

Nguzu Nguzu English

Pupil's Book 1



Standard 6

First Edition 2005

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Curriculum Development Centre

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Solomon Islands



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Standard 6

Pupil's Book 1

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

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Pupil's Book 1

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Reading – Poor Milton

Read the narrative in the reader called Poor Milton by Lionel Damola. It is about a boy called Milton who likes a girl in his class called Jenna.

Study the key words before and after reading.

Comprehension

Answer these questions in your exercise book.

1. Why do you think the author wrote this story?
2. In one or two sentences, explain the key message of this narrative.
3. List the things Milton did to try to impress Jenna.

Before you answer question 4, read some of the things that Jenna said to Milton again:

“Goodness me! You’ve been chewing a lot of betel nut!”

“What’s that funny smell? Haven’t you washed your T-shirt this week?”

“You look nice! All you need now is to comb that long, bushy hair ...”

4. Do you think Jenna is a kind and thoughtful person? Give reasons for your answer.

Language Study

Adverbs are words that tell us more about verbs. Adverbs tell how something is done. For example:

Larry walks **quickly**. She opened the door **slowly**. Anna sang **beautifully**.

Complete each sentence by adding a suitable adverb from the box. Write the sentences in your exercise book.

1. There were no clouds last night so the moon shone _____.
2. When our team scored the winning goal we shouted _____ to support them.
3. The hungry dog ate _____.
4. The stranger walked _____ over the sharp stones.
5. The lost child had been thirsty for two days so she searched _____ for water to drink.
6. The angry child _____ interrupted his parents.

desperately
brightly
greedily
rudely
carefully
loudly

Spelling

Study the spelling words for this week. Copy them into your exercise book. Make sure you can say the words correctly and understand their meaning.

Use Look, Cover, Remember, Write and Check (LCRWC) to learn to spell the words. You will be tested on these words at the end of the week.

aeroplane	ship
town	forest
diagram	men
auntie	teeth
afternoon	evening

Use the clues below to complete each word. Write the words in your exercise book.

- The part of the day between sunset and nightfall. _ v _ n _ _ g
- A large urban area. _ o _ n
- Your mother's sister. _ u _ t _ e
- An area of land thickly covered with trees. f _ _ e _ t
- Adult male human beings. _ e _
- A means of transport between islands and countries. _ e r o _ _ _ _ _
- Used for chewing and biting. t _ _ t _
- A large boat for passengers or cargo. _ _ i p
- The time of the day between noon and sunset. a _ _ _ _ _ o o _
- A drawing that explains something. _ i _ _ _ a m

Oral and Writing

Poor Milton is a story with a message for the reader. The author uses the story to teach that personal hygiene is important.

Today you are going to plan a story with a message.

You can make up your own story or you can choose to retell a story, such as a custom story, that you already know.

You might like to use one of these ideas for the lesson you want to teach.

- People should be kind to each other.
- Exercise is good for you.
- Everyone should eat a balanced diet.
- ☐ ating too much sugar rots your teeth.
- Wash your hands before meals.
- Smoking can lead to serious illness.

The narrative framework on the next page will help you to plan your story.

Copy the framework into your exercise book. Use it to write down your ideas before you begin to write your first draft. Try to include something in every box.

Planning Framework for a Narrative	
Title	
Author	
Orientation Who? When? Where? Introduce the characters and describe the setting.	
Sequence of Events What will happen in your story? Develop the characters and describe events.	
Complication What crisis or problem happens in your story? How do the characters try to solve the problem?	
Resolution How does the story end? Include your message or lesson here.	

Reading and Discussion

Today's text is another narrative with a message. Think about the message as you read.

The Search for the Mirror of Truth

retold by Alison Blaylock

Key Words

pale, puffy, staring, fetch, dawn, strain, loyal, at last

When he was prince, he had been a fit, healthy young man. But when he became king, he grew fat and lazy. He had huge meals and always ate two servings of everything he liked. He never walked when he could ride in his carriage. In fact he never took any exercise at all because he had plenty of servants to fetch and carry things for him. He was a happy, jolly man until one day something happened to upset him. He looked in the mirror!

"Who is that great fat man staring at me in the mirror?" he asked himself crossly. He did not like what he saw!

"It's me!" he realised with a shock. "That huge flabby face, those bulging cheeks, those dark bags under the eyes, and three chins! That's me!"

He looked in a different mirror, a full length one this time. This time he saw a man who was bursting out of his trousers. His legs were like giant tree trunks. His belly hung low over the top of his belt, wobbling from side to side as he moved. His royal shirt was stretched tightly across his huge stomach and the buttons were nearly popping off under the strain.

The king just did not want to believe what he saw.



"Quick!" he ordered his servants. "There's something wrong with my mirror, I don't like the look of this one at all! Find me another one!"

The King tried every mirror in the palace, but in each one he looked the same. Not wanting to face the truth, he called for his most loyal servant and asked him, "Am I really that fat?"

The servant, who had served the king since he was a young prince and loved him dearly, thought for a moment. Then he said to the King,

"No, Your Majesty. To my eyes you look as fit and handsome as always. There must be something wrong with your mirrors. What you need is the Mirror of Truth. My grandmother told me about it long ago. It's a magic mirror, for it is the only mirror in which you can see yourself as you really are."

"Good," said the King. "Go and fetch me that mirror."

"I am afraid it is not as easy as that," said the servant. "For the magic to work you must fetch it yourself, Your Majesty."

"Really?" said the King. "Oh well, I'll go in my carriage."

"Ah," said the faithful servant, "My grandmother said that you can only find the magic mirror if you fetch it on foot."

"You mean walking?" said the King. The servant smiled and nodded.

"All right," said the King, looking a little unsure. "We will go after I've had a nice big lunch."

"Ah," said the servant again. "The magic mirror can only be found very early in the morning when the sun has just risen."

"But I'm still asleep then," moaned the King.

"I will wake you, Your Majesty. There are some magic exercises we must do before we set out. Then we are sure to find the Mirror of Truth."



The next day the servant woke the King at dawn, and showed him the magic exercises, which included touching his toes. The King was surprised. He hadn't seen his toes for many years. Then, together, they went off walking over the hills in search of the mirror.

Although they walked for many miles, they did not find the mirror that day. The King was not happy, but he trusted his servant so he agreed to try again the next day. Again they rose early, exercised and walked across the hills for many miles, but again they could not find the magic mirror.

The next day they did the same. Then the next day, and again on the next day. Still they found no mirror. For six months they searched. The king and his servant together, walking every hill and valley of the kingdom.

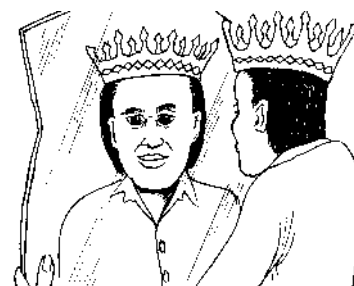
By now the king had become fit and healthy again, his arms and legs were strong and his body was slim and muscular. The servant knew that the time had come to find the magic mirror. Early one morning as they walked, the King saw something lying in the grass. It shone brightly in the morning sun. It was a mirror!

"Your Majesty," said his servant in a very serious voice. "At last, I believe we have found the Mirror of Truth."

The King picked it up with trembling fingers and looked into it. What a healthy and handsome face he saw.

Gone was the pale, flabby skin and tired eyes. Gone were the three chins and the huge puffy cheeks. What he saw was a fine, healthy face and a tall, fit and healthy looking body. The overweight man he had seen in the mirror was gone.

"Surely this must be the Mirror of Truth," he said to himself, happily.



His servant said nothing. He was happy that the king had found himself again. When he looked at the King he saw someone who was not only fit and strong, but also a little bit wiser than before!

Comprehension

Is it really a Mirror of Truth that the King and his faithful servant are looking for?

In one sentence, write down the key message or lesson that you think this story is trying to teach you.

Copy the narrative framework below into your exercise book.

Narrative Framework	
Orientation	
Sequence of Events	
Complication	
Resolution	

Now write the sentences below in the correct box of the framework. You can work with a partner to complete this activity.

1. The servant told the king that his grandmother knew of a magic mirror.
2. The King tried lots of different mirrors.
3. The King just did not want to believe what he saw.
4. The young prince was a fit, healthy young man.
5. For six months they searched.
6. The servant decided the King was fit and healthy and a bit wiser.
7. The King saw a mirror lying in the grass.
8. The King asked his servant if he was really very fat.
9. When he became King, he became unfit and overweight.
10. The servant showed the King the magic exercises and they set off to find the magic mirror.

Language Study

Adjectives are words that describe people, places and things.

Write the following sentences in your exercise book and underline the adjectives. Some sentences have more than one.

1. The angry man told us to get out of his way.
2. The young prince was a fit and handsome soldier.
3. The King's faithful servant was a smart man.
4. I saw an overweight man sitting in his office yesterday.

5. By the time the King found the Mirror of Truth, he was healthy and strong.
6. The long search for the Mirror of Truth lasted six months.
7. Most students were happy with their huge meals.
8. The King and his servant did magic exercises before walking many miles across the hills.

Handwriting

Read the passage below. Copy it into your exercise book in your best joined-up writing. Always check that:

- Your slope lines run the same way;
- Your letters are equal in size;
- The spacing between letters and words are equal.

Exercise keeps the body in good working order. It keeps the joints flexible and muscles strong. It helps people to maintain a healthy body weight and keeps the heart and blood vessels in good working order.

Exercise can make the body feel tired, so we are able to sleep well and get the rest we need.

Exercise, recreation, sport, rest and good food are all essential for a healthy life. They are necessary for our physical fitness and mental health.

Oral and Writing

Look at the plan for a narrative that you wrote yesterday. Use it to help you to write the first draft of your narrative. Change your short notes into sentences as you write your draft.

When you have finished writing your draft, proofread and edit it. These questions will help you:

1. Do you think your message is clear?
2. Are your characters realistic and interesting?
3. Does the beginning of the story, introduce the characters and the setting?
4. What is the complication (problem)?
5. Have you written a series of events in which the characters try to solve the problem?
6. Is the problem resolved at the end of the story?

Reading

Today's reading is another narrative with a message. As you read it, try to think about what lesson the author might want you to learn from the story.

Weakness or Strength?

Anonymous

Key Words

despite, devastating, tournament, opponent, impatient, deftly, intervened, instantly, insisted, champion

Sometimes a person's biggest weakness can become his or her biggest strength. This is the story of Albert, a ten-year-old boy who decided to study Judo despite the fact that he had lost his left arm in a devastating car accident.

Albert began lessons with an old Japanese Judo Master. He was doing well, so he couldn't understand why, after three months of training the Master had taught him only one move.

"Master," Albert finally said, politely. "Shouldn't I be learning more moves?"

"This is the only move you know, but this is the only move you'll ever need to know," his Master replied.

Not quite understanding, but believing in his teacher, Albert kept training.

Several months later, the Master took Albert to his first tournament. Surprising himself, Albert easily won his first two matches. The third match proved to be more difficult, but after some time, his opponent became impatient and charged; Albert deftly used his one move to win the match. Still amazed by his success, Albert was now in the finals.

This time, his opponent was bigger, stronger, and more experienced. For a while, Albert appeared to be overmatched. Concerned that Albert might get hurt, the referee called a time-out. The referee was about to stop the match when Albert's Master intervened.

"No," he insisted. "Let him continue."

Soon after the match resumed, Albert's opponent made a critical mistake: he dropped his guard. Instantly, Albert used his move to pin him. Albert had won the match and the tournament. He was the champion.

On the way home, Albert and his Master reviewed every move in each and every match. Then Albert summoned the courage to ask what was really on his mind.

"Master, how did I win the tournament with only one move?"

"You won for two reasons," his master answered. "First, you've almost mastered one of the most difficult throws in all of Judo. And second, the only known defence for that move is for your opponent to grab your left arm."

Now, Albert's biggest weakness had become his biggest strength.



Comprehension

1. Albert had lost his left arm, but in the story he was able to learn Judo and beat his opponents. Why do you think the author wrote this story?

In one sentence, write what you think the writer is trying to teach you through the story of Albert.

2. Read the paragraph below again silently. Rewrite it in your own words in your exercise book.

"This time, his opponent was bigger, stronger, and more experienced. For a while, Albert appeared to be overmatched. Concerned that Albert might get hurt, the referee called a time-out. The referee was about to stop the match when Albert's Master intervened."

Language Study

Choose the correct verb to complete each sentence. Write the sentences in your exercise book and underline the verb you have used.

1. Albert (study, studies) Judo.
2. He (train, trains) every week.
3. All schools (teaches, teach) Maths and English.
4. The people (learn, learns) how to organise tournaments.
5. The old man (knows, know) how to practice Judo.
6. I will (show, shows) you where the match will be played.
7. The Judo master (said, says) that Albert (won, wins) for two reasons.

Spelling

Irregular Plurals

Most nouns just add an -s to make their plural. Some plurals can be made by changing the vowels in a noun.

Rewrite these sentences, changing the words in bold into plural form.

1. The **woman** drowned in the sea.
2. The **policeman** caught the robber.
3. I hurt my **foot** yesterday.
4. He shot the **goose** flying above us.

Oral and Writing

Proofread and edit the narrative you wrote yesterday. Here are some suggestions to help you:

- Can you add **adverbs** to describe some of the verbs you have used? Here are some suggestions. You will be able to think of others.

angrily wearily slowly steadily lazily sadly hungrily

- Can you add some **adjectives** to describe some of the nouns in your story? Here are some you could use:

shady

beautiful

peaceful

giant

enormous

gentle

exhausted

funny

- Do the **verbs and subjects agree** in number in each sentence?

When you are happy with what you have written in your story, check your spelling and punctuation carefully too.

Reading

The Argument is a narrative based on a story told by a famous Greek storyteller called Aesop, more than two thousand years ago.

Study the key words. Make sure you can say them correctly and that you know their meaning.

The Argument

adapted from an Aesop's Fable

Key Words

content, grumble, quarrel, gums, worn out, heated, lazy, feeble

A body is made up of many parts, and they all work together, but it has not always been like that. Once, long ago, the parts of the body did not work well together at all. Each part had a will and a voice of its own.



One day the parts of the body began to complain about the stomach. "What does he do all day?" said the hands. "We work for our living, but he's lazy. He just lies there while we give him everything he needs to eat."

"Quite true," said the feet. "He's a lazy good-for-nothing! He just sits there all day while we have to walk miles carrying his great weight around."

"What about us?" interrupted the teeth. "We are worn out with chewing food, just so that he can feel full."

"Wait a minute!" called the stomach, trying to defend himself, but the rest of the body was not listening. Every part had joined in with the heated discussion and they were all shouting at once.

"We have had enough," said the hands, waving about angrily.

"So have we," stamped the feet.

"And us," snapped the teeth.

The other parts of the body agreed. They decided that they would have nothing more to do with the stomach. The feet would not walk the stomach anywhere, the hands would not carry food to the mouth, the mouth would not take food in, and the teeth would not chew it. Each part of the body agreed to have nothing to do with the lazy stomach.

They set about their plan. They had not been at it for long, however, before they began to feel very weak. The feet dragged slowly along the ground, the hands could hardly hold a pen and the teeth felt loose and shaky in the gums. "What's wrong? What's wrong?" they all asked.

Now it was stomach's turn to speak. By this time it was feeling feeble and hungry too.

"I can tell you what's wrong, my friends," explained the stomach, gently.

"It is true, I can do nothing without you. But I too have my job to do and I do it without complaining. Everyday I work hard on the food you send me. I take all the goodness from it and pass it into the blood which makes you all feel fit and healthy."

"How do you feel without me? The truth is that we cannot manage without each other. We only feel good if we work together and everyone has to do their part."

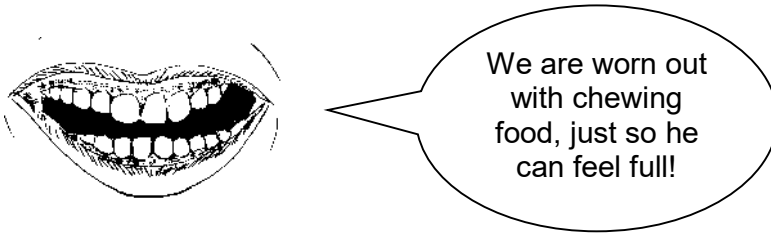
The parts of the body then realised their mistake. Since then they have worked together very well.

Every now and then you might notice that one part of the body will have a grumble, a tooth will ache or you may feel a pain in the stomach. This is just to remind the body that it has not completely forgotten the argument.

Comprehension

In the story, the parts of the body complain about having to do their jobs.

Read the story again. Draw a picture of each of the characters and write in a speech bubble what each refused to do. There is an example below using the teeth to show you what to do.



Language Study

Adverbs add meaning to verbs. Some adverbs are stronger than others. Look at this sentence. Which adverb is strongest?

The teeth interrupted **crossly/angrily/furiously**

Furiously is stronger than crossly or angrily.

Choose the strongest adverb to complete each sentence.

1. The angry man stared _____ (crossly, furiously) at the broken window.
2. I knew I was late so I ran _____ (quickly, steadily) to school.
3. We tried _____ (desperately, hard) to get the attention of the passing ship.
4. The soldier fought _____ (strongly, powerfully) during the battle.
5. The pupils talked _____ (happily, excitedly) when they heard about the dance.

Spelling

Copy the word list below into your exercise book and write the plural of each word next to it. Some of the words are from this week's spelling list. Underline these words once you have finished writing the list.

- | | | | |
|-----------|-----------|---------------|---------------|
| 1. day | 5. friend | 9. accident | 13. theatre |
| 2. minute | 6. town | 10. aeroplane | 14. crocodile |
| 3. hand | 7. mirror | 11. referee | 15. committee |
| 4. mouth | 8. ship | 12. biscuit | 16. afternoon |

Oral and Writing

Complete the punctuation activity before you write your final draft. This will help you to punctuate your story correctly.

Copy the passage below into your exercise book adding capital letters and full stops in the correct places.

the other parts of the body agreed they all decided that they
would have nothing more to do with the stomach they set about
their plan before long they began to feel very weak

Now use the checklist to go through your story again before writing your final draft.

- Have you added adverbs and adjectives to make your writing interesting?
- Do the verbs and subjects agree?
- Does each of your paragraphs begin with a new idea?
- Is your story strong and interesting?
- Is your story all written in the past tense? Check all the verbs.
- Check the punctuation (full stops, capital letters, commas, speech marks).

When you are satisfied, write your final draft neatly in your exercise book.

Remember that, at this stage in the writing process, handwriting is important!

Reading

Today's text is an imaginary recount. The author has written it to tell about something important she learned at school.

As you read, try to think about the key message the author wants to get across.

Not Him Again!

Alison Blaylock

Key Words

competitive, taunted, hopeless, tormentors, a dead loss, over the moon, ambition

"Oh no! Not him again!" shouted Billy, the team captain. "We had him in the team last week, Mr. Wale. He's hopeless."

The other members of the team joined in.

"Yeah, he can't even kick the ball!"

"Can't even see it, more like it!"

"You know why? He's got two left feet!" Everyone laughed.

"That's enough," Mr. Wale warned my tormentors. They would stop making the comments now, but Mr. Wale wasn't always there to protect me.

Imagine how I felt standing there alone beside the football field with all my classmates laughing at me. I felt so embarrassed and I just wanted to run away and hide.



Mr. Wale insisted that everyone in the class had to join in with the football game. It was one of the school rules. So I had to spend the rest of the afternoon pretending to run around after the ball in the hot sun, while the rest of the team taunted me.

"Come on," they shouted, whenever the ball came near me. "Kick it, you dumb!"

Billy was the worst. He was very competitive and wanted his team to win every game. He was also really good at football. He had played in the under-twelves team for the province and wanted to play professionally when he grew up.

"Come on you useless lump of jelly!" he shouted whenever he came near me on the field. "If we lose because of you, I'll never forgive you!"

I wanted to cry, but managed to stop myself. They would have laughed at me even more then!

We lost! At the end of that awful game Billy came up to me and pushed his face right into mine. "Well done, David Beckham!" he said. "That was all your fault!"

After that they all started to call me David Beckham as a joke. This just made me feel worse and worse. I used to feel sick in my stomach every Wednesday when we had football. I even tried pretending to be ill so that I wouldn't have to go to school.

What they said was true, of course. I was hopeless at football. But I was good at other things, and one day something happened to change the way I felt about everything.

I was just leaving school to go home when I heard a funny noise from inside the classroom. Stopping to look in the door, I was amazed to see Billy sitting alone at one of the desks with his head in his hands, crying. Billy, the tough guy of the football field, crying? I couldn't believe it!

My first thought was to just leave him there because he'd been so unkind to me, but I could see he was very upset so I decided to see what was wrong.

"What's up, Billy?" I asked gently.

"What do you care, Beckham?" he replied, looking at me angrily through his tears.

But then his tone changed. "It's my maths," he confessed. "I got three out of 20 for my maths test this week and my dad says he's going to whip me if I don't pass the Standard 6 Exam!"

The exam was just two months away and everybody had been studying hard with extra classes, and lots of homework. As I looked at Billy sitting there with tears on his face I understood exactly how he felt. It was true he wasn't very good at maths. I knew just what it was like to be hopeless at something, but I was good at maths.

"Let me help you," I said, almost without thinking. "I understand that topic and I can go through it with you if you like."

"Would you really?" asked Billy, surprised.

So I sat down and carefully explained the maths to him. I showed him where he was going wrong and helped him to do some of the test questions again until he got them right.

"You're really good at this," smiled Billy, as he began to understand the problems that had been so difficult for him before.



Over the next few weeks Billy started to come to me each afternoon with his maths revision. He asked me about anything that he didn't understand and I found it easy to explain it to him. I felt good about being able to help him too. It made me realise that although I was a dead loss at football, I was not a dead loss at everything else!

One day Billy said to me, "Hey, Josh!" (He had stopped calling me David Beckham by then.) "You should become a teacher! You are so good at explaining things!"

I was over the moon! My secret ambition was to pass the standard 6 exams and go on to secondary school so that I could become a teacher. Here was someone who really believed I could do it!

You can probably guess how things turned out. Billy did pass the standard 6 exams (just), but he dropped out of secondary school to train full time and became a professional footballer. I went right through secondary school and I'm now studying to become a teacher.

I have never forgotten Billy though. He put me through some difficult times at primary school, but I think we learned a lot from each other in the end.

Comprehension

Exercise A

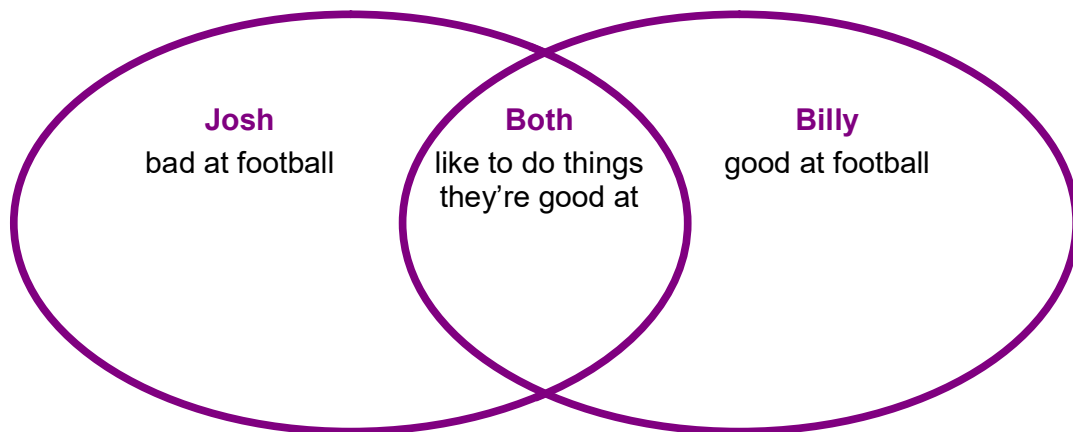
Find each of the phrases below in the text. Discuss with the class what you think the author means by each one:

- 'I think we learned a lot from each other ...'
- 'Almost without thinking ...'
- 'I knew just what it was like to be hopeless at something.'

