and ask the pupils to complete the activity in their exercise books. Explain that they are to expand the given contractions into two words.

Oral and Writing

In the **oral activity** pupils will work in small groups to study quotations about peace in today's text again. They will discuss what they think each writer means and whether they agree or disagree with each quotation. This gives practice agreeing and disagreeing with others and forming and explaining their own opinions.

For the **writing activity** the pupils are going to proofread and edit the first draft of their expositions then start their final drafts.

Method

- Read the instructions and explain the oral activity.
- Discuss one example as a class.
- Split the class into groups of three and allow them to discuss the quotes.
- Move around the class and listen, help any groups that are struggling.
- Read the proofreading and editing questions in the Pupil's Book.
- Ask pupils to continue with their writing.

Teacher Led Activities

Select one of the quotations from the text today and write it on the board, for example:

"The best way to destroy your enemy is to turn him into your friend".

Abraham Lincoln, Former US President

Ask some pupils to explain in their own words what they think this quotation means.

Ask some questions to help pupils explore the meaning of the quotation as follows:

1. Is it true that your enemy would be destroyed if he became your friend?
2. Is it possible to turn an enemy into a friend? How?
3. In what other way could you destroy your enemy?
4. Do you agree with what Abraham Lincoln said? Why or why not?
5. How might the world be different today if people, and world leaders, followed this advice?

You will need to support the pupils in their small group discussions as some of the ideas in these quotations are difficult to identify. Move around the groups, listening and helping with the discussion.

When they have finished pupils can move on to the writing activity - questions about proofreading and editing are given in the Pupil's Book to help them with the task.

Syllabus Links

S18, S17, S9



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

Reading and Discussion – Two Sides of a Bitter Conflict

Background Information

Israel began as a community of Jewish settlers who started to settle in what was then British controlled Palestine, as early as 1882. Many Jews moved to Palestine looking for a safe place where they would not be persecuted. The British Government began to support the formation of a Jewish state. Palestinian Arabs, who saw Palestine as their homeland, strongly protested. In 1920 the first legal decision to grant this region to the State of Israel was signed, and, from then on, settlement of Jewish people in the area increased. The British Government was given the responsibility to organise the State at this site.

The British Government decided not to continue with the plan and pulled out of Palestine in 1947, leaving the Arabs and Jews to fight amongst themselves.

Between 1947 and 1949, Jewish settlers were at war with the Palestinians who occupied the nation of Palestine. The Jews won the war and began to settle in large numbers in the newly conquered lands. Many Arabs migrated to other areas either because they chose to or were forced out. The Arabs who remained were forced into certain areas and much of their land was taken away.

In 1948, the new Jewish state of Israel was declared, including all the territories that the Jewish armed forces occupied. The borders were laid down by a United Nations peace agreement, but the Palestinians believed that this land had been stolen from them and did not recognise the State of Israel.

Although the original dispute was over land, the conflict has become more complicated than that. Many Palestinians are Muslims and most of the Israelis are Jews, so there is a religious element to the conflict too. People who follow each religion hold several key sites in the area as highly spiritually important for different reasons. Sharing these sites is a big challenge for the fighting neighbours.

To this day the Israelis and the Palestinians still fight over territory in one of the modern world's most violent and long lasting conflicts. Almost every day there are international news reports about violence and bombings in the area.

The Israeli government is heavily armed and receives support for its military from foreign governments. It has expensive modern weaponry to use against the Palestinians. The Palestinians are not a wealthy state and do not have such military power. Palestinians fight the Israelis in any way they can, using tactics such as suicide bombs and random shootings.

The conflict divides people around the world with many Arab nations supporting the Palestinians and Western nations like America and Britain supporting the Israelis. There have been many attempts to bring peace to this troubled part of the world, but so far these have all failed.

The text today looks at the impact of the conflict on the lives of young people who are caught in the middle. It shows how both sides are affected by the war in the same way and it looks at an organisation set up to try to find peaceful ways forward.

It is an historical recount about the conflict between the Israelis and the Palestinians. The Background Information about how the Arab / Israeli conflict started, should help you to answer any questions the pupils might have.

Method

- Read the Background Information on the Arab / Israeli conflict carefully before the lesson and make sure you understand the information well enough to be able to explain it to the class. You do not need to tell them all the details, just summarise the information given.
- Introduce the text by asking pupils to find the Middle East on a globe or world map.
- Introduce the title. Briefly outline the background to the dispute.
- Ensure that pupils understand the meaning of all the key words and help them to pronounce these words correctly.
- Encourage pupils to discuss any new and interesting information found within the text.

Teacher Led Activities

Read through the key words and make sure everyone understands their meaning. Look at the way the words have been used in the text.

Introduce the text and summarise how this conflict between Israel and Palestine started.

Ask the pupils to read the text silently before you read it to them. Ask the pupils some questions to check their understanding of the text. For example:

1. What nationality are the two main characters in the recount, Ala and Liat?
2. Where do they both live? How far from each other?
3. What do both young people have in common?
4. What do you think the aims of the 'Seeds of Peace' organisation are?
5. Why do you think it is called 'Seeds of Peace'?
6. How do you think the Arab and Israeli teenagers feel when they first meet each other at the peace camp?
7. Do you think this project will succeed? Why?

Read parts of the text again aloud as you work through these questions if necessary.

Syllabus Links

A1, S6, S16



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

Comprehension

Background Information

In this activity the pupils imagine they are one of the two main characters in the text. They are asked to write a few sentences describing their feelings about living in the

middle of a conflict. Pupils will also write a few sentences about how the character changed the way they felt after attending a peace workshop.

Some pupils might relate the text to their own experiences during the ethnic tension in Solomon Islands and how they now have peace and freedom to go back to school.

Method

- Read the instructions in the Pupil's Book.
- Explain the activity and ensure that pupils understand they are going to imagine they are either Ala or Liat.
- Read the first part of text together with the pupils.
- Ask the pupils to complete the activity in pairs.

Teacher Led Activities

Explain the activity and remind the pupils that they will need to use information from the text to help them decide what to write about.

Remind them that. Because they are writing as the character they have chosen they will need to write in the **first person**, using first person pronouns.

Before they begin, demonstrate how to change some sentences from the text from third to first person. For example:

...he spends his days trapped inside his house with his family. Ala is afraid to go out onto the streets because so many Palestinians have been wounded and killed by Israeli soldiers.

I stay inside the house most days like a prisoner. I am afraid to go out because of the Israeli soldiers everywhere. Everyday I hear about my people being killed or wounded by the Israelis. I do not feel safe at all.

She no longer meets her friends in public places, such as cafes, for fear of bomb attacks and she is terrified to travel on buses, in case of suicide bombers.

I used to enjoy going out with my friends, we'd meet up in the park or go to cafes, but these days we dare not. I am even afraid to go on the bus because of the Palestinian suicide bombers.

When pupils have understood, allow them to write their own sentences. A good activity to end with would be to put the class into pairs – one who wrote from Liat's point of view and one from Ala's point of view and have them read their sentences out to each other.

Syllabus Links

A4, S7



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

Language Study

Background Information

This activity is about choosing **interesting adjectives** to describe nouns. Adjectives can add information about shape, size, colour, mood and so forth.

The pupils are going to identify the nouns in each sentence then rewrite the sentences adding adjectives in front of the nouns. For example:

The **boy** is hiding in a **cave**.

The **terrified boy** is hiding in a **damp** cave.

Method

- Play a game with the class about adding adjectives to sentences to make them more interesting.
- Read through the instructions of the activity in the Pupil's Book on Page 68.
- Help the pupils with the activity if they are having problems.

Teacher Led Activities

Play the following game with the pupils to prepare them for the task.

On the board or on a piece of cardboard write a simple sentence containing two nouns.

Ask 4 pupils to come to the front of the class.

Pupil 1 is to read out the sentence as written.

Pupil 2 is to add one adjective to each of the nouns in the sentence.

Pupil 3 adds one more adjective and

Pupil 4 adds another.

This is an example of how the game may work. Some more starter sentences are included for you to use in the box above.

Pupil 1 The storm rocked the boat.

Pupil 2 The angry storm rocked the tiny boat.

Pupil 3 The angry, crashing storm rocked the tiny, fragile boat.

Pupil 4 The angry, crashing, violent storm rocked the tiny, fragile, lonely boat.

Play the game a few times so that every pupil has had a chance to come to the front.

Read the instructions in the Pupil's Book. Write the first sentence on the board and ask pupils to help you to identify the nouns and choose interesting adjectives to describe them. Then ask pupils to complete the exercise in their books.

Sentence Starters

- The dog bit the man.
- The wind spoiled three houses.
- The man ate the pudding.
- The cat drank some water.
- The children ran away from the crocodile.
- The butterfly landed on the flower.
- The girl sang in the garden.

Syllabus Links

A4, K1



Can all the pupils select interesting adjectives to describe nouns? (K8)

Oral and Writing

Background Information

Today pupils will complete their exposition texts in final draft form, paying attention to spelling, punctuation, handwriting and presentation – the final stage in the writing process.

They will then read their texts out to the rest of the class. If you have a large class it may be better to split into groups for this so that it does not take too long for everyone to have a turn to read their texts.

Teacher Led Activities

Read the instructions in the Pupil's Book and remind pupils of the important points about proofreading. Stress that, as this is the final draft they should use their best cursive handwriting and think about how they set out and present the text in paragraphs.

Give time for the pupils to complete their final drafts.

Read and discuss the tips about reading aloud that are listed in the Pupil's Book.

Allow pupils time to practise reading their texts.

Ask pupils to read their expositions to the class or to a group of pupils if you have a large class. Allow time for some discussion after each pupil's presentation.

Syllabus Links

S2, S3, S6



Can all the pupils present their writing by reading it to the class clearly and confidently? (S8)

Reading and Discussion – A Woman Who Changed a Nation**Background Information**

This is an historical recount of a woman named Rosa Parks whose courageous actions changed the nation of America for ever.

The text is set in the 1950's in the southern states of America. At that time there were laws, which separated black people from white people. These laws were called **segregation laws**. They meant that black people were treated like second-class citizens. They had to go to separate schools and to travel in different parts of the bus. It was even illegal for black people to marry white people.

The most **important message** of this text is the power of non-violent protest. It teaches that people should 'not return violence with violence' but do things in a peaceful way. Compare this powerful method of protest to the problems caused by the violent protest in the Bougainville Crisis.

Before reading, the pupils are asked to make predictions about the recount. Predicting means making sensible guesses about what might be in the text. After reading the recount, pupils will be asked to think about their predictions. Reviewing their predictions can help pupils to focus more carefully on the text.

Method

- Discuss the title of the text with the pupils and ask pupils to predict what the text might be about.
- Go through the key words.
- Read the text. Review predictions.
- Check that the pupils have understood the text.

Teacher Led Activities

Write the title of the text on the board and then ask if pupils can think of something that one person could do that would 'change a nation'.

Ask the pupils to predict who or what the text will be about. Ask the pupils to suggest who the woman in the story could be.

Go through the key words and ask the pupils to use a dictionary to find out what they mean. Ask the pupils to read the text silently before you read it aloud to them.

Discuss the **personal qualities** of Rosa Parks (brave, strong, determined, clever, stood up for what she believed in).

The following questions are to help you with your discussion.

1. Why do you think people set up the segregation laws?
2. How do you think black Americans felt about segregation laws?
3. What would have happened if Rosa had given her seat to the white man?
4. What type of protest did black Americans make?
5. What kind of person was Martin Luther King?

6. How long did the bus boycott last?
7. Do you think we have segregation in Solomon Islands? Are some groups of people treated differently from others?

You might also choose to ask the pupils to read the extra text in the reader called **Ten Tips for Peacemaking**.

Syllabus Links

A1, S16



Can all the pupils read this historical recount and identify the main ideas and relevant details? (S16)

Comprehension

Background Information

In today's activity the pupils are going to write a short personal letter to Rosa Parks to tell her what they think about the actions she took that eventually changed her nation.

Method

- Ask the pupils to read the text again silently.
- Read the instructions and explain the activity.
- Revise the way letters are set out as shown in the Pupil's Book.
- Ask pupils to suggest things they might want to say to Rosa.
- Ask pupils to do the activity in their exercise books.

Teacher Led Activities

Explain that the pupils are going to write a short personal letter to Rosa Parks to tell her what they think of her actions. They should begin by reading the text again silently. As they read, tell them to write down notes of things that they might put in their letter to help them. Their notes might look like this:

Paragraph 1	Segregation laws are very unfair.
Paragraph 3	It was very brave of Rosa Parks to refuse when the bus driver told her to get up.
Paragraph 4	I admire her for not giving in when she realised she was going to be arrested.
...and so on.	

Show them how to set their letter out before they begin, by referring to the example and the sentence starters in the Pupil's Book.

Syllabus Links

K1, S18



Can all the pupils use a variety of sentences types, and paragraphs to write the letter? (S17)

Language Study**Background Information**

This is a revision activity requiring pupils to underline the verbs and circle the adjectives in a paragraph.

Method

- Read the instructions in the Pupil's Book and make sure pupils understand what to do.
- Revise verbs and adjectives. Ask pupils to suggest some examples and list them on the board for everyone to see.
- Ask the pupils to do the activity in their exercise books.

Syllabus Links

A3, S12, K7



Can all the pupils identify verbs and adjectives? (K8)

Spelling**Background Information**

Recording the results of weekly spelling tests helps you to monitor the progress of pupils' spelling skills.

Method

- Revise the spelling words for the week.
- Provide pupils with strategies to help them practise their spelling words.
- Give a spelling test to check that the pupils have learned the words.

Teacher Led Activities

Give the pupils time to practise spelling their spelling words. Hand out blank pieces of paper and ask pupils to write the numbers 1-10. Say the spelling words in random (mixed up) order and ask pupils to write down the words.

Tell the pupils to exchange papers and mark each other's work by checking against the list in the Pupil's Book. Either collect the papers for recording purposes or do a quick count to find out how well each pupil performed in the test.

Oral and Writing**Background Information**

In this unit, **Conflict, Peace and Reconciliation**, pupils have explored a number of conflicts from different regions of the world and how they were resolved.

Today's activity asks pupils to summarise the most important information they have learnt over the course of the last two weeks. When pupils write a summary, they are required to select, organise and combine the most important elements of the texts. A summary includes only the main idea and important details about a topic.

This activity allows the teacher to assess what pupils have learned from the unit.

Method

- Write the title of this unit on the board **Conflict, Peace and Reconciliation**. Ask some volunteers to tell you some things they have learnt from this unit. List their responses on the board.
- Read the instructions in the Pupil's Book and explain these instructions to the pupils.
- Ask pupils to write a summary of what they've learnt in the unit.
- Collect the summaries and use them to assess both writing skill development and what pupils have learned during the unit.

Teacher Led Activities

Lead a discussion about the main idea and important details of this unit. Explain to the pupils that you want them to sum up what they know about each issue in two or three sentences.

Explain that the aim of the activity is not for pupils to tell everything they know about an issue, but only to summarise the important facts. Read through the example in the Pupil's Book on page 72. Read through the guidelines and ask pupils to write their summary in their exercise books.

Syllabus Links

A4, S4, S10



Can all the pupils pick out suitable details to include in a summary? (S11)

Assessment Activity – Running Records

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

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

Reading and Discussion – What Does Government Mean to You?

Background Information

In this unit the pupils work on two different text types, exposition and procedure. An exposition is written to express an opinion, to take a stand on an issue and justify it, or to convince the reader of a point of view. A procedure is written to give instructions on how something is done.

The unit discusses some aspects of the way governments work and the development of the present system of government in Solomon Islands.

The major themes covered in the unit include:

- Levels of Government – Provincial and Federal
- History of Solomon Islands Government
- Traditional Government
- What Makes Good Government
- The Qualities of Good Leaders

The reader contains some additional short texts for pupils to read during the course of the unit as follows:

Seeing the Light	A traditional Indian narrative that tells the story of a king who has to decide which of his two sons would make the better leader.
The World's Greatest Leader	An exposition by Cindy Watson. In this text, the writer tries to convince the reader that Martin Luther King Jr. was the greatest leader.
Why Turtles can no Longer Fly	A parable with a leadership theme
Leadership Means Caring about People	A true story about good leadership in action

Today's text is the first in the reader. It is an exposition that serves as an interesting introduction to this unit about Government and Good Governance. The question, **What does government mean to you?** was put to a group of Standard 6 pupils. The text lists the pupils' answers.

Method

- Before reading the text, draw a Prior Knowledge Chart on the board or a large piece of paper as shown on the next page.
- Brainstorm ideas about the title of the text, What Does Government Mean to You?
- Discuss the key words.
- Read and discuss the text.
- Discuss and identify the issues in the text. List possible solutions to problems.

Teacher Led Activities

Before reading the text, lead the pupils in a discussion to find out what they know about government. Write the question, **What does government mean to you?** on the board. Develop a Prior Knowledge Chart with the class. Ask pupils to tell you anything they already know about government and record it in the left hand column.

Read through the key words and make sure the pupils understand their meaning before they read the text. Have the pupils read the text silently as you read it aloud.

After reading, ask the pupils to tell you any new information they have learned about government to add to the prior knowledge chart.

The prior knowledge chart may look something like this:

What is the job of the Government?	
What We Know Already	What the Text Tells Us
<ul style="list-style-type: none"> • to run the country • to make decisions • to make laws • to collect taxes • to build roads • to provide education services - books, equipment, schools, teachers • to provide health services - hospitals, clinics, nurses, doctors, medicine 	<ul style="list-style-type: none"> • to provide many services for the people • to provide reliable transport - roads, buses, ferries, ships • to help people to develop businesses • to help to create jobs • to help to improve the standard of living • to control the country's money • to manage our natural resources carefully • to represent people - speak for the people who voted for them • to lead the country • to serve the people

Ask the pupils to re-read the text and identify some issues discussed in the text. Ask them to compare these to issues people in their own villages are experiencing or may be concerned about.

Ask the pupils to think of good ways of addressing some of the issues. Use a table to show the problems suggested by the pupils and the ways governments might solve them. Do not spend too long on this activity as pupils will continue this discussion later.

Your table may look something like this:

Issue / Problem	Ways the Government Can Help
Transport between islands is not regular	<ul style="list-style-type: none"> • provide each province with a ship • build ships that are big enough to face waves in the open sea
People have to wait too long to see a doctor	<ul style="list-style-type: none"> • train more nurses, employ more doctors • build more clinics

Syllabus Links

S2, A3



Can the pupils read and identify the speaker's point of view? (S3)

Comprehension**Background Information**

In this activity the pupils are asked to **summarise** some of the main points discussed in the text.

The pupils will work in groups of three.

Method

- Reread and list the issues raised in the text.
- Organise small group discussions.

Teacher Led Activities

Revise how to write a summary. Remind pupils that they will not include all the information, only the main ideas. Remind them that some of the people in the text have said similar things, they should combine these when they write their summary rather than repeating them.

Read the instructions in the Pupil's Book together. Put pupils into small groups to decide which are the main points raised by each pupil in the text.

When pupils have finished the written part of the activity, ask them to discuss which of the opinions they agree or disagree with.

