Nguzu Nguzu English

Pupil's Book 1

Standard 5

First Edition 2005

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Solomon Islands

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Nguzu Nguzu English

Standard 5

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 and around the Pacific Region. There are factual reports, instructions and explanations about things that you see around you every day. There are exposition texts in which people express their opinions about issues that affect your lives.

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

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

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

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

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

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

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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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1 Unit 1: My Island

Reading - Hagiama Island

Look at the report called Hagiama Island **in your reader. Study the key words. Read through the report silently. Working with a partner, take turns to read a paragraph aloud to each other. Read the whole report through twice.**

Look back at the key words. Now that you have read the report you should understand the key words more clearly. List any other words in the report that you do not understand in your exercise book. Try to find out what they mean.

Comprehension

Read the report again to yourself. Draw a picture of the island. Reading the report will help you. Draft the picture first on a piece of paper before drawing the final picture in your exercise book.

Label your drawing. Use words from the report. You could start with these: hill; well; and main island. Underneath your picture, write a few sentences.

Begin with:

Hagiama Island is very special because ...

Language Study

Change the verb in the bracket to complete each sentence. Write out the sentence into your exercise book and underline the word you have put in.

For example:

He's _____ (go) to buy a new shirt, isn't he?

He's **going** to buy a new shirt, isn't he?

1. The children are _____ (paddle) to the island this morning to collect some dry coconuts.
2. Alo and his friends were happy to be on Hagiama Island because they were _____ (have) a picnic.
3. What have you been _____ (do) today?
4. As I was _____ (open) my eyes, I saw a bright light.
5. I'll be _____ (cook) some food before ____ (go) to the other village.

Spelling

Here are the spelling words for this week. Look at the words.

Use the spelling strategy – Look, Cover, Remember, Write, Check **to help you to learn the words. Use a dictionary to find the meaning of the words you do not know. Copy this list carefully into your exercise book. Your teacher will check if you can spell all of these words at the end of the week.**

better	middle
happy	shallow
follow	hello
small	hollow
tell	paddle

Extra Activity

How many words can you find?

1. That begin with 'sh';
2. That have 'ight' in them;
3. That end in 'tch'.

Oral and Writing

In your group, imagine you are on Hagiama Island. Talk about what you are going to do. After the discussion write a recount of your imaginary trip to the island. You could begin your recount like this.

> Last Saturday we went to Hagiama Island for a picnic. First we decided what tasks each of us would do. Rex climbed a coconut tree and collected some young coconuts, while Eunice and I collected some firewood. Jim cleared the place for an open fire. Next we

Continue writing the recount.

When you have drafted the recount read it to a partner. Check that you have spelt the words correctly. Can you change some things to make it better? Think of a good title for your recount. When you have improved your draft write out a good copy in your exercise book.

2 Unit 1: My Island

Reading

Look at the key words. There are some difficult words here. Work in a small group. Read the text out loud in turn. Talk about the text. Work together with your group to work out the meaning of some of the difficult words by reading the text.

Artificial Islands of Malaita

by Ellen Wairiu

Key Words

atolls, century, ancient art , man-made, shrines, fortune telling, artificial, rituals, seafaring people

Malaita is one of the most populated provinces of Solomon Islands. In 1986 the population of Malaita was 80,032 but in 1999 the population had risen to 122,620. Malaita Province consists of the main island, Malaita, South Malaita Island and the two remote Polynesian atolls of Sikaiana and Ontong Java (Luaniua).

Malaita Province is home to many tribes of Melanesian people with many different language groups and customs. The provincial capital is Auki. Auki has daily Solomon Airlines flights and also has a good shipping service to and from Honiara.

Because of the high population, over the years people have had to develop artificial islands to live on. A one-hour motorised canoe ride from Auki will take you to see and experience the culture of the seafaring people of the Langa Langa Lagoon. Here on small man-made coral islands, little has changed over the centuries for these people who worship sharks as their god. Although Christianity has in many ways influenced their lives, it is generally practised side by side with their traditional beliefs. The friendly and hospitable people are always proud to show visitors their traditional warriors' welcome dances and the ancient art of making shell-money, as well as performances of witch doctor rituals, custom fortune telling and their ancestral skull shrines.

A three-hour motorised canoe ride from Auki will take you to Lau Lagoon. There, toward the northeast of Malaita Island, lives another tribe of seafaring people. Similar to the Langa Langa people, the Lau people also live on artificial islands built from coral blocks gathered from the reefs hundreds of years ago. About 30 kilometres long, the Lau Lagoon contains more than sixty artificial islands stretching from the shores between Uruuru and Maana'oba to Lolowai. Like the Langa Langa people, some people from the Lau Lagoon are still pagan and have a strong history of shark worshipping. This is especially the case on Funaafou Island.

These lagoons, their special islands and the people who live there, are just some of the attractions that Malaita Province can offer tourists.

Comprehension

Look at the information listed below.

1. one hour from Auki by motorised canoe
2. people make shell money
3. people worship sharks
4. people live on artificial islands
5. about 30km long
6. people are seafarers
7. contains more than 60 artificial islands
8. islands are made from coral
9. on the north east side of Malaita Island
10. some people are still pagan

Read the text again. All the information listed above is in the text. Copy the table below into your exercise book. Then using the text, complete the table by placing each piece of information in the column under the lagoon the information relates to. The first one has been done for you.

Watch Out! You may have to write some of the information in both columns!

Lau Lagoon	Langa Langa Lagoon
	One hour from Auki by motorized canoe

Language Study

Finish these sentences in your exercise book. The word in the brackets gives you a clue as to how to finish each sentence. These words tell you what information is needed.

For example:

I went to bed ..... (when?)

Answer: I went to bed at nine o'clock last night.

1. Auki is the provincial town ..... (where?)
2. We drove to Atori ..... (when?)
3. The fishermen chased the ..... (what?)
4. The tourists travelled to Lau Lagoon ..... (how?)
5. I want to go to Langa Langa Lagoon ..... (why?)

2 Unit 1: My Island

Handwriting

Remember that when you use joined–up handwriting, capital letters never **join on to any other letter. Here are four sentences from the text you have read today. There are many capital letters in these sentences. Copy the sentences into your exercise book. Remember to be careful when writing the capital letters.**

Malaita is one of the most populated provinces of Solomon Islands. Malaita Province consists of the main island, Malaita, Small Malaita Island and the two remote Polynesian atolls of Sikaiana and Ontong Java (Luaniua).

Malaita is home to many tribes of Melanesian and Polynesian people with many different language groups and customs. The provincial capital is Auki.

Oral and Writing

Read today's text about Malaita again.

In groups of four imagine that you have just visited the islands. Look carefully at the picture too.

Talk about the advantages and the disadvantages of living on an artificial island. Build up a table under the two headings. Each group will report back to the whole class. Your table could look like this.

Advantages	Disadvantages
1. More space for people to live. 2.	1. No good soil for gardening. 2.

After the class discussion, write a paragraph clearly stating your views on this topic. Use ideas from your discussion with your group.

Reading

In your groups, take turns to read the text below aloud. Read a paragraph each. Read the text through a few times.This report is about a special ceremony which occurs on Ulawa Island.

Chief Enthronement on Ulawa Island

Ellen Wairiu

Key Words

enthronement, wealthy, certain tasks, mandate, dismissed, set, according, process, tribe, on-going

A Chief Enthronement ceremony is a very important event for the people of Ulawa Island. Chief Enthronement is a ceremony used to show the strength and the wealth of the tribe. The Ha'alahanga (Chief Enthronement) cannot take place without the Houla'a (feast). These two must go together. If a tribe enthrones a chief without the Houla'a, other tribes will see it as weak and poor. The chiefs from these other tribes would not recognise the new chief.

The process of how the Ulawa Island people enthrone a new Ha'alaha (chief) is described below.

Tohi model

A few months before any enthronement of a new chief, a committee made up of the elders of the tribe will be appointed. They are to organise the preparations and activities for the Houla'a (feast). The committee decides on all the tasks and who will complete them. The committee will have on-going meetings to make sure all the arrangements are going ahead well. Their list of preparations might look something like the one below.

- First several gardens of pana, yam, potato and kakake (swamp taro) will be planted and pigs will be fattened up ready for the feast.
- Then the date for the feast will be set.
- Next a tohi (custom house) will be built. Each tribe must have a tohi before enthronement of any chief occurs.
- One week before the feast the food gardens will be harvested.
- Three days before the feast about 200 men will run around the island (huru kalinge) to invite chiefs and people of other villages to the feast. The men will put betel nuts in each chief's custom house (tohi).

- Two days before the feast the people of the village will rest.
- One day before the feast, the pigs will be killed and cooked.

Finally the day of Ha'alahanga (Chief Enthronement) arrives. The chiefs and the invited people will arrive to witness the ceremony. Everything will be prepared in the tohi.

- First, the hapo'e (custom pudding) is put in bowls (nime) and placed inside the tohi.
- Then all the prepared garden food and pork is laid out.
- Then the newly enthroned chief's share of food will be placed in a different corner inside the custom house.
- Next the rest of the food (tolinge) is shared out between the other chiefs and the people who helped to get the Houla'a (feast) ready.
- The food will be put into baskets and they are lined up outside the tohi.
- Then the new chief's share will be brought out and put in front of the tohi.
- Shell money will be hung over the new chief's food.
- The new chief will then come out from the tohi wearing the custom money and stand next to his tolinge. Standing beside him will be his second (ahe suli) and his supporters (popotana).
- Two men will present custom speeches. One man will be a member of the chief's family and the other a supporter.
- After the speeches, it is time to call out the names of the invited chiefs so they can collect their share of food (toli aa'lahanga).
- After the visitors have gone back to their villages, the elders share out the new chief's food among the men and women of their own tribe. This is called 'houla ni hanue' (feast of the village).

This unique traditional ceremony of Ulawa Island is still practised today.

Comprehension

Read the text again. Look at the part which tells of the day of Ha'alahanga (Chief Enthronement). On a piece of paper draw a picture to show what happens. The text will help you with the details.

You could start by drawing the custom house with the baskets of food lined up outside the custom house. You could draw the new chief standing in front of the custom house next to his food. Talk about your picture with a partner. Tell them what you have drawn. Ask each other questions about your pictures.

Language Study

Look at the following words and pick out three smaller words from each. The first one has been done for you.

1. arrangements - **range** **rang** **men**
2. enthronement -
3. supporters -
4. everything -
5. island -
6. together -

Can you find any other words in the text today which have three new words in them?

Spelling

Work with a partner. Help each other to learn the spelling words. Use Look, Cover, Remember, Write, Check **to help you. Keep a check on how many words you can spell correctly each day.**

better	middle
happy	shallow
follow	hello
small	hollow
tell	paddle

Alphabetical Order

Put the spelling words into alphabetical order. The first has been done for you.

1. better

Oral and Writing

In your groups discuss some of the traditional artefacts that are still used in your community. Talk about who in your community makes the artefact and how they are made.

Build up a table as you discuss. There is an example below, but remember you may prefer to set it out differently.

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Traditional Artefact	Who makes it?	How is it made?
1. dug-out canoe	men	Cut down a suitable tree. Cut it to the right length. Hollow out the inside to make a canoe.
2. food bowl made from coconut shell	women	Clean and take off the fibres from a dry coconut. Use a piece of a broken glass to scrape off any remaining fibres. Halve the coconut. Scrape out all of the flesh.
3. grass skirt	women and children	Peel off the bark of a special tree. Leave it in water or in the sea for a few days. Dry the bark in the sun. Weave the waist band and make the skirt.
4. wooden bowl		
5. basket		

Make a good copy of your table after you have drafted it. You could draw a picture of each artefact too.

Reading

Look at the key words. Read through the words of the Solomon Islands National Anthem. Your teacher will help you with the tune. You will learn to sing it with your class. It is a song that many of you will have heard sung before.

Solomon Islands' National Anthem

Key Words

progress, prosperity, shore to shore, nation, protecting

God save our Solomon Islands from shore to shore.
Bless all our people and all our lands.
With your protecting hand.
Joy, peace, progress and prosperity.
That men should brothers be,
Make nations see.
Our Solomon Islands, our Solomon Islands.
Our nation Solomon Islands,
Stands forever more.

Comprehension

Read and sing the National Anthem. Answer these questions in your exercise book. Use complete sentences to answer the questions.

1. What does the phrase 'shore to shore' mean?
2. Whose hand was the composer of this song referring to?
3. What does the song ask men to be?
4. Do you think there can be progress and prosperity if there is no peace? Explain your answer.

Language Study

Look at the list of words below. They are all taken from the National Anthem. The meanings (definitions) of the words have been mixed up. Can you match the words to their correct meanings? Write out each word with the correct meaning next to it. A dictionary could help you.

Words	Meanings
1. save	a feeling of great pleasure
2. joy	freedom from war or violence
3. progress	the state of being successful
4. peace	to move forward, to improve
5. prosperity	to make or keep safe

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Spelling

Look at your spelling words for this week. They all have double consonants. Select a word from the list for each of the double consonants below and think of three more words containing the same double consonants. Copy and complete the table in your exercise book.

better	middle
happy	shallow
follow	hello
small	hollow
tell	paddle

The first one has been done for you.

tt	better	letter little battle
pp		
dd		
ll		

Oral and Writing

In your groups, talk about anthems and what is special about them. Talk about what the Solomon Islands National Anthem is trying to say to the people of Solomon Islands.

With your group choose an island that is in Solomon Islands. It could be the island where you live. Write an anthem for the island. You could use the same tune as the one for the Solomon Islands National Anthem which you now know or you could use another tune that everyone in your group knows. As a group, draft your anthem together. Work with your group to improve the draft.

Write your group's island anthem out onto a large piece of paper and sing it to the rest of the class.

Reading

Study the key words. Read the text about Guadalcanal Island. This will help you to understand any words that you are not sure of.

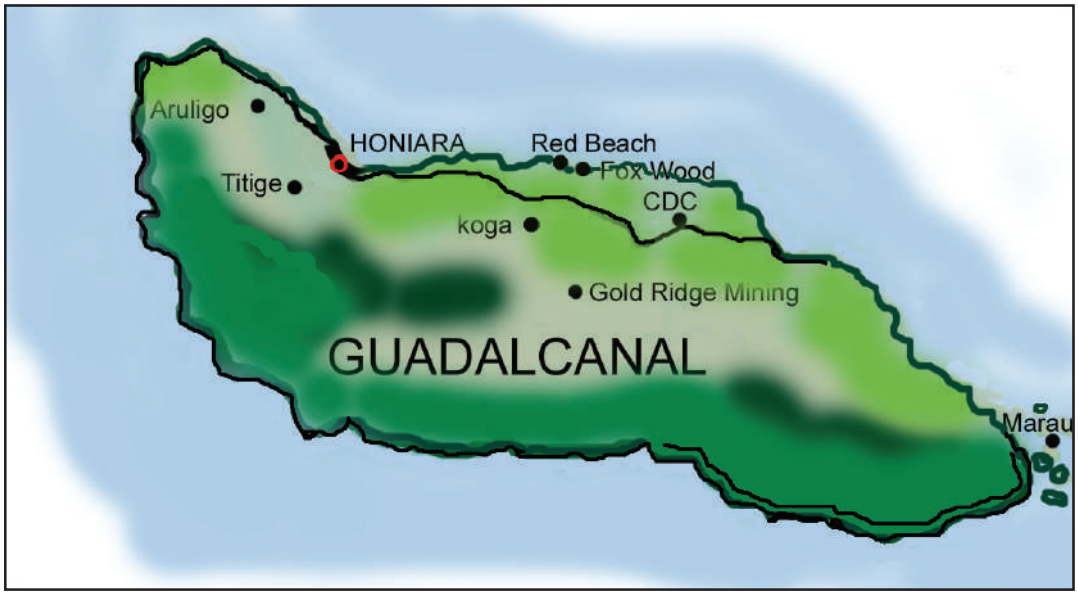
Guadalcanal Island

Key Words

population, earthquake, as well as, races, major, capital, indigenous

Guadalcanal Island is the biggest island in Solomon Islands. The capital of Solomon Islands, Honiara is located on Guadalcanal Island.

The population of Guadalcanal in 1986 was 49,831 but in 1999 it had grown to 60,275. There are more than ten languages spoken by the people on Guadalcanal Island. The majority of people live in small settlements along the coast. Few people live in the highlands.



Most of the people living on Guadalcanal Island are Christian and belong to one of the main churches found in Solomon Islands. These are Anglican, Roman Catholic, South Seas Evangelical, Seventh Day Adventist and United Churches. The Government is responsible for the main services for the people of Guadalcanal Island. These include education, health and medical services as well as agricultural and fisheries services.

Many people from other provinces and races had settled in some parts of Guadalcanal Island before the ethnic tension of 2000. The Gilbertese and Sikaiana people settled in the Red Beach and Fox Wood areas, east of Honiara. Some of the indigenous people of Guadalcanal, mainly from the Weather Coast area, were resettled at Aruligo, Koga, Titiqe and the Solomon Islands Plantation Limited area, generally known as CDC. They were resettled in these areas following a major earthquake, which destroyed their own villages during the 1970s. The Are Are speaking people settled in the north-eastern tip of Guadalcanal Island commonly known as the Marau Sound. The ancestors of the Are Are speaking people of Marau are believed to have originated from Are Are in Malaita. Since 2000 many people who had previously lived on Guadalcanal Island have moved to settle in other parts of Solomon Islands.

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Guadalcanal Island has a lot of natural resources. Before the social unrest in 2000, three major industries were established on Guadalcanal Island, which made a lot of money for the Solomon Islands Government. These were the Gold Ridge Mining Company, the Solomon Islands Palm Oil Plantation and the Pacific Timber Company. All of these industries closed in 2000 at the peak of the ethnic tension.

The indigenous people of Guadalcanal Island now earn most of their income by selling cocoa, copra and vegetables as well as other agricultural products.

Comprehension

Answer the following questions in your exercise book.

1. What are the industries that used to operate on Guadalcanal Island?
2. Look at your answer to question 1. Can you name the three natural resources which these industries used?
3. Why do you think people settled along the coast of Guadalcanal Island?
4. In which year was the peak of the ethnic tension?
5. How do many people from Guadalcanal Island make a living now?
6. What effect do you think ethnic tension has had on Solomon Islands?

Language Study

Read the sentences (statements) then answer the questions below each sentence. The questions ask you what you think. They ask for your opinion. There is no right or wrong answer. You must give a reason for your opinion. Read through the example to help you complete the activity.

Example :

The main source of income for people in Solomon Islands is cocoa and copra.

Do you agree? **I don't agree because it seems to me that many people make their money by selling other vegetable crops.**

1. The Solomon Islands Oil Plantation should not start operating again.

   Do you agree?
2. The Gold Ridge Mining Company should open up again in order to provide more jobs for our people.

   What do you think?

3. It is a good thing that some inhabitants of Guadalcanal Island have moved closer to town because they can sell their produce at Honiara market.

   What do you think?

4. Guadalcanal Island is the biggest island in Solomon Islands and that is why a lot of people want to live there.

   Do you agree with this statement?

Spelling

Work on your own. Without looking back at your spelling words can you complete these sentences? The missing words are all from your spelling list for this week. Your teacher will keep a record of how many words you have spelt correctly.

1. There are highlands in the _____ Guadalcanal.
2. We ran out of petrol so we had to _____ the canoe.
3. Jo is _____ at fishing than James. He always catches more.
4. The water in the river was _____ so we walked to the other side.
5. Turn left by the church and _____ the track to the beach.
6. I was _____ when my grandparents came to visit.

Oral and Writing

Your friend from overseas needs to find out about where you live for a school project. He or she needs your help. Can you write a letter describing your island? Tell your friend about the population on your island, what most people do, any development activities, settlements, and so on.

Plan your letter. Remember this letter will give factual information about your island. Look back to the texts you have read this week. Some of the texts are reports about different islands. These reports will give you some ideas about what to write.