Exercise B

Read the text again and answer these questions in your book.

1. Describe how Josh felt when the others didn't want him in their team.
2. Why did Billy cry?
3. What were some of the things that Josh did to help Billy?
4. In what ways are Billy and Josh different? In what ways are they the same? Copy this Venn diagram into your book and add your ideas about how these two characters are alike and how they are different.



Language Study

Collective Nouns : Exercise A

Copy and complete each sentence with the correct collective noun from the box:

1. A _____ of birds
2. A _____ of bananas
3. A _____ of ships
4. A _____ of people
5. A _____ of football players
6. A _____ of bees
7. A _____ of vehicles
8. A _____ of playing cards
9. A _____ of fish

flock
convoy
pack
shoal
team
bunch
swarm
crowd
fleet

Exercise B

Match a collective noun from the first box with a common noun from the second box. Write them together in your exercise book. The first one has been done for you.

class	swarm	shoal
army	forest	herd
library	bag	litter

bees	books	potatoes
cows	soldiers	fish
pupils	trees	piglets

1. A shoal of fish.

Spelling

Re-arrange the letters in the brackets to form words from this week's spelling list. Write the words in your exercise book, not the complete sentence. Make sure you number the words correctly.

1. Our class visited the airport and saw an (eaeaoenpl).
2. The sun was setting in the (eeingnv) so we all went home.
3. The women cut some firewood in the (storfe).
4. Most people travel to other islands on a (pish).
5. A city is bigger than a (nowt).
6. Most people loose their (ethet) when they grow old.
7. We will play games in the (oneafront) when it is cooler.
8. The (mne) in the village play football every evening.
9. We studied the (ramadig) of a human body in science.
10. I usually go with my (nuteia) to church on Sundays.

Oral and Writing

Today you are going to write a short recount about something that happened to you that taught you an important lesson.

Your recount should include:

An interesting title

A setting

That tells who is involved, where and when it took place.

A sequence of events

In the order in which they happened.

A concluding statement

That tells what you felt about the experience or what you learned from it.

Here is an example of a recount to help you get started:

A Visit to Red Beach

Last Friday, our class went to visit Red Beach. Before we went our teacher told us that it was a place where many Japanese soldiers had died in the war. My friend Jo said that there were ghosts there. I was so terrified I nearly didn't go!

We caught the bus and got off at Foxwood. As we walked through the cocoa plantation I kept imagining the ghosts of Japanese soldiers behind every tree. My heart was racing but I didn't want to show Jo that I was afraid.

We came to a muddy stream and had to cross a small, slippery bridge made from a tree trunk. When I got to the other side I turned around to wait for Jo. I was surprised to see him standing on the other side afraid to step onto the tree trunk in case he fell off. The teacher had to hold his hand and help him across the bridge.

After that I didn't feel so silly being frightened of the ghosts. I realised that everyone is afraid of something!

Reading

Today's text is an explanation, but it also contains a procedure, or set of instructions. Read the text carefully. Use the dictionary to find the meaning of words you do not understand.

Amazing Water Therapy

Anonymous

Key Words

therapy, remarkable, ensure, all-important, dehydrated, symptoms, purifies, digestive

Simply drinking six glasses of water before meals can have an amazing effect on your health. Water therapy can help you avoid sickness, and become healthier.

It is possible that some common diseases can be prevented by this remarkable therapy. You may find that you suffer less from coughs; headaches; joint pains and even high blood pressure.

Instructions

Follow these steps carefully and see for yourself the effects on your health.

1. In the evening, prepare 1.5 litres of clean water. Boil or filter the water to make sure that it is clean.
2. As soon as you get out of bed in the morning, drink five or six glasses of clean water. Do this before you eat anything or even brush your teeth.
3. Do not eat or drink anything else for one hour after you have drunk the water.
4. Repeat the treatment one hour before lunch and one hour before dinner.
5. Get into the habit of drinking 1.5 litres (five or six glasses) of water every day before meals in order to stay healthy and fit.



Explanation

So how does this amazing, but simple therapy work?

If people do not drink enough water they become dehydrated. This is because the body loses water through going to the toilet, sweating and even breathing. People can live for weeks without food but can only survive a few days without water.

When the body is dehydrated, it begins to show pain symptoms such as headaches or joint pain. Sometimes the symptoms are treated with medicines or painkillers. These aren't always necessary though, because the real problem might be simply dehydration, or a lack of water.

When people eat, their blood becomes thicker as it carries the nutrients from food around the body. The blood then draws water from the cells around it. This makes other parts of the body weak and causes illness and pain symptoms.

By drinking a large quantity of water before we eat, we provide the blood with enough water to manage the digestive process. Water helps the blood to pump through the body. Over eighty percent of our blood is made up of water.

Water also purifies the body by allowing it to produce new, fresh blood.

Blood is the most important element in fighting sickness and staying healthy. Water therapy also cleans the kidneys and the colon or large intestine so that nutrients can be more easily absorbed into the body.

The body needs plenty of water to maintain its water balance.



Comprehension

The reader text is written as fact but it is really just the author's opinion. Other people may disagree.

The sentences below are presented as facts but they may not be true. Write them again as opinions using phrases from the box to help you.

The first one has been done for you.

In my view
I believe that
I think that
Some people think that
For some people
In my opinion
Some people believe that
Many people think that

1. Everybody must drink six glasses of water everyday.
2. Smoking is a disgusting habit.
3. Everybody should exercise whether they are young or old.
4. Water therapy is the best way to stay healthy.
5. People should use custom medicine more and rely less on doctors.
6. People have to look after their own health.

1. I think everybody should drink six glasses of water a day.

Language Study

Choose the appropriate conjunction from the box to complete each sentence. Write the sentences in your exercise book.

1. You will not get better _____ you drink plenty of water.
2. I was dehydrated _____ I hadn't had enough to drink.
3. People will die _____ they do not have water to drink.
4. I attended first aid classes _____ I knew exactly what to do.
5. The king walked many miles across the hills _____ he became healthy again.

because
before
so
if
unless
until

Spelling

Study the spelling words for this week. Use any strategy you are familiar with to learn to spell the words.

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

Copy the words carefully into your exercise book.

Write the definition that matches each word from the spelling list next to the word in your exercise book.

zero	tomato
photo	volcano
radio	mosquito
video	window
cargo	hospital

- **Tomato**

a traditional fruit used to paint canoes

a juicy and usually red fruit that can be eaten raw or cooked

a missile used by soldiers in a war

- **Photo**

a picture that is formed by using film and light

the instrument used to take photographs

the drawings you make with pencils on paper

- **Mosquito**

an animal that can destroy food gardens

an annoying person

a small flying insect that sucks the blood of people and animals

- **Video player**

an actor in a movie

a camera for making films

a machine for recording and playing movies

- **Volcano**

an island made of coral

a mountain with an opening at the top, through which hot lava may erupt

a drink made in Solomon Islands

- **Radio**

A means of communication

Sending and receiving messages through letters

An instrument that is used to measure temperature

Oral and Writing

Over the next few days, you are going to work in a group to prepare a short talk. Your talk will be an explanation based on one of the texts you will read over the next few days.

You will also make a diagram or chart to help with your explanation.

Later this week you will present your explanation to the rest of the class.

An explanation, explains how and why things happen as they do. Today you are going to plan your explanation.

Below is an example of a six-box organiser, which is a way of organising information.

Draw one in your book and use it to make notes for your group's explanation.

In your group, read the text that your teacher has given you to study and think of one question for each box of the organiser.

In your talk you will explain the answers to these questions.

Title: Why our Bodies Need Water Write what you are going to explain here	
What does water do for the body? helps to digest food helps blood send nutrients around the body	How does the body lose water? going to the toilet
How much should we drink? When? 1.5 litres per day	What happens if we don't drink enough water? body shows symptoms: pain, headaches, muscle aches
How does the body get water? drinking water	What illnesses can drinking more water help to prevent? headaches, joint pain

Reading

This text is an explanation. Study the key words. Discuss their meaning and use a dictionary to check.

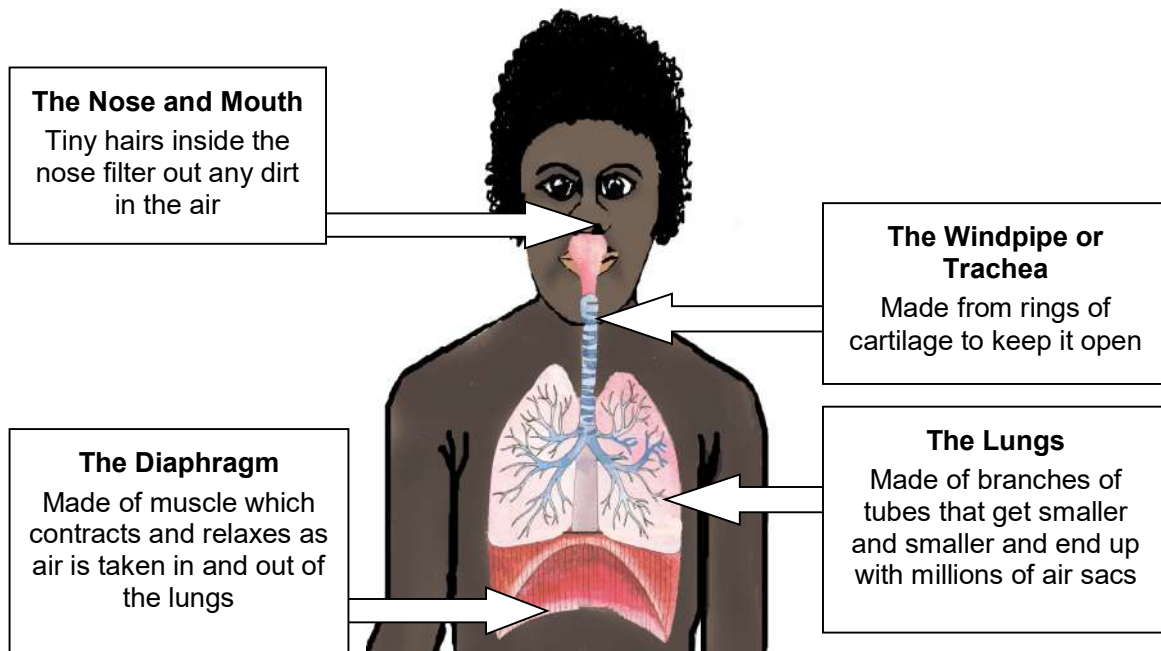
How We Breathe

Lionel Damola

Key Words

respiratory system, inhale, exhale, gases, waste product, system, expel, organs, exchange

The respiratory system is the system of the body that deals with breathing. When we breathe we take air into our bodies. Our bodies take oxygen from the air. We need oxygen to live.



When we inhale, or breathe in through the nose and mouth, we take air down the windpipe into the lungs. This fresh air contains oxygen.

The lungs are the most important organs in the respiratory system. Inside the lungs an exchange of gases takes place. Oxygen is taken out of the air and transferred into the blood to be carried around the body. At the same time carbon dioxide is taken out of the blood and passed into the lungs. Carbon dioxide is a waste product, which the body does not need.

When we exhale, or breathe out, air is forced out of the lungs, up the windpipe and out through the nose and mouth. This stale air contains carbon dioxide.

Another important part of the system is the diaphragm. This is a sheet of muscle, which is found below the lungs. As we breathe in, the diaphragm becomes flat and tight and as we breathe out it relaxes. This process helps the lungs to expel the stale air and draw in fresh air loaded with oxygen.

If the tiny air sacs that make up the lungs are damaged, it is difficult to breathe properly. Damage can be caused by smoking because poisonous tar builds up in the lungs.

When we have a cold or the flu, phlegm builds up in our lungs. These things affect the way the lungs work so that the exchange of gases cannot take place properly.

Breathlessness shows that the body is not getting enough oxygen from the air. The lungs are amazing machines that give the body the oxygen it needs to live.

Comprehension

Read the text again with a partner.

Copy and complete the table below into your exercise book.

Summarise the main ideas and supporting details in each paragraph of the text. The first paragraph's summary has been done for you.

Paragraph	Main Idea	Supporting Details
1	the respiratory system deals with breathing	we breathe to take in air we take oxygen from air
2		
3		
4		
5		
6		

Language Study

Exercise A

Copy and complete the table using the correct tense of each verb.

	Verb	Today Tania	Yesterday she	Tomorrow she
1	to smile	smiles	smiled	will smile
2	to take			
3	to go			
4	to say			
5	to pass			
6	to eat			
7	to do			
8	to know			
9	to build			

Exercise B

Simple verbs consist of just one word. For example:

I **kick** the football every afternoon. I **killed** the rat.

However verbs can also be put together to make **compound verbs**. For example:

That rat **was eating** my food. The truck **could have crashed**.

Copy these sentences into your exercise book and underline the compound verbs in each sentence.

1. Jemima is walking around the garden.
2. The little, red birds are flying from one flower to another.
3. Michael has caught one of those little, red birds.
4. Look at what the dog has brought inside.
5. Maybe Jackson should have hidden the book in the office.

Oral and Writing

Today, use the six-box organiser you completed yesterday to write an explanation in your own words.

Work in your group. Some people can write and edit the explanation together while others prepare a poster or diagram to go with it.

Your group will use this in your oral presentation tomorrow to make your presentation more interesting and help you with your explanation.

Decide who will give the presentation.

One person could do it all, or different members of the group could talk about different parts.

Practise what you are going to say. Be prepared to answer questions from your classmates too.

Reading

Today's reading is an explanation about the benefits of exercise. It explains what happens to the body when you exercise.

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

How Exercise Keeps You Fit

Lionel Damola

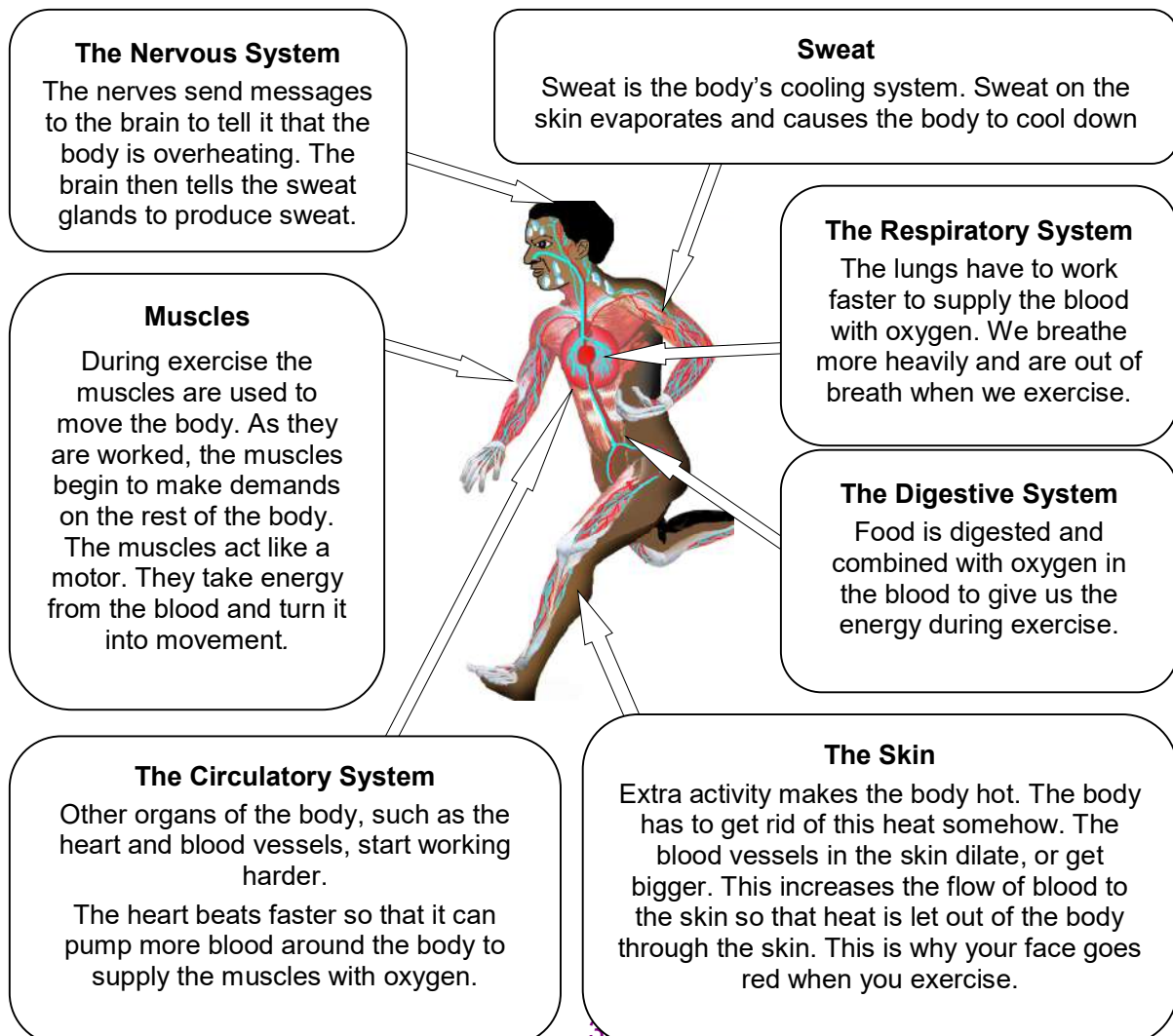
Key Words

supposed to, circulatory system, nervous system, benefits, exhausted, dilate, vigorous

Everybody knows that exercise is supposed to be good for you. Sometimes when you feel exhausted after a hard morning's training or weak and weary after a long run, you may wonder how exactly exercise benefits the body!

When you exercise you will notice that several things happen to your body. Your breathing becomes heavier and faster; your heart starts to beat more quickly; your body sweats and your muscles may grow tired or even begin to ache.

The diagram below explains how, during exercise, the whole body works together like a machine.



Comprehension

Read the text again to yourself. In your own words, write what each body part does during exercise.

Begin like this:

Body Part	What it does during exercise
The Blood System	Heart beats faster to supply more blood and oxygen to the muscles.
The Nervous System	
The Skin	
Muscles	
The Respiratory System	
The Digestive System	

Language Study

Exercise A

Copy and complete the table using simple verbs.

Past Tense	Present Tense	Future Tense
He wrote a letter.	He writes a letter.	He will write a letter.
Smoking damaged her lungs.		
	John shouts angrily.	
		Anna will dance at the show.
	She goes to High School.	
		Henry will swim in the river.

Exercise B

Copy and complete the table using compound verbs.

Past tense	Present tense	Future tense
Exchange of gases was happening inside the lungs.	Exchange of gases is happening inside the lungs.	Exchange of gases will happen inside the lungs.
He was hoping to win.		
		He will design his own house
	They are planning a party.	
They were going to school.		

Spelling

Study your spelling words for the week.

Make sure you can spell them without looking at the list before the end of the week.

There are some nouns ending in -o that simply add -s to form their plural. Here are some of these nouns from the spelling list:

radio	radios
video	videos
photo	photos

zero	tomato
photo	volcano
radio	mosquito
video	window
cargo	hospital

Some nouns ending in -o can be made plural by adding either -s or -es. Here are some examples from the spelling list:

zero	zeros or zeroes
volcano	volcanos or volcanoes
cargo	cargos or cargoes
mosquito	mosquitos or mosquitoes

Copy the following nouns into your exercise book and write their plurals. Use a dictionary if you are not sure how to spell the plural forms.

- | | | | |
|-------------|------------|-------------|--------------|
| 1. ratio | 2. mango | 3. calico | 4. hero |
| 4. piano | 5. potato | 6. motto | 7. echo |
| 9. cockatoo | 10. bamboo | 11. shampoo | 12. kangaroo |

Oral and Writing

During this lesson you will be presenting your explanation to the rest of the class. Display your diagram or poster to help you explain your information.

Listen carefully while other groups present their explanations.

Think of some interesting questions to ask when they have finished.

Reading

Read the text carefully. This is an explanation about why people find it hard to give up smoking. It also gives information about the health effects of smoking.

Why Smoking is Addictive

Lionel Damola

Key Words

addictive, symptoms, quit, irritable, smoker, counter, addicted, depend

Smoking tobacco is addictive. This means that once you start to smoke, you will find it very difficult to stop. Some people who have been smoking for a long time suffer serious symptoms if they try to stop.



Smoking can make you feel relaxed and happy. When people first start to smoke they enjoy these feelings and then begin to smoke more and more. The tobacco plant contains a powerful chemical called nicotine. This is what produces the good feelings that people enjoy when they smoke.

As a person smokes, nicotine enters the body through the small blood vessels that line the nose, breathing passages and lungs. From there it travels through the bloodstream to the brain.

Nicotine changes the way in which your brain and body function. Your body may come to depend on nicotine in different ways.

Firstly it becomes a habit that you cannot easily change. You get used to smoking and enjoy it.

Sometimes other people put pressure on you to continue smoking. If all of your friends are smoking, it may be very difficult to be strong and say that you want to give up.

You will also become physically addicted. This means that your body does, in fact, start to need nicotine. If a smoker suddenly stops smoking they will feel a number of physical effects. They may start to feel irritable or anxious, or get headaches. They may feel the need for more nicotine to counter these effects, and decide to have another cigarette. This is why so many people find it difficult to give up smoking.

Nicotine addiction also has a bad effect on your health. Nicotine produces toxins, which are poisonous chemicals. These poisons remain in the body and build up over time.

They cause damage to the breathing system. They can also cause smokers to get headaches and to find it difficult to concentrate.

These toxins are linked to a number of serious illnesses including lung cancer, heart disease and asthma. People who smoke are also more likely to get other serious illnesses such as bronchitis and pneumonia.



Comprehension

A standard six pupil took these notes from the first two paragraphs of the text Why Smoking is Addictive.

Why Smoking is Addictive

- addictive - difficult to stop doing something
- long time smokers - symptoms if try to give up
- tobacco plant has chemical in it - called nicotine
- nicotine makes smokers feel relaxed, happy

Go through the passage again and make your own notes in your exercise book as you read. Follow these guidelines:

1. Include all the main points;
2. Leave out any unimportant words;
3. Shorten words when you can;
4. Use bullet points or lists if they are helpful.

Language Study

Choose a conjunction from the box to complete each sentence. If more than one word makes sense, choose the one you think fits best.

when	so	after	as	because	but
------	----	-------	----	---------	-----

1. Smoking is addictive _____ if you smoke it is hard to stop.
2. "Benjamin got asthma _____ he smokes," said the doctor.
3. Betty gave up smoking _____ she became seriously ill.
4. Jamie was a smoker _____ he stopped when he heard about lung cancer.
5. My uncle got lung cancer _____ smoking for a number of years.

Spelling

Rewrite the sentences in your exercise book and change the nouns to plurals. Be careful to change other words in the sentence too if necessary.

1. The school bought a new **piano**.
2. The girl took a **photo** on the beach.
3. I had a **mango** for lunch.
4. We saw a **cockatoo** last night.
5. I enjoyed a hot **potato** straight from the motu.
6. I saw a **kangaroo** in Australia.
7. I grew a **tomato** plant in my garden.

Oral and Writing

Debate - Smoking Should be Banned in Public Places

Today you are going to discuss whether you think smoking should be banned in public places or not. In some countries it is illegal to smoke in buses, restaurants, shopping centres, schools and other public buildings.

What do you think?

In your group write down your reasons, arguments and opinions.

Here are some ideas to start you off.

For (Reasons to ban smoking in public)	Against (Reasons NOT to ban smoking in public)
Causes lung cancer Cigarette smoke smells horrible	People should be free to choose Cigarettes are legal, so why ban them?

After the debate you must decide whether you are for or against the statement 'Smoking should be banned in public places'.

In your opinion, which group made the best points?

Reading

Today's text is a recount about wanting to be like someone else.

Look at the key words and learn to pronounce them correctly before you read.