Syllabus Links

K7, A4



Can the pupils read and differentiate between facts and opinions? (S12)

Language Study**Background Information**

One difficulty pupils sometimes have with writing is using too many words. This makes their sentences repetitive, complex and difficult to read. This exercise asks pupils to look for redundant words (words that don't add meaning to a sentence) and remove them to make sentences clearer and easier to read. It is good practice for their own writing.

Teacher Led Activities

Write this sentence on the board to help explain the activity:

All of the young school children tried really hard to finish all their homework.

Explain that this long sentence sounds clumsy and is difficult to read because it has unnecessary words. Ask pupils to help you to find any words in the sentence that aren't really needed. Shorten the sentence by crossing out these extra words without changing the meaning. Your changed sentence could look like this:

All children tried hard to finish their homework.

Read the instructions and study the example in the Pupil's Book. Ask pupils to do the activity in the Pupil's Book.

Syllabus Links

A1, K1



Can the pupils write well structured sentences and identify redundant words? (S17)

Spelling

Here are the new, high frequency spelling words that pupils are to learn this week.

If you find that pupils are finding the spelling words too difficult, you should provide them with a different list. Pupils who get less than 6/10 correct in their spelling text on a regular basis are probably finding it too hard.

Likewise pupils who always get 10/10 should be given some more difficult words to learn. You could select some of the key words from the week's texts to give these pupils.

When pupils have copied the words carefully into their exercise books, have them complete the activity on page 74 of the Pupil's Book, which reinforces their meaning.

running	swimming
show	remember
turned	fishing
broke	passed
started	told

Oral and Writing

Background Information

This week pupils will write an exposition text. The writing lasts for three lessons. Today the pupils will make notes as part of planning their text. The topic is what the government could do to improve their village or town. This should help them relate what they have read about the role of the government to their own experience of local issues and concerns.

In an exposition, the reader is being persuaded to agree with a particular point of view. This may be persuading someone to act in a certain way, or to justify an action. Pupils need to develop skills in analysing the opinions of others as well as expressing their own opinions.

Method

- Revise the types of language used in exposition writing.
- Use examples from the text in the reader.
- Ask pupils to express their opinions on issues orally as a class.
- Allow time for a group discussion about the issues.
- Have pupils plan their writing.

Teacher Led Activities

Use the table you made with the pupils earlier to review some of the main ideas raised in today's text. Lead a discussion about problems specific to the pupils' own community / village.

You could discuss the following areas: Health care; Employment; Education and Services such as transport, trade stores, freight services, power and water supply.

Detailed questions are laid out in the Pupil's Book to help pupils in their small group discussions.

Do not ask pupils to consider the structure of an exposition at this stage. Today they are only required to write their ideas in note form as a planning aid. Read the instructions in the Pupil's Book and ask them to work with a partner to complete the activity.

Syllabus Links

A1, K1



Do the pupils value discussion before drafting their written work? (A2)

Assessment Activity – Oral Observation Assessment

Background Information

During this unit, over the next two weeks, you will make an assessment of each pupil's oral or speaking and listening skills. You will be doing this by carefully observing each pupil as they take part in oral and discussion activities in their English lessons.

Method

- Refer to the introductory pages (pages 34 – 35) to remind yourself how to conduct an oral observation assessment with your pupils.
- Before observing each pupil, read through notes you made on previous oral assessment as a reminder on how each pupil has been performing. This will help you to check their progress.

Suggested Activities for Oral Assessment

1. Day 1: Small group discussion on **What government means to you.**
2. Day 5: Short Talk on **What Makes a Good Leader?**
3. Day 6: Discussion in pairs about women and girls in leadership.
4. Day 6: Feedback presentation in pairs on the results of their survey.
5. Day 10: Acting a part in the drama **Corruption at the Pig Farm.**

Reading and Discussion – Good Governance – What Makes a Good Leader**Background Information**

Today's text is an exposition in which the writer, Alison Blaylock, gives her opinions on what she believes is the foundation of good governance and good leadership. It uses some long words, but these are explained in the text so reading the text carefully will help pupils understand them.

Method

- Introduce the text by discussing the issues with the pupils.
- Ask the pupils to make predictions about the text.
- Go through the key words and discuss each word with the class.
- Read the text aloud to the pupils.

Teacher Led Activities

Introduce the text by writing the title on the board and asking the pupils to predict what the text may be about. Write their predictions on the board.

Go through the key words with the pupils, making sure they pronounce the words correctly and can use them in sentences.

Read the text aloud to the whole class, stopping after each paragraph to clarify meaning. After you have read the text to the pupils, ask them to read the text again with a partner. Ask some questions to check understanding. Such as:

1. Have pupils heard the term **Good Governance** before? What do they think it means?
2. Think about the Solomon Islands motto "**To Lead is to Serve.**" Do you agree that members of parliament are there to serve the people?
3. What is the opposite of the qualities mentioned in the text?

Transparency - secrecy

Accountability - not caring what people think

Sustainability - living only for today and not caring about the future

Compare the pupils' predictions with the actual content of the text.

Syllabus Links

S12, S2



Can all the pupils read and identify the main points in the text? (S11)

Comprehension**Background Information**

This activity will help the pupils to practise reading for specific information. It also draws attention to idioms used in the text. Idioms are colourful sayings that contain different levels of meaning. This reinforces pupils understanding of inferred meaning.

For example:

Idiom (saying)	Meaning
<ul style="list-style-type: none"> to have someone in stitches she is nuts I could eat a horse there's more than one way to skin a cat 	<ul style="list-style-type: none"> to make someone laugh she is crazy I am very hungry there's more than one way to solve a problem

Teacher Led Activities

Ask the pupils to read the text again looking for specific information needed to answer the questions. Explain that reading for specific information is different from reading for pleasure. When reading for particular information, pupils should glance through the text quickly looking for key words and facts.

Ask questions to give pupils practice at finding specific information in the text quickly:

1. What should good politicians always remember?
2. Why do politicians need to look after natural resources?
3. Who should be sustained by the plans and policies that governments put into place today?
4. How many simple ideas does the author believe form the basis of good governance? What are they?

Write some idioms as listed above on the board and discuss their meaning. Read the questions in the Pupil's Book. Ask pupils to complete the activity in their exercise books.

Answers

1. tell the truth, listen to the people, plan ahead
2. pupils are asked to give their opinions - no right or wrong answer
3.

a. see straight through them	tell if someone is being honest
b. under the table	in a sneaky way
c. behind closed doors	where no-one else can see
d. dance to their own tune	do just what they want to do
e. keep their ears open and mouths shut	be quiet and listen

Syllabus Links

S13, K1



Can all the pupils read texts silently and quickly to pick out required information? S11

Language Study

Background Information

Verbs are sometimes called doing or action words because they tell us what action is done by the subject in the sentence. For example:

Peter pulled the trolley.

The verb **pulled** is an action word telling what Peter (**subject**) did.

The verb must have a **subject** and must tell us the **time** the action happened or is happening. For example:

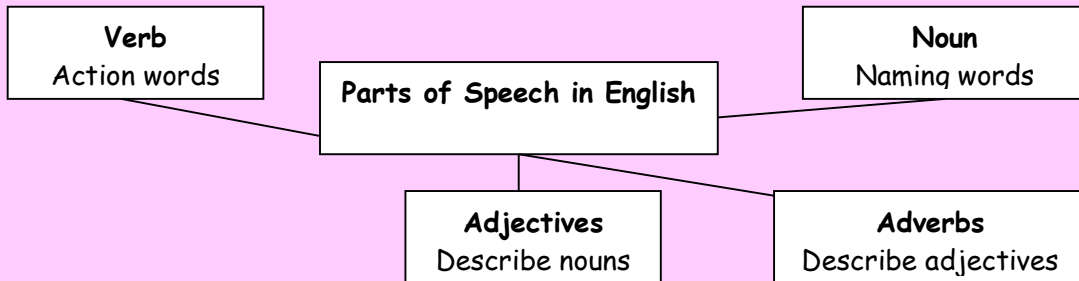
The teacher **punished** the students.

The **subject** is the **teacher** and **punished** is the **verb**. The verb tells us that the action happened. The **tense** of the verb tells us that it happened in the **past**.

Verbs are **doing, being or having words**.

Teacher Led Activities

Ask the pupils to name parts of speech in English they know. Use a concept diagram to show what the pupils know about the different parts of speech in English.



Ask the pupils to tell you what they know about verbs in English and give some examples.

Ask pupils to make up their own sentences. Write them on the board for discussion. Ask them to identify the verb, the nouns and any adjectives and adverbs in the sentence.

Ask the pupils to complete the activity in the Pupil's Book in their exercise books. This is a revision activity identifying the past tense form of verbs.

Syllabus Links

K1, K3



Do all the pupils understand the use of verb tenses? (K8)

Spelling

Background Information

When changing a regular verb to past tense, we usually just add **-ed**. For example: jump / jumped, turn / turned, show / showed. For verbs ending in **-y**, change the **-y** to an **i** before adding the **-ed**. For example: cry - cried, try / tried, apply / applied, carry / carried.

Some **irregular verbs** change their spelling completely in the past tense. For example: lead / led, weave / wove, think / thought, take / took, write / wrote, teach / taught.

Teacher Led Activities

Go through the spelling words for the week with the pupils. Explain the rule for changing verbs that end in **-y** to past tense. Write some examples on the board and use them to explain the rule. When they are ready, ask the pupils to complete the activity in their exercise books.

Oral and Writing

Background Information

In today's lesson pupils use the notes they made yesterday to draft their exposition about what the government could do to improve their community. Revision of the framework for an exposition will help pupils to draft their text following the correct structure as shown on the right.

Language features of an exposition include:

- Verbs - different verb types are used including persuasive verbs, such as: should, ought to, must. Strong verbs showing conviction, such as: believe, think, convince.
- Tense - usually in the present tense, but may vary.
- Connecting words are often linked to reasoning: therefore, because, thus, so, as a result, etc.
- Reasons, facts, quotations and evidence are included to convince the reader.

Structure of an Exposition

Title:

Statement of Position:

Arguments:

Summing up:

Method

- Revise the structure of an exposition.
- Discuss the types of language used in expository text.
- Discuss the use of paragraphs to organise information.

Teacher Led Activities

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

Explain that pupils will use the exposition structure to plan and write an exposition about what the government should do in their communities. Make sure that pupils understand that they should write about each issue in a new paragraph.

You may want to model how to write an exposition on the board before asking pupils to work independently. Ask pupils to help you to construct the text. You could use the ideas the pupils tell you about what makes a good leader to develop another exposition. Pupils can use ideas from today's text and suggest some of their own too.

Syllabus Links

K1, A3



Can all the pupils use variety of sentence types and paragraphing their written work? (S17)

Reading and Discussion – The History of the SI Government System**Background Information**

Today's text is a factual, historical recount. It briefly outlines the development of the current system of government in Solomon Islands from when these islands were declared a protectorate by the British Government in 1893 to independence on the 7th July 1978.

Method

- Find out what the pupils know already about the political history of Solomon Islands.
- Develop a Prior Knowledge Chart.
- Study the key words with the pupils.
- Read the text as a whole class. Discuss the text as you read so that you help the pupils to understand the content.

Teacher Led Activities

Explain that today's text is an historical recount about the development of the present system of government in Solomon Islands.

Ask pupils to tell you some of the things they know about the history of Solomon Islands and write them on the board. Develop a Prior Knowledge Chart to list the things the pupils already know. As this text is very difficult and contains a lot of detailed information, the Prior Knowledge Chart will assist pupils to organise new facts.

Go through the key words at the top of the text with the pupils. Make sure they understand most meanings and are able to pronounce words correctly.

Now read the text. Explain the main ideas as you read with the whole class.

After reading, go through each paragraph together and ask the pupils to tell you any new information they have learned about the history of government to add to the Prior Knowledge Chart.

The Prior Knowledge Chart might begin like this:

History of Solomon Islands Government	
What We Know Already	What the Text Tells Us
<ul style="list-style-type: none"> • Present SI government system based on British Government. • We have both central and provincial governments. • We have a Prime Minister who leads the government. • We have elections every four to five years. 	<ul style="list-style-type: none"> • Pacific Islanders taken and forced to work on sugar plantations in Queensland and Fiji - 'blackbirding'. • 1983 - UK declared protectorate over the SI • introduced Westminster system of government. • British Governor of Fiji became High Commissioner to SI.

Syllabus Links

S11, S12



Can all the pupils read and understand the main ideas in the text? (S13)

Comprehension**Background Information**

There are four comprehension questions in the Pupil's Book on Page 79. Some, such as questions 1 and 2, simply ask pupils to select information from the text. Question 3 is more difficult as the answer is not in the text – pupils are required to think for themselves. Question 4 involves using and organising information from the text for a specific purpose, in this case to construct a time line. This helps pupils to select relevant details from what they have read.

Teacher Led Activities

Go through the questions with the pupils orally and discuss their answers before they are asked to write down their answers.

Show pupils on the board how to draw a time line. Show them how to find and transfer the information about the government development in the text and show it in a timeline. Display the Prior Knowledge Chart so that pupils can use it to assist them to organise the major dates and events from the text. Remind the pupils to give their timeline a title, for example: **The Development of Government in Solomon Islands.**

Syllabus Links

A4, K5



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

Language Study**Background Information**

This activity, rewording sentences while keeping the meaning the same, helps pupils to think carefully about different ways in which sentences can be structured.

Teacher Led Activities

Ask the pupils to make up some sentences using this week's spelling words. Write a few sentences on the board. For example:

The boy went swimming after lunch.

I will be having fish for supper.

After lunch, the boy went swimming.

For my supper, I will be having fish.

Make up other examples and ask the pupils to reword sentences without changing the meaning. There may be a number of ways to reword a sentence correctly. For example:

The cat chased the mouse and caught it.

The cat caught the mouse that it had chased.

The mouse was chased and caught by the cat.

The Prime Minister visited our school and opened the new building.

The Prime Minister opened the new building when he visited our school.

The new building at our school was opened by the Prime Minister.

Ask pupils to work in pairs. Give them a few minutes to write a sentence in their books, then swap books and give a few more minutes for them to rewrite each other's sentences in a different way. Move around the class and check the grammatical structure of the sentences they are writing.

Now ask the pupils to copy and complete the activity in the Pupil's Book.

Syllabus Links

A5, S4



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

Spelling

Teacher Led Activities

Remind pupils that, to become confident at spelling, we have to know and use many different rules.

Read the instructions in the Pupil's Book. Discuss the rules for adding **-ing** and work through some examples on the board. Here are some words you can use:

argue / arguing	manage / managing	place / placing
flip / flipping	hit / hitting	put / putting

Remind pupils that there are exceptions to every rule, and point some of these out to them. For example:

canoe / canoeing	hoe / hoeing	dye / dyeing
eye / eyeing	tiptoe / tiptoeing	singe / singeing

When they are ready, ask the pupils to complete the activity in their exercise books.

Oral and Writing

Background Information

Writing is a process that involves discussion, planning, writing drafts, proofreading and editing and sometimes, publishing a final draft. Over the last few days, the pupils have been involved in the process of planning and drafting their own exposition. Today they are going to proofread and edit their drafts. This is an important part of the process which focuses on how the text can be **improved**.

Method

- Read and explain the instructions in the Pupil's Book.
- Provide the pupils with time to complete writing the first draft, if needed.
- Read and explain the proofreading and editing guidelines in the Pupil's Book.
- Allow the pupils to share their work with a partner for editing purposes.

Teacher Led Activities

Tell the pupils that during today's lesson they will proofread and edit their draft and begin writing the final draft of their exposition. Read through the guidelines in the Pupil's Book and explain each step carefully to make sure pupils can do this independently.

Make sure pupils check that their expositions follow the correct structure. Stress that pupils should not only correct mistakes, but they should also look for ways to **improve** their writing. They might improve the **content** by adding more information or ideas, they might improve the **language** by adding stronger verbs or more convincing sentences and they might improve the **presentation** by changing the order of their points or careful use of paragraphs.

Allow pupils to share the task of proofreading and editing with a partner. It is sometimes easier to see changes that are needed in other people's work than in your own. A fresh eye is always helpful.

Move around the classroom and assist with the editing. When pupils have finished editing, allow them to begin writing their final draft. Remind the pupils to use cursive writing in their final draft.

Syllabus Links

A2, S18



Can all the pupils use a variety of sentences, linking devices and paragraphs in their writing? (S17)

Reading and Discussion - The Provincial Government System

Background Information

Today's text explains the provincial government system and how this system is structured in Solomon Islands. Explanations are factual texts that tell us how and why things happen as they do. Explanatory text:

- is factual;
- is usually written in simple present tense;
- usually has no ending or summary;
- is sometimes accompanied by pictures or diagrams.

The diagram in today's text is an important part of the text. Pupils will need time to study it and understand it as well as reading the text.

Method

- Study the map of Solomon Islands in the text.
- Before reading ask some questions about the provincial government system.
- Study the key words and then read the text.
- Discuss the content of the text.
- Discuss the diagram.

Teacher Led Activities

Study the map of Solomon Islands provided in the text and ask pupils to identify the nine provinces on the map. Introduce the topic before reading the text. Find out what pupils already know using the following questions.

1. How many provinces are there in Solomon Islands?
2. Can you name them? Make up a list on the board.
3. Who runs the provinces?
4. Who is the Premier of your province?
5. Who helps the Premier to govern a province?
6. Why do you think we have provinces?
7. Who do you think decided on the boundaries for the provinces?
8. What services does the provincial government control?

Tell pupils that this is an explanation text. Ask them to revise the purpose and features of an explanation before they read. Read the text aloud while pupils follow silently.

After reading, ask some questions to see whether the pupils have understood the main ideas of the text. For example:

1. What is the purpose of provincial government?
2. How is a provincial government different from the central government in Solomon Islands? How is it similar?
3. Why do you think the number of provinces might have changed from 7 to 9?

Study the diagram together. Ask individual pupils to explain different parts of the diagram in their own words.

Syllabus Links

A1, K1, S15



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

Comprehension**Background Information**

This is a vocabulary exercise that helps pupils to understand some of the new vocabulary they have come across in the text. It also focuses on the key words from the text, which you did not study in the reading and discussion session. Looking at the key words after reading is sometimes helpful as the pupils can use the context of the text they have read to help them understand the words. This activity also provides practice in scanning the text.

Teacher Led Activities

Ask the pupils to look at the key words. Write the first one up on the board and ask pupils to scan through the text and put up their hand when they have found the word. Ask the first pupil to find it to read out the whole sentence in which it is found. Ask a second pupil to tell you the meaning of the word and a third to give you their own sentence. For example:

Word layer

Sentence Provincial Government provides another layer of government which is closer to the people than the National Parliament in Honiara.

Meaning a coating, or a flat section of something that may be a covering like a blanket.

Sentence I found my football socks under three layers of dirty clothes.

When you have completed the key words, ask pupils to complete the activities in the Pupil's Book on page 83. Remind them that, when reading for specific information pupils should skim the text quickly to look for key words or phrases.

Answers Activity 2

- | | | | |
|----------------|--------------|-----------------|---------------|
| 1. established | 2. difficult | 3. responsible | 4. provincial |
| 5. additional | 6. split | 7. independence | 8. select |

Syllabus Links

S10, S16



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

Language Study**Background Information**

In this activity pupils are asked to identify redundant words, or words that don't add to the meaning of the sentence. Practicing this will help them with proofreading and editing their own texts. Sometimes pupils add many unnecessary words to their writing, which makes it difficult to read and understand.

