

Nguzu Nguzu English

Pupil's Book 3



Standard 6

First Edition 2005

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Curriculum Development Centre

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Solomon Islands



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Standard 6

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A Note to the Pupils

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

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

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

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

If you listen carefully to your teacher speaking English and if you practice speaking it yourself every day, you will find that it gradually becomes easier.

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

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

The authors hope that you will enjoy learning English this way in Standard 6.

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Important Note

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

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Reading – Values and Beliefs

The text for today is an introduction to the unit, and it gives information about the unit topic, Values and Beliefs.

Comprehension

Activity 1

The following ideas were included in the text. Explain each one using your own words. Look back at the text if you need to.

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

Activity 2

Make a list of at least five different values that are mentioned in the text.

Choose the one that you think is most important and write two sentences to explain why you have chosen this one.

Spelling

Here are the spelling words for this week.

Copy the words carefully into your exercise book.

Learn the words using Look, Cover, Remember, Write and Check.

Spend some time each day learning the words ready for the spelling test on Friday.

short	front
hard	hungry
young	later
favourite	permanent
food	present

Choose a word from the list to fill in the spaces in each sentence below. Write the complete sentences in your exercise book.

1. John didn't have any breakfast so he was _____. He was happy when the _____ arrived.
2. Judi tried _____ at school because her uncle had promised to give her a _____ if she passed the Standard 6 Exam.
3. I am tall, but my _____ sister is _____.
4. My _____ meal is chicken soup. My mum will make it for me _____.
5. Mali lived in a two-storey house, just in _____ of the Church.
6. The memorial was built as a _____ reminder of those who fought in the war.

Language Study

Each of the following sentences is the answer to a question. Read the sentence and write a question to match each one. Write the questions in your exercise book.

Study the example first:

Answer: Selfish people only look after themselves.

Question: How do selfish people act?

1. Values are the ideals, customs and beliefs that people believe are most important in life.
2. They express their beliefs and opinions about how the country should be run.
3. Uncles, aunts, parents, school teachers, pastors and people who are older than us.
4. Because if you lie, nobody will ever believe you when you need them to.
5. This means telling the truth and behaving in a truthful way.
6. Simply by listening to them speak and watching their behaviour.

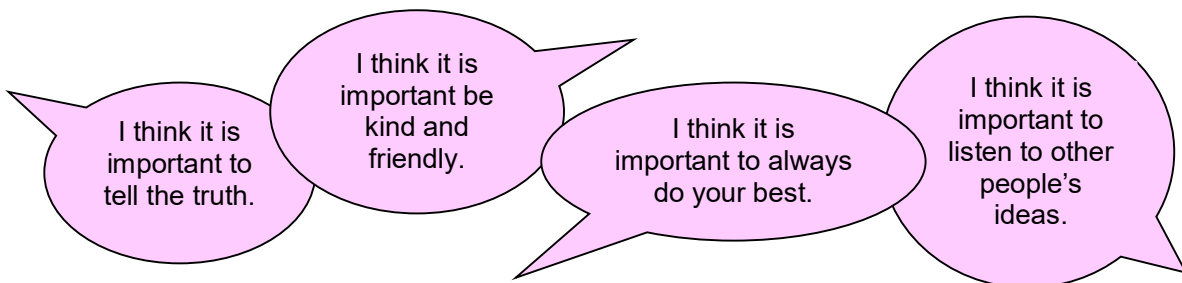
Oral and Writing

After your discussion about values today, think hard about the things that are important to you.

In your exercise book, write one sentence to explain something that you think is important.

Start your sentence with "I think it is important to...."

Here are some suggestions to get you thinking.



Check your sentence carefully for spelling mistakes and correct grammar before writing your neat copy in your book and on your speech bubble.

Reading

Today's text is a report that describes and compares some of the different religions of the world. Study the key words before you read.

Faiths of the World

Alison Blaylock

Key Words

religions, rituals, according to, worship, Islamic, Middle East

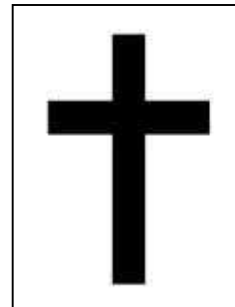
There are many different religions in the world. Each has its own special beliefs and rituals. Each has a different way of worshipping and the followers of each live their lives according to these different beliefs.

The four main religions of the world include Christianity, Islam, Judaism and Hinduism. The following report looks at some interesting information about these four major faiths.

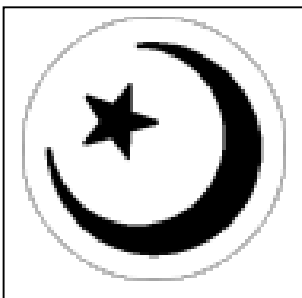
Firstly, the followers of each faith have different names. People who follow Christianity are called Christians. Those who follow Islam are called Muslims. Those who follow Judaism are called Jews while those who follow Hinduism are called Hindus.

Christianity

Christians follow the teachings of Jesus Christ. They believe that he is the Son of God and that he is able to forgive sins. These teachings are found in the Bible, which is the holy book for Christians. They believe it is the word of God. Christians are found all over the world. They worship in special buildings called churches. Christian services are led by church leaders who can be called priests, reverends, chaplains or pastors depending on which church they are from.



Islam



People who follow the teachings of Islam are called Muslims. They too have a special building in which to worship. This building is called a mosque. Mosques are very beautiful buildings decorated with coloured tiles, gold and coloured glass. The mosque has a tall tower called a minaret from which Muslims are called to come and pray five times a day. There are no chairs in a mosque, but the floor is covered with carpets or mats because Muslim people kneel down on the floor to pray.

The Islamic word for God is Allah. Muslims worship Allah and follow the teachings of Muhammad who was Allah's last prophet. Muslims believe that Jesus was an important prophet, but they believe that there have been other prophets also and that the teachings of all of these prophets are important.

The Muslim people also have a special book. It is called the Qur'an and it contains the words of Allah. Muslims are found all over the world. The faith is especially popular in the Arab countries of North Africa and the Middle East.

Judaism

Although there are Jewish people all over the world, the Jewish homeland is the nation of Israel, which contains the city of Jerusalem, a holy city for Jews.

A Jewish place of worship is called a synagogue. A Rabbi leads the services. Readings are from two holy books called the Tenakh, which is similar to the Old Testament of the Christian Bible, and the Talmud. Jewish people pray to God and follow the teachings of the Old Testament, including the Ten Commandments.

Jewish people celebrate the Passover around April each year. This important feast reminds them of how God freed the Israelites from slavery in Egypt. They also keep the Sabbath as a special day of rest and worship.

A candlestick with seven branches, called a menorah, is often used as a symbol of Judaism. A golden menorah in the temple in Jerusalem plays an important part in Jewish worship. Most synagogues today also have a menorah.



Hinduism

Hindus do not believe in one single god, but have many different gods and goddesses who they worship together. Three of the most important gods of Hinduism are Brahma, the creator, Vishnu the preserver and Shiva the destroyer. The Hindu religion started in India and it is still the main religion in India today.



Hindus worship in temples called Mandirs containing brightly painted statues of different gods. They make offerings of food and flowers to the gods and goddesses and burn sweet smelling incense when they pray. Hindus have a number of different holy books including a poem called the Bhagavad Gita, and a book of hymns called the Rigveda.

The symbol on the left spells the word Om in Sanskrit which Hindus use when they meditate. It describes the different states Hindus pass through when they meditate from deep sleep and dreaming to wide-awake.

Although there are many differences between different religions, there are also many things that are similar. People who follow any of these religions can find something in common with those of another faith.

Comprehension

Activity 1

1. Read the statement below, which is taken from the text.

Although there are many differences between different religions, there are also many things that are similar. People who follow any of these religions can find something in common with those of another faith.

Read the text again and list some things that you think are common to the different religions described.

2. Which religion do you think sounds most interesting?

Would you like to know more?

What questions would you ask if you met a Muslim, a Hindu or a Jew?

Think of two or three interesting questions that you could ask a person from that religion.

Write your questions in your exercise book.

Activity 2

Copy and complete the following table in your exercise book using information from the text. You may have to leave some sections blank.

Name of the religion	Christianity	Islam	Judaism	Hinduism
A person who follows this religion				
Place of worship for this religion				
Spiritual leaders of the religion				
Holy book or books				
Symbol of the religion				
One belief held by people of this religion				

Spelling

We can spell new words by adding suffixes (endings) to root words.

Study the example first and then make as many words as you can by adding suffixes to the root words from your spelling list.

Example: kind kinder kindest kindly kindness

- | | | |
|-----------|---------|----------|
| 1. short | 2. hard | 3. young |
| 4. hungry | 5. late | |

short	front
hard	hungry
young	later
favourite	permanent
food	present

Write four sentences of your own using the adjectives above to compare things or people. For example:

Mr. Wale is **kind**, but Mrs. Toko was the **kindest** teacher in the school.

January was **hotter** than December, but February was the **hottest** month this year.

Language Study

Today's text is a factual report.

Draw a table similar to the one below. Copy only the information in black type, on to your table.

Using today's text to try to find examples of each feature listed in the first column. Write these examples in the second column.

The Features of a Report	Examples
Contains facts or factual information	Find some factual information from the text and write it here.
Written in the present tense	Find some examples of present tense verbs from the text and list them here.
Uses sub headings and paragraphs to organise information	Note down examples of the subheadings used.
Compares things	Find an example of a sentence from the text that compares things using words like different or similar and write it here.
Describes things in a factual way	Find an example of a factual description from the text and write it here.
Has a concluding statement	Find the concluding statement in the text and write it here.

Oral and Writing

Today you are going to plan your own factual report comparing two religions.

Follow these instructions.

1. Decide which two religions you will compare.
2. Plan your report using the skeleton shown on the right. Make sure you have discussed your ideas with your teacher.
3. Write notes and ideas in each section of the skeleton. No need to use full sentences.
4. Do you want to add more information to your report? How could you find out more information to add to your report? Note down the things you want to do to find out more.
5. Discuss your report plan with a friend and see if they can suggest any more ideas to add to your plan.

Report Skeleton

Title:

General Introduction:

Factual Information:

Concluding Statement:

Reading

Today's text gives more information about the four religions you read about yesterday. Study the key words and use a dictionary to help you find the meaning of each word.

Shared Beliefs

Lionel Damola

Key Words

similar, vision, quotations, prophets

Although different religions have their own special beliefs, rituals and forms of worship, some of the beliefs are not very different at all. In fact if you look closely at the beliefs of each religion it is sometimes surprising to realise how similar they are.

Followers of most religions believe in justice (treating other people fairly), compassion (showing kindness and love to other people) and peace.

Justice

Study what the different religions believe about justice:

Christianity:	In everything, do to others as you would like them to do to you; for this is what the law and the prophets teach us.
Hinduism:	Your duty is to do nothing to other people that would hurt you if they did it to you.
Islam:	You cannot call yourself a Muslim until you want for your brother, what you want for yourself.
Judaism:	If something would hurt you, don't do it to your neighbour. This sums up the Jewish law.

These quotations are taken from the holy book of each religion. Notice how they all have a very similar meaning.

Compassion

The same is true about compassion. Each of the four religions shares very similar beliefs about kindness, respect and love;

Christianity:	Jesus said, "Love each other just as I have loved you. This is how people will see that you follow me."
Hinduism:	No religion can be without compassion. Show compassion to all living beings. Compassion is the root of all religions.
Islam:	Be kind to everyone, both to strangers and to your friends and the companions who walk with you."
Judaism:	You must not make strangers angry or oppress them. Remember that you are a stranger sometimes too.

Making Peace

The importance of peace making is a value shared by followers of most religions.



Christianity:	People who work for peace are happy. They are the true children of God.
Hinduism:	We must agree with one another, we must not struggle and fight. This does not please the gods.
Islam:	No body should use the name of Allah as an excuse for fighting, going to war or doing bad things.
Judaism:	The whole purpose of the law is to promote peace.

When we study these statements, it can be said that, the different faiths have a shared vision, and shared values.

Why then do so many people argue over their religious beliefs? Why are so many wars around the world fought in the name of religion? This is a puzzling issue that you might like to think about with your class mates.



Comprehension

Each one of the values below has been described in the text. In your own words write one or two sentences to summarise the different beliefs about each.

1. Justice
2. Compassion
3. Making Peace

Spelling

Look at the spelling words listed below. Find as many smaller words as possible using the letters in each spelling word. Remember you can rearrange the letters when forming new words. The first one has been started for you

permanent	man, ten, mean, tramp, part, parent
young	
short	
hungry	
favourite	
present	

Remember to revise the spelling words each day so that you are ready for your spelling assessment at the end of the week.

Language Study

Rewrite each statement as a question. Use the different methods you have studied.

Example:	Statement	Muslim women cover their heads with a veil.
	Question	Do Muslim women cover their head's with a veil?
	Question	Muslim women cover their heads with a veil, don't they?

1. Christians follow the teachings of Jesus.
2. The Islamic name for God is Allah.
3. There are Jews all over the world.
4. The Jewish homeland is the nation of Israel.
5. Muslims are people who follow the religion of Islam.
6. When Hindu's meditate they say the word 'Om'.

Oral and Writing

Oral Activity - Role Play

Follow these instructions in your group.

1. Place the four cards face down on the table and mix them up. Choose one card. This card will tell you the role you are to play.
2. Spend ten minutes reading about the religion you have chosen. Use the texts from today and yesterday for information.
3. When everybody is ready, start the role play.
4. Each person in the group has to ask **one** question. The answer to the questions **must** be found in the texts you have read.
5. Start with the person representing the Hindu religion. The other three members of the group must each ask one question and the pupil representing the Hindu must answer all three. Move on to the Christian and so on until everyone has had a turn at answering and asking questions.
6. Help each other if you need to.

Writing Activity

Drafting a Comparative Report

Look again at the plan you made for the comparative report. Use information from today's text to add to your plan.

Now draft your text.

Remember these important points about report texts as you write:

Describe things in a factual way

Use paragraphs and sub headings

Include plenty of facts and information

Write in the present tense

Don't include your own opinions

Write about differences and similarities

Reading

Read the text below. Read the rules on the Rainbow Kindy Poster first and then read the rest of the text.

All I Ever Really Needed to Know I Learned in Kindergarten

Alison Blaylock

Adapted from a text by Robert Fulghum

Key Words

behave, fair, corruption, cheating, mess, aggression, violence, invasion

RAINBOW KINDY

RULES

1. Share the toys.
2. Play fair.
3. Don't take anything that doesn't belong to you.
4. Put things back where you found them.
5. Clean up your own mess.
6. Don't hit anyone.
7. Say you are sorry if you hurt somebody.

At Rainbow Kindergarten the children learn to share. They learn to be kind to each other and they are expected to look after toys and put things back in correct places.

We put a lot of work into teaching children how to behave, but sometimes some of these behaviours are forgotten when we grow older.

What if adults had to follow these rules too?

Imagine if everyone in the world remembered what they were taught about sharing in kindergarten?

We may not be faced with the situation where some people are very rich, whilst others are very poor. We may not have a world where some people are hungry, whilst others have too much food to eat and get fat!

What about playing fair? What if all adults played by the rules? We may not have corruption. We wouldn't hear about ministers spending government money on their own families, would we? There wouldn't be any more cheating in exams or any more wantok business when it comes to places at secondary school either!

What about taking things that don't belong to us? What if everybody remembered not to steal? No more robberies, no more house breaking. The world really would be quite a different place!

What if we lived in a world where everyone cleaned up their own mess? Imagine if logging and mining companies remembered to clean up their own mess instead of leaving bulldozers in the forest and chemicals in the rivers.

Think about Rule number 6. What if adults, especially our world leaders, remembered this important rule, 'Don't hit anyone.' There would be no more aggression, no more violence, no more invasions. No more wars!

Perhaps, then, some of us would be able to follow rule number 7 too. Why is it so hard for adults to say sorry for the awful things they have done to each other? We expect our kindy children to do it, so why can't we?

In fact, looking back, I think I learned all of the important lessons of life whilst I was at kindy. All I have to do now is remember these rules as I live my life!

Comprehension

Choose one of the following 'What if...?' questions and write a few sentences to describe how the world would be different if this were true.

1. What if everybody in the world remembered what they had learned about sharing, whilst they were at kindy?
2. What if all adults played by the rules?
3. What if everybody remembered not to steal?
4. What if everyone cleaned up their own mess?
5. What if adults remembered this important rule from kindy, 'Don't hit anyone'?

Handwriting

In this passage Kazim, a 14-year-old Muslim boy from Britain, explains some of his beliefs.

Copy the passage into your exercise book using cursive handwriting.

My religion says that I must be able to read and write. Education is an important part of Islam.

Islam also teaches me to be respectful to my elders. It teaches me to spend time with my parents and to care for all members of the family.

The Qur'an teaches that it is wrong to drink alcohol or take drugs too. Muslims like me have to avoid these things.



Language Study

Use the words **if** and **unless** to write conditional sentences combining the ideas in each sentence below. You may need to change some words. There is more than one correct answer for each sentence. The first one has been done for you.

Write your sentences in your exercise book.

1. Recovery of the forests after logging depends on whether the logging company clears up their own mess.

If logging companies cleared up their own mess, recovery of the forests would be more likely.

2. Sharing resources fairly depends on rich people having less.
3. Stopping corruption depends on everybody speaking out against it.
4. To be forgiven, you have to say sorry for what you did.
5. Wars could be stopped, depending on whether world leaders remember what they learned at kindy.

Oral and Writing

Today you are going to edit the comparative report you have written. Work with your partner. Read your partner's text and suggest ways the report could be improved.

Use the checklist below to help you improve your texts.

Editing Checklist

1. Check the content of your report first.

- a. Have you included lots of factual information? Is it all correct?
- b. Make sure that you have not included your own opinions.
- c. Are your main points clear and easy to understand?
- d. Can you add anything to make it more interesting and informative?

2. Check the structure of your report.

- a. Have you started with a clear opening statement that tells the reader what the report is about?
- b. Have you used a new paragraph for each new fact or piece of information?
- c. Have you used sub-headings? Do they make your text clear and easy to read?
- d. Have you included a good ending that sums up your report?

3. Check the language you have used.

- a.** Is it factual and informative?
- b.** Check that you haven't used any personal pronouns.
- c.** Is it descriptive? Can you add any more adjectives to describe things better?
- d.** Are your sentences short and easy to understand? Can you shorten any long sentences to make them clearer?

4. Check your grammar, spelling and punctuation.

- a.** Are all the words spelt correctly? Use a dictionary if you are not sure.
- b.** Have you used capital letters and full stops properly?
- c.** Are there any words missed out or in the wrong order? Check that all your sentences make sense.

Reading

Today's text is a narrative about a hungry beggar who comes to a bakery asking for bread. You might think that he has come to the right place, but in fact, he goes away hungry. Read the story to find out why.

The Beggar and the Bread

retold by Alison Blaylock

Key Words

beggar, shrugged, facilities, appetite, yeast, overwhelmed

A beggar came and sat before me. "I want bread," he said.

"How wise you are," I replied. "If bread is what you need then you have come to the right bakery." I pulled my cookbook down from the shelf and began to tell him all I knew about bread.

I told him about different kinds of flour and wheat, about which grains make the best bread and about the best yeast to use. I knew he would be impressed with how much I knew as I explained in detail the measurements and recipes for the best possible bread.



When I looked up, I was surprised to see he wasn't smiling.

"I just want bread," he said simply.

"How wise you are," I said again. I decided to try a different approach. "Follow me, and I'll show you our bakery."

I took him on a tour. I showed him where the flour is stored, where the dough is prepared. I showed him the huge ovens where the bread is baked.

"We have very good facilities. We can bake any kind of bread here."

Then I took him to the meeting hall at the back of the bakery.

"This is the most important room of all!" I told him,

"This is where the workers from the bakery gather every week to hear me speak about bread. I read recipes to them from the cook book of life and tell them stories about bread to inspire them in their work."

The beggar didn't speak. I understood his silence. He was overwhelmed by the special place. He sat down in the front row of the meeting hall. I knew what he wanted. "Would you like to hear me speak?"

"No," he said, "but I would like some bread."

"Ah! How wise you are," I replied. I led him to the front door of the bakery.

"What I have to say next is very important," I told him as we stood outside.

"Up and down this street you will find many different bakeries. However, be careful! The bread that they sell is not the true bread. I know of one baker who adds two spoons of salt instead of one. I know of another whose oven is too hot. They may call it bread", I warned him, "but it's not the true bread, not according to the book."

I was really surprised when the beggar turned and began to walk away. "So don't you want any bread?" I asked him. "Don't you want to join my bakery?"

He stopped, looked back at me, and shrugged, "I think I have lost my appetite." he replied, and walked slowly away.

I shook my head and went back to my office. "What a shame," I said to myself. "People are just not hungry for true bread anymore."

Comprehension

Activity 1

Read the text again and complete the following activities in your exercise book. Use complete sentences for all your answers.

1. List three ingredients used to make bread.
2. Describe some of the things the baker showed the beggar on his tour of the bakery.
3. List two reasons why the baker warned the beggar not to accept bread from any other bakery in the street.
4. In your own words, explain what the beggar meant when he said, 'I think I have lost my appetite'.
5. Why do you think the beggar walked away at the end of the story?

Activity 2

Read the passage again and think about the hidden meaning. The author wants us to think of the baker as a pastor or priest. What do you think is the author's hidden meaning for each of the following? Write the answers in your exercise book.

- a. The cookery book of life.
- b. The meeting hall at the back of the bakery.
- c. The workers from the bakery.
- d. The beggar.

Language Study

Add a conditional clause to each sentence. Start each clause with unless or if.

Study the examples first.

The bread will not rise **unless you use yeast.**

You can pass all of your exams **if you study hard.**

1. You cannot join my bakery...
2. The bread will cook properly...
3. The baker will bake you some bread...
4. The bread will not taste good...
5. Mum makes bread on Fridays ...
6. The baker will not sell his bread...
7. The workers in the factory will not get paid...
8. The beggar will be hungry ...

Spelling

This activity will help you to revise your spelling words.

Use brackets to separate words or phrases in each of the following sentences.

Brackets can be used to do similar work as a comma. Choose the part of the sentence that you think belongs in the brackets. Write your sentences in your exercise book.

1. I am living in a leaf house at present but we are building a permanent, wooden house nearby.
2. My favourite food is taro, the sweet type, cooked in coconut milk from Guadalcanal.
3. When I am hungry enough I could eat anything, even hard navy biscuits!
4. James told them to put the timber by the green house, the one in front of the church.
5. We harvest the young shoots first, the sweetest and the older ones can be collected later.

Oral and Writing

In today's lesson you will finish writing your report about two different religions. Here is a list of things to help you write your final and best copy.

**Handwriting is important.
Present your work clearly and
make it easy to read.
Use your best cursive writing.
Your letters should be the same
height and should all slope the
same way.**

**If you have added any pictures,
symbols or illustrations, draw
these clearly and neatly in your
best copy.**

**If you have put in any tables, draw
them neatly with a ruler.**

**Make sure you add in all the
corrections you made when you
edited your work.
Do not copy down any of your
mistakes.**

**Make sure you arrange your text
carefully on the page.**

Use a margin.

**Leave a space before each new
paragraph.**

**Underline titles and sub-titles
carefully with a ruler.**

When you have finished writing your report, practice reading it aloud.

Here are some things to think about:

- Pronounce the words correctly. Practice any difficult words several times;
- Speak clearly and loudly so that others can hear;
- Read at the right speed, not too fast and not too slow;
- Pause in the right places (after commas and at the end of sentences) to make the meaning clear;
- Use expression in your voice to make your meaning clearer.

Reading

The reading for today is a sad story about a young Japanese Girl from Hiroshima. Although it is a sad story, it contains a message of hope.

The Sadako Story

adapted by Lionel Damola

Key Words

injured, dizzy, diagnosed, leukemia, paper cranes, monument

This is the story of a young Japanese girl named Sadako Sasaki. Sadako was born in Hiroshima, Japan in 1943. She was just two years old when, at the end of the Second World War, the Americans dropped an atomic bomb on Hiroshima.

Many people were injured and killed by the bomb. Sadako survived and grew to be a strong, brave and sporty girl. She became a runner and loved to compete. In 1955, when she was 11, while practicing for a big race, Sadako suddenly became dizzy and fell to the ground. Doctors found that she had Leukaemia, the 'Atom Bomb' disease.

Atomic bombs do not just kill people immediately. They can also cause illness and death many years after they have exploded. This sickness had been present in Sadako's blood ever since the day of the bomb explosion.

When she got sick, Sadako's best friend told her about an old Japanese legend which said that anyone who folds a thousand paper cranes would be granted a wish.

Sadako did not want to die. She wanted to be fit and well and she wanted to continue with her racing. She decided to fold a thousand paper cranes and hoped that the gods would grant her a wish to get well, so that she could run again. She started to work on the paper cranes while she lay sick in bed. She completed more than 1,000, but her wish did not come true. Sadly, Sadako died on October 25, 1955 at the age of twelve.

Sadako never gave up hope. She continued to make paper cranes until she died and because of this she was not forgotten.

Inspired by her courage and strength, Sadako's friends and classmates made a book of her letters. They published it so that other people could read about her courage and determination.

They began to think about building a monument to Sadako and all of the other children killed by the atomic bomb. Young people all over Japan raised money for the project.

In 1958, they had finally raised enough money and a statue of Sadako holding a golden crane was built in Hiroshima Peace Park.

The children also made a wish which is written at the bottom of the statue. It reads:

This is our cry, This is our prayer, Peace in the world.



Sadako's statue in
Hiroshima Peace Park

Due to Sadako's actions the paper crane has become an international symbol of peace and hope. Today, people all over the world fold paper cranes and send them to Sadako's monument in Hiroshima. They do this to show that they believe in world peace.

Comprehension

Using a piece of square paper, make a folded paper crane like the ones Sadako made before she died.

The instructions are in your reader on pages 8 - 13.

Read and follow the instructions carefully to fold your own paper crane.

Language Study

Select the most suitable verb to place in the spaces below. Copy and complete each sentence in your exercise book.

Example:

The angry man walked out of the room and _____ the door. (slammed, closed)

Answer: slammed

1. Sadako's friends were _____ when she died. (sorry, sad, upset)
2. Sadako _____ more than a thousand paper cranes but her wish did not come true. (made, folded)
3. The atom bomb _____ many people in Hiroshima. (killed, destroyed)
4. The children _____ that there would be peace in the world. (hoped, thought)
5. She was 11 years old when she suddenly _____ sick with leukemia. (became, fell)
6. A statue of Sadako holding a golden crane was _____ in Hiroshima Peace Park. (built, put up)
7. Young people all over Japan helped _____ money for the monument. (save, raise)

Spelling

Here are the spelling words for this week.

Copy the words into your exercise book spend some time each day learning to spell them.

Find out the meaning of the words.

Remember, you will be tested on these words at the end of the week.

late	beside
nice	close
spare	lot
side	met
wide	low

Copy each of the definitions below into your exercise book. Then, write the correct spelling word from the list next to each definition.

- | | |
|--|-----------------------|
| 1. coming after the usual or proper time | 2. next to |
| 3. pleasant or agreeable | 4. left over or extra |
| 5. surface | 6. many |
| 7. broad, the opposite of narrow | 8. to shut |
| 9. past tense of meet | 10. not high |

Oral and Writing

Look again at the instructions for the paper crane in the reader.

Were they easy to follow? Did you manage to finish your folded paper model?