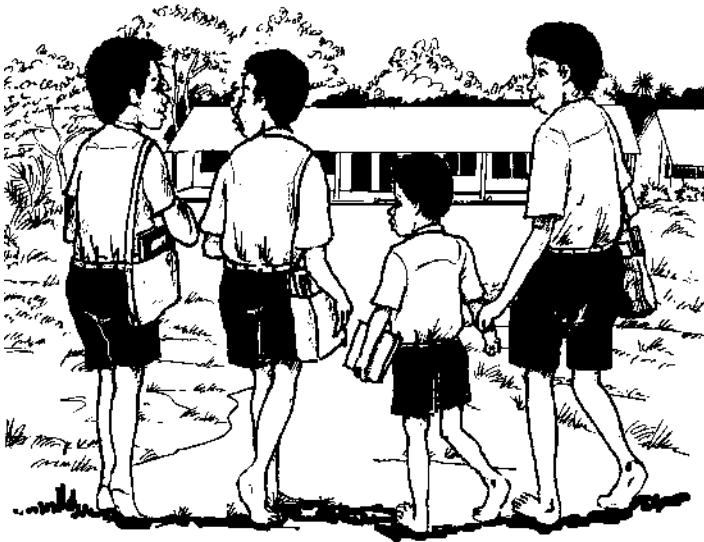
Be Yourself!

retold by Alison Blaylock

Key Words

clever, realised, hang around, confused

When I was in primary school I didn't want to be me! I wanted to be just like Selwyn. Selwyn didn't even like me, but he was tall and clever and was good at football so I tried to be like him. I walked like him and talked like him. I even signed up for the same secondary school that he was going to attend.



When we were in Form One at secondary school, I still tried to act like Selwyn. Then something very strange happened. I noticed that Selwyn was different from the person he had been in primary school. It was very odd.

Selwyn had started to hang around with a boy called Patterson. After a while I noticed that Selwyn started to walk like Patterson. Then he started talking like Patterson! This made me very confused. I was trying to copy him while he was trying to copy someone else!

It wasn't long before I realised that Patterson wanted to be like Billy. He walked and talked like Billy. But it didn't stop there! Have you guessed what happened next? Billy was trying to act like someone else who *he* thought was great! He walked and talked like the football captain called Patrick, because he wanted to be like Patrick!

So there I was, trying to walk and talk like Selwyn who was trying to imitate Patterson who was copying Billy who, in turn, was trying to be like Patrick! What a joke!

But the worst part of all was that Patrick spent all his time trying to be like that stupid, annoying little kid, Ben, who kept trying to walk and talk like me!

Comprehension

Read the text again and answer these questions in complete sentences.

1. Why do you think the author wanted to be like Selwyn?
2. What kind of person do you think the author is?
3. What do you think is the main message of this recount?

4. Which of these sentences are true?
- Selwyn wanted to be like Patterson.
 - Patterson wanted to be like Selwyn.
 - Billy wanted to be like Patrick.
 - The author wanted to be like Ben
 - Ben wanted to be like the author.

Language Study

Rewrite these sentences in your exercise book, changing the nouns into plurals.

- The **dog** chased the **cat**
- The **thief** stole the **watch**.
- The **soldier** spoke to the **woman**.
- The **child** played in the **canoe**.
- The **boy** dropped the **glass**.
- The **branch** fell from the **tree**.

Spelling

Solve the anagrams to find one of your spelling words in each sentence. Write the words in your exercise book.

- Karina was bitten by a **quistoom** and got malaria.
- We listen to the **oriad** to find out what is happening in our country.
- My brother was seriously ill so he was admitted to the **hipalost**.
- The ball went through the **dinwow**.
- The **clavoon** in Temotu Province is called Tinakula.
- Patty bought a very ripe **mootat** at the market yesterday.
- The storekeeper said his **garoc** was coming on the ship.
- Jody had a **phoot** of herself taken.
- Mark got **roze** in his Science test.
- The children watched the **evoid**.

Oral and Writing

Reread your summary of yesterday's text. Look at your list of reasons why smoking should be banned in public places. Make sure you understand all the arguments.

Work with a partner to design and make an anti-smoking poster. The purpose of your poster is to warn people about the dangers of smoking and to teach young people not to start smoking.

Remember! A poster should:

- look attractive and be eye catching;
- include important information about the topic;
- have pictures that support your message;
- use words that sound convincing;
- have large text so that it can be read from a distance.

Smoking Kills ...



... don't let it kill you!

Keep it simple.

Only use a few words.

Send a clear message.

Reading – Growing Up With Choices

Look at the text called Growing Up With Choices in your reader. This is a conversation between a young girl called Linda and her grandmother. They talk about the problems young people face as they grow up.

Study the key words. Read the text silently before reading it as a class.

Comprehension

Read the text again. Linda's grandmother describes how different life was when she was a young woman. Work in pairs and list the differences between the lives of Linda and her grandmother. Here are some ideas to start you off:

Linda	Grandmother
complicated life	more sheltered life
more robberies in town	no videos to watch

Now think about the differences you have listed. Decide whether you think each one is an advantage or disadvantage.

There are no right or wrong answers for this activity. You are asked to say what you think. People have different opinions.

Copy and complete the table below to help you organise your thoughts.

	Advantages of this Lifestyle	Disadvantages of this Lifestyle
Linda's Experience Being a Teenager Today	Girls can go to school	More crime
Granny's Experience Being a Teenager in the Past	Less crime	Had no choice about when and whom to marry

Language Study

Copy the following sentences into your exercise book. Choose and copy the correct form of the verb from the brackets to agree with the subject in each sentence.

1. Linda (is tired / are tired / am tired) of reading about crimes in the newspaper.
2. The boys (is allowed / are allowed / am allowed) to swim in the river.
3. I (is sure / am sure / are sure) I can see my house down there.

4. Today (is / are / am) the first day of the week and we (is going / are going) to school.
5. The pilot (are waiting / is waiting / am waiting) for the new plane.
6. I (is cooking / are cooking / am cooking) pumpkin soup for grandma.
7. My brother (isn't listening/ aren't listening) to my grandfather's advice.

Spelling

Here are your spelling words for the week. Say and spell them with a partner.

Do you know what all the words mean?

Copy the list into your exercise book.

beach	check
catch	box
reach	chemist
watch	bunch
class	cigarette

Work with a partner and use Look, Cover, Remember, Write and Check to learn how to spell the words. Spend some time every day learning the words.

Write a word from the list that rhymes with each of the following words. Try to add some other rhyming words of your own.

1. lunch
2. pass
3. teach
4. notch
5. fox
6. neck

Oral and Writing

In your group, talk about your own community.

Do you think your community has any social issues that need to be dealt with? If so, then what are they?

Discuss them using these questions to guide your discussion:

1. What problems do people in your community face?
2. What causes this problem?
3. Who is affected by this problem?
4. What do you think can be done about it?

Try to organise the ideas you have discussed in a table like the one on the next page. One person can write the information for the group on a chart.

Social Problem	Causes	Effects
Unemployment (Not enough jobs for everyone)	Young people want to earn money but there aren't enough jobs in our village for them.	Unemployed people are bored. Young people leave the village to try to find jobs in bigger towns. Some young people get into trouble when they can't find jobs in the city.
Land Disputes (Arguments within communities)	Land ownership is not properly recorded.	Bad feeling in communities and families.
Drugs		
Alcohol		

Reading

Study the key words. Read the letter silently then read it with your partner. Talk about the text and discuss the meaning of any difficult words that you have read.

Nello, Go Home!

Ellen Wairiu

Key Words

settling into, apologised, eventually, shocked, regrets, marijuana

Solomon Telekom
P.O. Box 148
Honiara

26th August 2004

Dear Mum,

How is everybody at home? I hope you are all well. Has any one cleared my garden yet? When I get paid I'll send some food for anybody who wants to help in my garden and a bag of rice for you too.

I am settling into town life well. Nello and I are still staying with Uncle James. Aunty Ruth is very kind to us. I really enjoy my new job. I have made some friends and I have joined the netball team.

We do have one problem that I need to explain to you. Since we got to town, Nello seems to have changed. He doesn't help with any work around the house, even when Uncle and I remind him.

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

I asked him about this, but he just laughed and said he had made some new friends and I should be happy for him. I was worried one night when he came home very late. He could hardly walk and his eyes looked strange. When I tried to talk to him, he just laughed like a silly child and then, suddenly, he lay down and fell asleep on the floor!

Last week things got worse. We were all at home eating dinner when a truck arrived. To our surprise we saw Nello being carried out of the truck. I closed and he wasn't

We rushed him to the hospital and stayed awake the whole night looking after him. He was sweating a lot and kept talking to himself. I was really scared. When the doctor spoke to us the

next day, I was shocked to learn that he was not sick. He had been drinking heavily and smoking marijuana. The doctor explained that Nello had made himself ill because his body is not used to these things.

Nello was ashamed of himself. He realised that he had been stupid and he apologised to Uncle James for the trouble he had caused. We had a long talk and eventually agreed that Honiara is not the right place for Nello. Uncle has bought him a boat ticket and he will be coming home on Wednesday.

Please don't be too hard on him. He knows what he did was wrong and he regrets it. I am pleased that he's agreed to go home. It shows he wants to change his ways.

Keep him busy! None of this would have happened if he had had a job like me!

Perhaps he can do some work in my garden!

Love to you all,

Your daughter,

Juana Mari.

Comprehension

Read the recount again with your partner. Write a short paragraph that tells what you think happened to Nello when he got home.

Think about these questions before you write:

1. Do you think Nello's parents welcomed him?
2. Would his parents have been feeling worried, angry or just pleased to see him arrive safely?
3. How do you think Nello felt when he met his parents?
4. What do you think Nello would have said to his parents?

Language Study

Copy the following sentences into your exercise book and choose the correct subject from the brackets to agree with the verb in each sentence.

For example:

They often (walk / walks) to school.

They often **walk** to school

She usually (walks / walk) home.

She usually **walks** home

1. _____ often **prepares** their breakfast before going to school. (She, They)
2. _____ **works** in Juana's garden. (We, Nello)
3. _____ usually **wash** the dog outside. (Nello, They)
4. _____ **is drinking** beer while watching the football match. (The men, William)
5. The _____ **are drawing** some pretty pictures of the island. (child, children)
6. The _____ **loves** sleeping all day under the house. (boys, boy)
7. _____ **peels** the cassavas and then _____ **puts** the pot over the fire. (I, Nello) (he, I)

Handwriting

Read the poem below. It contains lots of different adjectives to describe town life. Check the meaning of any you do not understand in your dictionary. Copy the poem into your exercise book. Use your best cursive writing.

Town Life



What is town life?
Fascinating but frightening,
Dazzling but dangerous,
Attractive but arduous,
Tempting but tough,
That's town life!

What is town life?
Thrilling but thankless,
Exciting but empty,
Busy but boring,
Hectic but harsh,
That's town life!



Oral and Writing

During the next few writing lessons you are going to write an imaginative recount about a social issue. You could choose the issue from the concept map that your class made yesterday or from the table your group completed in the oral and writing lesson.

Today you are going to plan your imaginative recount. Work with your partner.

Remember, your recount need not be about something that actually happened. You are going to make up a recount about a real social problem.

Here are some tips to help you with your planning.

1. Give your recount an interesting title.
2. What social issue or problem are you going to write about?
3. What are the causes of this problem and who does it affect?
4. What characters will you have in your recount?
5. What events could you describe to highlight the problem?
6. How will your recount end? What will the characters learn from the events?

Follow the structure below to plan your recount.

It includes some useful ideas and phrases to help you draft your text.

Structure of a Recount		
Orientation:	Tells who, when, where and what.	
Series of Events:	One day ...	Soon afterwards ...
	The next morning ...	Before I had time to think ...
	It wasn't long before ...	Immediately ...
	Suddenly ...	A moment later ...
Personal Comment:	After that I decided I'd never touch alcohol again! I couldn't stop laughing all the way home! I was so upset, that I didn't speak to my brother for a week!	

Reading

This is a factual report that gives information about marijuana and its effects on people. Use a dictionary to find out the meaning of the key words. Try to use the words in sentences. Read the report silently and then read it together aloud.

Marijuana

Ellen Wairiu

Key Words

illegal, inhaled, appetite, fertility, interfere, short-term, long-term, coordination, concentration, significant

Marijuana is an illegal drug in Solomon Islands. It is made from the dried leaves and flowers of the cannabis plant. It can be smoked like tobacco in a roll and when inhaled it has a variety of effects on the body. It also affects the smoker's state of mind.



A marijuana plant

People smoke marijuana to make themselves feel happy and relaxed. Other short term physical effects include red eyes, a dry mouth, sore throat, slow reactions, poor coordination and an increased appetite.

After smoking marijuana, people find it difficult to concentrate and it can also affect the memory. This means that it can interfere with work or study.

Scientists think that marijuana smoke contains some of the same cancer causing chemicals as tobacco smoke.

It may have harmful long-term physical effects too. Smokers may suffer from breathing illnesses such as bronchitis and asthma. Long-term use can weaken the immune system so users may get sick more easily. Marijuana may also affect male fertility so men who smoke marijuana are less likely to be able to have children.

People who smoke marijuana can also have social problems. Because this drug is illegal, users can be in trouble with the law. Growing, selling or using marijuana are all offences that can be punished with fines or prison sentences in Solomon Islands. It can also be the cause of problems in the family such as conflict between parents and children.

For some people, smoking marijuana becomes a habit, which they find difficult to stop. It can be expensive and sometimes people are tempted into other illegal activities, such as stealing, in order to pay for marijuana.

Smoking marijuana affects how people think and behave. It also causes problems within families and communities. These effects combine to make it a significant social problem in Solomon Islands today.



Comprehension

Activity 1

Choose six of the key words and use each in an interesting sentence.

Activity 2

Read each of the following statements carefully. Decide whether it is true or false by checking today's text again.

Copy each sentence into your exercise book and write true or false next to it.

1. Cannabis is made from the dried roots of marijuana plants.
2. People smoke marijuana because it improves their memory.
3. Smoking marijuana can affect a person's ability to study.
4. Marijuana is legal in Solomon Islands.
5. All marijuana smokers get asthma.
6. Smoking Marijuana causes problems in communities.
7. Marijuana is very cheap to buy.
8. It is illegal to smoke marijuana but it is legal to grow it.

Language Study

Change the verbs and their subjects from plural to singular. The examples will help you:

Plural

They walk to school.

The children play drums.

Singular

He walks to school.

The child plays a drum.

Now copy and change the following sentences using the subject in the brackets.

1. Every month we weed Juana's garden. (she)
2. We tidy up the mess in our bedroom. (he)
3. They wash their clothes in the nearby river. (she)
4. The policemen arrest Uncle Ben for smoking in the bank. (policeman)
5. The women from Kaibia protest against growing marijuana. (a woman)

Spelling

Study your spelling words again. Say and spell them with your partner.

Activity

Change these words from singular to plural form.

1. chemist
2. bunch
3. check
4. beach
5. box
6. watch

beach	check
catch	box
reach	chemist
watch	bunch
class	cigarette

Oral and Writing

Draft the imaginary recount that you planned yesterday.

Follow your plan, and write your recount in the past tense.

Remember that in a recount you can use personal and informal language, including contractions and direct speech. Here are some examples:

I couldn't believe my eyes.

I'd never been so cross before in all my life.

They were totally exhausted by the end of it all!

"Cheer up!" she smiled, "It's not as bad as it seems!"

"What on earth are you doing?" shouted his mother.

I'm not going to do that again in a hurry!

The boys shouldn't have got involved in the first place.

Talk about the meaning of these with your partner.

Before you begin writing, discuss your plan with your partner. Can you help each other to make any changes or improvements?

Reading

Today's text is a recount about domestic violence.

Make sure you understand the meaning of the key words. Use a dictionary to help you find the meaning of the words that you don't understand. Look at how the events have been written in sequential order.

A Scream in the Night!

by Afu Billy
adapted by Ellen Wairiu

Key Words

pierced, sobs, pleaded, noise, silence, argument, domestic violence, counsellor, courage

One night a scream pierced the silence of the night. It woke me from my sleep. I got out of bed and listened. The scream had turned to loud cries of pain and I could also hear heavy blows.

"Stop it! Stop it, please! Don't do this to me."

The voice of my sister, in the next room, rang out clearly, and in between sobs she pleaded with her husband to stop.

She tried reasoning.

"It's not easy raising four children when you're out most of the time and your relatives are always around. I cook and feed them and keep the house clean. Is this all the thanks I get for being a good wife?"

A loud slap silenced her argument.

"You think you know everything. You're just a stupid woman. Stop making so much noise!"

Then there was silence. I went back to bed, but I couldn't sleep. I lay in my bed feeling sorry for my sister and feeling guilty that I had not done anything to help her.

The next day I waited for her husband to go out and then talked with her.

"I'm sorry," I said. "I couldn't help hearing what happened last night. Are you all right?"

Through her tears my sister told me that she had suffered like this for years. Whenever her husband got angry or upset he always took it out on her. She showed me bruises on her arms and on the side of her face.

"This is what he does to me," she said, "but what can I do? He's my husband."

Gently, I explained that she did not have to suffer like this.

"Domestic violence is a crime." I said. "The police can arrest men who beat their wives."

She didn't believe me at first.



"Surely, this is a family matter," she said. "The police won't be interested in my arguments with my husband. It's my fault for marrying the wrong man."

"You must not blame yourself," I said. "It's your husband who is wrong, not you."

Eventually she agreed to come with me to the Family Support Centre.

There she met a counsellor who explained how she could report her husband to the police.

It took all her courage, but in the end, that is what she did.

Comprehension

Read the recount again and answer the questions in your exercise book.

1. Who is telling this recount?
2. Why do you think the woman in the other room didn't help her sister?
3. What crime did this woman's husband commit?
4. How long had the woman suffered like this?
5. Why do you think the woman hadn't already reported her husband to the police?

Language Study

Sentences can be written either in the active or the passive voice.

Active voice **is when the subject of a sentence does something to a person or thing.** Passive voice **is when something is done to the subject.**

For example:

- | | |
|--|---|
| 1. Jacob hit the ball. (active voice) | The ball was hit by Jacob. (passive voice) |
| 2. The car hit John. (active voice) | John was hit by a car. (passive voice) |

Copy the following sentences into your exercise book and write active or passive voice at the end of each sentence. The first one has been done for you.

1. Nello dug this drain last month. **(active)**
2. Jane reported the case to the policeman.
3. Tome was arrested by a RAMSI officer.
4. The young woman rushed to help the victim.
5. The topic was presented by the head teacher.
6. The children were taken to the picnic by bus.

Oral and Writing

Proofreading and Editing

Today, you are going to proofread and edit the first draft of the recount you wrote yesterday.

Here are some things to check as you go through your text:

- Does your writing make sense? If not, make it make sense.
- Have you followed the framework for a recount?
- Have you started your sentences and paragraphs with interesting phrases?
- Have you included some personal comments and responses to the events?
- Is the language you have used suitable for a recount? Is it informal and friendly?
- Check your spelling. Circle any words that look wrong and check in a dictionary.
- Check your punctuation. Have you used capital letters and full stops?
- Think hard about any other ways that you might improve your writing.

Write the final draft of your recount. Remember to use your best cursive writing and present the text neatly.

Reading

Today's text is an imaginary recount about feeling angry.

Make sure you understand the meaning of the key words. Use a dictionary to help you find the meaning of the words that you don't understand.

Pay Day Misery

Ellen Wairiu

Key Words

firm, bills, salary, insisted, despair, demanded, collapsed, ashamed

Timi worked for a building firm at Ranadi. He got paid at the end of each fortnight. Timi's salary wasn't very much, but it was just about enough to buy food and clothes for his four children and pay power and water bills at the little house they shared.

His wife Marie was too busy looking after the children to go out to work, but the older children had dropped out of school and spent their time selling betelnut along the street to earn some extra money, which helped a little bit. Still, life was hard for the whole family.

One pay day, Timi came home from work with his salary in his pocket. Knowing it was payday, Marie asked him to go to the market and buy some fish, some kumara and cabbage. At least they would have a good meal on pay day!

Timi set off for the market, but on his way he met some friends. They chatted for a while then they invited him to join them for some drinks at Club Paradise. At first Timi said no. He remembered that he had to get some food for his family. His friends tried to persuade him.

"Come on Timi, just a couple of drinks, then you can get to the market before it closes," they insisted.

Timi was a weak man so, in the end, he went.

That night there was no meal for the children. They drank tea and ate biscuits bought with a few dollars made by the betelnut sellers, and went to bed.



Late that night Timi came home drunk and noisily demanded food. When he found there was nothing to eat he got very angry and shouted at his hard working wife.

She and the children were frightened as well as angry with their father.

It wasn't long before he collapsed on the floor and fell into a deep sleep.

The next day Timi woke up with a terrible headache. When he remembered what he had done, he felt ashamed. He looked in his pocket and was shocked to find that he had spent all of his salary. There was nothing but a \$5 note and a few coins left!

“How could I have been so stupid?” Timi groaned out loud to himself.

“How am I going to pay the water bill now?”

“And what are the children going to eat for the next fortnight?” added his wife shaking her head in despair.

“Mum,” whined her youngest boy, starting to cry, “I’m hungry.”

Comprehension

Read the text again and answer the following questions in your exercise book. Write your answers in full sentences.

1. What sort of person was Timi? Write a couple of sentences to describe him. Do you think he was a bad man?
2. How do you think Timi felt when he woke up the next morning? Why?
3. What do you think his children thought of him when they knew what he had done?
4. Do you think he will do the same thing again on the next pay day? Why?

Language Study

Write the following sentences in your exercise book. Change them to the active voice. The example will help you.

Passive voice:	The thief was chased by Alison.
Active voice:	Alison chased the thief.

1. The car was crashed by the drunken man.
2. The children were looked after by my mother.
3. Betelnut was sold by the older children.
4. James was made very angry by his father.

Now rewrite these sentences in the passive voice. Study the example first.

Active voice:	Timi bought the fish.
Passive voice:	The fish were bought by Timi.

5. Timi spent all the money on drink.
6. Someone cleaned up the mess in the house.
7. Their father frightened the children when he was drunk.
8. Mother comforted them.

Spelling

Practise spelling this week's spelling words once again.

Make sure that you can spell all the words correctly before your dictation test.

beach	check
catch	box
reach	chemist
watch	bunch
class	cigarette

Oral and Writing

Today you should finish writing the final draft of your imaginative recount.

You will have a chance to read your recount out to the rest of the class.

Practise reading your recount before you present it to the class.

Here are some tips to remember about reading aloud:

- Speak slowly and clearly, don't rush;
- Make your voice interesting, use expression to help tell the recount;
- Speak loudly so that everyone can hear you;
- Pause after commas and stop at the end of each sentence, don't read through full stops.

Reading

This text is an explanation. It explains some serious diseases that are becoming common in Solomon Islands, HIV/AIDS and STIs. The text explains what these letters mean.

Look at the key words and find out their meaning.

HIV, AIDS and STIs

Ellen Wairiu

Key Words

virus, immune, transfusion, contaminated, rapidly, threaten, immune systems

What are HIV and AIDS?

HIV stands for the **H**uman **I**mmunodeficiency **V**irus. If infected with this virus, a person may also develop AIDS. AIDS stands for **A**cquired **I**mmune **D**eficiency **S**yndrome.

A person can be infected with HIV without knowing it. People who are infected with HIV often have no symptoms and feel healthy. The only way of knowing whether you have HIV or not is for a doctor to do a blood test.

It usually takes more than ten years for a person who is infected with the virus to become ill with AIDS. AIDS is the last stage of HIV infection. The virus weakens the body and finally causes a break down of the body's power to fight off illness.

People with AIDS are at risk of catching other diseases like colds flu and chest infections. These do not threaten people with strong, healthy immune systems but can kill a person with AIDS.



How do you get infected with HIV?

HIV lives in the blood. HIV is passed on in body fluids. There are three main ways that a person can become infected with HIV.