Teacher Led Activities

Start with this game. Write a sentence on the board with lots of redundant (unnecessary) words in it. Ask pupils to come to the front and take turns to cross out one word or group of words each. Continue until no more words can be crossed out without changing the meaning of the sentence. Repeat with another sentence until everyone has had the chance to cross out a word. Here is an example of a sentence you could use:

Last year at the end of the school year my class (Standard 6) all went out together for a lovely picnic to celebrate the end of the school year and the end of the exams.

In this example all of the following can be crossed out without losing the meaning of the sentence:

~~Last year at the end of the school year my class (Standard 6) all went out together for a lovely picnic to celebrate the end of the school year and the end of the exams.~~

Use the first sentence in the Pupil's Book as an example. Write the sentence on the board and talk about it with the pupils.

All the books were donated as a gift by some of the parents.

Work with the pupils to re-write the sentence on the board, leaving out the words that are not needed. Explain that the sentence must keep the main idea and it must be grammatically correct. Possible answers could be:

The books were donated by the parents.

The books were a gift from the parents.

Now ask pupils to complete the activity in the Pupil's Book.

Syllabus Links

K1, A1,



Can all the pupils appreciate how spoken and written English differ in style and organisation? (A4)

Spelling**Teacher Led Activities**

Revise the spelling words with the pupils. Remind pupils of different ways to learn to spell a new word. Ask pupils to try some of these strategies:

Look, Cover, Remember, Write and Check strategy (LCRWC)

Look carefully at the word shape.

Think of a word that is spelt in a similar way.

Look at the 'tricky part' of a word.

Revise the spelling rules that apply to adding suffixes -ed and -ing.

Now ask the pupils to complete the activity in the Pupil's Book.

Oral and Writing

Background Information

There are two activities in the Pupil's Book for this lesson. The first asks pupils to work in small groups to design and draw a diagram to show the structure of a familiar organisation. This should be done in pairs or small groups as a discussion based activity. Talking about how to organise the information with other pupils is a very good way for pupils to practice negotiating and agreeing on the best way to do it.

The second activity asks them to complete the final draft of their exposition text. The focus here is on handwriting and presentation, since they have already edited and improved the content of the text.

Method

- Talk about the structure of some organisations pupils are familiar with.
- Work with the pupils to develop a simple diagram on the board, to show this structure.

Teacher Led Activities

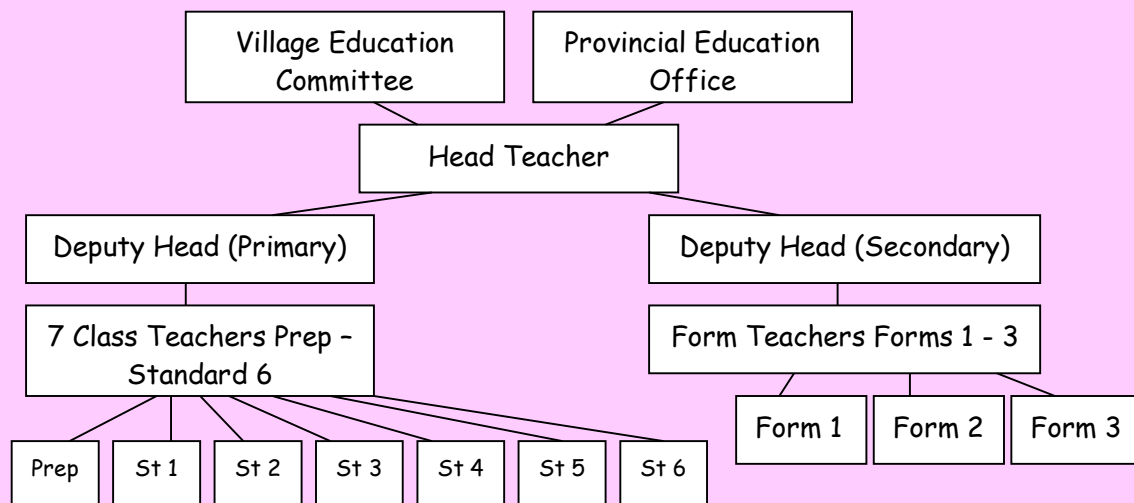
Look back at the diagram in today's reading. Ask pupils some questions to explore why the author has included a diagram. For example:

1. Is there any information in the diagram that is not in the text? Pick an example.
2. Does the diagram help you to understand the structure of the government? Why?
3. Which do you find easier to understand, the diagram or the text?

Explain that the task today is for the pupils to draw their own organisation diagram.

Work with the class to plan and draw a simple structure of your school on the board. You can make it as simple or as detailed as you wish according to how much information you think your pupils can manage.

It might look something like this:



Explain that the boxes are used to help organise the information and to make it look tidy. The lines between the boxes are also an important part of the diagram. They show how the different people in the school relate to each other. So, for example, the primary class teachers and secondary form teachers do not work together which is why there is no line to join these people, whereas the head teacher works with both the Deputy Head (Secondary) and the Deputy Head (Primary).

Talk about different ways of organising the information too. For example, you could start with the classes at the top of the diagram, or try putting the Head Teacher in the middle instead of at the top.

When you have finished your school diagram, read the instructions in the Pupil's Book and have pupils work in small groups to develop their own diagram. Allow the groups time to complete this activity and then ask each group to share their diagram with the whole class.

Ask the pupils to complete the final draft of their exposition when they have finished. If there is not enough time they could do this for homework today.

Syllabus Links

S5, A4



Are all pupils aware of the value of discussing ideas before and during the drafting process? (A2)

Reading and Discussion - Confucius: The Wisdom of a Good Leader**Background Information**

Today's reading combines two text types. It begins with some factual information about a great leader called Confucius and then retells a narrative that shows his teachings about leadership. Confucius was a wise and respected Chinese thinker and educator born in the year 551 BC. That is more than two and a half thousand years ago!

Confucius is pronounced con - **few** - shus, with emphasis on the few.

Method

- Discuss the title of the text.
- Pupils predict what leadership qualities Confucius might discuss.
- Talk about some famous leaders in Solomon Islands and around the world.
- Locate China on a world map.
- Go through the key words.
- Have the class read the text in pairs.
- Read it together again as a class.

Teacher Led Activities

Write the title of the text on the board. Discuss the meaning of the key words found in the title.

Ask pupils to talk about some great leaders they know of and write their names on the board too. Add the name Confucius.

Find China on a map of the world and explain that Confucius lived in this part of the world over 2,500 years ago. Explain that we know about the teachings of Confucius because many of them were once told as stories and his followers wrote them down.

Have pupils work in pairs to read the text aloud to each other. Use this time to move around the class and listen to individual pupils read.

When they have finished ask pupils to respond to the text. Did they like it? Why? Why not? What do they think is the main message of the text? How can they tell from the text that Confucius was a wise man?

Read the text through aloud again and ask some questions at the end of the reading lesson to help the pupils understand the text. Such as:

1. What were the names of four of Confucius' servants?
2. What leadership qualities do his servants have?
3. What makes Confucius a better leader than his servants?

Syllabus Links

A1, K1



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

Comprehension**Method**

- Revise the meaning of a summary.
- Summarise the first paragraph of the text together.
- Split the class into groups of three pupils for the activity.
- Ask pupils to copy and complete the table in the Pupil's Book.

Teacher Led Activities

Ask pupils to explain what a summary is and how to summarise text. Summarising means noting the main points of the text and leaving out everything that isn't essential.

Demonstrate how to summarise the first paragraph of today's text in note form on the board. Your summary might look like this:

Confucius - Wise respected Chinese leader

Born 551 BC in China

Famous for his wisdom both when he was alive and after his death.

Teachings still famous today.

Ask the pupils to work in groups to summarise Confucius' ideas on leadership. Then each group will add their opinions on what they think makes a good leader.

Read the instructions in the Pupil's Book. When they have finished the activity, ask one pupil from each group to report to the whole class.

Syllabus Links

A4, S11



Can all the pupils read and identify the main points and supporting details of the text? (S10)

Language Study**Background Information**

This is a vocabulary activity which encourages pupils to select interesting verbs to describe actions. It follows on from the work they did in the last unit on different ways of saying **said** and **walked**.

Method

- Introduce the idea of using more powerful verbs to make a sentence more interesting or more meaningful.
- Play an oral game to practice selecting powerful verbs.
- Read through the activities in the Pupil's Book together and practice identifying powerful and less powerful verbs.
- Have pupils complete the activity independently.

Teacher Led Activities

Ask the class to stand in a large circle. Start by giving one pupil a sentence containing a boring verb. For example: The dog **ran** after the cat.

The first pupil has to say the sentence aloud changing the verb to a more powerful one, such as: The dog **chased** after the cat.

The next pupil has to suggest another verb, such as: The dog **rushed** after the cat, and so on, until one pupil cannot think up another verb. They have to sit down and the game continues with another sentence. Here are some more sentences you could use.

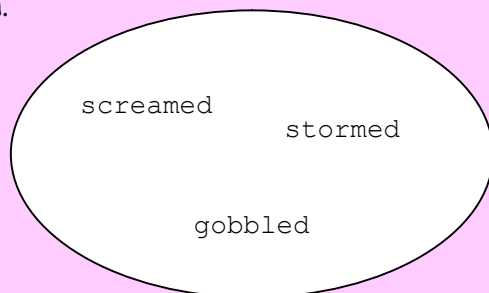
Harry ate his lunch.

Joanne went home from school.

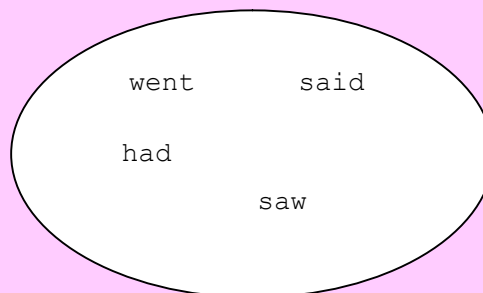
My mother worked in the garden.

The taxi driver went to town.

When you have finished the game, draw two large circles on the board and label them as shown.



Powerful verbs



Less powerful verbs

Read out a list of verbs and ask pupils to tell you where to write each one, you could use the following list:

screamed, said, stormed, went, had, gobbled, stuttered, crept, ate, walked, swooped, descended, saw, spied, fled, got, gathered, shrank, hid, disappeared, took, gulped.

Now ask the pupils to do the activity in the Pupil's Book.

Answers

1. stormed 2. attend 3. arranged 4. received
5. noticed 6. travelled 7. swooped 8. raced

Syllabus Links

A5, K1



Can all the pupils use the correct synonyms in the sentences? (K2)

Spelling**Background Information**

This is an assessment activity to check how well pupils have learnt their words this week. Record the results of your weekly spelling tests and use them to monitor pupils progress and modify the spelling words if necessary.

Method

- Say the spelling words as pupils write each word.
- Have the pupils exchange answers and correct work.

Teacher Led Activities

Ask the pupils to use a clean page in their exercise books and write the numbers 1 to 10 down the side of the page. This is a simple spelling test, not a dictation exercise so pupils are only required to write single words.

Use each of the spelling words clearly in a simple sentence. For example:

"I was running as quickly as I could." Write the word **running**.

When the test is finished, write the words on the board and ask pupils to swap books and mark the words. Record the results.

Oral and Writing**Background Information**

This lesson gives the pupils practise at presenting a short talk without much time for preparation. To give a talk to a group of people is a skill that pupils need to develop. The pupils also need to train to be good listeners.

Method and Teacher Led Activities

Read the instructions in the Pupil's Book. Allow pupils time to write down their main ideas and practise their brief talk. Ask pupils to present their short talks individually.

This would be an excellent activity in which to observe individual pupils for your **Oral Observation Assessment** in this unit.

Put pupils into groups of three to plan questions to ask as part of the homework survey task. Read through the instructions carefully and discuss what they have to do. Remind pupils that they will report on this task in the next lesson. They will also present the results of their survey as a written report.

Syllabus Links

S18, K8



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

Reading and Discussion - The Right to Vote

Background Information

The reading text for today is an historical recount that tells how women in some parts of the world fought for the right to vote in elections. The purpose of a recount is to retell events from the past. A recount usually has the following structure:

Introduction	Introduces the reader to the particular time in history that is the focus of the recount.
Sequence of Events	A series of sentences or paragraphs, in order, that retell what happened.
Conclusion	A statement that finishes off the recount. Sometimes a comment is made about the importance of these events.

Method

- Discuss the title of the text and ask pupils to predict what the reading might be about.
- Compare traditional roles of men and women in Solomon Islands. Discuss how this might relate to voting rights and governance.
- Go through the key words and ensure that the pupils understand the meaning of each one.
- Read the text in small groups and then as a whole class.

Teacher Led Activities

Ask pupils if they know what **the right to vote** means. Explain that all people over the age of eighteen have the right to vote in elections in Solomon Islands.

Explain that voting is a common method for electing leaders where everyone has the right to choose the person they want. The person with the most votes is elected. Ask pupils to share their own experience of voting or elections they or their parents may have participated in: class captains; sporting club elections; local council; and provincial and national elections.

Ask pupils to comment on this method of choosing a leader.

1. Do they think it is fair? Why? or Why not?
2. How do they think it feels for people whose chosen candidate is not elected?
3. Can they think of other ways of choosing a leader, for example by birth - someone becomes the chief because his father was the chief? Is this fair?
4. What sort of problems can they think of using this method?
5. Do pupils all agree that it is important for both men and women to be allowed to vote? Why?

Go through the key words with the pupils and talk about their meaning. Glance through the text to see how the words are used in the text.

Allow the pupils time to read the text aloud in small groups taking a paragraph each.. Next read the whole text aloud to the class. Pause to explain main points in each paragraph. After you have read the text to the pupils, ask them to respond to the text by discussing the following questions:

1. What do you think about the women who fought to get the vote? Was their struggle important? Why?
2. How might life be different today if the women we have read about did not do what they did?

Syllabus Links

A1, S5, S6



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

Comprehension

Background Information

This activity asks pupils to look at selected phrases from the text and identify their meaning. It provides practice skimming the text for specific information and looking for inferred meaning and different levels of meaning in the text.

Teacher Led Activities

Find the phrase 'their voices were never heard' in the text at the end of paragraph three. Ask the pupils to explain the phrase in their own words.

Discuss each of the phrases in the Pupil's Book activity in the same way.

Ask the pupils to read through the text again in pairs and stop when they come to each of the phrases in the Pupil's Book exercise. Have them discuss the phrase with their partner before writing their explanation in their own words.

You might choose to do this activity orally or you might ask the pupils to write their answers in their exercise books after you have discussed them.

Syllabus Links

K1, K4



Can all the pupils read and understand informative material and relate it to their own lives? (S16)

Language Study

Background Information

Shall and will are words used to form questions, but they each have a different meaning and are sometimes confused. In this activity you teach the pupils the correct usage and practice forming questions using the correct one.

Shall is used in questions when **offering help** or service. For example:

Shall I help you in the garden tomorrow?

Shall I get some rice at the store?

Will is used when **asking for help** or service. For example:

Will you help me in the garden tomorrow?

Will you get me some rice at the store please?

Teacher Led Activities

Write these sentences on the board:

Shall I carry that box for you? **Shall** I go to the store for you?

Will you carry this box for me? **Will** you go to the store for me?

Explain the correct usage of the words **shall** and **will** when asking questions.

Use the examples to help explain the concept.

Ask the pupils to make up their own sentences using the words, **shall** and **will**. Write some '**will questions**' (asking for help) on the board, and ask pupils to rephrase them as '**shall questions**' (offering to help). Here are some you could use:

Will you lend me some money? Will you help mum carry the bag?

Will you feed the dog? Will you get me some sugar at the store?

Talk about some of the sentences and then ask them to complete the activity in the Pupil's Book on page 89.

Syllabus Links

K4, K7



Can the pupils ask a range of question types? (S6)

Handwriting

Teacher Led Activities

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

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

Read the handwriting text and discuss it briefly before pupils write. The passage is about women elected into different leadership positions around the world.

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

Oral and Writing

Background Information

Today's session is made up of two parts. The oral part is a discussion about the importance of both men and women taking up leadership positions. For writing, pupils draft a **research report** outlining what they found out on their survey about leadership qualities. The planning stages of this piece of writing have been done already with the survey. In today's activity pupils focus on writing up their findings in good sentences and on different ways of presenting the information such as in a table or as a graph.

Method

- Discuss the importance of having both men and women in leadership positions.
- Read the instructions for the group discussion in the Pupil's Book.
- Have pupils work in groups of four or five to discuss the issue.
- Have pupils work with a partner to draft a research report.

Teacher Led Activities

Read the instructions for the discussion from the Pupil's Book on page 90. Talk about why it is important for both boys and girls take up leadership positions. Prepare the class for the discussion before they split into groups. Introduce some of the following ideas:

In Solomon Islands and other countries, many women hold key positions of leadership. Think of examples.

Discuss why more women are not members of parliament in Solomon Islands.

Think about what kind of leaders women make. Do women have different leadership qualities to men? What are these?

Writing Activity – Research Report

Ask pupils to work with a partner and share the results of their surveys. Explain that they are going to combine the results of their survey and produce one report about what they found out.

A simple framework for a report is included in the Pupil's Book. Study this together and make sure pupils follow it when they draft their report. Go through the information about compiling tables and graphs and check that the pupils understand this.

As they work, move around the pairs and discuss their results. Help them to present these in interesting reports.

If you have time you might also get the pupils to present their research reports to the class orally explaining their findings.

Assessment Activity – Oral Observation Assessment

By this time, you should be about to complete your observational assessments of oral and discussion activities. Keep records of your assessment and make notes on areas in which pupils need to improve.

Help the pupils to know their strengths and weaknesses and discuss ways in which they can improve their speaking and listening skills.

Reading and Discussion - Who Should I Choose?

Background Information

Today's text is presented as a cartoon strip. The characters in the cartoon give their opinions about the voting process and politicians. Each of the characters expresses a different point of view. This is a form of exposition text.

Method

- Talk about the way the text is presented.
- Discuss the characters in the text.
- Have four pupils read the parts in the text.
- Analyse the viewpoint of each character after reading.
- Split into groups of four and read the text again.

Teacher Led Activities

Explain that the text shows different ways people might approach voting in elections. They should think about each character's point of view as they read and decide which person has the most sensible ideas about choosing a candidate in an election. Explain that the text is presented in the form of a cartoon so that it is easy to identify the main points of view.

Explain who the **characters** in the cartoon are as follows:

Annie, a bright young woman with an enquiring mind. She wants to learn about voting and to make the best of the democratic process.

Ben is an older man, He is easily fooled and fell for all the politicians talk before the election. He doesn't really think for himself about what's best or right.

Kate is an older woman who is smart intelligent and knowledgeable - she doesn't trust the politicians and thinks carefully about what they say.

James is a Master Liu type who didn't vote at all because he can't be bothered with the whole process. He doesn't care about elections.

Go through the key words briefly, then choose four good readers to read the part of each character while the rest of the class listen.

Write the names of the characters on the board. After reading each frame, stop and list the main ideas expressed by each character. Your list may look something like the one on the next page.

When the pupils have finished helping you to fill in the table, ask them which opinions they agree with and ask them to explain their reasons.