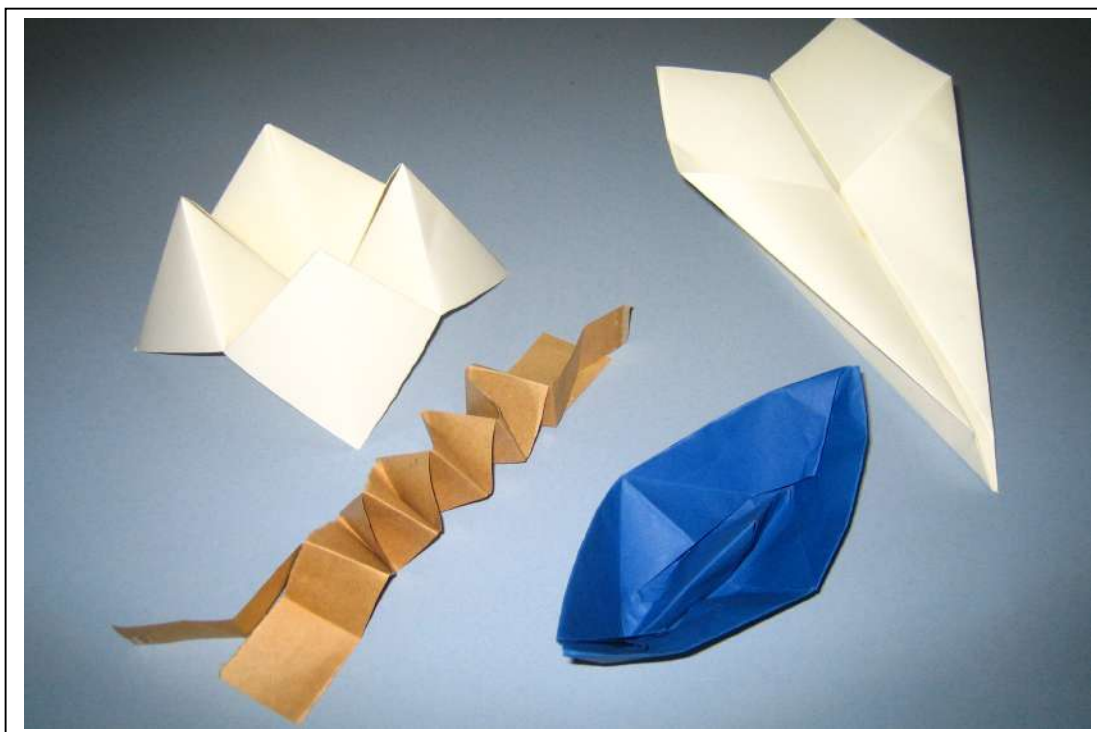
Now it is your turn to write a list of instructions explaining how to make another paper model object.

For example;

- a paper canoe
- a paper aeroplane
- a paper fan
- any other model that you can make using paper.

Remember to draw diagrams for each step. Make sure that the instructions are clear.

The picture might give you some ideas of what model to choose.



Reading

Feast days are important in most religions. This text describes how Jewish people celebrate one of their most important feasts, the feast of the Passover. You can read more about the origins of this special celebration in the reader on page 20.

Celebrating the Passover

Alison Blaylock

Key Words

slavery, spared, sacrifice, bitter, overcome

Passover is an important Jewish festival. Jewish families all over the world celebrate this occasion, to remember how God led them out of slavery in Egypt nearly three and a half thousand years ago.

The story of the first Passover is told in Exodus, the second book of the Bible. God was angry with the Egyptians for using the Jewish people as slaves. The story tells of how the Spirit of God passed over Egypt and killed the firstborn son of every family. The Jews were spared because they followed God's instructions to sacrifice a lamb. After the Passover, God led the Jews out of Egypt to freedom in the Promised Land.

The feast of Passover lasts for eight days. The first seven days are spent in preparation, cleaning the house and preparing special food. The highlight is the Passover meal, eaten on the evening of the seventh day.

The Passover Meal

There are seven important types of food eaten during the Passover Meal. Each has a special meaning.

1. Matzah (Unleavened bread or bread without yeast)
2. Wine or Grape Juice
3. A leg of lamb meat
4. Parsley (a green herb)
5. Salt water
6. Horseradish (the root of a plant which is very bitter)
7. Charoseth (a mixture of fruit, wine and nuts – it looks like cement!)



All the parts of the meal are carefully prepared. The symbolic foods are placed on a special plate in the middle of the table where everyone can see them.

Before the meal, the family gather together and say the Kiddush (a special prayer) and everybody washes their hands.

The family sit down at the table and listen, while the head of the family tells the story of the Passover. When different events of the story are reached, the family members eat the special food linked with that particular event and take time to think about its meaning.

At the beginning, everyone tastes the bitter horseradish and eats parsley dipped in salt water. This is to remind them of the bitterness of slavery and of the tears shed by the Israelites, when they were slaves.

Three pieces of flat bread or Matzah are placed under a cloth on the table. The father takes the middle piece and breaks it. He wraps half of it in a cloth and hides it somewhere around the room.

Wine is drunk to remind everyone of the joy of being saved. Sometimes a few drops of red wine are put on a piece of white cloth.

Children ask questions about the story and the head of the family answers them.

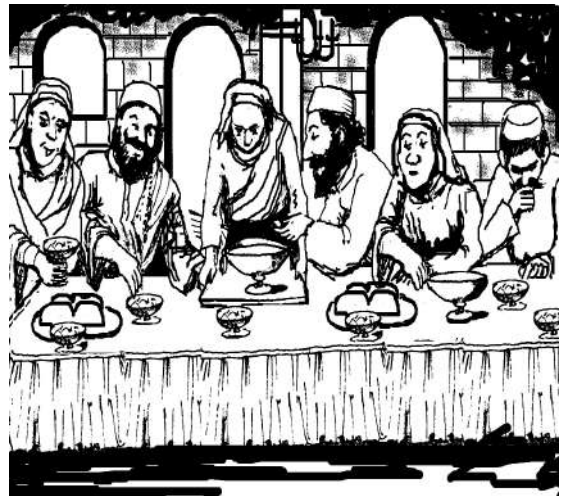
The charoseth is eaten with more bitter herbs. This sweet mixture represents the cement used by the Israelites when they worked as slaves on Egyptian buildings. It is eaten with the bitter herbs to show that the bitterness of sin can be overcome by the sweetness of forgiveness.

When the story is finished, the family eats the meal. Sometimes they eat lamb to remind them of the lamb that was sacrificed at Passover. Other foods are sometimes eaten as well.

After the meal the children go searching for the piece of bread that was hidden. The child who finds it sometimes receives a present.

The flat bread is eaten after the meal. It's a reminder that the escaping slaves had no time to wait for their bread to rise.

The celebration ends with a prayer of thanks.



Comprehension

Seven important foods are eaten during the Passover Meal. Each one has a special meaning.

Draw a picture of the Passover table with each of the symbolic foods on the table. Label the foods to explain what they represent.

Re read the text to help you with your drawing.

Language Study

Use the words if and unless at the beginning of each clause to complete the sentences below.

Study this example first.

The Passover meal cannot begin **unless the special prayer is said.**

1. I would attend the Passover _____.
2. The Jews would have been killed _____.
3. Bread will not rise _____.

4. I will not hide the Matzah _____.
5. Moses would have died _____.
6. The Jews would have remained as slaves _____.
7. We will not say the Kiddush _____.

Spelling

List all the words that you can think of where the silent e at the end changes the vowel sound from a short sound to a long vowel sound

Here are some to start you off.

celebrate	rate	bake	decorate	bite
replace	hate	taste	ate	wave

Oral and Writing

Choose a religious ceremony or celebration that you know about. Write an explanation and include the procedures that are followed on this occasion.

Here are some ceremonies that you might choose to write about:

Holy Communion	Good Friday	Christmas
Sunday Service	Baptism of a Baby	A Wedding Ceremony

Read the information in the text framework table below. This will remind you what to put in each section of your explanation.

A Title

Introductory statement or explanation. State the aim or goal

Include an introductory paragraph.

An Action Plan

This is a sequence of steps in the correct order. The sequence can be numbered or you can write in sentences starting with first, second, and so on. You may need to provide a small explanation of each step.

Concluding Comment

Describes something interesting about the ceremony or festival.

Reading

Today's text is a narrative story with a strong message for the reader.

Lies, Lies, Lies!

Alison Blaylock

Key Words

lies, breathless, panted, horrified, strictly, huge joke, behind his back

Once there was a little boy called Lawrence who thought it was fun to tell lies.

One morning, while playing near his house, he got bored. He couldn't think of anything to do. Looking at his mum's chickens, pecking around in their pen he had an idea.

"Mum, Mum!" he screamed at the top of his voice, trying to sound worried. "There's a dog in the chicken fence."

His mum, who had been doing the washing, came running from the other side of the house with soap bubbles up to her elbows. She was so worried about her chickens that she ran as fast as she could. When she got to the chicken fence of course, there was no dog!

"Ha ha, tricked you," laughed Lawrence. His mum was cross.

"Larry, I am busy!" she grumbled. "Stop wasting my time."

But Lawrence didn't care. He thought it was fun to tell lies.

A few weeks later he had another idea. It was Saturday and his Mum, his big sister and his father were all in the garden working hard.



Lawrence ran all the way to the garden so that he was breathless when he arrived. "Come quickly, he panted, the house is on fire." His family were horrified. They dropped their tools and ran as fast as they could back to the house. Of course it wasn't on fire. It was perfectly fine.

Lawrence's father spoke to him very strictly.

"It's wrong to tell lies, Larry," he said seriously. Lawrence thought it was a huge joke and could hardly stop laughing at the thought of his parents running wildly back to the house in such a panic. It was such fun to tell lies!

Lawrence soon became well known for his tricks and lies. One day he told his school friends that school had been cancelled because the teacher was sick. Ten of them didn't go to school that day and they were punished.

One day he told his uncle that he had seen his canoe drifting out to sea. His uncle ran all the way to the wharf and was furious to find his canoe safely anchored exactly where he had left it. Lawrence giggled to himself. It was such fun to tell lies.

By the time he reached secondary school everyone knew about Lawrence's bad habit of lying. Some people even called him, 'Larry the Liar' behind his back.

However, one day something happened that put a stop to his tricks and lies forever.

Larry was down by the river near his house. All of a sudden, out of the mangroves crawled a huge crocodile. Lawrence saw the crocodile and the crocodile saw Lawrence. He wanted to run, but the crocodile was blocking his path so the only thing he could do was scream for help.

He shouted at the top of his voice, knowing that his family were close by working in the garden. "Help help! There's a crocodile!"



Lawrence's Mum was in the garden when she heard his cries, but she had kumara to plant, so she just shook her head and carried on working.

"Mum, Dad!" screamed Lawrence. "Please help me, it's huge."

"When will that boy learn to stop telling lies?" said Lawrence's Dad as he carried on chopping some wood.

Then all of a sudden, from the river there came one long, loud and terrible scream.

The family all looked at each other, dropped their tools and ran down to the river.

They arrived just in time to see an enormous crocodile disappearing into the water, but they never saw Lawrence again.

Comprehension

Read the story again, then answer the questions in your exercise book.

1. Why did Lawrence's parents ignore his cries for help?
2. Why do you think Lawrence told so many lies?
3. What sort of a person was Lawrence?
4. What did other people think of Lawrence?
5. List three dishonest things that Lawrence did.
6. In one sentence, describe what you think is the key message or lesson this story teaches the reader.
7. Do you like the story? Explain your answer.

Language Study

Write a sentence for each conditional phrase below. Study the examples on the right to help you.

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

Examples

I have brought some extra clothes **in case** it becomes cold.

You can play football **on condition that** you stop telling lies.

So long as you tell lies, no one will believe a word you say!

Spelling

Rule when the letter **-s** or **-z** comes at the end of a word it is always followed by the **silent e**. (**Except when the s is added to make a plural.**)

Here are some examples:

horse	prize	please	exercise	amaze
suppose	surprise	lose	symbolise	laze

Think of as many other words as you can and write these neatly in your book.
Use the dictionary to help you.

Oral and Writing

Role Play

Work in your groups and ‘act’ out the story of Lawrence in the text Lies Lies, Lies!

Quickly think about how you will act out the scene you or your group is given before actually performing it to the class. These are the scenes from the story that you will be acting out.

Scene 1:	A Dog in the Chicken Fence	Paragraphs 1-7
Scene 2:	House on Fire	Paragraphs 8-11
Scene 3:	Larry the Liar	Paragraphs 12 & 14
Scene 4:	Canoe Adrift	Paragraph 13
Scene 5:	Lawrence Tells the Truth	Paragraphs 15 – 25.

Writing

Continue to draft the explanation / procedural text that you started yesterday.

When you have finished your first draft, read it again and check the following:

Introduction	Does your first sentence tell us clearly what the procedure is about?
Series of steps	Have you described each step in the process clearly? Is the process easy to follow? Is everything in the right order? Have you written in the present tense? Have you put in enough detail?
Concluding comment	Have you included a short sentence to sum up your procedure?

Reading

Today's text is a parable told by Jesus. It is taken from the Bible. A parable is a story that is told to teach a lesson or to give a message to the reader.

The Worker's in the Vineyard

retold by Alison Blaylock

Key Words

vineyard, foreman, grapes, wage, protest, muttered

Once there was a rich man who went out early in the morning to hire some men to pick grapes from his vineyard. He agreed to pay them a regular wage of one silver coin each day and sent them off to start work.

Later that morning, he went past the market place again and he saw some men standing there with nothing to do.

"Do you want to work?" he asked them. "I will pay you a fair wage if you would like to help me with the grape harvest."

So they agreed and went to join the other workers in the vineyard.

Late that afternoon the rich man passed by the market place again. The working day was almost over, but there were still some men hanging around the market with nothing to do.

"You've wasted nearly a whole day here," said the rich man. "If you want to work, go to my vineyard and help finish the day's harvest before sunset and I will pay you a fair wage." So these men went to the vineyard and got to work.



At sunset, the rich man took a bag of silver coins and went down to the vineyard with his foreman, to pay his workers.

"Pay those who started last first," he instructed the foreman.

So the foreman called the workers who had started work at 5 p.m. He gave each one a silver coin as the owner of the vineyard had told him to do.

Next he called the men who had started to work at lunchtime. He gave each one a silver coin too.

Lastly, the workers who had started work early in the morning stepped up eagerly to receive their pay. They expected a bigger share because they had been working all day, but they too were paid one silver coin.

Straight away they began to grumble and complain amongst themselves.

"This is not fair!" they muttered. "Those men worked for less than an hour, but they were paid the same as us and we have been hard at it for more than eight hours."

They decided to go and protest to their employer.

The rich man listened as they made their complaint.

"You have treated us unfairly they said. We have worked hard all day in the hot sun and yet you only paid us the same as you paid the men who worked for just an hour. We demand to be treated with justice."

"Listen, my friends," replied the owner of the vineyard. I have not cheated you and I have not treated you unfairly. When I hired you this morning you agreed that one silver coin was a fair wage for a day's work and that is what I have paid you.

Take your money and go home.

If I want to pay everyone the same, even though they have worked for less time then that is my business! Don't I have the right to do what I like with my money? Or are you jealous because I am being generous?"

There was nothing more they could say so the workers took their money and went home.



Comprehension

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

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

1. Was the rich man being fair to his workers? Give reasons for your answer.
2. Do you think the workers who had worked hard all day had the right to complain? Why or why not?
3. If you had been one of these workers, explain how you think you would have felt about what the rich man did.

Language Study

Parenthesis (Brackets)

Rewrite the sentences below using brackets to separate the extra information.

For example: Henry the boy from Honiara is a very good at soccer.

Answer: Henry (the boy from Honiara) is very good at soccer.

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

Choose six words from your spelling list and use these words to write six interesting sentences about today's reading. Here are some examples to start you off.

Even though they started work **late** the workers were still paid a **lot**.

The vineyard was **close** to the rich man's house **beside** the stream.

Oral and Writing

Proofreading and Editing

In this activity, you are going to proofread and finish editing the text that you have been writing.

Follow these steps:

- Re-read your work.
Does your writing make sense?
Have you written a series of steps in order?
- Circle any words that look incorrect. Find out the correct spelling using word lists or a dictionary.
- Check your punctuation. Have you used capital letters and full stops?
- Look for ways to improve your draft. Can you change a sentence to make it sound better?

When you have finished editing, write your final draft neatly in your exercise book. Remember to use cursive writing.

Reading

Today's text is also taken from the Bible. It is about a woman who was brought before Jesus because she had done something wrong. The story is told as a personal recount, written as if the author was the woman involved.

Judge Yourself, Not Others!

Alison Blaylock

Key Words

adultery, rabbi, synagogue, miracles, amazed, spared, incredibly gentle, guilty, condemn

I knew I shouldn't have been seeing my neighbour's husband. I knew what we were doing was wrong and I felt guilty about it most of the time, but somehow, I just couldn't stop. I felt good when Joseph said kind things to me and he treated me as if I was really special.

It had been going on for quite a while. I suppose I should have known that we wouldn't get away with it forever. I certainly knew what would happen if we got caught. It would be death for me without a doubt. Jewish law is very strict on adultery. However, in spite of this I still went on seeing him.

Last week, we got caught! While Joseph's wife was out, we were in the back room of his house and Rabbi Reuben from the synagogue came in and caught us together. We had left the door open and he just walked straight in!

He was furious and started screaming at me, yelling and shouting that I was a wicked woman and that I would be punished for what I had done. He didn't say anything to Joseph, which didn't seem fair, but I didn't have time to worry about that because his shouting brought other people running to the house to see what was going on.



The Rabbi grabbed me and dragged me out of the house and told everyone in the street that I had been caught with another woman's husband. I was so ashamed! I hid my face and cried. Someone in the crowd started shouting, "Stone her, stone her!" When everyone joined in I knew that I was going to die!

However, Reuben had another idea. "Wait," he shouted above the noise. "I know that the law says that this wicked woman must be killed, but Jesus of Nazareth is in town, let's put him to the test and see what he has to say about this."

Before I knew what was happening, I was being dragged along the street by an angry group of men and when we came to the town square they threw me on the floor in front of the man they called Jesus. I had heard of Jesus before. I had heard that he was a good man and that he could perform miracles. Some people even said that he was the Son of God. "Now I really am in trouble!" I thought, cowering on the ground in the hot dust.

The Rabbi and his elders from the synagogue quickly explained what had happened. They told Jesus that I had been caught committing a terrible sin and asked him what

they should do. Jesus didn't say anything at first, but when he spoke his voice was really calm and quiet, yet powerful. He asked the religious people a simple question.

"What does the law say about this?"

They weren't slow to answer. These people certainly knew the law well.

"It says she must be stoned to death," they replied. They sounded as if they couldn't wait to get on with the job!

Jesus took a long hard look at them all and said in the same calm voice,

"Then if that is the law, she must be stoned."

From behind my hands I saw the religious men reaching down to pick up stones to throw at me, but Jesus had not finished.

"But," he continued, "which ever one of you has never committed a sin should be the first one to throw a stone."

When he had said this, Jesus seemed to lose interest in the crowd. He sat down close to where I was lying and started to draw pictures in the sand as if he was waiting for something.

I held my breath and waited for the stones to start raining down on me. However, something very strange happened. The crowd who had been calling for my blood went very quiet. Not one single stone fell on me, and slowly the people began to drift away. I sat up, amazed as one by one they walked away and left me there with Jesus.

When the last person had gone Jesus reached out his hand and helped me to my feet. He was incredibly gentle, and his face was forgiving, but as I stood there in front of him I felt more ashamed than ever before!

"Did any of them judge you? Did any of them condemn you?" he asked quietly.

"No", I replied looking at the floor in shame.

"Then neither will I!" he said. "Go home now, but do not carry on doing the wrong you have done."

I could hardly believe that my life had been spared. As I walked home in disbelief I thought about Jesus' words. None of the religious leaders had been able to condemn me, because deep in their hearts they knew that they too were guilty.



Comprehension

Read the text silently. In your own words, answer the following questions in your exercise book.

1. What did Jesus mean when he said, "Which ever one of you has never committed a sin should be the first one to throw a stone" ?
2. Why did no one step forward to stone the woman?
3. How do you think the people in the crowd may have felt after Jesus spoke?
4. What words in the text tell us that the woman was sorry for what she had done?
5. In one sentence, write down what you think the story is trying to teach us.

Language Study

Sentences can be re-written in different ways without changing their meaning.

Look at this example:

None of the religious leaders were able to condemn the woman **because** they knew they too were guilty.

The religious leaders knew that they were guilty too, **so** none of them were able to condemn her.

Rewrite each of these sentences in another way without changing the meaning. You may leave out some words from the original sentence or add some new words to your new sentence.

Write only your new sentences in your exercise book.

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

Spelling

The letters of each of the spelling words have been jumbled up.

Re-arrange the letters to form a word from this week's spelling list.

Do not look back at your spelling list. Write only the answer, not the complete sentence.

1. The sea was rough so the ship rolled onto its (eids).
2. At the party, we had a (otl) of food and drink.
3. My teacher (emt) me again after ten years.
4. Jenna was (eatl) for school this morning because she slept in.
5. Our neighbours live very (eoscl) to us.
6. I admire that boy, he is a (ncei) looking guy.
7. The plane flew very (owl) causing it to crash.
8. The girls were afraid to swim across the deep, (dwie) river.
9. I keep a dictionary (eeidbs) me when I write stories.
10. Have you got a (aerps) ruler I could borrow?

Oral and Writing

Today you will read your explanation / procedure text to the class. Here are some tips to help you with your public speaking task:

- Read slowly and clearly – don't rush;
- Speak loudly so everyone can hear you;
- Make your voice interesting by using expression;
- Speak fluently – know how to pronounce each word so you are not always stopping to sound out your words;
- Remember to look out at your audience;
- When you are in the audience remember to be a good listener. Do not talk when someone else is speaking. Think about some questions you may wish to ask the speakers at the end of each presentation.

Writing

In this unit you have thought about a lot of different values and beliefs including the following:

- Respect
- Forgiveness
- Faith and Action
- Wisdom and Judgement
- Justice and Fairness
- Blame and Guilt
- Honesty
- Moral Dilemmas (making difficult choices between right and wrong)

Think about what you have learned in this unit.

Which of these values do you think are most important in your life?

Today you are going to summarise what you have learnt during the unit.

In one or two paragraphs, write a summary about what you have learned about values and beliefs.

Remember, a summary includes only the main idea and important details about a topic.

Reading – Daidem and Nemnem

Today's text Daidem and Nemnem is in the reader. The text is a legend from Bogia Village, Madang Province in Papua New Guinea. A legend is a type of narrative.

Study the key words. Read the text silently and then read it aloud together.

Look at the key words again after reading to check that you understand them. Use a dictionary to look up any other words you do not know.

Comprehension

Read the narrative silently. Look at the questions below and answer them in complete sentences in your exercise book.

1. What do you think caused the conflict between the people of the two villages?
2. Why do you think the lake only dried up on the Daidem village side and not on the Nemnem village side?
3. Why did the old woman rush to the village to tell the men about what she had seen?
4. What could the Daidem people have done **before** using Nemnem's side of the lake that might have prevented the fighting?
5. Why do you think they decided to stop fighting?
6. What agreement was made between the two villages after their battles?

Language Study

Copy and complete the following sentences in your exercise book. Choose a word from the list below. Sometimes more than one word will make sense.

very quite more too

1. Daidem people took _____ fish than they should have taken from the lake.
2. It's _____ a long way to walk from Nafinua to Atori.
3. The bus stop was _____ far from the girls' hostel.
4. That lake is _____ beautiful than any other I have seen.
5. My coffee is _____ hot to drink.
6. That is a _____ good piece of artwork.
7. There are _____ a number of girls in Nemnem village.
8. It was _____ cold to go into the lake early in the morning.

Spelling

Here are your spelling words to learn this week.

Copy the list into your exercise book.

Work with your partner and use Look, Cover, Remember, Write and Check to learn how to spell the words.

Spend some time each day learning the words.

foolish	childish
forgiveness	peaceful
hopeless	enjoyable
kindness	hopeful
likable	pointless

Now write 5 sentences using the spelling words. Use two words in each sentence. Here is an example:

The **foolish** old man was **childish** during the village chief's meeting.

Oral and Writing

Today's text is a narrative. Read the text again together then copy and complete the narrative framework below.

Text type	Narrative: A legend
Title:	
Author:	
Characters:	
Orientation:	
Complication:	
Resolution:	

Reading

Study the key words. Read the narrative silently first, Read it again aloud with your partner. Talk about the text and discuss the meaning of any difficult words that you have read.

Forgiveness Takes Time

Ellen Wairiu

Key Words

nuisance, upsetting, extremely, practical help, thoughtful, knowledgeable, annoying, stumbled, stubborn

Augustine was a lazy man who spent his life roaming around the place drinking kwaso and being a nuisance. He was always getting into trouble and upsetting people. When he had drunk too much kwaso, Augustine was extremely fierce and people were frightened of him. No one wanted to argue with him then!

Augustine had a younger brother called Sam. Some people said it was hard to believe that they were brothers because they were so different from each other.

Sam was a quiet, hardworking man who was thoughtful and kind. Whenever there was a problem around the village, it was Sam who could be relied upon for good advice and practical help.

After several years away at a Rural Training Centre, Sam returned to the village to build his house and set up a cocoa plantation on his father's land.

Before he built the house, Sam decided to ask his brother whether he had any plans for the land. He knew about the way his brother behaved and didn't want to cause a problem in the family. So he went to see Augustine and explained his plans.

Augustine laughed at his brother. "What a waste of time," he joked. "Planting cocoa is hard work and you'll not get any money from it until you are too old to enjoy it! Don't you know it takes ten years for cocoa to grow?"



Sam just smiled. "I know," he said. "But the plantation isn't just for me. My children will be able to work there and so will their children. I'm thinking of the future too! So what do you say, Augustine? Are you willing for me to develop this land?" asked Sam gently.

"Go ahead, if you are stupid enough!" replied his brother rudely.

So Sam set to work. He cleared the ground and planted his seedlings. He tended them carefully, checking every week for diseases and pests.

His two nephews and his two sons left school and began to work with him on the plantation. Sam taught them all he knew about growing trees and they soon became very knowledgeable about cocoa plants. He encouraged them to be patient and promised that they would share the benefits of all their hard work. Augustine didn't take much interest in what the rest of his family was doing. He just went on annoying people in the village and laughing at them all when he saw how hard they worked.

Eventually Sam and his family were ready to harvest their first crop of cocoa.



When he heard the news, Augustine was surprised. "Already?" he thought to himself. "I thought we'd all be dead before we saw any cocoa on that land!"

Straight away, Augustine dragged himself down to the plantation and offered to help with the harvest. The boys started to complain loudly to Sam. "He's only after a share of the profits," they moaned. "Don't let him help now. This is our plantation and we are the ones who have worked on it all these years. It's not fair."

But Sam spoke quietly to them all. "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. Now stop complaining and we'll get to work."

A week later they had harvested twenty bags of cocoa beans. They sold them to the local buyer and earned good money in return. Sam shared the money out between himself and the boys and paid Augustine a fair wage for the days he had worked on the harvest.

Augustine was furious. "Who do you think I am?" he shouted, "a casual labourer? This is my land and I will not be paid off like some boy!"

That night, Augustine spent the money Sam had given him on drink. He came around to Sam's house and threatened to burn it down and destroy the cocoa drier. Sam tried to reason with him, but he was too drunk to talk. He just stumbled off into the bush shouting over his shoulder, "You are not even fit to be called my brother if you treat me like this!"

Sam was hurt and very upset, but there was nothing he could do. So from that day it was as if the brothers were enemies. For days, weeks, months and then years, neither brother spoke to the other. If they passed each other in the village Augustine would look the other way and sometimes he'd even spit on the ground.

Many times Sam went to his brother's house to ask for reconciliation, but Augustine was stubborn and angry and he would not see his brother.

One day Sam and his boys were working on the harvest when someone came running from the village to say that Augustine had been taken ill. He had collapsed and was almost unconscious.

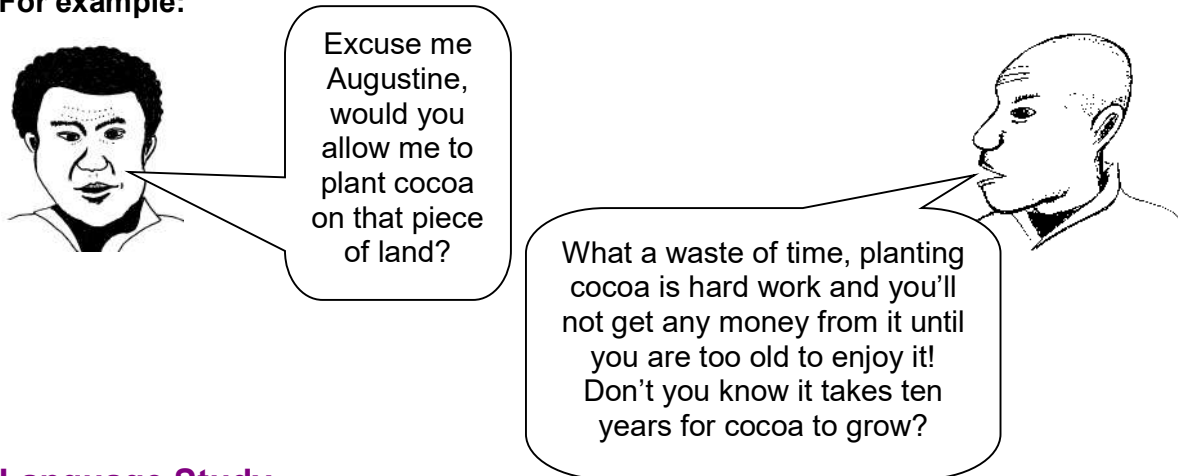
Comprehension

Character Conversations

Read the text again and then draw Sam and Augustine. Use speech bubbles to write down two things that the brothers say to each other in the text

Then write a third set of speech bubbles and add some dialogue of your own – think of something you think the brothers might have said to each other.