These are:

- Through sexual intercourse with another person.
- When an infected person's blood enters the body, such as from a used needle or a blood transfusion.
- From an infected mother to her baby during the birth and through breast-feeding.

Can you get infected with HIV from food, air or water?

No. It is not possible to catch HIV from sharing food, plates or spoons with people who are infected. You cannot get it from sneezing, coughing or everyday contact with an infected person either. It cannot be passed on through water or the air.



Is there a cure for AIDS?

No. Even though a lot of doctors and scientists have tried for a long time to find a cure for this disease there is still no cure. Some drugs help people with HIV infection to live longer and healthier lives, but these are expensive and not everyone can afford them.

Do other sexually transmitted infections (STIs) increase the chance of getting HIV?

Yes. If a person has an STI that is not treated, then they have a greater chance of getting HIV.

In Solomon Islands STIs are spreading rapidly. You can catch these by having sexual contact with an infected person. The two most common are **gonorrhoea** and **syphilis**.

Both of these are serious illnesses, but unlike HIV, they can be cured. There are drugs available from clinics and hospitals to cure STIs.

Comprehension

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

1. Explain the **purpose** of this text in your own words. Why has the author written it?
2. What do you notice about the sub headings in this text? Why do you think the author has used subheadings?
3. List three different questions that are answered in the text.
4. List three facts from the text that you did not know before you read it.
5. Write down one question of your own about HIV and AIDS that you would like to know the answer to.

Language Study

Read the following questions. Copy them into your exercise book and complete the answer at the end of each question.

The first one has been done for you.

- | | |
|---|----------------------|
| 1. Is it raining now? | No, it isn't. |
| 2. Has James got those leaflets yet? | No |
| 3. Are they preparing to go to the clinic? | No |
| 4. Have you learned about HIV/AIDS? | Yes |
| 5. Did the nurse give you some leaflets this morning? | Yes |
| 6. Was the talk interesting last night? | No |
| 7. Did he go to the clinic for treatment? | No |
| 8. Were they there when the doctor talked about syphilis? | No |
| 9. Do they speak English at the clinic? | Yes |
| 10. Did they listen while the nurse was talking? | No |

Spelling

Here are your spelling words for this week. Say them to your partner. Use the LCRWC strategy to learn how to spell them.

Spend some time each day learning the words.

Copy the list carefully into your exercise book.

leaf	shelf
life	most
yourself	without
wharf	loaf
cliff	smoke

Activity

Write five sentences of your own using two spelling words in each sentence. Here are some examples. Do not copy these, make up your own sentences.

There is no **smoke without** fire.

I have been a smoker for **most** of my **life**.

Get a **loaf** of bread for me, and a cream bun for **yourself**.

Oral and Writing

During the next few writing lessons you are going to write an explanation. This is a text which explains how or why things happen as they do.

Today you are going to plan your explanation.

Working in pairs, talk about the topic How Young People Get into Trouble. **You are going to explain ways that young people get into trouble.**

Here are some steps to follow for your planning.

- Write down the title of the explanation **How Young People Get into Trouble**.
- Think of some of the issues you have discussed in this unit that may be a problem for young people. For example:
 - Smoking
 - Not having a job
 - Drinking Alcohol
 - Being pushed out of school
 - Arguing with parents
 - Domestic violence
 - Family break ups
 - Drugs
- Choose about three of these issues and make these the **subheadings** for your explanation.
- Talk about your ideas for subheadings with your partner.
- Remember that you must write about **how** or **why** each of these things becomes a problem for young people. You must **explain** the problem.

You could use the planning framework below to help you plan your text. This is only an example. You should fill in the framework with your own ideas.

Remember you don't need full sentences in your plan – just notes.

Title	How Young People Get into Trouble Explanation
Introduction	Write a statement about what you are going to explain.
Sub title 1	School Push-outs State what the problem is and give some reasons why it affects young people.
Sub title 2	Unemployment State and explain the problem by giving reasons. Show how it is linked to the first problem.
Sub title 3	Increase in Crime Link this to your other paragraphs and give reasons why they are linked.
Ending	Summarise what you have explained in one sentence.

Reading

Today's text is a conversation between two friends.

Look at the key words and find out their meaning. Read the text with a partner.

One Little Mistake

By Ellen Wairiu

Key Words

mistake, situation, curious, expelled, furious

Lome: Hello Lali, long time no see. Hey, you've really put on a lot of weight. You must be eating a lot!

Lali: Sister, I'm not gaining weight because I eat a lot. I'm six months pregnant.

Lome: My word, that's wonderful ... I mean, that's very sad. How did it happen?

Lali: It's a long story, sis. One day after school, my friend and I got a lift in her cousin's taxi. He dropped us at the Art Gallery and offered to come back later to pick me up. I just thought he was a kind driver.

Lome: So you liked him?

Lali: Well, not right away. The next morning my friend told me that her cousin wanted to be friends with me. I told her that I'd think about it.

Lome: But you accepted his offer and here is the result! Ha, ha!

Lali: Don't laugh, Lome. It was a big mistake. But this guy kept asking for my reply. I just didn't know what to say.

Lome: You didn't say anything, so how come you got pregnant?

Lali: Stop it, Lome! You think this is funny. If you were in my situation you wouldn't laugh.

Lome: Sorry, I'm just curious.

Lali: Yeah, he offered me a ride after school one day and that was it. I fell for him.

Lome: Just like that? You went for a ride and fell for him?

Lali: Well, he told me about himself, his plans and so on. He seemed so kind and he's attractive too. We had lunch and he gave me some money. We went on like that for a few weeks.

Lome: And then?

Lali: Oh, you know Lome! He said he loved me, and he wanted us to sleep together. I said no at first, but he said I didn't really love him if I wouldn't go to bed with him.



- Lome:** So you did.
- Lali:** Yeah, and then I found out I was pregnant. I never thought it would happen to me. When the school found out, I was expelled.
- Lome:** Lali, that's not fair! You were always top of the class, too. What a waste! What about your taxi driver? Is he looking after you well?
- Lali:** That stupid guy left me when I told him I was pregnant. I tried to talk to him but he's not interested. He acts as if he has never seen me before. And do you know what? I found out that he is a married man with two kids. I was really furious. But what can I do?
- Lome:** I'm so sorry sis. What did your parents say about this?
- Lali:** My Dad nearly killed me, but my mum talked to him and calmed him down. I think they feel sorry for me and they have promised to help me look after the baby.
- Lome:** Well that's okay, then.
- Lali:** Yes, but what about me? I'll have a baby and no husband. I've lost my chance in secondary school so how am I going to get a good job? This is going to affect my whole life. Who's going to want to marry me now?
- Lome:** You're right, Lali. It's no joke, is it?
- Lali:** No. Follow my advice Lome and stay away from men. This is not how I wanted my life to turn out!

Comprehension

Read the text again silently. Work in pairs. Discuss the important things that Lali has learned from her mistakes. Make a list of the things that you think Lome could learn from her friend Lali.

For example:

- You can't always trust people to tell the truth.
- You should go straight home after school.

Language Study

Copy the sentences into your exercise book and then add commas in the right places in each sentence.

1. Last night we drove to Rove Tasahe White River and Kakabona before he dropped me home.
2. At the wharf the Marine Officer warned the ship's captain about overloading consuming alcohol using drugs and smoking on board.
3. Every day her mother warned her about not smoking drinking or taking drugs.
4. The school will punish pupils for missing classes for not wearing uniform for being late and for being rude to teachers.

Spelling

Choose the spelling word which best fits each sentence. Write the completed sentences in your exercise book.

1. I watched the _____ flutter down from the tree.
2. The sailors left the crowded _____ to walk into town.
3. Jan stood on his toes but couldn't reach the top _____.
4. Are _____ of your friends going home for the holiday?
5. Cigarette _____ can damage your body.
6. You must look after _____.
7. We climbed the steep _____ near the beach.
8. I bought a _____ of fresh bread from the bakery.
9. Go _____ me. I will follow later.
10. In all her _____, Juana had never been to a large town.

leaf
shelf
life
most
yourself
without
wharf
loaf
cliff
smoke

Oral and Writing

During the last writing lesson you worked on a plan for your explanation.

Today you are going to use your plan to help you to write the first draft.

Change the notes from your plan into proper sentences.

Before you begin writing, talk with your partner to see if you can think of anything else to add to your plan.

The words and phrases in the box might be useful.

why	because	this is caused by ...
therefore	as a result ...	then...
so	this is why...	thus ...
for this reason ...	there are several reasons why...	consequently ...
since	as	

Reading

This is a factual report about family planning and how it can benefit people.

Go through the key words and use a dictionary to find out what they mean. Read the text in pairs aloud.

Family Planning

Ellen Wairiu and Alison Blaylock

Key Words

term, planning, couple, weaned, essential, less dependent, nutrition, neglected, unwanted

Family planning is the term used to describe a couple's decision making about when to start a family; how many children to have; and how to space their children. Although many families are not planned at all, there are many benefits to planning a family carefully.

The Benefits of Family Planning

With careful planning, a couple can choose to have children at a time when they are both ready and able to look after them properly.

For example, they may wait until they have finished building a house so that their family has a secure home. They may choose to wait until they have saved up some money to pay for things for a new baby.

Couples can also plan to space their family so that children are not too close together in age. This is good for the health of both the mother and the children. One baby can be properly weaned and less dependent on the mother before another one is born.

Sometimes a couple will decide that their family is big enough. They can use family planning to make sure that they do not have any more children.

Problems Caused by a Lack of Planning.

If a woman has a lot of children close together she may get sick. Good nutrition is essential for the health of the mother during pregnancy and when she is feeding her baby. A woman's body needs time to recover and grow strong before she has another baby.

A family might also not have enough money if there are too many children born close together. Money for school fees may be difficult to find and it might be difficult to provide other basic needs for the children such as food and clothing.



Children may suffer too if a family is very large. As they grow up, children need attention from their parents to help them develop and learn. If their parents are always too busy with a new baby, this may be neglected.

Family planning can prevent unwanted pregnancies too. Unwanted pregnancies can bring suffering for everyone involved. Often they put an end to a girl's education and cause conflict within families. They may also result in unwanted children who are not cared for properly.

Family Planning Services

Family planning is an important part of the health services provided to the public. In Solomon Islands, nurses, community health workers and midwives can give advice on family planning. SIPPA (The Solomon Islands Planned Parenthood Association) is a special organisation set up to provide information and advice on different methods of family planning.

In Solomon Islands, large families are quite common and the population is growing fast. Information and education about family planning can help people to make good choices about their lives.

Comprehension

Read the text silently again then complete the following sentences in your exercise book. The answers are in the text.

1. Couples can plan to space their family so that
2. Suffering can be caused by
3. If a woman has a lot of children close together
4. SIPPA is
5. If a family is very large, then children

Language Study

Adverbs tell us more about verbs. Many adverbs are made by adding -ly to an adjective. Look at these examples:

Adjective	quick	careful	quiet	heavy
Adverb	quickly	carefully	quietly	heavily

Copy the sentences below and complete each one by adding an adverb from the box on the right. The first one has been done for you.

1. Couples should plan their families **properly**.
2. The driver of the car was _____ injured.
3. Juana Mari laughed and talked _____ about her holiday.
4. You should do your homework _____.
5. Thomas threw his market bag _____ on the floor.
6. Joel thanked the police officer _____ for bringing back his son.
7. Rebecca whispered very _____ to the baby.

Spelling

Revise the spelling of this week's words. There will be a test tomorrow.

Change the following words into their plural form and then use the word in a sentence of your own.

The first one has been done for you.

1. leaf **leaves**

The strong wind last night blew the **leaves** off the pawpaw tree.

2. yourself
3. cliff
4. loaf
5. wharf
6. knife

leaf	shelf
life	most
yourself	without
wharf	loaf
cliff	smoke

Oral and Writing

Proofreading and Editing

In this activity, you are going to proofread and edit the first draft of the explanation that you wrote yesterday about how young people get into trouble.

Follow these steps:

- Reread your first draft.
- Does everything make sense? If not, make it make sense.
- Have you used proper sentences?
- Have you followed the framework and put something in every section?
- Have you used subheadings?
- Does your explanation begin with a clear statement about the topic?
- Check your spelling and punctuation.

Now write the final draft of your explanation. Remember to use cursive writing.

Reading

This is an explanation text. The purpose of an explanation is to explain how something works or to explain why something happens. Look at the key words and find out what they mean. Read this explanation together.

Child Abuse

Ellen Wairiu

Key Words

society, deprives, offences, neglecting, verbal, violent, emotional, worthless

Child abuse is anything that is done to children, either by another person, or by society, that hurts or harms them or deprives them of their rights. There are different forms of child abuse. Some people think the term means only serious offences against children such as beating or sexual abuse.

In fact, neglecting children and saying unkind things to them are also forms of child abuse. Both have a bad effect on a child's development and are very serious.

Any form of abuse affects children both at the time that it happens and also in later life. This text explains how young people are affected by abuse.



How does physical abuse affect children?

Physical abuse includes any act that hurts a child, such as punching, beating, kicking or shaking.

As well as the risk of physical injury, children who are physically abused may also suffer in other ways. They may not be able to trust other people, because they are afraid of what people might do. They may find it difficult to make friends with people because of this lack of trust.

Children who have been physically abused may also become violent themselves as they get older. This is because they feel angry about the abuse they have suffered. Some abused children even grow up to do the same thing to their own children.



How does emotional abuse affect children?

Emotional abuse takes different forms. An adult might abuse a child by telling them off all the time. Verbal abuse can affect self-esteem and may make children feel worthless.

Some children are not given the love they need by their parents. Children need to have their parents' love, attention and time. If parents ignore their children and do not show any love, this is also a form of abuse. This can make children feel rejected and sad.

Telling lies, taking children away from family and telling children that they are stupid or ugly are all forms of emotional abuse that are also harmful.

Children who are emotionally abused may behave badly to try to get attention from their parents or teachers. They often find it difficult to make friends and do not believe that other people like them or want to be their friends. In the long-term, emotionally abused children may even think of running away from home. This may lead to bigger problems, such as involvement in crime or drug use.



How does neglect affect children?

Neglect is when adults fail to provide for children's basic needs, which include food, clothes, housing, education, medical care and love.

Children who are neglected may go hungry and not grow properly. This can affect their health. If medical needs are not met they may be at risk of serious illness.

Neglected children are often at risk of accidents because they are not properly looked after. Neglect is a serious form of child abuse.

All children have a right to love, attention, respect and care as well as to have basic needs for food and clothing met by the adults who look after them. Adults are responsible for children in their care and must make sure that they are protected from harm and neglect.

Comprehension

Work with your partner.

The table below sets out the information from the text in a different way.

Read the report again silently and find some more information to complete the table.

You can also add your own ideas that are not included in the text.

Type of Abuse	Examples	Possible Effects Now	Possible Effects Later in Life
Physical	beating, punching, kicking sexual abuse		
Emotional		can't trust others feel sad and neglected	
Neglect	not given love and attention		have health problems

Language Study

Copy the sentences into your exercise book. Underline the adverb in each sentence, and circle the verb that it describes.

The first one has been done for you.

1. Jack peered fearfully from his room.
2. Angela spoke emotionally about her life at home.
3. Anxiously, I waited for my parents.
4. Morgan's parents proudly smiled as he was given his award.
5. Many children wandered aimlessly around the town.
6. Each child confidently spoke about their adventure.
7. Some parents, sadly, neglect their children's education.

Oral and Writing

You should now have completed the final draft of your explanation text, How Young People Get into Trouble.

Today you will read your explanation aloud to the class.

Practice your presentation with your partner. Take turns reading the information under each subheading.

Remember, reading aloud is very different from reading silently. Here are some tips:

- Read slowly and clearly, don't rush;
- Read loudly so everyone can hear you;
- Pause after the commas and stop at the end of sentences;
- Read with expression and make sure you make the meaning clear;
- Try to look up at the audience sometimes, make eye contact.

Reading

This is an explanation text. The purpose of this explanation text is to explain how something happens. Look at the key words and find out what they mean. Read this explanation together.

What Future?

Ellen Wairiu

Key Words

realised, temper, alcohol, similar, future, turned upside down sleeping rough,

Fred's mother and father really loved and cared for him. His father, who had a job with the town council, always made sure that Fred had everything he wanted. His school fees were always paid on time, his uniform was always clean and smart and he had a few dollars in his pocket for his lunch every day.

Fred's mother was kind and patient. Every evening she would help him with his homework and read books with him, even though she was tired after a long day working in the house.

One day Fred's happy life was turned upside down. His father died in an accident when he was just ten years old. He couldn't understand why his father had to leave him so early. He really missed him. His mother was shocked and sad, but even though he tried to help her, Fred just could not cheer her up.

A year later his mother married another man. He too had a good job and at first Fred was happy for her. She seemed like her old self again. Slowly, Fred realised that things were not right. This man did not love and care for him like his father. He seemed jealous and got angry if his mother spent time with Fred.



Just before Christmas, Fred's mother told him sadly that he would not be going back to school to complete Standard Six because there was no money for school fees. Fred was shocked and sad, but he did not say anything because he knew the truth. His stepfather was a great drinker, and money for alcohol was more important to him than money for education.

As time passed, things got steadily worse. His stepfather had a terrible temper. He would shout and swear at Fred's mother and he even destroyed things in the house. Fred was upset and angry too, but he was only a child, what could he do?

When Fred was twelve years old he just couldn't stand his stepfather's behaviour any more. Quietly, he left home. It broke his heart to leave his mother, but it was breaking his heart to stay too.

Fred didn't have anywhere to go. He wandered about the streets until he met a friend from school. He stayed at his friend's house for a few nights, but then his friend's

parents started asking questions, so he had to move on. He stayed with his uncle for a few days until his uncle told him to go home to his mother.

Eventually he met up with a group of boys who were sleeping rough under an empty house. He found out that they had experienced similar problems at home and he was able to talk to them about how sad he felt. This made him feel better. They became his friends, but sometimes they led him to do things he knew to be wrong, like stealing from people's gardens and even taking food from stores.

Fred tried not to think about what he was doing. He tried to believe that he was doing fine on his own in the world. But in his heart he knew this wasn't true.

He especially tried not to think about the future.

Comprehension

Look carefully at the text again and answer the following questions in your exercise book. Use full sentences for your answers.

1. Make a list of the things that happened in Fred's life to make him want to leave home. Start with the death of his father.
2. Explain the following parts of the text in your own words:
 - a. Fred's happy life was turned upside down.
 - b. Fred didn't say anything because he knew the truth.
 - c. It broke his heart to leave his mother but it was breaking his heart to stay too.
3. Why do you think Fred tried hard not to think about the future?
4. Write a few sentences to describe what you think might happen to Fred in the future.

Language Study

Change the following statements into questions by using either do or does. Be careful, you also have to change the form of the verb.

For example:

The dog sleeps outside.

Does the dog **sleep** outside?

1. Mother and father really love Fred.
2. Fred's father always gave him what he wanted.
3. Fred always thinks about his actions.
4. The boys taught Fred to play a new game.
5. He talked to his mother about the future.

Oral and Writing

In this unit, you have written and thought about a lot of different issues and problems that face young people today.

Today you are going to summarise the most important things you think you have learned during the unit.

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

These are the major topics covered in this unit:

- Making Choices
- Unemployment
- Marijuana
- Alcohol
- HIV / AIDS
- Teenage Pregnancy
- Family Planning
- Child Abuse

Use each of these topics as a subheading and write two or three sentences about each one. Do not include everything you know about this topic. Write only the main idea and the most important facts.

Reading – Who Made the Choice?

Today's text is found in the reader. It is a recount about the custom of arranged marriage which is common in some parts of Solomon Islands.

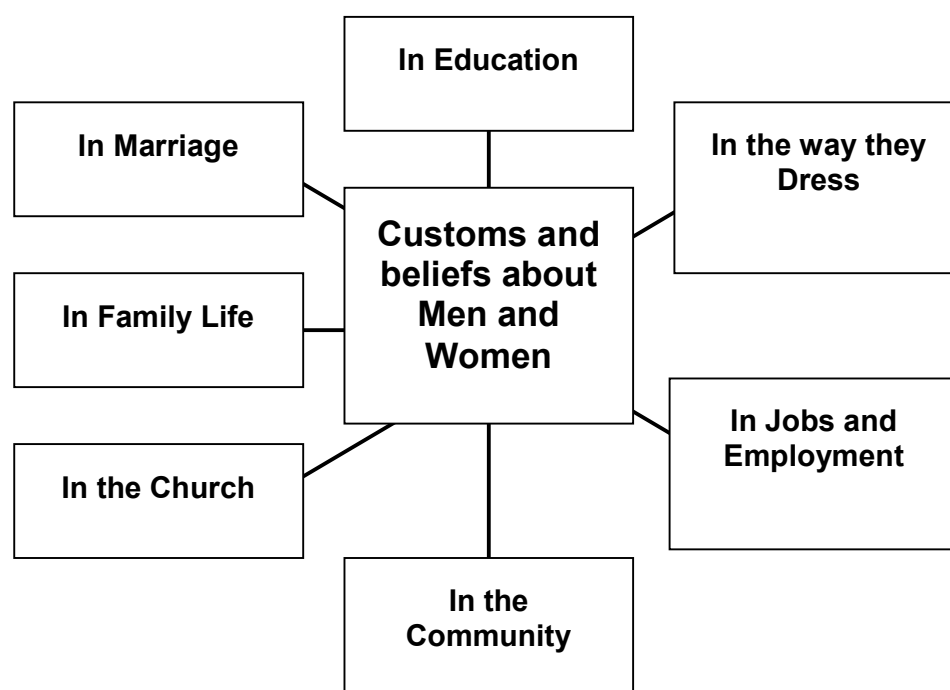
Comprehension

Concept Map

Making a concept map helps you organise ideas and information about a topic.

Copy the outline of a concept map below into your exercise book (use a whole page). Put in as many examples of beliefs about men and women as you can think of under each heading.

As you read the different texts in unit, you may come across more things to add to your concept map. Make sure you leave some space.



Multiple Choice

Carefully read through the text again and choose the correct phrase to complete each sentence.

Write each complete sentence in your exercise book.

- The little girl's family visited the other family to
 - celebrate her seventh birthday.
 - arrange her marriage.
 - introduce her to the boy to whom she was betrothed.
- If the girl had known the real reason for her family's visit, she would have
 - been very happy.
 - been upset.
 - been confused and unsure.

3. The girl was cross with the small boy because
 - a. he had given the present to her grandfather instead of to her.
 - b. she did not want to be engaged to the boy.
 - c. she did not want to apologise.
4. When the girl was 12 years old, her family talked about marriage all the time
 - a. because she was the eldest in her family.
 - b. because they saw that she was growing older.
 - c. so that she could learn to cook.
5. The girl and the boy in the text avoided each other because
 - a. they hated each other.
 - b. they wanted to get married quickly.
 - c. they felt uncomfortable about being engaged.
6. The girl's relatives wouldn't want to hide her because
 - a. they wanted the girl to get married.
 - b. the girl's family might get angry with them.
 - c. they were unkind people.

Language Study

Find the words listed below in today's reading text. Try to understand their meaning by studying the way they are used in the text.

In your own words, explain the meaning of each word. Write your definitions in your exercise book. The first one has been done for you.

- | | | | |
|------------|--|------------|--------------|
| 1. wailing | Wailing means crying in a very loud voice. | | |
| 2. glared | 3. scolded | 4. growled | 5. clouted |
| 6. brat | 7. chores | 8. scooted | 9. reluctant |

Spelling

Here are your spelling words for this week. Read the words and copy them into your exercise book.

Study your spelling list for the week with a partner. Remember to learn to spell the words using the spelling strategy - Look, Cover, Remember, Write, and Check (LCRWC) during the week.