Finally split the class into groups of four and have them read the text again aloud, each taking on the part of one character. Tell them to put expression into their voices as they read and act the part.

Opinions Expressed by the Cartoon Characters			
Annie	Ben	Kate	James
<p>Our MP is a good man who bought goods for my store.</p> <p>The MP really only helps his friends and family.</p> <p>The MP should help everyone.</p> <p>Our MP gave a good speech on development last year.</p> <p>Everyone should vote. It's your chance to pick a good leader!</p> <p>If politicians give you things before the election, they are just trying to bribe you.</p> <p>If a person practices corruption before the election you can be sure they will become a corrupt politician.</p> <p>You should vote for the person you think understands most about the people and what they need. Vote for the person who wants to develop the province.</p>	<p>Leaders are supposed to help people.</p> <p>The MP gave Sam \$50 before the election to help him.</p> <p>I felt I had to vote for my MP after he was so generous even though I didn't really want to.</p> <p>I'm so confused!</p> <p>I'm going to have to think a bit harder about who I vote for next time.</p>	<p>I don't trust our MP. He hasn't helped us at all.</p> <p>The MP only bought goods to get Annie to vote for him.</p> <p>The MP gave Sam \$50 before the election to get Sam to vote for him.</p> <p>Politics should be about real development.</p> <p>If you don't vote you have no right to complain when the governments don't do what you want!</p> <p>It's stupid not to vote!</p> <p>Our MP must have got the money from somewhere (dishonestly) to build his new house.</p> <p>I think it's time we started voting for different people. We need a change.</p>	<p>I can't stand politics. MPs are all as bad as each other.</p> <p>It won't make any difference who you vote for so I'm not going bother to vote at all.</p>

Syllabus Links

K1, S15



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

Comprehension

Method

- Discuss the questions on page 93 of the Pupil's Book with the class.
- Allow pupils time to complete the activity.

Teacher Led Activities

Read the questions in the Pupil's Book. Discuss the pupils' answers fully before they write. Ask pupils to complete the questions in their exercise books.

Syllabus Links

K1, K7



Can all the pupils read and understand the opinions presented in the text? (S12)

Language Study

Background Information

This is a revision activity in which pupils have to choose the correct verb to agree with singular and plural nouns.

Teacher Led Activities

Explain that the subject of a sentence is the noun which performs the action of the sentence, For example, Jane is the subject of the following sentence:

Jane often runs along the beach.

Explain that if the subject is singular the verb must be made singular by adding **-s**.

She often **walks** in the park. (she - singular subject)

They often **walk** in the park. (they - plural subject)

Make up your own sentences and use them reinforce this concept.

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

Syllabus Links

K3, K5



Can all the pupils use parts of speech correctly? (K8)

Spelling

Teacher Led Activities

Give the pupils a few minutes to practise spelling the words from their spelling list with a friend.

Revise the spelling rules for adding the suffixes **-ing** and **-ed** which are outlined in the Pupil's Book. Ask pupils to help you do some examples on the board.

Ask pupils to complete the activity in their exercise books.

Oral and Writing

Background Information

This activity asks pupils to study and analyse the cartoon in the Pupil's Book on Page 94. They discuss the cartoon in small groups using the questions provided.

Study the cartoon carefully yourself before the lesson to make sure that you understand the humour in it and can explain it to the pupils.

The writing task is for pupils to design a leaflet to explain the voting procedure. Pupils are familiar with the structure of a procedure text and they should be able to use the information provided in the Pupil's Book to set out a series of steps.

Teacher Led Activities

Put pupils in small groups to discuss the questions about the cartoon in the Pupil's Book.

After the discussion, read instructions in the Pupil's Book about writing a procedural leaflet. Introduce the task with some questions about the **purpose and intended audience** of their text. Remind pupils to consider these as they devise their leaflet.

Ask pupils to tell you what the **purpose** of this leaflet might be. (To explain the process of voting to people who may not have voted before);

Ask them to tell you who the **audience** might be. (New voters, members of the public);

Ask them to tell you who might produce such a leaflet? (The government, the electoral commission, public education groups).

Explain that all the information needed for their text is included in the box in the Pupil's Book, but that these steps are **not in the correct order**. Pupils will need to rewrite them in the correct sequence.

Remind them that a procedure is written as a set of instructions to the reader and that each step usually starts with a present tense verb. Read the other guidelines with the class before they start to write.

They should aim to complete this writing task in today's lesson. Pupils who do not may finish it off for homework.

Syllabus Links

S6, S17



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

Reading and Discussion - The Federal Government System

Background Information

Since the ethnic tension in 1999 - 2000, several provinces of Solomon Islands have begun to call for independence from the central government. The federal system of government referred to in the title of today's texts is one of the proposals for the future of Solomon Islands government. Under this system each province would become a state in its own right and would have much more freedom to make laws and set policies. The system is called the **federal** system, because the states would join together as a **federation** of states. Some of the functions of national government would be retained, but it would not be as powerful as it is today.

This is an exposition text focussing on the different arguments posed by two writers on the issue. It presents a balanced argument on the issue by presenting opinions both for and against the federal system of government.

Method

- Discuss the title of the text.
- Go through the key words with the pupils.
- Read through the text.
- Discuss the content of the text.

Teacher Led Activities

Have a discussion with the pupils on the title of the text. Explain the idea of a federation of states using examples from the text such as FSM and USA. Ask pupils to say how they think this might be different from the present system.

Explain that countries such as Australia have a system of government that has three levels: local, state and federal. Local councils look after local services like rubbish collection, libraries, local streets and parks. State governments look after services such as education (schools), health (hospitals) and main roads. Federal government looks after services such as immigration, defence (army, navy, air force), income taxes and trade with other countries.

The Solomon Islands present system is similar, with local and area councils, provincial governments and the national government forming the three layers of government.

Before reading the text, go through the key words with the pupils. Pupils need to know the meaning of the words and how to pronounce them correctly.

After reading the text, talk about the different arguments posed by the two writers. Ask the pupils to give their opinions on the issue. Give them enough time to discuss their points of view. Discuss the idea of a Federated States of Solomon Islands and ask whether or not they think this would suit the people of Solomon Islands.

Syllabus Links

S12, S11



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

Comprehension

Background Information

In this activity pupils are asked to identify the main points in the arguments put forward by the writers of each letter in today's text. To do so they practice their skills of **scanning** text to find important information and **summarising** what they read.

Teacher Led Activities

Ask the pupils to read through the two letters in the text again and pay close attention to each writer's arguments. Go through some of the points raised by the writers to give the pupils a clear idea of what to look for.

Explain how to do the activity in the Pupil's Book.

Syllabus Links

S12, K6



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

Language Study

Background Information

When the words **each**, **every**, **any** and **none** are included in a sentence, pupils need to take special care when making the subject agree with the verb. Look at this example:

Each and **any** are used with the singular form of the verb because they refer to singular items (each one, each person, any dog, each plate, any house).

Every and **none** are used with the plural form of the verb because they refer to a number of items (every house, none of the pigs, every girl and none of the boys).

In summary:

- each** stands for each one, and therefore it is singular;
- every** stands for every single one, therefore it is plural;
- any** stands for any single one;
- and **none** stands for not one of a groups of things.

Teacher Led Activities

Explain to the pupils the use of the words **each**, **every**, **any** and **none**. Explain that these words require special care when you use them in a sentence, especially in making sure that the verb and the subject agree. Write these sentence examples on the board and have the pupils study the form of the verb in each:

Each lock **has** its own key.

Singular - each means each single lock

Every girl **sings** in the choir.

Singular - every means every single girl

None of the locks **have** a key.

Plural - we are talking about more than one lock.

Did **any** children **sing** in the choir?

Plural - we are talking about a group of children.

Ask the pupils to use these words in their own sentences. Write a few of the pupils' sentences on the board and use them for further discussion with the whole class.

Now ask the pupils to do the activity in the Pupil's Book.

Answers

1. has 2. is 3. are 4. was 5. is 6. have

Syllabus Links

K3, K8



Can the pupils construct grammatical sentences using **each**, **every**, **any** and **none**? (S17)

Spelling

Teacher Led Activities

Go through the spelling words for the week with the class. Tell pupils that their test this week will be tomorrow so they must learn their words in readiness.

Challenge volunteers to give you a sensible sentence containing **three** of the spelling words. For example:

I could hear **talking**, but the door was **closed** so I **decided** to listen at the window.

closed	hiding
decided	serve
lead	used
making	talking
prepare	tired

Read through the words and meanings in the Pupil's Book on page 97 and have the pupils complete the written activity.

Then ask the pupils to choose five words from the spelling list and use them in their own sentences.

Oral and Writing

Background Information

This is a short writing activity that should not need a lot of preparation. Pupils are asked to write just one paragraph expressing their own opinion about the federal system of government. The discussion they have had already today should prepare them for this task. Sometimes, pupils will need to be able to draft text quickly and confidently without much preparation. Today's activity provides practice at this.

Method

- Explain what pupils are going to do.
- Talk through the guidelines and questions in the Pupil's Book.
- Revise the type of language used in exposition text writing.
- Discuss the task in the Pupil's Book on page 97. Go through the activity together.

Teacher Led Activities

Ask the pupils to read the text again and think about the arguments posed by each writer.

Discuss the kind of language used in the reading that tells readers that the letters are a form of exposition. Ask pupils to look through the text and pick out examples of the following:

Language that Identifies an Opinion "I do not think..." "I believe that..."

Persuasive Language: "People will gain..." "We should..."

Emotional Language: "... a disaster..."

A Call to Action: "We must settle this...."

Now go through the activity in the Pupil's Book with the class. Put pupils into groups to discuss the questions in the Pupil's Book and then ask them to write a short paragraph giving their opinion on the issue.

Syllabus Links

A1, S4, S14



Can all the pupils identify the point of view of the writers and write their own exposition text? (S13)

Reading and Discussion - Informal Systems of Government

Background Information

Today's reading is an information text by David Sokaika about the informal systems of government that have been part of Solomon Islands for many years. Traditional forms of government existed before national government was established. Local government is traditional by nature and provides people with leadership at a local level. In Solomon Islands, these forms of government are still important and often more effective at local level in settling disputes or setting standards of behaviour.

The text contains two diagrams that show different informal government structures in different parts of the country. Allow time as you read for pupils to discuss, interpret and understand the diagrams as well as the text.

Method

- Discuss the title of the text and ask the pupils to predict what the text might be about.
- Ask pupils about leaders within their communities.
- Go through the key words with the pupils.
- Read and discuss the text and the diagrams.

Teacher Led Activities

Ask the pupils to read the title of the text; talk about the words 'informal' and 'system'. Ask pupils to find the meaning of the words in a dictionary. Explain that informal means not formal and in this context is contrasted to the national, elected government, which is seen as the formal system.

Ask pupils to tell you about leaders who live and work within their own communities (chiefs, elders, parents etc). Discuss whether they see these people as having a role in **governing** the community in any way. What is their role? Is it important at local level?

Go through the key words. Talk about the meaning of the words and ask pupils to glance through the text to find the words and see how they are used in the text.

Read the text aloud as the pupils follow silently. Stop and explain some of the main points in the text when necessary. Ask questions to check pupils' understanding of the text. Allow plenty of time for pupils to study the diagrams in the text too.

Syllabus Links

S6, S14



Can all the pupils read a range of genres and understand their style and purpose? (A1)

Comprehension

Background Information

This activity asks pupils to think beyond the text to identify the advantages and disadvantages of the traditional forms of government described.

Teacher Led Activities

Ask the pupils to re-read the text silently and think about the advantages and disadvantages of the provincial government system. Make sure that they realise that these are not stated directly in the text. What they must do is read the information in the text and think for themselves about the advantages and disadvantages.

Draw the table from the Pupil's Book on the board and use it to show how to structure their answers. Ask pupils to help you decide what to write in each column, before they go ahead and do the activity by themselves.

If you prefer, you could do this only as a discussion activity and complete the table on the board instead of asking the pupils to write.

The completed table might look something like this:

Traditional Government in Solomon Islands	
Advantages	Disadvantages
<ul style="list-style-type: none"> • leaders are close to the local community, not far away • tribal chiefs and elders can help with many problems • local leaders speak language, not English, more accessible to everyone • deal with people who break the laws of the tribe before things get out of control • teaches traditional knowledge and skills to young people • people can go and see the chief at any time 	<ul style="list-style-type: none"> • people don't vote for their leaders • can't provide the same education and health services as national government • neighbouring villages could have different rules and laws - so the system is complicated • men often dominate this system of government and women do not enjoy the same rights • young people do not always respect elders

Syllabus Links

S14, S17



Can all the pupils read the text silently and respond with their own ideas? (S11)

Language Study**Background Information**

Adjectives and adverbs can sometimes be confused. A common mistake is to substitute the words good and well, but these cannot always be **used interchangeably**. **Good is always an adjective** but **well** may be **either an adjective or an adverb**. For example:

We had a good day.

You did good work.

The weather was good.

In all of these sentences the word **good** is an adjective used to describe the nouns day, work and weather.

He did **well** in his exams. The team played **well**. The baby eats **well**.

In all of these sentences the word **well** is an adverb, describing the verbs to do, to play and to eat. Well can also be used as an adjective, however as in the following sentences:

He was not a **well** man. Isn't the dog **well**?

Activity B provides more practice adding suffixes to words.

Teacher Led Activities

Activity A

Explain that the use of the adjectives and adverbs **well** and **good** using the Background Information above. Teach pupils that **good** is always an adjective but **well** may be either an adjective or an adverb.

Give some examples and have pupils complete the activity in their exercise books.

Activity B

Explain this rule to the pupils:

To add the suffix **-ing** to verbs ending in **-e**, first drop the **-e**.

For example: drive / **driving** hate / **hating** dance / **dancing**

Have the pupils think of other words that could be used to help explain this rule.

Answers

Syllabus Links

K1, A4

Activity A 1. well 2. well 3. good 4. good 5. well



Can the pupils use different parts of speech appropriately? (K8)

Spelling

Background Information

Pupils have already learnt the spelling rule '**i before e except after c**'. This applies to words containing **ie** or **ei** vowel combinations which are confusing and often misspelt.

Today's activity provides them with more practice of this rule and another opportunity for you to reinforce it. You will also teach the pupils about specific exceptions to the rule and the fact that it only applies when the **ei / ie** makes a long **ee** sound.

Since tomorrow is taken up with reading the play script, a spelling dictation test is included today. A dictation test is a good way to evaluate the pupils' progress in spelling. In this test, the spelling words are put into sentences. It is important that you read the sentences slowly and clearly.

Teacher Led Activities

Explain the **ie** spelling rule to the pupils. Explain the importance of knowing some spelling rules in English.

i before **e** except after **c**

Explain that this rule only applies when the **ie** / **ei** makes a long **ee** sound.

For words where this letter combination makes a different sound the rule does not apply, and it is always written as **ei**. For example:

foreign	either	height	weigh	neighbour
leisure	feint	reign	neither	freight

Also remind pupils that not all words follow the rules. Some exceptions to this rule are as follows:

weir	seize	weird	seizure	forfeit
------	-------	-------	---------	---------

Spelling Assessment

Tell the class that you will be giving them a dictation test to see how well they have learnt their spelling words.

Tell the pupils to listen carefully as you read each sentence clearly and slowly. Read each sentence twice.

Write the sentences on the board and ask the pupils to swap books and correct their partner's work.

Dictation

1. I **decided** to **prepare** the table for dinner.
2. My friend and I were **hiding** behind a **closed** door.
3. I tried to **lead** the way home but I was too **tired**.
4. We were all **talking** happily and **making** new friends.
5. David **used** to **serve** in the police force.

Oral and Writing**Background Information**

In today's activity, pupils will practise writing a **summary**. Pupils are asked to think back over the unit so far and summarise the main points about what they have learnt, under four given headings. They should, by now be familiar with writing a summary so you can expect them to work independently and give your attention to any pupils who are struggling with the task.

Method

- Recap over the unit as a whole class discussion.
- Ask some pupils to tell you what they have learnt and what they found interesting in this unit.
- Explain the task and leave pupils to work independently.
- Pupils can finish the task for homework.

Teacher Led Activities

Ask pupils to recall the titles of texts they have read in this unit. See if you can jointly compile a complete list on the board without having to look back at the Pupil's Book.

Ask pupils to suggest some new or interesting information they learnt from each text and write this on the board too.

Explain the task. Remind pupils how to write a summary by including only the main, or most interesting points.

Read the instructions in the Pupil's Book. Discuss the headings given for each section of the summary and use the text titles you have on the board to help pupils decide which information will go under which heading.

Set pupils to work and help those having difficulty.

Syllabus Links

S2



Can all the pupils read, retain and summarise informative texts from a variety of contexts? (S16)

Assessment Activity - Oral Observation Assessment

Check that you have completed your Oral Assessment for this unit.

- Have you observed all the pupils during discussion and oral activities?
- Have you made a record of your observations?
- Have you discussed with each pupil their strengths and weaknesses?
- Have you suggested some areas for improvement to each pupil?

Reading and Discussion - Corruption Down at the Pig Farm!**Background Information**

This fictional text is about corruption in a farmyard setting. It is a play script in which the characters are animals, who act and talk like humans. The message of the text is that some people misuse their vote. It also raises the issue of corruption and abuse of power.

Because it is a long text, and because it works best if it is dramatised, other activities are kept to a minimum today. The main task for the day is to read and enjoy the text and to act it out in groups.

The pupils should work in groups of seven to dramatised the script. If groups are smaller, one pupil can read more than one part in the play.

Method

- Discuss the title of the text and allow the pupils to put forward ideas about what the text will be about to the group.
- Brainstorm the character traits of a corrupt leader.
- Study the key words.
- Look through the cast list.
- Read through the script with different pupils reading each part.

Teacher Led Activities

Before reading the text with the pupils, talk about the title. Ask the pupils to try to define **corruption** in their own words. Talk about what makes a corrupt leader.

Brainstorm the personality and attitudes or behaviour of a corrupt leader. List them on the board. These might include:

greedy	selfish	unfair	dishonest
unkind	uncaring	power hungry	untrustworthy

Go through the key words with the pupils. Help them to pronounce the words correctly and understand their meaning before reading the text.

Look at the names of the different characters used in the script. Explain the following important terms to do with the way that a play script is written:

Cast List	This is a list of the characters in the play - there are seven.
Scenes	These are the different places and times when the action takes place. There are 6 scenes.
Stage directions	These are words or statements in brackets in purple type. They tell the actor how to act or speak. Pupils should follow these as they read their part.

Remind pupils that they do not need to read the name of the character in bold type, they only read the words spoken by that character.

Select seven good readers to read the seven different parts, and read the text through once, without stopping so that the pupils enjoy the play.

After reading the text, ask pupils to respond to it. You might use some of these questions:

1. Did you enjoy the play? Why? Why Not?
2. Which characters in the play did you like best? Why?
3. Do you think the story has any inferred meaning? Is it really only about pigs or do the authors want us to think that some people behave like this?

Syllabus Links

S8



Can all the pupils listen to a range of different genres and identify the author's purpose? (S2)

Comprehension

Background Information

This play script is a form of allegory. An allegory is a seemingly simple story in which the characters and events represent a deeper meaning. Although this play appears on the surface to be only a story about pigs, actually it is about people. It is a story about the way some politicians and candidates behave when they want to win positions of leadership. It is actually about the way corrupt candidates, cheat and influence people in elections. The purpose of this activity is to help pupils understand this deeper level of meaning.