After you have drafted your letter, work at improving it. Write out a good copy of your letter remembering how to set it out. Remember to write your address and the date. Think about how you will start and how you will sign off.

6 Unit 1: My Island

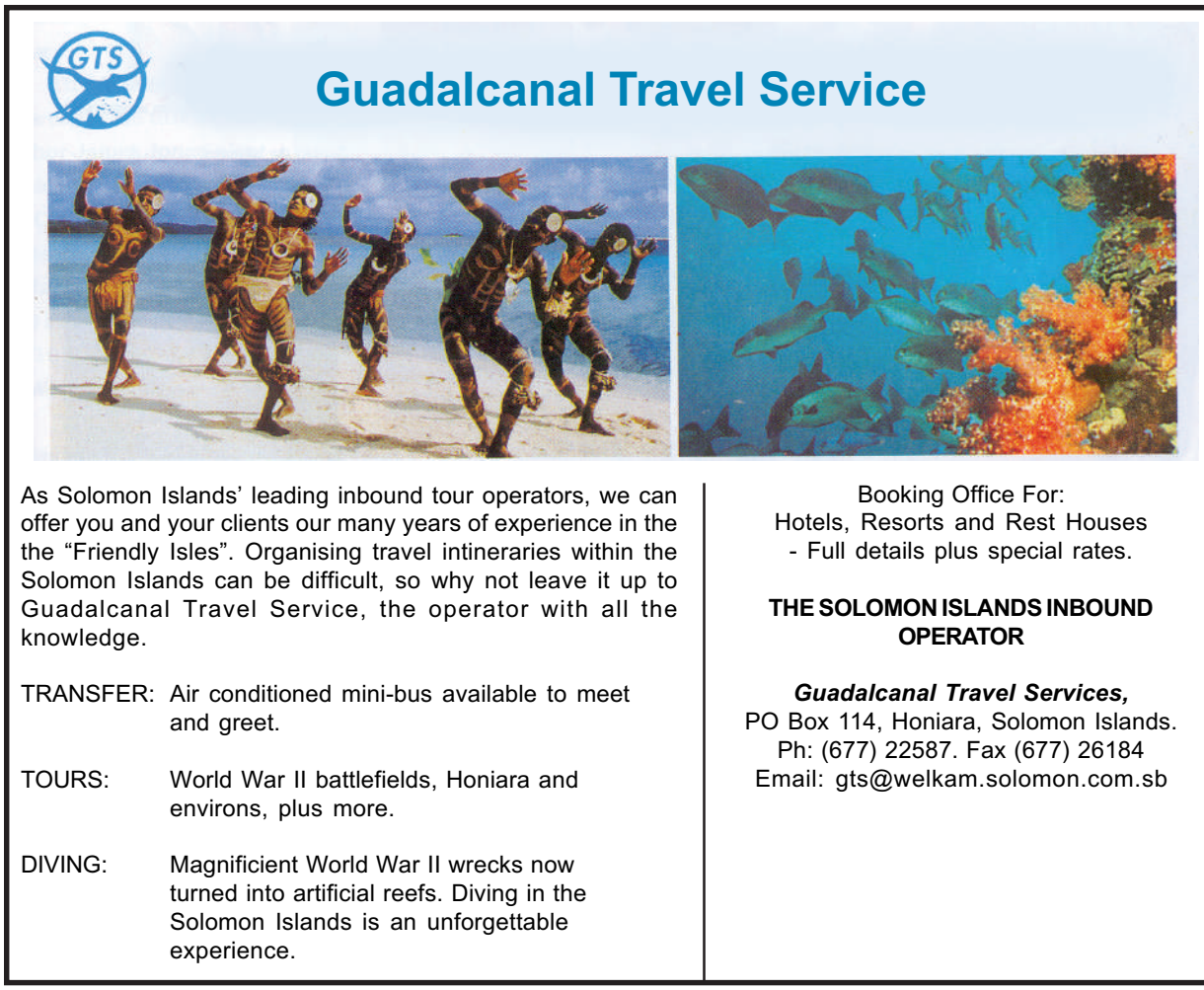
Reading

This is an advertisement by a travel agency in Honiara called the Guadalcanal Travel Service.

Guadalcanal Travel Service

Key Words

tours, battlefield, resort, hotels, services, wreck, itineraries



Comprehension

Answer the questions in your exercise book.

1. What do the initials GTS stand for?
2. Suggest two different ways in which you could contact GTS.
3. How many dancers can you find in the advertisement?
4. Why do you think the dancers are dancing?
5. Why do you think there is a school of fish in the picture?

Language Study

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

Try to find the words quickly. You need to know your alphabet well to use the dictionary. Write out the word and its meaning in your exercise book.

1. tourist
2. wreckage
3. resort
4. battlefield
5. hotel
6. dancing

Spelling

Here are the spelling words for this week. Look at them carefully.

Use Look, Cover, Remember, Write, Check **to help you learn the words. Try to use each word in a sentence. Use a dictionary to find the meaning of the words you do not know. Copy the spelling words carefully into your exercise book.**

Find the word from the spelling list that matches the meaning below and write it in your exercise book.

1. creature covered with feathers
2. a trip to visit various places
3. the opposite of few
4. a meal eaten at the beach
5. a question or puzzle

fell	resort
many	picnic
bird	riddle
place	tour
next	isles

Oral and Writing

Letter

Finish off the letter which you began last lesson. Remember you are writing a letter about your island to your friend overseas. Your friend may know very little about Solomon Islands or your island. Remember this is a factual letter. It should give a lot of information.

Advertisements

Work with a partner. Imagine that you and your partner own a resort and you want to advertise it to attract more tourists. Talk about the resort you want to advertise. Think about what information you would need to put in an advertisement.

Use the Guadalcanal Travel Service advertisement as a guide to draft your own advertisement. Work on improving your draft. When you have planned your advertisement draw it out carefully. Work on a large piece of paper together. Remember to make it 'eye catching'. You could use coloured crayons if you have some. Make sure that all the necessary information is on the advertisement and that it is correct.

7 Unit 1: My Island

Reading

Kennedy Island

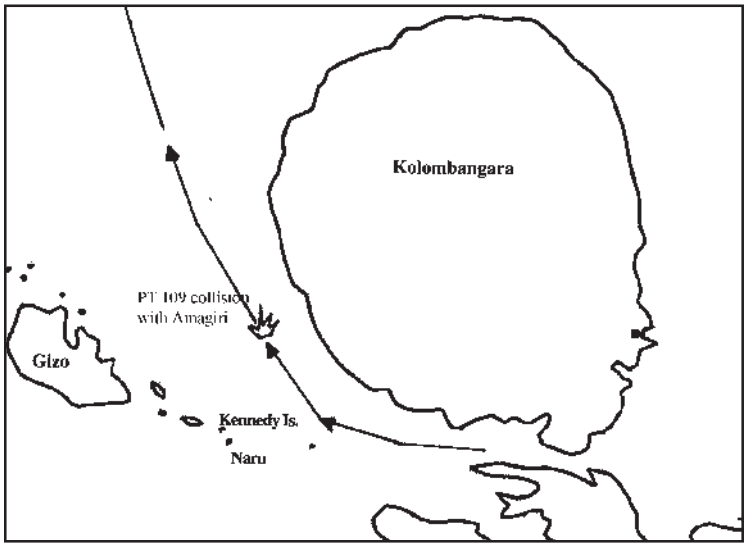
by Ellen Wairiu

Key Words

renamed, history, not only, but, also, famous, rammed, rounded

The New Georgia group of islands in Western Province experienced some of the fiercest fighting in the Pacific during the Second World War.

One important event was the sinking of an American navy patrol boat called PT109 by a Japanese destroyer. This took place between Kolombangara Island and a group of tiny islands east of Gizo Island. This event made two Solomon Islanders, Nebuchadnezar Gasa, commonly known as Biuku, and Aaron Kumana famous. It gave them a place in American history.



Early one morning a Japanese destroyer rammed the PT109 and cut it in two. The boat sank quickly to the bottom of the sea, forcing the captain and ten crew members to swim to a nearby island. A group of Solomon Islander scouts based on the nearby island of Gizo saw what had happened and were keen to investigate. At first their leader said it was too dangerous. Three days later two of the scouts, Biuku and Aaron paddled out to a Japanese cargo ship that was grounded near the beach at Nusa Naru.

While they were searching the ship for food and other items, a foreign soldier suddenly appeared and they ran away in fear. They quickly got into their canoe and paddled across to Olosana Island. When they had beached their canoe another white man appeared from the bush. They were ready to run away again, but the man quickly told them that he was an American and asked if they could help him.

Using a penknife the American carved a message onto the husk of a green coconut. It read '*This native knows where we 11 are*'. Immediately, Biuku and Aaron took the message and paddled quickly back. Soon after this, the Americans stationed on Rendova Island went and rescued the crew of PT109. This was how the 11 men were found and brought to safety.

Many years later in 1961, John Fitzgerald Kennedy, the captain of the PT109, became President of the United States of America. He did not complete his term as president because a gunman assassinated him in 1964. Biuku and Aaron have become famous in Solomon Islands for their part in rescuing John F. Kennedy.

The small island near Gizo on which Kennedy and his men went ashore after their boat was rammed, has been renamed Kennedy Island.

Comprehension

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

1. What was the name of John F. Kennedy's vessel?
2. Where is Kennedy Island?
3. Why do you think John F. Kennedy carved the message?
4. How did the Solomon Islanders help to rescue John F. Kennedy and his crew?
5. Who were the two men who helped in the rescue?
6. Why do you think the Japanese destroyer rammed PT109?
7. What made John F. Kennedy famous?
8. What happened to John F. Kennedy in 1964?

Language Study

Find the right word from the list below to complete the sentences.

investigated	**carved**	**president**	**history**	**supplies**

1. The Government of America sent some _____ to the people of New Georgia.
2. Mr. Biuku _____ a statue of John F. Kennedy out of stone.
3. The Special Constable _____ the robbery in Gizo town.
4. The events that occurred after the PT109 was rammed and sunk, led Biuku and Aaron to have a place in American _____ .
5. Sue is the _____ of the newly formed Kolombangara Women's Association.

Handwriting

Copy this handwriting in your exercise book. Use joined-up writing.

Captain Kennedy and his crew swam to Olosana Island after their boat was damaged. Biuku and Aaron helped them by taking a message back to the American camp. This was how the eleven men were found and safely rescued.

Oral and Writing

Work in groups of four. Imagine that you are Captain Kennedy and his crew. You have just been safely found by the Americans stationed at Rendova Island. Talk about the two Solomon Islanders who helped in your rescue. They saved your lives. You want to say a special thank you to them. Think of a plan of what you could do to show your appreciation. Draft your plan with your group. Write notes about how you are going to carry it out. Each group will report on their plan to the rest of the class.

8 Unit 1: My Island

Reading

Working in groups, read the text below. Take turns to read a paragraph each of the text aloud. Read through the legend a few times. This legend is from Vangunu Island in Marovo Lagoon, in Western Province. Study the key words. Discuss any words that you don't know the meaning of.

A Legend from Vangunu Island

Key Words

legend, laughed, over and over, mocked, slapped, day after day

This is a legend from the Bareke people. Bareke is on Vangunu Island in the Marovo Lagoon. This story is about four brothers and their sister whose parents had died. Before the parents died, they told their children to love one another. They talked to their sons and told them to look after their sister.

Every day the four brothers went fishing while their sister stayed at home and did the housework and gardening. Whenever they went home they asked their sister to cook the fish. Although their sister cooked the fish, they did not give her any to eat.

Sometimes the youngest of the four brothers tried to hide some fish for his sister, but when the three elder brothers discovered what he was doing they slapped him and took the fish away. This went on day after day. The sister was very sad. She cried every day. They treated her as if she was an outsider.

One day, when the brothers went out fishing, their sister packed all her things and went into the bush. After a very long walk she reached the top of a hill. On top of that hill was a big rock and beside the rock was a tree. The girl climbed the tree, sat on a branch and started to sing a lament. The very sad song went like this.

Oh my four brothers are out at sea,
Fishing again,
They won't see me again.
I must say goodbye to them,
I must say farewell.

The youngest of the brothers, who loved his sister, heard her singing. He told his brothers about the sad singing and that he thought their sister must be in trouble. But they mocked and laughed at him. The sister sang the sad song over and over again. All the brothers could hear it now.

Finally, they could stand the singing no longer so they went up to the hill. There they found their sister sitting on a branch of a tree by the rock. They begged her to come back home but she refused. Then suddenly the rock opened and swallowed her up. They realised

what they had done and they wept bitterly. In great sorrow the four brothers killed themselves. If you ever happen to visit the site you will see the rock where all this happened. It is still there to this day.

Comprehension

Read the questions below and answer them in your exercise book.

1. Where is Bareke?
2. Which brother loved his sister?
3. Why did the girl decide to leave her brothers?
4. Why do you think the stone swallowed the girl up?
5. What is a legend?
6. Do you think the brothers were sorry for how they had behaved? Give a reason for your answer.

Language Study

Change the words that are underlined to one word. Do not forget to put the apostrophe in the correct place. Remember the apostrophe shows us where there are letters missing.

For example:

I **do not** like lemons.

I **don't** like lemons.

1. **We will** go to Vangunu Island if it **does not** rain.
2. You **cannot** go if you **have not** any fishing line.
3. **I have** written a letter to Malon but he **has not** replied.
4. **I would** go to the island if **he would** go too.
5. The cat **is not** big enough to chase rats.
6. The brothers **did not** give any fish to their sister.
7. We **had not** cleaned the house for weeks.
8. **She had** been to Vangunu Island to see the rock.

Spelling

Are you learning your words every day? Remember your teacher will be checking how many you have learnt. Complete these sentences by putting in words from the spelling list.

1. The Girl Guides from Honiara had a _____ of Vangunu Island.
2. I stayed at a small _____ in Marovo Lagoon.
3. Our country used to be called the Happy _____.
4. When we shouted the _____ flew away.
5. The baby bird _____ out of the nest.

fell	resort
many	picnic
bird	riddle
place	tour
next	isles

8 Unit 1: My Island

Oral and Writing

Story Time

Work in groups of five. Think about a legend or story that you have heard that comes from your island. Your parents or your grandparents may have told you some stories. Retell it to your group. Some of the stories will be similar.

Write a Legend

Choose a legend or story to write. It could be one that you have heard yourself or it could be one you have heard in your group. Draft your work first. Edit it by going over it and improving it. Work with a partner and help to edit your partner's story. Let your partner help you to improve your writing too.

When you are ready, write out a good copy. You could draw a picture to go with your writing.

Reading

Look at the key words. There are some difficult words here. Try to find out what these words mean.

Volcanoes

Alison Blaylock

Key Words

lurks, furious, pumice, dormant, haze, horizon, scarce, molten

Out in the middle of the ocean,
Stands a hexagonal pyramid,
Pouring out smoke and lava,
Vegetation is scarce,
But molten rocks are plenty,
On this towering pyramid,
Tinakula.

Drifting on the haze of the horizon,
Floats a long, lazy sleeping giant,
Resting, dreaming, waiting,
Thick bush covers his sides and,
Rivers run quickly down valleys,
On this dormant but dangerous giant,
Savo.

Deep beneath the rolling ocean,
Lurks a spitting, angry monster,
Raging, ranting, throwing up pumice,
No island breaks the surface
To mark its presence,
But the furious monster lurks,
Kavachi.

9 Unit 1: My Island

Comprehension

Read the poem again. Choose the most correct ending from the three choices given to complete each sentence. Write the complete sentence in your exercise book. The first one has been done for you.

1. Tinakula is found .....
   a. under the sea.
   b. in the centre of a large island.
   c. in the middle of the sea.

   Answer: Tinakula is found in the middle of the sea.

2. Kavachi is invisible because .....
   a. it is under the surface of the sea.
   b. it is too far away.
   c. it is covered in cloud.
3. Tinakula has .....
   a. rich think vegetation.
   b. lots of vegetable gardens.
   c. hardly any plants or trees.
4. The poem describes Savo as a sleeping giant because .....
   a. you can hear it snoring.
   b. it is a dormant volacano.
   c. it looks like a giant lying down.
5. In the poem, Kavachi is likened to .....
   a. a sleeping giant.
   b. an angry monster.
   c. a hexagonal pyramid.
6. Savo is covered with .....
   a. rich thick vegetation.
   b. lots of vegetable gardens.
   c. hardly any plants or trees.

Language Study

Adjectives are words which describe a noun. They give more information and help the reader to imagine what something looks like or how it behaves.

Look at the example below. In the first sentence there are no adjectives, in the second, adjectives have been added.

For example:

The volcano blew out smoke and lava.

The **huge** volcano blew out **thick, black** smoke and **boiling** lava.

Re-write the following sentences in your exercise books adding suitable adjectives to describe the underlined nouns.

1. The lava flowed down the side of the mountain.
2. Smoke, rocks and fire can be seen coming out of Tinakula.
3. Rivers run down the valleys of Savo Island.
4. Kavachi is like a monster and Savo is like a giant.
5. When it erupts, the volcano makes a noise.

Spelling

There are five nouns from your spelling list written below. Think of as many adjectives as you can to describe each noun and write them in your book.

The first one has been started for you.

Tour - an interesting tour
- a long tour
- a varied tour

tour
resort
riddle
isles
bird

Oral and Writing

Writing a Poem

Have you seen a volcano? If not perhaps you have seen a picture of a volcano. Read the volcano poem again. Think of some good describing words that could be used about volcanoes.

Now write your own volcano poem. It could be about a volcano you know or how you imagine a volcano would be. Draft your poem first. Follow the seven line format. Work on putting in a lot of describing words. Think about sounds, colour, light and how it would feel to be near an active volcano.

When you have improved your draft, let your teacher read it. Once you are happy with your poem, write out a good copy. Illustrate your poem.

10 Unit 1: My Island

Reading

Today's text is another advertisement. As you read it, think about the words the author has used to try to convince people to come to the Mariu Resort. It also gives useful information about the resort. Look carefully at the pictures too. They also play a part in the purpose of the advertisement.

Key Words

location, gateway, terraces, privacy, via, typical, weekly basis, port of call

MARIU RESORT

LOCATION

The Mariu Resort stretches the shores of Sobiro Village on Gatokae Island. It sits at the gateway to the world's largest enclosed lagoon, the beautiful Marovo Lagoon, in the Western Province of Solomon Islands.

From the comfort of the Belama Lounge or the breezy terraces of the bungalows, watch the local children swimming in the water and the canoes cruising lazily past.

While the resort is situated close to a typical Marovo village, it is far enough away for you to enjoy your privacy too.

The Bungalows

The View from the Deck

ACCESSIBILITY

Mariu Resort can be reached daily by air on the Solomon Airlines domestic service via one of three airstrips.

Gatokae airstrip is just two minutes walk from the resort. Batuna is a 40-minute ride in motorised canoe. Seghe is two hours away. The trip from Seghe includes the added bonus of a tour of the entire length of the lagoon.

Western Province's passenger boat the MV Tomoko, leaves Honiara on a weekly basis for ports in Marovo. It's first port of call, Bunikalo is just a 15-minute boat ride from Mariu Resort.

Comprehension

Read the advertisement through one more time.

Answer these questions in your exercise book.

1. What is the name of the resort?
2. In which province is the resort situated?
3. What transport is available to take you to the resort from Honiara?
4. Which airstrip is the closest to the resort?
5. What is the name of the lagoon where the resort can be found?
6. Look closely at the pictures. What can you tell about the resort from them?

Language Study

Here is a text with the full stops and capital letters missing. Read through the text. It is difficult to understand without the punctuation. Now write out the text putting in all the capital letters and full stops which are missing.

last saturday sharon and michael went to mariu resort they boarded the solomon airlines flight and landed at gatokae airstrip the owner of the resort was waiting for them he carried their suitcases and they talked as they walked to the resort at the resort sharon and michael slept in a bungalow near the belama lounge they loved watching the children swimming in the sea in front of the lounge yesterday was the end of their holiday they came back to honiara last night

Spelling

Have you been using the Look, Cover, Remember, Write, Check **strategy to learn your spelling words this week? Your teacher will check how many you have learnt.**

Extra Activity

Write five sentences using the words from the spelling list. Use two of the words in each sentence.