For example:



Language Study

Complete the sentences by choosing descriptive words below to fill in the empty spaces. You can use a dictionary to find the meaning of the words.

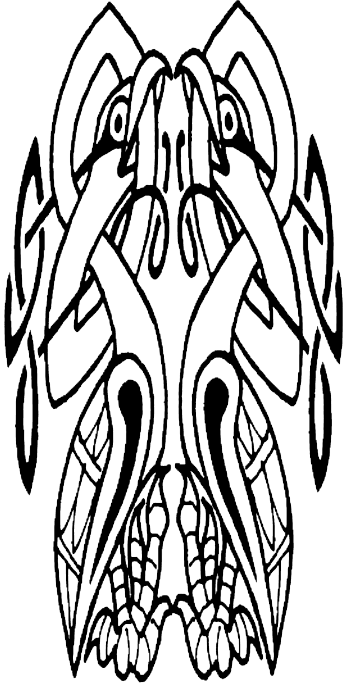
awful filthy beautiful worst clumsy kinder

1. Augustine didn't clean his house so it was _____.
2. Augustine has an _____ temper.
3. Sam's daughter is _____ than Augustine's daughter.
4. Ugele Island is the most _____ island in Western Province.
5. Crossing the flooded Lungga River last week was the _____ experience of my life.
6. My puppy is very _____ and he is always falling over.

Handwriting

Copy the poem on the next page into your exercise book. Use your best cursive handwriting.

The illustration is a Celtic symbol for peace including doves, a bird which has come to symbolise peace around the world.



Deep peace of the running wave to
you,
Deep peace of the flowing air to
you,
Deep peace of the quiet earth to
you,
Deep peace of the shining stars to
you,
Deep peace of the son of peace to
you,
Moon and stars pour their healing
light on you,
Deep peace to you,

A Celtic Blessing.

Oral and Writing

Work in your group to plan your role play.

There are 4 scenes altogether. Your group will role play only one of them.

Read the scene you have been given again in the text and decide what each of the characters would say.

Write your role play as a play script as shown in the example on the next page:

Set your script out as shown in the example on the next page. This will make it easy to read when you perform your role play to the class next 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 gets drunk and comes to Sam's house at night.

Scene 3 Augustine Helps with the Harvest

Cast Augustine Phillip, Sam's Son,
James, Augustine's Son, Sam
Stuart, Augustine's second son

Phillip, Stuart and James are already busy with the cocoa harvest when Augustine arrives.

Augustine: Hi boys! I've come to help with the harvest.

James (Whispering) What's he doing here?

Phillip It will be the first day's work he ever did in his life!

Stuart You know what he's up to, he just wants a share in the money. It's typical of Dad. We do all the hard work and he comes along at the end wanting to take the benefits!

James You're right! The old con man! We can't let him get away with it!

Augustine (Loudly) Hurry up you lazy lot! You will never get the harvest done if all you do is whisper and gossip.

Phillip (Quietly to the other boys) I'll speak to my father, surely he won't allow Augustine to share our profits.

Writing Activity

Draft a plan for your narrative story about conflict and reconciliation.

First think of a good idea for your story. You could base it on something that has happened in your community or school. Remember that the characters must be made up though, do not write about real people.

Next draft a plan making sure that you include something in each section of the narrative framework below.

These questions will help with your planning:

Things to think about:

1. Who are the characters in your story?
2. Where does the story take place?
3. What is the argument, or conflict, about?
4. What happened first?
5. List the main events in your narrative.
6. How was the argument resolved in the end?

Topics you could write about:

1. Land disputes.
2. Fighting in school.
3. A classmate bullying your friend.
4. Stealing from the garden.
5. Arguing about who does the jobs around the house.

Reading

Look at the key words. Do you know their meaning?

Today's text is a narrative about a boy from a different planet. Read the text silently then listen while your teacher reads it aloud.

The Blue Boy: Part A

Anonymous

Key Words

planet, determined, orphans, armoured, threatening, microphone

Once there was a planet far, far away behind the stars where everything was very different. People living on this planet looked like us, except that they were blue and could fold their ears away when they didn't want to hear anything.

One day a war broke out on this planet and a lot of blue people were killed. There were lots of orphans left behind. In one bombed house, sat a little blue boy who was crying because he had lost his father and mother.

For a long time he sat there and cried, but at last he stopped because he had cried all the tears that were in him. He pulled himself up, put his hands in his pockets and left. When he saw a bird he kicked at it, and when he saw a flower, he stepped on it.



A little dog came up to him, looked at him and started to wag his tail happily. The boy walked away but the dog began to follow him as if it had decided to keep him company.

"Go away!" shouted the boy to the dog. "You have to go away. You can't stay with me. I would grow to love you but then you would be killed. I don't want to love anyone again in my whole life."

Then the boy found a gun that was lying next to a dead soldier. He picked up the gun and showed it to the dog. "I'll shoot you," he said angrily. The dog ran away.

The boy decided to keep the gun. He fired a shot at a dead tree.

Then he found a flying scooter that had just been left lying around in the field. He got on it and tried to start it. It worked very well.

"Now I have a gun and a flying scooter," said the boy. "These things are my family now. I couldn't keep the dog because if he was killed I would die from crying."

He flew around on his new flying scooter until he saw a house with smoke coming from it. "Someone's still living there," said the boy. He landed and looked in the windows. Inside, there was an old woman cooking something on the fire.

The boy parked his flying scooter in front of the house, took his gun and went inside. "Give me something to eat!" he demanded, "I have a gun!"

"You can put your gun away," replied the old woman gently. "I'll give you something to eat anyway."

"I don't want you to be nice to me!" the boy warned crossly. "Just give me food."

So the old woman gave him something to eat, and he flew off again.

This is how the boy's life continued. He was determined never to get close to anybody. He found a hiding place to live and he spent many weeks by himself.

Once a girl came to his hiding place. The boy went outside with his gun and said, "Go away! I can shoot you, you know. I have a gun!"



"I don't want to bother you," said the girl. "I'm just looking to see whether the mushrooms have started growing again."

"Go away!" insisted the boy. "I don't want anyone near me!"

"Are you all by yourself?" she asked.

"No," replied the boy. "I have a gun and a flying scooter."

"Don't you have any family?" asked the girl.

"No," said the boy angrily.

"I don't really have anybody

either," said the girl. "We could stay together."

The boy hesitated for a moment then replied. "I don't want anyone who could be shot by a gun!"

"Then I guess you'll have to find someone else to stay with you," said the girl and she walked away sadly.

The boy knew then what he wanted. From that day on he started to roam around the blue planet looking for someone who could not be killed by a gun.

Comprehension

Read and Draw

In pairs, read the text again then choose one paragraph to illustrate.

Use the information in the text to make your drawings as detailed as possible. Add details from your own imagination too.

At the end of this activity you are going to make a class book.

Language Study

Complete the following sentences by choosing an interesting verb to replace the word **said**.

You can choose words from the box or think of your own words. Study the examples first:

“Don’t go in there!” he **said**.

“Don’t go in there!” he **screamed**.

“Wait for me,” she **said**.

“Wait for me,” she **cried**.

“What’s the answer?” **said** Leah

“What’s the answer?,” **whispered** Leah.

1. “That’s mine. Please give it back or my mother will be cross,” she **said**.
2. “Hey you! Get out of my flying scooter!” **said** the blue boy.
3. “Be careful, the sea is rough today” **said** my Grandfather.
4. “You need your exercise book and a pencil,” the teacher **said**.
5. “Please help me!” Georgina **said**, “I think I’ve broken my leg.”
6. “May I have some money please,” Beverly **said**.
7. “There’s a crocodile” **said** the boy as he scrambled up the river bank.

sobbed
pleaded
yelled
asked
warned
explained
cried
replied
shouted
yelled
whispered

Spelling

foolish	childish
forgiveness	peaceful
hopeless	enjoyable
kindness	hopeful
likable	pointless

This week’s spelling words all end in a suffix.

Find three more words that have the same suffixes as the words below.

You can use words from the list, and think of some of your own words too.

The first one has been started for you.

1. foolish childish greenish
2. hopeless
3. kindness
4. hopeful
5. enjoyable

Oral and Writing

Practice the role-play that you wrote yesterday. Decide who will play each part. Read through your script then act it out.

Remember to act the part of your character. You can try to make the scene funny if you wish.

Writing Activity

During the last writing lesson you drafted a plan for your narrative story.

Today you will start the first draft of your text. Remember to follow your plan.

Before you begin writing ask someone to check your plan to see if any improvements need to be made.

Try to use interesting adjectives to describe the setting and the characters in your story. Here are some suggestions:

Words to describe characters and people			Phrases to describe places	
tall	short	old	Near the flooded creek there was...	
young	angry	furious	Beside the damaged car, he saw...	
annoyed	stubborn	tired	The road was bumpy and full of potholes...	
cranky	lazy	excited	The village church was old and looked as if it might fall down...	
sleepy	cheerful	pleasant	In the clear water of the little mountain stream I saw ...	
rude	cheeky	polite	The village had a fast flowing river on one side and a mountain on the other.	
likable	unlikable	helpful	Her land was halfway up the steep side of the mountain.	
kind	foolish	lonely		
selfish	happy	bitter		

Reading

This is the second part of the story about the blue boy.

Study the key words and find out what they mean. Read the text silently to yourself.

The Blue Boy: Part B

Anonymous

Key Words

Transformed, rocket, telescope, bullet proof, distant

One day, while travelling around the country, he met the old woman who had given him food.

"Do you know anyone who cannot be killed by a gun?" he asked her.

"Yes, I do," she replied. "There is an old man who lives on a green planet far, far away who can't be killed by a gun."

She told the blue boy where he would find this planet and the boy set off into space in search of the green planet.



- When he arrived he found the old man straight away. He was looking intently through a telescope watching the people on the blue planet.

"What are you looking at in your telescope?" asked the boy.

"I'm studying the people on the blue planet down there," smiled the old man.

"Are you the old man who can't be killed by a gun?" the boy continued.

"I believe I am," he replied.

"Do you think I could stay with you?" the boy asked.

"Maybe," said the old man. "Why do you want to stay with me?"

"I want to stay with someone who can't be killed by a gun," explained the boy. "When my parents died, I cried all the tears that I had in me. Since then I haven't had anyone to love. I can't love dogs, or girls, or people if they might get killed like my parents."

"You can stay with me," the old man said kindly. "No one can shoot me because there aren't any guns at all here on the green planet."

"Is that the only reason?" the boy asked.

"Yes, that's right," answered the old man.

"But I brought my gun with me."

"Oh dear!" said the old man, shaking his head. "You can't stay with me after all then, because you could shoot me now that you have brought your gun here."

The boy was miserable. He was weary and lonely and could not face being on his own anymore.



“Sir, I want to stay with you here,” he said quietly.

“If you want to stay here then you must throw your gun away,” said the old man.

The blue boy thought for a long time. He looked at the gun. He looked at the face of the old man and again at the gun. At last he made his decision.

He threw his gun away into space and watched as it tumbled off into the distant nothingness.

The blue boy stayed happily with the old man. They became friends and at last he learnt how to love somebody again.

Comprehension

Activity A

Read the whole of the story about the blue boy again silently.

Here is a list of statements suggesting what the blue boy should have done. Read each statement and decide whether you agree or disagree with it. Give a reason for your answer. Copy and complete the table in your exercise book.

The boy should have	Agree/ Disagree	Reason
kept the dog	agree	The dog would have been good company for the boy.
kicked at the bird		
left the gun beside the soldier		
stayed with the old woman		
kept the gun		
gone back to the blue planet		

Activity B

Write a paragraph explaining what you think the blue boy was really looking for after he lost his parents in the war.

Language Study

Study the verb in each sentence below. Each one is a different way of saying said. It describes how the person spoke. This gives a clue as to what they might have said.

Finish each sentence with some direct speech that fits with verb in the sentence.

Study the example before you begin:

“ _____ ” **shouted** the teacher, angrily.

“You are late again” shouted the teacher, angrily.

1. “ _____ ?” **asked** the teacher.
2. “ _____ ,” the boy **objected**.
3. “ _____ ,” **laughed** Maria happily.
4. “ _____ ,” **cried** Alison in a panic.
5. “ _____ ,” **explained** my father.

Oral and Writing

Oral Activity

Work with your partner. Tell him, or her, the story you have drafted. Tell them:

- who the characters are;
- where the story takes place;
- what the main events in the story are and;
- what happens in the end.

See if your partner can give you some ideas to improve your story before you write your final draft.

Proofreading and Editing

Proofread and edit the first draft of your narrative story about conflict and reconciliation.

Re-read your first draft carefully and use the following suggestions to help you think of ways to improve it.

Look for ways to make the story more exciting.

- Have you included interesting lively characters?
- Have you explained the situation clearly? Do you tell the reader why the argument arose?
- Is there a good ending in which the problem is resolved?
- Does your story have a moral or a lesson to teach the reader?

Look for ways to improve your writing to make it more interesting.

Think about the Language Study activities you have been doing this week. Include some of the new vocabulary you have learnt in your written work.

- Look at the **verbs**. Have you used interesting verbs to describe how your characters are speaking, such as yelled, shrieked, whispered, cried?
- Look at the descriptive parts of your text. Have you used interesting adjectives to describe characters and the setting?
- Have you used intensifiers to modify adjectives and adverbs, such as **very**, **quite**, **extremely**?

Finally check your spelling and punctuation.

- If any words look wrong, check them in a dictionary.
- Have you used full stops and capital letters correctly?
- How will you organise the text into paragraphs when you write up your final draft?

Now write the final draft of your narrative and draw some pictures to illustrate your text.

Remember that presentation is important at this stage in the writing process, so you should use your neatest cursive handwriting.

Reading

This is an historical recount about the conflict that began in Solomon Islands in 1998 and how peace was restored to the country.

Look at the key words and find out their meaning. Read the text silently and then read it together.

Conflict, Reconciliation and Peace in Solomon Islands

Alison Blaylock

Key Words

ethnic tension, militant group, earnest, incidents, state of emergency, compensated, coup, hostage, resign, ceasefire

Towards the end of the 1990s, Solomon Islands experienced ethnic tension, which was the start of one of the worst times in the history of this country.

Many people of Guadalcanal Province were worried about settlers from other provinces living on land in Guadalcanal. Some people felt so strongly about this that they decided to drive out some of the settlers by force. They formed a militant group called the Guadalcanal Revolutionary Army (GRA) and started to force people to leave their homes in North Guadalcanal.

The police and the government struggled to control the growing tension, but by the following year the Guadalcanal militants had taken control of the rural areas around Honiara and driven as many as 20,000 settlers out of their homes. Many returned to Malaita, and other provinces with the help of the Red Cross.

In mid 1999 a Malaitan militant group known as the Malaita Eagle Force (MEF) was formed, to take action against the GRA. A state of emergency was declared. The government tried to make peace between the militant groups, but the violent incidents, murders and threats just got worse.

On June 5 2000, MEF militants, joined by some members of the police force took control of the capital, Honiara, in a coup. They held Prime Minister Ulufa'alu hostage and forced him to resign, replacing him with a Prime Minister of their choice, Manasseh Sogovare, a week later.

After these events there were new efforts to make peace. Talks on the Australian navy ship the HMAS Tobruk led to a ceasefire in August and marked out the road to Townsville in Australia. Here a peace agreement was made between the different militant groups in October.

The Townsville Peace Agreement was the most important step back towards peace. By signing it, the militants agreed to give up their guns and stop fighting, which was the earnest wish of most ordinary Solomon Islanders.



The agreement also said that people should be compensated for property they had lost during the tension. It set up the Peace Monitoring Council, which would be responsible for making sure people followed the agreement. It also allowed for an international team

to come into the country to check that the agreement was being followed. The International Peace Monitoring team remained in the country until after the elections were held in 2001 to elect a new government.

Solomon Islands' problems were not over yet, however. Some militants both on the Weather Coast of Guadalcanal and in Malaita did not want peace. They continued to fight and continued to kill people. Many people still refused to give up their guns. There were other problems too. People were suffering because they had lost their jobs. Many companies had left Solomon Islands during the years of conflict and the country's economy was damaged. There were law and order problems too and many people no longer trusted the police force.

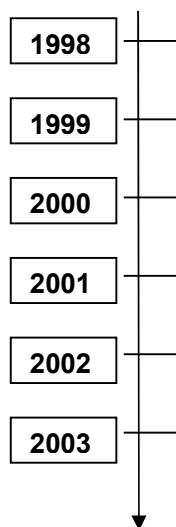
People realised that, although there was peace, it would be a long time before life went back to normal. The damage done to the country by years of conflict would take many more years to mend. It would take years for people to learn to trust each other again.

Comprehension

Read the text again then answer the questions in complete sentences in your exercise book.

1. Why do you think people from other provinces wanted to settle near Honiara?
2. Why did some people lose their jobs after the coup?
3. Who do you think was affected most by the ethnic tension? Explain why.
4. What happened in Townsville? Did this put an end to Solomon Islands' problems?

Timeline



Draw a timeline like this in your exercise book and write the events below next to the year, or years in which they happened.

Be careful! Not all of the events are found in the text.

1. National elections were held in Solomon Islands.
2. MEF militants and police took control of Honiara in a coup.
3. RAMSI arrived in SI to help restore law and order.
4. Guadalcanal Revolutionary Army (GRA) was formed. People were forced to leave their homes in North Guadalcanal.
5. A Malaitan group known as the Malaita Eagle Force (MEF) was formed to take action against GRA.

Language Study

Complete each sentence by adding the correct adjective. Studying the noun in each sentence will help you choose the adjective.

The first one has been done for you

1. I hadn't been to **sleep** for a long time so I felt very **sleepy**.
2. The old dog was very **fat** because he always ate _____ foods.
3. Today will be a _____ day because the **sun** isn't covered by clouds.
4. The cook used too much **grease** and made the food too _____.

Spelling

Practise this week's spelling words once again. Make sure that you can spell all the words correctly before your spelling test.

Oral and Writing

Today you will read your story about peace and reconciliation to the rest of the class. Practise reading it first.

Some tips to remember:

- Read slowly and clearly - don't rush;
- Make your voice sound interesting – use expression;
- Speak loudly so that everyone can hear you.

Listen carefully to each narrative. Select the one you like best for the writing activity below.

Writing Activity

After listening to all the stories written by your class, decide which one you liked the best.

Write a few sentences to explain what you liked about the story. Include the following:

- **Who** wrote the story and **what** was the title?
- Briefly describe **what the story was about**.
- Say **why** you liked it. Your reasons might include:
 - the characters, (the people in the story)
 - the plot, (what happened in the story)
 - the ending,
 - the moral or message.

Reading

Today's reading is a newspaper article from the Solomon Star. The author of the article reports on a music festival held in 2003. Look at the key words. Use a dictionary to find out what they mean. Read the text silently then read it together.

Key Words

sponsors, annual, recent, achieved, promoting, talents, worthy cause, peace and unity



Solomon Star

Young People and the Peace Process

A youth music festival was held in Honiara in 2003. This was organised by a group called Restoration of Music in Solomon Islands (ROMISI). The organisers believe that young people in Solomon Islands should be involved in the peace process. They think that music, like sport, is one way of bringing young people together and building up peace and friendship after recent years of conflict experienced in Solomon Islands.

ROMISI president, Rocky Misiatana said the organisation is committed to promoting and restoring national peace and unity, especially through working with young people. He said participation of young people in the process of restoring peace and unity is important.

However, he said that lasting peace could not be achieved unless everybody works together to address issues which concern young people today.

The organisers were very happy to see that the Solomon Islands government was helping them. They assured the Government that their assistance went towards a worthy cause.

The Government's representative said they would like the music festival to be an annual event and they encouraged other sponsors to contribute towards future festivals.

She continued that the government would like see the work of ROMISI extended to the provinces. "Music has a place in promoting peace and reconciliation throughout the country!" the spokesperson said.

"There is an urgent need to attend to the needs of young people," argued the ROMISI president. "Especially those without jobs and without opportunities. One way of preventing unemployed youths from entering into crime is to develop their musical talents. Music is a good way to keep young people together," he said.

Comprehension

Match one of the key words from today's text to each of the meanings below. Write the key word and the definition in your exercise book.

1. accomplished
2. happening not long ago
3. advertising, encouraging or supporting
4. happening every year
5. supporter, promoter
6. harmony and agreement
7. something that is worth supporting
8. skills or abilities

Now choose four of the key words and use them in interesting sentences of your own.

Language Study

In the speech bubbles below is some dialogue taken from some of the texts you have read so far in this unit. Imagine you are having a conversation with the character from the story. Write down how you would answer them.

The first example is from Daidem and Nemnem. It has been done for you.

Wapse

I'll go back to Daidem and tell everyone to come and share the water on this side of lake.

You

I think you should ask the chief of Nemnem first and get his permission

A woman from and Daidem

If we don't stop fighting, more people are going to get killed and we will be in more misery than before. What must we do?

You

Forgiveness Takes Time**Sam**

I'm thinking of planting cocoa on that piece of land. Do you think it's a good idea?

You**Augustine**

I think Sam should have given me half the profits instead of paying me off like a casual labourer, don't you?

You**The Blue Boy**

I don't need any family now I have my gun and my scooter do I?

You**The Old Man**

Wouldn't you rather live on a planet where no one can be shot because there are no guns?

You**Spelling**

we're	wouldn't
shouldn't	it's
they're	won't
isn't	doesn't
weren't	its

These are your spelling words for this week.**Say and spell the words. Use the Look, Cover, Remember, Write, and Check strategy.****Expand each of the contractions to show which two words have been joined.****For example****we're = we + are****isn't = is + not****Now, write six sentences in your exercise book using words from the spelling list.**

Oral and Writing

Write a plan for an exposition text. You will write about your ideas and opinions on young peoples' part in the peace process. Here is the title for your exposition:

Young People Must be at the Centre of the Peace Process

Read today's text again with your partner before you begin.

As you read think about your own ideas.

Do you agree with what the people in the text say?

Can you think of other ways in which young people could be involved in peace making? Make a note of these.

Think about what would happen if young people were left out of the peace process. This will help you think of reasons why it is important that they are involved.

Use the exposition framework below to plan your text. Write your notes and ideas in each section.

Exposition Framework

Title:	Young People Must be at the Centre of the Peace Process
Statement of Position:	Explain your opinion clearly at the start of your text.
Argument:	<p>Set out your arguments in a logical way, this section should contain at least two or three paragraphs.</p> <p>Give reasons for your opinions.</p> <p>Include evidence to justify the argument,</p> <p>Include some examples to support your argument.</p>
Summing Up:	<p>Restate your main argument.</p> <p>Suggest what you think should happen next.</p> <p>Persuade the reader to listen to your point of view.</p>

Reading

Study the key words and find out their meaning. This is an historical recount which means that it is about events that really happened in Bougainville, a province of PNG.

The Bougainville Crisis

Ellen Wairiu

Key Words

mineral, rich deposits, concerns, weary, interfered, truce, dispute, deal, negotiate, challenges, commitment, economy

Bougainville is part of Papua New Guinea (PNG). It used to be called North Solomons Province and is made up of a group of islands. More than 1,000 kilometres from Port Moresby, the national capital, Bougainville is on the boarder of Solomon Islands.

In the 1960s, valuable minerals were discovered in Bougainville. There were rich deposits of copper, gold and silver found in the mountains of Panguna in Central Bougainville. The island was, in fact, one of the richest parts of Papua New Guinea.

Mining of the minerals began in 1972. A company called Bougainville Copper Limited (BCL) was set up and quite soon it was mining huge quantities of copper, silver and gold. The resources were plentiful, enough to make the people of Bougainville very wealthy.

However, as often happens, the benefits of these rich natural resources were not shared out fairly. Most of the profits went to the central government of PNG; one third went to foreign mining companies; four percent went to the provincial government of Bougainville; and only one percent went to local landowners. That means that local landowners received only \$1 for every \$100 that their resources raised. They did not think that this was fair. As well as this, their environment was being damaged or destroyed by the mining.

Local landowners formed the Panguna Landowner's Association and tried to negotiate with the government to get a better deal for landowners. Because the government did not want to talk to them about their concerns, they became angry with the government and they started to take action.

First they interfered with the mining operation so that production had to be stopped. They damaged machinery and made it unsafe for mine workers to continue working.

Because no solution was found, what started as a dispute, turned into a conflict that lasted for nearly twenty years.

The Bougainville Revolutionary Army (BRA) was formed. Its leader was Francis Ona. The land, the water and even the air they breathed were polluted. The people were still poor in spite of the great value of their resources and they believed that this was unjust and unfair, so they decided to go to war against the government.

Francis Ona believed that it was better to die fighting, than to be slowly poisoned to death by pollution. The BRA wanted compensation from the government and they wanted independence for Bougainville so that the province could be free to look after its own resources.



In 1990, the mining company finally withdrew from Bougainville, but the province's troubles did not end there.

The PNG government did not want Bougainville to become independent so they continued to try to fight the BRA, sometimes using the force of the PNG army and sometimes hiring soldiers from other countries to come and fight. As many as 15,000 people died in this conflict and many attempts to make peace failed.

In the late 1990s the first true steps towards peace were made. People were weary of the war and longed for peace again. A truce was declared in 1997 and the fighting mostly stopped after that time.

After peace talks in New Zealand, an agreement was finally reached. On April 30 1998, a peace treaty was signed between the PNG government and the BRA.

Challenges still lay ahead for the people of Bougainville.

First they had to disarm the BRA and get rid of the guns that had been used to fight the war. Then they had to negotiate with the PNG government over becoming independent. Then they had to set about rebuilding their islands and their economy.

There were indeed challenges ahead, but there was a commitment to face these challenges peacefully, which, for the people of Bougainville, made all the difference.

Comprehension

Answer the following questions in your exercise book.

1. Why do you think the PNG government gave land owners such a small share of the profits from mining on their land?
2. Why do you think some Bougainvillians decided to form the BRA?
3. Why do you think the government didn't want Bougainville to become independent?
4. Why didn't fighting solve the problem for the people of Bougainville?
5. Why was it important to get rid of the guns once the peace agreement was signed?

Language Study

Replace the word **walked** with a more interesting verb in each sentence. You can choose verbs from the box on the right, or think of your own verbs.

Study the example first and write the completed sentences in your exercise book.

Meke hurt his leg in the garden and **walked** home.

Meke hurt his leg in the garden and **hobbled** home.

1. The police band **walked** up and down the street this morning.
2. Francis **walked** to the bus stop because he was late for work.
3. Tania sang and **walked** happily down the road after she received a parcel from her uncle at school.
4. Two BRA rebels **walked** into a PNG army tent and stole some petrol.
5. The Commander was asleep so I **walked** quietly into his office.
6. I had nothing to do this morning, so I **walked** along the beach.

skipped
wandered
crept
marched
tip-toed
hurried
limped
danced
rushed

Oral and Writing

Today, you will take part in a debate between the landowners of Bougainville and the PNG Government.

Work in your group to prepare your arguments.

Discuss your ideas and the arguments you can use to convince others to agree with your point of view.

Ask one person in your group to write your arguments on a large piece of paper.

Here are some suggestions to start you off:

Landowners	PNG Government
Our land is no longer suitable for gardening because the soil is ruined by the chemicals used by the mining company.	The minerals in Bougainville are very valuable and the benefits should be shared fairly between all the people of PNG.
We are worried about water pollution caused by the mining.	The mining has brought development to the province, with better roads and clinics.
We want the profits from our resources to be shared out fairly. The resources belong to the landowners.	You people should be happy because you can get jobs working in the mines.

Writing Activity

During the last writing lesson you worked on a plan for an exposition.

Today you will start the first draft of your exposition.

Remember to follow the plan that you made in the last lesson. Check it with a friend first to see if you need to add any more ideas.

At this stage in the writing process you should start to think about the language that you use, to express your opinions.

Here are some tips:

- Make your arguments clear and easy to understand.
- Explain your reasons carefully.
- Make it sound as if you really do believe in what you are writing, use phrases like:

I think...

I believe...

I strongly believe...

In my opinion...

My view is that...

I suggest that...

- Use strong verbs to underline your points, such as

must

should

ought to

- Use persuasive language to try to convince the reader.
- Finish with a call to action, suggest what people should do next

We should all...

Why don't we...?

Let us join together...

Try to finish drafting your text today.

Reading

Study the key words and find out their meaning. Today's text is an exposition. It is a collection of different people's opinions about peace.