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

beautiful	success
faithful	forget
powerful	thank
thought	care
hurt	few

Complete the following activities in your exercise book:

1. Find three words in the list ending in **-ful**. Add two more words of your own.
2. Find two words in the list beginning with the **th** sound (as in **think**). Add two more words of your own.
3. Make a list of words that end with the **th** sound.
4. Find a word in the list containing the **ew** sound (as in **flew**). Think of three other words that rhyme with this one.

Oral and Writing

Work with your partner to recount an interesting experience that you have had that taught you something about being a boy or a girl.

Retell the experience to your partner. As you tell what happened make sure you include interesting information such as who was involved, when the events happened, and where.

Make sure you end your recount properly so that your partner knows how you felt about it.

See if you can tell your recount in English using some of the linking words, verbs and adjectives that you know.

Tomorrow, you will begin writing a recount about the experience you have talked about today.

Reading

Today's text is another recount about experiences that Linda Puia had as a child. Read the text and talk about it with your teacher or with a partner.

I'm Still Me

Linda Puia

Key Words

stoop-backed, stomped, sniffed, advised, grumble, stomach, advice

"You should be at home cleaning," yelled my big brother when he saw me near the soccer field. "That's what girls do after school!"

"I'm hungry!" my little brother whined as I walked back into the house. "You should be in the kitchen, cooking."

"Walk gracefully with a straight back," my mum scolded as I walked out to get water. "No man wants to marry a stoop-backed old woman."

"What would you know about these things?" my father growled when I suggested he use a ruler for his house plan, because the lines were crooked. "Women don't design the houses where I come from!"



"Don't stamp your foot when you're angry," my grandfather warned as I stomped off. "Bow your head and be silent."

"Women are not supposed to walk in front of men," grumbled my uncle when I stormed past him as he was entering the kitchen. "When are you going to learn your place?"

"Pooh!" my cousin sniffed as I walked past her with the cooked fish. "Go and have a wash! Men only like sweet-smelling girls, you know."

"Don't get too friendly with that uneducated boy," my grandmother quietly advised when I waved to Teri. "Pastor Sami's son is educated and seems like a nice boy. He would make a good husband."

"Oh yes! You'll get married alright," laughed the neighbour, when she heard me grumble that I will never ever get married. "That's what women are born for!"

"Ah! But the way to a man's heart is through his stomach," my neighbour's husband added. "So you'd better learn to cook! Just remember that island men like their fish fresh."

"You have to feel the fish with your hands to know," my neighbour's sister added when I looked confused. "That is an important skill for any island wife to have."

I was sick of all this useless advice. I ran out through the gate and climbed the big Christmas tree behind our house.

But I couldn't be alone, even up in the tree. Our neighbour's son, Fred was sitting on a branch. He was watching a lizard swallow a spider. I sat down next to him and watched too.

"Freddie, do you think I will have a good husband and do you think I will make a good wife?" I asked.

Fred stared at me and then, in a serious voice, he said, "No, I don't think you will have a good husband. Who'd want to marry a skinny bean like you? And how can you be a good wife when you keep falling flat on your face over your big feet and bony legs!"

Then he pulled my hair like he had always done for the last seven years.

"Ouch!" I cried and tried to thump him on the head. But he quickly slid down the tree and ran away. "Just you wait till I catch you, webbed-feet!" I yelled as I chased after him.

But I wasn't angry at all. I was laughing with happiness because at least to Freddie, I was still a skinny bean with bony legs!

I was still ME!



Comprehension

Read the text again and write down how each character in the recount thinks girls should behave. Copy the table into your exercise book. An example has been done to help you.

Character	How he or she thinks girls should behave.
Big Brother	He thinks girls should do housework after school.
Little Brother	
Mother	
Father	
Grandfather	
Uncle	
Cousin	
Grandmother	
Neighbour	
Neighbour's Husband	
Neighbour's Sister	

Language Study

Pronouns take the place of nouns. Using a pronoun means we don't have to keep repeating the nouns in our sentences.

Personal pronouns are words that take the place of the names of people. Look at the sentences below and choose the best pronoun from the box to fill in the blanks.

Copy the paragraph into your exercise book.

Underline the words you have added from the box.

I	his	me	we	us	you	her	him	our	she	he	they
---	-----	----	----	----	-----	-----	-----	-----	-----	----	------

My name is Jessie. _____ live in a small village. Trina is my best friend. _____ have been good friends since Standard One. Mrs. Seni is _____ teacher in Standard 5. _____ is a good teacher. Trina and _____ family live next to _____. Elison is Trina's brother and _____ is in Standard 6. Elison and the boys in Standard 6 like having races on their bikes. _____ race from the school to the village. Sometimes, Elison allows _____ to ride on _____ bicycle.

Spelling

Some of the words from your spelling list this week are adjectives. An adjective is a describing word. It describes or adds meaning to a noun or a pronoun.

One way of making adjectives is to add suffixes to other words. -ful is added to the end of some nouns and verbs to change them into adjectives. For example:

Noun to adjective	Verb to adjective
beauty – beautiful	thought - thoughtful
mercy - merciful	hope - hopeful

Remember the rule

In words ending in -y, change the y to an i before adding -ful

Add -ful to the following words to

make an adjective.

1. faith

3. hurt

5. thank

2. success

4. forget

6. thought

Now write down the base word from which each of the following adjectives is made.

7. beautiful

9. faithful

11. merciful

8. powerful

10. colourful

12. wonderful

Oral and Writing

Yesterday, you were asked to retell an interesting personal experience to a partner. Today you will use the recount framework to begin planning a text based on that experience.

If you prefer you could write an imaginary recount about the theme for this unit. If you write an imaginary one, make sure you write it as if you were there and really experienced it. Use personal pronouns such as I, me, us and we.

Make a plan for your recount.

Use the recount framework below to help you.

Title	The title gives an idea of what the recount is about.
Setting: Who? What? When? How? Why?	The first paragraph sets the scene. It tells the reader who was involved in the events. It tells when and where the events happened. It may tell why things happened. It may introduce what happened and tell how it came to be.
Sequence of events Event 1 Event 2 Event 3...	This is the main part of the text. It tells the events in the order that they happened. Paragraphs are used to organise the text. Paragraphs are linked to each other so each one follows on from the last. The events may include a problem or crisis that has to be sorted out.
Ending	This tells how things ended. It may include a personal comment from the author to tell how he or she felt about things.

Copy the framework into your exercise book and complete it with your own ideas. Make sure you put something in every box.

No need to write full sentences, just write notes at this stage.

When you have finished your plan, work with a partner and discuss it. Tell your partner about your ideas. You can add more ideas and improve your plan as you discuss your ideas with your partner.

Reading

Today's text is made up of two expositions in the form of letters. One letter is written by a father who wants to take his daughter out of school. The other is written by the girl's teacher trying to convince the father that education is very important.

Housewife or Doctor?

Linda Puia

Key Words

careers, progress, senior, afford, stationery, excellent, scholarship, salary, difficulties, especially

Ruth is in Form 5 Blue at Adaua Secondary School. She is a hard working student and her teachers are very pleased with her progress. Mr. Jackson is the careers teacher. He has just received the following letter from Mr. Sade, Ruth's father.

Malu'u Station

North Malaita

12th May 2006

Dear Mr. Jackson,

I am writing this letter to inform the school that my daughter, Ruth Sade will not be coming back to school next term. The reasons for this, are as follows:

We have 3 young children and we need Ruth to help look after them. Both my wife and I do not have jobs so we have to grow and sell food to earn money. I need my wife to help me but she cannot leave our young children alone.

Ruth has had enough education and now needs to learn more about running a home. She is now old enough to get married and needs to be well prepared for marriage.

The school fees are getting higher and Ruth needs more books in the senior forms. I am sorry that I have not been able to pay for her school uniform, stationery and caution fees. I will settle this before Ruth leaves at the end of this term.

Thank you for your understanding.

Yours Sincerely,

James Sade.

Here is Mr. Jackson's reply to Mr. Sade.

Adaua Secondary School
North Malaita
18th May 2006

Dear Mr. Sade,

Thank you for your letter. I understand the difficulties you have with money and your young children but I do not think that taking Ruth out of school is a good idea.

Ruth has been one of our best students for the past 4 years. She has excellent results and works very hard. She has a very good chance of going on to Form Six and receiving a scholarship to study overseas. Ruth is especially good at science and tells me that she would like to study to become a doctor.

Although I understand your problems with money, I feel strongly that if you help Ruth to complete her education, it will benefit you and your family more. Doctors are needed in this country and they earn good money. With her salary as a doctor, I'm sure that Ruth will be able to support you and your wife as well as support her younger brothers and sisters as they go through their own education.

I hope you will think again about your decision to take Ruth from school. Feel free to come and see me at school to discuss this further.

Yours faithfully,

Enele Jackson (Careers Master)

Comprehension

Read through both letters again and answer these questions. Write your answers in your exercise book.

1. Give three reasons Mr. Sade gives for wanting to take Ruth out of school.
2. Which of these reasons do you think might have been most important to Mr. Sade?
3. Mr. Jackson thinks that Ruth should stay in school. He gives Mr. Sade four reasons for this. What are they?
4. Which writer do you agree with? Explain your answer.
5. What suggestions could you make to help Mr. Sade solve his problem?

Language Study

Study the table to see how personal pronouns and reflexive pronouns go together.

Personal Pronoun	Reflexive Pronoun
I	myself
you	yourself
he	himself
she	herself
it	itself
you	yourself
we/us	ourselves
you (plural)	yourselves
they	themselves

When the personal pronoun is singular, the reflexive pronoun must also be singular.

For example:

I made **myself** a cup of tea.

He went home by **himself**.

When the personal pronoun is plural, the reflexive pronoun must also be plural.

For example:

We have to look after **ourselves**.

They built the house **themselves**.

Find the correct reflexive pronoun to complete each sentence. Write the sentences in your exercise book.

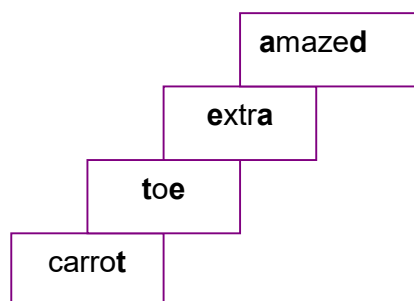
1. **She** went and bought _____ a new dress.
2. **We** have to do the cleaning up _____.
3. Is **he** going on the boat by _____?
4. I managed to complete all my work by _____.
5. The cat fell off a tree but **it** did not hurt _____.
6. **They** only have _____ to blame for losing the match.
7. **You** need to look after _____ when **you** are sick.

Spelling

Spelling Ladders

Use as many of your spelling words as you can for this activity. Place each word on a step so that the last letter from the previous word is the same as the first letter of the next word.

For example:



Use other words that you know how to spell as well as words from the list.

beautiful	success
faithful	forget
powerful	thank
thought	care
hurt	few

Handwriting

Copy this letter into your exercise book in your best handwriting. Make sure you are sitting correctly and holding your pencil properly.

Malu'u Station

20.05.04

Dear Mr. Jackson

Thank you for your letter. I understand your arguments and I am willing to come to talk to you about the issues. If you have any free time please arrange a time for us to meet next week. Please let Ruth know what time suits you.

Yours Sincerely,

James Sade

Oral and Writing

Today you will use the plan you made yesterday to draft your recount text.

Put the ideas from your plan into proper sentences.

Make sure you write in the past tense. Check all your verbs.

Remember to write about how you felt about the events in your recount.

Remember that your recount should have a message for the reader. What did you learn from the events?

This is only your first draft. You can still make changes to improve your recount when you check and edit it.

Read your first draft to a partner. Ask them to offer some ideas and suggestions about how you could improve your text. If you have time, you could begin to proofread your text.

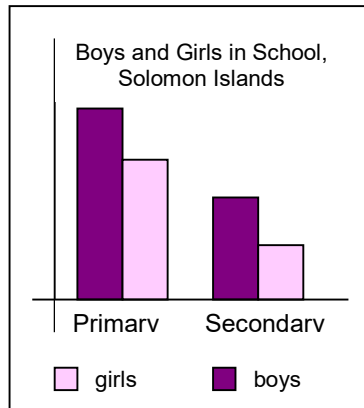
Reading

Today's reading includes different types of text. There is factual information, peoples' opinions and ideas, and a personal recount too. As you read try to notice the different styles and notice the different genres.

Girls' Education

Key Words

opportunities, enrol, dormitories, development, income, access, awareness



Only 17% of Solomon Islands women can read and write

Girls Education in Solomon Islands

In Solomon Islands, girls are sometimes not given the same opportunities in education as boys. Look at the facts:

- More boys than girls enrol in primary school. More than 50% of pupils in primary school are boys.
- More girls than boys drop out of primary school education before Standard 6.
- Secondary schools have more dormitories for boys than for girls, so less girls can be accommodated. More than 65% of secondary students are boys.
- In higher forms in secondary schools there are very few girls. As few as 2% of

Education for ALL!

I believe the education of girls is very important for the future development of Solomon Islands.

Girls grow into women. Women are the most important people in the care and education of the children of future generations.

Women are also becoming more important in making money for the family. Educated women can be very helpful in increasing the family income.

The good health of the country lies in the hands of women. Mothers who are educated about sanitation, first aid, health care and family planning have healthier families.

The best thing the country can do for its future development is to make sure that girls go to school and get the same access to education as boys.

**Educated Mothers
Have Healthier Families**

Katie's Story

I was taken out of school at the age of 13 to go back to my family in Makira. I had to help my mother look after my younger brothers and sisters.

I had good reports at school and I enjoyed it too. At first, I was too shy to join in, but I soon got used to school life and more confident, talking to the teachers.

I didn't want to go home. I knew that if I didn't finish my education, I would never get a good job. I was very sad when my father wrote to me to tell me that I had to leave.

My family needs me though, and I can't argue with that. My parents looked after me when I was small so I owe them a lot.

I can't help feeling sad though. There aren't many books in my village and I love to read. Now, I suppose my life will end up the same as my mother's and my grandmother's. There's nothing wrong with gardening, and looking after children, but I wanted to do something different with my life!



Give Girls an Equal Chance in Education!

Comprehension

Today's reading has seven different parts. There are three short texts, a graph and three captions. Each one is an example of the three different genres in the table below.

Copy the table into your exercise book and write the title or caption of each part of the text in the correct column. The first one has been done for you.

Exposition	Personal Recount	Factual Report
Give girls an equal chance....		

Language Study

Make up your own sentences to complete each of the following using reflexive pronouns.

Write your sentences in your exercise book. Remember to match the correct reflexive pronoun with the personal pronoun given. Underline the reflexive pronoun you have used.

1. It needs to
2. You have to
3. I promised to
4. My grandmother
5. My brother made

Spelling

Work with a partner to learn your spelling words. Remember to use the Look, Cover, Remember, Write and Check strategy.

Test your partner on the spelling words. Read out the words while your partner writes them down then swap over. Check each other's work to see how many you have spelt correctly.

beautiful	success
faithful	forget
powerful	thank
thought	care
hurt	few

Oral and Writing

Here is a recount written by a Standard 4 pupil. Look closely at how he has edited and improved his text.

Nightmare Picnic!

The worst day of my ~~life~~ ^{was} ~~is~~ when we went on a picnic last year.

Our class went ^Tby truck to tenaru waterfalls. When the truck

^{jumped} arrived, I was so excited I got off the truck and my trousers

got caught on the side of the truck. I just hung on the side of

the truck. ^{like a} ~~then~~ ^{Suddenly} the truck started moving and I heard a ^{tearin} ~~breaking~~

sound. ~~and it~~ ^{It} ~~it was~~ my trousers. ^{had} ~~They~~ and it just ^{in the} ~~split~~

open. All the students laughed and I felt so unhappy.

ashamed

Editing changes that the author made:

1. He changed some verbs to make them stronger (**got / jumped**).
2. He changed some adjectives to make them more suitable (**unhappy / ashamed**).
3. He added more detailed descriptions to make it more interesting (**like a doll**).
4. He checked his punctuation, capital letters and spelling (**tenaru / Tenaru**).
5. He checked that all his verbs were in the past tense (**was / is**).
6. He crossed out some repeated words (**it was**).

Now, reread your own personal recount. Edit and improve it before writing a final draft. Use the following tips and questions to help you.

Editors ABC

- A.** Add adjectives and adverbs.
- B.** Bring in better words.
- C.** Check and correct spelling and punctuation.

Look at each section of your recount in turn and ask:

- Is the **title** interesting? Does it tell the reader what the recount is about?
- Does your recount start with a setting that tells **where** and **when** the events happened and **who** was involved?
- Are the events written in the **right order**?
- Did you use a **new paragraph** for each event?
- Is the **ending** interesting? Have you included some personal responses to tell how you felt about what happened?

Next look at the language you have used and ask:

- Did you use interesting words including strong verbs and adjectives to describe things? Are there any better words you can use?
- Did you use linking words to show how events followed each other?
- Is your recount all in the past tense? Check all your verbs.

Finally, check your spelling and punctuation.

Work with a partner. Read each other's recounts and suggest ideas for improving them.

When you have finished you are ready to redraft your recount.

Reading

Today's text is a factual report. Reports give information about the way things are. The writer describes what she knows about what life was like for Afghani women under the rule of the Taliban.

Life in Afghanistan Under the Taliban

Linda Puia

Key Words

troubled, political, enforced, Islamic, beliefs, expelled, refugees, overthrown, regime

Afghanistan is a country in Asia between Iran and Pakistan. It has a population of about 29 million people and a very troubled history. In 1979, Afghanistan was invaded by Russia. A lot of Afghani people did not want the Russians in their country and fought against them for 10 years. They finally forced the Russians to leave in 1989.

After the Russians left, there was a lot of fighting between the Afghani people and the country had no proper government. A religious and political group called the Taliban took control of the country in 1996.

The Taliban had strict Islamic beliefs. When they took over the government of Afghanistan they made very strict laws that were cruel and unfair to women.

For example:

- Women were not allowed to have jobs;
- Women were no longer allowed education. Girls' schools were closed and women were expelled from universities;
- Women were not allowed to go out unless a male relative such as their husband or brother went with them;
- Women were forced to cover themselves in public from the top of their heads to their feet wearing a long robe called the burqa;
- Women were banned from seeing male doctors. Many sick women died because there were no women doctors any more.



Afghan women wearing the burqa

Women were punished harshly if they broke these rules. Sometimes they were beaten, sometimes even murdered by the Taliban. Many tried to run away to other countries and became refugees.

Many Afghan people suffered under the rule of the Taliban, but it was especially hard for the women and girls. They lost their freedom, their rights were taken away and they were injured or killed if they tried to stand up against the Taliban.

The Taliban was finally over-thrown in 2001. Gradually women began to find their freedom again. Girls were allowed back into school and women began to speak about their needs and hopes for the future of their country.

Comprehension

1. Use these headings to note down some important facts from today's text.

- Afghanistan before Taliban rule.
- The Taliban government.
- Laws that discriminated against women.

2. Write a few sentences explaining your own opinions about what you have read today.

Language Study

Possessive pronouns show ownership. They replace a noun and are not followed by another noun. For example:

I own this desk. It is **mine**.

We own this house. It's **ours**.

The table shows which possessive pronouns go with which personal pronouns.

Personal Pronouns	I / me	you	he	she	it	we	they
Possessive Pronouns	mine	yours	his	hers	its	ours	theirs

Find the correct possessive pronouns from the table above to complete these sentences.

1. We gave my mother a present on Mother's Day. It's _____.
2. The other team won so the victory was _____.
3. The dog cut _____ paw on some broken glass.
4. She wished that bicycle was _____.
5. You found it first, so it is _____.

Spelling

Five Questions

Play this spelling game with your partner. One person selects a word from the spelling list, but doesn't tell their partner what it is.

The other player can ask up to five questions about the word. These can only be answered with yes or no.

If they guess the word correctly they get a point for each of the five questions they have not used up. For example if they guess it after three questions, they get 2 points, If they guess it after only one question they get 4 points and so on.

The first person to get 10 points wins the game.

Here are some questions you could try.

- Does the word have any double letters?
- Does it have two syllables?
- Does the word begin with t?
- Is the word an adjective?
- Does it end with -ful?
- Does it have more than one vowel?

Oral and Writing

Today you will write the final draft of your recount including all the changes, corrections and improvements you have made.

Make sure the final draft of your personal recount is complete and looks attractive. Use the following tips to make sure your text is finished.



When you have finished your final draft, practise reading it aloud in case you are asked to read it out to the class.

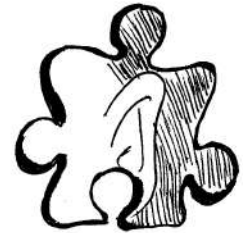
Reading

The Gender Jigsaw**Roselyn Manepuri****Key Words***gender, jigsaw, difference, complementary, competition, unison*

The game, though unnoticed
 Can make a big difference to a home.
 It is a complementary match
 There is no room for competition
 There is too much to lose.



I watched grandmother and grandfather
 Searching for the right pieces amongst so many.
 As grandfather carved a wooden bowl,
 Grandmother wove a coconut fan.
 She fanned grandfather's sweating face
 Two minds becoming one.



I watched my mum and dad,
 Placing their pieces neatly in perfect unison.
 They cleared the forested spot together
 Dad dug the mounds and mum planted.
 Dad walked on mum's trails,
 Two sets of feet becoming one.



I watched my uncle and aunt playing too.
 Fitting their pieces in, side by side.
 Uncle mended the leaking roof,
 While aunt mended uncle's torn shirt.
 Uncle happily shook aunt's hands,
 Two hands becoming one.



I watched my brother and sister
 Trying to place their pieces too.
 Brother split the firewood,
 Sister stacked it neatly away.
 And she swept the pieces of firewood into the fire.
 Two working together, becoming one.



My husband and I played the jigsaw too
 The last pieces fitted in nicely.
 He respects me and does all he can for me,
 I love him and do all I can for him.
 We need each other to complete this jigsaw,
 Two hearts becoming one.



Comprehension

Each verse of the poem talks about two characters and what they are doing. The table below lists the actions of male characters.

Copy the table into your exercise book. Reread the text to find which female character goes with each one. Complete the table with details from the poem.

Men	Women
Grandfather carved the wooden bowl.	Grandmother wove the coconut fan.
Dad dug the mounds.	
Uncle mended the leaking roof.	
Brother split the firewood.	

Poem Reflection

Read the poem again silently. Think carefully about the meaning. Write a paragraph in your own words to describe the main idea of the poem.

Language Study

Read this cloze passage. Number 1 – 12 in your exercise book and write the missing pronouns next to each number.

Yesterday, the boys and girls in (1)_____ class had an argument. It was Robert who started the argument.

“Our teacher says that we must clean up before we go home. I think that the girls should do it because it is (2)_____ job,” he stated.

“You have two arms and ten fingers like us,” Lisa said angrily. “And besides, you always make the biggest mess so clean up (3)_____ own mess!

“At home, the women in (4)_____ family do the cleaning up,” Samson said. “Even mother told me that it is (5)_____ job.”

“Well, in that case, (6)_____ family is different from (7)_____,” Jan said. “When there is cleaning up to do at my home, we all help.”

“(8)_____ family is the same as (9)_____ family,” Jason said. “Only women do the house work.”

“Well, if that’s how it is at (10)_____ homes, fine!” Lisa shouted at the boys. “Just don’t expect it to be the same here at (11)_____ school.” The responsibility of looking after this classroom is (12)_____, both boys and girls.”

Spelling

Here are your spelling words for this week.

Copy the list into your exercise book.

Use your dictionary to help you find their meaning.

Read them aloud and learn how to say them.

Remember to learn to spell the words using the spelling strategy (LCRWC) during the week.

easy	usually
unfair	sure
edible	opened
even	ready
possible	valuable

Complete the following activities in your exercise book:

1. Find a word ending in **-ly**. Add four more words of your own.
2. Find a word with the prefix **un-**. Add four more words of your own.
3. Find two words beginning with the **long e** sound (as in **event**). Add two more words of your own.
4. Find three words ending in a suffix **-ible** or **-able**. Add two more words to your list.
5. Find a word with the **air** sound (as in **fairly**). Add another three rhyming words to your list.