Here is an example.

I went on a **picnic** at a beautiful **place.**

10 Unit 1: My Island

Oral and Writing

Look at the brochure for Mariu Resort again. With a partner, talk about the information in the advertisement. List down the main points as you talk about them. Build on the main points. Work through your list and see if you can improve it. Here are some questions that could guide you in your discussion.

1. **What is a resort?**
2. **Why do you think someone built the resort on the beach?**
3. **What is a lounge?**
4. **What do you think a lounge is for?**
5. **What is a bungalow?**
6. **Why do you think the advertisement tells people about Solomon Airlines?**

When you have finished today's activity check your other writing activities for this week. Spend some time finishing any work that is incomplete.

Reading - My First Trip to Honiara

The text in the reader for this unit is a recount called 'My First Trip to Honiara' by Lionel Damola. A recount retells events. Look at the key words before you read the recount silently. List any words that you do not understand in your exercise book and try to find out what they mean. Use a dictionary or ask your teacher.

Comprehension

Here is a shorter recount about a trip to Honiara. Some words have been left out. The words to use are given below. Choose the best one for each space. Write the words beside the appropriate in your exercise book.

twinkling	glimpse	take	o'clock	friend
stopped	school	surprised	waving	large

The MV Olovi Baro arrived at Marasa port at about three (1) _____ in the afternoon. My parents wished me good luck at (2) _____ before I boarded the ship.
When the ship was about to pass behind Vatu Odo point, I looked back to catch a last (3) _____ of Marasa Bay. My mother was still standing on the beach (4) _____ to me. This made me want to cry.

When it was dark my (5) _____ told me about the many things I would see in Honiara.

At about ten o'clock at night the ship (6) _____. The crew had seen a floating object about ten metres in front of the ship. It was a (7) _____ log. Slowly, the ship sailed away from the log.

I could tell that we were near Honiara when I saw lots of (8) _____ lights on the hillside along the coast.

At the wharf, I was (9) _____ to see huge buildings and a lot of cars and bikes. There were many people, too. I was a bit scared so I stayed on the ship until the school truck came to (10) _____ me to my new school.

Language Study

Words that mean the same, or nearly the same are called synonyms.

For example:

student/pupil	shut/close
pleasant/nice	large/big

1 Unit 2: Island Towns

Choose words from the list that mean the same as the words below.
Write them in your exercise book.

halted	huge	ship	hot	sad
lovely	began	amazed	walk	high

1. sorrowful	2. stroll	3. surprised	4. blazing	5. tall
6. stopped	7. large	8. boat	9. started	10. beautiful

Spelling

Here is the spelling list for this week. Study the words. Use the spelling strategy Look, Cover, Remember, Write, Check **to learn to spell them.**

Now, write the list in your exercise book.

mark	say
shark	day
park	way
bark	may
dark	grey

Read the definitions below carefully.
Only one definition is best for each word. Use that definition to complete each sentence and write it in your exercise book.

1. A **mark** is
- a number or letter used to show the standard of a person's work
- something used to kill mosquitoes
- an ice block

2. A **shark** is
- a large fish with sharp teeth and a large back fin
- a crab that lives in the sea
- a sea animal that cannot attack people

3. A **park** is
- a clean school
- anything that is stuck together
- an area of land in town where people go to walk and play

4. A **bark** is
- a noise made by moving ships
- a sound made by dogs
- something used for cutting canoes

5. **Dark** means
- not clever
- a person that is much loved
- very little or no light

Oral and Writing

Activity 1: Discussion about Feelings

Work in your group. Talk about how you would feel about leaving your family to go and study in a far away place. Here are some questions to discuss:

- How would you feel if you couldn't see your family for a long time?
- How do you think your family would feel?
- What would you say to your parents before you left?
- What advice might your parents give you before you left?
- Do you think it would be exciting to move to a city (or to another city)?
- What would you miss most about your home?

Next, list your ideas on a sheet of paper. Your group leader will present it to the whole class.

How your parents would feel about your leaving
1. Sad to say goodbye

Here are some words that might help you discuss feelings

sad, unhappy, sorry, heavy-hearted, miserable, sorrowful, sorry, unhappy, regretful, heartbroken, lonely, worried, tearful, gloomy, upset, dismayed, troubled, tense, distressed

1 Unit 2: Island Towns

Activity 2: Good Advice

Advice your parents would give you before you left.
1. Remember to study hard

What would your parents advise you about:

- eating
- sleeping
- studying
- manners
- making friends
- obeying your teachers

Activity 3: Role Play

Read the role play carefully and then act it out. You can add your ideas to the role play to make it more interesting. Take turns doing different parts.

Cast list:	**child**	**crew member 1**
	mother	**crew member 2**

A child is waiting for a ship to go to Honiara where he/she will go to high school.

Child: Hey, mum. I'm tired of waiting.

Mother: Look! The ship is coming. Let's get ready and go down to the beach.

The ship arrives. It drops its anchor. Two crew members paddle ashore in a small dinghy. The mother carries her child's bags.

Crew Member 1: Who's going to Honiara? Please, come into the dinghy and we'll go to the ship now.

Mother: It is time to go. Take care of yourself. Always listen to your teachers. Do what they ask you to do.

Child: Thank you, Mother. I'll remember your good advice, but I don't want to leave you.

Mother carries the basket and walks towards the boat holding her child's hand.

The child walks with his/her head low.

Child: I'm so sad Mama. I'm going to miss you. How will I get along without you and the family?

Mother: We'll miss you too, but don't worry. You will make new friends at school. Remember that we will always be thinking of you.

Child: I'll be thinking about you and Father, too. Good-bye Mama.

Mother: Goodbye, son. Take care.

The mother and child hug each other. The child walks over and gets into the dinghy. He waves to his mother.

Crew Member 2: All aboard for Honiara. Okay! Let's go. We need to leave now as we need to be well on our way before dark.

The mother stands on the beach and sadly watches her child as the dinghy leaves. They wave to each other.

Activity 4: Writing

Read the recount, My First Trip to Honiara **by Lionel Damola again. Then close the book. Imagine that you are the child in the recount. Now rewrite the first and second paragraphs of the recount in your own words.**

2 Unit 2: Island Towns

Reading

Today's text is an information report about towns. Study the key words. Think about other things that could be found in towns but are not mentioned in this report.

Towns

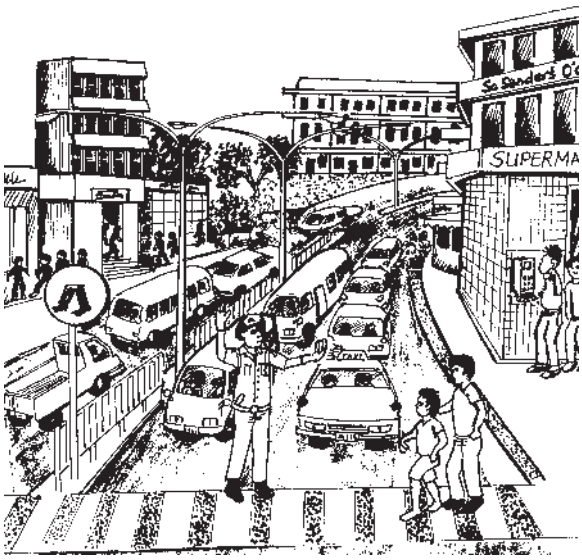
by Lionel Damola

Key Words

apartments, experience, purposes, services, electricity, rent, offices, communication, larger than, smaller than

A town is larger than a village but smaller than a city. Towns are places where there are a lot of people, houses, shops, offices and other buildings.

People live in towns for different reasons. Some people are born in towns and live there with their families. Some people move into a town because they work there. Many people go to a town to look for a job. Others go there to go to school. Young people are sometimes attracted to the excitement or the entertainment in a town. They like to experience town life.



Towns usually provide good medical and health services. They also have fast communication services like telephones and the Internet.

The buildings found in towns are used for different purposes. Many houses and apartments are built for people to live in. Other buildings are used as offices, workshops, shops, banks, hospitals and clinics, hotels, motels and restaurants. Shops in towns are usually bigger and sell more products than the shops in villages.

Most towns also have a market place. Rural farmers and fishermen often take their produce to be sold in town markets. There are many people in towns to buy their goods.

The lifestyle in towns is quite different from the lifestyle in villages. In towns, time sometimes controls what people do. It is important not to be late for work or school. Stores and supermarkets all open and close at certain times. Perhaps this is why people in towns often seem to be in a hurry.

Money is very important in towns. People buy most of their food from shops or markets. Money is also needed to pay for housing, which is often rented. People may rent a house or an apartment. In towns, people usually have to pay for electricity and water supplies, too. Some people might need money for bus or taxi fares if they do not have transport of their own. Everything costs money!

There are many services provided for people in towns. These services include; taking away rubbish, public transport, schools, clinics and hospitals. In some ways life in towns is easier because of the services but in other ways it is harder because people have to make money to pay for these services.

Comprehension

Read the report and answer these questions.

1. What are some of the reasons why people live in towns?
2. Who usually sells food and other products in town markets?
3. Why do people need money in towns?
4. Buildings in towns are used for different purposes. List three different uses of some buildings in towns.
5. A town is bigger than a _____ but _____than a city.
6. Read the last paragraph again. Some people like village life. Others like living in towns. Do you think you'd like to live in a town or a village? Write two or three sentences explaining where you would prefer to live. Give reasons for your answer.

Language Study

Antonyms are words that have opposite meanings.

For example:

Short is an antonym for tall.

Hot is an antonym for cold.

Fill in the blank spaces with an antonym from the list below.

For example;

Lose is to win as fat is to **thin.**

1. Town is to village as **large** is to _____.
2. Stop is to go as **slow** is to _____.
3. Young is to old as **child** is to _____.
4. Bright is to dull as **happy** is to _____.
5. Many is to few as **more** is to _____.
6. Sell is to buy as **spend** is to _____.
7. Sleep is to wake as **quiet** is to _____.

adult
small
sad
save
loud
less
fast

Handwriting

Copy one verse of the poem below into your exercise book. Ensure the writing is neat and tidy. Write 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 words is the same.**

2 Unit 2: Island Towns

Town Life

by Nelson Puiarh,

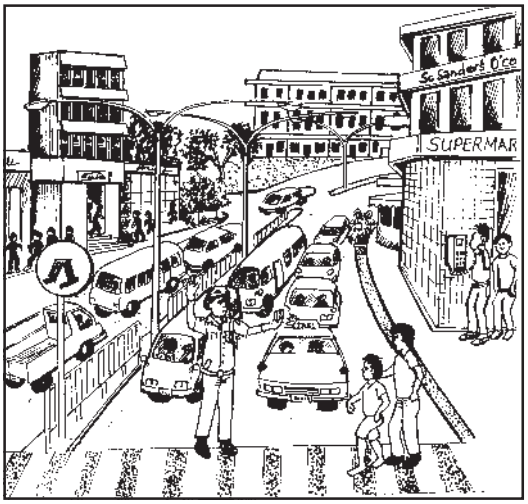
Town life
You are driving me mad.I live, and toil
To earn my living,
But what I earn comes and goes.

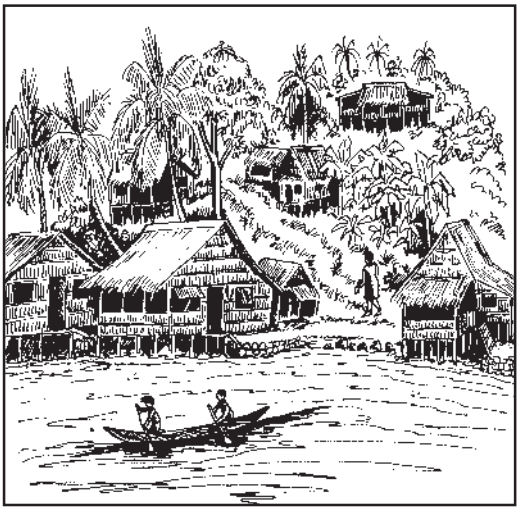
Town life,
There is so much to enjoy,
Many new friends to meet,
Lots of entertainment.
Yet what I earn is not enough
To keep up with the high cost of living.

Town life,
There are many places of interest to visit, relax.
At the wharf big ships come and go,
At the airport big jets come and go.
There is so much to enjoy.
Easy to forget your original home.

Oral and Writing

Comparing Cities and Towns to Villages





Look at the pictures on the previous page of a city and a village. Use these pictures to compare the things you can see in a city or town to the things you can see in a village.

Work with a partner. Here are some questions to discuss.

- **What buildings can you see? Describe them.**
- **Do the houses in the village and Honiara look the same? How are they different?**
- **What are the people doing in the pictures?**
- **What forms of transport can you see?**
- **Can you see roads in both pictures? Are they similar or different?**
- **Are there animals in the pictures?**
- **What types of food are people eating?**
- **What other things are different about the two places?**

Write some sentences comparing town and villages.

For example:

Towns have wide roads, but in the village the roads are small and narrow.

Now, write a short report about how cities and towns are different from villages. Here are some topics you might like to think about:

- **food**
- **rubbish collection**
- **water**
- **electricity**
- **transport**
- **education**
- **jobs people do**
- **housing**
- **entertainment**
- **numbers of people**

Framework for a Factual Report

Title: What is your report called?

- It is important to have a title.
- A title tells readers what your report is about.
- Titles always have capital letters for the key words.

Introduction Section: What is your report about?

- What is the main purpose of the report?
- One paragraph.

Information Section: What are the main ideas or information in your report?

- Three or four paragraphs.
- Each paragraph should contain a separate or new idea about the differences between towns and villages.

Conclusion: This section should have one sentence or a short paragraph.

- Sum up you main points.
- Is there anything else that you want to say?

3 Unit 2: Island Towns

Reading

Today's text is a personal recount. People write recounts to retell events and to give their feelings about what has happened. Study the key words carefully. Practise pronouncing the words correctly and try to use some of them in sentences. Use a dictionary to find the meaning of the words if this is helpful.

Peace at Last?

by Alison Blaylock

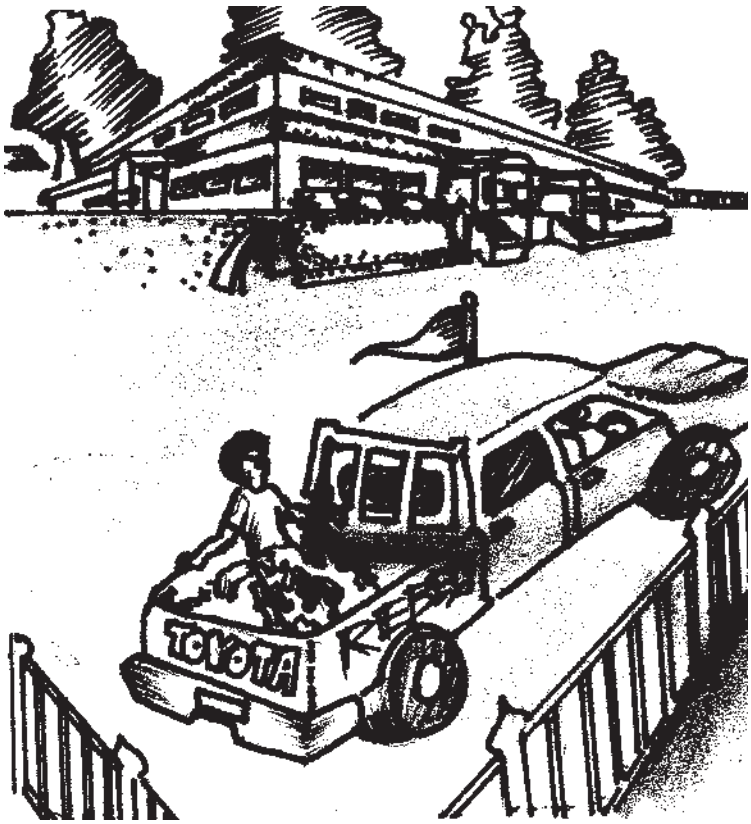
Key Words

tension, relaxed, militants, amazing, reconciliation, incredible, relief, hug, truckloads, peace agreement

I will never forget the day in October 2000 when the Townsville Peace Agreement was signed.

I was living in Honiara with my family at the time. We had come from Malaita Province and it had been a very difficult year for us. My sister, Joann, was married to a man from Wanderer Bay in Guadalcanal Province. She had been forced to leave her home with her children at the start of the tension. They were staying with us in Honiara. Joann had not seen her husband for many months and the young children were missing their father.

Life in town was difficult too. There were militants with guns on every street corner, which made me afraid to go out. I could not bear to see what was happening to Honiara. It used to be such a relaxed and happy city. The market was empty because women from the Guadalcanal plains were afraid to come in and sell their produce. People didn't feel safe and were afraid to trust anyone. Most of us just wanted to get back to how life had been. We were afraid of the guns.



Then, on one October morning we listened to the ABC news from Australia and heard that the militants had signed the peace agreement in Townsville. At first it was hard to believe. We just sat in the house talking about what it would mean. Would people really lay down their guns? Would life finally return to how we had known it?

There was a knock at the door and my cousin burst in. He told us what was happening in town.

"It's amazing" he said excitedly, "There are people from Guadalcanal all over town and everyone is shaking hands and talking about reconciliation. You have to come and see!"

Quickly we locked up the house and made our way to town. I could not believe my eyes. Truckloads of people from Guadalcanal were driving into town and blowing their horns and shouting and singing. It was as if all their fear had been taken away. They were welcomed by Malaitans and I saw them shaking hands and hugging each other in the street. Everyone was talking about peace. People were laughing and crying with joy and relief.

The Melanesian Brothers held a service at the market to thank God that their prayers for peace had been answered. As I looked across the crowd of happy faces, I suddenly saw one face that I recognised. It was Gatu, my sister's husband! Joann and the children had seen him too and they rushed across the market place to hug their father.

"Peace at last," I thought to myself, as the tears streamed down my face.

Comprehension

Discuss what the recount tells us happened as a result of the Townsville Peace Agreement being signed. Here are some questions to consider:

- How did the people in Honiara feel before/ after the agreement?
- What things were people unhappy about?
- Did any of these things change after the agreement was made?
- Were people happy that the agreement was signed?
- How do you know that?

Copy the tables below. In the first, make a list of the difficulties people in Honiara faced before the Townsville Peace Agreement was signed. In the second table, make a list of things that happened in Honiara after the agreement was signed.

What made life in Honiara difficult before the Townsville Peace Agreement was signed?	What happened in Honiara after the militants had signed the Townsville Peace Agreement?
Wives had not seen their husbands for many months. Children missing their fathers.	People talked about what the signing of the peace agreement would mean. People asked if the militants would really lay down their guns.

3 Unit 2: Island Towns

Language Study

Copy the table into your exercise book. Fill in the antonyms and synonyms for each word. Some have been done for you. You might be able to think of more than one synonym or antonym for each word.

Word	**Antonym** (opposite meaning)	**Synonym** (similar meaning)
empty	full	vacant
beautiful		
hard	soft, easy	
afraid	relaxed	
dark		dim
peace		calm
excited	bored	

Spelling

1. Use the clues to find these 'ark' words

1. a large and dangerous sea creature
2. to correct school work
3. to leave a car in a place for a short time
4. sound made by dogs
5. not light

1.			a	r	k
2.			a	r	k
3.			a	r	k
4.			a	r	k
5.			a	r	k

2. Use the clues to find words ending with the 'ay' sound.

a. the colour of ash.
b. to speak
c. time between sunrise and sunset
d. manner of doing something
e. might

1.			e	y
2.			a	y
3.			a	y
4.			a	y
5.			a	y

Oral and Writing

Discuss one of the following topics with a friend or in a small group.