Thinking about Peace

compiled by Alison Blaylock

Key Words

quotations, opinions, ambition, justice, mankind, falsehood, pacifist, pilgrim

Most people agree that they want peace, but people have different ideas about how to make peace. Look at these different quotations about peace. Some are by famous people and some are just the opinions of ordinary people.

Peace is not just the goal we are working towards; it is also the means by which we arrive at our goal.

Martin Luther King
Civil Rights Activist

There is no way to peace. Peace is the way.

A.J. Muste
American Pacifist

All we are saying, is give peace a chance!

John Lennon
Musician

Peace be with you.

Jesus

The best way to destroy your enemy is to turn him into your friend

Abraham Lincoln
Former President of the USA

This is the way of peace. Overcome evil with good, overcome falsehood with truth and overcome hatred with love.

A Peace Pilgrim

If you want peace, work for justice.

Anon.

If you want to be brothers let the guns fall from your hands. You cannot love while holding a gun.

Pope Pius VI

There are five enemies of peace that live inside us. They are greed, envy, ambition, anger and pride. If we could get rid of these we would know peace.

Petrarch
14th Century Scholar

The very idea of war is out of date. To destroy your neighbour is to destroy yourself!

The Dalai Lama
Buddhist Leader

Peace is a journey of a thousand miles that can only be taken one step at a time.

Lyndon B. Johnson
Former American President

I hate violence because when it seems to do good, the good is only temporary. The evil done by violence is permanent.

Mohandas K. Gandhi

Mankind must put an end to war or war will put an end to mankind.

John F. Kennedy
Former American President

Comprehension

Choose one of the quotations in today's text and design a poster about it.
Write the words of the quotation neatly on your poster and then illustrate it.
The symbols below show different ways in which people represent peace.



You could use one of these in your poster. Or you could design your own peace symbol to make your poster look attractive.

Language Study

Adjectives and nouns can be changed into verbs by adding the suffixes **-ify** or **-en**.

For example:

adjective	short	verb	shorten (to make shorter)
noun	horror	verb	horrify (to cause horror)

Follow the rules you have learnt to change the following adjectives and nouns into verbs:

- | | | | |
|-----------|-----------|------------|-------------|
| 1. simple | 2. deep | 3. note | 4. straight |
| 5. test | 6. class | 7. glory | 8. pure |
| 9. beauty | 10. solid | 11. terror | 12. wide |

Spelling

Expand the contractions in bold type to make two words. For example:

I **don't** like eating rice.

I **do not** like eating rice.

we're	wouldn't
shouldn't	it's
they're	won't
isn't	doesn't
weren't	its

1. **They're** going to attend the peace conference.
2. You **shouldn't** talk about others behind their backs.
3. **We're** looking forward to the signing of the peace agreement.
4. There was a road block so the women **weren't** able to attend the peace march.
5. I love this quote about peace because **it's** beautiful.
6. Peace **isn't** possible unless everybody wants it.
7. James **doesn't** believe in peace if he keeps his gun.
8. **I'm** sick and tired of all this arguing.
9. **I'd** like to tell you how I feel about the ethnic tension.
10. **We'll** give out the peace handouts tomorrow morning.
11. I **won't** give up until we have peace.
12. James was afraid, so he **wouldn't** surrender his gun.

Oral and Writing

Look at the reading text again and think about the different opinions about peace. In your group, select some of the quotations that you like best and discuss their meaning.

Decide whether you agree or disagree with the quotations and explain your reasons.

Proofreading and Editing

Proofread and edit the first draft of the exposition you wrote yesterday.

Reread your draft and check that:

- you have included all the ideas from your plan;
- you have stated your point of view clearly;
- you have used evidence and examples to make your arguments convincing;
- you have summed up your arguments at the end and suggested some action;
- you have used persuasive verbs, to convince the reader.

You could include one of the quotations from today's text if you wish.

When you have checked your spelling and punctuation you are ready to write the final draft of your exposition.

Reading

This text is an historical recount. It compares the lives of a Palestinian child and an Israeli child.

Study the key words and find out their meaning. Use some of the words in sentences to check that you have understood them.

Two Sides of a Bitter Conflict

Alison Blaylock

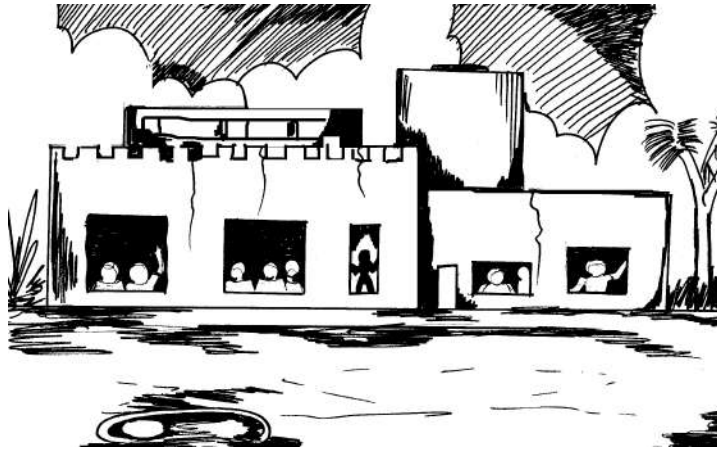
Key Words

suicide bombers, influence, tanks, dozens, bitter, leadership, tolerant, prejudice

Ala Uwainah is a Palestinian. His family home is in Bethlehem and he should attend school in the nearby city of Ramalla.

Ala's education has never been easy, but since Israeli tanks and soldiers took over the streets of Palestinian cities in 2002, he can no longer go to school at all.

Instead 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. Sometimes he or another member of his family have to go out to get food. The rest of the family wait anxiously for their return. Even a simple shopping trip is not safe.



Just thirty kilometres away, in Jerusalem, lives Liat Margalit, a 17-year-old Israeli girl. She, too, is afraid to go to school. Every time she goes out of the house she worries about the Palestinian suicide bombers who have killed dozens of Israelis in the past weeks. 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.

These two young people are caught up in a bitter conflict that has been going on between the Palestinians and the Israelis for more than 50 years.

In 1993, an organisation called 'Seeds of Peace' was set up. The aim of the organisation was to bring together young people from both sides of the conflict. It was hoped that they would work together, get to know and understand each other, listen to each other's point of view and, above all, make friends with each other. Perhaps they could discover things they have in common and learn to be tolerant of their differences.

Seeds of Peace now has an international camp in America and an education centre in Jerusalem. Here Israeli and Arab teenagers come together to attend workshops and learn about each other. The teenagers are chosen especially because they have good leadership skills. The hope is that these young people will one day become leaders on both sides of the conflict. If young people can realise how the war is affecting people on

both sides, perhaps they will be able to choose peaceful solutions and lead others to stop fighting.

Instead of seeing the Palestinians simply as their enemy, Israeli teenagers talk to them. They learn about their culture and customs and work alongside them on peace building projects. Palestinians too, come to understand the Israeli point of view, they build up understanding and respect in place of fear and prejudice.

Young people who live in fear are learning to live in the hope of a more peaceful life through this project.

Comprehension

Young people in many countries have to live with the effects of war. Imagine you are either Ala or Liat.

Read the first two paragraphs of the text again. Write one or two sentences to explain how you feel about your life and the war.

Now imagine that you have attended a peace workshop at the Seeds of Peace centre. Write one or two more sentences about how your opinions have changed since the workshop.

Language Study

Copy the sentences below into your exercise book and underline all the nouns. Rewrite each sentence adding one or more interesting adjectives before each noun.

Study the example first:

The **boy** rode down the **road** on his **bicycle**.

The **happy boy** rode down the **busy road** on his **shiny, new bicycle**.

1. The **teenagers** talked about their **customs**.
2. The **conflict** has been going on for **years**.
3. The **children** hid inside the **house**.
4. The **girls** no longer travelled on the **bus**.
5. The **children** were frightened by the **noise**.
6. The **women** tried to make peace between the **men** in their village.

Oral and Writing

Complete the final draft of your exposition.

Practise reading your exposition, before presenting it to the class.

Some tips to remember when you read aloud are suggested at the top of the next page. Read these carefully and try to follow them as you practice your reading.

- Make sure you can pronounce all the words in the text properly before you begin;
- Speak slowly and clearly – don't rush;
- Speak loudly so everyone can hear you;
- Make your voice interesting - use expression to help make your arguments sound convincing;
- Stop at the end of sentences - don't read through full stops;
- Make eye contact - try to look up at the audience sometimes.

Listen carefully as other pupils read their exposition.

Decide whether you agree or disagree with the person's point of view. Be prepared to ask questions or make comments.

Reading

This is an historical recount about a woman whose actions changed some of her country's laws. Go through the key words and use a dictionary to find out what they mean. Read the text in pairs.

A Woman Who Changed a Nation The Power of Peaceful Protest

Alison Blaylock

Key Words

separated, segregation, discriminated, boycott, resolved, protesters, peaceful protest, insisted, second-class citizens

In the 1950s, in the United States of America, there were laws which separated black people from white people. These laws, called segregation laws, discriminated against black people. These laws were unfair. They meant that black people were treated like second-class citizens. They had to go to separate schools and they had to travel in a different part of a bus from white people. It was even illegal for black people to marry white people!

Many people were angry with these laws and many people wanted them changed. This is the true story of one brave woman, whose peaceful protest started a chain of events that eventually led to the laws being changed.



Rosa Parks was a woman who worked in a large store in Montgomery, a town in Alabama. On December 1, 1955, tired after a long day at work, Rosa got on the bus to go home. Segregation made it illegal for her to sit at the front of the bus as those seats were 'whites only' seats, so she moved towards the back and sat down. She was allowed to sit on these seats as long as no white people were left standing. After two or three stops the bus filled up and a white man got on, but there was nowhere for him to sit. The driver rudely told Rosa to stand up and give her seat to the man. Calmly, but firmly, Rosa refused.

The driver became angry and threatened to have her arrested. But Rosa was determined. These laws were unjust and she had had enough of them. She silently resolved that she would not be treated in this way any more. She simply sat still in her seat and refused to move. The driver called the police and Rosa was arrested and taken to jail.

Quickly, word of what had happened spread around the black community. People were furious. Black leaders met to decide how they could help Rosa. First they arranged to pay bail money to get her out of jail and then they planned what to do next.

It was agreed that black people should be asked to protest against segregation laws in a peaceful way, by refusing to travel on the city buses anymore. A young minister called Martin Luther King was selected to lead the protest. He was a powerful leader so when he asked people to refuse to travel on the buses they listened to him.

Black people all over the city stopped using the buses. Instead of taking the bus to work, they rode bicycles or walked, some for several miles. People who had cars, arranged to drive others to work, some people even rode to work on donkeys!

White people owned all the bus companies, and they quickly started to lose money. They had to cut their services and increase their fares, but they were determined not to give in to the protest and change their policy. Many white people also became angry. They did not want to pay higher fares on the buses and white shop owners in the town were also losing money. They tried to frighten the protesters by attacking them and threatening them.



Martin Luther-King

Still the protest continued. Martin Luther King encouraged the black protesters to stay calm and insisted that they would fight their battle with peaceful methods only. It did not matter what other people did to them, they would not return violence with violence.

The boycott went on for almost a whole year, until finally, on 13 November 1956, the US Supreme Court ruled that the bus companies had to change their policy and the State of Alabama had to change the law. Segregation on the city buses was no longer legal.

The very next day Rosa Parks and Martin Luther King along with thousands of other black people once again climbed on board a city bus. Only this time they took their seat at the front of the bus and nobody could tell them to move.

Comprehension

Read the text again and then write a personal letter to Rosa Parks. In your letter tell her what you think about the segregation laws and what she did to change her nation.

Set your letter out as shown on the right. Use the sentence starters given, or make up your own sentences.

Your Address
Today's Date

Dear Rosa,

I'd like to tell you ...

I think the segregation laws were ...

I believe that what you did was ...

I admire you because ...

It must have been difficult to ...

I hope that I ...

Yours sincerely,

Your name

Language Study

Copy the paragraph below into your exercise book. Then underline the verbs and circle the adjectives.

Rosa Parks was a young, black woman who worked in a large store in Montgomery, a town in Alabama. One evening, Rosa got on a crowded bus to go home. She found a seat near the front and sat down. After two or three stops the packed bus filled up and a white man got on, but there was nowhere for him to sit. The old driver rudely told Rosa to stand up and give her seat to the white man, but Rosa refused.

Oral and Writing

Write a summary of what you have learnt during this unit.

A summary includes only the main idea and the most important details about a topic.

These are the topics you have been thinking about in this unit:

1. Fighting over resources.
2. The importance of forgiveness.
3. Guns and their effects.
4. The role of young people in making peace.
5. Conflicts around the world
6. Peaceful ways of fighting injustice.

Use each of these topics as a subheading. Write two or three sentences about what you have learnt about each topic.

Here is an example of how you might begin:

Unit Summary Unit 10 Conflict, Peace and Reconciliation
<p>1. Fighting over Resources</p> <p>People often fight over who owns things like water and land.</p> <p>I learnt that resources are very important to us. This is why many people have fought and some even lost their lives over them.</p> <p>I learnt that foreign companies sometimes don't give a fair share of the profits to the rightful owners.</p> <p>2. The Importance of Forgiveness</p>

Reading – What Does Government Mean to You?

Today's text is an exposition.

Standard 6 pupils were asked to answer the question in the title of the text. Their views about what the government should do and what the purpose of government is make up the text.

Study the key words. Make sure you know their meaning and how to pronounce them correctly. Read the text and try to identify the main issues raised by each pupil.

Comprehension

A summary gives the main points and important details of a text. Summaries can be written in note form or in sentences.

Using today's text, write a summary of all the opinions expressed in your exercise book. Your summary could start like this:

What Does Government Mean to You? Summary:

- main job - to provide services for people
- should provide education to prepare young people for adult life
- should build better schools, give more books

Language Study

Study the sentence below. It is long, which makes it difficult to read. Look at how it can be shortened without changing the meaning.

The government should try to provide more reliable transport services.

The government should provide reliable transport.

Shorten these sentences but keep the meaning the same. Re-write them in your exercise book.

1. The government's main job is really to support all the people from all over this country of ours.
2. The government should build some good hospitals and clinics and employ lots of well trained nurses and doctors to work in the hospitals and clinics.
3. The government of a country should try to build better schools for pupils with more equipment to use and more reading books to read.
4. Rural people need to learn and find out about how to run all kinds of businesses and how to develop their own local areas.

Spelling

These are the spelling words for the week. Study them carefully. Copy them into your exercise book, making sure you do not make any mistakes.

Make sure you pronounce the words correctly and can use them in sentences.

running	swimming
show	remember
turned	fishing
broke	passed
started	told

Find a word from the spelling list to fill each space. Write the complete sentences in your exercise book.

1. It _____ to rain when I left for school this morning.
2. The baby _____ the glass that was left on the table.
3. I _____ when I met that old man who sits by the window.
4. Father _____ us a custom story last night.
5. One of the thieves came _____ by with a bag of sugar and a box of biscuits.

Oral and Writing

In your group, discuss what you think the government could do to improve your village or town.

Make a list of your ideas.

Think about these questions to help with your discussion:

Health Care	Are there any health problems in your village or town? Are there enough clinics or hospitals? Do they all have nurses or doctors working in them? Can people get to clinics or hospitals easily?
Employment	Do many people have jobs? How do people earn money? Can people afford to pay school fees?
Education	Are there enough schools and teachers? Are the school buildings in good condition? Do all children go to school?
Services	Are there places for people to meet in your community? What transport is available in your community? Is there a telephone service? Do you have electricity?

Make some notes to record your ideas about what the government should do to improve your community.

You will use these notes when you draft an exposition text, later in the week.

Reading

Today's text is another exposition. It contains some of the writer's ideas and opinions about what makes a good leader.

Study the key words and make sure you understand them. As you read, think about whether you agree or disagree with the writer's point of view.

Good Governance – What Makes a Good Leader?

Alison Blaylock

Key Words

governance, represent, under the table, bribes, give an account, electorate, absolutely

These days we seem to hear more about bad governance than we do about good governance! The newspapers seem to be full of stories. Corruption, members of parliament taking advantage of their official positions, government officials being away from their desks when they should be working, MPs taking bribes, con-men leading people astray and lies, lies, lies!

I think it would be better to talk about good governance for a change!

What makes a good leader? What should we expect of the people we elect to parliament and other official positions?

Firstly, and above all, I believe that they should be honest and open. There is a big word for this – **transparency**. This means that we should be able to see straight through them like a pane of glass. Our leaders should have absolutely nothing to hide.

This means they must speak the truth, both in parliament when they represent us and in public when they ask us to vote for them. They should do everything they do out in the open where everybody can see. No deals should be done under the table or behind locked doors. We have a right to know what our politicians are up to!



Secondly I believe that a good politician always remembers that he or she is elected to serve the people. There is a big word for this too – **accountability**. This means that they have to be able to give an account of themselves or explain their actions to the electorate.

MPs must remember that they are not the bosses! People who elect them are! Their job is to do what people want, and tell them to do. They cannot dance to their own tune.

This means that politicians should sometimes keep their ears open and their mouths shut. They must listen to the people they represent. It isn't good enough to visit the people just before the election and make lots of promises about what they will do for them. The good MP goes on visiting month, after month, after month and goes on listening to the concerns and ideas of the people!

Lastly I think a good politician has to care! He or she has to care about what happens to the country, not just now, but in the future too. It's no good thinking only as far ahead as the next election. The government's job is to plan for the future. They have to plan for

the education and health care of future generations. They have to develop the economy so that it is stable and goes on providing an income for the country for years ahead. They have to look after the country's natural resources to make sure that they do not all get used up. There's a long word for this too – **sustainability**.

The plans and policies governments put into place today must be good enough to sustain us now and our children in the future.

So there you have it! Good governance comes down to three simple ideas! Tell the truth; listen to the people and plan ahead! If all elected leaders followed these simple guidelines, I think the world would be a better place!

Comprehension

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

- What are the three main ideas that the author believes sum up good governance?
- Write whether you agree or disagree with these statements from the text:
 - Our leaders should have absolutely nothing to hide.
 - MPs must remember that they are not the bosses.
 - The government's job is to plan for the future.
 - Good governance comes down to three simple ideas.
- The author has used a number of idioms (sayings) in her writing. Can you match each one to the correct meaning?

see straight through them
under the table
behind closed doors
dance to their own tune
keep ears open and mouths shut

be quiet and listen
tell if people are being honest
do just what they want to do
where no-one else can see
in a sneaky way

Language Study

Fill in the spaces using the past tense of the verb at the end of each line.

- | | |
|--|--------------|
| 1. I _____ to Australia to see my friend. | go |
| 2. We _____ the museum about four times. | visit |
| 3. My family _____ a plane to Honiara to see our grandparents in hospital. | catch |
| 4. My cousin _____ me he flew out from Honiara airport. | tell |
| 5. My brother and I _____ the ball to each other. | pass |
| 6. The girls _____ to do their homework. | start |
| 7. Who _____ out the light? | turn |
| 8. I dropped the plate and it _____ into small pieces. | break |

Spelling

Here are the spelling words for this week again.

Practise using them in your own sentences.

Irregular verbs

Write each verb in its past tense form, then write a sentence using this form of the verb.

The first one has been done for you:

- | | | |
|------------|----------|---------|
| 1. carry | 2. hurry | 3. bury |
| 4. satisfy | 5. copy | 6. fly |

1. carried I carried my little sister home because she was tired.

running	swimming
show	remember
turned	fishing
broke	passed
started	told

Oral and Writing

Yesterday you wrote some notes about how you think the government could help your community. Today you are going to expand these notes into sentences as you write the first draft of an exposition. The title of your exposition will be:

What the Government should do in my Community

Use the exposition framework below to help organise your writing into paragraphs.

Title:	What the Government should do in my Community	
Statement of Position:	I believe that the government should The greatest need in our community is...	State your main argument clearly first.
Argument:	Firstly we need the government to help with education.... The health service to this community also needs to be improved.... Something needs to be done about the roads....	Use three or four linked paragraphs to introduce different points in your argument.
Summing Up:	In conclusion.... I call on our member of parliament to We must all....	State your main argument again and call for action.

Reading

This is a factual text. It describes the development of the Solomon Islands' government system.

Before reading the text, study the key words. Reading the text may help you understand the meaning of some of the words.

The History of the Solomon Islands Government System

David Sokaika

Key Words

declare, boundary, introduced, appointed, popular, policy, constitution, protectorate

During the 1800s, many islanders from the Pacific were taken by force to work on sugar plantations in Queensland and Fiji. This cruel trade in people, known as 'blackbirding' led the Government of the United Kingdom to declare a protectorate over the Solomon Islands in 1893. This meant that they decided to rule these islands.

They put a boundary around the islands and named them the British Solomon Islands Protectorate. They set up a government system like the British, or Westminster system.

They appointed the British Governor of Fiji as High Commissioner to Solomon Islands, which meant that he was in charge of government there. Because he was based in Fiji, a Resident Commissioner was also appointed. This was Charles Woodford, who lived in Solomon Islands and led the government here on behalf of the British Government. He was based at Tulagi which became the first national capital and centre of government.

After World War II, the British decided to move the capital from Tulagi to Honiara. As well as the Resident Commissioner, they appointed District Commissioners based around the islands. Their job was to make sure people obeyed the laws set by the British and to collect taxes too. They were not always very popular.

Some people were very unhappy about their country being ruled by foreigners from the other side of the world. A movement known as the Ma'asina Rule (Marching Rule) began in the late 1940s. They challenged the British Government, but the leaders were arrested and sent to prison.

In the years that followed, however, more people began to realise that it was not good to be ruled by outsiders. The British Government also realised that things must change.

First an advisory council of Solomon Islanders was appointed to give advice to the British Government. This was replaced in 1960 by councils made up of Solomon Islanders who had more power to set policy and make laws.

In 1974 the Solomon Islands began to prepare for independence. A new constitution was made. This set of rules and laws explained how the country should be run.



A new system of government began in which Solomon Islanders could elect their own people into government. The national parliament was set up and democracy introduced to the country for the first time.

Solomon Islands became self-governing on January 2nd 1976 and full independence from the British followed two years later on 7th July 1978.

Comprehension

Re-read the text then answer these questions in complete sentences in your exercise book.

1. Why did the British Government declare Solomon Islands a protectorate?
2. When were district commissioners appointed? What was their job?
3. Why do you think the capital was moved from Tulagi to Honiara?
4. Draw a time line showing the development of the Solomon Islands Government.

Language Study

Study the sentences below:

- a. The girl who won the cup was coached by my brother.
- b. My brother coached the girl who won the cup

Both sentences say the same thing in a different way. Re-write the sentences below in a different way, but do not change the meaning.

1. If everyone will help, we will finish the job.
2. The player broke his leg when he fell over.
3. The government was elected after the people voted.
4. We bought most of the books that the teacher recommended.
5. Since we sold the house, we have stayed in motels.

Spelling

Have you learned the spelling words for this week?

Use the Look, Cover, Remember, Write and Check strategy to practice spelling the words. You will be tested on these words at the end of the week.

Rules for adding the suffix -ing.

- If we add **-ing** to a one syllable word containing a short vowel sound we double the consonant, for example:

run - **running** swim - **swimming** cut - **cutting**

- If we add **-ing** to a one syllable word ending in **-e**, we drop the **-e**, for example:

hide - **hiding** wake - **waking** dance - **dancing**

Add the suffix -ing to the following words using these rules. Write the words in your exercise book.

- | | | | | |
|---------|---------|---------|---------|---------|
| 1. run | 2. hate | 3. drop | 4. hope | 5. plan |
| 6. like | 7. hit | 8. trap | 9. love | 10. put |

Oral and Writing

Proofread and edit your draft exposition. Try to improve it in as many ways as you can.

Reread your draft and check that:

- you have explained your arguments well;
- you have organised your writing into paragraphs;
- you have summed up your ideas at the end;
- you have checked all your spelling and punctuation;
- you have used persuasive speech;
 - People ought to ...
 - Politicians should ...
 - The government must ...
 - It is my belief that ...

Now begin to write your final draft, paying attention to how you present the text. Your headings should be clear and your handwriting should be your best cursive script.

Reading

Today's text explains the local government system and how it is structured in Solomon Islands. Before reading the text, study the key words.

Study the map and the diagram in the text as they contain important information.

The Provincial Government System

David Sokaika

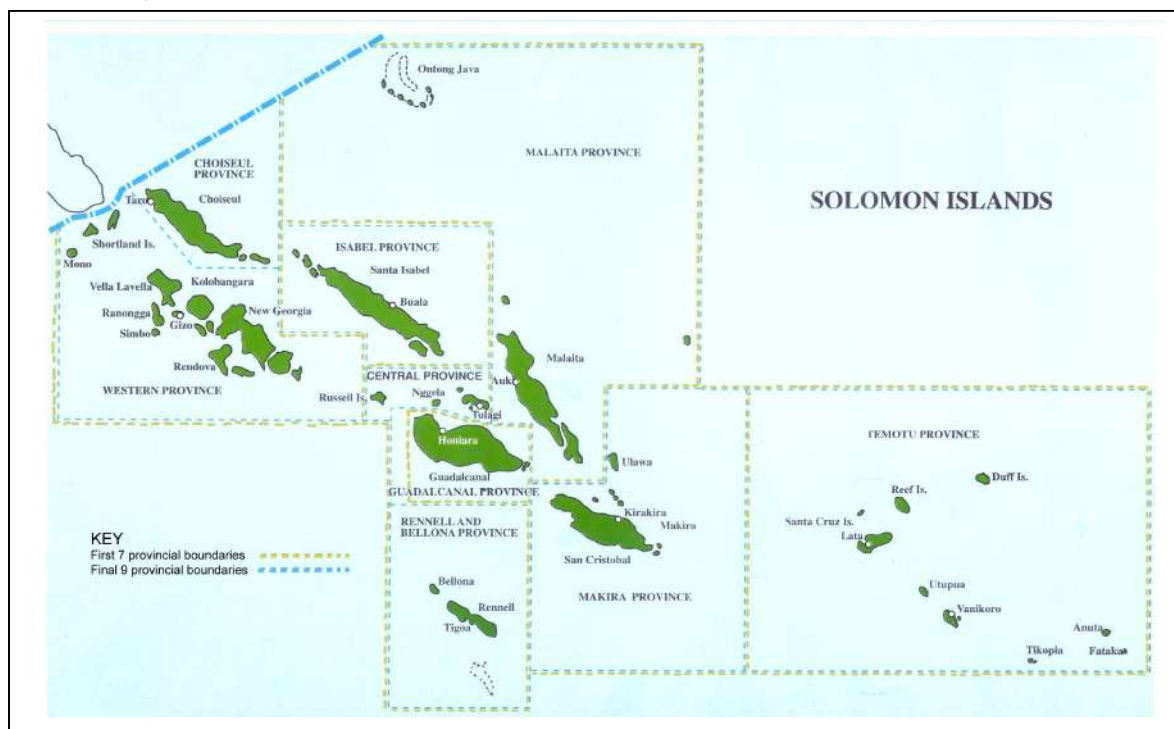
Key Words

layer, aspects, national, separate administration, environmental, representatives, provincial

In a country like Solomon Islands, made up of so many different islands spread over such a wide area, it is difficult for the government to look after the interests of everybody across the whole country. This is why the country is split into provinces. Each province has its own government so that it can look after the people in the province.

Provincial government provides another layer of government which is closer to the people than the National Parliament in Honiara. They are usually based in the capital town of each province. Like central government, they are made up of representatives from the different parts of each province.

The provincial government system was established in Solomon Islands after independence in 1978. At first the country was divided into seven provinces: Western Province, Malaita, Central Islands Province, Guadalcanal, Makira / Ulawa, Isabel and Temotu Provinces. Honiara was governed by a separate administration called the Honiara Municipal Authority. Two additional provinces were added later, Rennell/Bellona which had been part of Central Islands Province, and Choiseul, which had been part of Western Province.