Oral and Writing

Read through these two recounts with your partner.

Viru Village
27.12.05

Dear Mary-Anne,

Hi! How is your holiday going?

We had some excitement yesterday. A girl called Amy just graduated as a mechanic and came home for Christmas. Her family gave her a hard time. They think that being a motor mechanic is not a woman's job. Her Dad didn't even congratulate her for graduating. Can you believe that?

But yesterday, Amy and her Dad went to another village in their canoe to buy rice. On the way, their outboard motor just stopped. It was quite rough and the currents took their boat out to sea while Amy's Dad tried to fix the engine. But he couldn't fix it. He asked Amy to do something.

But then of course, she is a mechanic! Amy fixed the engine and they were able to return safely.

Amy's Dad told everyone that his daughter saved their lives. The family is having a celebration party for Amy tomorrow night. Isn't that wonderful?

I must stop here because I can hear Mum calling.

I hope to hear from you soon.

Love, Sheila

Viru Village

27.12.05

Dear Jessie,

How are you my friend? I hope you're enjoying your holiday. You would not believe what happened yesterday. You know how my family didn't want me to be a mechanic? I wasn't even congratulated for graduating! But yesterday, I went with Dad to a village down the coast. On the way, the engine suddenly revved up and started to stall. Then it just stopped. Dad tried to fix the engine, but he couldn't get it going. At first I thought it was a spark plug problem. But when I took the cover off, I found the spring in the starter motor broken. Luckily, I had taken my toolbox. Dad scowled when he saw me carrying it to the canoe! Even luckier for us was finding a spare spring in the box! I replaced the spring and the engine was fine.

When we got home, Dad congratulated me and told everyone that we were lucky to have a mechanic in the family. Just knowing that Dad now accepts me as a mechanic means a lot to me. I'm teaching him the basics about engines too.

Well, that's all my news for now. Write and tell me about your holiday.

Take care.

Love, Amy

Working with your partner, discuss the similarities and differences between the two letters.

Copy the table below into your exercise book. Complete it using information you find in the text and your own ideas.

	Letter 1	Letter 2
Who wrote the letter?		
Who is the letter to?		
What is the letter about?		
Describe the point of view of the author.		
How do you think the author felt when they wrote the letter?		
Which letter do you like best? Why?		

A first person recount is when the author tells about something that happened to them. A third person recount is when the author tells about something that happened to other people. For example:

First Person Last week I fell off my bicycle and hurt myself. I was on my way to....

Third Person My sister had an accident last week. She was riding on her bicycle when.....

Now read the short first person recount below.

My name is Amy and I have just graduated as a mechanic.

I have been interested in engines and motors ever since I was at Primary School.

When I left school, I decided to become a mechanic. My parents did not like my choice. They tried to stop me but they could not change my mind.

When I left home to start my mechanics training, my dad did not even say goodbye to me and my mother cried. After three years of hard work I am now a mechanic and my family realise that it is a very useful job.

My parents gave a party for me last night to celebrate my graduation.

Reading

Today's text is written as a third person recount. It retells the story of Alec, his life in the Manu tribe and how he became the chief.

Ready or Not!

Linda Puia

Key Words

graduated, university, furious, sacred, ancestors, disappointed, irresponsible

Alec was the son of the chief of the Manu tribe, the most powerful tribe on his island. When Alec was three, his father became ill and died. So his grandfather had to lead the tribe as well as look after Alec and his sister.

Alec was very bright and did well at school. At the age of 25, he graduated from an Australian university. After studying hard for three years, he was looking forward to spending Christmas on his island with his family.

When Alec arrived home, his old school mate Jason, asked him for some land to plant potatoes for his family. Alec agreed but his grandfather was furious.

"How could you? Don't you understand that our land is sacred! It belonged to our ancestors and should not be touched by a man like him!" The old chief shouted.

"But Jason is my friend. I have known him since we were children," Alec replied.

"That was when you were little. But now that you are both men, you must realise that he is not your equal. The blood of chiefs and warriors runs in your veins. He is not even from an important family!" the old man growled.

"But Jason only needs the land for gardening. He doesn't own it, we do," Alec tried to explain. "We can spare the land because we have more than we need anyway."

The old chief was furious. "You have disappointed me by not thinking about your actions, Alec," he said sternly.

The week before Christmas was very busy.

A big party was planned to celebrate both Christmas and Alec's homecoming. The women harvested the gardens and Alec went out fishing with the other men. After a long night, the men had made a good catch of flying fish. Alec sat down under a tree and fell asleep.

"What kind of a man are you?" yelled a voice.

Alec woke up and saw his grandfather scowling down at him. He looked furious.

"A chief should be leading a hunting party not sleeping while the others do all the work!"

Alec rubbed the sleep from his eyes. He had been up all night, but that didn't seem to mean much to his grandfather.

"You are slack, Alec! I am disappointed with you," the old man said as he walked away.



The men spent all morning sorting out the fish.

"What makes the flying fish fly towards canoes and into the fishermen's nets?" a young boy asked.

"The person at the front of the canoe sings a magic song. The song attracts the fish to the canoe," Alec's uncle explained.

"That's the traditional belief," Alec said. "But actually, Uncle, the fish are attracted by our torches. They are attracted to the light."

Alec's uncle was angry "You don't know everything just because you've been to university," he hissed.

"Sorry Uncle," Alec said quietly, "I like the traditional explanation too!"

He did not want to argue with his uncle, but his grandfather overheard them and he was angry again.

"A chief never backs down from an argument!" he shouted.

"I did not back down grandfather," Alec sighed, "I just said I liked both explanations."

The old chief pointed his finger at Alec. "Now you listen boy, call it anything you want. But I say you backed down and that's a sign of weakness."



On Christmas day, Alec's village was in a festive mood. The food was delicious and the dancers were wonderful. After the meal the chief stood up to speak. He welcomed his grandson home and announced that he was handing leadership of the tribe over to his grandson. Alec was shocked. What on earth did he know about being a chief? How could he lead his tribe? Even his grandfather considered him thoughtless, irresponsible and weak!

No, he was not ready. He could never have the strength and wisdom his father and grandfather showed. But he didn't get a chance to say what he was thinking. Someone pulled him to his feet. Alec looked up and saw his grandfather walking towards him with the chief's staff. He held out the staff to Alec, who had no choice but to accept it.

Ready or not, he was now the chief of the powerful Manu tribe. There was no backing out, even if he wanted to!

Comprehension

Read the text again and answer the following questions. The questions ask you for your own ideas and opinions about what is in the text.

1. Why do you think Alec thought it was all right for his friend Jason to use their ancestral land?
2. Why do you think Alec did not want to argue with his Uncle?
3. Why do you think Alec feel that he was not ready to lead his tribe?
4. Do you think Alec would make a good or bad leader? Why?

Language Study

The words in the box are interrogative pronouns. These pronouns are used to ask questions. Like other pronouns they are used in place of a noun. For example:

1. **What** did you say?
2. **Who** said that?

Imagine that you are Alec's cousin and you want to know what it was like studying at an Australian university.

Use each interrogative pronoun to form a question to ask Alec. Write your questions in your exercise book.

whom?

who?

which?

what?

whose?

Oral and Writing

Read the recount below written by a boy called Jerry. Rewrite it as a third person recount. Your recount will retell the events from the point of view of an observer.

The Warrior Challenge Competition

My name is Jerry and I come from Mana Island. Last year, on my 16th birthday, my father told me that I would be taking part in the warrior challenge competition the following week. I didn't sleep well for seven nights. I had nightmares about being chased and eaten by sharks. On the day of the competition, I went down to the beach. There were ten other boys. When the signal was given, we all jumped into the sea and raced to the small island two kilometres from the shore. When we got there, we had to find seagull eggs and put them into pouches that were tied around our waists. Then we had to swim back without breaking the eggs. I swam as fast as I could and managed to come second. The winner was my friend, Manoe. Everyone cheered for him. I cheered the loudest because finally, I was going to get a good night's sleep.

Reading

Today's text is a poem written by Julie Sipolo describing her experiences as a girl growing up. She compares her own life with her brother's life and finds that the rules are not fair!

A Man's World

Julie Sipolo

Key Words

slave, speech, affairs, thrash, privilege, compensation, pregnant

My brother can sit on the table,
I mustn't.
He can say what he likes, whenever he likes,
While I must keep quiet.
He can order me around like a slave,
But I must not backchat.

He gives me his dirty clothes to wash.
I wish he would wash mine!

If he sits on the front steps,
I must go around to the back door.
If the house is full
I must crawl on my hands and knees.
I must walk behind him not in front
And watch my speech when he is in the house
Don't say 'face' but 'front',
Don't say 'teeth' but 'stone'.

I must carry out my love affairs behind his back.
Custom allows him to thrash both of us if we are caught
But he can carry on in front of me
That's his privilege!

I must pay compensation
If I'm to get married
Or pregnant without a husband.
A brother can make a living out of his sisters!

Comprehension

Activity 1

Read the poem again and complete the table below to compare what the boy and girl in the poem are allowed or expected to do.

Things the boy in the poem is allowed to do	Things the girl in the poem is expected to do
Sit on the table	Be quiet

Activity 2

Think carefully about the poem. Write your own ideas and opinions to answer these questions.

1. What do you think is the main idea of the poem?
2. What do you think the poet's message is to the reader?
3. What do you think the title of the poem means?
4. What is your opinion? Is this a man's world? Do you agree with the poet?

Language Study

The author of *A Man's World*, Julie Sipolo has written many poems about girls and women in Solomon Islands.

Imagine that you are a reporter and will be interviewing Julie Sipolo. What sort of questions would you ask her?

Write down some questions for Julie, each starting with an interrogative pronoun.

Here are some suggestions to start you off.

1. **Who** were you thinking of when you wrote this poem?
2. **Which** province are you from?
3. From **whom** did you learn to write poems?

Spelling

Work with a partner to learn your spelling words.

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

Use any strategy that helps you to remember the correct spelling.

easy	usually
unfair	sure
edible	opened
even	ready
possible	valuable

Suffixes

Choose words with the suffix -ible, -able or -uble to fill in the gaps. Write each complete sentence in your exercise book.

1. I had a great holiday, it was very _____ .
2. It was very dark, so the house was _____ .
3. Take one _____ aspirin three times a day.
4. He is a very _____ boy, always friendly and kind.
5. The weather is very _____ , one day it is raining, the next day it is dry!
6. The car was so badly damaged that it was not _____ .

Oral and Writing

Look again at the personal recount you wrote last week. Rewrite it as a third person recount.

Imagine that someone else is retelling your experience. Talk with a partner about your personal recount and discuss how you will need to change it to make it a third person recount.

Follow these steps:

1. **Decide who the narrator will be.** Is it a friend of yours? Your mother? Somebody else who observed the events or someone who has only heard about them and is retelling what they have heard.
2. Think carefully about the **point of view** of your chosen narrator. This is important. If you are writing as someone who saw what happened you may write differently to if you only heard about it.
3. Write a quick **plan** for your recount.
4. Think carefully about how the **language** you use will be different when you write in the third person. You will need to use different pronouns and you will have to change other things too.
5. Draft your recount in the third person.

Reading

Marriage in the Highlands

Linda Puia

Key Words

polygamy, humiliation, sullen, favourite, extremely, popular, entertaining, hostess

Alcinda was a young woman who came from the Eastern Highlands of Papua New Guinea. She attended university in Fiji and made a lot of friends from other Pacific countries.

She found that her culture and up bringing were not very different from that of her friends. That is, except for one thing. While her friends had only one mother, Alcinda had three!

This is because Alcinda's people still practiced polygamy, which meant that the men in her village could have more than one wife. Alcinda was very close to her three mothers. These three women were all very special to Alcinda and taught her many things about being a young woman.

Alcinda's father, Yupae, took Naomi as his first wife. She was said to be the most beautiful girl in the village when she was young. Naomi was a kind and caring person. Alcinda liked Naomi because she was generous and was always joking with her and her brothers and sisters. After Naomi and Yupae had been married for some years they still had no children. The most important thing for men from the Highlands is to have children. So Yupae told Naomi that he was going to find a second wife. Although Naomi was sad that she couldn't have children she accepted her husband's decision.

Balbina was a widow, her husband had died and left her two small girls. Alcinda's father decided to take Balbina as his second wife because she could give him children. She had to leave her two daughters with her husband's family. Not long after their marriage, Balbina had a son, which greatly pleased Yupae.

Balbina quickly became the favourite wife but she was not happy. She rarely smiled or talked to anyone. She had another son and her husband was even more pleased. But Balbina remained sullen and unfriendly. Yupae was a 'big man' in his village and when he heard people grumbling about his unfriendly and unwelcoming wife. He told Balbina that he was going to find another wife who was more out-going and friendly so that he would be respected as a 'big man' in his village. Balbina was silent as usual but when she was alone, she cried sadly for her dead husband whom she had loved and for the two little girls she had left behind.



The future lay unknown and exciting before young Kupini. She was extremely popular in the village for her beauty and cheerful laugh. Yupae decided that she would make the perfect sociable and entertaining hostess. Kupini found herself being bought for the bride price of many strings of shell money and eight fat pigs. She was to become a bride to old Yupae.

Goodness! Yupae was as old as her father! Kupini was a bit frightened of her new husband but her friendliness made her a favourite among the villagers.

Yupae was content, even when Kupini's first child was not a boy but a girl. This child was Alcinda. Kupini had many children and loved them all. She got along with Naomi and Balbina. She took care of Balbina's children as if they were her own. Naomi and Balbina cared for her children in the same way. She was happy being a sister to Naomi and Balbina, the mother of twelve children and the favourite wife of old Yupae.

But sometimes, when the fires had died down and quiet settled over the sleeping village, a sad tear would roll down Kupini's face. She would silently weep for her lost youth and for Pius. Tall, handsome Pius whom she had secretly promised to marry.

Comprehension

Read Marriage in the Highlands again and summarise the information given about the characters in the text. Use bullet points to record your information. The first one has been done for you.

Alcinda	Naomi	Balbina	Kupini
<ul style="list-style-type: none"> • young woman • comes from Eastern Highlands, PNG • attended university in Fiji • has three mothers who she loves • her birth mother is Kupini • has learnt many things from her mothers 			

Language Study

Indefinite pronouns do not refer to any particular noun or stand for any person, place or thing. For example:

No-one is to blame for this mess.

Study the list of indefinite pronouns given in the box.

anyone	everybody	someone	none
anything	everything	somebody	no-one
anybody	everyone	something	nobody
			nothing

Now write five sentences of your own using two indefinite pronouns in each sentence.

For example:

There was **something** for **everybody** on sale at the market.

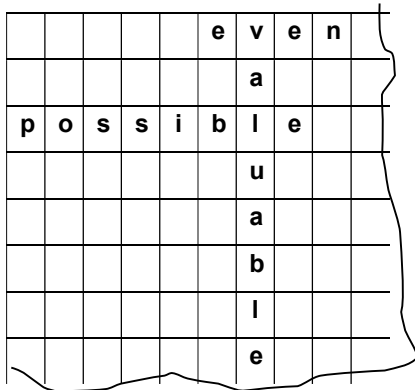
After the meal **everyone** was full, **nobody** could eat another thing.

Spelling

With a partner, study your spelling list and take turns to test each other's spellings. Do this without looking at the list.

Check each other's spellings and then identify any words you have got wrong. Learn these again using the strategy Look, Cover, Remember, Write, and Check.

easy	usually
unfair	sure
edible	opened
even	ready
possible	valuable



Extra Activity

Draw a 12 x 10 grid in your exercise book like the one on the left and make a crossword that includes all ten of the spelling words for this week. The first three have been put in for you.

All the words must be connected.

No letters must touch other letters unless they form part of the spelling words.

Tip! It is easiest if you put the longer words in first.

Oral and Writing

Edit your third person recount. Edit the text as you did for the personal recount.

Remember to check:

- that you have written the recount in the third person using pronouns such as **they**, **he**, **she**, and **them**;
- that you have used the **past tense**, check all your verbs;
- that the events are written in **the right order**;
- that you have used **interesting adjectives** to add description to events, people, things, and feelings;
- that sentences are not too long, you could rearrange them to make two shorter sentences instead;
- that your **spelling** is all correct;
- that you have used the correct **punctuation**.

Reading

Today's text contains three letters written to the Solomon Star by members of the public. In each the author expresses their opinion about an issue raised by a city council politician who believes it should be illegal for women to wear shorts.

Women and Shorts

Key Words

preventing, charged, Hear-Hear, by-law, outrage, discourage, resident, economic, appalling, disgusted, street women, indecent, corruption



Solomon Star

LETTERS TO THE EDITOR

Keeping Our Culture

I fully agree with the call made by the member for Mbumburu ward that women should not be allowed to wear shorts. I think that women have forgotten their place in our communities and have too much freedom. In our culture, women should not be allowed to dress or behave like men. It is sad to see that most of our young women show little respect for men and go around wearing indecent clothes. I agree with the member that there should be a by-law preventing women wearing shorts. Such a by-law would discourage young women from losing their culture.

S.T.
Vura II

What an Insult!

Having read the member for Mbumburu ward's comments in your paper, I must say that I have never heard such rubbish! He proposes a by-law to stop women wearing shorts! What an outrage! What right does he have to tell women what to wear? Our country is in a political and economic mess. As a politician, this member should concentrate on more important issues. I am a resident of Mbumburu and the roads here are terrible. I voted for this member because he promised to upgrade roads

in our area of town and to promote women's interests and development.

Is this your idea of promoting women? Please stop wasting our time and do something useful instead! At least now I know who NOT to vote for in the next city council elections!

J. M.
Mbumburu

Don't judge people by their clothes!

I was disgusted by the member of Mbumburu ward's suggestion that women in shorts look like street women. He insults the women in his ward who voted for him by calling them indecent. Calling women 'street women' just because they wear shorts is narrow-minded. Don't judge people by what they wear! I strongly believe that how we behave and the way we treat others is more important than what we wear. If this member calls all women who wear shorts 'street women', then maybe it is okay for me to call all politicians 'corrupt' because two politicians have just been charged for corruption. Or maybe I should label every man a 'wife-beater' just because my neighbour beats up his wife every weekend!

E. Roy
Ngossi Ridge

Comprehension

Read through these questions and complete this activity in your exercise book.

1. What is the issue that the writers of the letters are debating?
2. What does E. Roy of Ngossi Ridge strongly disagree with?
3. Why does J.M. of Mbumburu think the ward member is wasting time on this issue?
4. What is the main point being made by S.T. of Vura II's letter?
5. Can you tell which writers are men and which are women? How?
6. Which side of the argument do you agree with? Why?

Language Study

Commas can be used to separate a series of nouns, for example:

In the garden, Alicia planted potatoes, yams, taro and other root crops.

Rewrite the following sentences, adding commas in the correct places to separate the list of nouns.

1. The nine planets of our solar system are Mercury Venus Earth Mars Jupiter Saturn Uranus Neptune and Pluto.
2. The small school had students from standard one two three and four in one classroom.
3. To prepare for the school picnic we packed rice vegetables watermelon and pawpaw into a large basket.

Write two sentences of your own in which there is a series of nouns separated by commas.

Write them neatly in your exercise book.

Oral and Writing

A Letter to the Editor

What do you think about the issue debated in the 'Letters to the Editor' text? Which side would you agree with? If you wrote a letter to the editor, what would you say?

Write a letter to the Editor of the Solomon Star. In your letter, say what you think and feel about the issue being debated.

Here are some tips to help you:

- Remember to keep your letter fairly short.
- Think about what you want to say first before you write.

- Back up your main argument with some good reasons.
- Write a first draft.
- Edit your first draft and try to make it sound more convincing.
- Write a final draft of your letter.

Reflect on the Unit

In this unit you have been reading about gender issues. You have looked at different kinds of texts including recounts and learned how to express your own opinions.

Look back over the work you have done in the last two weeks. Think about what you have learned. Write a short paragraph explaining what you think about an important issue considered during this unit.

Reading – It's Just Not Fair!

Today's text is a recount about a girl named Brenda. A recount tells us about events that happened at another time or place. The events in the recount are written in order.

Study the key words. After reading, check how they have been used in the text. The context should help you understand them.

If there are other words in the text that you do not understand, discuss these with a partner. If you are still unsure, use a dictionary to find out their meaning.

Comprehension

Read the text again. Some events have occurred in Brenda's life to cause the problems described. Work with a partner and discuss the problems faced by Brenda and their causes.

The table below lists some of the events in Brenda's life. Copy and complete the table by writing the problems caused by these events in the right hand column.

The first one has been done for you.

Event	Problem
Brenda's mother was not married. Brenda's uncle did not have much money. Brenda's aunt went to work every day and did not return home until very late. Brenda had to work like a married woman. Sometimes Brenda did not manage to finish all of the work. Brenda's cousin went to school and had a lot of free time.	Brenda's mother struggled to raise her by herself.

Language Study

Here are some examples of direct and reported speech:

Direct Speech "Brenda, I want you to wash the baby's clothes properly," shouted her aunt.

Reported Speech Her aunt told Brenda that she had to wash the baby's clothes properly.

Direct Speech "Why are you crying Brenda?" I asked gently.

Reported Speech I gently asked Brenda why she was crying.

Change the following sentences into reported speech and write them in your exercise book.

1. "Why are the children playing in the rain Brenda?" asked Peggy.
2. "I want to stay with my mother," said Brenda.
3. "I wake up early to prepare breakfast for everyone," said Brenda.
4. "Paul is going to give up his job," said Linda.
5. "Mother, why are you sad?" asked Belinda.
6. "I am the champion of the bicycle race," boasted Nick.
7. "My parents are not very well," said Tom.

Spelling

Here are your spelling words for this week.

Work with your partner to say and spell each word.

To help you learn to spell the words, use Look, Cover, Remember, Write and Check.

Find out the meaning of the words.

Spend some time each day learning the words.

Copy the list carefully into your exercise book.

Write the words from the list that rhyme with each of the following words. Add some more rhyming words of your own:

1. berry, merry
2. bend, friend
3. fry, dry
4. pretty, pity
5. he, she

country	city
ferry	cry
key	family
enemy	memory
end	library

Oral and Writing

In your group, talk about these questions.

1. What are Brenda's biggest problems?
2. What could Brenda do to start to solve her problems?
3. What could other people do to help her?
4. What could you do to help a person in Brenda's situation?

Draw a table like the one on the next page and record your answers.

Choose somebody from your group to write down your ideas. Choose somebody else to read out the answers and explain the list to the class.

What could Brenda do to solve her problems?	How could other people help Brenda?
<p>Brenda should ask her mother to help her with school fees.</p> <p>Brenda could try to explain how she feels to her aunt.</p>	<p>Her uncle could try to find money to send her back to school.</p>

Reading

Today's text is a recount about anger and how people sometimes do when they are angry that they later regret.

Study the key words. Read the story silently. Read it again with a partner. Talk about the text and discuss the meaning of any difficult words.

The Story of Gelert

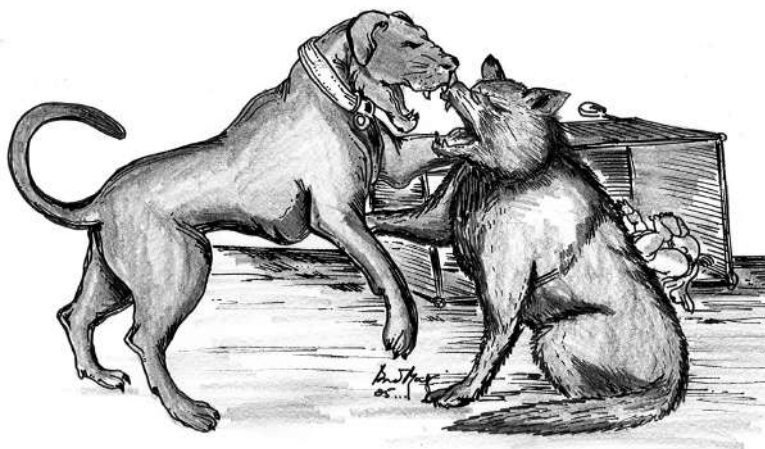
A Legend from Wales

Key Words

pack, good-natured, fangs, savage, writhed, fury, rage, pricked up his ears

Many years ago there was a Prince of Wales called Llewelyn. He loved hunting and he kept a fine pack of hunting dogs. There was one dog that he loved more than all the others. The name of this dog was Gelert. Not only was Gelert a fine hunting dog, but he was also a good-natured, gentle animal, and he was loved and trusted by Llewelyn and his family.