Topic 1: How people solve problems

a. Here are some questions that might help your discussion about Topic 1:

a. What are some things children may disagree about?
b. Have you ever had an argument with someone?
c. How did you solve the problem?
d. Were you and your friend both happy with the solution?
e. What are some things that people in a village might disagree about?
f. How do people in your community settle problems?
g. Can you think of other ways to solve problems?
h. Why is it important to settle problems?

Topic 2: Fear

Here are some questions that might help your discussion about Topic 2:

a. What is fear?
b. What things are you afraid of?
c. Is it sensible to be scared of some things? (like poisonous snakes or cyclones?)
d. Why do you think people were afraid of the militants?
e. Describe how you feel when you are afraid?
f. What do you do to stop feeling scared?

Choose either topic and write a short paragraph in your exercise book, to explain your ideas and opinions on the topic.

4 Unit 2: Island Towns

Reading

Today's text is an information report about Honiara, the capital city of Solomon Islands. Study the key words.

Honiara - A Modern Capital City

Key Words

settle, living conditions, situated, waterfront, mix of cultures, centre, six-storey, headquarters, approximately

Honiara became the capital of Solomon Islands soon after World War Two. In the years since the war, Honiara has grown into a city of approximately 35,000 people.

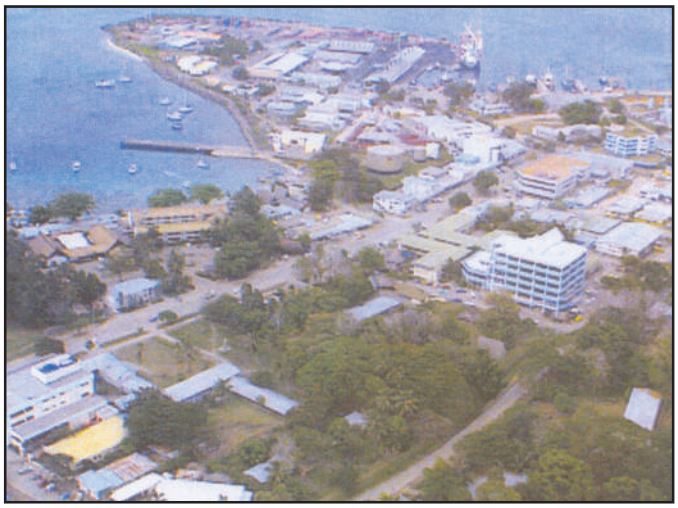
Population

The population is made up mainly of Melanesian and Polynesian people from all provinces of Solomon Islands. People have moved into Honiara from villages to look for jobs and to find better living conditions.

People from other countries have also come to work or settle in Honiara, adding to the mix of cultures. There is a large Chinese community as well as many European and Asian residents.

National Capital

As the capital, Honiara is the centre of government and business in Solomon Islands. The government meets at Parliament House which is situated on the hill above Point Cruz. There are also many government offices in the large buildings in the city. The tallest building is the six-storey Anthony Saru Building in which the Ministry of Education can be found.



An aerial view of Point Cruz Harbour

The National Referral Hospital is sometimes called "Number Nine" and is on the waterfront in Honiara. People come here from all over the country for medical treatment.

Local people and tourists can visit the National Museum and Art Gallery to learn about Solomon Islands culture.

Central Bank and the National Bank of the Solomon Islands have their headquarters in the city. The high court is found in Honiara. The headquarters of the main churches are found in the city and large cathedrals have also been built here.

Shopping and Entertainment.

Honiara Central Market is the main centre for shopping at the weekends. Shoppers buy locally grown fruit, vegetables and fish at this noisy and crowded meeting place. The city also has many large shops and supermarkets. Chinatown is a busy shopping area that has many trade stores, hardware shops, a hot bread shop and food stores.

Honiara also has good sporting facilities. The National Stadium, Lawson Tama, is the venue for football and rugby tournaments. The Multi-Purpose Hall is used for many indoor sporting, musical and cultural events.

Coping with Change

Honiara is a growing city and new developments are happening all the time. The residents need to be able to cope with change. Facilities in Honiara are good and water and power are provided to most homes, but life in the city is also very busy. People who move into the city will find some parts of city life very different from living in a village.

Comprehension

Exercise 1

Read the report again. Read the following statements. Write the statements that are true **in your exercise book.**

a) Many races of people live in Honiara.

b) The people who live in Honiara are mainly Melanesians and Polynesians.

c) There are more Europeans than Solomon Islanders living in Honiara.

d) The Multi - Purpose Hall is used for selling sports equipment.

e) Honiara has many sporting facilities.

f) Football is played at Lawson Tama.

g) Honiara Central Market is crowded with shoppers at weekends.

h) Honiara has only one large supermarket.

i) People in the city get all their food from their gardens.

Exercise 2

Write a short paragraph to explain why you think people who move into Honiara from villages might find it difficult to live in the city?

4 Unit 2: Island Towns

Language Study

Activity 1

Some homonyms **are spelt the same but have more than one meaning. They are called** homographs**.**

For example:

can as in being able to and **can** as in tin

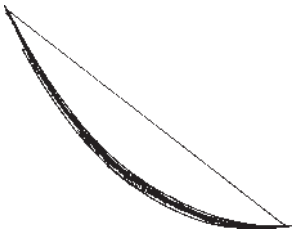
bank as in a place to keep money and **bank** as in the edge of a river

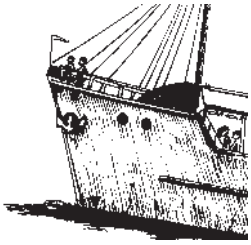
table as in a piece of furniture and **table** as used when putting information in boxes

The pictures below show the different meanings for the homographs listed.

Write a sentence using each word in your exercise book.

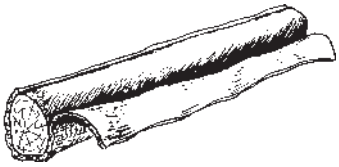
1. bow





2. pupil

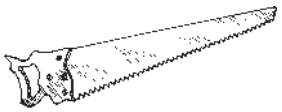
3. bark



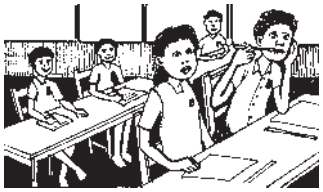
4. letter

Below are two homographs represented by pictures. Can you work out what they are? Write the words in your exercise book.

The boy saw the picture



I use a saw to cut wood



The children watch TV in class.

I like to wear a watch.

Now draw pictures to show the different meanings of two other homographs.

Can your partner work out the homographs you have drawn?

Activity 2

The passage below contains 12 homonyms which have been wrongly used. Rewrite it in your exercise book, replacing these with the correct word.

Last knight my sun began to ball. I did not want him to wake up the hole house sew I took him for a walk on the beech. We through some stones into the see and picked some flours. Soon it began to reign so we went back two the house.

Oral and Writing

Yes / No Game

For your oral activity, you will be playing a game called the 'Yes / No Game'.

In this game, you will need cards that have the names of different buildings written on them. Here are the rules:

- **One player picks up a card but doesn't show anyone what is written on it.**
- **The rest of the class has to ask questions to find out what building it is.**
- **The person with the card can only say 'yes' or 'no'.**

Think of some good questions to ask in the game.

Here are some examples:

- Is it a public building?
- Is it a place where you can buy things?
- Can you buy food there?
- Can you get money there?
- Do people work there?
- Do sick people go there?
- Can you sleep there?
- Do people eat there?

4 Unit 2: Island Towns

Writing a Report about a Building

For your writing activity, choose a building that you know about and write a short report about it.

Below is an example of a report about banks. Read it carefully.

Banks

A bank is a commercial building where people put their money to keep it safe. Banks can be found in most towns and cities.

A bank is usually a large building. It may have large glass windows at the front and more than one door. Most banks have a public area where customers can go in and out as well as private offices for staff only. Inside the public area there is a long counter with several tills and a place for customers to wait for their turn to be served.

The purpose of a bank is to give people somewhere safe to keep their money. People go there to deposit their money when they are paid, and to withdraw it when they want to spend it. Some people save money at the bank.

A bank is a very useful building. It is important to keep money safe.

By Margaret
Standard 5

Study the report framework below before you begin to write. Remember your report should have the following:

A title

What is your report called?

An introduction

Tell the reader what type of building you are going to write about and give some general information such as what this building is used for, and where it is usually found.

Some descriptive information

Tell the reader what the building looks like. Include information such as size, number of rooms, number of storeys, whether it has many windows and rooms.

Some information about the purpose of the building

Tell the reader more about what the building is used for. Why do people go there? What activities do they do in the building?

A conclusion

In your ending, make some general comments about the building you have described, and its purpose to sum up your report.

Reading

Study the key words. Read this historical recount about how Honiara became the capital of Solomon Islands. This text tells you about part of your country's recent history.

Wartime Origins of Honiara

Key Words

develop, defeated, invaded, Allies, located, wartime, known as

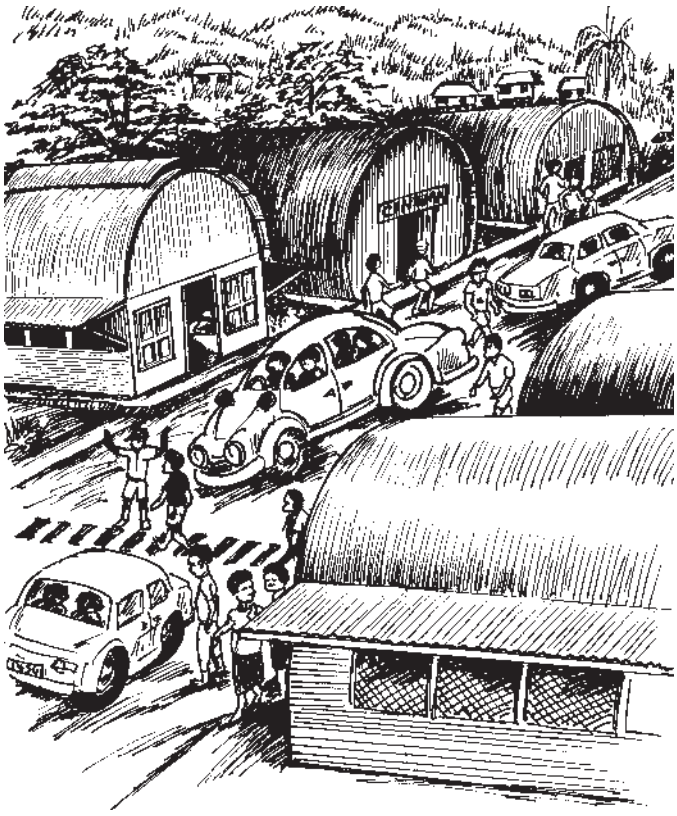
Honiara is the capital of Solomon Islands. It began to develop during the Second World War. Before the war there was not even a small village where the city now stands.

Before the war the capital of Solomon Islands was Tulagi in the Florida Islands. The Japanese army invaded Solomon Islands in 1942 and destroyed Tulagi in a battle.

The Japanese moved on to Guadalcanal and set up a small camp on a coconut plantation to the east of Point Cruz. The Americans defeated them at the battle of Mataniko in 1943. The Allies then built a much bigger camp that stretched from the west of Point Cruz to the east of Mataniko. They built a bridge across the river that is still used today and is known as the old Mataniko Bridge.

The Japanese army started to make an airfield near the town but the American marines forced them out. The airfield was finished and used by the Americans for the rest of the war. The airfield is still used today and is now called Honiara International Airport - Henderson Field.

After the war, the buildings left by the Allies on Guadalcanal were used to replace the ones destroyed in Tulagi. These wartime buildings were used for many years as government offices and stores, and for private businesses and housing. Some can still be seen today, but many have been replaced with newer buildings.



Honiara was rebuilt as the capital of Solomon Islands during the late 1950s and the early 1960s. There are several towns in Solomon Islands but Honiara is the only city. It has become a business centre for the country. The main seaport of Solomon Islands is located at Point Cruz. Honiara is the centre of government and the national parliament is located in the city. Many people come from different provinces to live and work in Honiara. By 2003, Honiara's population was 35,000.

Honiara would probably not have become the capital of Solomon Islands had the country not been involved in World War Two.

5 Unit 2: Island Towns

Comprehension

Read the recount carefully. Copy the table below into your exercise book.

Then, list three things in each column about what the Japanese and the American and Allied Forces did during the Second World War.

What the Japanese soldiers did.	What the American and Allied forces did.

Language Study

Homophones are words that sound the same but have a different spelling.

For example: knot **and** not

Write the correct homophone to complete these sentences.

1. The battle (fought, fort) between the Japanese and the Americans on Tulagi (beach, beech) was very fierce.
2. (Some, Sum) of the old buildings of the war can still be (seen, scene) today.
3. Had it not (been, bean) for the events of the war, Tulagi (would, wood) have been the capital of Solomon Islands.
4. As time went (buy, by) many (new, knew) buildings have been built in Honiara.

Write a homophone for each of these words.

a. sum
b. wear
c. no
d. to
e. eight

Spelling

Read the story carefully. Some words are not spelt correctly. They are all spelling words for this week. Rewrite the sentences and spell them correctly in your exercise book. Underline each word that you have corrected.

Lucky Fishing Trip

It was a fine sunny afternoon in Mae when Mark decided to go fishing in his new canoe.

Mark took his fishing gear and walked across the perk and down to the beach. A dog was barking loudly as it ran after some birds. The birk was loud and shrill.

Soon he was out on the ocean fishing. It was a beautiful dai. Mark caught plenty of fish to take home. He even caught a shark.

Later, as the sky turned gray he headed home.

On the weigh he thought about what his wife would sai. By the time he got home it was darke. His wife was waiting to meet him. That night they had a feast of bonito.

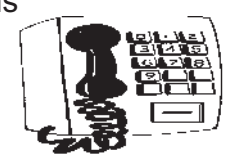
Oral and Writing

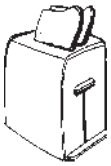
The poem below is written by a woman who lives in a very large city in another country. The poem is about what happens in a large city when there is no power. When a city or parts of a city have no electricity, it is called a blackout.

A City Ditty

Blackout in the buildings,
the big fuse blew;
no electric current,
what will we do?

Frozen juice cans
getting runny,
frozen meat is
smelling funny.





Can't use the telephone,
can't make toast,
can't use the stereo,
boo, you're a ghost.

Traffic signals out
and headlights on the cars,
but what do you know?
We can see the moon and stars.

Eve Merriam

5 Unit 2: Island Towns

Vocabulary

fuse -	a short piece of wire that melts and breaks if the electric goes above a safe level.
toast -	bread made brown and crisp by putting it close to direct heat. Often eaten for breakfast.
traffic signals -	lights on busy roads which are used to control traffic. Red light means 'stop' and green light means 'go'. Sometimes an orange light too which means 'get ready'.

What things does Eve Merriam note can't be used when there is no power in her city? Are these the same things that stop working when the power goes off in Solomon Islands? How are your experiences of having no power different from Eve Merriam? Do you have power at your house? What things do you miss when the power goes out?

Some questions to discuss:

- Have you ever been in town in a blackout?
- Why do you think it is called a blackout when there is no electricity?
- Can you find the rhyming words in this poem?
- What word does the poet use to rhyme with 'runny'?
- What other things run on electricity in a building?
- A ditty is a poem or a song. Why do you think Eve Merriam called this poem 'A City Ditty' and not 'A City Poem'?
- Can you think of another title for the poem?

Proofreading and Editing

In this activity, you are going to proofread and edit the information report about how towns are different from villages that you wrote on Day 2. Follow these steps:

- Reread your draft. Does it make sense? If not, make it make sense.
- Circle any words that look wrong. Check the spelling in word lists or the dictionary.
- Check punctuation. Have you used capital letters and full stops?
- Look for ways to improve your draft. Can you change a sentence to make it sound better?

Reading

Today's text is an information report about Gizo Town. Study the key words carefully. Learn to pronounce the words correctly. Discuss the meanings of these words. Read the text through silently.

Gizo Town

Key Words

several, province, provincial, located, town, govern, as well as, to and from

Solomon Islands is made up of several provinces or states. Each province has a capital provincial town. In each capital town, there are people who govern the province.

Gizo is the capital of Western Province. Gizo town is located on the island of Gizo. The town has a population of about 2,000 people.

A radio station called 'Radio Happy Lagoon' is owned and run by the Solomon Islands Broadcasting Corporation (SIBC) in Gizo for the people of Western Province.

Aerial view of Gizo Town

The National Bank of the Solomon Islands (NBSI), Australia and New Zealand Banking Group (ANZ), and the Development Bank of Solomon Islands (DBSI) are all found in Gizo. The National Provident Fund (NPF), the Solomon Telekom Company and Solomon Airlines all have offices in Gizo. A police station and a small prison are also found in this town.

Gizo is also a centre for the tourist industry in Western Province. It has a large hotel called the 'Gizo Hotel'. The hotel is on the waterfront. There are other motels and guesthouses here, too.

There is no airstrip on Gizo. To visit Gizo, people fly to a nearby island and are then taken to and from Gizo in a powered canoe. There is also a regular weekly shipping service.

People who live and work in the town of Gizo come from all over Solomon Islands as well as from other countries. People living in Gizo enjoy most of the same services as people living in Honiara, the capital of Solomon Islands. Gizo is more developed than most other towns in Solomon Islands.

6 Unit 2: Island Towns

Comprehension

Read the passage again carefully. Make a list of services found in Gizo.

Begin your list like this:

Gizo has:

- a hotel
- several motels and guesthouses
- a radio station

Language Study

Exercise A

The joining word 'and' **can be used to join the names of two people doing the same thing.**

For example:

Lionel played under the tree. I played under the tree.

Lionel **and** I played under the tree.

Use 'and' **to help you make one sentence from two below**.

1. Martin worked in Gizo. My father worked in Gizo.
2. Alison enjoyed listening to 'Radio Happy Lagoon'. Joyce enjoyed listening to 'Radio Happy Lagoon'.
3. Alex wrote to the bank. Douglas wrote to the bank.

Exercise B

When the same person or thing does two things, we can use 'and' **to join the two actions into one sentence.**

For example:

The cat opened its eyes. It gave a yawn.

The cat opened its eyes <u>and</u> gave a yawn.

Join each pair of sentences with the word 'and'.

1. Ben made a telephone call at the Solomon Telekom office. He talked to his mother.
2. Jenny was taken to the airfield by boat. She enjoyed the scenic trip.
3. Alfred is the Principal of Gizo School. He is the chairperson of the National Provident Fund committee.

Exercise C

The word 'before' **can be used to join two actions, which are connected in time. We put 'before' in front of the part which happened second.**

For example:

I dug a hole. I planted the tree.

I dug a hole **before** I planted the tree.

Make each pair of sentences into one by using 'before'**.**

1. Sally drove past Gizo Police station. She turned up the hill and went home.
2. Jacob thanked his relatives for their help. He boarded the aeroplane.
3. My mother and father went to the market. They cooked lunch.

Spelling

Here is the spelling list for this week. Study the words.

Use the spelling strategy Look, Cover, Remember, Write, Check **to learn to spell them.**

Now, write the list in your exercise book.

far	chart
farther	charge
garden	forward
sharp	towards
large	why

Choose the best word from this week's spelling list to go in each of the spaces. Write the answers into your exercise book, remembering to number each answer.

1. Willie lives _____ from here but I live _____ away.
2. _____ do you go to school?
3. We planted some vegetables in our _____.
4. The teacher made a _____ showing all the childrens' birthdays.
5. Another word for big is _____.
6. The school will _____ parents fifty dollars if they do not attend school fundraising events.
7. The man cut the meat with a _____ knife.
8. I was walking _____ the coconut tree, before I tripped over.
9. The panpipe dancers moved backward and _____ to the music.

6 Unit 2: Island Towns

Oral and Writing

Buildings and Services

Discuss the table below with other pupils. Match the buildings or services to their correct uses or purposes. Find the purpose that most closely fits the service.