Teacher Led Activities

Expand on the last question from the Reading and Discussion session above. Explain to pupils that the authors really intended for us to think of their characters as human, not pigs. Ask pupils to look at the characters in the story again. Ask some questions to help them understand the allegorical meaning of the text.

1. If the characters in the play were people, what sort of people would they be?
2. Which characters do you think would have made good leaders? Why?
3. Have you ever heard about people doing any of the things the pigs do in the play?
4. Why do you think the authors chose to tell a story about pigs if they were really writing about people?
5. What do you think the authors of this text think about corruption in government?

Syllabus Links

A1, S2



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

Oral and Writing

Background Information

Reading and dramatising stories from a script was introduced in Standard 4 with the Christmas text. You will be developing more drama work in term four this year. Today's activity is designed to give the pupils practice reading and dramatising a play script. The focus will be on acting with understanding of the character and using expression to add to the meaning of the play.

Method

- Talk about the characters.
- Revise the form and style features of the play script.
- Discuss and practise the use of voice to add meaning.
- Split the class into groups of seven to practice and perform the play.

Teacher Led Activities

Review the following terms before pupils go into their groups to practise the drama.

Cast List	The list of characters in the play.
Scene	Tells the timing of the event and where and how it takes place.
Stage Directions	The words written in purple italics in the brackets that tell the action a character is doing or how they are speaking.
Tone of Voice	Tone of the voice plays a major part in all forms of communication. You can express your feelings using the tone of your voice by adjusting it to suit each situation, feeling, mood, atmosphere, etc.

Ask pupils to practise saying some of these sentences from the text First, in a normal voice, and then following the stage directions using the voice indicator in the brackets. Does it make any difference to the meaning of the sentences?

(Whispering to Porky) He's talking about himself, the greedy old hog!

(crossly) I suppose we could. Doesn't seem necessary though!

(Sounding sad and ashamed) No, I don't, but he told me he wouldn't give me any food if I didn't vote for him"

(Sighing) So that explains why we have such a useless new leader!

Split the class into groups of seven, one pupil for each part, and allow them time to practice and perform the play.

Syllabus Links

A3, A4



Can all the pupils read and present a short play or script in class? (S8)

Reading and Discussion – Jaymark's Story

Background Information

This unit is about citizenship. The dictionary defines a citizen as a person of a particular country, either by birth or by being given that right. Citizenship is therefore to do with the rights and duties that being a citizen involves. The text on day two of this unit briefly explains what being a good citizen means. The key themes covered in this unit include: responsibilities and rights, community work and participation, decision making, leadership, living in a multi-ethnic society, moral questions, diversity and social responsibilities. It is hoped that by studying this unit pupils will be encouraged to become good citizens.

The text types in this unit are mainly expositions and narratives. In the first five days the pupils will plan and write an exposition text. In the second week they will plan and write a narrative text. Then, for the last two days of the unit, the pupils will practise and perform the play which is the text for day nine. It is presented as a play script.

Additional texts in the reader focus on the topic of citizenship too. These texts provide the pupils with extra materials available for independent reading, as follows:

Imagine	This song, written by John Lennon, former member of the Beatles, a famous English pop group, should be familiar to the pupils. It is about his dream of a world in which people do accept their differences and resources are shared out fairly.
The King's New Clothes	This is an old European story about a stupid king who is conned by some clever conmen. It is a story with a message as in the end it is a simple young boy who, by speaking the truth, manages to expose the king's stupidity to his citizens.
Listen More, Talk Less!	This story, by Alison Blaylock, reinforces several messages important in this unit, including the idea that rights and responsibilities go hand in hand, the importance of having your own opinions and speaking up about what you believe is right.
The Two Metre Chopsticks	This Chinese custom story is another story containing an importance message about working together as a community.

The reading for today is called Jaymark's Story. This is a recount text. It is a true story from the Philippines. It has the features of an exposition as well as a recount. Jaymark tells the story of his experiences and also gives his opinions about them.

Method

- Explain the theme of the unit using ideas from the background information.
- Explain the meaning of **citizenship**.
- Define the key words and other difficult words in the text.
- Have pupils read the text in the reader, reading aloud in small groups.
- Ask questions about the text.
- Select pupils to retell parts of the text to the class.

Teacher Led Activities

Write the word **citizenship** on the board and ask the pupils what they think this unit is about. They will have heard of the word **citizen**. Ask them to look up this word in a dictionary. Can they explain what a citizen is to the rest of the class?

Ask the pupils to read the key words and then to explain their meaning. They can use a dictionary to help them.

Put the pupils into small reading groups of about five or six. Introduce the text and ask the pupils to take turns in reading it aloud a paragraph at a time. Tell them it is about Jaymark's experiences and how people responded to these.

Then ask the pupils to read the text again, silently.

Ask some pupils to retell parts of the text to the class in their own words. Other pupils could help them as they go along. This is to find out the pupils' understanding of the information in the text.

After reading and retelling the text, ask the pupils some questions to check their comprehension. Here are some questions you could use.

1. Why did Jaymark say that his family is really lucky?
2. What is their big problem?
3. What did the company want to do and what could happen if they did it?
4. If the mining company did operate, how would the people benefit?
5. What was Jaymark's dad not sure about?
6. What did Jaymark's mum say in her speech? What did she mean?
7. Why did some men and women protest about the mining?
8. What did Jaymark think about the protest?

Syllabus Links

S4, S6, S16



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

Comprehension**Background Information**

Reading and understanding the text fully will enable the pupils to discuss issues that are not explicitly mentioned. This will enhance the pupils' comprehension. At this level pupils should always be asked to think beyond the text, apply it to their own experiences and interpret it in the light of their own opinions.

The two activities in the Pupil's Book are graded, the first is about selecting information from the text and organising it into a table, the second requires pupils to interpret the information in the text for themselves and think more deeply about it.

Teacher Led Activities

Read through the first activity in the Pupil's Book on page 105.

Explain what the pupils are required to do. Emphasise that all the information they need for the activity is in the text. You may want to do one example as shown below for each column before asking the pupils to work on their own.

List those who are in favour of the mining company.	List what those in favour say about the mining.	List those who are against the mining company.	List what those against say about the mining.
mining company	lots of jobs working in the mine	dad	no fish after pollution

They could work with a partner to discuss and fill in the table.

Ask them to read the text silently and do the activity in their exercise books.

Make sure you check and mark the pupils' written work. This will help you to monitor each pupil's progress.

Move around the class and discuss questions in Activity B when pupils are ready. These questions ask for the pupils' opinions. Let them talk about how they are going to answer these questions with a partner before writing their answers.

Syllabus Links

S4, S6, S16



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

Language Study**Background Information**

The ability to use adjectives and adverbs will improve the quality of pupils' writing. These can often be added to enrich a text at the editing stage. Remind the pupils that an **adjective** tells you more about, or describes a **noun** and an **adverb** gives you more information about a **verb**. This is a revision activity of work covered in the last unit.

Teacher Led Activities

Revise what adjectives and adverbs are. Pupils should be able to define these and give you sentences containing examples.

Remind the pupils that adjectives and adverbs are sometimes confused. Remind them that the word **good** is always an adjective but **well** may be either an adjective or an adverb.

Write the examples from the next page on the board and go through them together. Make sure the pupils understand the difference between adjectives and adverbs.

1. She can sing (**beautifully**, lovely).
2. The ship came in (real, **really**) close to the shore.
3. I am not (near, **nearly**) as tired as I was yesterday.
4. I think he scored (good, **well**) in the test.

Show the pupils how to decide whether an adverb or an adjective is required by asking, 'What is being described?' In example 1 it is her **singing** that is being described, therefore the **adverb**, beautifully, is used, not the **adjective** lovely.

Read through the exercise in the Pupil's Book on page 105 with the class. Ask them to complete it in their exercise books. Tell them to underline the word they choose from the brackets. This will make it easier for you to mark.

Answers

1. well 2. angrily 3. good 4. really 5. quietly
6. slowly 7. well 8. seriously 9. well 10. quickly

Syllabus Links

A4



Do all the pupils appreciate the difference between adjectives and adverbs? (K8)

Spelling

Background Information

The spelling words for this week illustrate different ways of making the hard k sound. The letters, **c** and **k** both make the hard **k** sound in a number of different ways. Here are the rules for making the hard k sound:

- When **c** makes the hard k sound it usually goes with a, o, or u, such as in the words: cat, cotton, cup, capital.
- **k** is generally used with e or i, as in the words, kit, keen, kettle, kept.
- Sometimes **ck** together make the hard k sound as in the words; rock, track, racket.
- **k** is always used after a double vowel as in the words; look, seek, book.
- **k** is used on its own after a short vowel /consonant combination as in the words; wink, think, silk.

week	kept
book	woken
track	capital
truck	scared
milk	clinic

The table on the next page shows the different ways of making the hard **k** sound. Examples are given for each. The last row in the table shows how each of the spelling words fit into the different columns.

Method

- Copy the table onto the board or chart paper before the lesson, leaving out the examples.
- Complete the table together.
- Have pupils complete the Pupil's Book activities independently.

When c makes the hard k sound it usually goes with a, o, or u	k is generally used with e or i	Sometimes ck make the k sound together	k is always used after a double vowel	k is used on its own after a short vowel/ consonant combination
Examples: cat cork cotton catch calico cup	Examples: kit keep awake king kettle spoken	Examples: rock shack crack back sack tackle	Examples: look nook seek hook took rook	Examples: wink blink think sink silk walk
spelling words capital scared clinic	spelling words kept woken	spelling words track truck	spelling words week book	spelling words milk

Teacher Led Activities

Copy the table above onto the board. Do not write in the examples.

Ask pupils to call out as many words containing the hard k sound as they can think of. Write all the words on the board. You will use these as examples when you come to fill in the chart. Glancing through the text in their Pupil's Book would be a good way for them to find examples.

Explain to the pupils that they will be learning about how a **hard k sound** can be made. Explain the different ways of making the hard k sound. You could use examples from the table above. You will be able to think of other examples of your own. Ask the pupils to give you examples of their own. Write them under the correct column. Build up the table as a class.

Next, ask the pupils to tell you which column the words from the spelling list go under. Write them under the correct column.

Ask the pupils to use the spelling strategy Look, Cover, Remember, Write and Check (LCRWC) to learn to spell the words. Remind them that they will be tested on these words at the end of the week.

Then, ask the pupils to copy the spelling words into their exercise books. Make sure the pupils have not made any copying mistakes.

The spelling exercise in the Pupil's Book reinforces the meaning of the words. You could do this as an oral exercise or you could ask the pupils to number from one to ten, read the meaning by each number and then match it to the appropriate spelling word.

Answers

- | | | | | |
|-----------|------------|---------|-----------|-----------|
| 1. woken | 2. capital | 3. week | 4. kept | 5. milk |
| 6. scared | 7. truck | 8. book | 9. clinic | 10. track |

Oral and Writing

Background Information

The aim of this lesson is for pupils to understand the meaning of the words: citizen and citizenship. They will also talk about what it is to be a good citizen in their community or country. This lesson is the starting point of a discussion which will lead the pupils into writing their own exposition over the next five days. This is an on-going writing exercise.

Method

- Introduce the pupils to their activity in the Pupil's Book on page 106.
- Discuss the meaning of the words: 'citizen' and 'citizenship'.
- Pupils work in small groups of about six. Tell them to brainstorm some key ideas about what makes a good citizen. Move around the class and give assistance when needed.

Teacher Led Activities

Ask the pupils to think of a good definition for 'citizen' and 'citizenship'. Tell them that the two meanings are linked. Make sure the pupils understand the meaning of these two words.

In small groups ask the pupils to brainstorm some key ideas about 'what makes a good citizen'. There are three examples in the Pupil's Book and some headings below to help you get them started.

Obeying the law

Taking part in community life

Thinking about others

Taking responsibility for your actions

Playing a part in decision making

Accepting people who are different

Thinking about the future

Using your skills to help others

Encourage the pupils to give you some more ideas. Add these to the list on the board.

When you have made a list choose about six of the best ideas. Now divide the class according to the number of points you have chosen. If you choose six points then divide the class into six groups so that each group is allocated one point. Give each group a large piece of paper. Tell them to write the point they have been given as a title. Ask them to develop this point. They can do this by writing down examples or using illustrations.

When they have finished tell each group to choose a spokesperson. Let each group feed back to the rest of the class using their chart to help them. You could display these charts since they could be useful as the pupils continue developing this unit.

Tell the pupils that in the next four days they will plan and draft an exposition text about being a good citizen.

Syllabus Links

K1, S4, S18



Are all the pupils aware of the value of speaking and writing, without lengthy preparation? (A3)

Reading and Discussion - Being a Good Citizen Means....**Background Information**

Today's text is called 'Being a Good Citizen Means...'. This text has some features of a report and some features of an explanation. It defines three ways in which a good citizen behaves and then goes on to explain these three ways further.

The content of the text should help pupils with ideas for the exposition text that they will begin drafting today. The discussion they had at the end of yesterday's lesson will also prepare them for reading and understanding this text.

Method

- Briefly recap the discussion you had in the last lesson on citizens and citizenship.
- Give pupils the title of today's text and ask them to predict what it will be about.
- Go through the key words and define their meaning. Have pupils use a dictionary to find the meaning of words they do not understand.
- Pupils read the text in pairs and discuss it with a partner.
- Hold a whole class discussion on the text.

Teacher Led Activities

After the pupils have read the text in pairs, choose pupils to read selected parts of the text and then ask them to explain what they have read in their own words. Let the pupils apply the points to their own experiences, drawing on examples that they have come across.

You could also ask the pupils some questions about the text to ensure the pupils understand what they have read. Here are some you could use.

1. Can you give an example of how you could show you care about people in your community?
2. In what ways could people be 'different' to you? (Talk about religion, which province they come from, race, language groups and so on.)
3. Why do you think you should attend village or community meetings?
4. Is it important to follow school rules? Why?
5. What does it mean to 'treat someone with respect'?

Syllabus Links

A4, S2, S15



Can all pupils read and understand informative material, to enhance their everyday lives? (S16)

Comprehension**Background Information**

There are two activities. Activity A asks the pupils to select the most important issues in the text and summarise these. Then they must explain in their own words why they have made their particular choices. In Activity B, they apply the text to their own experience to identify which communities they are a citizen of and which groups they belong to. There

are questions included to encourage pupils to compare the different communities of which they are a part.

You decide whether your pupils should do both Activity A and B or if different groups will do different activities. You could do one exercise as a whole class, shared writing activity and then the pupils could do the other as an individual written exercise.

Teacher Led Activities

As a class activity, ask the pupils to tell you what they think are the most important issues raised in the text. Tell them to give reasons to support their points. Encourage them to say what they think to the class. Write what they tell you on the board so that you can go through it to summarise the pupils' ideas.

If they find this difficult, you could narrow down the question by writing two issues from the text on the board and asking pupils to choose the one they think is more important, for example:

Which is more important? Do your family duties and jobs without complaining.
Don't do things that will hurt or upset people.

When you think pupils are ready, have them do Activity A in their exercise books.

As a warm up for Activity B, ask the pupils to identify the different communities or groups of people living in Solomon Islands. You and the class could come up with examples such as Catholics, football fans, chiefs, refugees, I-Kiribati, prisoners, nurses, etc. Write these up on the board. Now ask some questions such as these:

1. What are the differences and similarities between these groups? (for example some are for adults only, some include all ages, some you are born into, others you join by choice, and so on.)
2. Can we belong to more than one group? Are there any groups that we cannot belong to? (For example the boys will never be part of the community of Solomon Islands Women.)
3. Are there some groups that are worse off than others? Discuss the reasons why this might be.

Go through the activity in the Pupil's Book on page 108. Explain what pupils are required to do. Remind them that they are writing only about the communities that they themselves belong to. When you are satisfied that the pupils understand their task let them complete the activities in their exercise books.

Pupils may either work on their own or in pairs to fill in the table. In a round up session pupils should then be encouraged to talk through their answers. Are some of the answers the same? All the pupils are in the same class and at same school so these are the same. Look at the rest of the pupils' answers and compare them.

Syllabus Links

A4, S4, S17



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

Language Study

Background Information

This activity focuses on adverbs. The adverbs chosen are quite difficult so pupils are encouraged to use a dictionary to find their meaning. This activity will enrich their vocabulary as well as reinforce the use of adverbs.

Teacher Led Activities

Go through the activity in the Pupil's Book with the class. As a class, ask them to find the meaning of each word in the dictionary. Choose pupils to read the definitions aloud to the class. Write these on the board. These words will be unfamiliar to the pupils.

You could ask the pupils to put the adverbs into sentences of their own. Here are some suggestions to get them started:

- The dog attacked people **repeatedly** so he had to be chained up.
- He chatted **vivaciously** to everyone at the party.
- They crept **stealthily** behind the house.
- John **reluctantly** said goodbye to his girlfriend at the wharf.

When you are satisfied with the pupils' understanding, go through the writing activity and explain to them what they have to do.

Ask them to underline the adverbs they use in each sentence. This is to make it easier for you when marking their completed work.

Answers

1. repeatedly
5. vivaciously

2. tenderly
6. stealthily

3. obnoxiously
7. solemnly

4. seldom
8. reluctantly

Syllabus Links

S11, S15



Can all the pupils use the given adverbs appropriately? (K8)

Spelling

Teacher Led Activities

Explain that **c** and **k** often work together to make the hard k sound. For example; **track** and **truck**. These two words are in this week's spelling list. Pay particular attention to the pupils' pronunciation of the k sound.

Here are some other examples: **quack**, **thicket**, **wicket**, **packet**, **crack**, **cricket**, **pocket**.

Ask pupils to give you more words that contain **-ck**. Write these on the board. They could use a dictionary to find more. You could set this up as a competition. Give the pupils a set time to find as many words as they can. They could do this in pairs.

Then ask them to complete the activity in the Pupils' Book in their exercise books. Make sure you check the pupils' work.

Oral and Writing

Background Information

This lesson takes pupils into the planning stages of their writing activity. At this stage in the writing process they focus on a number of things as follows:

- the structure and style of the exposition genre;
- the intended audience and purpose of their text;
- the content of their main argument - their ideas, examples and information.

There are different types of exposition texts:

Persuasive writing promotes and sells goods, services and activities. For example in advertisements and posters persuasive language is used to convince people to do or buy particular things.

Expository writing is designed to change people's attitude or point of view by putting forward an argument about a specific issue. For example newspaper editorials, political or campaign speeches, letters to the editor, debates or sermons.

Exposition texts generally begin with an **introductory statement** giving the writer's opinion or point of view about an issue. The next section has a **series of logical arguments** that convince the audience why this position has been taken. A **conclusion** ties it all together by reinforcing or summarising the writer's point of view.

Teacher Led Activities

Ask pupils to identify the purposes of expository text. These include:

- to persuade the reader;
- to present opinions or one side of an argument and justify these;
- to convince the reader to take action.

Write headings for the structure of an exposition text on the board and ask pupils to tell you examples of the content that will go in each section.