One day the prince decided to go hunting. He knew that wolves had been seen in the forest near the castle. He was worried for the safety of his baby son. Hungry wolves had been known to find their way into houses. He told Gelert to stay behind and guard the baby. The dog lay down beside the cradle. Prince Llewelyn went off happily, knowing his trusted dog would safely guard his son. Soon the sound of the hunting horn faded into the distance and Gelert was left alone with the baby.



After a while Gelert heard a strange sound. He pricked up his ears and sniffed the air. What was it that he could smell? There was a shuffling sound in the corridor. Who or what could it be? The half-shut door slowly opened and a large hungry, grey wolf stared into the room. Gelert growled.

The wolf bared his fangs. Looking beyond Gelert, the wolf saw the baby in the cradle. Here was a tasty meal. The wolf leapt towards the cradle. Gelert leapt too, at the wolf's throat. The two animals were locked together, snarling and biting furiously. The fight was long and savage. There was fur and blood everywhere. The cradle overturned, but the baby lay safe and still slept soundly under the blanket.

At last Gelert made one final effort and sank his teeth deep into the throat of the wolf. The wolf writhed for a moment and then lay still, dead. Gelert was exhausted from the fight. He fell to the floor and, weak from loss of blood, he slowly licked his wounds. When Llewelyn returned from the hunt a terrible sight met his eyes. His baby's cradle

was overturned, and blood was everywhere. Slowly Gelert crawled towards his master, with blood dripping from his jaws. The baby was nowhere to be seen.

Llewelyn was angry. "Wicked animal, where is my son?" he screamed in fury. "You have killed and eaten my only child!"

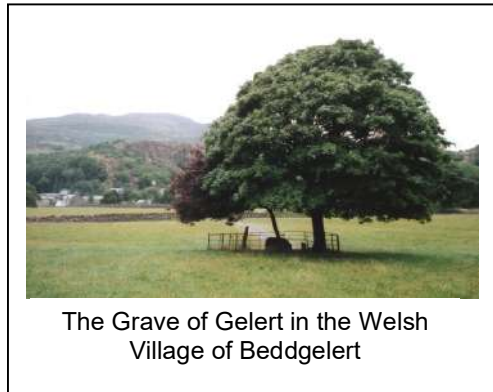
With a cry of rage Llewelyn sprang forward and thrust his sword deep into the dog's heart.

Gelert howled so loudly that the noise woke the baby, who let out a loud cry. Llewelyn pulled the cradle aside. He saw his baby son safe and well, and beside him the body of a large grey wolf.

Only then did Llewelyn realise that it was the wolf's blood on Gelert's jaws. His reward for saving the prince's son was death.

Prince Llewelyn felt desperately sorry for what had happened. But his regret could not bring his favourite dog back to life.

Instead, he buried Gelert and built a gravestone. On the gravestone he wrote the story of the dog's bravery and how he had saved the young prince.



The Grave of Gelert in the Welsh Village of Beddgelert

He named the burial place, 'Beddgelert', which means, 'the grave of Gelert'.

Today, you can still visit the dog's grave in the small village of Beddgelert, in Wales.

Comprehension

Read the recount again. Answer the following questions in your exercise book.

1. Describe Gelert.
2. Why was Gelert left alone in the castle with the baby?
3. Explain two reasons why Gelert knew that a wolf was coming.
4. What did the prince do when he returned to the castle? Why do you think he did this?
5. How did the Prince feel when he realised he had made a mistake? Why?
6. What do you think the prince should have done instead of killing Gelert?

Language Study

The following sentences are written as reported speech. Change them to direct speech. Study the example first.

Reported speech

Llewelyn told Gelert to look after his baby.

Direct speech

"You stay here, Gelert, and look after the baby," said Llewelyn.

1. David asked Llewelyn why he had killed the dog.
2. Llewelyn said that he killed the dog because he thought it had killed his baby.

3. Llewelyn said that he was very sorry for what he had done.
4. Llewelyn asked David to help him dig a grave for Gelert.
5. Llewelyn told his son that Gelert had been a brave and faithful dog.

Handwriting

Copy this poem into your exercise book. Use your best cursive joined up writing.

With a Friend

I can talk with a friend and walk with a friend and
share my umbrella in the rain.

I can play with a friend and stay with a friend and
explain.

I can eat with a friend and compete with a friend
and even sometimes disagree.

I can ride with a friend and take pride with a friend.
A friend can mean so much to me!

by Vivian Gould

Oral and Writing

Read The Story of Gelert, once again.

Work with a partner and talk about the different ways in which this story may have ended.

Plan and write a different ending to this legend.

When you have finished read your new ending out to the class.

Reading

This reading is a narrative. Use a dictionary to find out the meaning of the key words. Try to use the words in sentences.

Read the narrative silently and then read it together aloud.

Who Am I? A Story from Korea

Key Words

remote, amazed, strangest, astonishment, familiar, bustling, delighted, jealous, rage, sensible

Long ago in Korea, there lived a hard working farmer named Kam. All his life he had lived in a remote village and he longed to see the capital city of Seoul. One day he decided he must go to Seoul before he died. He said goodbye to his old father, his wife and his daughter. He then set off for the city.

After a long journey, Kam arrived at the great city. He was surprised by what he saw. The bustling streets, the fine houses and shops all amazed him. In the market he bought some presents to take home with him. He bought a comb for his wife, a pipe for his father, and silk scarves for his daughter.



In one shop he saw the strangest thing he had ever seen. It was a round, shining piece of glass, from which a man's face stared in astonishment at Kam. The man copied everything that Kam did.

Who was this person? Kam had never seen such a thing before and thought it must be very expensive. He went into the shop to ask, and was surprised to find many more magic pieces of glass. He was even more surprised to find that they were cheap enough for him to afford to buy one.

He chose a large square glass. Wrapping it carefully, he put it in his bag and set off for home.

He had a lot of questions he wanted to ask the man he had seen in the glass. The man had looked so familiar, yet so strange.

When he arrived home Kam's family were pleased to see him, especially when they unwrapped their presents. A feast was held in his honour. After the meal, Kam went out to feed the pigs. While he was out, Kam's daughter noticed that one parcel in her father's bag, had been left unopened. She picked it up, opened it, and stared in amazement. "Look at this," she said. "Father has brought a pretty young girl into the house and hidden her in this magic piece of glass."

Kam's wife came in to look. In the magic glass she saw the face of an old woman and flew into a jealous rage.

"You cruel man! You have brought a bad tempered woman back from the city to take my place!" she cried.

Hearing the shouting, Kam's father came hurrying in. He also looked into the glass. "Why has Kam brought this ugly old man back from the city?" he asked, "I suppose he will want to eat my rice and sleep in my bed!"

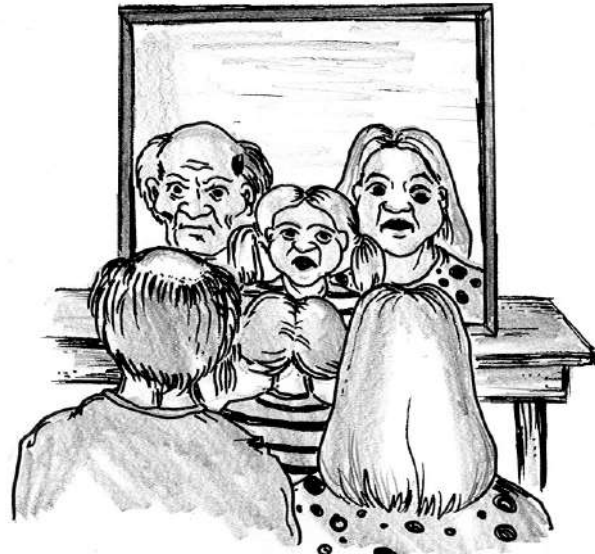
The sounds of their argument brought Kam running back inside. As soon as he came in, his wife began pulling his hair and beating him with her fists. "You wicked man! Who is that mean looking woman you have brought here to take my place?"

"And who is that ugly old man?!" shouted his father.

"And who is that silly looking girl?" added his daughter.

Kam could not stop his family from arguing so he decided to call for help.

"Come!" he said, " We will see what the priest has to say about this."



So they all marched off to see the village priest, who was wise and old and sensible. He too had been to the big city. Each member of the angry family told him what they had seen.

"Let me see this magic glass," said the priest. He knew straight away what it was.

"You are all wrong," he said. "All I can see in this magic glass is the face of a wise, sensible, old priest."

When he explained to them that they had been looking into a mirror and had seen only their own reflections, they all realised how foolish they had been.

Comprehension

Activity 1

Choose six words from the list of key words and use them in your own interesting sentences.

Activity 2

Read the text again and decide whether these sentences are true or false. You do not need to rewrite the whole sentence, just write true or false next to the correct number.

1. Kam was a hard working farmer from the city of Seoul.
2. Kam's wife went to the great city.
3. Kam's wife bought a comb for her daughter.
4. Kam's wife saw herself in the mirror as a bad tempered woman.
5. Kam's daughter found the mirror in her father's basket.
6. Kam brought a new wife with him from the city.

3 Unit 4: Feelings

7. The priest had been to the city and knew about mirrors.
8. The story took place in a remote village.
9. None of the family recognised themselves in the mirror.

Language Study

Choose the word with the correct suffixes to complete each sentence. Write the completed sentences in your exercise book.

1. Alison came across the _____ thing she had ever seen in Honiara. (**stranger / strangest**)
2. Kam's family did a very _____ thing in the village. (**foolish / fooling**)
3. The writing on the wall was _____ from twenty metres away. (**noticeable / noticing**)
4. Marian was _____ when she unwrapped the parcel. (**careful / caring**)
5. James could _____ afford the price of the new generator. (**hardly / harden**)
6. The face in the mirror had _____ brown hair. (**darkness / darkish**)

Spelling

Continue to learn your spelling words.

Try to think of different ways of learning the words with your partner. You could write them out in a crossword grid as you did last week or you could write them in sentences.

You will be tested on these words at the end of the week.

country	city
ferry	cry
key	family
enemy	memory
end	library

Activity

The following nouns from the spelling list are in the singular form.

Change them to the plural form. Remember the rules you have learnt.

1. country 2. city 3. key 4. library 5. enemy 6. family 7. ferry 8. memory

Oral and Writing

During the next few writing lessons you are going to write an imaginative recount.

Look at the recount called **It's Just Not Fair!** in the reader again. Study how the writer wrote her recount.

Look back at the list you created describing ways that you could help Brenda. Choose one of these and write a recount describing how you helped Brenda.

Work with a partner and talk about how you will write your recount.

Here are some ideas for your planning.

1. Give your personal recount a title.
2. What are the events you will write about?
3. How will you describe these events to show how they helped Brenda?
4. Organise your events in the order in which they happened.
5. Think of a good ending to your recount.
6. Remember to include personal details about how you (the author) and other characters felt about what happened.

The structure below will help you to plan your recount.

The Structure of a Recount	
Orientation:	Tells who, when, where and what and why
Series of events:	One day ...
	The next morning ...
	Later that week ...
	After lunch ...
Personal Comment:	Tells how the author felt about the events.
	We were so relieved when we got home safely.

After your discussion draft a plan for your recount following the structure above.

Reading

This is a personal recount about friendship. Use a dictionary to find out the meaning of the key words. Try to use the words in sentences.

Restless Change of Feeling

John S. Konainao

Key Words

conversation, fashions, intelligent, all of a sudden, crossed paths

Patterson was all I ever wanted in a friend. He was fun, handsome, loving, creative and intelligent. We found each other among the crowded confusion of passengers, at the wharf, on the first day of school. There was something special about Patterson, which made him stand out from the crowd. Something made me feel like he was an old friend from long ago. It felt like we were just starting again, from where we had left off.

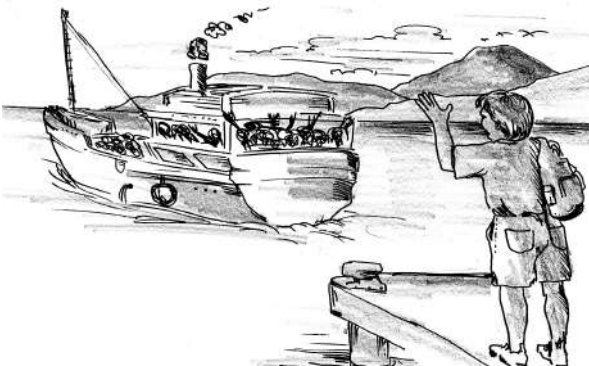
During the first months at school something kept bringing Patterson and I together. We went out of our way to help each other. Whenever he went to class he would drop by my dormitory, even though I lived further away than him. When I found myself in a pool of confusion, he would quickly slip in and talk to me and explain things.



We went everywhere together, to church, to the dining hall or down to the contract huts. Whenever I received or bought something I would always share it with Patterson. I felt warm, secure, and happy with him.

Patterson was like a brother to me. Through his behaviour, he taught me to love and to be patient with others. He was trustworthy and reliable, a true friend.

Patterson and I never had to work at conversation. It came easily. We talked about our past and our dreams for the future. Mostly we talked about the present, our relationships with others, about the kinds of people we liked best and why. We even talked about what we thought of the reigning fashions of Su'u. Sometimes we didn't even talk. Just being together was enough.



Before we knew it, the time came for Patterson to leave school. His last day was like a funeral. I had only known Patterson for two years and yet in those two years we had shared a lifetime. Now everything was about to change

He was moving east to Sinaragu and I was moving north to Malu'u. I carried his basket to the ship at the wharf, waved goodbye and watched sadly as the trail of waves disappeared behind the Su'u harbour point.

The term ended. A comfortable little puzzle that had fitted perfectly together had been torn apart and now I had to pick up the pieces and start all over again. When I reached home, I watched the waves tumbling up and down the beach on the shores of my home dragging the stones and pebbles with them.

I felt like one of those stones. I felt as if I was tumbling around, unable to control the feelings within me. Always moving on the waves, always changing, even when I desperately wanted everything to stay the same.

Comprehension

Read the recount again. Work with a partner and make a list of all the good things John and Patterson used to do together as friends.

Then write a couple of sentences to describe what you think makes a good friend.

Language Study

Activity A

Change the following nouns into adjectives by adding suffix from the box.

-ous	-ly	-ship	-ful	-able	-y
1. friend	4. hope	7. comfort	10. truth		
2. love	5. danger	8. peace	11. thirst		
3. beauty	6. storm	9. faith	12. wind		

-ise

-ify

-en

Activity B

Change the following nouns into verbs by adding a suffix from the box.

For example: fright – frighten

- | | | | |
|-------------|------------|-----------|-----------|
| 1. beauty | 4. bright | 7. colony | 10. wide |
| 2. sympathy | 5. fertile | 8. magnet | 11. solid |
| 3. terror | 6. short | 9. soft | 12. light |

Spelling

Use the spelling words to make a crossword.

Draw a 12 x 12 grid in your exercise book

First try to fit in all the spelling words then add any other words that you can think of to use up the spaces.

					f	
					e	
c	o	u	n	t	r	y
					r	
m	e	m	o	r	y	

Study the example has been started for you on the previous page before you begin.

Remember, all the words must link with at least one other word, but words cannot join up unless they make sense.

country	city
ferry	cry
key	family
enemy	memory
end	library

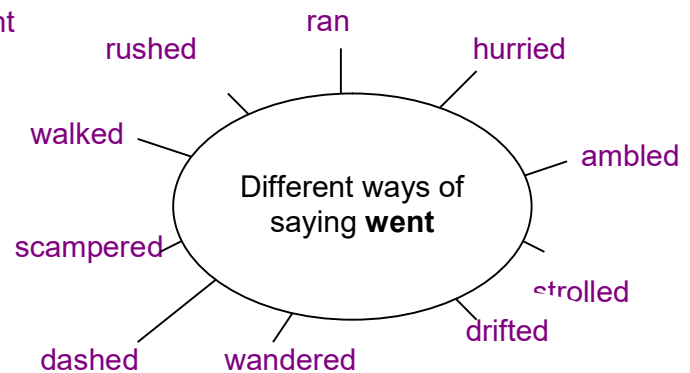
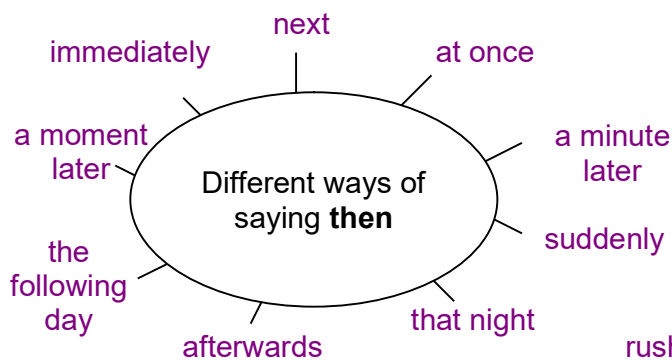
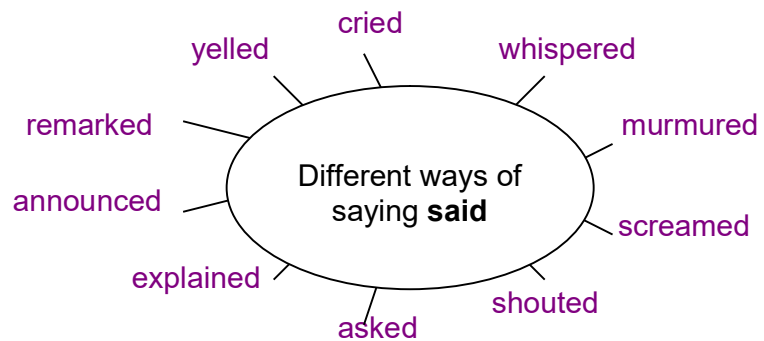
Oral and Writing

During the last writing lesson you worked on the plan for your recount.

Today you will draft your recount. Remember to follow the plan that you made in the last lesson and write your recount in the past tense.

Try to use a good range of vocabulary to make your recount interesting.

Here are some suggestions to help you.



Reading

Look at the key words before you read and use a dictionary to help you find their meaning.

An Impossible Choice

A Legend from Papua New Guinea

told by Ronah Nicodemus and Helen Kusa

Key Words

luckiest, noticed, caught his eye, gazing, for a change, spitefully, abandon

Many years ago, there lived a handsome boy called Waka. He lived with his mother called Mendaiwan. Waka's father had died when he was a very small boy. Mendaiwan and Waka lived happily together.



Waka helped his mother in many ways. He helped to clear land and prepare the ground for planting kaukau, taro and kumu gardens. He helped his mother carry and chop firewood. When the kunai thatching on the house became too old and thin, Waka repaired the leaks. He also helped his mother look after the pigs.

Mendaiwan was proud of her helpful and caring son. She believed that she was the luckiest mother that had ever lived, having such a good boy around to help her with all the hard work.

One afternoon, Waka was chopping a large load of firewood to use for the fire that night. Mendaiwan sat nearby preparing kaukau for the evening meal. She looked up at Waka and for the first time she noticed that her son was growing into a strong and good looking young man. She knew that it wouldn't be long before he would want to find a wife and she would be left on her own. This made Mendaiwan feel a little sad.

Mendaiwan put these thoughts out of her mind and called her son, "Waka! Have you finished chopping the wood yet? It's getting dark. Don't forget that we have to rise early in the morning, to attend the pig killing ceremony at the next village."

"Yes mother," replied Waka, "I've finished. I'll just check that the pigs are all right and then I'll come and help you with the cooking."

"You are a good boy, Waka! If your father was still alive, he would be very proud of the way you look after your old mother!"

Next morning, Mendaiwan collected up her bilums and they set off to walk to the next village. At the pig killing ceremony, they were given a share of pork and mumu vegetables. Waka helped his mother load the food into the bilums but just as they were about to leave, a beautiful young girl caught his eye. She was tall and slim and when she saw Waka gazing at her, she turned away shyly. Waka had never seen such a pretty girl and he wanted to stay and talk with her. He asked his mother if he could

come home later. Mendaiwan agreed and walked home with her bilums of pork heavy on her head.

Waka introduced himself to the girl, whose name was Kaimon and they became friends. When Waka went home, he excitedly told his mother about Kaimon and explained that they were now friends. Mendaiwan was very pleased because her son was so happy. Waka visited Kaimon regularly and sometimes Kaimon went to Waka's house where Mendaiwan warmly welcomed her and gave her food.

As time went by, Waka and Kaimon grew to love each other more and more... but something was wrong.

Kaimon started to complain about Waka helping his mother in the house.

"Leave the firewood," she would say. "Let your mother chop it for a change!"

She did not like the way Waka looked after his mother all the time.

"You should spend time talking to me, not running around after your mother!"



She grew jealous when she saw Waka helping his mother.

It did not matter that Mendaiwan was kind and welcoming to her, Kaimon's bitterness towards the old woman just grew and grew. She wanted Waka all to herself. In the end her jealousy was out of control and she really came to hate poor Mendaiwan.

Waka was saddened by the girl's feelings towards his mother, whom he loved so dearly. He loved Kaimon too and felt torn between the two of them.

The day came when he decided to ask Kaimon to marry him. He hoped that once they were married she would no longer be jealous. He thought that his wife and mother would learn to live happily together.

Waka was not ready for Kaimon's reply.

"Yes, I will marry you," she said spitefully, "but you must leave your mother's house and never come to visit her after we are married. I will not share my husband with another woman!"

Poor Waka did not know what to do. He could not abandon his mother who had given him everything in life, but he loved Kaimon and wanted to marry her.

It was an impossible choice!

Comprehension

Read the legend again. It ends with Waka being faced with an impossible choice. He does not know what to do.

Will Waka leave his mother and marry Kaimon or will he decide not to marry her? Does he have any other choices?

Work with a partner and talk about what you think Waka will decide to do. What do you think he should do?

Write your own ending for the story in one or two paragraphs.

Language Study

Activity A.

Change the following verbs to nouns by adding the suffixes -ion or -ment. You may need to change the spelling of some words.

- | | | |
|------------|------------|------------|
| 1. act | 4. exhibit | 7. confuse |
| 2. prepare | 5. create | 8. adopt |
| 3. collect | 6. amuse | 9. punish |

Activity B.

Find a synonym for each of these words. Write more than one if you can think of other examples.

- | | | |
|--------------|-------------|--------------|
| 1. repaired | 5. lucky | 9. nearby |
| 2. regularly | 6. abandon | 10. sad |
| 3. spiteful | 7. handsome | 11. thoughts |
| 4. gazing | 8. noticed | 12. growing |

Oral and Writing

Proofreading and Editing

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

Follow these steps:

- Re-read the first draft of your recount.
- Does your writing make sense? If not, change it so that it does make sense.
- Have you used the framework for a recount?
- Does your recount begin with an orientation?
- Have you written a series of events in order?
- Have you tried to use interesting sentence beginnings?
- Have you included a personal comment?
- Circle any words that look wrong. Find out the correct spelling of these words using word lists or the dictionary.
- Check punctuation. Have you used capital letters and full stops?
- Look for ways to improve your draft. Can you change a sentence to make it sound better?

Now write the final draft of your recount.

Remember to use cursive writing.

Reading

Read the text with a partner.



Dear Granny...

Having problems at school? Worried about your education and future?

Granny is here to answer your questions.

Dear Granny,

This is my final year in primary school. I have not been attending school regularly because my mother always wants me to stay home and look after our baby. I look after the baby when my mother goes to the garden or to the market.