Buildings or Services	Uses or Purposes
hotels, lodges, rest houses	provides news, messages, music for the people to listen to
radio broadcasting studio	a place where you can save your money.
bank	a place where students learn about different subjects
police station	a place where people go to sell and buy goods and food like vegetables, fruit, crops and fish
shipping service	a place where you can pay for rooms and meals – tourists and business people often stay here
fast food snack bar	a place to book a flight or to get information about the flights
market	a place to enquire about sea transport for passengers and cargo
post office	a place where police work
government offices	a building where people go to post their letters, parcels or mail
hospital	a place where people go to buy small quick meals
solomon airlines office	a building where christians worship
school	a place where sick people are given medical treatment
church	buildings or rooms where government officers work

Choose one building or service and write a short paragraph about it. Use your discussion to help you.

Reading

This is an historical recount about the history of Henderson Airport. It is different from a personal recount because it is factual. Study the key words. Discuss the meaning of these words. Read the text.

The History of Henderson Airport

Key Words

airstrip, airbase, airport, airline, aircraft, runway, hero, international, public, private, east, flying boats, terminal, air service

A Wartime Beginning

The Japanese army started building an airstrip to the east of Honiara in 1942. Later that year the American Marines took over the airstrip. They used hard-packed coral to finish the airstrip. It was used as an airbase until the war ended in 1945. The Americans named the airstrip after an American war hero called Henderson.

International Flights

The first public airline began flights to Solomon Islands in the early 1950s. Trans Oceanic Airways brought flying boats in from Sydney and Noumea.

The first airplane flights to Solomon Islands used Kukum Airfield. Then, in 1958 Henderson airstrip was opened again. The runway was improved between 1968 and 1970 and Henderson became the international airport for Solomon Islands.

Qantas began flights to Honiara in 1955 and by 1961 there was a regular weekly service to Australia.

Flights from Fiji also started in 1961. The flight took two days with an overnight stop at Port Vila. By 1967 it was possible to fly to Fiji in one day.

Honiara was also a useful place to stop over during longer flights across the Pacific. Air Nauru used Honiara as a stop over in 1969 when they began flights from Nauru to Melbourne.

In 1997 a new international terminal, which was funded by the Japanese, was opened at Henderson. This is a very large and modern terminal building used by many travellers.

Domestic Services in Solomon Islands

The first local or domestic air service in Solomon Islands began in 1964. Megapode Airways flew between Henderson and Auki and between Munda and Yandina. Other airstrips that had been built during the war were used.

Over the years, many more airfields were built. Today there are more than thirty landing strips around the country. Both private and commercial planes use the airstrips.

7 Unit 2: Island Towns

Future Plans

More planes are flying to and within Solomon Islands every year. More people travel by plane and bigger, faster and more powerful aircraft are being used. These planes need long runways for landing and taking off. Plans are being made to build a longer runway at Henderson, so that larger international planes can land there. If this happens, the present runway might only be used for local flights.

Comprehension

Exercise A

Read the report and answer these questions.

1. Which of these sentences are true? Write them in your book.

a) The Japanese soldiers began building Henderson Airport.
b) The Japanese used the airport as an airbase during the war.
c) The Americans named the airport 'Henderson' after one of their war heroes.
d) First public airline services was begun by Trans Oceanic Airways in the 1950s.
e) Henderson became the international airport after 1970.
f) Regular weekly flights to Australia began in 1951.

2. Which of these sentences are false? Write them in your book.

a) Qantas' first flight to Honiara was in 1943.
b) Flights to and from Fiji began in 1967.
c) In 1961 Qantas made flights each week to Honiara.
d) The new international terminal was funded by the American Government.
e) In 1964 domestic air service started in Solomon Islands.
f) In Solomon Islands there are only nine landing strips.

Exercise B

Why do you think that international and domestic air services are increasing every year? Try to think of more than one reason to explain your answer.

Language Study

Join these pairs of sentences to make one sentence using one of the conjunctions in brackets.

1. The Japanese army started Henderson airstrip in 1942.
   The American soldiers took it over and completed it. **(but, because)**
2. Kukum airfield was used for the first flights to Solomon Islands.
   Improvements to the runway at Henderson airport were made. **(and, until)**
3. There are plans to build a large runway at Henderson.
   Large modern planes need more space to take off and land. **(because, when)**
4. Private planes use Henderson Airport.
   Commercial planes use Henderson Airport. **(but, and)**

Handwriting

Copy this passage into your exercise book in your best joined-up writing.

The battle on Guadalcanal lasted for seven months. The Japanese fought fiercely, but the U.S. Marines captured the airstrip. They named it Henderson Airfield after one of their war heroes, Captain Henderson.

Oral and Writing

Read these short poems about airplanes. Can you learn to say one of these poems without looking at the words?

Taking Off

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

Anonymous

Up in the Air

Zooming across the sky
Like a great bird you fly,
Airplane,
Silvery white
In the light.

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

by James S. Tippett

Writing - Timeline

Organise the information below to make a timeline of events. Begin by drawing out a timeline on the left of your exercise book page.

Start like this:

2000

1995

1990

Continue it down to 1940 with every 5 years clearly marked.

Make sure you locate the exact position of each year on the next page and copy the information alongside that year.

7 Unit 2: Island Towns

The Development of Henderson Airport

Early 1942	Japanese army started building an airstrip to the east of Honiara
Late 1942	US Marines took over airstrip and finished it using packed coral
1943	Fighting on Guadalcanal ended, airstrip used for long distance bombers
1945	Stopped being used as a military airfield
Early 1950's	First public flights to SI, Trans Oceanic Airways, using flying boats
1955	First airplanes came to Honiara using Kukum airstrip
1955	Qantas begins first service to Solomon Islands from PNG
1958	Henderson Airport reopened as a public airfield
1961	Fiji Airways began flights from Fiji which took 2 days with a Port Vila night stop over
1961	Weekly flights from Australia begun
1964	Megapode Airways-first SI domestic air service began - linking other wartime airstrips such as Munda and Yandina with Honiara
1968-1970	Runway at Henderson improved
1969	Republic of Nauru started using Honiara airport on flights from Nauru to Melbourne
1973	Air Niugini began twice weekly service from Port Moresby and Kieta
1978	Improvements to Henderson terminal - bigger arrival area, V.I.P. lounge
1997	Japanese aid project - new international terminal at Henderson - old terminal buildings to be used as the domestic terminal
2000	Plans to build new runway to increase international flights

Reading

This text is a personal recount. This recount tells us about the differences the writer noticed between Port Vila and Honiara. Study the key words. Read the recount silently.

A Visit to Port Vila, Vanuatu

by Alison Blaylock

Key Words

imagine, nervously, mingling, restaurants, wrong, panic, strange, wondered, understand

I first visited Port Vila in 1999. I was invited to stay with my uncle who was working there at the time. I was really excited about the trip. I had never been to Vanuatu before.

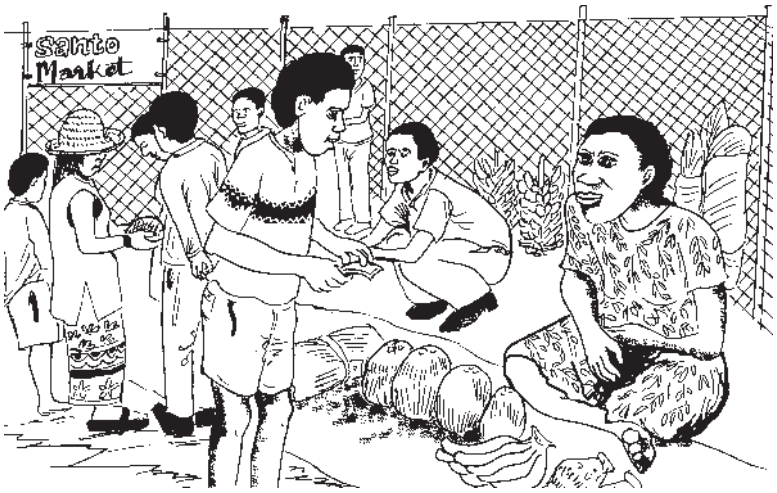
During the flight I tried to imagine what it would be like. Would it be just like Honiara? Would it feel different to be in another country?

My uncle met me at the airport and the first thing I noticed was that he was driving on the wrong side of the road.

"Be careful," I said nervously. "We'll have an accident."

My uncle just laughed. "Don't panic," he said. "We all drive on the right hand side of the road here. You'll soon get used to it!"

"This is a strange place," I thought to myself.



We spent the first day looking around town. It was a beautiful place. We saw a harbour with sailing boats and small islands. There were lots of shops selling expensive things. We also saw hotels and restaurants and a huge market selling every kind of vegetable and fruit.

As we walked around I noticed that there were lots of tourists and visitors mingling with the local people.

"There are many more European people here than in Honiara," I remarked to my uncle.

"Yes," he replied. "Port Vila has a lot of tourists and foreign visitors. Tourism is very important here. These people bring a lot of money into the country."

My uncle gave me some money to spend. He reminded me dollars aren't used in Vanuatu.

"Their money is called Vatu," he said. I looked at the strange coins in my hand and wondered what they were worth. I decided to get a coconut to drink at the market.

"Hao mas nao kokonat blo iu?" I asked a ni-Vanuatu lady.

She looked at me as if she didn't understand what I had said. I thought she had not

heard me but my uncle told me that she did not understand my Solomon Islands' Pijin.

"They speak a different kind of Pijin called Bislama here," he explained. "It is similar to Pijin, but some words are different."

Well! I decided it really did feel different to be in a foreign country!

Comprehension

Make a list of the things that the writer noticed about Port Vila that were different from Honiara. Write them in full sentences using your own words.

For example:

- People drive on the right hand side of the road.
- There are shops selling expensive things.

Language Study

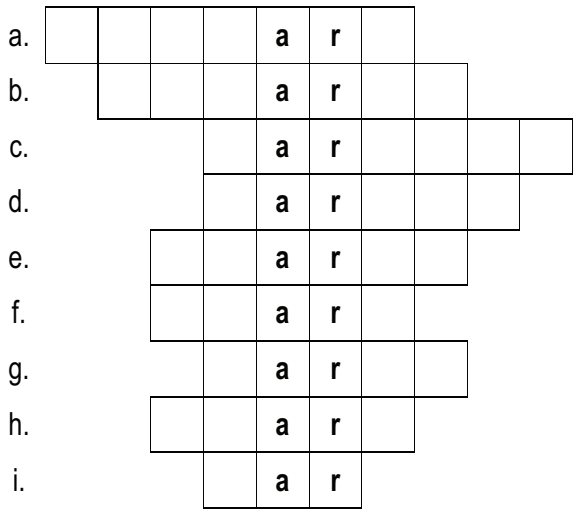
Select the best homophone from each set of brackets to complete each sentence. Write the sentences in your exercise book.

1. Alison had never (bean, been) to Port Vila before.
2. My uncle didn't tell me what it (wood, would) be like to travel in an aeroplane.
3. In Vanuatu people drive on the (right, write) hand side of the road.
4. There are not as many pot (wholes, holes) in the road as there are in Honiara.
5. In Vanuatu (there, their) currency is called 'Vatu'.
6. Alison's uncle gave her (sum, some) money to spend.
7. A ni-Vanuatu may (knot, not) understand Solomon Island (Pijin, pigeon).
8. Lots of tourists go to Port Vila because people live there together in (piece, peace).

Spelling

Exercise A - Word Wall

Use the clues to find these 'ar' words from this week's spelling list. Write them in this order in your exercise book.



Clues:

a. coming towards the front
b. moving in the direction of something
c. more distant
d. piece of land used for growing flowers, fruit
e. price asked for goods or services
f. not blunt
g. big
h. graph or table giving clear information
i. a long way away

Exercise B

Find five words for each group. Write them in your exercise book.

1. Words beginning with “wh”.
2. Words beginning with “sh”.
3. Words beginning with “ch”.
4. Words that have “ar” in them.

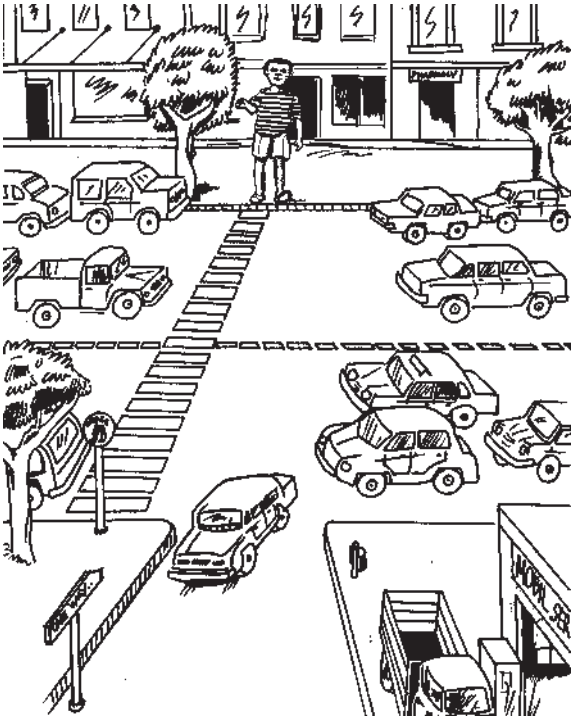
Oral and Writing

This poem by Frances Gorman Risser is about traffic in the city. City roads are often very busy and can be dangerous if you don’t follow the road rules. The poet describes the cars, trucks and buses by comparing them to the dangerous animals you would find in a jungle.

City Beasts

If I were in a jungle dark,
I wouldn’t cross a place
Where I might run into a lion
Or tiger, face to face.
So in the city I will try
To do the very same,
For everyone knows that cars
Are not exactly tame!
I’ll wait at corners when I should,
Watch where I go, and see
That I’m not crossing any trails
Where city beasts might be.

by Frances Gorman Risser



Ending the Recount

The writer of the recount about ‘A Visit To Port Vila” does not tell us what happened at the end of her visit.

Imagine you are the writer and finish off the recount with one more paragraph about how your visit to Port Vila ended. Think about other things you could do in a town and add one or two of them. How will your recount end?

Begin your paragraph using the last sentence of the recount, as shown below:

Well! I decided it really did feel different to be in a foreign country!....

9 Unit 2: Island Towns

Reading

Study the key words. Discuss the meaning of these words. Practise saying the words correctly. Today's text is an interview with a Solomon Islander who has lived and studied in Suva for four years. Read the interview as he recounts his experiences in another country.

Living in Suva - One Solomon Islander's Thoughts

Key Words

modern, attractive, situated, harbour, lively, multicultural, foreigner, cheap, municipal, museum, fantastic, art, famous, brilliant, ever been to

Tama had been studying at the University of the South Pacific in Suva, Fiji, for the last four years. On his arrival back in Honiara, Jessie, from the Solomon Islands Broadcasting Corporation (SIBC), interviewed him about his experiences in Suva.

Jessie: Tell me about Suva.

Tama: Well, Suva is a wonderful city. It is situated on a beautiful harbour. It has tall, modern buildings with colourful flower gardens and waving palm trees. It's a very busy and lively city. There's always a lot going on there.

Jessie: Do you know some of Suva's history?

Tama: Yes. Suva began as just a village with wooden houses and stores along the beachfront. It became the capital of Fiji in 1883.

Jessie: How would you compare Suva to other Pacific capitals such as Port Moresby or Honiara?

Tama: Well it's a great place! I think that Suva is the best city to live in anywhere in the Pacific. I think it's a much more attractive place than Honiara or Moresby.

I also like Suva because it is a multicultural city. That means people from all over the world live there and there are many mosques, temples, churches and cultural centres. I think it's easy for a foreigner to feel at home in Suva.

Jessie: Is it a big place?

Tama: Yes, it has a population of about 90, 000 people. That makes it more than twice the size of Honiara.

Jessie: Are there good places where people can go to eat?

Tama: There are lots! The *Republic of Cappuccino* is a very popular coffee shop. The *Great Wok Restaurant* is good for Chinese food and the *Hare Krishna Restaurant* has the best Indian vegetarian food in town. My favourite restaurant was the *Hare Krishna Restaurant*. I was a student so I didn't have much money and meals at the Hare Krishna were cheap!

Jessie: What about shopping?

Tama: Well, if you have the money there is a wide choice. I used to shop at *Sogos* or *Togs* because they sold good quality clothing. The market was great on a Saturday morning. You could get fish, meat, vegetables, fruit, coconut oil and nearly everything else that a household might need there.

Jessie: How about places to visit?

Tama: There are loads of places. The Fiji Museum is fantastic. It has the finest collection of Fijian art in the South Pacific, I would say. There are famous landmarks too, like the Thurston Gardens and the Roman Catholic Cathedral, which was built in 1902. I liked the harbour best.

Jessie: Wow, you make it sound like a brilliant place! I hope that one day I will have the chance to visit Suva and see all these things for myself.

Comprehension

Read the interview carefully again. Can you tell the difference between the facts about Suva and Tama's opinions about Suva? Decide whether the following statements are facts or opinions. Complete the table below. One fact and one opinion has been filled in for you.

- has tall modern buildings
- has colourful flower gardens and palm trees
- very busy and lively city
- best city to live in anywhere in the Pacific
- began as a village
- became the capital of Fiji in 1883
- Fiji museum is fantastic
- I would say that Fiji Museum has the finest collection of Fijian art in the South Pacific
- the harbour is the best place in Suva
- has famous landmarks like Thurston Gardens
- is a brilliant place
- the Roman Catholic Cathedral was built in 1902

Tama's opinions about Suva	Facts about Suva
Suva is a wonderful city	Suva is situated on a harbour

9 Unit 2: Island Towns

Language Study

Nouns, Adjectives and Verbs

In your writing activity later today, you will be using words to describe the differenences between towns and villages.

Make a table in your exercise book as shown. Think of as many nouns, adjectives and verbs as you can to describe towns and villages. Some suggestions have been included to start you off.

	Towns	**Villages**
Nouns	street	garden
Adjectives	busy	quite
Verbs	hurrying	digging

Oral and Writing

There are millions of people in the world and they live in many different places. This poem tells about some of the different places in which people live. Can you imagine living underground? Would you like to live in a house on wheels? Read the poem and discuss where you'd like to live.

Where Do You Live?

by Julie Norman

The world over

People live in different places

Up on a mountain, down by river

In crowded cities, or open spaces

In houses, in flats, in tents, or trailers,

Underground, on the ground, high in the air,

Where it's hot, where it's cold, where it's dry or raining.

Millions of people live everywhere.

You are going to write a diamante poem that shows the differences between towns and villages. Here are some guidelines to help you set out your poem: Read this diamante poem that compares cities with open spaces. Study the structure of the poem.

city
crowded, noisy
rushing, hustling, bustling
traffic, buildings, footpaths, fields
opening, spreading, yawning
wide, empty
space

Line 1: town town
Line 2: 2 adjectives that describe a town ___ _____
Line 3: 3 'ing' words that describe a town ___ ___ ___
Line 4: 2 nouns for town, then 2 nouns for village ___ ___ ___ ___
Line 5: 3 'ing' words that describe a village ___ ___ ___
Line 6: 2 adjectives that describe a village ___ _____
Line 7: village village

Write the first draft of your diamante poem in your exercise book.

10 Unit 2: Island Towns

Reading

Look at the key words. Talk about the meaning of these words. Use a dictionary to find out the meanings of some of the words if necessary. Practise pronouncing the words correctly and use some of them in sentences. Now read the information text about Tarawa.

Tarawa

Key Words

neighbour, protectorate, independent, coral atoll, single, residence, fishponds, golf course, heavily populated, surrounded by, unusual,

Kiribati Flag

Kiribati is a neighbour of Solomon Islands. Kiribati is a country made up of over thirty islands.

Kiribati became a British Protectorate in 1896. Kiribati became independent on July 12, 1979. This was one year and one week after Solomon Islands became independent.