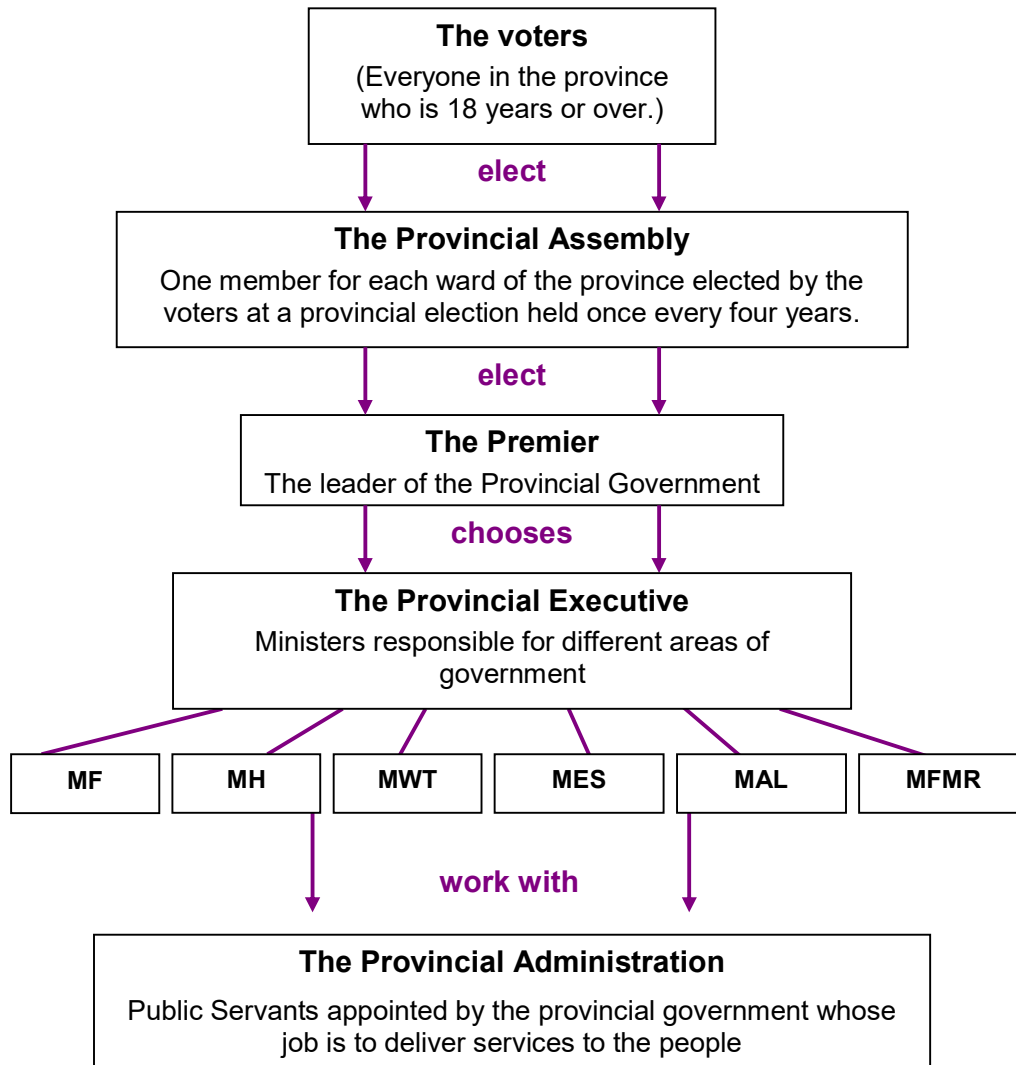
Provincial elections are held to select a member for each part of the province. The provincial members then choose a leader who is known as the Premier. The Premier is

the most important political leader in the province, similar to the Prime Minister in the central government.

The Premier chooses ministers to be responsible for different aspects of government. The Provincial Ministers' job is to work with public officers such as education officers, agriculture officers and environmental health officers to make sure that government services are provided for the people who elected the provincial government.

The diagram shows the structure of the provincial government system.

The Structure of the Provincial Government System



Key

MF	Minister of Finance
MH	Minister for Health
MWT	Minister for Works and Transport
MES	Minister for Education and Sport
MAL	Minister for Agriculture and Lands
MFMR	Minister for Fisheries and Marine Resources

Comprehension

Activity 1

Complete each sentence with one of the words listed below.

elected representative public servants Honiara nine

1. The National Parliament is based in _____.
2. Elections are held to select a _____ for each section of the provinces.
3. There are _____ provinces.
4. Provincial members are _____ by the people of their ward.
5. _____ are not elected by the people.

Activity 2

Skim through the text and find a word that means each of the following:

- | | | | |
|--------------|--------|-------------|--------|
| 1. set up | e_____ | 2. not easy | d_____ |
| 3. in charge | r_____ | 4. regional | p_____ |
| 5. extra | a_____ | 6. divided | s_____ |
| 7. self rule | i_____ | 8. choose | s_____ |

Language Study

Rewrite each sentence, leaving out any unnecessary words.

1. All the books were donated as a gift by some of the parents.
2. He found that there was no spare job vacancy at the city shop.
3. You need to mix the sand and cement both together.
4. The ticket is for a return trip to Honiara and back.
5. The wind has been blowing continuously without stopping.
6. The length of the garden is too short for a soccer pitch.
7. The lights went out at just exactly midnight.

Spelling

Copy and change each base word by adding -ed and -ing. Remember the rules you have studied for adding each of these suffixes. The first one has been done for you.

- | | | | | |
|--------------------------|-------------|----------|-----------|-----------|
| 1. hope / hoped / hoping | 3. hop | 5. turn. | 7. pass | 9. flip |
| 2. leave | 4. remember | 6. fish | 8. decide | 10. elect |

Oral and Writing

Drawing a Diagram

Choose a group or organisation you know about and draw a simple diagram that shows how it is organised.

Sketch your diagram roughly at first to make sure you have got it correct, then draw it neatly in your exercise book.

You might choose one of the organisations below or another one of your own choice:

- **a sporting club**
(include president, vice-president, members, players, etc.)
- **a factory**
(include owner, manager, foremen, workers, etc.)
- **your church**
(include the priest or pastor, lay preachers, mothers union leaders etc.)

Writing

Finish writing the final draft of your exposition text today.

Reading

Today's reading tells of one of the great leaders of the world. The text begins with some factual information about Confucius and then retells a story that shows his teachings about leadership. Study the key words before reading the text.

Confucius: The Wisdom of a Good Leader

retold by David Sokaika

Key Words

respected, thinker, advice, passed on, wisdom, wonderful speaker

Confucius was a wise, well respected Chinese thinker who was born in the year 551 BC. As Mayor of the city of Chang-tu he became famous throughout China for his wisdom. People would come from all over the country to ask his advice and opinions. Many of his words of wisdom have been passed on through generations of Chinese people and have become famous throughout the world.

Confucius was a good leader. He was kind to people who worked for him. He was strict, but fair. His servants liked and respected him. They worked hard.

One day, his friend Hsia called to see him. They began talking about the people who worked for Confucius.

"What sort of person is Yen Hui?" asked Hsia, picking out one of the servants.

"He is a kinder man than I am," replied Confucius.

Hsia was puzzled. "What do you think of Kung?" he asked, observing another of the leader's servants at work.

"Kung is a much better speaker than I am," replied Confucius with a smile.

Hsia was even more puzzled,

"And Lu?" he continued. "What sort of a man is Lu?"

"Lu is a man braver than I am," replied the great leader.

Puzzled again, Hsia turned around and saw another servant by the name of Chang.

"What about Chang?" he asked. "What sort of a man is Chang?"

"Chang is much more dignified than me," replied Confucius.

Hsia didn't understand.

"If these men are all better than you, then why are they your servants and you the great leader?" he asked in confusion. "Surely it should be the other way around!"

"It's quite simple," explained Confucius.

"Yen Hui is very kind, but sometimes kindness alone is not enough. A good leader sometimes has to do things which will upset some people."



“Kung is a wonderful speaker, but he does not always know when to stop,” Confucius continued. “Lu is brave, but sometimes he acts too quickly, without thinking. This makes him do foolish things. Sometimes it is best to be careful and move slowly. Indeed, sometimes it is better to do nothing at all.”

“Chang is dignified, but he cannot relax. We all need to relax and forget our worries at times.”

“A good leader should have all the qualities shown by these men. A good leader should be kind, a good speaker, brave and dignified.”

“A leader needs all these qualities, but in the right amounts. Just as when you bake a cake you must have the right ingredients, flour, eggs, sugar etc, but you must have them in the right amounts or the cake will be no good.”

Comprehension

In your group, summarise what Confucius said about being a good leader.

Draw a table like the one below and write your summary in the left hand column.

In the right hand column add your own ideas about what makes a good leader.

What Makes a Gook Leader?	
What Confucius Said....	What We Think....
<p>A leader needs different qualities in the right amounts:</p> <p>kindness – but sometimes a good leader has to do things that will upset some people</p> <p>braveness – but....</p>	<p>honesty</p>

Language Study

Rewrite each of the sentences, using a more suitable verb. You can choose a verb from the box, or think of your own verbs.

1. The angry teacher **went** out of the room.
2. The parliamentarians could not **make** the meeting yesterday afternoon.
3. Mary **put** the fresh flowers in a vase.
4. Henry **got** a large parcel in the post this morning.
5. Steve **saw** a strange bird in the forest yesterday.
6. My uncle **went** in a jet to Australia.
7. The hawk **flew** down on to the hen.
8. The dog **ran** from the bushfire as fast as it could.

received
noticed
stormed
arranged
raced
travelled
attend
swooped

Oral and Writing

Talk: What Makes a Good Leader?

Prepare a short talk on this topic.

Make a list of interesting ideas to include in your talk.

Here are some sentence starters that might be helpful:

I think a good leader should have ...

She would be able to ...

Good leaders always ...

I believe that is an important leadership quality because ...

I admire leaders who ...

A person with good leadership qualities can ...

Many good leaders have the ability to ...

Homework – Leadership Survey

Do some research to find out what people say about what makes a good leader.

Interview three people from your village, family or neighbourhood and write down their answers. Try to choose three people who are quite different from each other. For example, you might interview your grandfather, your mother and a teenager.

In your group, discuss and write down three interview questions to ask in your survey. Here are some suggestions to start you off.

Make sure you have a notebook and pencil ready to write down what people say.

Complete this activity for homework.

Survey – What makes a good leader?

Question 1 Name three qualities you think a good leader should have.

Question 2 Name someone you think is a good leader and explain why.

Question 3

Reading

This is an historical recount that tells how women in some parts of the world fought to win the right to vote in elections. Study the key words before reading the text.

The Right to Vote

Alison Blaylock

Key Words

democratic, democracies, sections, campaign, unfair, convince, signatures, petition, just

In most democratic countries of the world, including Solomon Islands, all adults aged eighteen or over have the right to vote in local and national elections. This means that everyone has a chance to choose his or her own political leaders. In fact, in some countries, such as Australia, it is not only a right, but also a legal duty. In Australia it is against the law not to vote.

This has not always been the case, however. In some countries there was a time when sections of the population such as women, or black people, were not allowed to vote. This meant that only certain people (the white men) got to choose their leaders.

This was very unfair. It cut more than half of the population out of the important decisions made by governments. It meant that their voices were never heard.

In some of the larger democracies around the world both women and black people had to fight very hard to win the right to vote.

The first country to give equal voting rights to both men and women was New Zealand, in 1893 after a long campaign by women all over the country.

In Australia at that time, the struggle was still continuing. An organisation demanding equal rights for women 'The Australian Women's Suffrage Society' was formed in 1889. They worked very hard to convince the government to allow women to take part in the political life of the country.

Along with other organisations, they managed to collect 30,000 signatures on a petition and presented it to parliament in 1891. Some people were opposed to giving the vote to women. They thought that women were not fit to vote. They believed that women were not equal to men. It was not until 1901 that women won the right to vote in the Australian elections.

In America and the United Kingdom similar battles for equal rights went on for many years, until women were finally allowed to vote in America in 1920 and in the UK in 1928.



Women on a protest march in London, UK in 1910 demanding the right to vote

The women who led the protest against the unfair systems of their day were brave and strong. They realised that the right for everyone to vote was important for an equal and just society. They believed strongly in this, and were willing to stand up for what they believed in. Some of them faced a lot of criticism and some were arrested and put in

prison for their actions. Even this did not put them off. They continued to fight until they had the same voting rights as men.

It is because of these women that modern democracies almost everywhere in the world give equal rights to men and women today. They had to fight so hard for the right to vote that they would find it very hard to understand why some people who are entitled to vote today, do not even bother.

Comprehension

Explain in your own words, the meaning of the following phrases and sentences from the text.

1. '... their voices were never heard.'
2. 'They thought that women were not fit to vote.'
3. '... they were willing to stand up for what they believed in.'
4. 'Even this did not put them off.'
5. '..... they would find it very hard to understand why some people who are entitled to vote, do not even bother!'

Language Study

Complete these sentences using shall or will. Remember, shall is used when we are offering to do something and will is used when we are asking someone to do something for us.

1. _____ you take this letter to the post office?
2. _____ I hang out the washing for you?
3. _____ we weed the garden to save you time?
4. _____ you make sure that the door is closed?

Handwriting

Copy this paragraph about some well-known female world leaders. Use your best cursive handwriting. Take care with joins and the slope of your writing.

Women in Leadership

Indira Gandhi was Prime Minister of India from 1966 to 1967 and again from 1980 to 1984.

Margaret Thatcher was the first female British Prime Minister. She served from 1979 to 1990.

Kim Campbell became the nineteenth Prime Minister of Canada in 1993.

Helen Clarke became New Zealand's first female Prime Minister in 1999.

Oral and Writing

In Solomon Islands all men and women aged eighteen years and over have the right to vote, stand in elections and become Members of Parliament.

We have, however, had very few women in parliament.

Traditionally, in Solomon Islands, men are often the leaders of tribes and families.

Do you think it is important for both men and women to take up leadership positions? Why?

Discuss your ideas in your group.

Survey Results – Research Report

Work with a partner and discuss the surveys you each carried out over the weekend. Choose some of the most popular leadership qualities mentioned by the people you interviewed.

Work together to write a research report about what you found out in your surveys.

Here is how you could set out your report:

Paragraph 1 Describe who you spoke to in your survey.

Paragraph 2 Summarise the main findings common to both surveys in one or two sentences.

Paragraph 3 Give some more detail about what each person said. Pick out the most interesting ideas.

Paragraph 4 Write a conclusion to say what you found out in the survey.

Think about interesting ways of presenting the information. For example, you could draw a table to include in your report like the one below. Remember to refer to your table in the text as shown.

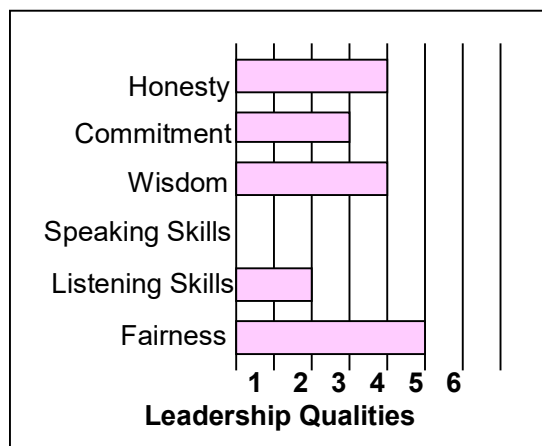
Important Leadership Qualities	How many people mentioned each quality
Honesty	5/6
Transparency	3/6
Being able to convince people	1/6
Hard working	4/6
Good listener	3/6

From the table we can see that honesty is the leadership quality that most people believe to be most important.

You might also draw graph to show what you found out. Here is an example:

We asked each person to select the three most important leadership qualities from a list of six. These were the results:

From this we learnt that most people think fairness is the most important leadership quality.



Reading

This text is a cartoon. It is an expository text because the characters are giving their opinions about voting and politicians. Read the text and think about the different opinions expressed.

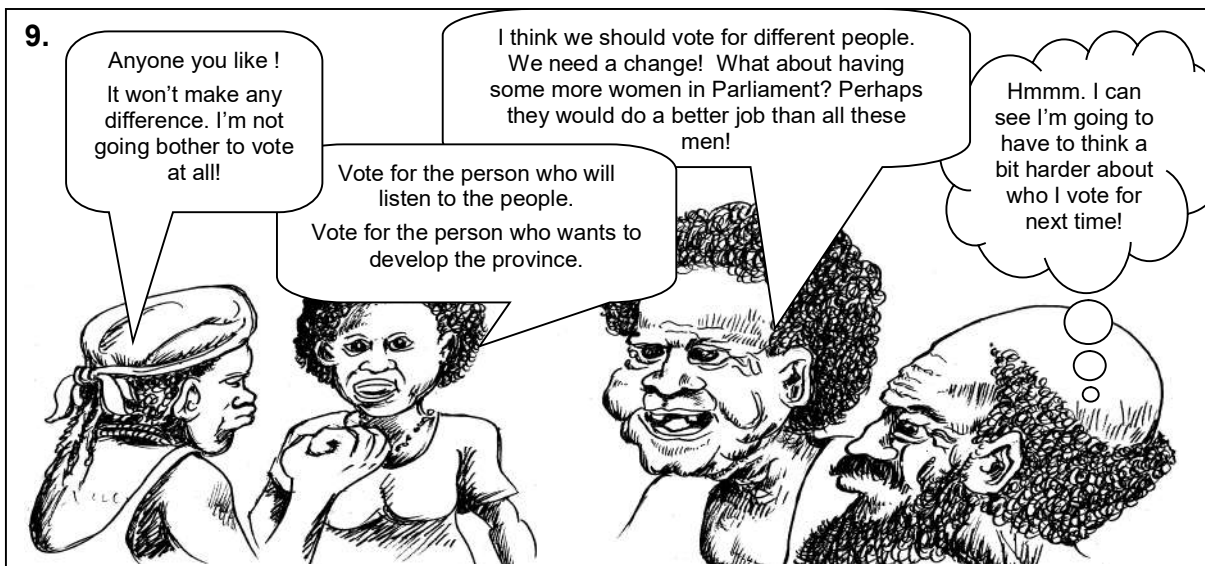
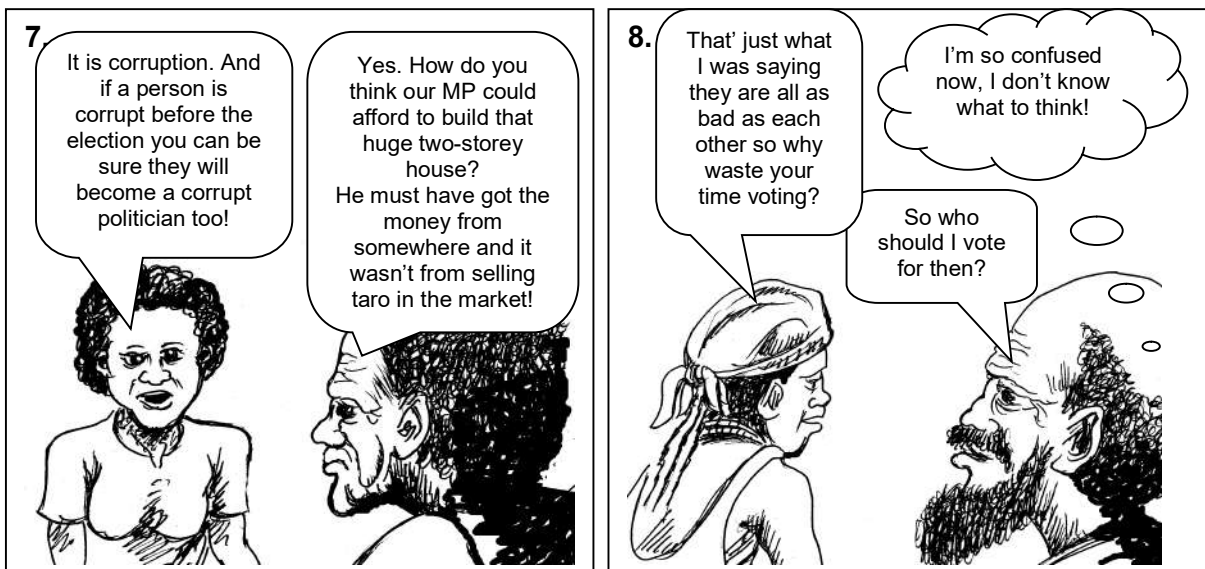
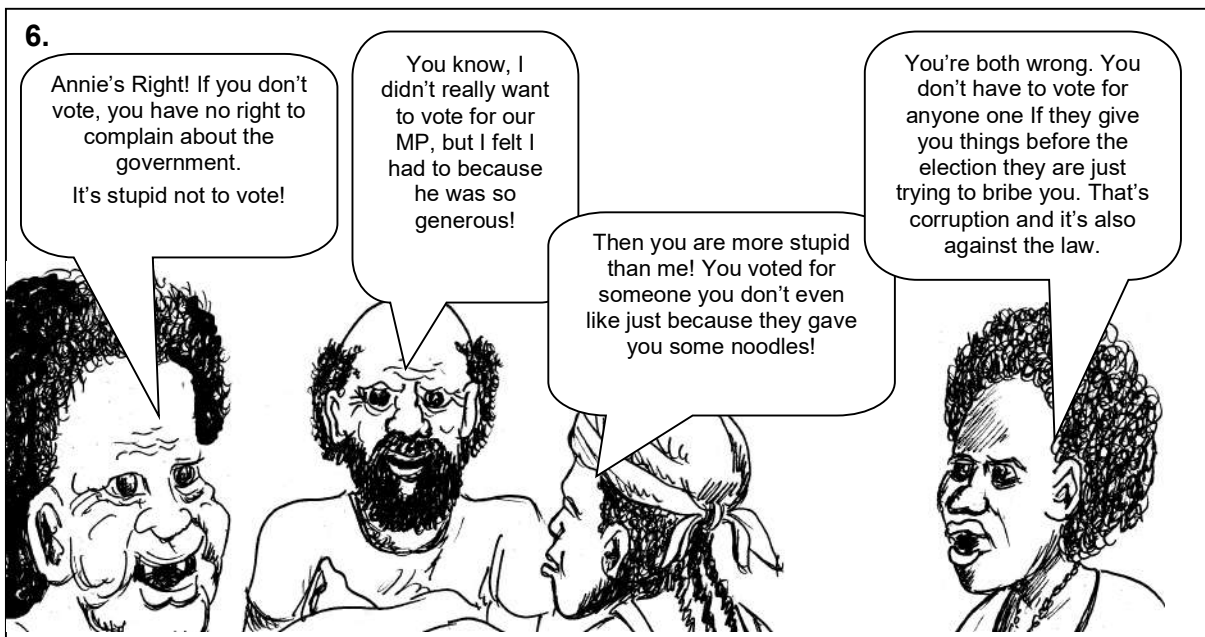
Who Should I Choose?

David Sokaika and Alison Blaylock

Key Words

supposed, development, bother, bribe, politics, MP, corrupt, confused





Comprehension

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

1. What do you think is the message the cartoonist wants to convey to the reader?
2. "Politics is not about rice and taiyo and a few dollars to help a friend. It should be about real development." Explain in your own words what you think this statement means.
3. The young boy in the cartoon says that it doesn't make any difference who he votes for, because all politicians are the same. Do you agree with this statement? Explain why or why not.

Language Study

Rewrite each sentence, using the correct form of the verb in brackets.

1. The boys (eat, eats) too many sweets.
2. Betty (rings, ring) the school bell for the afternoon session.
3. The sleeves of my new shirt (are, is) too long.
4. He (hop, hops) to the finish line to win the race.
5. My mother (votes, vote) at election time.
6. The children (are, is) often late for school.

Spelling

Here are your spelling words for this week again.
Can you spell them without looking at the words?

Study this spelling rule:

When adding suffixes -ed or -ing to a one-syllable word ending in a short vowel and a consonant, double the consonant. For example:

plan planned, planning
hop hopped, hopping
tip tipped, tipping

closed	hiding
decided	serve
lead	used
making	talking
prepare	tired

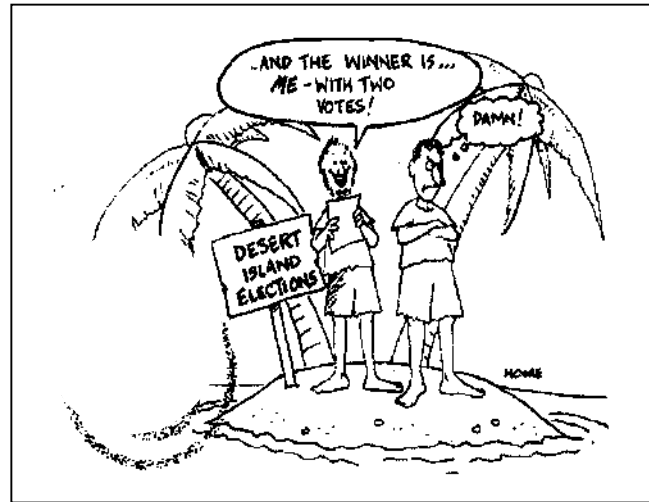
Add the suffixes -ed and -ing to the words below following these rules. Write the words in your exercise book.

- | | | | |
|---------|---------|---------|---------|
| 1. slap | 2. stop | 3. scan | 4. slip |
| 5. plan | 6. drip | 7. trap | 8. skip |

Oral and Writing

Look at the cartoon on the right.
Discuss it in your group Talk about these questions:

1. What are two things that tell you that one of the characters is upset?
2. Do you think the person reading the election results is being honest? Why / why not?
3. Why is this cartoon funny?
4. What message do you think the cartoonist is trying to get across to the reader?



Designing a Leaflet

Design a leaflet to outline the procedure people must follow in order to vote.

The purpose of your pamphlet is to educate the public about this simple procedure.

The information you need is outlined on the right. Include all of this in your procedure text. This is not in the correct order.

Here are guidelines to follow in designing your leaflet:

- Set out your procedure as a series of steps in the correct order;
- Start each step with a simple present tense verb;
- Make your instructions clear and easy to understand;
- Add pictures to help make your message clearer;
- Think about how you should arrange the information on the page to make it clear and informative.

- voters must be 18 years of age or older
- ballot papers should be placed in the ballot box
- voting takes place at a polling station
- voters must have their names checked off a list when they vote
- voting takes place in private, in a booth
- voters must first register with the electoral commission
- voters need a pencil and a ballot paper
- every adult has the right to vote

Reading

In this text, two people give their opinions about how government should be organised in Solomon Islands.

Think about their arguments as you read and decide which person you agree with. Look at the key words and take note of how they are used in the text.

The Federal Government System: What do You Think?

David Sokaika and Lionel Damola

Key Words

support, federal government, interference, solution, control over, exploit, further separation

Some people think that the central government has too much control over people's lives. They think we need a new system of government in Solomon Islands. Since the ethnic tension in 1999 and the coup in 2000, some provinces would prefer to manage their own government without the support or interference of the central government.

Their suggestion is that Solomon Islands becomes a federation of independent states like FSM, (The Federated States of Micronesia) or USA, (United States of America).

This would mean that each province would become a state in its own right and the central government would have much less control over what happened in the provinces. It would mean that each province could control its own resources and decide on development suited to its own people's needs.

This would be a big change for everybody in the Solomon Islands. People have many different ideas and opinions about whether it would be a good or bad thing.

Some of these views are expressed in the following two letters:

The Federal System would Damage Solomon Islands

I do not think that a federal system of government is a solution to our problems. I think it would be a disaster that would cause us even more problems. Creating separate state governments would only divide our country even more. The state government system is the first step to breaking up Solomon Islands as a country. This would be a mistake.

I believe that a state government system could deepen the differences between people from different island groups and provinces. This would lead to even more conflict. I don't think anyone really would like to see a further separation of a country that is already divided.

We should all avoid going down this difficult road!

D. Sokaika
Honiara, Solomon Islands

State Government would Bring Prosperity

I think the state government system is the best and the only solution to the problems and differences we have experienced in our country.

The federal system will not only solve problems, it will also give people the chance to develop their own state with their own resources. It will enable people to make their own decisions about their lives.

Different customs and cultures need different approaches to government. Under a federal system, laws made by the province would be more suited to the lifestyle and culture of the people.

People will gain the power to manage and exploit their own resources and enjoy the benefits of developing these resources.

People will be encouraged to work harder and work together. We will no longer be able to rely on other people to develop our provinces because we will have to work at it ourselves.

L. Damola

Temotu, Solomon Islands

Comprehension

Re-read the text and think about the different arguments posed by the writers. List the points that were made in two columns in your exercise book as shown.

D. Sokaika's Arguments against the Federal System	L. Damola's Arguments for the Federal System
<ul style="list-style-type: none"> creating separate states would cause more division 	<ul style="list-style-type: none"> would give people the chance to develop their own resources

Language Study

Complete each sentence using the correct form of the verb in brackets.

- Each child _____ her own task. (have, has)
- Every one of these chisels _____ blunt. (are, is)
- None of us _____ able to borrow a book from the library. (is, are)
- Every player on the field _____ wearing a new jersey. (were, was)
- Each of us _____ asked to the party. (are, is)
- _____ any of the guests arrived? (Have / Has)

Spelling

Here are your spelling words for this week. Can you spell them without looking at them?

Work with a friend to practice spelling the words.