I am really worried about the exams that are being held in a few months time. What can I do?

Miss Baby Sitter

Dear Miss Baby Sitter,

It is not good for you to be absent from class regularly. You are missing a lot of schoolwork and you are right to be worried about the exam. You must try to talk to your mother about your problem. Explain to her that you want to do well in school and that passing the exam is important to you. Your mother cares about you, so she should listen to your concerns. If this fails you could talk to your teacher and ask her to speak to your parents on your behalf.

Granny

Dear Granny,

I am 12 years old and my parents want me to put Ruavatu Secondary School as my first choice for secondary education.

I think am too young to go to a boarding school and I am afraid I will be homesick. What do you think?

Ms. Too Young

Dear Ms. Too Young,

You are worrying about something that many children of your age worry about. It is quite normal to feel a little homesick when you first go to boarding school. Try not to worry. There will be many other pupils in the same situation as you and you will soon make new friends and feel at home. Do not be afraid! It may be hard at first but you'll get used to it.

Granny

Dear Granny

I have been studying hard for the Standard Six exam and I want to do my best.

My problem is that I am afraid that I will fail. My parents have high hopes for me. They have spent so much money on my school fees over the years.

My father is always telling me that he wants me to go to secondary school so I can get a good job. What if I let them down?

Mr. Fearful

Dear Mr. Fearful

I understand your fears. Everyone wants to do well in school and no one likes to fail. There are only two pieces of advice I can give you. One is do your best. If you do your best your parents will be proud of your efforts whether you pass or not. The second is try not to worry! If you worry too much and get very anxious about the exam this could affect your performance.

Remember if you do not pass the Standard 6 Exam it is not the end of the world. You can still work hard in your community and make a good life for yourself.

Granny

Comprehension

Read the letters again. Summarise the main idea of each letter in one sentence. The first one has been done for you.

Miss Baby Sitter

Miss Baby Sitter is worried about her school work because her mum expects her to miss school to look after the baby.

Granny's Reply

Granny advises her to try to talk to her mother and explain that her school work is important.

Ms. Too Young

Granny's Reply

Mr. Fearful

Granny's Reply

Language Study

Add the correct prefixes to the bold words in each sentence. The first one has been done for you.

1. Brenda thought her life was very **fair**. (in, un) Answer: **unfair**
2. Granny must have **understood** her because she spoke very fast. (mis, dis)
3. Tania's experience was almost **believable**. (un, in)

4. It is **possible** to find out who took the money. (un, im)
5. The fisherman was **prepared** for the storm. (un, re)
6. Granny will reply to your letter. Do not be so **patient**. (in, im)
7. Mr. Fearful was very **happy**. (un, dis)
8. The child was told not to **obey** his parents. (dis, un)

Spelling

Here are your spelling words for this week. These are compound words.

Compound words are formed when two smaller words are joined together to make one new word.

Say each word. Work with a partner and use the spelling strategy to help you learn the words. Spend some time each day learning the words.

Copy the list carefully into your exercise book.

everybody	everyone
everything	everywhere
somebody	something
sometimes	somewhere
anybody	nobody

Write 5 sentences using two or three spelling words in each sentence.

For example:

The teacher has hidden **something somewhere** in the classroom but **nobody** can find it.

Oral and Writing

Finish writing the final draft of your imaginative recount.

Practise reading your recount before you read it aloud to the class.

Some tips to remember:

- Speak slowly and clearly – don't rush;
- Make your voice interesting – use expression to help describe the events in the recount;
- Speak loudly so everyone can hear you;
- Stop at the end of sentences - don't read through full stops.

Other pupils may ask you questions when you have finished reading.

Reading

Study the key words below. Read the text together.

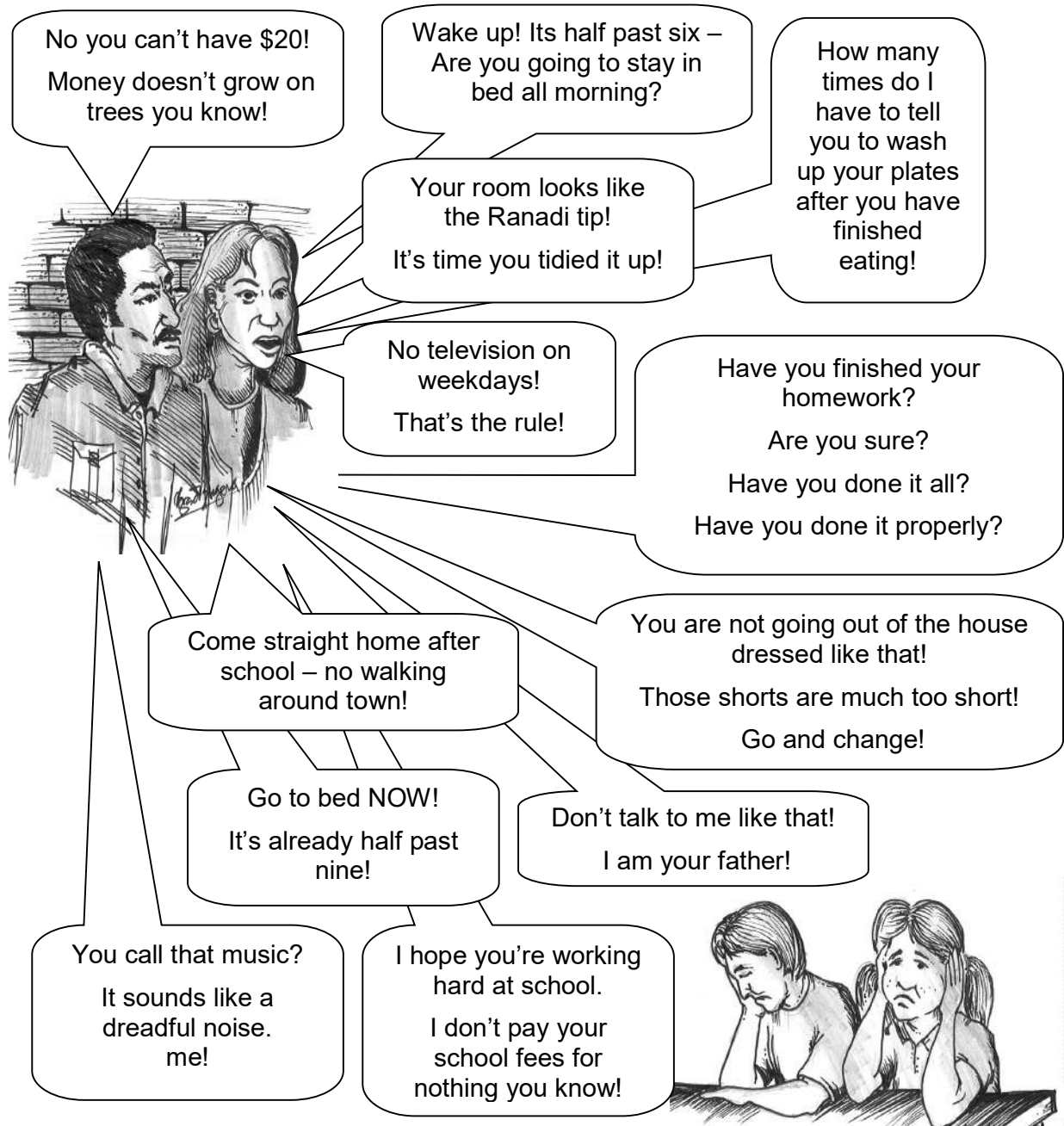
Stop Talking, I Want to Grow Up!

Alison Blaylock

Key Words

dreadful, tidied, shorts, grow on trees

Does this sound like anyone you know?



Comprehension

Read the text again. Does this sound familiar? Do your parents ever speak to you like this? Do your grandparents, uncles, aunts or bigger brothers and sisters?

Work in your group. Write down some of the things that your parents say to you at home. Read the following questions and discuss them with your group.

1. How do you feel when your parents tell you what to do?
2. Why do our parents sometimes seem to tell us what to do all the time?

Choose a group leader to write down your ideas. Each group will present their ideas to the class after the discussion.

The following questions might help you with question 2.

- a. Do our parents dislike us or are they trying to help us?
- b. Are there reasons behind why they say these things to us? If so, what are the reasons?
- c. Should we listen to our parents? Should we take their advice? If so why?
- d. How can our parents help us to achieve our goals?
- e. What did you learn from this text?

Language Study

Find the words from the text that have similar meanings to these words.

- | | | | |
|--------------|-------------|---------------|----------------|
| 1. terrible | 3. cleaned | 5. understand | 7. correctly |
| 2. completed | 4. directly | 6. regulation | 8. immediately |

Spelling

Your spelling words for this week are all compound words. A compound word is two words put together to make a new word, for example:

hand + bag = handbag

Find ten more compound words and write them in your exercise book. Do not copy the words that are already in the spelling list.

After writing the ten words, use a dictionary to find out their meaning.

Oral and Writing

Work with a partner and write a letter to Dear Granny's Problem Page telling her about a problem you have in your family.

When you have finished, exchange your letter with another pair. Try to answer this letter, as if you were Granny. Remember to give some good advice.

Reading

Study the key words and find out what they mean. Read the factual report about feeling depressed.

Feeling Depressed?

Ellen Wairiu

Key Words

fed up, the crowd, imagine

Feelings can go up or down. It's quite normal for young people to feel happy one day and unhappy the next. When things go wrong, we can feel fed up, anxious, cross or lonely. At other times, when everything goes well for us, we feel happy, carefree and content.

For many people, these feelings come and go. However, a small number of people may feel sad or down for a long time. It is not normal to continue to feel sad for a long time. Feeling depressed in this way is unusual. Young people who experience depression need help and advice.

Why do young people get depressed?



There are lots of things that can make young people feel depressed. These might include worrying about family problems or arguments at home; feeling left out of the crowd or feeling like you do not have any friends; worrying about exams or receiving disappointing exam results; facing changes in life such as moving to a new school or being treated unkindly by other people.

These are all things which might make young people feel down for a little while, but if these feelings continue it is important to seek help.

How can you tell if someone is feeling depressed?

There are many different signs indicating depression in young people. Although some people who are depressed appear sad and cry a lot, there are other quite unexpected signs too. Some people who are depressed do not want to go out of the house and stay home on their own all the time. Others might develop strange eating habits, eating too much or not enough. Often, depression affects sleeping patterns too, making it hard for the person to sleep, or causing them to have bad dreams.

A person suffering from very severe depression may want to hurt themselves or they may even talk about suicide.

How can I help someone if I think they are depressed?

- Listen to them and try to be sympathetic. Encourage them to talk about how they feel. Be patient and allow them plenty of time to explain. Try to understand their problems, and always take them seriously.
- Suggest that they talk to someone they can trust so that they can receive help. This may be their parents, a teacher, a nurse or someone in the church or community.

There are usually good reasons why young people feel depressed. So if you're feeling depressed yourself, don't be afraid and don't panic. You need someone to talk to.

Comprehension

Read the text again and then select some factual information from the text to complete each of the following tasks.

1. Find two synonyms for **happy** in the first paragraph. Think of one of your own too.
2. Find two synonyms for **sad** in the text.
3. List three different reasons why young people might feel depressed.
4. List three things you can do to help a friend if they are depressed. Add one idea of your own.
5. In your own words write the meaning of the word 'depression'.

Language Study

Match the words in group A to their synonyms in group B. Write the pairs of words that go together in your exercise book.

Group A

depression	rapidly
defend	seriously
provide	develop
patient	imagine

Group B

quickly	protect
tolerant	think
sadness	badly
supply	make

Spelling

Your spelling words for this week are compound words. Compound words are formed when two smaller words are put together to form one word.

Choose six compound words from the list and break them down into their different parts.

Use a dictionary to find the meaning of the smaller words. For example:

everybody	everyone
everything	everywhere
somebody	something
sometimes	somewhere
anybody	nobody

everybody **every** – referring one by one to all separate members of a group.

body – the physical part of a person or animal.

Write some sentences of your own using two or more of the spelling words in each sentence.

Oral and Writing

Read the text, Stop Talking -I Want to Grow Up! again.

Look at the picture of the parents talking. How do you think they are feeling?

Look at the picture of the child. Can you imagine how they are feeling?

Work with a partner and write a script of a conversation between a parent and a child. You can use some of the ideas in this text and add some of your own.

Discuss and plan your script before you begin writing.

You will continue with this activity tomorrow and when you have finished you may be asked to present your short play to the class.

Reading

Read through the key words and find out what they mean. Read the poem below.

Smiling is Infectious

Anonymous

Key Words

infectious, grin, worth, undetected, epidemic, infected



Smiling is infectious
You catch it like the flu.
When someone smiled at me today
I started smiling too.



I passed around the corner
And someone saw my grin.
When he smiled I realised
I'd passed it on to him.



I thought about that smile,
Then I realised its worth.
A single smile, just like mine
Could travel round the earth.



So if you feel a smile begin,
Don't leave it undetected.
Let's start an epidemic quick,
And get the world infected!



Comprehension

- The following words are from the text. Find other words in the poem that rhyme with these words.

flu

grin

worth

undetected

2. Use each of the following key words in an interesting sentence.

infectious	grin	worth
undetected	epidemic	infected

Language Study

Change the following verbs to nouns by adding the correct suffixes. Then use the nouns in interesting sentences. The first one has been done for you.

- | | |
|-----------|------------|
| 1. infect | 2. detect |
| 3. enjoy | 4. write |
| 5. inject | 6. judge |
| 7. act | 8. punish |
| 9. create | 10. bitter |

Suffixes

-ness
-ion
-er
-ment
-or

1. infection - Terry is sick with an ear infection.

Oral and Writing

During today's lesson you will finish writing the script for your drama about a conversation between a parent and child.

When you have finished the script, practise your performance and be ready to present your role-play to the class in the next lesson.

As you practice, think about the following points:

- When you speak, you should imagine that you are the character in the script. Try to make your voice sound like the character you are playing.
- You must speak clearly and loudly enough for the rest of the class to hear you.
- You must use expression and the tone of your voice to make what you say more meaningful. For example if your character is feeling angry, you might raise your voice.
- Think about which words in each sentence to stress to make your speech as meaningful as possible.

Reading

Look at the key words and find out what they mean. Read the personal recount silently.

I Want to Belong!

Maresa Makeith

Key Words

impairment, belong, frustrating, wheelchair, communicate, keyboard



My name is Maresa. I live in Nottingham, in England. When I was born, there was something wrong inside my brain. I have an impairment, which means that I cannot always control my muscles. Some people would call it a disability. It means that my legs and arms move about, even though I don't always want them to move. I can't walk, but I use a wheelchair to move around. I can't talk using my mouth, because I can't control the muscles well enough. I can communicate very well by using my lightwriter. This is a special keyboard that lights up words and sentences and speaks the words I spell out. I am writing this text on my lightwriter.

When I was small I went to a special school. It was frustrating because I was an intelligent child and, just because I couldn't speak, people thought I couldn't understand. I understood everything they said, but I couldn't communicate. I knew that I didn't belong in the special school and I desperately wanted to go to an ordinary school.

When I was nine I started going to an ordinary junior school, one day a week. At first it was great. The lessons were much more interesting than the other school and I really began to learn a lot. I had an assistant who helped me to communicate and I had my lightwriter so I did well at my studies. The other children were kind and helpful, but something was still not right. There is more to school than lessons and when I saw the other children running around and playing at playtime I realised how different I was. I couldn't join in the games and because I couldn't talk, I was often left out. I began to feel really lonely. I realised I didn't belong there either.

When I was 11, I got a place at secondary school. I was so excited. We bought the uniform and I had a new pair of glasses. But on the first day, the Head Teacher said I couldn't start because the special toilets weren't ready! This made me feel awful. Why did I have to be so special? Why couldn't I just be like the other students?

When I did start it was great. I loved the lessons and did really well. As I grew up I realised that being different was not such a big problem. I made some good friends and, once they got used to communicating with me through my lightwriter, we had some great laughs. They had to be patient with me, but then again I sometimes had to be patient with them too!

Comprehension

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

1. Explain the title, **I Want to Belong!** in your own words.
2. How does Maresa communicate with her friends?
3. Why did Maresa become frustrated when she was at the Special School?
4. Why did Maresa feel lonely at the Junior School?
5. What happened to Maresa when she was 11 years old?
6. Why didn't Maresa start secondary school on the first day when she expected to start?
7. What happened to make Maresa finally feel that she belonged somewhere?
8. What could you do to make other children feel welcome at your school?

Language Study

This paragraph is written in the first person. Copy the paragraph into your exercise book and change it from the first person to the third person. The words you need to change are written in bold type.

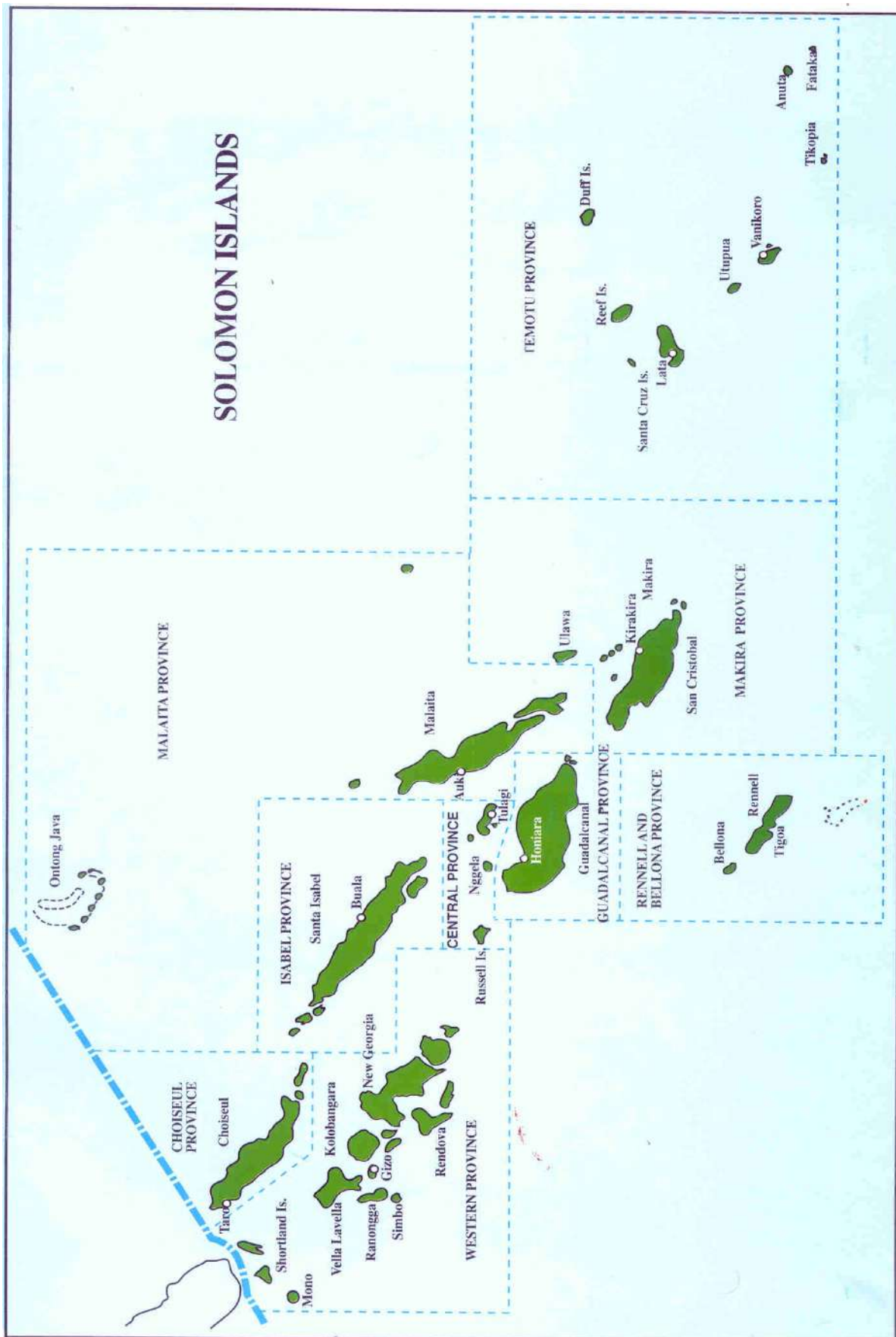
The first two sentences have been done for you.

My name is Maresa. **I live** in Nottingham, in England. When **I** was born there was something wrong inside **my** brain. **I have** an impairment, which means that **I** cannot always control **my** muscles. Some people would call it a disability. It means that **my** legs and arms move about even though **I don't** always want them to move. **I** can't walk, but **I use** a wheelchair to move around. **I** can't talk using **my** mouth, because **I** can't control the muscles well enough. However, **I** can communicate very well by using **my** lightwriter.

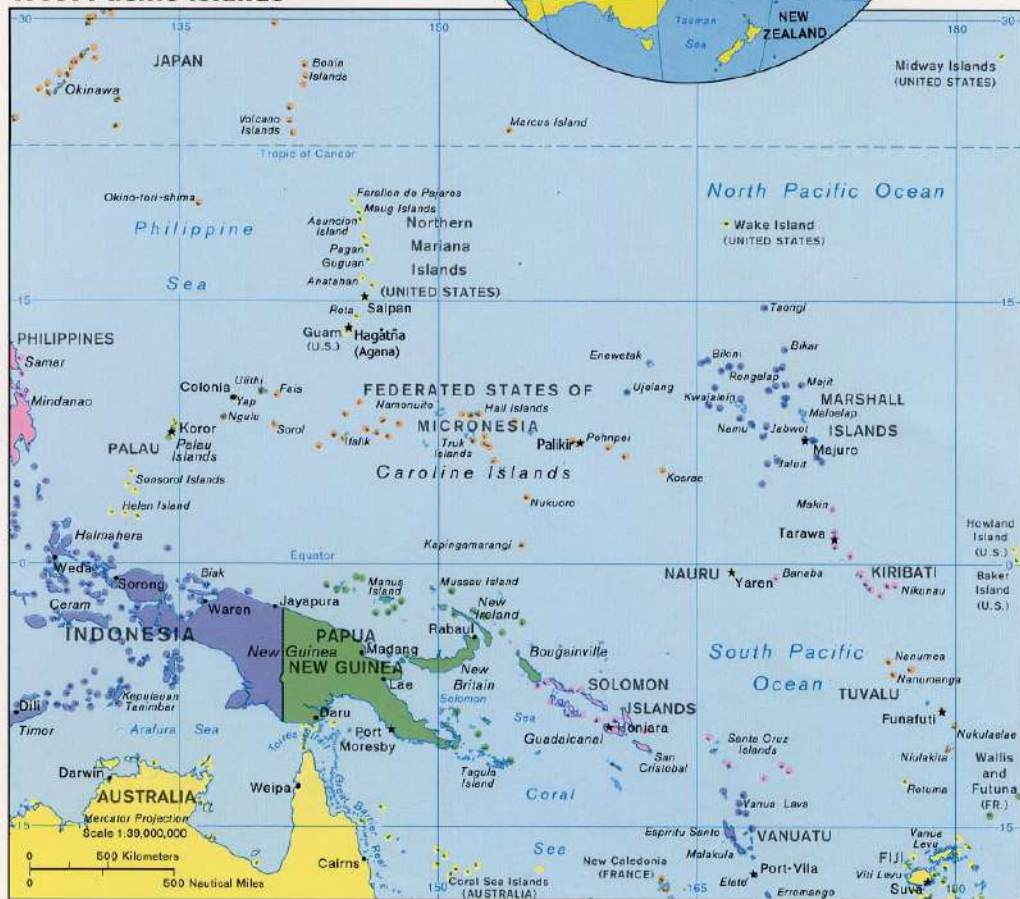
The girl's name is Maresa. **She lives** in Nottingham, in England.

Oral and Writing

Present your drama performance to the class. Remember to speak clearly, confidently and expressively.



West Pacific Islands



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Nguzu Nguzu English

Standard 6