Today, Tarawa is the capital of Kiribati. Tarawa is one of the most heavily populated areas in the Pacific. However, unlike the capitals of other Pacific island countries, Tarawa is not a single town but a group of islands surrounded by a coral atoll. People need boats to travel around Tarawa.

Tarawa is made up of four main islands. They are Bairiki, Bonriki, Betio and Ambo.

The central government offices, parliament buildings, President's office and residence, and other official buildings are all on Bairiki Island. Bairiki is the business centre of Tarawa. The Air Kiribati travel agent, banks, post office, and library are all found on Bairiki.

The international airport, the new hospital and the fishponds can all be found on Bonriki Island. The golf course is found on Ambo Island.

More people live on Betio Island than any other island in Kiribati. Betio Island has a port, shipyard, a jail and the main power station. Betio also has a large number of war relics. These old relics were left behind after a major battle between the Japanese and the United States in November 1943.

Tarawa and Christmas Island are the only two places in Kiribati that have international flights. There are some smaller airstrips on the main islands that are used by planes flying inside Kiribati. Passenger ferries also take people to and from many of the smaller islands.

Comprehension

Exercise A

Copy the table below into your book. Make a list of all the facts in the text about each of the four main islands in Tarawa. Look for the buildings or businesses found on each island. Can you find any other interesting facts? Some information has been put in the Bairiki Island column to help you begin. List the facts in the correct column of the table.

Bariki island	Bonriki island	Betio island	Ambo island
Business Centre of Tarawa Central Government Offices Parliament Building			

Exercise B

Read the passage carefully. Answer the questions below in your exercise book.

1. Name the two places in Kiribati that have international flights coming in.
2. Explain why Tarawa is different from other Pacific Island capitals.
3. How do people travel around Tarawa?
4. On which island do you think you'd find a large ship unloading goods?

Language Study

Exercise A

Synonyms are words that mean the same or nearly the same.

Select synonyms for these words in the box.

For example:

large, big

1. airstrip _____
2. planes _____
3. ferries _____
4. residence _____
5. residents _____

runway
people
house
boats
aircraft

Exercise B

Antonyms are opposites.

For example:

happy, sad big, small

Match these words with antonyms from the box.

1. old _____
2. islands _____
3. many _____
4. war _____
5. full _____

empty
peace
few
mainland
new

Spelling

Read the passage below. Replace the bold words with a word from your spelling list that has a similar meaning. The meaning of the sentences should stay the same.

Rewrite the passage in your exercise book.

far	chart
farther	charge
garden	forward
sharp	towards
large	why

Jenny's friend Jacinta sent her a letter asking her to come and visit. Inside the letter was a map. It showed her how to find her house on the other side of the big island where they lived.

The map showed Jacinta's house, behind the plot of land full of flowers and vegetables, not a long way from the centre of the village.

Jenny walked in the direction of her friend's village. It was a long walk, a greater distance than she had ever walked before. There were pointed rocks and also some thick bush to walk through.

When she arrived, Jacinta rushed to the front to meet her friend.

"For what reason did you not take a canoe?" she asked.

"I wanted to," said Jenny, "but the price was too high, so I had to walk!"

Oral and Writing

Advantages and Disadvanges of Town and City Life

You have been reading about different towns in Solomon Islands and other countries in this unit. Think about all the advantages (good points) and disadvantages (bad points) of living in a town or city.

In a group, discuss the advantages and disadvantages of living in a town. The leader of each group will write down your points or arguments on a sheet of paper. Some of your points might look like this.

Living in a Town or city	
Advantages	**Disadvantages**
good place to meet new friends.	can be very noisy

Now you have to decide whether or not you think you'd like to live in a town or city.

Write a few sentences explaining your point of view.

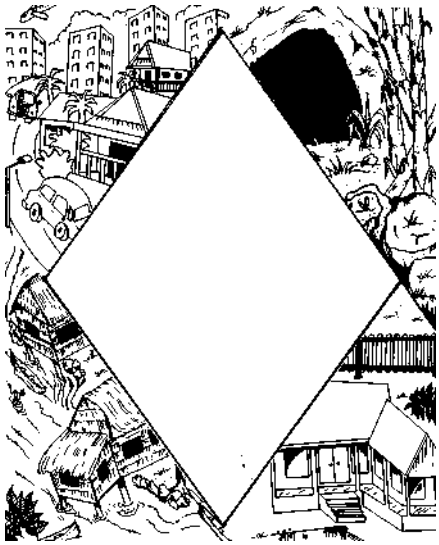
Remember that the purpose **of your writing is to** convince the reader of your point of view.

Proofreading and Editing

In this activity, you are going to proofread and edit the diamante poem that you wrote yesterday. Follow these steps:

- Reread your first draft.
- Have you followed all the guidelines for writing a diamante poem?
- Does each line have the correct number of words?
- Do you like the words you have chosen to describe a town?
- Do you like the words you have chosen to describe a village?
- Change any words that don't sound right when you read the poem aloud.
- Circle any words that look wrong. Check the spellings in word lists or the dictionary.
- Check punctuation. Have you used commas between words?
- Look for ways to improve your poem. Can you change a line to make it sound or look better?

Now rewrite your diamante with the changes you have made. Perhaps you could write the poem on a diamond shaped piece of paper, or draw a diamond shape boarder. Draw pictures that illustrate town life and village life around the borders of you poem. Give it to other pupils to read.



1 Unit 3: Neighbouring Countries

Reading - A Trip to Fiji

Look at the recount called 'A Trip to Fiji' in your reader. Study the key words.

Work with a partner and take turns to read a paragraph of the text aloud. Read the recount through twice. Take turns to read different parts.

Look back at the key words. Now you have read the recount, the meanings of the words might be clearer. Discuss other words in the text that you do not understand. Use a dictionary to look up these words if you need to find out more.

Comprehension

Read the text again. Work with a partner and as you read, list all the events that happened. List the events in the order that they happened.

You could start like this.

1. In 1998 Ella started to play tennis.

Language Study

Read through the sentences below. The punctuation marks and capital letters have been left out. Write out the sentences in your exercise book putting in the correct punctuation marks and capital letters.

1. the solomon islands tennis team played very well in fiji last week
2. why do we have to read the story again
3. i want you to practise your song before the competition said jackie to her class
4. my teacher meiara is very sick and has been admitted to buala hospital in isabel province
5. lisa is a school teacher at belaga primary school on ngella island
6. have you got any spare pens that our friends piulu and kekmei could borrow

Spelling

Here are your new spelling words to learn. Can you read the words? Can you say them all correctly? Do you know what all the words mean? Work with a partner and use Look, Cover, Remember, Write, Check **to start to learn how to spell the words. Your teacher will be checking how many words you have learnt in a few days time. Spend some time each day learning the words. Copy the list into your exercise book.**

around	knife
found	nation
ground	knew
round	knot
sound	knock

Extra Activity

Complete the sentences using words from the spelling list

1. Ella heard a _____ on the door.
2. When making a new garden, first you have to clear the _____.
3. Jo uses a brush _____ to clear the grass.
4. Ella went for a tour _____ the island.
5. Ella's mum _____ that she had enjoyed herself in Fiji.

Oral and Writing

Working with a partner, imagine that one of you is Ella and the other is Ella's younger brother. Imagine you are in the car on the way back from the airport. Ella has just got back from Fiji. What questions would her brother ask? How would Ella answer?

Here are some questions that Ella's brother might ask. You will be able to think of lots more.

1. What was the food like?
2. What was it like to be flying?
3. Have you got me a present?
4. What was the best thing about going to Fiji?

Now change roles with your partner. Ella's brother could now ask some different questions.

Ella's Recount

Now imagine you are Ella. Rewrite the first two paragraphs of 'A Trip to Fiji' as if Ella is speaking. This means you will write it in the first person.

This is how you could start.

My favourite game is tennis. I have always dreamt of becoming a .....

2 Unit 3: Neighbouring Countries

Reading

Look at the key words. Read the text with a small group of pupils. Talk about the text with your group. Discuss the meaning of any difficult words.

Land and People of Papua New Guinea

by Ellen Wairiu

Key Words

century, decade, neighbouring, offshore islands, explorer, tribal settler, ethnic groups

Papua New Guinea is one of our neighbouring countries. It is located in the south of the Pacific Ocean and towards the northwest of Solomon Islands. Papua New Guinea is much bigger than Solomon Islands. There are more than four million people living there. Papua New Guinea is made up of part of a large main island as well as more than 600

Helu man in traditional dress (Southern Highlands)

offshore islands. It is divided into 20 provinces and about 80 substations.

In the early 16th century, the Portuguese explorer Don Jorge de Meneses sailed to these islands and re-named them Ilhas dos Papuas which means 'Land of the Fuzzy-Haired People'. However, it wasn't until the mid 1800s that European missionaries and traders arrived and began to settle on the islands. Most of these new settlers chose to live near the coast. Over the next several decades the Dutch, Germans and British claimed Papua New Guinea and ruled there. After World War One it came under the control of Australia. Papua New Guinea became independent in 1975.

The Melanesian people of Papua New Guinea can be divided into four ethnic groups. The people in the north of the main island are New Guineans. Papuans are found in the south of the main island. Highlanders come from the interior of the main island and people who live on the offshore islands are Islanders. Each group has its own culture and its own traditions and beliefs. For example the people from the south were head hunters and cannibals before the arrival of the Europeans. Many people who live in small villages still follow many traditional tribal customs. Although English is the official language in schools and government there are almost 800 different languages spoken in Papua New Guinea.

Comprehension

Look at the facts below about Solomon Islands and complete the same facts about Papua New Guinea (PNG).

Facts about Solomon Islands	Facts about Papua New Guinea
1. Solomon Islands is located to the south east of Papua New Guinea.	1. Papua New Guinea is located to the north west of Solomon Islands
2. Solomon Islands has a population of about 500,000.	2.
3. Solomon Islands has 9 provinces.	3.
4. Solomon Islands is made up of about 900 small islands.	4.
5. The first European to visit Solomon Islands was Mendana.	5.
6. Solomon Islands gained independence in 1978.	6.
7. There are more than 80 languages spoken in Solomon Islands.	7.
8. English is the official language in schools and government in Solomon Islands.	8.

Language Study

Look at the words below. Write another word which sounds the same but is spelt differently and has a different meaning.

Here are some examples.

whole - hole pain - pane see - sea we're - where there - their

1. so _____
2. rode _____
3. sun _____
4. right _____
5. blew _____
6. plain _____
7. meet _____
8. two _____
9. role _____
10. new _____

2 Unit 3: Neighbouring Countries

Handwriting

Look at the information below. It is written in cursive handwriting. Remember that proper nouns always begin with a capital letter. A proper noun is the name of somebody or something. Read the paragraph below. Remember that capital letters never join on to the next letter. Copy this handwriting exercise. When you have finished look at your work carefully.

Papua New Guinea is one of our neighbouring countries. It is in the south of the Pacific Ocean and towards the northwest of Solomon Islands. There are more than four million people living in Papua New Guinea.

Oral and Writing

National Emblems

Look at the pictures below and talk about them with your teacher.

Solomon Islands Flag

Fiji Coat of Arms

National Symbol of Papua New Guinea

These pictures show the national emblems of Papua New Guinea, Fiji and Solomon Islands. Describe each emblem, and your opinion of what it represents.

Look at the flag of Solomon Islands. Talk about what the colours might represent.

Your Own Design

Now design a school badge or a logo. You will need to design an emblem to represent your school community. Write a motto to go with your emblem.

Remember if you are going to colour your design, the colours you use should be important too. Think about the colours in the Solomon Islands flag.

Draft your design first and work at improving it before you make a final good copy.

Reading

Work with a partner. Follow the flow chart below together. Read about how copra is made and exported in our neighbouring country, Papua New Guinea.

The Making and Export of Copra in Papua New Guinea

Key Words

export, plantation, factories, hot air driers, processed, preserved, sharp

Copra is an important export crop for Papua New Guinea. This text tells how copra is made and then exported.

Copra is made from the meat of a dry coconut. The coconut meat needs to be preserved so that it can be exported.

1. First, dry coconuts are gathered from under the coconut trees.

   Many coconut trees planted together are called a coconut plantation.

2. These coconuts are taken to a drying shed. Here they are cut open and the meat is removed from the hard shells using a sharp knife.

3. Next, the meat is put into large hot air driers in drying sheds.

4. When the meat has been dried it is called copra. The copra is put into bags and sold locally to buyers.

5. These copra buyers collect the sacks of copra from many drying sheds and transport them to provincial centres where they are then sold to exporters.

6. Finally, the exporters ship the copra overseas where it is processed in large factories to make coconut oil, margarine, soap and cosmetic products.

3 Unit 3: Neighbouring Countries

Comprehension

Study the flow chart again.

Read the questions below and then answer them in your exercise book.

1. What type of fruit is used to make copra?
2. After people sell their copra what do you think they buy with the money they make?
3. Can you name a factory in Solomon Islands that makes soap from copra?
4. Can you name any other crops that are exported from Solomon Islands?
5. What is the difference between an export and an import?

Language Study

The following sentences are not in the right order. Re-write them so that they explain clearly the process of making copra.

1. The copra bags were loaded onto the truck.
2. He picked up the coconuts and put them in a heap.
3. My father decided to make some copra.
4. My father drove the truck to town and sold the bags of copra.
5. He cracked open the nuts and took out the meat using a copra knife.
6. Then he filled the sacks with the dried meat.
7. He chopped some wood to make a fire to dry the coconut meat.
8. Before he started the fire, he put the wet coconut meat onto the net.
9. Dried coconut meat is called copra.
10. He went and found some coconuts that had fallen off the coconut palms.

Spelling

Go through this week's spelling list again in a small group. Take turns to make up sentences using a word from the list. Remember to learn how to spell the words throughout the week.

around	knife
found	nation
ground	knew
round	knot
sound	knock

Have a Go! Look at the four words below. Can you make up a sentence using the letters as the first letter of each word? The first one has been done for you.

1. **g** Get
   r rid
   o of
   u Ursula's
   n nasty
   d dog.

2. **n**
   a
   t
   i
   o
   n

3. **k**
   n
   o
   t

4. **r**
   o
   u
   n
   d

Oral and Writing

In your group, talk about how people you know make copra.

Is it the same as the process in Papua New Guinea?

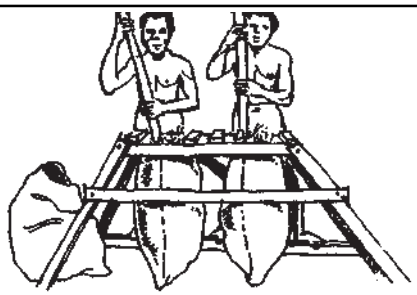
Below is a flow chart for you to complete. You could write **your information and** draw **some pictures. Draft the chart first with your group. You could make a final copy once you have improved and redrafted your first draft. You could draw your chart into your exercise book. Make sure the arrows show the order in which to follow your chart.**

Making Copra

1. People collect dry coconuts in the plantation.

2. They cut the coconuts in half and take out the meat.

3.



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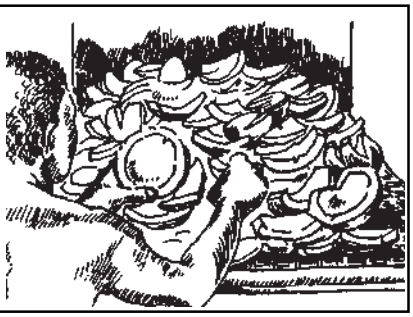

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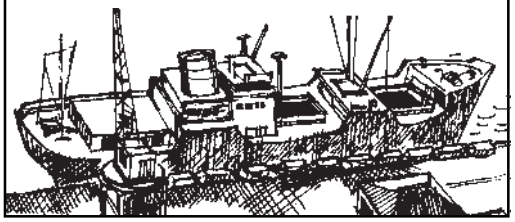


4 Unit 3: Neighbouring Countries

Reading

Here is a letter from a standard five pupil at Daru Primary School in Fiji.

It is written to Maria Rokobo who lives in Solomon Islands. Work with a partner and take turns to read it aloud. When you have read the letter through a few times, look at the key words. Talk about what they mean. Practise saying the words clearly.

Key Words

hope, address, P.O. Box, eldest, penfriend, yours sincerely

A New Penfriend

Daru Primary School,
P.O Box 153,
Suva,
Fiji Islands

21st June 2003

Dear Maria ,

My teacher gave me your name and address. He told me that you wanted a penfriend. I would be happy to be your penfriend. I have always wanted to know more about Solomon Islands and this will be my chance to find out about your country.

There are six of us in our family. I'm the eldest child and I have one brother and two sisters. One of my sisters and my brother go to the same school as I do. My mother stays at home and looks after my other sister. My father owns a bus and takes people to work everyday.

In my next letter I will tell you about my home and my school. I hope you will write to me soon.

Yours sincerely,

Ranjitu Rabu

Comprehension

Read the letter again and answer these questions in your exercise book.

1. Where does Ranjitu come from?
2. Who told Ranjitu that Maria wanted a penfriend?
3. Why was Ranjitu so happy when the teacher told her about Maria?
4. What will Ranjitu be writing about in her next letter?
5. How many people are there in Ranjitu's family including her parents?
6. Write a few sentences to explain what sort of penfriend you would like to have, and what you would like to find out about him or her.

Language Study

Past tense

Look at the table below. These sentences are written in the present tense. Change them into the past tense. The first one has been done for you.

1. I am writing a letter.	I wrote a letter.
2. We have no milk.	
3. He is going to the shop.	
4. You help Mum so much.	
5. She makes lovely cakes.	
6. They want a book to read.	

Find the Nouns

Read Ranjitu's letter again. Find ten nouns in the letter. Make a list of these nouns in your exercise book. Copy the words correctly and neatly.

Spelling

Rhyming Words

There are four words in your spelling list that rhyme with sound. Write all five words in your exercise book.

Now write as many words as you can that rhyme with the other fives words in the list. Some have been suggested for you.

1. **sound**
2. **knife,** wife
3. **nation,** station
4. **knew,** blue
5. **knot,** hot
6. **knock,** sock

4 Unit 3: Neighbouring Countries

Oral and Writing

All About Me

Read the second paragraph of Ranjitu's letter again. In this paragraph Ranjitu talks about herself and her family. Draft a paragraph like this about yourself. You are going to present your draft as a short talk to the rest of the class.

Here are some ideas of what to put into your talk.

- **Your family details.** How many brothers and sisters do you have and how old are they?
- **Who lives in your house?** brothers, sisters, parents, cousins, grandparents?
- **Your home.** What type of house do you live in and where is it?
- **Your school.** Give the name of your school, your class, your teacher's name, your favourite subject, the name of your best friend at school.
- **Your hobbies.** Talk about what you are really interested in. This might be reading, fishing, a sport, gardening, cooking, sewing, making things out of wood, dancing, singing or playing a musical instrument.

Write a Letter

Using the draft prepared for your talk, write a letter to a friend in another country. This letter will be to introduce yourself and see if you can get a penfriend there. Remember how to lay-out your letter. You can use Ranjitu's letter as an example.

Draft your letter first and then write out a good copy.

Reading

A National Census in Papua New Guinea

Key Words

census, population, whether, from one place to another, actual, information, usually

A census is a government survey carried out to count the number of people living in a country and to find out some information about them. Papua New Guinea like many other countries usually has a census every ten years.

It is important for the government to know about the people living in the country. A census can provide a lot of information about the population. Here are some things that it important for the government to know.

- how many people there are;
- how many babies are born each year;
- how many people die each year;
- how old the people are who die;
- how many children there are in a family;
- where people live;
- whether people are moving from one place to another regularly.

A census can also provide important information about age, health, education and how people earn their money.

The table below shows the population figure (the actual number of people alive) for each province in Papua New Guinea as issued by the National Statistics Office in 1997.