Tell pupils that they will be writing an exposition text called, **What Makes a Good Citizen?** Tell them to refer to today's reading, and to the discussion they had yesterday and to add to it some ideas of their own.

Their text should express and justify their opinions with examples and arguments to convince the reader that their point of view is worth agreeing with. What is important is how they argue their case. When you are satisfied that the pupils understand their task, ask them to use the exposition framework to plan their text before drafting.

Method

- Ask pupils to define an exposition text.
- Discuss the structure of an exposition.
- Discuss what information to include in the text.
- Have pupils plan and draft their expositions.

Syllabus Links

A2, S4



Can all the pupils use discussion to prepare them for planning and drafting a text? (S18)

Assessment Activity – Writing Samples**Background Information**

During this unit, over the next two weeks, you will collect a writing sample from each pupil and keep it as a record of his or her writing ability at this point in time.

This is the third writing sample you will have collected this year. Compare the results of this assessment with the notes you made during Unit 8. Assess whether each pupil has improved and look for persistent difficulties they may be having with writing.

Try to choose a different type of writing for this assessment so that your writing samples include a range of text types over the year.

Method

Pages 33 - 34 of the Teacher's Guide explain how to do this. Read these instructions carefully before conducting your assessment. The box above suggests suitable activities from this unit to use for writing samples.

Suggested Activities for Writing Samples

In this unit pupils do two writing projects. In the first week they write an exposition text. In the second week they write a narrative.

Choose either of the two writing projects and collect them for assessing the pupils' writing progress.

Reading and Discussion – Speak Up!**Background Information**

This is an exposition text written by Alison Blaylock. She argues that it is important for people to speak out about what they believe to be right. She argues that it is everyone's responsibility to play their part in making decisions and also that everyone has the right to have people listen to their point of view. The author uses her experiences in primary school to explain why she holds these opinions. The conclusion of her exposition is very strong.

The initials, CDF used in the text stands for: 'Constituency Development Fund'. This fund is usually handed down to Members of Parliament (MP) and Members of the Provincial Government by the National Government. The members use this money to help finance development projects in the areas that they look after.

Method

- Before reading the text discuss some situations where pupils tease other pupils. Ask how they feel about it. Ask what they do to stop it. Encourage the pupils to talk about their experiences freely.
- Discuss the importance of speaking out about what you believe.
- Introduce pupils to the text. Use ideas from the background information.
- Define the key words. Encourage pupils to use a dictionary.
- Read the text.
- Ask some questions about the text and initiate a discussion.

Teacher Led Activities

Introduce the text by talking about teasing and bullying with the class. Try to build on the pupils' experiences. Steer the discussion by asking what pupils would do if they saw someone else being teased. Would they get involved? Would they walk away?

Read the text aloud to the pupils. Read it again stopping after each paragraph and ask the pupils to recap on what you have read by retelling the information in their own words. When you have finished ask them to read the text in pairs taking turns to read aloud.

Then start a discussion by asking questions such as these:

1. Why does the author believe that people should speak out about right and wrong?
2. When did she learn about this important lesson?
3. How did the author feel about other pupils being unkind to one boy?
4. What promise did she make to herself?
5. What did the author say is common in her village? What does she think about this?
6. What makes the author cross when people don't vote at all?
7. What do some people think about the author?
8. What happens when we listen to what other people think?
9. Who has the right to speak out in the community?

Syllabus Links

A4, S2, S6



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

Comprehension

Background Information

Today's activity requires the pupils to read and understand the ideas in the text and also to think beyond the text. Pupils will use their own words to identify what they think are the most important issues and they will back up their choices with reasons.

Method

- Have pupils scan the text for points they agree with and justify their choices.
- Go through the three questions in the Pupil's Book on page 111 and discuss pupils' answers.
- Have pupils work in pairs to discuss and complete their written answers.

Teacher Led Activities

In preparation for answering the questions in the comprehension activity, ask pupils to scan through the text and find **one point** made by the author that they agree with. Have them copy it into their exercise book and write one sentence explaining why they agree with it. For example:

I don't believe anyone has the right to complain after the meeting unless they are willing to tell the chief what they think during the meeting.

I agree with this statement, because the meeting is the correct place for opinions to be shared, then everyone can hear what people think.

Ask some pupils to share their statements and reasons with the class.

When they are ready, introduce the questions in the Pupil's Book - read through these one at a time and discuss pupils' responses before they write.

Syllabus Links

S2, S13, S16



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

Language Study

Background Information

The focus of this activity is on joining two sentences together by using an adjective. The adjective used is derived from the verb of one of the sentences. For example:

The man **was tall**. He walked with long strides.

The **tall** man walked with long strides.

The girl **was laughing**. She walked with her friend.

The **laughing girl** walked with her friend.

Teacher Led Activities

Read through the activity in the Pupil's Book on page 112. Explain what the pupils are required to do using the examples and some of your own if necessary.

Teach pupils the following points:

1. That they must change the verb into an adjective;
2. That the adjective is always placed before the noun.

When you are satisfied with the pupils' understanding, ask them to do the activity in their exercise book.

Syllabus Links

A5, K1, S11



Can all the pupils use verbs and adjectives correctly in sentences? (K8)

Spelling**Teacher Led Activities**

Encourage pupils to study their spelling list for this week. They must make sure that they can spell the words without looking at them. Make sure they understand the meaning of the words so that they can use them confidently in their writing and speaking.

Go through the activity in the Pupil's Book with the class. Here they have to read a sentence where the word in brackets is written as an **anagram**. This means the letters are all mixed up. All the words in brackets are in this week's spelling list.

Ask the pupils to number from one to ten. They must then write the correct word by each number. Pupils should not look back at their spelling lists.

When they have finished they could exchange books with a partner and check their spellings. Set a time limit for this activity.

Answers

1. week
2. woken
3. capital
4. track
5. clinic
6. book
7. milk
8. scared
9. truck
10. kept

Oral and Writing**Background Information**

The pupils have already planned their exposition text. Today, they will write their first draft. Pupils should be encouraged to use persuasive language and to structure their arguments well. Before they begin to write try to get around all the pupils and discuss their plan with them so that you can suggest improvements before they write.

Method

- Introduce the pupils to the activity. Revise what they prepared in the last lesson.
- Read through the exposition structure in the Pupil's Book with the pupils.
- Pupils go through their plan again.
- Have pupils write their first draft.

Teacher Led Activities

Read through the three parts of the structure of an exposition in the Pupil's Book. Explain each part thoroughly so that the pupils know what to include in each section of their draft.

You might use **shared writing** to complete one or two sections of the text if pupils find the drafting stage difficult.

Remind pupils what they should pay attention to at this stage in the writing process:

- the language they use,
- their sentence structure and grammar,
- the content, to make sure that their ideas are expressed clearly and in a logical way.

Briefly remind the pupils that, by the end of this session, they should have completed a first draft.

Move around the class and help pupils as they work. By making suggestions to improve their writing at this stage, you can often help them more than by correcting their work after it is finished.

Syllabus Links

A1, K1, S17



Are all the pupils aware of the value of discussing ideas while drafting their writing? (A2)

Reading and Discussion – Rights and Responsibilities

Background Information

This is an exposition text by Lionel Damola. He argues that, although we have rights, we also have responsibilities. His idea is that, if we want to claim our rights, we each have a part to play or a duty to perform. The end of the exposition argues strongly that rights and responsibility walk hand-in-hand, they cannot be separated.

This text should spark off a lot of discussion. As in all lessons it is important that you have read and studied it well before the lesson.

There is an additional text in the reader on which shows what can happen if people remember their rights but forget their responsibilities. The text is entitled **Listen More, Talk Less!**

Method

- Prepare charts before the lesson.
- Define **rights** and **responsibilities**.
- Introduce the idea that citizenship gives us both entitlements (rights) and duties (responsibilities). Explain that rights go hand-in-hand with responsibilities.
- Organise a group discussion.
- Allow groups to feedback their ideas in a whole class session.
- Read the text with the class.
- Compare the text to the opinions voiced in the group sessions.

Teacher Led Activities

Before the lesson prepare large pieces of paper with the five rights and questions for discussion written on them. You can make these from the information below.

Write this question on the board, **Can you have rights without responsibilities?** Talk about this question with the class. Make sure that the pupils understand the meaning of the two words before you go on to the group work.

Divide the class into four groups. Each group will answer the following question:

What are the responsibilities that go along with this right?

Give each group the prepared sheet for the topic they are going to discuss. Tell them to list their points as they discuss them. Tell them that each group will report back to the whole class at the end of the session. Give the pupils 10 minutes to work in their groups. As you go around the classroom listen and watch them working. You can then shorten or lengthen this time as appropriate.

- | | |
|----------------|---|
| Group 1 | Freedom of Expression (The right to say what you like.) |
| Group 2 | Freedom of Religion (The right to believe what you like.) |
| Group 3 | The Right to be Treated Equally (The right to fairness and to be protected from discrimination.) |
| Group 4 | The Right to Vote and Run for Public Office (The right to participate in public life.) |

Before they split into their groups you could discuss some examples to help the pupils understand what is required.

Syllabus Links

A1, S2, S6



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

Comprehension

Background Information

As a member of any community we have rights, but we also have responsibilities. For example, as a citizen of Solomon Islands we have the **right** to vote and the **responsibility** to use our vote wisely. As members of the United Nations all men and women have the **right** to equal pay for work of equal value, we also have the **responsibility** to work efficiently and to the best of our ability.

Rules or laws set up to govern how communities operate are usually there to protect members of a community and to help to organise the way things are done.

The activity asks pupils to list examples of their rights and responsibilities to help them clarify their understanding of these two concepts.

Teachers Led Activities

Ask pupils to define rights and responsibilities. Refer to the text. They may define these as follows:

Rights are things we are all entitled to, things we can expect.

Responsibilities are our duties, things that are expected of us.

Read through the activity in the Pupil's Book with the class and explain that they are required to list their rights and responsibilities as citizens of Solomon Islands. The pupils should be able to do the two activities well after their group work and after reading and discussing the text.

Pupils can work either on their own or in pairs to complete the activity. Even if they work in pairs, each pupil should write their answers down.

Syllabus Links

A4, S4, S15



Can all the pupils read informative materials, which will enhance their everyday lives? (S16)

Language Study

Background Information

This activity focuses on adverbs. An adverb gives more information about a verb. Some of the adverbs are quite difficult. Pupils may need to use a dictionary to find their meaning. Pupils must understand the meaning of the adverbs if they are to use them correctly and confidently. Building up the pupils' vocabulary will help them in their creative writing.

Teacher Led Activities

Read through the activity with the pupils. Make sure they understand what to do. You may want to do the first one with the class on the board. Tell them that by reading the whole sentence first they will understand the context. This will help them to choose the best adverb from the given list. Ask the pupils to do the activity independently in their exercise book.

Ask them to underline the adverbs they have used, this is to make it easier for you when marking their completed work.

Answers

1. patiently 2. reluctantly 3. elegantly 4. enthusiastically 5. clumsily
6. boastfully 7. recklessly 8. suspiciously 9. quickly 10. foolishly

Syllabus Links

A4, S4, S15



Do all the pupils understand how adverbs add meaning to verbs? (K8)

Spelling**Background Information**

The activities in the Pupil's Book focus on other ways in which the hard 'k' sound is made. One way is when it is used **after a double vowel**, as in the words; **look, seek**. Another way is when it is used **after a short vowel/consonant combination** as in the words; milk, sink, tank, flask.

Pupils will enjoy this activity if you make it into a challenge to see who can find the most examples of each word type. This will also help them increase their English vocabulary.

Teacher Led Activities

Play a **rhyming game** as an introduction to this activity as follows:

Ask the whole class to stand up in a circle. Give the first pupil a word containing the **hard k** sound. They have to think of, and say, a word that rhymes with this word, the second pupil has to think of another and so on. When one pupil cannot think of another rhyming word they sit down and you start the game again with a new word.

The game continues until only one pupil remains standing. Here are some words you could use as starters.

- look (cook, book, took, mistook, hook)
- speak (leak, peek, seek, week, freak, weak, creek)
- cat (mat, hat, sat, rat, that, splat)
- back (sack, lack, black, slack, tack, rack, track)
- sock (flock, dock, clock, mock, block)
- pink (wink, think, sink, think, mink, drink)
- ticket (wicket, cricket, thicket, picket)

Now introduce pupils to the two activities in the Pupil's Book on page 116. Go through the instructions together. When you are satisfied that the pupils understand what they have to do, ask them to complete the task in their exercise books.

Remind pupils to learn their spellings for the week, as they will be tested on these words in the next lesson.

Oral and Writing

Background Information

In this session pupils will edit the first draft of their exposition which they wrote in the last lesson. Guidelines are given in the Pupil's Book which will help them with this task.

At this stage in the writing process, pupils should pay attention to their spelling, punctuation, grammar and vocabulary. They should also look for ways in which they can enrich the language they have used. For example by choosing more interesting verbs, adding more descriptive words and strengthening the way in which they have worded their ideas.

Teacher Led Activities

Remind pupils of the **purpose** of the editing stage of the writing process.

In this stage they are doing everything they can to improve their text and check that it is as good as they can possibly make it.

Remind them about how to proof read the text, and tell them not to be afraid to make changes or move text around. At this point their text is not a finished piece of work, they can still do a lot to improve it.

Go through the list of things to check on page 116 of the Pupil's Book with the class. These will help pupils with their editing. A good way to edit is for pupils to work in pairs. In this way they can help each other to edit their drafts. As well as looking at the structure of the text remind pupils to also look out for spelling corrections, punctuation as well as improving the quality of the text by adding vocabulary to make their writing more interesting.

Move around the class to help with editing. Suggest ways in which pupils' drafts can be improved. This is a great opportunity for you to focus on some of the individual weaknesses you have identified in your writing assessments and help individual pupils to see how they can work on these.

Syllabus Links

S16, S17,



Can all the pupils check and edit their work as part of the process of writing? (S18)

Reading and Discussion – From Tiny Seeds, Great Trees Grow**Background Information**

A **biography** is a recount of a person's life written by somebody else. Today's text is a biography of Professor Wangari Maathai.

Wangari Maathai became famous in Africa just by planting trees. She started planting trees in her own backyard then involved the community and gradually her project spread to other African countries. As a result of this she was nominated for, and won, the Noble Peace Prize in 2004. This gave her recognised international acclaim.

The Nobel Peace Prize is a very important international prize which is awarded every year for outstanding achievements in peace, leadership and courage. As well as international recognition, people winning the prize win a large amount of money and a gold medal. Other people who have won the prize include Nelson Mandela and President De Klerk of South Africa as well as Mother Theresa of Calcutta.

PhD – Stands for Doctor of Philosophy and is one of the highest academic qualifications that can be achieved.

This text helps us to understand that individuals, even poor individuals can make a difference to their own lives. Professor Wangari Maathai has shown us how every citizen can play a part in tackling a big environmental problems, rather than always waiting for the government to do everything for them.

Method

- Introduce the key words. Explain their meaning. Some of the words are explained in the background information above as they may not be in the pupils' dictionaries. Get the pupils to look up other words in a dictionary.
- Read the text aloud and get pupils to retell the text in their own words.
- Ask pupils some questions about the details of the text.
- Encourage pupils to respond to the text.

Teacher Led Activities

Ask the pupils to say the key words aloud. Listen for mispronunciation of words and correct them. Explain the words and use them in sentences to help pupils understand them.

Read the text aloud to the class while they following silently. Then ask them to read it again in pairs, taking turns to read a paragraph at a time.

While reading, ask them to note down other difficult words in the text, say these words aloud and find their meaning in the dictionary.

Ask pupils to retell some of the information in their own words.

Ask questions about the text to find out how much pupils have understood.

Here are some questions you could use:

1. What have you learnt about Professor Wangari Maathai?
2. What is the Nobel Peace Prize?
3. Have you read about any one else who has won the Nobel Peace Prize? (Nelson Mandela and Mother Theresa for example)
4. What did Professor Wangari Maathai do that was so important for women in Kenya?
5. What was the problem that Professor Wangari Maathai identified as the reason that people were suffering?

Finally ask pupils to respond to the text. Did they like it? Did they find it interesting and informative? They should explain their answers.

Comprehension

Background Information

There are three short activities in the Pupil's Book. You may decide to have different pupils do different activities or work through one together and have pupils do the others independently. Choose according to the needs of your class.

The first activity asks the pupils to discuss the meaning of the title. Titles of texts may have one simple meaning or they may have an implied meaning. A title is often written to intrigue the reader. This means it is not clear what the text is going to be about but it is an interesting title and makes the reader read on. As in this case, it is only after the text has been read that the true meaning of the title can be explained. This title has a double meaning. On the surface it refers simply to the planting of seedlings which was Wangari's project, but it also refers indirectly to the fact that the small actions of one individual can have a big impact on the lives of many people.

The second activity asks the pupils to write a profile of Professor Wangari Maathai. This activity encourages pupils to scan the text to select relevant pieces of information. They have read and written profiles before.

The last activity asks the pupils what sort of woman they think Professor Wangari Maathai is. Here the pupils are asked to infer meaning from what they have read. Moving beyond the precise information in the text they have to think about what sort of person she is.

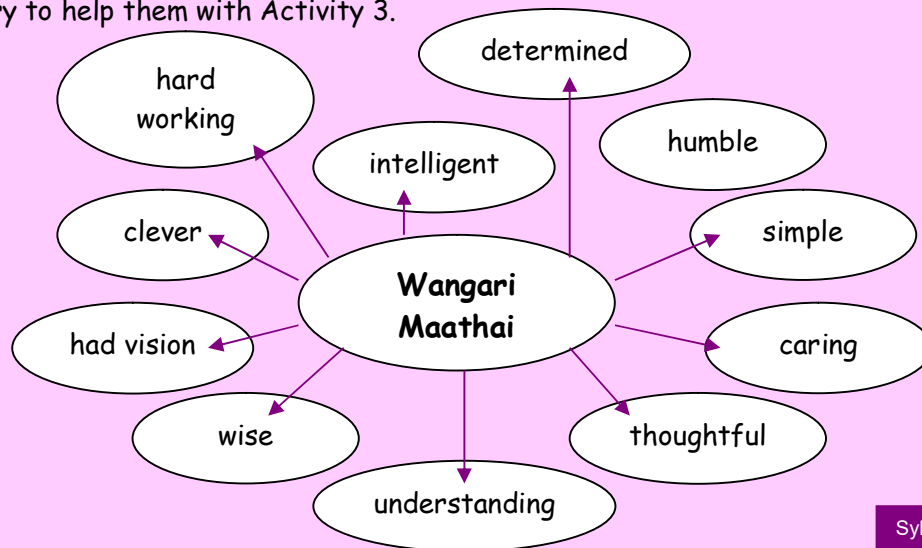
Teacher Led Activities

Discuss the title of the text using some of the Background Information above. Explain that the title has two meanings. Ask the pupils to identify both of these.

Do they think it is a good title? Why?

You may prepare the pupils for the third activity by brainstorming their ideas as a class before they write. Write down all the words they can think of to describe Professor Maathai.

You could record their suggestions as shown. This will provide the pupils with useful vocabulary to help them with Activity 3.