In your exercise book, write the definitions below. Next to each definition write the correct spelling word.

closed	hiding
decided	serve
lead	used
making	talking
prepare	tired

- | | |
|-------------------------------|-----------------------|
| 1. chose what to do | 6. to be in charge of |
| 2. keeping out of sight | 7. get ready |
| 3. give someone food or drink | 8. creating |
| 4. chatting | 9. needing rest |
| 5. once owned by someone else | 10. shut |

Choose five words from the spelling list and use them in your own sentences.

Oral and Writing

What do you think about the Solomon Islands Government system?

Should each province become a separate state or should they remain as part of one country, Solomon Islands?

Write a paragraph explaining your opinions. Think about these questions before you write.

- Do you agree with either of the writers from today's text?
- Do you feel strongly that one argument is the right one?
- Have both writers made good points?
- Are you undecided about the issue? (That's fine – lots of people are!)

In a few sentences, explain your opinion.

Use arguments to back up your opinion. Make sure you include persuasive language in your exposition. You might like to use some of these sentence beginnings:

I believe that ...

Everyone should ...

All Solomon Islanders would benefit from ...

All people need ...

It's clear that ...

This issue can be resolved by ...

Reading

This is a factual text about some informal systems of government that exist in Solomon Islands. Study the key words then read the text.

Informal Systems of Government

David Sokaika

Key Words

informal, operates effectively, disputes, guiding, process, sustain, existed

Sometimes the government can seem very far away when you live in a village.

It's important to remember that politicians are not the only leaders in your community. In your village, there are many different people who can help you and your family in different ways. Perhaps you or a member of your family has a problem. Who can you turn to?

Community leaders such as the tribal chief or the elders can sometimes help.

This traditional system of government existed in our country long before the formal government system was established. It still operates effectively today to provide leadership to the people at local level. Chiefs and elders are still important in the process of settling disputes, decision making, educating and guiding young people and helping people in the community who are in need.

This informal system of government has changed in some ways in recent times.

Some of the things that used to be done by traditional leaders are now done by the government. The government now provides education and health services, for example. But the chiefs still have an important role to play in leading and governing the people.

Traditional forms of government exist all over Solomon Islands, even though the structure of this varies from province to province and tribe to tribe.

The main purposes of traditional government are:

- to look after the welfare of the people by promoting peace and good relationships in the family, tribe and community:
- to maintain law and order within the tribe:
- to deal with people who break the laws of the tribe:
- to educate young people in the traditional knowledge and skills needed to sustain their livelihood and culture.

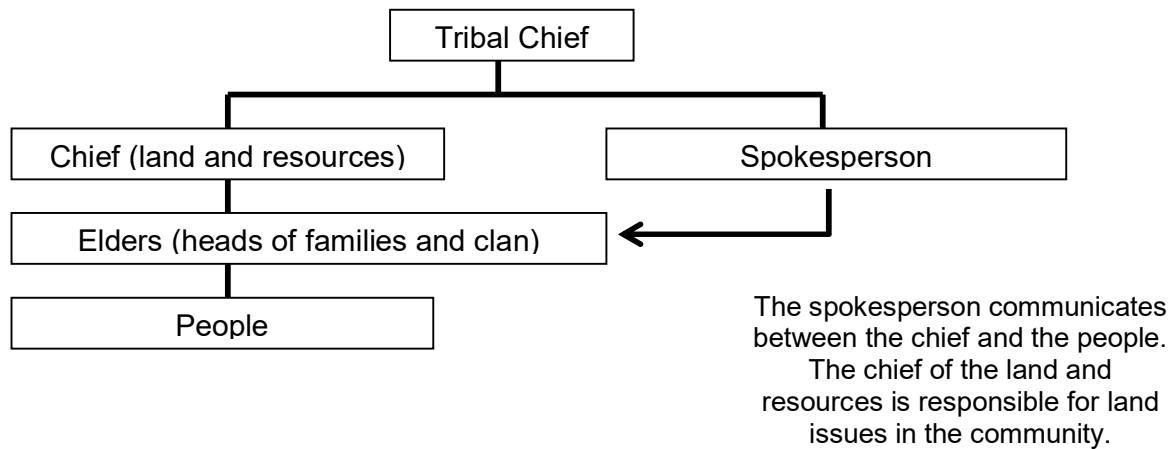
Chiefs live with and share what they have with the people in their communities. This is different from the modern government system in which people often move away from their communities to sit in parliament in Honiara.

It is often necessary to make an appointment to see a high ranking politician. In the traditional system, anyone can go and see the chief at any time.

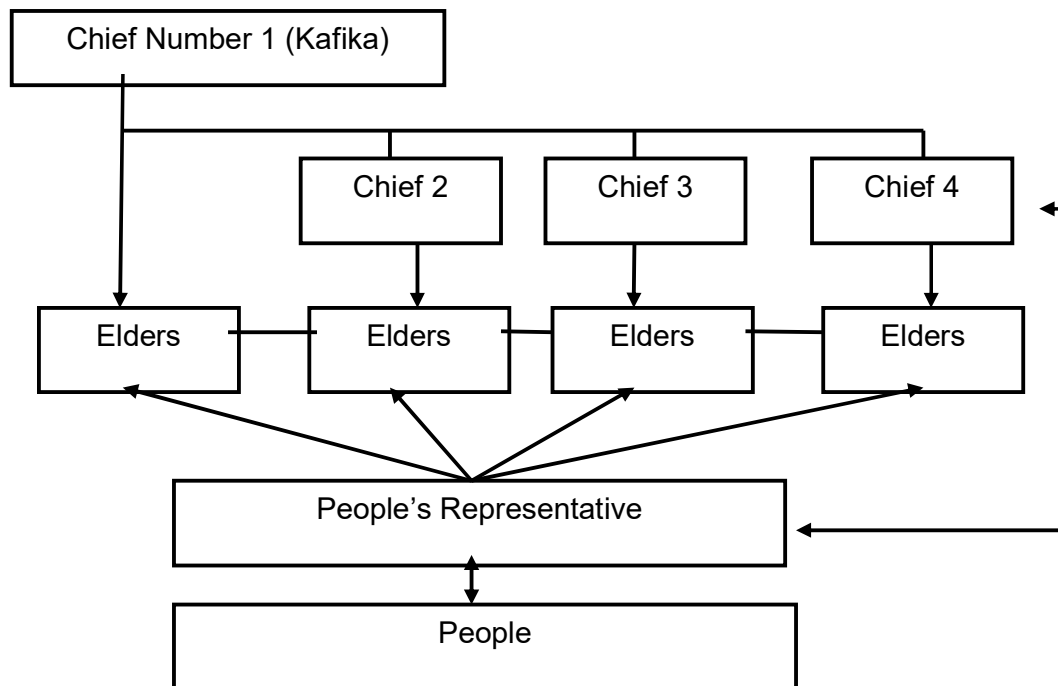
The traditional system is organised around tribes, clans and families. Each group provides resources to keep the system going and to meet the different needs and interests of the people of the community.

Different island groups have different ways of organising their local leadership.

Here are some examples of the traditional government structures.

Vella la Vella Traditional Governance Structure

This is a simple traditional government structure used by the people of Vella la Vella. Under the tribal chief there are people who are given other responsibilities to help maintain peace within the society.

Tikopia (Nuku Fero) Traditional Governance Structure

Tikopia has four chiefs looking after their own tribes. They also have someone who represents the people at all levels on issues affecting their lives. The People's Representative is a powerful and influential person in the system. His role is to negotiate between the people and the leaders on issues such as land disputes and marriage.

Comprehension

Read the text again. Think about the differences between the formal and traditional forms of government. You will find some of the good points discussed in the text. Can you think of others?

What do you think are the good points (advantages) of traditional forms of government? Can you also list some of the bad points (disadvantages) of the traditional government system?

Traditional Government in Solomon Islands	
Advantages	Disadvantages
<ul style="list-style-type: none"> • leaders live and work in the local community • 	<ul style="list-style-type: none"> • people don't choose or vote for leaders •

Language Study

Activity A

Adjectives and adverbs can be confused. Remember that good is always an adjective but well may be either an adjective or an adverb.

Rewrite each sentence, choosing the correct word from those in the brackets.

1. I think he did (good, well) during his term in parliament.
2. The government did not perform as (well, good) this year due to financial difficulties.
3. If that MP is not doing a (well, good) job, people should not vote for her in the next election.
4. Some people are (well, good) at convincing others to agree with them.
5. James stayed in bed because he was not (good, well) today.

Activity B

When verbs end in -e, drop the -e before adding -ing. For example: drive - driving

Follow this rule to add the suffix -ing to each of the following words.

- | | | | |
|-----------|---------|----------|------------|
| 1. become | 2. dive | 3. vote | 4. believe |
| 5. choose | 6. give | 7. dance | 8. live |

Spelling

Revise your spelling words for this week before your spelling test.

Revise the following spelling rule.

Put i before e except after c.

Add some words of your own to each of the following lists

ie words	achieve	chief	brief	believe	piece
ei words	ceiling	receipt	receive	deceive	perceive

Oral and Writing

Write a summary of what you have learnt in this unit.

Use the following title and subtitles for your summary. Write a couple of short sentences under each heading.

Government and Good Governance

1. The Purpose of Government
2. What makes a Good Leader?
3. Government Systems in Solomon Islands.
4. Voting in Elections

Remember that when you write a summary you include only the most important information and carefully selected details.

Reading

Today's text is written as a play script. It begins with a cast list, which is a list of characters in the play.

There are six scenes in the play. Each one starts with a brief description of where the scene takes place.

The text printed in **purple type** are stage directions. These tell the character how to read their part, or what actions to perform.

Corruption Down at the Pig Farm!

David Sokaika and Alison Blaylock

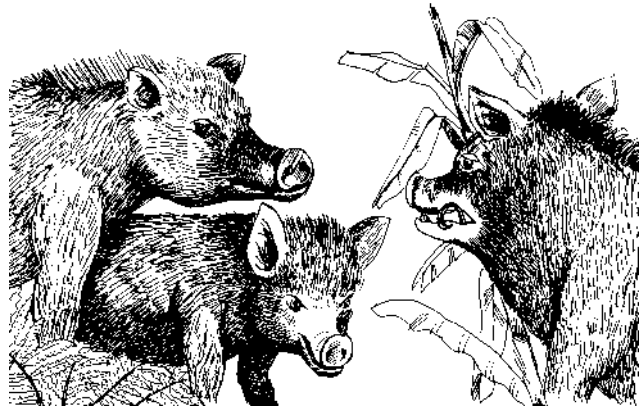
Key Words

sniffing, fairly, major problem, at least, population has gone sky high

Cast List

Narrator

- Porky** A young male pig
Rasher His friend
Sausage Porky's cousin
Mrs. P An adult female pig
Gutsy A large, greedy male pig
Trotter A wise old pig



Scene 1 A pig farm

- Narrator:** Some pigs are sniffing around the empty trough and complaining that there is not enough food to eat.
- Porky:** I didn't get any breakfast this morning.
- Rasher:** Nor did I! Nor any dinner last night either!
- Sausage:** Shortage of food is becoming a major problem on this farm. Since Mrs. P had that huge litter of 15 our population has gone sky high.
- Porky:** Yes, that's true but I think there's plenty of food. It's just not shared out fairly and we little ones don't get enough!
- Sausage:** That's true! Did you see that big fat hog Gutsy last night? He ate enough for three pigs at least!
- Rasher:** So what can we do?
- Sausage:** We need a leader. We need someone to look after us all. Someone who would make sure everyone gets what they need around here!
- Porky:** That's a great idea. I'm going to suggest it to Mrs. P

Scene 2 Another part of the farm

- Narrator:** Mrs. P is feeding her fifteen babies and the other adult pigs are sitting around talking.

- Mrs. P:** Young Porky has had a really good idea you know. He thinks we should choose a leader.
- Gutsy:** Brilliant idea, I'm your man! I've got plenty of experience and I'm the oldest pig on the farm. The little ones respect me; I'd be a great leader.
- Mrs. P:** Well, don't you think we should have a vote? Perhaps all the pigs should have a chance to choose their leader?
- Gutsy:** *(crossly)* I suppose we could. Doesn't seem necessary though!
- Mrs. P:** Okay, that's settled then. I'll just finish feeding my babies then I'll go and tell the others to prepare to elect their leader first thing tomorrow morning.

Scene 3 Dinner time again

- Narrator:** All the young pigs are waiting hungrily for their supper.
- Porky:** Mmmmm! Pawpaw skins for dinner tonight. I love pawpaw skins!
- Sausage:** So do I. I hope there's enough.
- Gutsy:** Don't worry boys, I've got a bit extra for you two tonight, here you go.
(He gives them an extra helping.)
- Porky:** Thanks Gutsy – that was good!
- Gutsy:** *(Whispering)* That's okay, just remember to vote for me in the election tomorrow!
- Rasher:** So that's what he's up to, the old crook! I didn't think he was giving you extra out of the kindness of his heart!
- Porky:** Cunning old hog! I'm definitely not voting for him.
- Sausage:** So who do you think would be a good leader then?
- Rasher:** Someone who isn't as greedy as Gutsy. That's for sure!
- Porky:** There are lots of older pigs to choose from.
- Sausage:** I think Trotter would be good because he's very fair and sensible.
- Rasher:** I've heard some of the other pigs talking too. They all like Trotter so he's bound to win! Nobody likes Gutsy.

Scene 4 The next day, the day of the election

- Narrator:** All the pigs are gathered round waiting for the election. Mrs. P is in charge.
- Mrs. P:** There are two candidates for the election. Let's listen to them both before we take a vote. Gutsy you go first.
- Gutsy:** Friends, fellow pigs, I have noticed that at meal times, some pigs have been very selfish. Some eat more than their fair share and some even climb over other pigs just to grab whatever food they can for themselves.
- Sausage:** *(Whispering to Porky)* He's talking about himself, the greedy old hog!
- Gutsy:** This is disgusting behaviour. We may be pigs, but we must be civilized! Choose me as your leader and I promise to make sure that everyone gets a fair share of everything.
- Mrs. P:** Thank-you Gutsy. Now let's hear from the other candidate: Trotter.

Trotter: Friends, I know there is enough food for all of us. My plan is to ask all the adult pigs in the farm to be responsible for their own families. Everybody must help to sort out our problem. If you choose me as your leader I have a plan. I will make sure that the youngest pigs eat first. Only after they are full will the bigger pigs be allowed to eat.

(The young pigs cheer and clap happily, and so loudly that Trotter doesn't even finish his speech.)

Mrs P: Okay everyone, it's time to vote. Hands up everyone who wants Trotter.

(Three or four of the young pigs put up their hands straight away, including Sausage and Porky)

Mrs. P: One, two, three, four, anyone else? *(she pauses)* No? Okay. Only four votes for Trotter. Now, hands up for Gutsy, who wants Gutsy to be our new leader?

(Slowly all the rest of the pigs put up their hands and Mrs. P points and counts in her head.)

Mrs. P: Twenty-two votes for Gutsy. Well, it looks as if we have a winner. Congratulations Gutsy!

Scene 5 That night at bedtime

Narrator: Later that night, the pigs are lying down, getting ready to sleep

Sausage: I still can't understand it Porky. What happened? Why did everyone choose Gutsy?

Porky: Perhaps he gave everyone extra food last night too! Rasher, I was surprised at you. Why did you vote for Gutsy? You don't even like him, do you?

Rasher: *(Sounding sad and ashamed)* No, I don't, but he told me last night that if I didn't vote for him he would make sure I never got enough to eat again. I was frightened I suppose. That's why I voted for him!

Sausage: That's terrible! He has no right to say things like that! You shouldn't have believed him!

Rasher: It wasn't just me he threatened. I heard him telling some of the other pigs that he would bash them up if they didn't vote for him.

Porky: *(Sighing)* So that explains why we have such a useless new leader!

Scene 6 A few months later. The young pigs are talking again.

Sausage: Have you noticed anything about our leader and his family recently?

Porky: They are putting on a lot of extra weight, aren't they? They all seem to be getting plenty to eat, but I'm still going to bed hungry every night!

Rasher: You're right! I do wish I hadn't voted for him. I haven't seen one scrap of the extra food he promised and he just gets fatter and fatter!

Porky: What a hopeless mess we're in!

Reading – Jaymark’s Story

Read the text about Jaymark in your reader on page 44. There are some difficult words used in this text. Use a dictionary to find the meaning of any words you do not understand. After you have read the text talk about it with a partner.

Comprehension

Activity A

Read the text again. Copy and complete the table into your exercise book.

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.

Activity B

Answer the following questions.

1. Who do you think won, the government and the mining company or the people? Give reasons for your answer.
2. What did Jaymark think about the protest?
3. What can we learn from the text?

Language Study

Using Adjectives and Adverbs

Adjectives and adverbs can be confused. Remember that good is always an adjective but well may be either an adjective or an adverb.

Rewrite each sentence, choosing the correct word from those in brackets.

1. Dalaume thinks he scored (good, well) in the test in spite of his long illness.
2. My mother spoke (angry, angrily) in her speech to the people.
3. The mining company will pay us (good, well) money.
4. The news about the mining company sounds (real, really) good.
5. My mother said that we cannot just sit (quiet, quietly), we have to speak out.
6. The old man was walking (slowly, slow) down the hill.
7. Jenna is not feeling (well, good) today.
8. My father takes life too (serious, seriously).
9. We did not do so (well, good) this year.
10. Please come over as (quick, quickly) as possible.

Spelling

Here are the spelling words for this week.

Copy the words into your exercise book.

Can you say the words correctly? Learn how to spell them using the spelling strategy Look, Cover, Remember, Write, Check (LCRWC).

Remember, you will be tested on these words at the end of the week.

All these words include the hard k sound. This sound can be made in different ways including c, k, ck.

week	kept
book	woken
track	capital
truck	scared
milk	clinic

Exercise

Copy each definition into your exercise book. Then, write the correct spelling word next to each definition.

1. Stopped from sleeping.
2. The town or city where the government of a country or state sits.
3. Seven days, usually from Sunday to Saturday.
4. Past tense of 'keep' which means to have and look after.
5. The white liquid produced by mothers to feed their young.
6. Frightened.
7. A large, strong motor vehicle for carrying heavy loads.
8. A number of sheets of paper bound or fastened together between covers, to be read or written in.
9. Medical centre, a place where people come for medical treatment or health advice.
10. A narrow path.

Oral and Writing

A citizen is a person who belongs to a country. Citizenship means being a citizen. Citizens have rights and duties.

In your group, brainstorm your ideas about the question: What Makes a Good Citizen? Write your ideas on a piece of paper, or in your exercise book.

For example:

- A good citizen helps others.
- A good citizen follows rules and doesn't break the law.
- A good citizen respects other people's opinions and feelings.

Over the next few days you will plan and draft an exposition text on this topic. The daily reading texts will help you with more ideas.

Reading

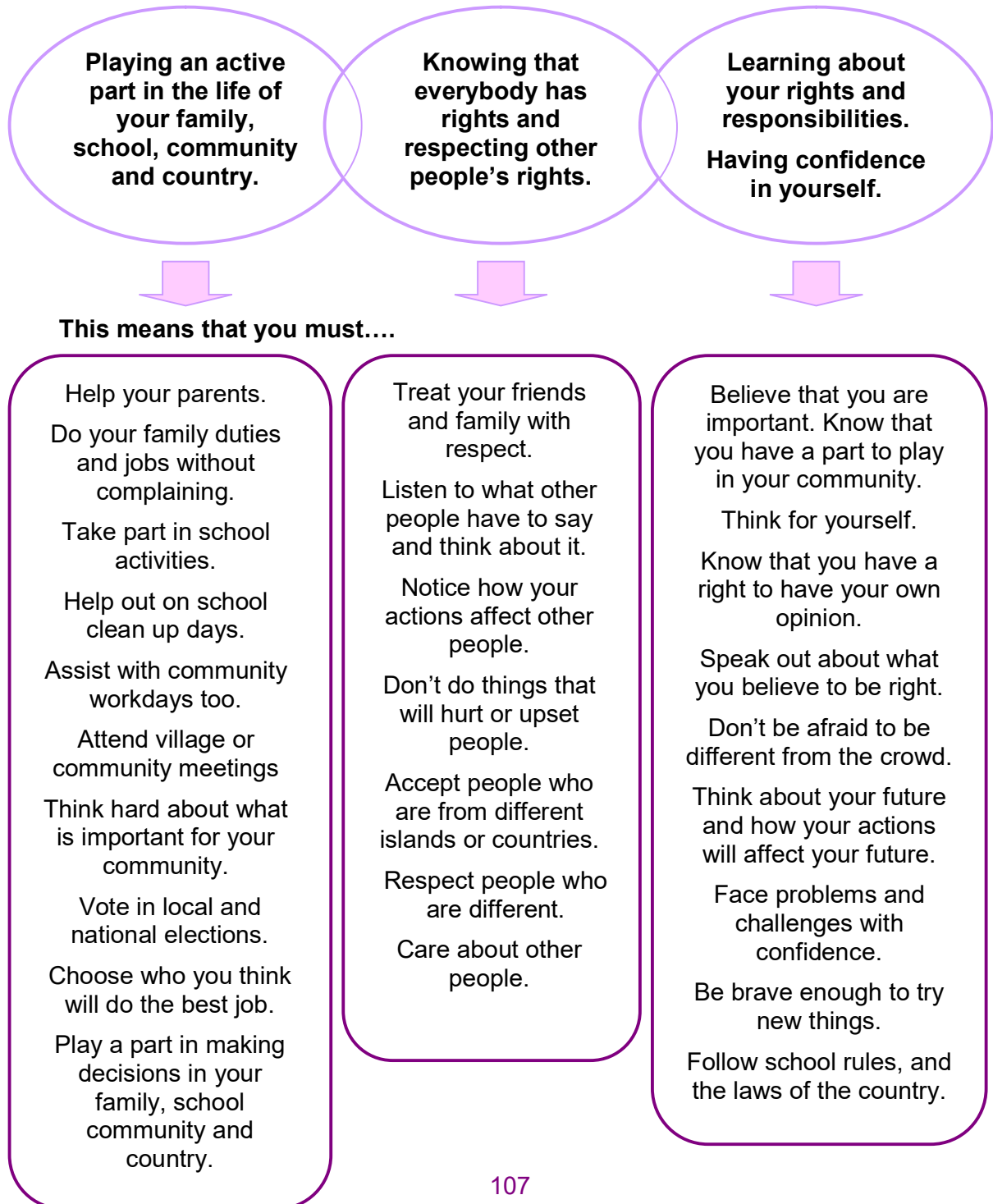
Study the key words. Make sure you understand the meaning of these words. Then, read through the text. This text tries to explain what being a good citizen means.

Being a Good Citizen Means....

Alison Blaylock

Key Words

citizen, treat, notice, opinion, affect, challenges, confidence



Comprehension

Activity A

Read the text carefully. Try to understand all the information in it before answering the question below.

What do you think are the most important issues in the text?

Explain your answer.

Activity B

Everyone belongs to a number of communities. Complete the table below to show which communities you belong to.

Write the name of your family, class, school, village and so on in the appropriate space.

Family	
Class	
School	
Local Community, such as your village or town	
Larger Community, such as your province or country	
Religious Community Such as your church or Sunday school	
Ethnic Community	
Other Groups, such as guides, sports teams, choirs	

Now answer the following questions.

1. What is the same about all the communities you have listed?
2. What differences are there between the communities?
3. Which communities do you belong to from birth?
4. Which communities do you choose to belong to?

Language Study

Rewrite the sentences on the next page, using the correct adverb chosen from the box to replace the words in brackets.

vivaciously	stealthily
obnoxiously	tenderly
solemnly	reluctantly
seldom	repeatedly

1. The teacher (again and again) told the pupils to take part in school activities.
2. The missing baby was looked after (with kindness and love) by its mother.
3. Margie behaved (in an offensive manner) at the village meeting.
4. Nathan (not often) followed the school rules and the laws of the community.
5. The schoolgirls danced (in a lively and spirited manner) at the cultural show.
6. The young boy crept (with great secrecy) behind the empty building.
7. At the meeting, mother spoke (in a serious way) about what she believed to be right.
8. The shy girl (not in an eager fashion) lent the naughty boy her pen.

Spelling

Two of the spelling words make the hard k sound by putting c and k together.

These words are track and truck.

Here are some examples of ck words. Copy them into your exercise book.

Think of five more ck words and add them to your list.

ticket

rocket

attack

crack

block

packet

Oral and Writing

An exposition presents one side of an argument. By stating his or her opinion, the writer aims to convince the reader to understand and agree with their side of the issue.

Plan and draft an exposition text giving your opinions about what makes a good citizen. Discuss your ideas with a partner.

Use the framework and guidelines below to help you plan your text well.

Title What Makes a Good Citizen?

Statement of Position and Argument

- Your introduction should clearly summarise your opinion;
- You should write in the present tense.

Argument

- Include a series of different, but linked points;
- Support each point with examples, reasons or evidence;
- You could include quotations from famous people or from the texts you have read to support your argument;
- Use the language of cause and effect to connect ideas, such as because, therefore, thus, so.

Summing Up

- Summarise your main argument again;
- Suggest some action that the reader might take;
- Make the ending strong and powerful, to convince your reader.

Reading

Study the key words. Use a dictionary to find their meaning. Read the text. Try to identify the main idea in the text.

Speak Up!

Alison Blaylock

Key Words

suppose, horrified, shocked, commit, suicide, constituency, aggressive, rude

I believe it is important for each and every person to speak out about what they believe to be right. Everyone has a responsibility to play their part in making decisions and everyone has the right to have people listen to their point of view.

I first learnt this important lesson at primary school when I was quite young. Some of my friends were being unkind to one boy. They kept on teasing him and laughing at him. I didn't join in because I knew it was wrong. Inside I felt sorry for the boy and wanted to tell my friends to stop, but I didn't say anything. I suppose I didn't want to upset my friends.

Everybody was horrified and very shocked one day when we heard that this boy had tried to commit suicide. I knew that we had all made him very unhappy and I felt guilty and angry with myself because I had not done anything to stop it.

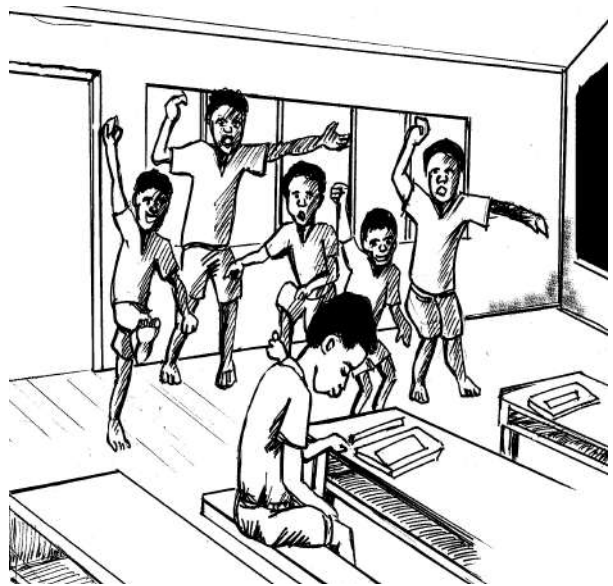
I longed for a chance to say sorry, but he never came back to school after that, so I still feel guilty about it today. I wish I had said something!

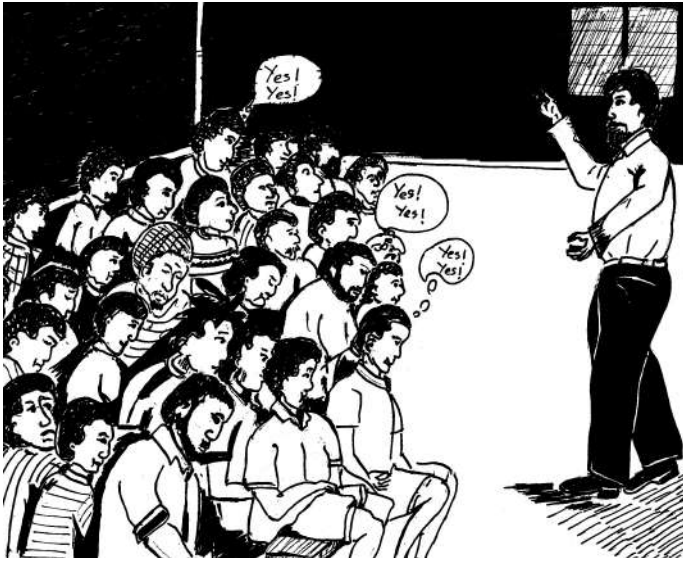
After that, I made myself a promise. I would always try to speak up for what I believed to be right. As I grew up I learned more about how important it is to speak up! It's common in my village for people to complain about the chief. They say he is 'out of touch' with people and doesn't know what is good for the community. But when we hold a village meeting they all just sit there and say nothing. I think this is really stupid! If they don't stand up and say what they think during the meeting, then how will the chief know what people think?