Province	Population	Province	Population
1. Western	126,411	11. Eastern Highlands	316,802
2. Gulf	72,794	12. Morobe	439,725
3. Central	161,477	13. Madang	288,317
4. National Central District	271,813	14. East Sepik	280,340
5. Milne Bay	185,000	15. Sandaun (West Sepik)	160,349
6. Oro	112,985	16. Manus	38,697
7. Southern Highlands	390,240	17. New Ireland	105,893
8. Enga	279,046	18. East New Britain	235,712
9. Western Highlands	398,376	19. West New Britain	170,485
10. Simbu (Chimbu)	187,809	20. North Solomons (Bougainville)	178,262
		Total Population	**4,400,503**

5 Unit 3: Neighbouring Countries

Comprehension

Look at the population table for the provinces of Papua New Guinea again.

In your exercise book answer the questions below in full sentences. You will need to use the table as well as the text to answer the questions.

1. How often does Papua New Guinea have a census?
2. Which province has the largest population?
3. Give two reasons why you think it is important for a government to have a census?
4. From a census how is it possible to work out if the population is increasing?
5. Describe some problems that could arise if a population increases very quickly.

Language Study

Look at the table below. It shows words which we can use to compare things. Look at the first one, which has been done for you.

This is how we can use those words.

There is a **high** fence round Mary's garden. Jacob's fence is **higher** than Mary's.

The **highest** fence in the village was built by Samson.

Complete the table. Now work with a partner to see if you can make up some sentences using the words. Help each other in this activity.

	Adjective	Comparing two	Compare three or more
1.	high	higher	highest
2.			fastest
3.		lower	
4.			tallest
5.	bright		
6.		shorter	
7.	good		best
8.	bad	worse	

Spelling

Copy and complete the following sentences using the words from your spelling list. You must use all ten words.

You should not look at your spelling list while doing this activity.

1. I heard a strange ____, a loud _____ at the window.
2. I went _____ to the back of the house and _____ a sharp _____ lying on the _____.
3. Our _____ Solomon Islands stands for evermore.
4. We went for a tour _____ the lagoon in the canoe.
5. I _____ how to tie a tight _____ in the rope so that the canoe would not float away.

Oral and Writing

You are going to take a class census. You want to find out some information about the pupils in your class. You will need to ask the pupils some questions and record their answers. This is called interviewing.

Here are some questions that you might ask.

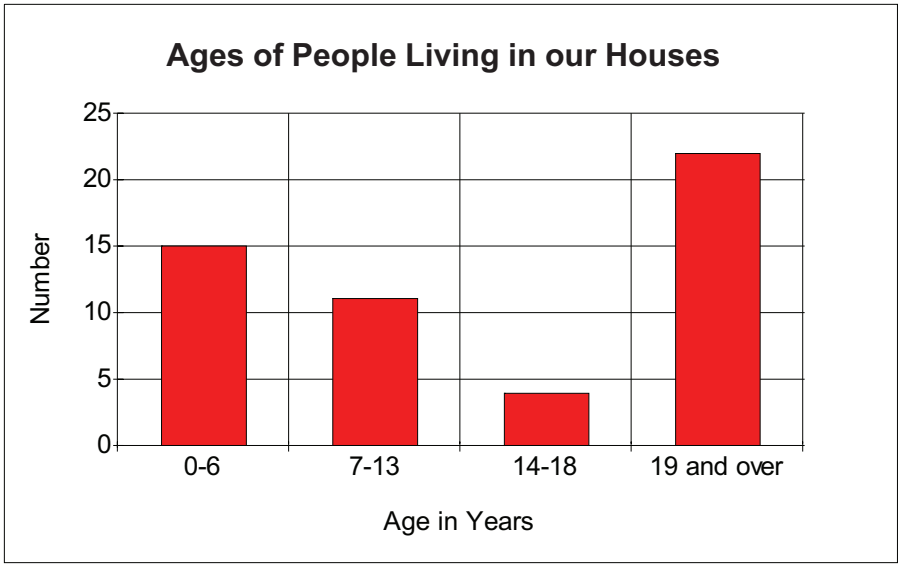
1. What is your family name?
2. Which province do you come from?
3. What is the name of your village?
4. How many adults live in your house?
5. How many children live in your house? What are their ages? Are they boys or girls?
6. What languages do the members of your household speak?

After you have interviewed all the pupils in your group and have collected all the information you will need to put it together. Some of the information could be recorded as a bar chart. You could group the people living in each house according to their age range. Here is an example.

- children between 0 and 6 years old
- children between 7 to 13 years old
- children between 14 to 18 years old
- anyone over 19 would be an adult

Table of Data

Ages (years)	Number
0 – 6	15
7 – 13	11
14 – 18	4
Over 19	22



Try to decide how you could record other information you have collected. Some information could be recorded as text.

Talk about this in your group. Draft your ideas and after you have improved on the drafts you could each take one of the questions and record your findings on paper. You could then put your work together and make a display of your census.

Reading

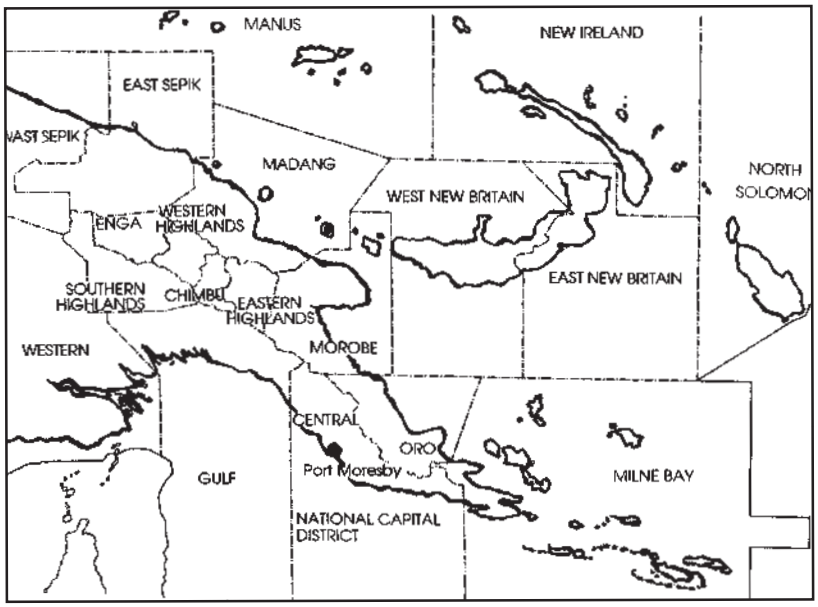
Read the key words. Practise how to say them correctly. Discuss the meanings of the words. Read the text silently. Discuss the text with your teacher and class.

The Geography of Papua New Guinea

Key Words

wildlife, geography, atolls, cut off, coastal, highlands, steep

Papua New Guinea is made up of the eastern half of the rugged tropical island of New Guinea, and many small islands and atolls. The western half of New Guinea is called Irian Jaya which is a province of Indonesia.



Central Highlands

In the centre of the main island of New Guinea there are mountain ranges. This area is known as the Highlands. The Highlands are cut off from other parts of the country by thick forests and steep mountains. Travel here is difficult and for many years Highland people remained very isolated.

Coastal Regions

The coast of New Guinea is surrounded by spectacular coral reefs and white sandy beaches.

The Islands

The smaller island groups include the Bismarck Archipelago, New Britain, New Ireland and the North Solomons. Some of these are steep volcanic islands. Some are low-lying coral atolls.

Wildlife and Plants

Most of the main island is covered with tropical rainforest. This is home to many exotic birds. The country is famous for many species of the bird of paradise. There are more varieties of orchid in Papua New Guinea than in any other country of the world.

Climate

Papua New Guinea has a tropical climate. There is a wet season from December to March. Port Moresby, the capital, and other coastal places are quite hot in the summer months, but the Highlands can be quite cool.

6 Unit 3: Neighbouring Countries

Comprehension

Read the sentences below. Look back at the text. Which of these sentences are true and which are false? Write the answers true **or** false **into your exercise book beside the statement number**.

1. Papua New Guinea occupies the whole island of New Guinea. _____
2. North Solomons is not part of Papua New Guinea. _____
3. The climate of Papua New Guinea is tropical. _____
4. Port Moresby is the capital of Papua New Guinea. _____
5. The coast of New Guinea is known as the Highlands. _____
6. Papua New Guinea is home to a variety of exotic birds. _____
7. Irian Jaya is part of Papua New Guinea. _____

Language Study

Read the sentences then write what you think. They ask for your opinion**. There is no right or wrong answer. You must give a reason for your answer. Read the example first.**

For example:

Do you think Irian Jayan people could easily invade Papua New Guinea?

Answer:

I think it would be easy for the Irian Jayan people to invade Papua New Guinea because they share a border on the same island of New Guinea.

1. What do you think might happen if all the forest on the main island of New Guinea was cut down and exported as timber?
2. Why do you think the capital of Papua New Guinea is not situated in the Highlands?
3. Do you think it would be a good idea to encourage a lot of tourists to come and find all the different types of orchids in Papua New Guinea?

Spelling

Work with a partner to study the words.Talk about what each word means. Take turns to put each one into a sentence.

Learn how to read, write and spell this week's words correctly. Use the spelling strategy as you copy the words into your exercise book.

Look, Cover, Remember, Write, Check

Remember your teacher will be checking how many of these words you can spell in a few days time.

gave	dive
give	hive
our	alive
outside	arrive
river	drive

Oral and Writing

In your group talk about the geography of your island.

You could use 'The Geography of Papua New Guinea' **which you have read today as a guide.**

Here are some things you could talk about. Take notes as you have your discussion.

- name of the island;
- the population;
- how many villages and towns;
- transport on the island e.g. roads, walking tracks, rivers, airstrips;
- the structure of the island e.g. mountains, coast, hills, rivers, lakes, volcanoes;
- the wildlife and plants;
- the climate.

The Geography of Where I Live

Use your notes to draft a short report in your exercise book. You could write your report under headings. Redraft your work. You could draw pictures, maps and diagrams to go with your written work.

7 Unit 3: Neighbouring Countries

Reading

Read the text about Vanuatu silently. Look for the key words in the text as you read. Use the text to help you to work out what the words mean.

Vanuatu

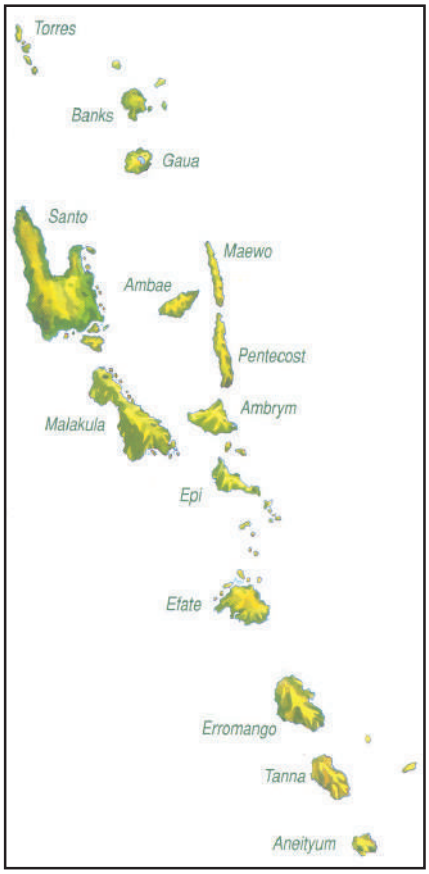
Key Words
lush, silky, waterfalls, made up of, sparkling, tropical

Vanuatu is made up of 83 tropical islands formed in a Y-shape. It stretches over 800kms of the Pacific Ocean. Vanuatu is south of Solomon Islands.

Vanuatu means, 'the land that has always existed'. Many islands in Vanuatu are very like the islands in Solomon Islands.

Vanuatu was known as the New Hebrides before it became independent in 1980. Vanuatu used to be governed by the British and French together. In Vanuatu there are schools which teach in the English language and schools which teach in the French language. There are 120 island languages in Vanuatu. There is also a pigin English which is very similar to the one used in Solomon Islands. The languages of Government are English and French. The last national census was carried out in 1999. The population of Vanuatu was then 186,678.

The capital of Vanuatu is on the island of Efate and is called Port Vila. Port Vila is set on a beautiful natural harbour. Vanuatu has rich lush tropical rainforests, volcanoes, sparkling blue lagoons, cascading waterfalls and beaches. The sand on these beaches can be silky white or even volcanic black. Surrounding the islands there are magnificent coral reefs with many colourful tropical fish.



Comprehension

Look at the map in your reader that you studied in Day 1 of this unit. Can you find Vanuatu on the map? Can you find Solomon Islands? If you were in Vanuatu, which direction would you need to travel to get to Solomon Islands?

Read today's text silently again and then answer the following questions.

1. What was Vanuatu called before 1980?
2. What happened in 1980 that resulted in a change of name?
3. What is the capital of Vanuatu?
4. What shape do the Islands of Vanuatu form?

5. Why do you think that both French and English are used as official languages in Vanuatu?
6. Imagine you are a tourist planning your holiday. Which parts of the text would persuade you to visit Vanuatu?Language Study

Language Study

Use a dictionary to look up each of the words below. They are all taken from today's text.

1. colourful	4. cascading
2. magnificent	5. sparkling
3. black	6. silky

Discuss the meanings of these words.

Using Adjectives

All the words above are adjectives. Remember that an adjective is a describing word. It tells you more about a noun. Find the adjectives above in the text and write them in your exercise book with the noun they are describing. Then think of another noun that they could also describe and write that into your exercise book too. The first one has been done for you as an example.

For example:

1. colourful **fish** – colourful **dress**

Extra Language Activity

Each of the sentences below has been written without adjectives.

Rewrite the sentences in your exercise book adding a suitable adjective for each noun in bold print.

1. The **harbour** in Port Vila is usually full of **boats**.
2. Port Vila has many **shops**, **hotels**, and **restaurants**.
3. The **market** in Port Vila sells **vegetables** and **cooked food.**
4. Vanuatu has several **volcanoes**.
5. The **lagoons** and **beaches** are popular with tourists.

Oral and Writing

Police Jotter

A police officer investigated a break in at a hotel in Port Vila. Someone had broken into a visitor's room. The visitor was called Andrew. He was visiting Vanuatu from South Africa. Below are the notes the police officer wrote when he talked to Andrew about what had happened.

7 Unit 3: Neighbouring Countries

JBM Hotel
Andrew - woke up - 4:30 am - noises - shower room,
Got up - opened door - saw young man - carrying plastic bag - he saw Andrew - dropped tube toothpaste - ran into garden - over gate - onto road.
Andrew chased - man too fast - Andrew back to room - phoned police - checked - missing things? - tooth-brush missing - we arrived - 7:30am

Writing up a Police Report

Imagine that you are the police officer who went to talk to Andrew. You are now back at the police station and you need to write up your notes to show the police sergeant. Your full report will start like this.

Police Report Form

Name of Officer: _____ **Date:** _____

Investigation Report:

I arrived at the JBM Hotel at 7:30am to investigate a report of a break-in. The break in was heard by a visitor at the hotel by the name of Andrew Montgomery. _____

_____

Complete your report. Make sure you include all the information from your jotter.

Reading

Here is a sample of a pamphlet that visitors get from the Visitor's Bureau in Fiji on arrival.

Fiji Islands Visitors' Bureau

Key Words

visas, banking, free of charge, major

Fiji Islands Visitors' Bureau

Information For Visitors

Customs and Immigration

Tourist visas for four months are given free of charge to most international visitors on arrival in Fiji. Visas can be extended at the Department for Immigration.

Transport

Taxis and bus services operate from the airport to the centre of Suva and to major hotels. The roads around the main island are good. Cars can be hired from local and international car rental companies.

Banking

The currency is the Fijian dollar (F$). Money can be exchanged at hotels and banks. Banks are open from 9:30am to 3:00pm, Monday to Friday.

Medical Services

Fiji is free of most tropical diseases including malaria. Drinking water is clean and safe. There are hospitals in Suva, the capital of Fiji, as well as in other main towns. Smaller towns have government clinics.

Climate and clothing

Fiji has a warm tropical climate with cooling south-east trade winds. The hottest months are from December to April. Light cotton clothing is recommended.

8 Unit 3: Neighbouring Countries

Comprehension

Where in the Pacific?

Look back to the map of the Pacific in your reader.

Can you find Fiji Islands?

- In which direction are they from Solomon Islands?
- Which of Vanuatu, Papua New Guinea or Fiji are closest to Solomon Islands?

Questions

Answer the following questions in your exercise book.

1. The report you have read contains information about five different topics that visitors to Fiji might like to know about. One is Customs and Immigration. What are the other four?
2. Name one disease that is not found in Fiji.
3. What is the capital of Fiji?
4. Name one of the hottest months in Fiji?
5. Why do you think tourists would be interested in this report?

Language Study

Find the Missing Words

Just as a young cat **is called a** kitten **so a** young cow **is called a** calf**.**

The above can be written like this.

cat is to **kitten** as **cow** is to **calf** or **kitten** is to **cat** as **calf** is to **cow**

Now study these below. Can you write them out and fill in the missing words?

1. **banana** is to **skin** as **orange** is to _____
2. **husband** is to **wife** as **king** is to _____
3. **dog** is to **paw** as **horse** is to _____
4. **rifle** is to **bullet** as **bow** is to _____
5. **eye** is to **sight** as **nose** is to _____
6. **Port Vila** is to **Vanuatu** as **Suva** is to _____

Spelling

Look at the words below. They have their letters jumbled up. The letters are in the wrong order. These words are from the spelling list. Write 1-10 in your exercise book and rewrite the words correctly.

1.	rivera	2.	agev
3.	vired	4.	sitdeou
5.	ruo	6.	vierr
7.	vegi	8.	veih
9.	vide	10.	lavie

gave	dive
give	hive
our	alive
outside	arrive
river	drive

Oral and Writing

Work with a partner.

Imagine that Sosimo from Nadi Primary School in Fiji has written and asked you to send him some tourist information about Solomon Islands.

Talk with your partner about what kind of information would be useful for visitors to Solomon Islands. Think about the Fiji Islands tourist information you have read today. This will give you some ideas. Make some notes of your ideas as you discuss them.

Solomon Islands: Information For Visitors

You are now going to write a leaflet which gives important information for visitors to Solomon Islands. You can use the report on Fiji Islands as an example.

Write the subheadings below into your exercise book and draft a paragraph under each heading. You may need to find out some of the information first.

Solomon Islands – Information For Visitors

Visitors to Solomon Islands will find everything they need.

Customs and Immigration

Transport

Banking

Medical Services

Climate and Clothing

Check that all the facts are correct. Check spelling, punctuation, and grammar. After you have redrafted, write out a good copy. Complete your leaflet carefully.

9 Unit 3: Neighbouring Countries

Reading

Read the key words. Discuss their meanings. Use a dictionary to find the meaning of any words you do not know, or read the text through and see if this helps you to understand the meanings better.

Read the text through silently first. Now read it aloud with a partner before listening to your teacher read it to the class.

Going to University

by Ellen Wairiu

Key Words

excited, worried, sort things out, hugged, waved, started to drift away

Tita was a girl born in Aveta village on Utupua Island. She went to a primary school near her village where she started in the standard one class and went right through to standard six. She did well and went to a secondary school in Makira Province. After completing six years in secondary school, she was lucky enough to be sponsored to continue her studies at university. Tita was chosen to go to the University of Papua New Guinea.

Her family and relatives were so excited when they heard the news. Tita was not excited at all. She was worried about what to take, what to do and where to go. She had never even been to the town of Honiara before. She was so worried that she couldn't sleep at night. She knew that some people from her village had been to other countries to study but they now all worked in Honiara. They worked in Honiara because that was where the jobs were.

After the Christmas break, Tita and her parents made their way to Honiara in a fishing boat. They stayed with a relative who lived on Naha Housing Estate. Luckily the relative had been to University in Fiji some years ago and he was able to tell Tita which office to go to in Honiara to sort things out. He was also able to talk to her about what it would be like at university.