Syllabus Links

K1, S4, S10



Can all the pupils read a biographical text with confidence and select important information? (S14)

Language Study

Background Information

Adjectives can be used for a number of different purposes as follows:

To describe something	a large dog	We call this the positive degree .
To compare two things	a larger dog	We call this the comparative degree .
To compare more than two things	the largest dog	We call this the superlative degree

Some adjectives show degree by adding suffixes **-er** and **-est**.

large, larger, largest tall, taller, tallest fat, fatter, fattest

Some adjectives, usually those with three or more syllables, use **more** or **less** and **most** or **least** to show degree. For example:

beautiful, **more** beautiful, **most** beautiful beautiful, **less** beautiful, **least** beautiful

Some adjectives change the word altogether to show degree. For example:

good, better, best bad, worse, worst little, less, least
ill, worse, worst many, more, most much, more, most

Some adjectives do not have a comparative or superlative degree. These words cannot be compared. For example:

She had a full bottle of water.	This is an empty carton.
This is the correct answer.	This is the wrong way.
He saw a dead animal.	It was a perfect day.

Teacher Led Activities

Explain the difference between the positive, the comparative and the superlative forms of adjectives using the Background Information.

Explain to the pupils that, for example, the adjective big is changed to **bigger** when two things are compared and changed to **biggest** when three or more things are compared.

The **comparative degree** compares two things or people. The **superlative degree** compares three or more things or people. Work through some more examples until the pupils understand the three degrees of adjectives. Understanding how they are used is more important than knowing the words positive, comparative and superlative.

Exercise A focuses on adjectives that use the suffixes **-er** and **-est** to make their comparative and superlative forms. Tell the pupils to copy the table into their exercise book and fill in the missing words.

Exercise B looks at adjectives that use **more**, **most**, **less** and **least**. Explain to the pupils that adjectives with three or more syllables form their comparative and superlative degrees with the adverbs more and most. Give some examples to show that these adjectives are clumsy when a suffix is added like the word, intelligent. You would not say *intelligent*er or *intelligent*est, but more intelligent, or most intelligent.

Write some examples on the board. Then ask the class to copy and complete the activity in their exercise book.

Syllabus Links

A4, K1, S9



Do all the pupils understand different degrees of adjectives? (K8)

Spelling**Background Information**

A spelling assessment should be done every week. The scores should be recorded in your record book. This is to monitor pupils' progress. Remember to add to the spelling words to make them harder or easier for pupils as necessary.

Method

- Pupils put their spellings in alphabetical order as revision before the assessment.
- Check the order as a whole class activity.
- Assess the pupils by dictating the spellings in random order. Pupils write the words on pieces of paper.

Teacher Led Activities

Give each pupil a piece of paper. Make sure they do not copy from each other. Have them number from one to ten and dictate the spelling words in random order. Say each word twice. Give pupils time to write the word. At the end read the whole word list again in the order in which you gave the test so that the pupils can check their work.

Make sure the spelling tests are marked promptly. It is best if the pupils have their scores the same day. You could make a wall chart of pupils' names and their weekly score could be filled in after each assessment. This could encourage them to try their best.

Oral and Writing

Background Information

In this lesson the pupils will write the final edited copy of their exposition text. At this stage in the writing process they should pay attention to presentation. They will use their best cursive writing and take care to include all their editing changes. You should then mark their work. You could use these texts as your writing sample assessment for this unit.

Method

- Explain today's task. Pupils are to complete editing their final draft and write out a good copy.
- Supervise the class and provide necessary assistance.
- Allow time for pupils to read their texts aloud to a partner and discuss them.
- Collect the pupils' texts for marking.

Syllabus Links

K6, S17, A1



Can all the pupils complete the writing process and produce a finished piece of work? (S18)

Assessment Activity - Writing Sample

The following checklist can be used to help you mark and evaluate the pupils' finished piece of work as part of your writing sample assessment in this unit.

When you do this it is a good idea to refer to the pupil's plan and first draft as well as to their final text as these will show you what the pupils have learnt from the process of writing.

1. Purpose

Does the pupil understand the purpose of the exposition?

2. Structure

Does the pupil clearly state their opinion in the introduction?

Does the pupil support their ideas with background information and examples?

Does the pupil include a number of different linked points arranged in a logical way?

3. Text Organisation

Does the pupil understand the function of each section of the text?

Did the pupil develop a well-sequenced plan?

Does the pupil organise their text into appropriate paragraphs?

Does the pupil sequence points from most effective to least effective?

4. Language Features

Does the pupil use conjunctions to link cause and effect?

Does the pupil differentiate between facts and opinion?

Does the pupil write in the present tense and change to past or future when appropriate?

Reading and Discussion - The Miller, his Son and the Donkey**Background Information**

Today's text is a narrative story from France. It is a funny and interesting story with a moral. The miller tries to please everyone until he realises that this is impossible so he decides to start thinking for himself instead. One of the key messages of this unit is the importance of thinking for yourself and not always following what other people say. This means having your own opinion about things.

The story also shows us that different people have different points of view.

A **moral** is the message of a story. A piece of advice or a lesson, that the author wants to give the reader. A story with a moral should make us think about what is right and wrong.

Understanding the idea of a story with a moral is important for pupils as their writing activity this week is to write their own story with a moral.

Method

- Work through the key words and make sure pupils know their meaning.
- Have the pupils predict what the story is about by looking at the pictures. The pictures in the text tell the story by themselves.
- Read the story in the Pupil's Book on page 120.
- Ask some questions about the story to find out if pupils have understood it.
- Explain the idea of a **moral** and think of examples.

Teacher Led Activities

Ask the pupils to read the key words. Help them with the pronunciation of the words. Make sure they are able to say the words correctly. Ask them to tell you the meaning of the words. Encourage the pupils to use a dictionary.

Ask pupils to study the pictures in the text and predict what they think the story might be about by looking at the pictures. Ask different pupils for different ideas.

Read the story aloud to the pupils without stopping. Vary your tone of voice to make it interesting. There is a lot of direct speech in the text - use a different voice for each character. Pupils should enjoy listening.

Ask some questions to check pupils have understood the events in the story, such as:

1. Who are the main characters in the story? Who else is in the story?
2. Where does the story come from?
3. Why do you think the old men thought the miller's son was lazy and selfish?
4. What did the miller do when he heard the women complaining?
5. Why do you think the farmer was concerned about the donkey?
6. What happened to the miller, his son and the donkey on the bridge?
7. What was the promise the miller made to his son?

Explain what a **moral** is.

Ask pupils to think of some stories that they know that have a moral, and to state what the moral is for example:

Lies Lies Lies (Unit 9)

Moral: If you lie sometimes, people will think you are always lying.

The Blue Boy (Unit 10)

Moral: As long as there are guns, there is violence.

Not Him Again (Unit 1)

Moral: Everyone is good at something.

Pupils should be able to think of more examples.

Discuss their ideas about the moral of today's story.

Discuss how the miller tries to please everyone until finally he falls into the river. Only then does he realise that it is impossible to please everyone. Instead he should start to think and judge what he should do for himself.

Ask pupils to tell you what they think the moral of the story is in their own words. It might be any of the following:

Think for yourself!

You can't please all the people all the time!

Everybody has a different way of looking at things!

.. and so on

Syllabus Links

A1, S2, S6



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

Comprehension

Teacher Led Activities

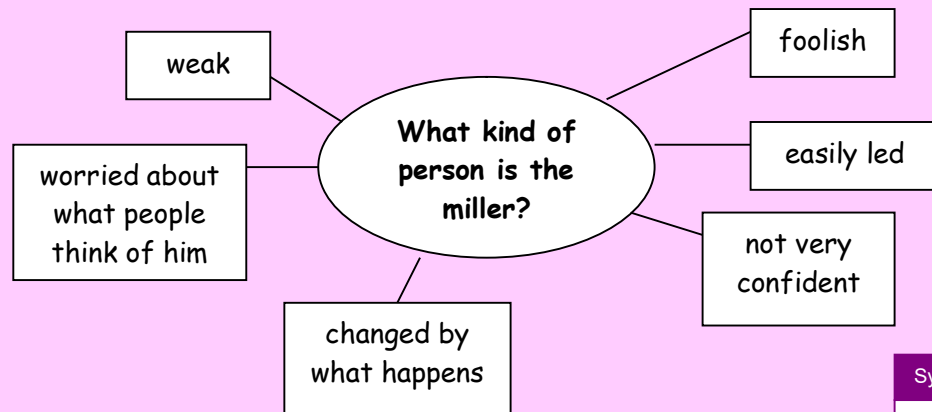
Tell the pupils that, in the story, the miller tries to please everyone until he does something really foolish and ends up falling into the river with his son and the donkey.

As a class activity, discuss with the pupils what sort of person they think the miller is. Draw a character sketch on the board and write what the pupils think the miller is like.

Ask the pupils questions about the miller. For example: Why do you think he is a weak character? What in the story shows you that the miller is easily led? and so on. Encourage all the pupils to participate in the oral discussion. There is a sample character sketch on the next page.

Then, read through the activity in the Pupil's Book and explain to the class what they are going to do. The pupils should be able to do the activity well after your class discussion. Ask them to work independently and do the activity in their exercise books.

Character Sketch of the Miller



Syllabus Links

A2, S1



Can all the pupils listen to the story and identify the writer's purpose and intention? (S2)

Language Study

Background Information

Different adjectives have different intensities. Some adjectives are weak; some are strong while some are very strong. For example:

big	huge	enormous	gigantic
little	tiny	minute	microscopic
loud	noisy	deafening	thunderous

Each has a similar meaning, but some are stronger and more descriptive than others.

Introducing pupils to these encourages them to broaden their vocabulary and gives them practice selecting exactly the right vocabulary for their purpose in writing.

Teacher Led Activities

Use some of the examples above to introduce the idea that some adjectives can be stronger or more effective than others. Here are some more examples you could use:

The dog was tired/exhausted/worn out. The village seemed quiet/peaceful/sleepy.

The war was fierce/angry/bloody. The ambulance was fast/speedy/swift.

There are two activities in the Pupil's Book. Activity A asks the pupils to identify the **strongest** adjective in the each set. Activity B asks the pupils to write down the **weakest** adjective in each set. Ask them to complete the activities in their exercise books.

Remember to check and mark the pupils' work. And be aware that some pupils might disagree about which adjectives sound strongest. This can be a matter of opinion.

Syllabus Links

A4, S14, S11



Do all the pupils know when to use adjectives of different intensity? (K8)

Spelling

Background Information

The spelling words for this week focus on **prefixes**. A prefix is a letter or group of letters added to the front of a word to change its meaning.

A prefix can sometimes change a word to mean its opposite.

These are the prefixes used in the spelling words:

mis- (meaning not) **under-** (meaning beneath)

dis- (meaning not) **inter-** (meaning between)

non- (meaning not) **mid-** (meaning middle)

A **hyphen** is also sometimes used to add a prefix. For example;

inter-schools inter-island mid-year non-Christian non-violent

misunderstand	non-violent
misfortune	underline
underestimate	disarm
disbelieve	international
non-smoker	midnight

Teacher Led Activities

Introduce the pupils to the spelling list for this week. Use the information in the Background Information to explain what a prefix is. You could make a poster of prefixes and display it on the classroom wall for the pupils to read.

The activity in the Pupil's Book asks the pupils to match the words with their meaning. Ask the pupils to use a dictionary to complete the activity. After you have gone through different prefixes and their meanings the pupils should be able to tackle this work well.

Oral and Writing

Background Information

In the next three days the pupils will write a narrative text with a moral or message.

They will plan, draft, edit and redraft their story. When pupils do an ongoing piece of work like this, it is not only important that you check and mark their finished piece, but also that you check their work as it develops. You must make sure that they are on track.

The pupils work in pairs so that they can talk about their work. However each pupil must work on an individual story.

Method

- Discuss the features of story with a moral.
- Introduce the pupils to their writing activity.
- Have the pupils work in pairs.
- Pupils plan and draft their narrative texts.

Teacher Led Activities

Read through the guidelines in the Pupil's Book on page 122 - 123. First of all the pupils must think about the **purpose** of writing, which in this case is twofold: to entertain the reader and to teach a lesson about citizenship.

There are some suggested morals in the Pupil's Book, pupils will also think of their own.

Explain that the **moral** needs to be shown by the actions and events in the story, so they need to decide on the **plot** (the events in the story) and make sure these fit well with the **message**.

Next the pupils must decide who will be in the story. These are the **characters**. The characters should also support the message of the story.

Remind the pupils that they can develop the characters in their story in three different ways. First **by description**; secondly **by what they do** (their actions) and thirdly what they say (dialogue).

1. Description - shows what a character is like in terms of their physical appearance and personality. Adverbs and adjectives are used to make the description interesting. As a class activity you could make a list of words with the pupils that could be used to describe characters. Write these up on the board. For example:

Descriptive Words	Examples
adjectives that describe personality	happy, sad, intelligent, kind, funny, mean, unkind, selfish, helpful, happy-go-lucky, shy, spiteful
nouns that describe occupations	doctor, builder, architect, cowboy, farmer, nurse, teacher, vet, politician, dancer, acrobat, singer
adjectives that describe physical characteristics	large, thin, skinny, wiry, fat, ugly, handsome, pretty, beautiful, bald, attractive, short, well-dressed
adjectives that define gender, race, age	man, woman, girl, boy, Asian, I-Kiribati, Solomon Islander, Chinese, young, old, youthful, middle-aged
adjective that define ability and health	athletic, healthy, fit, unhealthy, sporty, clever, smart, studious, clumsy, nimble, academic, practical

2. Action - shows what a character does and how they do it. For example if we read:

Lionel stopped to help the old lady across the road, even though he knew it would probably mean that he would miss the bus.

From this can tell that Lionel is helpful, kind and unselfish. His actions have informed us about what sort of character he is. On the other hand if we read:

Nathan aimed a kick at the puppy and then spat on the ground.

Then we could say that Nathan is unkind and cruel.

3. Dialogue - what a character says and how it is said can also give us an insight into what the character is like. If we read:

"Be quiet and do as you are told!" shouted the man angrily.

Then we could say that the man is strict, angry and not to be reasoned with. If we read:

"That bucket of water looks heavy. Let me carry it for you," said Simon.

We can tell that Simon is a thoughtful, helpful and kind person.

Title:

Setting:

Sequence of Events:

Complication:

Resolution:

After studying these guidelines for describing characters together, ask pupils to plan their text using the narrative framework they have used before which is shown on the right. Recap with the pupils about what will go in each section. Ask them to plan their story. Move around the class and assist the less able pupils or those having difficulty.

When they are ready, pupils should write a first draft of their story. They should continue this for homework so that they are ready to edit and check their text tomorrow.

Syllabus Links

A3, S2, S16



Can all the pupils participate in discussion before planning a narrative text? (S18)

Assessment Activity - Writing Sample

The pupils should by now have completed their first week's written work which was an exposition. Today they have started their second writing project. Choose either of the two writing projects to use for assessing the pupils. When they have finished, collect their work, making sure that it is dated and has their name on it.

Over the next few days you need to assess the samples using the checklist on page 34 and make a record of the pupils' strengths and weaknesses. You must also meet with each pupil to discuss his or her writing sample. Make sure they are clear about what they have done well and which areas they need to work on to improve.

Reading and Discussion - Is Living Together Good?

Background Information

Today's text is a story in which the characters are animals with human characteristics. It is intended to remind pupils of the way in which humans sometimes behave. Sometimes when people from different backgrounds live together tensions can arise. This happens when people do not respect each other and when they do not work together peacefully, just like the animals in the story.

A community with people from many different backgrounds is called multi-ethnic. Solomon Islands is a multi-ethnic society. Pupils will have heard the term **ethnic tension**, which means that one group is not living peacefully with another.

In the story, the argument that arises between the animals is unresolved. This leaves pupils to think about how it could be sorted out. When discussing the story the pupils should be able to relate the story to their own experiences.

Method

- Introduce the pupils to the narrative and have them read the text in small groups.
- After reading, study the key words and define their meaning.
- Ask the pupils some of your own questions about the text.
- Have pupils suggest a possible resolution to the conflict.

Teacher Led Activities

Introduce the narrative using the ideas above. Ask pupils to read the title of the text aloud and ask them what they think the story is going to be about.

Put pupils into small reading groups of five or six. Tell them to read a paragraph aloud. Tell them to take turns. Let the groups read through the text at least twice. This is a good opportunity for you to go around the groups and listen to different pupils read.

Go through the key words. Let the pupils use dictionaries to look up any they do not understand. Sometimes it is a good idea to leave the key words until after reading. The pupils can then work out their meaning from their context in the text.

Ask pupils to retell what happened in the story in their own words. Have they got the sequence of what happened in the story correct? You could use some questions to check their comprehension too, for example:

1. Who are the main characters in the narrative?
2. Describe life on the island before the argument.
3. Which group of animals do you think started the argument? How did it start?
4. What do you think about the wise old pig's advice to the other pigs? Why didn't they follow what he said?

To finish off this activity, discuss the resolution of the narrative.

The author doesn't tell us how the argument was solved. Ask pupils for their ideas.

How do you think the argument could be sorted out?

The pupils will give you different opinions. Consider all of their opinions, as there is no one correct answer. Discussing how the argument is resolved is important as it will draw out the main idea of this text.

Syllabus Links

A4, K1, S6



Can all the pupils read the text without finger pointing and identify the main ideas? (S10)

Comprehension

Background Information

There are two activities in the Pupil's Book. The first focuses on the details of the story by asking pupils to answer true and false questions. The second focuses on the meaning of the story as a whole by asking pupils to think about the message, and carry the plot forward to a resolution.

Decide before the lesson which pupils will do which activity. You could do one activity orally with the class or a small group.

Teacher Led Activities

Explain Activity A. Pupils have to decide whether each statement is true or false. The statements are about the text. You could do this activity orally with the whole class. It would lead on well from the reading and discussion part of the lesson.

Explain that, in Activity B the pupils must focus on the meaning of the text as a whole. Firstly they need to work out what the **moral** of the story is and secondly they need to think of a good conclusion to the story. The discussion you have had will prepare them for this.

Syllabus Links

A3, K1, S4



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

Language Study

Background Information

This activity reinforces the work done yesterday on adjectives. You could briefly recap what the pupils learnt in yesterday's lesson first.

Method

- Recap yesterday's lesson on adjectives.
- Work through the examples in the Pupil's Book adding more examples of your own.
- Introduce the pupils to the activity in the Pupil's Book on page 126.
- Pupils complete the activity in their exercise book.

Teacher Led Activities

Write these examples on the board. Go through the possible answers.

1. The pigs were (cross, annoyed, furious) with the rats.
2. The argument went on and on until the three groups of animals were (tired, weary, exhausted) and gave up.
3. The turtle was so (sad, grumpy, miserable) when he learned of the terrible thing that had happened to the animals on the island.

Of course, all the words could be used. They all mean the same but some words are more suitable than others. Ask pupils which adjective sounds best in each sentence. They may have different opinions. The most appropriate answers here would be: 1. furious, 2. exhausted, 3. sad.

Read through the activity together in the Pupil's Book. Go through the examples. Emphasise that reading and understanding the intensity of the situation described will help the pupils to choose the best adjective to complete each sentence meaningfully.

When you are satisfied that pupils know what to do ask them to complete the activity in their exercise books. Encourage them to read each sentence carefully before choosing the best adjective. Ask them to underline the adjective they use in each sentence. This makes it easier for you when marking their completed work.