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.

It's the same with elections. People complain all the time about the Member of Parliament; they say he is selfish and greedy. They say he never spends any CDF money in the community but he has the best house in the whole village!

When he comes round to visit his constituency before the elections it's a different story. No one ever stands up to him. No one tells him what they think of him because he's a 'big man'. They all just laugh and joke with him as if he is their best friend.





Some of the people who complain the loudest are the ones who voted him in again, just because he bought them a chainsaw before the election!

Members of Parliament are supposed to represent the people. They are supposed to do what is best for the community. If they do not, I believe people should speak up. We should tell the MP what we want. We should write to the newspaper and make our views public. If he does not listen, we should vote for someone who does at the next election!

What really makes me cross is when people don't vote at all! I believe that your vote is important. We have one chance every four or five years to choose a good leader. If you don't vote, you don't have the right to say anything about what happens to your community, and you can't blame anyone but yourself!

Another reason why it's important to speak up is that you might know something that other people don't know. For example in my village it's common for the men to make all the decisions. This is fine when it comes to fishing because they are more knowledgeable than the women, but when it comes to the gardens, women know more than the men. If the women don't speak up and share what they know, the men might make bad decisions!

Sometimes people say I speak out too much. They think I should keep my opinions to myself. Perhaps they think I am aggressive or even rude. I try not to be. I always try to listen to other people's opinions as well as saying what I think. Having strong opinions and expressing them does not mean that you do not respect other people.

I believe there are two sides to every argument and that we learn a lot from listening to what other people think. I believe that everyone in the community from the smallest child to the oldest man or woman has the right to speak and the right to be listened to. In fact, I believe it is more than a right; it is a responsibility and a duty.

Speak up for yourself!

Comprehension

Read the exposition again with your partner. Take turns to read a paragraph each. Talk about the text and make sure you understand it.

Discuss the following questions and write your answers in your exercise book.

1. What is today's text about? What is the main idea?
2. What do you think is the most important argument in the text? Explain your answer.
3. Do you agree with the author? Give reasons for your answer.

Language Study

Look at the two sentences below.

The dog **was tired**. It lay in the shade.

By changing the verb was tired **into an adjective** tired, **the two sentences can be made into one as follows:**

The **tired** dog lay in the shade.

Here is another example. Remember that an adjective goes before a noun.

The girl **was young**. She learned to speak out at primary school.

The **young** girl learned to speak out at primary school.

Combine each pair of sentences below into one. Write your new sentence in your exercise book.

1. The boy was unkind. He teased and laughed at my friend.
2. The window is broken. It should be mended.
3. The students were horrified. They felt guilty about what they had done.
4. The fruit is ripe. It must be picked.
5. The people were silent. They didn't say what they thought.
6. The boy was sick. He was put to bed.
7. The teacher was outspoken. He would make a good leader.
8. The girl was clever. She came first.

Spelling

The jumbled letters make words from this week's spelling list. Complete each sentence by rearranging the letters in brackets.

Write only the words in your exercise book, not the whole sentences. Make sure you number them correctly.

1. There are seven days in a (ewek).
2. The baby was (enwok) by the roaring thunder.
3. Lata is the provincial (talipca) of Temotu Province.
4. The hunters silently walked up the narrow (kcart) to the mountain top.
5. The injured footballer was rushed to the village (nicicl).
6. Jeremy read a (kobo) about politics in Solomon Islands.
7. The baby possum died because it needed its mother's (klim).
8. People are sometimes (acerds) to speak out to their leaders.
9. Our provincial member has just bought himself a big pickup (kcutr).
10. Most people just (ktpe) their ideas to themselves.

Oral and Writing

Look at the plan that you made for your exposition text in the last lesson.

Use your plan to write the first draft of your text.

Before you write, think about any new ideas you might like to add to your plan after reading today's text.

Remember to use persuasive language. There are many examples of this in today's text, look back at the text for useful sentence starters.

Below are some reminders to help you do this well.

Introduction

Present your point of view clearly.

You could use a question or an emotional statement to gain the reader's attention.

Argument

Begin each paragraph with a sentence that introduces a new argument.

Details follow, supporting the argument.

Summing Up

Restate your point of view at the end.

Use strong, convincing language.

You could also suggest some action.

Reading

Read this exposition text. Try to understand all the information in it. The author argues that we all have rights, but that we also have responsibilities which go with our rights.

Rights and Responsibilities

Lionel Damola

Key Words

rights, responsibilities, humblest, denied, express

We all have rights and it is important to know what they are. As children, we have the right to be looked after and protected by our family and community. We have the right to have enough to eat, and to have a safe and secure home to live in. We have a right to a good education too, and we have the right to be treated fairly and equally.

As adults, we have a right to believe what we like and to follow whatever religion we like. We have a right to talk freely about what we think and believe. We call these things Human Rights. That means that they are things that every human being, wherever they are in the world, should expect and enjoy.

I strongly believe that everybody has the same rights. That means every man, woman and child on the planet, from the most important chief to the humblest child, from the Queen of England to the person who sweeps the roads outside her palace. We are all human beings and we all share the same rights.

There is another side to this argument, however.

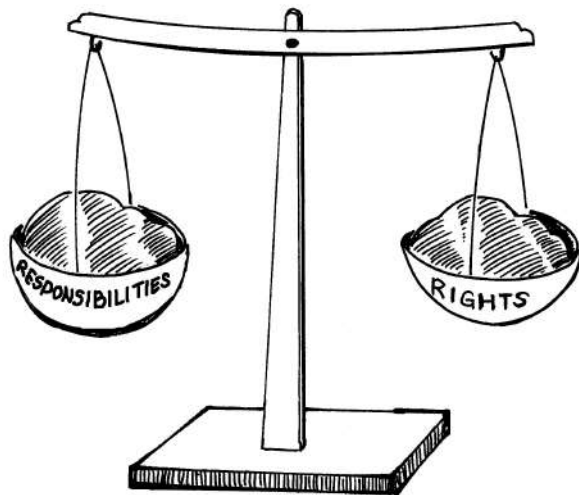
While I enjoy my rights, I also have to take on responsibilities.

Let's look at some examples.

I have the right to an education. This means that the government have to provide a school for me to go to. The teacher must provide interesting lessons and my parents have to pay my school fees. But with this right, goes a responsibility. I have a responsibility to attend school, to always do my best to learn and to study hard to make good use of my education.

I have a right to enough to eat. This means that my parents and family have to provide good food for me and make sure that I always have enough. But this right also goes with responsibilities. I have the responsibility not to be greedy. If I take more than my share there will not be enough for other people in the family. Remember that they too have a right to have enough to eat. I also have a responsibility to help my parents, to do my share of the work involved in preparing food and cleaning up after meals.

I have the right to believe and say what I like. Yes, that's true, everybody should be free to express his or her own opinion but there are responsibilities that go with this right too. I



have the responsibility to listen to other people's views. I must respect other people's beliefs and not think badly of people because they do not agree with me.

You see, rights and responsibilities are like two sides of the same coin. You cannot have one without the other. You cannot enjoy your own rights if other people are denied theirs and you cannot expect other people to respect you if you do not respect them.

Rights and responsibilities walk hand-in-hand. They can never be separated.

Comprehension

Read the activities below carefully. They ask for your opinion. They ask you to think of your own ideas about rights and responsibilities. Write your answers in your exercise book. You could arrange your answers in two columns one headed Rights, the other headed Responsibilities.

1. Think about your **rights** as a citizen. Write down the things that you feel you have the right to expect.
2. Think about your **responsibilities** as a citizen. Write down the things that you feel you have a responsibility to do.

Language Study

Complete each sentence using an adverb from the box. Use a dictionary to look up the meaning of the adverbs if you wish.

1. The village women waited _____ for the canoe.
2. People who are lazy always work _____.
3. The smart young woman walked _____ into the meeting.
4. The crowd cheered _____ for the home team.
5. _____, the dog knocked over the pot of rice.
6. The new boy told us _____ that he knew he was the cleverest in his class.
7. Motorists who drive _____ are often involved in traffic accidents.
8. The man was questioned by the security guard when he behaved _____ outside the bank.
9. George was late so he _____ got dressed.
10. People often behave _____ when they do not think about what they are doing.

boastfully
enthusiastically
reluctantly
quickly
foolishly
clumsily
suspiciously
elegantly
recklessly
patiently

Spelling

Activity A

Copy and complete the table below by adding five words of your own to each category.

Different letter combinations that make the hard k sound			
ck	k after a double vowel	c	k after short vowel / consonant combination
pack click ticket	week book	clinic cat topic	wink bank think

Activity B

Choose five words from your table and write your own sentences containing these words in your exercise book. Underline the words with a hard k sound.

Now, study your spelling words for this week. Make sure you can spell them without looking back at your list. You could practise your spelling with a partner.

Oral and Writing

Edit the first draft of the exposition text which you wrote in the last lesson.

Here are some reminders to help you edit your draft.

Check your verbs:

Do you use strong verbs, including persuasive verbs, such as: believe, think, should, ought to, must?

Are your verbs you use to make your arguments in the present?

Have you used other tenses when necessary? For example past tense, when talking about historical examples and future tense when calling for action.

Check your language:

Have you use conjunctions to structure your arguments, such as: therefore, because, thus, so?

Do you use strong language to persuade and convince?

Can your voice be heard clearly in the text? Use phrases such as, I believe..., I think..., In my opinion...

Remember also to check the following:

Sentence Structure

Punctuation

Spelling

Paragraphs

Reading

This is a biography of Professor Wangari Maathai, a famous African woman.

This text shows that individuals, even poor individuals can make a difference to big problems faced by their country.

From Tiny Seeds, Great Trees Grow

Alison Blaylock

Key Words

anatomy, remarkable, PhD, Nobel Peace Prize, tackling, effective

The name of Wangari Maathai has been famous in Africa for many years. But since this Kenyan woman won the Nobel Peace Prize in 2004, the rest of the world now also knows her name.

Wangari has had a remarkable life. As a young woman, she studied hard for many years and achieved great success. She was the first woman in the whole of East and Central Africa to get a PhD. She went on to have an outstanding career as a university professor and to become an MP too.



Wangari Maathai

However, she did not win the Nobel Peace Prize for academic or political success. She won it for her work as a conservationist and as a great leader of ordinary people.

As she looked around at the lives of women in her home country of Kenya, Wangari realised that they were suffering. They were poor. They often did not have clean water to use. They had to struggle hard to collect firewood for cooking. She realised that the bad state of the environment was the real problem. Trees were cut down for firewood and when there were no more trees, there was no more firewood. Other environmental problems followed. The soil became poor and it was harder to grow food. People suffered even more.

Wangari wanted to do something to improve the lives of these poor women. She came up with the very simple idea that people's lives would be better if they started to plant trees. This was something that anyone could do. It did not need a lot of money, and it did not need a lot of education. Everyone could make a difference to their own environment by planting even just one tree.

She started the project herself by planting trees in her own garden.

Then she started to teach other women in her community to plant trees too.

She told them to plant a tree every time a baby was born and to plant a tree every time somebody died.

People listened to Wangari and, as time passed, her ideas began to spread. As a result of her work, millions of trees were planted all over Kenya. Wangari became known as "The Tree Woman". She set up an organisation called the Greenbelt Movement to teach women in other African countries to plant trees too. The movement spread all over Africa.

Now tens of millions of trees have been planted because of one woman's leadership, because she made people listen and gave them courage to take action.

Through this simple, but effective idea, women's lives began to get easier. They no longer had to walk miles to find firewood. Their gardens produced more so it was easier to feed their children.



Wangari shows off her Nobel Peace Award in 2004.

Although she became Deputy Environment Minister in the Kenyan Government, Wangari believed that people should not leave everything to the government. Her work showed that individuals, even poor individuals, can make a difference to their own lives. She showed how every citizen can play their part in tackling big environmental problems.

Winning the Nobel Peace Prize was a great achievement. Wangari Maathai was the first African woman ever to win this international award.

She was delighted with the award, because she knew that it meant the rest of the world had understood the importance of her work.

"Now the whole world is listening," she said.

Comprehension

Think carefully about the text. Then do the activities below in your exercise book.

1. Look at the title. What does it mean? Why do you think the author chose this title?
2. Write a short profile of Professor Wangari Maathai.
3. What sort of woman do you think Professor Wangari Maathai was? Write a short paragraph to describe her.

Language Study

Activity A

Copy the table below into your exercise book. Fill in the spaces. The first one has been done for you.

adjective	comparative	superlative
big	bigger	biggest
great		
		poorest
	cleaner	
hard		
	simpler	

adjective	comparative	superlative
		easiest
	kinder	
pretty		
	hungrier	
		noisiest
loud		

Activity B

Copy the table below into your exercise book. Then fill in the spaces in the table. The first one has been done for you.

adjective	comparative	superlative
intelligent	more intelligent	most intelligent
famous		
nervous		
		most delicate
	more punctual	
patient		
remarkable		
		most successful

Spelling

Arrange this week's spelling words into alphabetical order.

Revise your spelling words and make sure you can spell all the words without looking at them, before today's test.

You could use the spelling strategy Look, Cover, Remember, Write and Check to help you.

How many words can you spell correctly?

week	kept
book	woken
track	capital
truck	scared
milk	clinic

Oral and Writing

Write out your final edited exposition text neatly in your exercise book.

Pay attention to how you set out the text, your presentation and handwriting.

When you have finished read your exposition aloud to your partner.

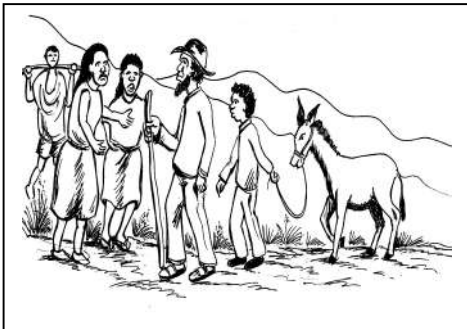
Reading

Read the narrative carefully. Use a dictionary to find the meaning of any words you do not know. Try to identify the moral of the story.

The Miller, his Son and the Donkey A Custom Story from France

Key Words

millar, scolded, woods, staggered, stumbled, panic, splash, rescued, foolish



One hot day a miller and his son were taking their donkey to the market so that they could sell it. They had not gone far along the road when they met some girls.

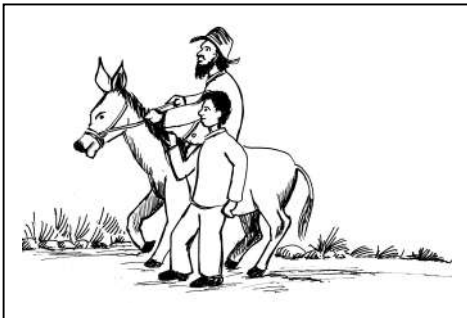
"You look a bit stupid," said the girls, "walking along the road when you have a donkey to ride! Why don't you ride it?"

The miller did not want to be thought stupid, so he told his son to climb up on the donkey and ride. They continued on their way.



After a while they met two old men on the road. As they passed one old man said to the other, "Look at that lazy young boy riding the donkey when his poor old father has to walk! Young people are so selfish!"

The miller did not want people to think his son was lazy and selfish, so straight away he told the boy to get down, and climbed up on the donkey himself. The boy walked beside his father riding on the donkey and they continued their journey into town.

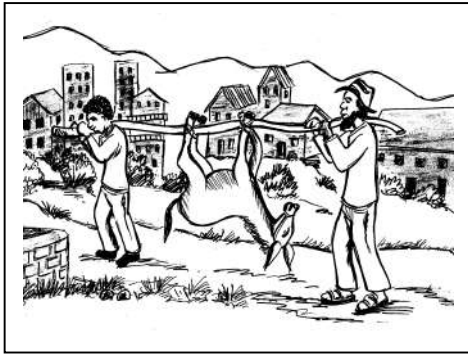


It wasn't long before they passed a group of women walking in the fields. "You unkind man!" one of the women called out, "How can you sit there comfortably riding on the donkey while your poor young boy has to walk. Shame on you!"

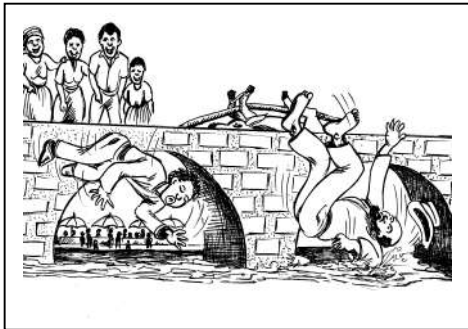
The miller did not want people to think he was unkind, so he quickly picked up his son and seated him on the donkey's back behind him so that they could ride together.



They went on their way and when they had nearly reached the town they met a farmer on the road. "That is no way to treat a donkey!" the farmer scolded. "The two of you are much too heavy for that poor animal. What cruelty! You should try carrying the donkey, and then you would know how the poor animal feels!"



Now the miller did not want people to think he was cruel so he and his son quickly climbed down from its back. The miller fetched a long pole from the nearby woods and he and his son tied the donkey's legs to the pole and lifted it up. The donkey was very heavy and the miller and his son staggered under the weight as they made their way into the town.



As they stumbled across the bridge just outside the market, the people started to laugh and point at the strange sight of a donkey being carried by two men. Soon a crowd gathered and all the laughing and shouting frightened the donkey so much that he began to panic and struggle. The miller and his son tried hard to keep hold of him but the donkey struggled so much that they all fell off the bridge and landed in the river with a great splash!

Luckily they were not drowned, but when they had been rescued, cold, wet and foolish from the river, the farmer made a promise to his son.

"In future" he said, "We will stop trying to please everyone else and think for ourselves!"

Comprehension

Read the narrative again. Then write a short paragraph explaining what kind of person you think the miller is.

Language Study

Some adjectives are stronger and more descriptive than others. Using stronger adjectives makes sentences more interesting or more meaningful. Study the example to see how the different adjectives affect the meaning:

The miller and his son looked **silly**.

The miller and his son looked **foolish**.

The miller and his son looked **ridiculous**.

Activity A

Carefully study each set of adjectives below. In your exercise book, write down the adjective that you think sounds strongest from each set.

- | | | | | | |
|------------|----------|----------|-----------|-----------|-----------|
| 1. grubby | dirty | filthy | 5. loud | noisy | deafening |
| 2. furious | cross | angry | 6. pretty | ravishing | beautiful |
| 3. lazy | sluggish | inactive | 7. unkind | wicked | cruel |
| 4. fat | obese | chubby | 8. hungry | ravenous | starving |

Activity B

In your exercise book, write down the adjective that you think sounds weakest from each set.

- | | | | | | |
|----------|-----------|----------|------------|--------|----------|
| 1. wet | flooded | soaked | 5. small | little | tiny |
| 2. good | excellent | superior | 6. naughty | evil | bad |
| 3. tepid | warm | boiling | 7. foolish | silly | stupid |
| 4. bony | thin | slim | 8. cold | cool | freezing |

Spelling

Study the spelling words for this week.

Copy the words into your exercise book.

Learn your spelling words using the spelling strategy Look, Cover, Remember, Write, and Check.

Remember, you will be tested on these words at the end of the week.

misunderstand	non-violent
misfortune	underline
underestimate	disarm
disbelieve	international
non-smoker	midnight

Each word begins with a prefix. A prefix is letter or a group of letters which are added in front of another word. This prefix changes the meaning of the word.

Copy the definitions below into your exercise book. Next to each one, write the correct word from your spelling list. You can use a dictionary to look up words you do not understand.

- | | |
|----------------------------------|---------------------------------------|
| 1. 12 o'clock at night | 6. not to believe |
| 2. to draw a line under | 7. to understand wrongly |
| 3. to take away weapons | 8. bad luck |
| 4. between two or more countries | 9. to guess too low |
| 5. without using force | 10. a person who does not use tobacco |

Oral and Writing

Make a plan for a narrative story on the theme of this unit, Citizenship.

1. Your story must contain a message. It must teach the reader a lesson. What is the moral of your story?

Here are some suggestions:

You can't have
rights without
responsibilities

Everybody
must do their
bit!

Crime doesn't
pay!

Working
together gets
the job done!

2. **Think about how you can get your message across to the reader through the actions and events in your story, not just by stating it directly.**

Think carefully about what will happen in your story. Make sure your plot has a beginning, a middle and a good ending.

3. **Decide who will be in the story.**

Use description, dialogue and action to show what the characters are like.

Plan your narrative following the narrative framework you have used before.

When you are happy with your plan, begin the first draft of your story.

Reading

Read the story and think about what message the author is trying to get across to the reader. What is the moral of the story?

Study the key words and discuss their meaning.

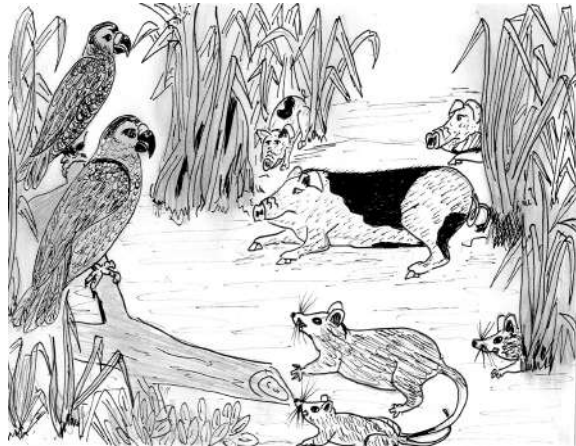
Living Together

Lionel Damola and Alison Blaylock

Key Words

trotters, harmonious, gossip, chanting, secretly, straighten, superior, stubbornly

On a peaceful island, not far from here, lived a large community of rats, a flock of parrots and a herd of hairy, wild pigs. The parrots squawked happily in the branches of the tall trees, while the rats scuttled about down below, and the pigs grunted and snuffled as they went about their business. Life was just about perfect for the animals. There was plenty to eat and they all had a lazy life and got along well with each other. Until one day, when everything changed. It all started when some of the rats began to whisper and gossip amongst themselves.



“Look at the pigs!” they whispered, “Flat faces and curly tails! Flat faces and curly tails”. The rats burst out laughing and scampered off chanting, “Flat faces and curly tails, flat faces and curly tails, flat faces and curly tails.”

Of course it wasn't long before the pigs heard them laughing and realised that they themselves were the joke! One wise old pig called the herd together and warned them to take no notice of the rats.

“They're just jealous!” he said. “Their own pointy noses are useless for digging in the ground and as for those long straight tails; they just get in the way all the time!”

He meant well, but of course, it wasn't long before a group of young rats and a group of young pigs met up and started teasing each other. “Look at their pointy noses!” scoffed the pigs. “Mind your tail!” they shouted. “You don't want to fall over it and land on your pointy nose, do you?”

The other pigs laughed and ran off into the bush; behind them they could hear cries of, “Flat faces and curly tails, flat faces and curly tails”. They pretended not to care, and laughed even louder, but secretly some of the pigs tried to straighten out their tails and others wished their noses weren't quite so flat!

To make themselves feel better, they started to look around for someone else to tease, and of course the parrots were not far away.

“What about that for a nose?” said one pig as a bright green parrot flew past squawking happily.

“Don't you mean, ‘what about that for a noise?’” said another pig. “Those parrots are so noisy squawking and twittering all day long. I can't stand them! They think they're so special with their bright feathers, but they're just a bunch of noisy good-for-nothings!”

The parrots were very upset when they heard what the pigs were saying. They knew that they couldn't sing sweetly like other birds, but they didn't think they sounded bad!

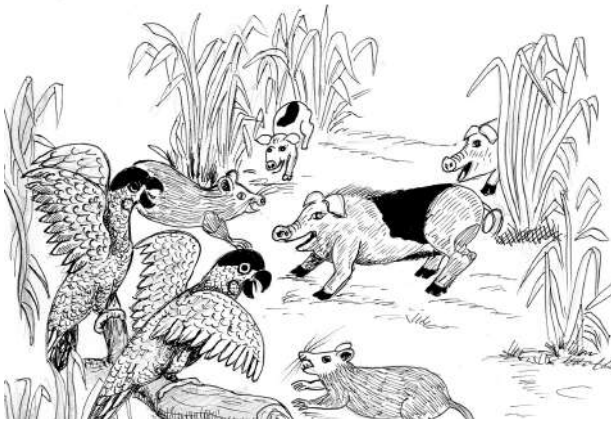
Of course it wasn't long before the parrots began to have a go at the pigs too.

"Have you seen them?" squawked one parrot! "They stomp around the forest on their stupid trotters all day!"

"They can't even climb a tree, let alone fly!" said another parrot laughing noisily.

"Don't worry about what they say about us," said a third. "It is obvious we are better than them. Any animal that flies is superior to anything that snuffles on the ground like that!"

Well, an old rat passing by thought the parrot was talking about him, so he hurried back to the rat community and started spreading rumours about the parrots.



So that was the end of their harmonious life! All three groups of animals were now arguing wildly with each other. A rat couldn't pass a pig in the bush without laughing or hurling abuse at him. A pig rarely missed the chance to complain about the noise made by the parrots and the parrots simply stopped flying down from their treetops, but sat stubbornly on the branches believing that they were better than everyone down below.

One day a turtle came to the island to lay her eggs. She came every year

and was surprised to see that the animals who usually got along so well were now all at war!

"What terrible thing has happened here?" she asked the pigs.

"What was the argument about?" she asked the rats.

"Why ever do you all hate each other so much?" she asked the parrots.

And do you know? None of them could even remember!

Comprehension

Activity A

Read the statements below. Decide whether each statement is true or false. Write True or False next to each number in your exercise book.

1. Only the parrots were to blame for the end of the harmonious life on the island.
2. After the argument, the parrots stopped flying down from the treetops.
3. The turtle was happy that the animals were no longer living peacefully together.
4. A rat couldn't pass a parrot in the bush without laughing or calling the parrot names.
5. After the argument the pigs started to fly up to the treetops, too.
6. The turtle asked the pigs to tell her what terrible thing had happened on the island.
7. The rats told the turtle what the argument was about.
8. None of the animals could remember what had gone wrong.

Activity B

1. Explain in one sentence, what you think the moral of the story is.
2. The story does not tell us how the problem is resolved so that the animals can live peacefully together again.

How do you think the problem could be solved? Explain your ideas in one short paragraph.

Language Study

Choose the most suitable adjective or adverb to complete each sentence. Then copy and complete the sentences in your exercise book. Study the example first:

The water was _____, so he made the tea. (hot, boiling, burning).

The water was **boiling**, so he made the tea.

1. The (naughty, wicked, evil) rats were teased the pigs.
2. The parrots felt (frustrated, upset, disappointed) when they heard the pigs gossiping about them.
3. The pigs were the (most enormous, largest, fattest) of the three communities of animals on the island.
4. The parrots squawked (noisily, riotously, loudly) in the trees.
5. When the animals started teasing each other (wildly, fiercely, nastily) a big (argument, war, quarrel) began.
6. One (sensible, clever, wise) pig (warned, instructed, told) all the pigs not to worry about the rat's gossiping.
7. The pigs thought the rats' pointed noses were (inappropriate, useless, silly) for digging.
8. Animals that fly are (higher, superior, better) than animals that snuffle on the ground.

Spelling

Add the prefix un-, in-, im-, or dis- to the front of each word to make the opposite word. Use a dictionary to check your answers.

- | | | | |
|-------------|---------------|---------------|-------------|
| 1. obey | 6. convenient | 11. wrap | 16. correct |
| 2. visible | 7. like | 12. expensive | 17. pack |
| 3. possible | 8. usual | 13. beaten | 18. connect |
| 4. sure | 9. please | 14. agree | 19. polite |
| 5. true | 10. flexible | 15. appear | 20. natural |

Oral and Writing

If you have finished drafting your story, proofread it carefully and edit it to improve it as much as you can.

This editing checklist will help you through the process of checking your work.

Editing Checklist

Step 1: Read your story aloud. Pause at the commas and stop at the full stops.

If you find yourself pausing where there is no comma, you may need to add one.

If you find yourself needing to stop where there is no full stop, check whether your sentence is too long, or whether you have missed out a full stop.

Sometimes your ear can hear mistakes that your eyes miss. As you read, put an X in the margin if you think you have missed out a word or if something sounds wrong.

Go back and check these parts after you have finished reading aloud.

Step 2: Check the following:

- | | |
|--------------------|--|
| Characters: | Are characters interesting and lively? Have you described their appearance and personality well?
Do the characters do what you would expect them to do? |
| Setting: | Have you described where and when the narrative takes place?
Have you used interesting adjectives and adverbs in the description? If not add some now. |
| Dialogue: | Have you included some dialogue that makes the story more interesting? Is the dialogue realistic? |
| Moral: | Is your message clear to the reader? |

Step 3: Ask for a second opinion:

Give your story to your partner to read.

Ask them to tell you what they think of it. Use their comments to complete your editing.

You are now ready to complete your final draft.

Reading

Study the key words and check their meaning. Read the story. It is another story with a moral. Can you work out what the moral of the story is?

The Professor and the Ferryman**An Indian folktale****Key Words**

professor, ferryman, hardly, geography, history, briefcase, thrashed, terror, strokes

There was once an old ferryman who lived his life in a small hut beside the mighty River Ganges, in India. For as long as anyone could remember, his family had operated a ferry service across the river. His father had been a ferryman and his grandfather, before him.

Like other people in his village, the ferryman was poor. The money he earned from paddling people across the river was hardly enough to feed his family. But he did not complain. He worked hard because he enjoyed his job and was happy to be of service to his passengers.



He learned a lot about life by talking to his passengers. He heard about life in the big city, but he could not understand why people would want to live there. It seemed to him that people in the city spent all their lives rushing around with no time to think. As the ferryman paddled slowly, back and forth across the mighty river he had plenty of time to think about things.

One day a well-dressed man with a shiny briefcase climbed into his small boat. He wore a smart suit and had well-polished shoes. He looked like a city gentleman. Gently the ferryman pushed the boat out and started to row across the river. After a while, the man from the city spoke.

"My good man," he said. "Do you know where the source of this mighty river is?"

"I do not," replied the ferryman.

"What? Have you not studied geography?" asked his passenger.

"No, Sir," replied the ferryman again. "I did not go to school so I did not study geography."

"Well," said the man "Geography tells us about the world. Don't you know anything about the world, the countries, the mountains, and the rivers?"

"What about history?" continued the man, "have you studied any history? Do you know how important history is?"

"No." replied the Ferryman, who was starting to feel a little uncomfortable with this conversation. "I didn't get a chance to learn any history either."

After a few minutes his passenger spoke again.

"What about science? Surely you must know about science. About the sun and the moon and the tides and about how things work. Scientists are the most important people in the world today."

"I am a scientist," he went on, "See my briefcase? It is full of important books and papers. I am a professor of science at the University of Calcutta. If you do not know about science then you don't know about the world. You have learned nothing in your long life! You might as well be dead!"

The ferryman felt very small and very sad. No one had ever spoken to him like this before. He felt that he knew nothing, so much knowledge hidden in books that he had never learned to read.

As they rowed on in silence, the weather changed. Dark clouds gathered quickly and the wind whipped up, causing large waves on the river. As the ferryman struggled to keep the boat on course the sound of thunder could be heard and the professor started to look afraid. They were right in the middle of the river when the storm hit them.

"We cannot avoid the storm," shouted the ferryman, "We might have to swim for it!"

"Swim?" shouted the terrified professor, "I can't swim! I never learned!"

Just then a huge wave hit the small boat and turned it right over. The professor and the ferryman were thrown into the mighty Ganges and the boat drifted away from them on the current.

The professor's briefcase, heavy with all his books and papers, began to sink to the bottom of the river.

The professor thrashed about in terror, unable to do anything to save himself. With slow strong strokes, the ferryman, who *had* learned how to swim, reached him and took hold of his collar. Slowly and steadily he swam towards shore dragging the professor with him until they were both safely on the bank again and the storm had passed.



Comprehension

Read the narrative through again. Now think carefully about the story and answer the following questions in your own words.

1. Who was the ferryman and what do we know about him?
2. Why did the ferryman not like the sound of life in the city?
3. What happened at the end of the story?
4. Is there a lesson to be learnt from the story? What do you think it might be?

The answers to the following questions are not found in the text. You need to use your own ideas to answer them.

5. Do you think all children should go to school? Give your reasons.
6. Does learning only take place at school?
7. Is what you learn in school more important than what you learn out of school? Explain your answer.
8. Where do you learn most, at home or at school? Explain your answer.

Language Study

Choose one adverb from the box to complete each sentence.

Write the sentences in your exercise book.

1. The ferryman paddled _____ back and forth across the river.
2. The ferryman pushed the boat _____ out into the river.
3. "If you don't know anything about geography and history, _____ you must know about science."
4. The weather changed and dark clouds gathered _____.
5. In the storm, the wind blew and the rain fell _____.
6. The ferryman dragged the professor _____ onto the riverbank.

safely
quickly
slowly
heavily
gently
surely
speedily

Spelling

Fill the gaps in these sentences with words from this week's spelling list.

1. The car was stolen at _____ when everybody was fast asleep.
2. It was a _____ that the miller and his son fell into the river.
3. The rebel fighters will only _____ if the government agrees not to arrest them.
4. The teacher told the pupils to _____ their answers.
5. The people held a _____ protest outside Parliament House.
6. Solomon Airlines runs _____ flights to Australia, Fiji and Vanuatu.
7. I don't buy cigarettes because I am a _____.
8. Pupils _____ the teacher's instructions because they do not listen.
9. Sometimes I _____ myself so I was surprised when I came top in Maths.
10. I did not want to _____ him but I knew he was not telling the truth.

Oral and Writing

Write out the final copy of your story. Include all your editing changes and pay special attention to handwriting and presentation.

If you have time, illustrate your story.

Reading

Today's text is a play script which tells a story. Study the cast list to find out the characters in the play. There are four scenes.

As you read and listen, try to think about the moral of the story. What do you think the story can teach us?

The Enormous Yam retold by Alison Blaylock

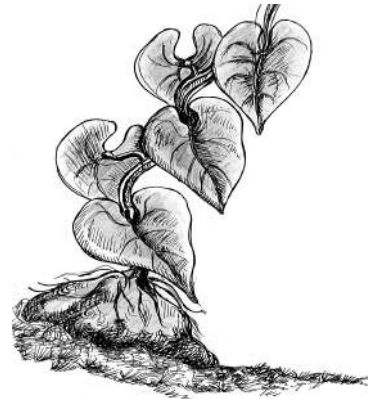
Key Words

enormous, scene, shift, agricultural college, professionals, groaning, bound, suppose

Cast List

Narrator

Tryto Pullitup	an old man
Letme Pullitup	his wife
Mr. Knowhow Toplant	an agricultural officer
Mr. Boss'all	the village chief
Rev. Blessu	the pastor
Will Help	a school boy
Icandoit	a little girl



Scene 1 Planting and Tending the Yam

An old man and his wife talk together as they walk to their garden and set to work. The woman is carrying a sack full of yam cuttings.

Letme I'm going to plant some yam this morning. I've got some special cuttings my cousin sent me from the bush in South Malaita.

Tryto That'll be good. They have the best yams in the whole country.

Letme I know. I'll never forget the yams we had at her wedding! They were so sweet; they melted in your mouth!

Let's get to work. You clear this area and I'll hoe the soil. It won't take us long if we work together.

They set to work and soon have planted all the yams.

Scene 2 Six Months Later – Harvest Time

Letme and Tryto are outside their house

Letme Those yams we planted have done really well, Tryto. I've been watering and weeding them every day. They have grown huge and they're nearly ready for harvest.

Tryto I'll go up to the garden today and bring one back. It would be good to have sweet yam for supper tonight.

Tryto goes up to the garden. He looks around at the yams, selects the biggest one and tries to pull it up. He pulls and pulls and gets hotter and hotter, but he cannot move it so he gives up and goes back to the house.

Letme Where's the Yam? I've got the pot on the fire ready.

Tryto *(Breathless)* I couldn't shift it. It's just too big for me to pull out of the ground. I tried with all my strength! I'm going to ask Mr. Knowhow Toplant the agricultural officer for some advice.

Letme Why don't you.....?

Tryto *(Interrupting her)* It's OK I already know what to do.
He rushes out of the door.

Scene 3 Ask the Professionals!

Tryto rushes in and knocks on the agricultural officer's door

Knowhow Hi there Tryto. What can I do for you?

Tryto I need your advice. It's my yam. It's a beautiful yam, huge and sweet, but I just can't pull it up. Can you help?

Knowhow I should think so! I didn't spend three years at agricultural college for nothing you know. You've come to the right man when it comes to harvesting yams! Let's go!

They set off for the garden together Letme follows them. When they get there Tryto shows Mr. Knowhow the enormous yam.

Tryto Here it is.

Knowhow Wow! It is a big one! Right, let's get it out. You hold on to the yam and I'll hold on to you, when I count to three we pull!

One ... two... three... pull!

The agricultural officer holds on to the old man and the old man holds on to the yam and they pull and pull, while Letme watches but nothing happens!

Tryto *(Breathless)* It's no good. It didn't even move. What on earth can we do?

Knowhow *(Groaning)* It certainly is a tough one Tryto. I've never seen one like this in my whole career!

Letme Why don't we....?

Tryto *(Interrupting her again)* I think I'll go and ask the chief. He usually knows what to do.

He rushes off leaving Letme and Mr. Knowhow standing in the garden.

After a few minutes he comes back with the chief.

Tryto You see chief, we have been trying to harvest this enormous yam, but so far we haven't had any luck at all. Do you think you can give us some advice?

- Chief** I should think so! I've been chief of this village for nearly forty years. I didn't get to be chief for nothing you know! I was harvesting yams before you people were even born!
- Tryto** Here it is.
- Chief** My! What a big one. What I suggest is that you hold on to the yam the agricultural officer can hold on to you and I'll hold on to him. Letme, you stand over there. This is men's work!
- The chief holds onto the agricultural officer, who holds on to the old man and the old man holds on to the yam.*
- Chief** OK. After three, we pull! One.... Two... three... PULL!
- They all pull as hard as they can! They sweat as they struggle with the yam until the old man loses his grip and they all fall over. The yam has not moved!*
- Letme** Tryto, Don't you think if we all....?
- Tryto** *(Interrupting her again)* I know, Let's call the pastor. He's bound to be able to help. Letme, go and get the pastor.
- Letme goes off to get the pastor and after a minute they come back together.*
- Rev. Blessu** Good morning my friends. God bless you all. You look as if you have been working all night! What is the problem?
- Tryto** It's my yam, Pastor. We have all tried to get it out of the ground but we just can't shift it. We're all getting hungry too! Is there anything you can do to help?
- Rev. Blessu** Of course there is. Didn't I say in my sermon last Sunday that we must all work together in this community? My neighbour's problem is my problem! Now let's see what we can do!
- He looks at the yam and scratches his head. Then he blesses himself.*
- Rev. Blessu** It certainly is a big one! I think if Tryto holds on to the yam, the agricultural officer holds on to Tryto and the chief holds on to the agricultural officer, I could hold onto the chief and we can pull it up together.
- They take up their positions as the pastor has said.*
- Rev. Blessu** But wait! Before we start we should have a word of prayer.
- They all bow their heads and pray silently.*
- Rev. Blessu** Amen. Right, everybody ready? I'll count to three then we all pull together. One... Two ... Three ... Pull!
- They all pull and pull, groaning and moaning, but nothing happens. The yam is still firmly in the ground.*
- Tryto** *(panting)* It's no good – it won't budge!
- Letme** Have you thought of digging around the outside of the yam a little to make the soil loose? That might make it easier to pull up!
- Tryto** Well I suppose we could try that – where's your hoe woman?
- Letme fetches her hoe and digs around the yam.*

- Tryto** You might as well help pull since you seem to know so much about harvesting yams!
- Once again, they all get into position. This time Letme holds on to the Pastor and they all pull at once. The yam moves a little bit so they all fall over backwards in a heap, but the yam is still in the ground.*
- Pastor** Good try Letme! But it didn't work! What do we do now?
- Scene 4 Success at Last!**
- They are all still standing in the garden scratching their heads when some school children pass by on their way home from school. One little boy stops to watch and listen.*
- Will Help** What's the matter?
- Letme** It's this yam – we've been trying all morning to harvest it but we just can't get it out of the ground.
- Will Help** I can help if you like! Let's have another go!
- Chief** Will, I don't think you're going to be much use! If all of us adults can't shift this yam then a little boy like yourself is hardly going to be able to!
- Will Help** Please. At least let me try!
- Knowhow** Well I suppose we could try!
- The old man takes hold of the yam, the agricultural officer takes hold of the old man, the chief takes hold of the agricultural officer, the pastor takes hold of the chief, Letme takes hold of the pastor and the little boy takes hold of Letme. They all pull.*
- Nothing happens!*
- Will Help** Don't worry I'll go and get my little sister!
- He runs off.*
- Tryto** His little sister? He's crazy! She's in kindy! How can a kindy child pull up this enormous yam when all of us have failed?
- Will comes running back holding his little sister's hand.*
- Will Help** This is Icandoit. She'll help as well. Let's have another try!
- Letme** *(Gently)* Will, she's so little. She won't be able to help us!
- Icandoit** *(Jumping up and down)* Me try, Me try, Me try!
- Tryto** Oh all right then, just one last try. But after that we give up and have kumara for supper.
- They get into position again. At the end of the line, Icandoit takes hold of her brother.*
- Will Help** Right! After three. One... two... three.... pull.
- They all pull and the enormous yam slides out of the ground. They all fall over backwards laughing and then jump up and shake hands with each other.*
- Tryto lifts Icandoit up onto his shoulders and Letme lifts the yam up onto her shoulders and they all walk back towards the village, laughing happily.*



Tryto *(Laughing)* I would not have believed it if I had not seen it with my own eyes!

Letme Me too! Who would ever have believed the smallest person in the whole village could pull up such an enormous yam!

Who wants yam for supper tonight?

All Together Me!

Comprehension

Here is a list of events in the story. They are not in the correct order.

Rewrite them in the order that they occurred in the story.

Read all the sentences through carefully before you make your decision.

1. The old man's wife and the agricultural officer wait in the yam garden while the old man goes to get the chief.
2. The old man waters and weeds the yam garden everyday until the yams grow huge.
3. The schoolboy goes to get his little sister to help pull up the enormous yam.
4. The old man's wife is sent to ask the pastor for help.
5. The yam comes out of the ground and everyone falls over backwards.
6. The old man and his wife plant yam cuttings in their garden.
7. The old man, the agricultural officer, the old man's wife, the village chief, and the pastor try, but fail, to pull the yam out of the ground together.
8. The agricultural officer and the old man try to pull the yam out of the ground while the old man's wife watches.
9. The old man cannot pull up the very big yam so he goes to ask the agricultural officer for advice.
10. A little girl, from the village kindly joins the team of people trying to pull the yam.

Language Study

Complete the passage on the following page by adding adjectives in the blank spaces. Write the completed text in your exercise book.

Do you think the adjectives make the text more interesting?

One (1)_____ day, an old man and his (2)_____ wife went to the bush to make a (3)_____ garden to plant yams.

The yams were from South Malaita. These were the (4)_____ yams in all Solomon Islands.

After (5)_____ months the yams were ready to be harvested.

The old man went to the garden to harvest a yam for supper. He chose the (6)_____ yam. He tried to pull it out of the ground but he couldn't.

No matter how hard the (7)_____ man tried, he just couldn't shift the (8)_____ yam.

All sorts of people came to help. The (9)_____ Agricultural Officer, the (10)_____ Chief, the (11)_____ Pastor, and a (12)_____ school boy

It wasn't until a (13)_____ girl from the kindy came to help that they finally managed to pull it up.

Handwriting

Copy the passage in your best handwriting into your exercise book.

Remember to look carefully at your work. When you have finished compare your writing with the writing here. How does your writing compare to this passage?

Speaking Out Against Evil

In Germany, the Nazis came for the Communists,
and I didn't speak up because I wasn't a Communist.
Then they came for the Jews
and I didn't speak up because I wasn't a Jew.
Then they came for the Trade Unionists
and I didn't speak up because I wasn't a Trade Unionist.
Then they came for the Catholics
and I didn't speak up because I wasn't a Catholic.
Then they came for me and, by that time,
there was no one left to speak up for me!

by Rev. Martin Niemöller, 1945

Oral and Writing

In your group, you will read through today's play script again.

First choose who will play each character.



You do not need to learn the lines but you must practise reading the script so that you are familiar with it.

You have to try to become the character you read. You have to use your voice well and act out the movements too.

You will need a narrator too, who will read the parts of the text in purple print.

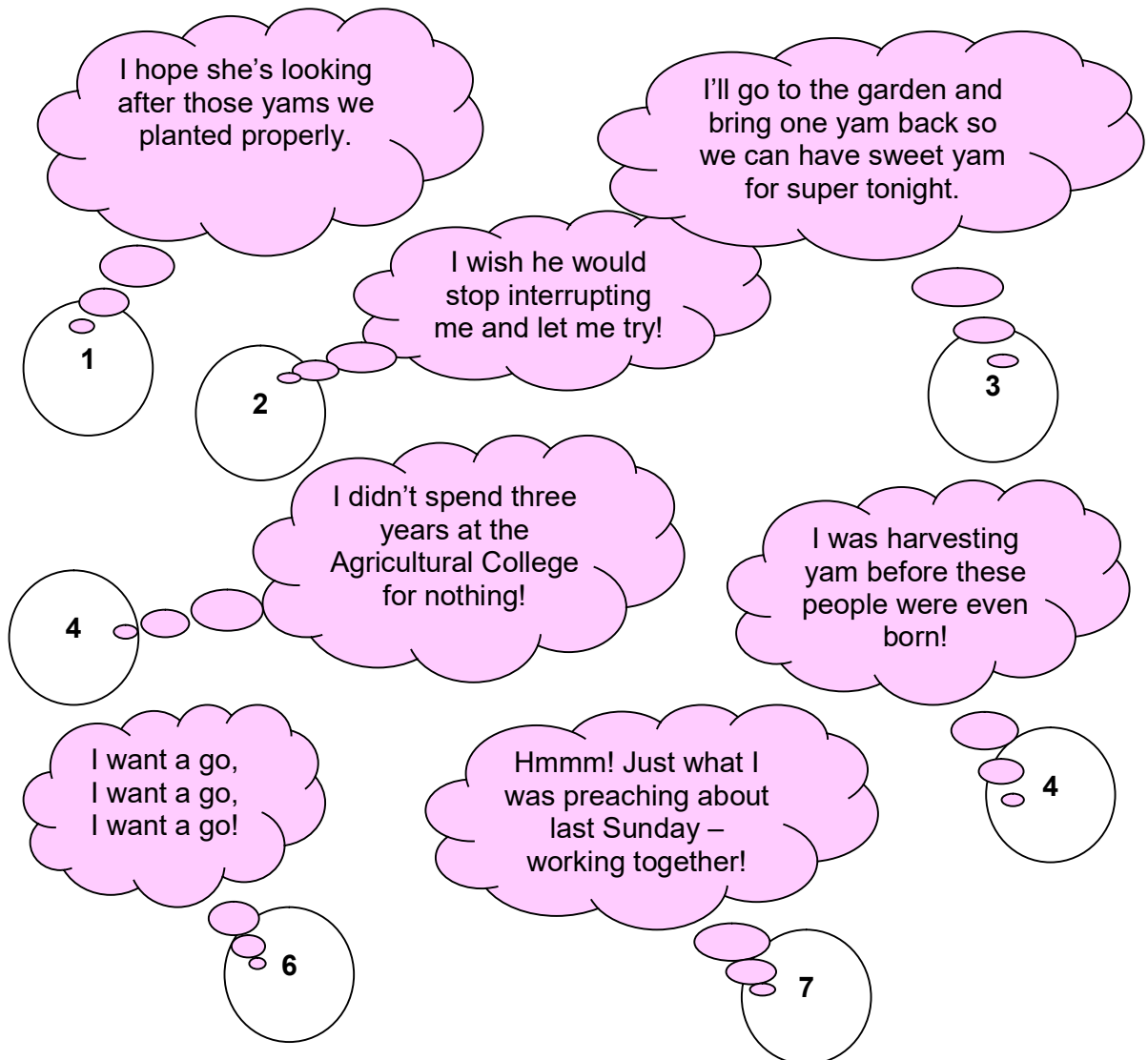
Your group will perform the play to the rest of the class in the next two days.

Reading

Read The Enormous Yam play script through again. Think about the characters. Look at the characters names. Why are the characters called by these names? Do you think they suit them?

Comprehension

Below are the thoughts of some of the characters during the play. In your exercise book, draw the clouds and decide which character goes with each thought. You could draw the character as well as writing down who it is.



Language Study

Complete the sentences on the next page by adding adverbs.

Remember that an adverb tells you more about the verb.

When you have finished, read the sentences aloud to your partner. Do your adverbs make them sound more interesting?

1. One morning an old man and his wife walked _____ to the garden so they could start work before the sun got too hot.
2. In the garden the old man and his wife worked _____ together.
3. It didn't take them long to _____ plant all the yam cuttings.
4. After six months of _____ watering and weeding the yam garden, the yams grew _____ and were ready to be harvested.
5. The old man went to the garden to harvest a yam for super. He _____ chose the biggest yam and tried to pull it up.
6. Although he pulled _____ he couldn't pull it out of the ground.
7. The exhausted old man looked _____ around to find someone to help him.

Spelling

This exercise will check if you know your spelling words for this week. Read each sentence below and then write the spelling word that it describes. Make sure you number all your words correctly. Do not look back at your spelling list. This is an assessment.

1. Another way of writing 12 o'clock at night.
2. A word which means not using any force.
3. We should always use a ruler when we do this.
4. This kind of flight takes us from Solomon Islands to Australia.
5. Another way of saying 'not to believe'.
6. Someone who doesn't smoke is known as this.
7. To take away someone's gun.
8. To make a guess that is too low.
9. This means bad luck.
10. Another word for not getting the meaning of something properly.

Oral and Writing

Prepare to perform your play The Enormous Yam **to the rest of the class.**

Practice your lines (the words you speak) **as well as your** actions (the things you do).

After all the plays have been performed discuss them with the class.

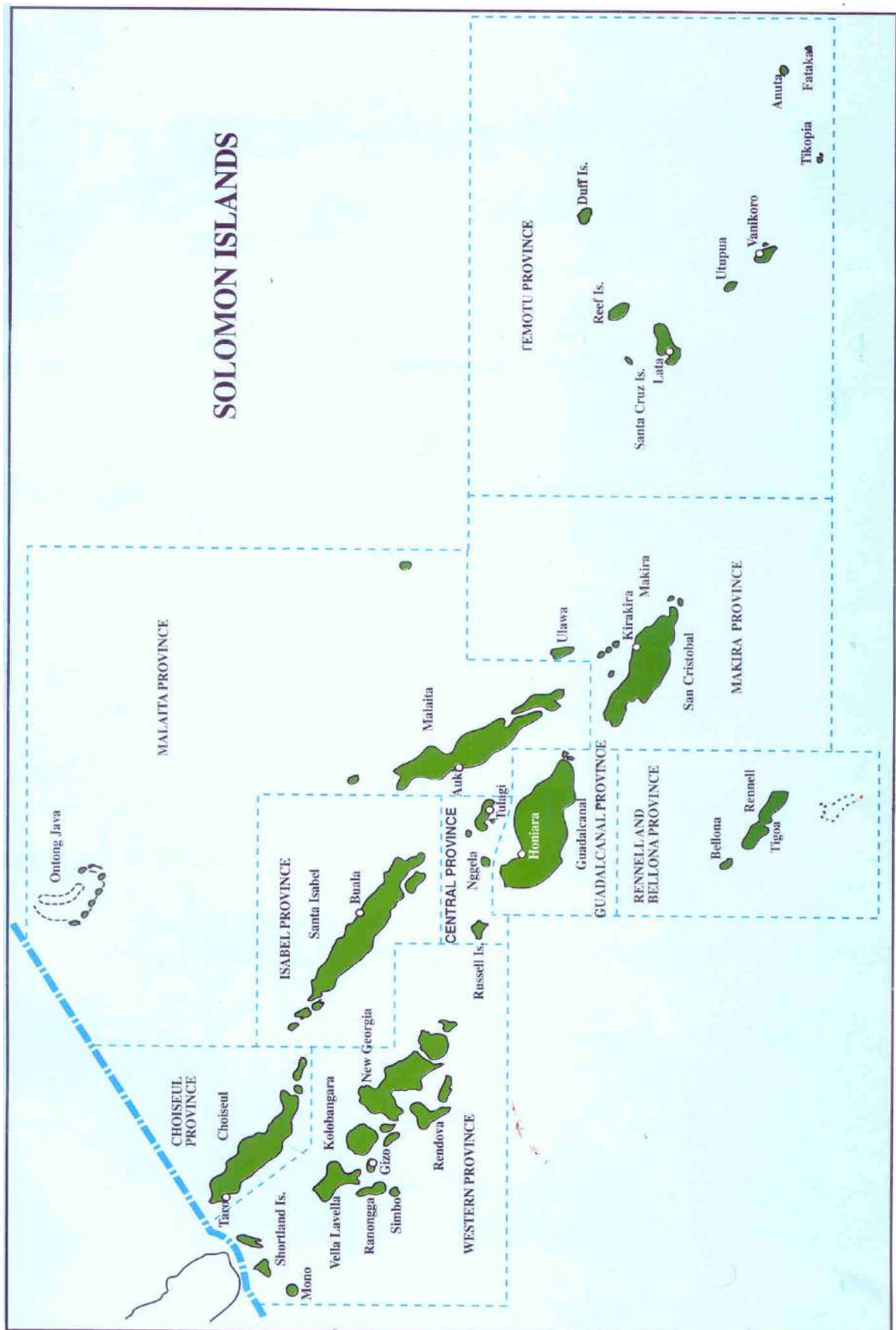
Decide which characters you liked best. Did different groups present the same characters in different ways?

Which group's play did you like best? Why?

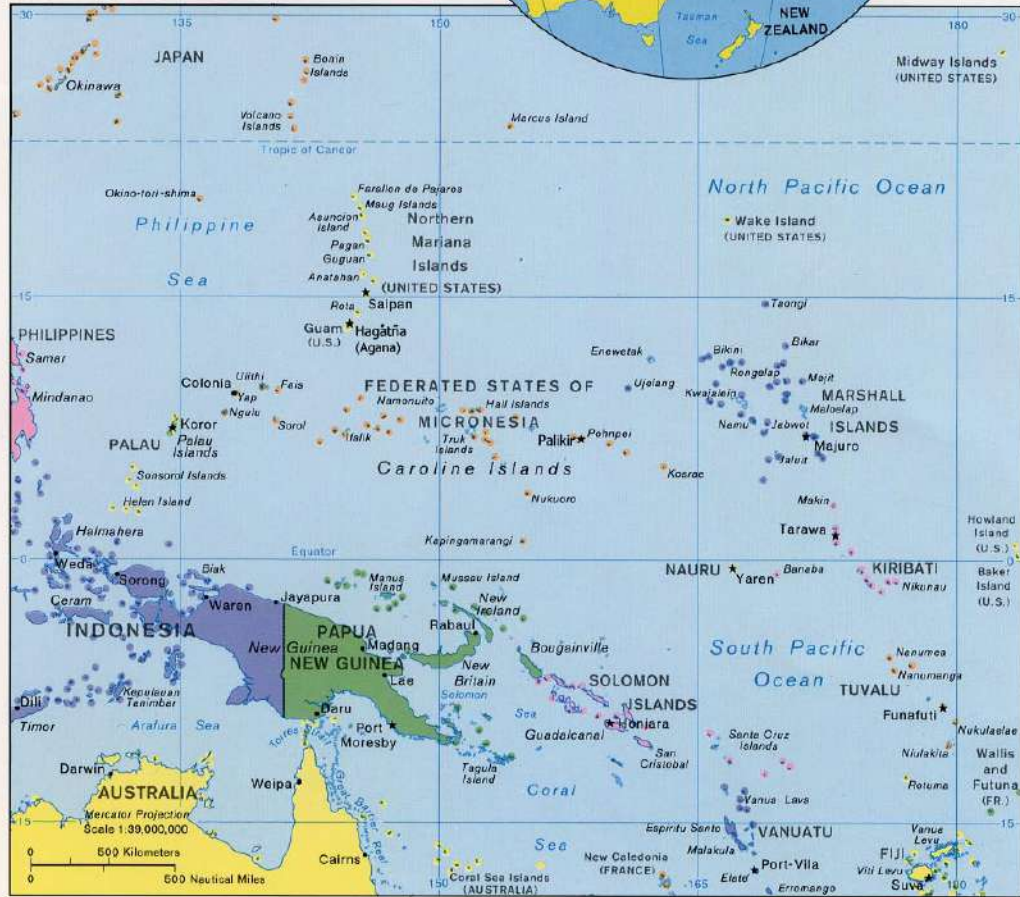
Which was funniest? Why?

What did you learn by watching the other groups perform the play for you?

What do **you think about presenting a story as a play?**



West Pacific Islands



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Nguzu Nguzu English

Standard 6