Syllabus Links

A4, S13



Do all the pupils understand the intensity of different adjectives? (K8)

Spelling**Background Information**

Some prefixes are used to change a word to its opposite or antonym. These include **mis-**, **dis-** and **non-**. The meaning of all of these prefixes is **not**. There are also other prefixes that mean not such as **ir-** (as in rational / irrational); **il-** (as in legal / illegal); **im-** (as in possible / impossible) **in-** (as in sane / insane) and **un-** (as in reasonable / unreasonable).

mis-	dis-	non-	un-	il-	im-
misunderstand	disarm	non-smoker	unfair	illegal	impossible
misfortune	disbelieve	non-violent	undone	illegitimate	impatient
misspell	disorganised	non-Christian	unnatural	illiterate	imperfect
misplace	discontinued	nonsense			impolite
	disallowed				

Teacher Led Activities

Copy the table onto the board and go through it with the pupils. Note that some of the words are taken from this week's spelling list.

Ask pupils to tell you some more words that begin with these prefixes and write them in the appropriate column on the board. Add as many as you can. Using a dictionary will make it easy to find more, but make sure you only add words that the pupils understand and can use.

Explain that these prefixes mean **not**, so when they are added to a word they make the opposite or antonym of that word.

Can the pupils think of any other prefixes that also change the root word into its opposite? They may think of those mentioned in the Background Information

Read through the instructions for the activity in the Pupil's Book with the class. Ask the pupils to do the activity independently. Check and mark their work.

Answers

1. disobey	6. inconvenient	11. unwrap	16. incorrect
2. invisible	7. dislike	12. inexpensive	17. unpack
3. impossible	8. unusual	13. unbeaten	18. disconnect
4. unsure	9. displease	14. disagree	19. impolite
5. untrue	10. inflexible	15. disappear	20. unnatural

Oral and Writing**Method**

- Recap on the last lesson which was planning and writing the first draft of the story.
- Go through the **Editing Checklist** in the Pupil's Book on page 127.
- Pupils complete their first draft and edit their story with a partner.

Teacher Led Activities

Work through the information in the **Editing Checklist**. This reviews what to look for when editing a narrative text. The pupils should finish editing their text by the end of this lesson. They will have one more lesson in which to complete this piece of work.

As the pupils work, go around the class. Discuss their texts so far. Help them with some suggestions. Let them tell you what changes they have made to their first draft. They should be discussing these with their partner too and in this way helping each other to improve their work. Remember that talking about what you are doing and why is an excellent way of organising your thoughts and ideas.

Syllabus Links

A1, S17, S18



Can all the pupils use drafting and redrafting process to complete longer pieces of writing? (A2)

Reading and Discussion – The Professor and the Ferryman

Background Information

This narrative is an Indian folktale. The university professor is highly educated. He lives in a city, has a good job and earns a lot of money. The ferryman, on the other hand, is just an ordinary uneducated poor villager. He never went to school and the only job he has ever had is operating a ferry service across the river. The money he earns is just enough to feed his family.

The **moral** of this story is that, although people may play different roles or have different status in a community they all are equally important or useful.

The other message is that you don't have to go to school to be educated. Sometimes all the education in the world can be wasted because people don't have the basic skills of life.

Method

- Brainstorm about education.
- Study the key words with the class.
- Read the text.
- Pupils retell the story orally.
- Discuss what the story is about.

Teacher Led Activities

Prepare for reading by holding a discussion about education and what it means. You could begin with questions like these to start the pupils thinking:

1. What is education? Does it happen only in school?
2. What things have you learnt outside school? (such as local language, how to walk how to swim, where to find the best crayfish, and so on)
3. Where do you learn most – at home or at school? Why do you think this?
4. What is wisdom? Is it the same as education?

Read and explain the key words. Tell the pupils to identify other difficult words in the text, say them aloud and explain their meaning.

Let the pupils read the text silently first. Then, choose different pupils to read the text aloud, a paragraph at a time, while others follow in their books.

Ask the pupils to retell the story in their own words. Build up the sequence of events.

After reading discuss some questions to help pupils understand the message of the text, for example:

1. Do you think the ferryman really knew nothing about history, geography or science? Explain your answer.
2. What had the ferryman learned that the professor had not?
3. What is the difference between skills and knowledge? Which is more important?

Syllabus Links

A1, S2, S6



Can all the pupils read the text silently without finger pointing, and identify the main ideas? (S10)

Comprehension

Background Information

Reading and understanding the text, and thinking beyond it will help the pupils to understand the moral of the story. The comprehension questions in the Pupil's Book build on the discussions the pupils have had at the beginning of this lesson. They are divided into two parts – the first four questions are based on the text, pupils can find the answers by reading with understanding. The second group of questions, ask pupils to respond to the issues raised in the text with their own ideas and opinions.

Teacher Led Activities

Read through the instructions and the questions together. Tell the pupils that for questions 1 – 4 they should look back to the text while for questions 5 – 8 they will have to think about the text. Make sure the pupils understand what they have to do before asking them to answer the questions in their exercise books. Ask pupils to work independently. You will need to mark the pupils' work individually since there will be a range of answers.

Syllabus Links

A3, K1, S4



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

Language Study

Background Information

This session focuses on **adverbs**. Adverbs are words that describe verbs. They add meaning to verbs. Adverbs tell **how**, **when**, or **where** something is done.

1. Billy talked **quickly**. (**How** did he talk?)
2. Jenna is handing her test in **tomorrow**. (**When** is she handing her test in?)
3. The pupils ate **outside**. (**Where** did the pupils eat?)

Method

- Revise adverbs.
- Introduce pupils to the activity in the Pupil's Book on page 130.
- Pupils complete the activity.
- Check and mark the pupils' work. This could be done as a whole class activity.

Teacher Led Activities

Briefly revise with the pupils what adverbs are, using the examples in the Background Information. You may want to add some more examples of your own.

Read through the instructions in the Pupil's Book. As a class oral activity, ask different pupils to read a sentence each out aloud. Let other pupils suggest which adverb from the box is the most appropriate answer. Emphasise that each adverb can be used only once. Pupils shouldn't be writing at this stage. When you are satisfied with the pupils' answers, ask them to complete the activity in their exercise books. Move around the class and give necessary support to the pupils who are having difficulties.

Answers

1. slowly 2. gently 3. surely 4. quickly 5. heavily 6. safely

Syllabus Links

A4, S11, S14



Do all the pupils understand and appreciate the use of adverbs and use them appropriately? (K8)

Spelling**Teacher Led Activities****Memory Game**

Make a set of cards as shown below. Make one set for every ten pupils. The cards have pairs of spelling words and their antonyms. Cut them up.

misunderstood	understood	non-smoker	smoker	international
misfortune	luck	non-violent	violent	domestic
disarm	arm	underline	do not underline	midnight
disbelieve	believe	underestimate	overestimate	midday

Play a memory matching game. Place all the set of cards face down and spread them out in the middle of the table. Each player in turn then turns over two cards. If the cards match they have won that pair and they have another go. If the cards do not match turn them over again and leave them in the same place.

The player who has the most pairs when all the cards are used up, is the winner.

The Pupil's Book activity relies on the pupils knowing the meaning of the spelling words. They pupils have to add the right word to complete each sentence.

Explain the activity before they complete it in their exercise books.

Remind the pupils to learn their spelling list when they have finished in preparation for the weekly spelling assessment.

Answers

1. midnight 2. misfortune 3. disarm 4. underline 5. non-violent
6. international 7. non-smoker 8. misunderstand 9. underestimate 10. disbelieve

Oral and Writing**Background Information**

In this lesson pupils produce a final copy of their story. This should be written out in cursive handwriting and include all the edited suggestions from their first draft. Illustrating their stories would make their work more interesting too. You could get the

pupils to write out their final copies on paper if you wanted to display them in the classroom. You could also make a class story book with them by sticking them or binding them into a 'big book'. This would be a good reading resource in your classroom. .

Teacher Led Activities

Tell the pupils to look back at the 'Editing Checklist' in the Pupils Book on page 127. This will remind them of what to look for when editing their story. When they have finished editing their draft tell them to write out their final edited copy neatly. The handwriting should be cursive style and illustrations or an attractive border would improve the presentation of their work.

Make sure that pupils share their stories with each other. They could be displayed on the classroom wall. They could be made into a class story book or pupils could take turns to read their story out aloud to the rest of the class and show them their illustrations.

Syllabus Links

A1, S17, S18



Are all the pupils able to redraft longer pieces of writing after editing? (A2)

Reading and Discussion – The Enormous Yam

Background Information

The reading today is another narrative text with a message. It is about cooperation or working together. The story shows that everyone, even the least important person, has a contribution to make and can make a difference.

This story is written as a **play script**. It has a **cast list** and is divided into **scenes**. There are **stage directions** written in italics as well as some tips on how certain lines should be read. These are in brackets after the name of the character just before they speak. Pupils should be familiar with these stylistic features of a play script from Unit 11.

For reading, pupils should be divided into groups of 8 so that they can each take part in the play. Tomorrow, (Day 10) each group will perform the play to the whole class. The pupils do not have to learn the lines. They will read the script during the performance. They will however perform all the actions in the play. You might consider inviting another class to watch the performances too.

Method

- Introduce this type of narrative text to the pupils.
- Discuss the layout of the script with the class. Talk about scenes, cast list, characters, and stage directions. Remind pupils of the play script they studied in Unit 11.
- Choose different pupils to read the characters and read through the script as a class.
- Go through the key words.
- Organise pupils into groups of 8 to cast the parts and read the play again.

Teacher Led Activities

Remind pupils of the distinctive features of a narrative. These are outlined in the table on page 16 of this Teacher's Guide. Display the Narrative Genre Poster in your classroom. Talk through it with the class.

Choose 8 good readers to read the text. Give each a part. Tell them to vary the tone of their voice and expression to match the character. This will make the play more real.

You could read the part of the narrator in this first reading. After you have read the play as a whole class discuss the key words. Do the pupils understand what they mean now that they have read them in context? Next talk about what the play is about. Ask the pupils to tell you in their own words what happens in the story. Ask the pupils if the story has a moral. What do they think the moral is?

Split the class into groups of eight. Tell them to read the play again in their groups. They will perform it to the rest of the class within the next two days. They must be confident in reading their parts, but they do not have to memorise or learn their lines.

Syllabus Links

A1, S2, S10



Are all the pupils aware of how English differs in terms of style, organisation and vocabulary? (A4)

Comprehension

Background Information

This comprehension session follows on from the pupils recounting the story in their own words. It relies on them remembering the order in which things happened in the play. There are ten sentences in the Pupil's Book written in the wrong order. Pupils have to sequence them in the correct order.

Method

- Introduce the activity to the pupils in the Pupil's Book on page 135.
- Go through the instructions for the activity with the pupils.
- Pupils do the activity in their book.

Teacher Led Activities

Read through the instructions for the activity with the pupils and explain what they are required to do. You could choose pupils to read the sentences aloud. Explain the task and have pupils complete it.

Tell the pupils to look back at the text if they need to. Ask the pupils to write their answers in their exercise books.

Syllabus Links

K1, S4, S10



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

Language Study

Background Information

During the last two weeks pupils have done language activities using adjectives. This activity asks them to add appropriate adjectives to a text. The adjectives the pupils choose will vary. As long as they are appropriate and meaningful in the context of the passage, they are correct. Read their finished work and use your judgement to check if the adjectives used are suitable.

Method

- Revise the use of adjectives.
- Introduce the activity in the Pupil's Book on page 135 and 136.
- Pupils carry out their task.
- Check and mark finished work.

Teacher Led Activities

Revise the use of adjectives. They tell us more about nouns. They are sometimes called describing words. Adding adjectives to a text makes it more interesting. When a first draft of creative writing is edited adjectives can be added to enrich the vocabulary.

Let the pupils read the instructions in the Pupil's Book. Tell them that the words missing are adjectives. In order for them to use appropriate adjective they must read the whole passage through first so that they get an overall picture of the text.

As a class oral activity, read through the passage with the pupils. They should notice that the whole passage can be read without adjectives and it makes sense.

When you are satisfied that the pupils know what to do ask them to complete the activity in their exercise books. Remind them that their answers will vary. There is not just one correct answer for each space.

A whole class session to look at the adjectives which the pupil's chose would be a good activity when everyone has finished. Write a selection of answers for each number on the board. If you do not accept some of the answers make sure you explain to the class why this is so.

Syllabus Links

A3, K1, S14



Do all the pupils understand the use of adjectives and select appropriate adjectives? (K8)

Handwriting

Background Information

The handwriting text today is a poem written by Martin Niemoller, a German. He was born in 1892 and died in 1984 at the age of 92. Niemoller was a Protestant pastor and Head of the Anti-Nazi Confession Church. He was against Adolf Hitler's efforts to bring the German churches under the control of the Nazis. He was arrested by the Gestapo in 1937 and freed by the Allied Forces at the end of World War II.

The message of the poem is that it is important to speak out about what we believe to be right. This poem was made famous after Niemoller's death. It was said to have been written by Niemoller in 1945. Read it carefully before the lesson so that you can explain it to the class.

This copying activity gives the pupils practice with cursive writing and allows them to concentrate on their handwriting. It also fits very well into the citizenship theme.

Teacher Led Activities

Read the poem aloud to the pupils and discuss what each line means.

Remind the pupils that it is important to speak out for what we believe to be right and this is what the poem is about. Let the pupils read the poem again. Make sure the pupils understand the poem.

Remind the pupils of the importance of neat clear handwriting. Remind them that they must concentrate on the presentation of all their written work, as well as its content. That is what they actually write.

When the pupil's have copied out the poem let them work with a partner and evaluate each others work. They should be encouraged to praise the good points and draw attention to things which need improving.

Oral and Writing

Background Information

Pupils must understand the text in order for them to effectively dramatise the play.

Method

- Organise the class into groups of eight.
- In their groups the pupils cast the play.
- Pupils read through the script in character.
- Pupils rehearse their play.

Teacher Led Activities

Organise the pupils into groups of eight. Tell the pupils to decide who will play each part in the play.

Give the pupils time to read through the script and then to **rehearse** all the actions. To rehearse means to practice. They should go through the play several times.

Remind the pupils that they will perform their play to the rest class tomorrow.

Syllabus Links

S1, S3, S7



Can all the pupils present short scripted plays in class? (S8)

Assessment Activity - Writing Samples

Check that you have completed your writing assessment for this unit:

- Have you collected a writing sample from every pupil in the class?
- Have you analysed the writing samples to identify strengths and areas of difficulty and made a record of your analysis in your assessment file?
- Have you had time to meet with each pupil to discuss his or her writing sample? Is each pupil clear about what they need to work on to improve their writing?

Reading and Discussion - The Enormous Yam

Background Information

For this lesson, the pupils will read the play script for Day 9 again. Reading the script again in their groups will give them extra practice before the performance which will be later in the day. The pupils may decide to use some **props**. Props are things to use in the play e.g. something to represent the yam.

Teacher Led Activities

Before the groups rehearse their play again discuss ways in which they could improve their performance as follows:

- Talk about the way in which they speak their lines. Encourage them to vary their **tone** of voice and their **expression** as if they are actually characters talking.
- Encourage them to really **play the part** of the character they have been given, for example the chief might be bossy or the pastor might go around blessing everyone.

Pupils can make the play very funny by acting out their role well.

- Tell them that when they perform in front of an **audience** they must speak out confidently so that everyone can hear. They should face the audience and stand in the performing space or the **stage** area so that they do not block other characters.
- Remind them to get their play ready with all the necessary **props** they might need to perform their play to the whole class.

Encourage them all to do their best in their performance.

Discuss what being a good audience entails too.

Syllabus Links

A5, S10, S16



Are all the pupils aware how the form and style of a play script is determined by its purpose? (A1)

Comprehension

Method

- Name the characters in the play and discuss what each character is like.
- Introduce the activity to the pupils on page 138 of the Pupil's Book.
- Pupils complete the activity.
- Check the pupils' completed work as a whole class activity.

Teacher Led Activities

Ask the pupils to name all the characters in the play. Build up a list on the board. Discuss what each person is like. By the way the characters behave, what they do and how they speak, we can learn about what type of people they are.

Ask the pupils to look at the activity in the Pupil's Book. There are seven thought clouds. Each one contains something that one of the characters might think. The task is to decide which character has each thought. Can the pupils match these without going back to the text?

Read through the instruction with the pupils together and explain to them what they have to do. Let them discuss the activity with a partner if they wish.

Syllabus Links

A1, S4, S16



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

Language Study

Background Information

During the last two weeks, pupils have been practicing using adverbs in their language activities. Today's activity focuses on pupils completing a passage with appropriate adverbs. It is written as a cloze procedure. The adverbs the pupils will use will vary. There is no one correct answer. As long as the word is appropriate and meaningful in the context of the passage, it is correct.

Method

- Revise adverbs.
- Introduce the activity in the Pupil's Book.
- Pupils complete the task in their exercise books.
- Check and mark their finished work.

Teacher Led Activities

Revise what adverbs do first, then introduce the cloze passage in the Pupil's Book. Tell pupils that the missing words are all adverbs. Pupils should read the whole passage first so that they have an overall idea of what it is about.

As a class oral activity, read through the passage with the pupils. Point out that the passage makes sense without the adverbs. It can stand alone, but by putting in adverbs it becomes more interesting.

Remind them that adding adverbs to creative writing at the editing stage improves the writing.

Emphasise that many different adverbs could be used in this exercise which are all correct. For example, possible answers for the first space would be:

happily, cheerfully, excitedly, enthusiastically, earnestly, and so on.

Syllabus Links

A4, K1, S10



Do all the pupils understand the purpose of adverbs and use them appropriately? (K8)

Spelling

Teacher Led Activities

Let the pupils work with a partner to revise this week's spelling words, before they complete this spelling assessment. Ask pupils to do the exercise without looking back at their spelling list.

You could read through the sentences first to make sure all the pupils can read the clues. Ask the pupils not to copy out all the sentences, only to write the answers. Tell them to make sure they number their answers correctly.

Mark their spellings. Make sure you record the pupils' scores.

Oral and Writing

Background Information

In this session pupils perform their plays to the rest of the class. Performing a play is an excellent way of developing speaking skills such as pronunciation and expression and it also develops pupils confidence to use English in the classroom. Having a script to follow means that they do not have to worry about what to say, only about how they say it.

Method

- Before the lesson, prepare the room.
- Clear an area in the classroom large enough for a stage for each group to perform.
- Arrange seats, mats or tables for the audience. Make sure everyone will be able to see.

Teacher Led Activities

Allow pupils a few minutes to get organised in their groups. Make sure they have their props ready. Give them enough time to do their preparation.

When they are ready, gather them together and choose the first group to perform. Continue until all the groups have had a turn.

The pupils who are not performing should be watching. They are the audience. You may have invited another class to watch the plays as well. This should be an interesting and enjoyable session if pupils are motivated and well prepared.

After all the groups have had a turn let the pupils' feedback about the plays. Did they enjoy performing? Did they enjoy watching? Which performance did they enjoy the most? Why? Which character did they like the best? Would they like to act out more plays? Why or why not?

Syllabus Links

A3, A5, S7



Can all the pupils present short scripted plays in class? (S8)



Nguzu Nguzu English

Standard 6