Next day Tita and her father did exactly what their relative had told them. At the office Tita met up with a few other students who had been chosen for the same university. Tita felt happier now as her fear started to drift away. All the arrangements and preparations were done in time. Tita's relative gave her some money to buy things that she needed to take with her.

Finally the big day arrived. Tita and her parents took a bus from Honiara to Henderson Airport. Tita was very excited but her parents were not. Her mother was very sad because she knew that she would not see Tita for four long years. Tita hugged her parents, shed some tears and then walked away with her friends to the aeroplane. Her mother cried when Tita walked up the steps of the Air New Guinea plane. Tita looked back at her parents, waved goodbye and disappeared into the plane.

Life at the university was a totally new experience for Tita but with the help of her friends she got used to it very quickly.

Comprehension

Read the recount about Tita again. Then answer the following questions in complete sentences.

1. Why do you think Tita's parents were excited when Tita was chosen to go to university?
2. Why do you think Tita could not sleep at night?
3. What made Tita feel happy again?
4. How did Tita's relative know the right office to go to in Honiara?
5. Why was Tita's mother feeling sad at the airport?
6. Why do you think Tita had not visited Honiara during her school days?

Language Study

The paragraph below is about Tita.

Change it into a personal recount. This means you write it as if Tita is speaking. You are writing it in the 'first person'.

Here is an example.

> **I** (Tita) was very excited but **my** (her) parents were not. **My** (Her) mother was very sad and always in tears because she knew that she would not be able to see **me** (Tita) for four long years.

Now copy the paragraph below into your exercise book and change the words so that it becomes a personal recount. The first two have been done for you.

(Tita was) **I am** a girl from Vunuha village on Utupua Island. (Tita) **I** had never been to Honiara town. **She** attended standard one to six in a nearby primary school and then went to a secondary school in Makira Province. After completing six years in secondary school, **she** was lucky enough to be sponsored to carry on **her** studies at university. **Tita** was chosen to go to the University of Papua New Guinea.

Her family and relatives were so excited about the news. **Tita** was not excited at all. **She** was worried about what to take, what to do and where to go. Some nights **she** couldn't sleep. Some people from **her** village had been to other countries but they now all worked in Honiara.

9 Unit 3: Neighbouring Countries

Handwriting

Read this poem. Now write one verse into your exercise book. Write it in your best cursive writing.

Notice that all the lines start with a capital letter. Notice the slope of the letters. Take great care to make yours look the same.

Education
by Ellen Wairiu

Away overseas to be educated.
Four years at university.
Assignments, experiments, essays and reports
Four years of study come to an end.

Looking smart in our graduation gowns,
A higher degree and really proud of ourselves.

Back to our homeland.
Congratulated by relatives and friends,
But the future is still uncertain.

Is there a job waiting for us?
No vacancies for some degree holders.
Now we're roaming around,
Just like our friends who have no qualifications!

Oral and Writing

My First Day

Write a recount called 'My First Day'.

This could be your first day at a new school or in a new class.

Think about:

Who took you to the new school or the new class?

Who did you meet?

What did you do?

How did you feel?

What did you like?

What didn't you like?

Draft your recount in your exercise book. Read it through with a partner. Help each other to redraft. When you have improved your draft write out a good copy.

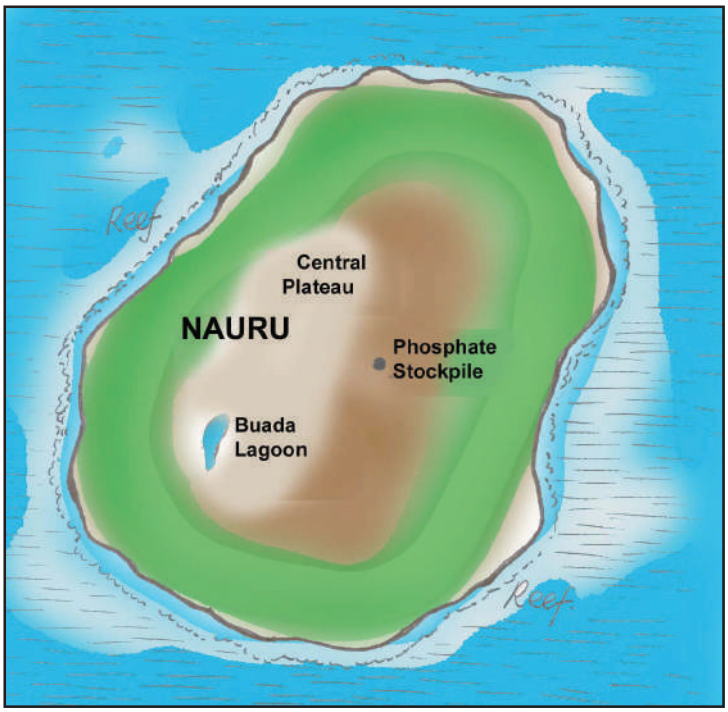
Reading

The last text in this unit is a report about the country of Nauru. See if you can find Nauru on a map of the Pacific. Is it near to Solomon Islands? In which direction would you need to travel to visit Nauru? Which other countries are close to Nauru? The report has a map of Nauru in it. Read the report and talk about the key words.

Nauru

Key Words
infertile, fertile, environmental, a lot of, valuable, oval, fertilizer, made up of

Nauru is an island country in the Pacific Ocean. It lies to the west of Kiribati. Nauru is the world's smallest republic. The population in 1999 was recorded as 11,000. It became independent in 1968.



The island is oval shaped, surrounded by a coral reef and circled by a sandy beach. The land around the coast rises gently to form a fertile coastal belt that is good for growing coconut palms, pandanus trees and local hardwoods such as the Tamanu tree.

Further inland cliffs rise to form a central plateau which is about 56 metres above sea level. This covers more than half the land area of the country. At the south eastern end of the plateau there is a salty lagoon called Buada near which bananas, pineapples and some vegetables are grown.

Much of the island of Nauru is made up of phosphate rock. Phosphate is formed from bird droppings. Phosphate is used to make fertilizers. It is a very valuable resource. Phosphate has been mined on Nauru and exported for more than one hundred years. The mining has brought a lot of money into the country, but it has also caused a lot of environmental damage. Because of the mining, most of the central plateau area is now infertile. No crops can be grown there so people cannot live in this area today.

10 Unit 3: Neighbouring Countries

Comprehension

How to get There

Work in a small group. Look at the Map of the Pacific again. Nauru is quite close to Solomon Islands but there is no flight that goes directly from Solomon Islands to Nauru. Study the information below, look at the Map of the Pacific and then work out which would be the best route to take to get between the countries listed below. Remember the shortest route should be the cheapest. Write down the shortest route.

Flight Information	
From	**There is a direct flight to:**
Solomon Islands	Vanuatu, Australia, Papua New Guinea
Kiribati	Nauru, Australia
Vanuatu	Australia, New Caledonia, Fiji
Papua New Guinea	Solomon Islands, Australia
Fiji	Vanuatu, Australia, Kiribati, Nauru, New Zealand
Nauru	Fiji, Kiribati
Australia	New Caledonia, Vanuatu, Fiji, Solomon Islands, Papua New Guinea, New Zealand
New Zealand	Australia, Fiji

Which is the shortest route:

1. between Vanuatu and Solomon Islands?
2. between Solomon Islands and Fiji?
3. between Papua New Guinea and Nauru?
4. between Kiribati and Solomon Islands?

Know your Words

Read the text again then use these words in sentences of your own.

1. fertile
2. chemicals
3. hardwoods
4. mining
5. coral

Language Study

Choose the best word in each bracket to complete the sentences.

Here is an example.

Henri is the best goalkeeper in the _____ team. (softball, soccer, tennis)

Henri is the best goalkeeper in the **soccer** team.

1. This boy is ten years old so he should be at _____.
   (university, primary school, secondary school)
2. My grandmother was sick so she was admitted to the _____.
   (prison service, provincial clinic, national bank)
3. Mereki is cooking the potato skins to feed the _____.
   (baby, chief, pigs)
4. Vanessa wants to know if she can have a pig for a _____.
   (toy, pet, game,)

Spelling

Read the sentences below. There are seven sentences each with one or two words missing. Number down from 1 to 10 in your exercise book. Without looking back at your spelling list complete these sentences. Write only the missing word. Remember that your teacher will record how many of the words you have learnt to spell correctly.

My friend (1)_____ me a present for my birthday.

We have a small supsup garden (2)_____ (3)_____ house.

The dog was injured, but still (4)_____ .

I can (5)_____ my canoe up the (6)_____ .

I will (7)_____ you some honey from my bee (8)_____ .

I (9)_____ on the reef for crayfish.

The guests will (10)_____ at eight o'clock.

10 Unit 3: Neighbouring Countries

Oral and Writing

Read this short text and do the activity below.

Nauru was once a very rich country. It had valuable phosphate which was mined and sold to other countries. The phosphate did not last forever. Eventually there was no more to dig out of the ground and no more to sell.

Nauru could no longer earn money from selling phosphate. Now this was not their only problem. In the mining areas all the fertile soil had been taken away. Only coral pinnacles 15 metres high remained. The land was useless for planting food crops.

The people of Nauru are still suffering because of the environmental damage that the mining caused on their island.

Discuss what you have read with your class.

- What happened in Nauru?
- Why was the phosphate mined?
- Why did the people in Nauru stop mining?
- What problem do they have now?

What Now?

In your group, discuss what the people of Nauru could do now since they don't have enough fertile land to plant their food crops. Make a list of ideas. Discuss how the land might be improved. What other solutions might be available to the people of Nauru.

Each group will present their ideas to the rest of the class.

Finishing Off

Make sure that all the work you have started in this unit is finished off.

Reading - Luaniua - Lord Howe Atoll

The text in the reader for this unit is an information report.

Read the report about Lord Howe Atoll.

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

Comprehension

Re-read the passage silently and answer these questions in your exercise book.

1. From where did the people of Luaniua (Ontong Java) come?
2. When did a European first set foot on the Atoll?
3. Who named the atoll Lord Howe?
4. Who was Abel Tasman?
5. How did the Polynesian people come to settle on Luaniua?
6. List the five European explorers who sighted Ontong Java.
7. Describe what it might have been like to travel during those days?
8. Draw a table like the one below to record the important dates and events described in the text.

Date	What happened?	Who was responsible?

Language Study

Give the correct form of the words in brackets, to make each of the sentences correct.

Example:

Only one of the two canoes **is** available. (is, are)

1. One of the sailors _____still on the ship. (is, are)
2. One of the players _____injured. (are, is)
3. Some of the children _____ listening to the teacher. (were, was)
4. One of the men _____well. (sings, sing)
5. The teacher and the children _____ in the morning. (write, writes)
6. The sailors and the captain _____below deck. (sleeps, sleep)
7. One of the explorers _____ coming to the island. (are, is)

1 Unit 4: Explorers

Spelling

Study these words. Make sure you understand the meaning of the words. Practise pronouncing the words and try to use them in your own sentences.

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

Copy the words into your exercise book.

island	captain
thousand	sand
mountain	certain
early	main
search	pain

Find the correct word to fill in the space from your spelling list.

1. We live on the highest _____ on our _____.
2. Explorers sailed a _____ miles in _____ of new land.
3. The _____ of the ship is not a nice man.
4. The sick sailor cried out in _____.
5. The sea is usually calm very _____ in the morning.

Oral and Writing

Read this question.

What were some of the difficulties and hardships faced by the sailors at sea during the early days of sea exploration?

Discuss your answers with the other members of your group. Make a list of your discussion points and share your ideas with the rest of the class.

Imagine you were an explorer on board a sailing ship long ago. Draw a picture to show some of the difficulties you experienced at sea. Write a paragraph underneath your picture to describe what you have drawn. Use some interesting adjectives to bring your recount to life.

Here are some ideas to help you.

- How did you find food while at sea?
- What was it like in bad weather?
- Did you ever get lost at sea? What happened?
- What happened if there was no wind to power the ship?
- Was there any illness or seasickness on board the ship?

Reading

Before you begin reading the passage, study the key words. Try to pronounce the words. Have a go at using the words in sentences.

Mendana's First Voyage

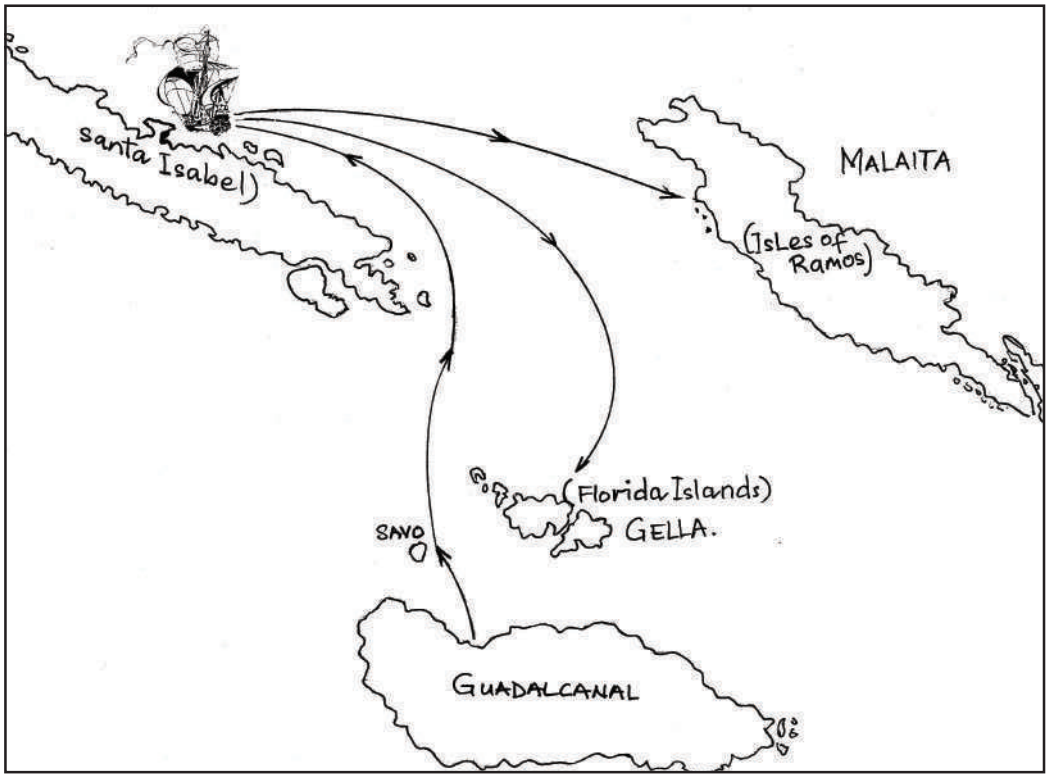
Key Words

discovered, hometown, journey, service, further, probably, Palm Sunday, long before, for about three months

The Austronesians (the early settlers) probably discovered the Solomon Islands about five thousand years ago. This was long before the first Spanish and other European explorers visited the islands.

Alvaro de Mendana, a Spanish Captain, set out from Peru in South America with two ships. His aim was to find the unknown Terra Australis, and to teach its people about Christianity.

He sailed for about three months across the Pacific. He sighted Tuvalu but he didn't land there. He continued with his journey and later one of his ships was almost wrecked on the reefs of Luaniua (Ontong Java) at the Northern tip of Solomon Islands. He did not land at Ontong Java either, instead he continued his journey. Early in the morning on the 7th of February 1567, his ships anchored in Estrella Bay (Bay of the Star). He re-named the Island Santa Isabel after his wife Dona Isabella.



Mendana and his men stayed on the Island and built smaller boats that could go closer to the reefs. In a boat named Santiago, a group of men under the control of a man named Ortega, set out to explore the surrounding islands. They discovered Malaita on Palm Sunday and re-named it Isles of Ramos. Ortega also discovered Gella and re-named it Florida Island.

2 Unit 4: Explorers

He continued on his journey and shortly afterwards he landed on Guadalcanal. Ortega re-named it after his hometown (Guadalcanal) in Spain. He then went back to Estrella Bay to the Island of Isabel via Savo.

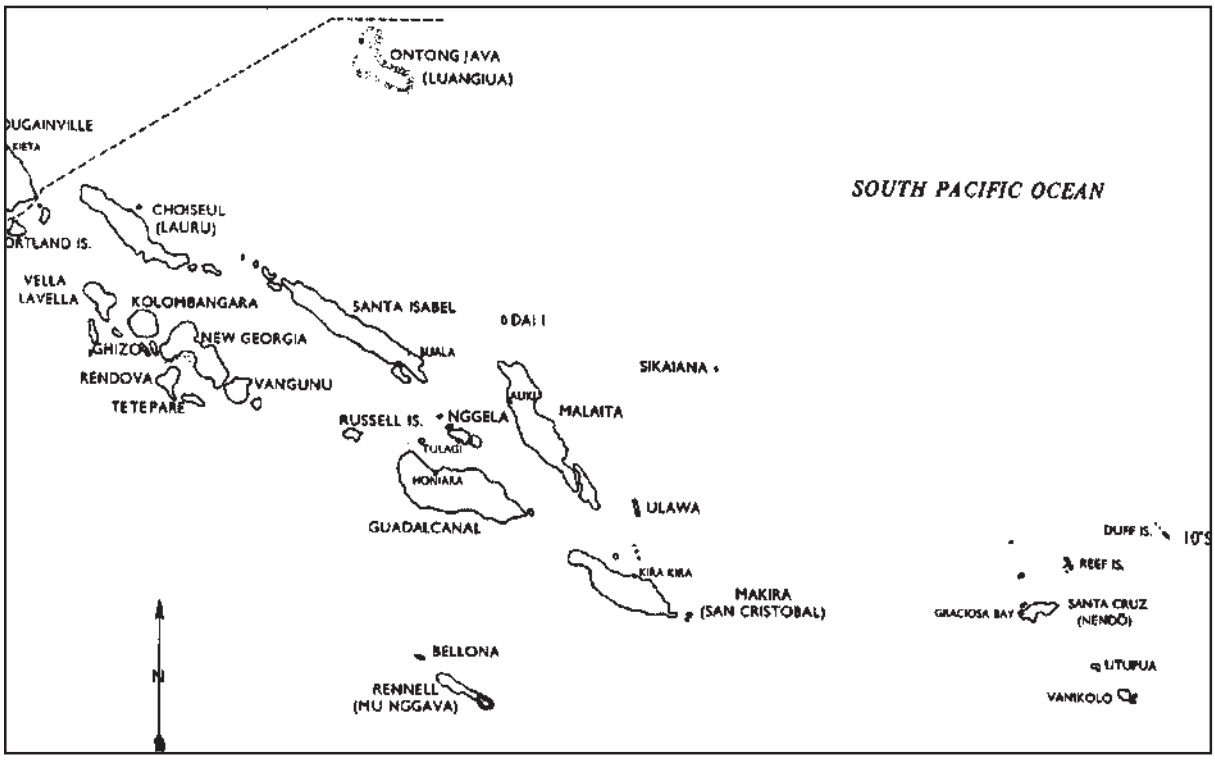
Ortega told Mendana about his discoveries and they decided to explore further in the Guadalcanal area. They set off and anchored at Point Cruz. The priest, who was with them on the ship, offered a Mass. This was the first Christian service to be held on these islands.

Comprehension

Re-read the passage. Draw a sketch showing the islands and the discovery route.

Make a list of all the places found in the order in which they were discovered.

You also may wish to continue with the writing activity that you started yesterday.



Handwriting

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

There are between eighty and one hundred different languages and dialects in Solomon Islands, none of them a main language, but almost all of them related to the Oceanic Austronesian language group.

Language Study

Write each sentence in your book using the correct verb from the brackets.

1. Yesterday the teacher (**rang, rung**) the bell.
2. My brother has (**flew, flown**) to Honiara by plane.
3. He said that he (**lay, laid**) the mat on the floor.
4. She had (**spoke, spoken**) to all the diplomats at the party.
5. The boy (**wrote, written**) a letter to his brother asking him to come home.
6. My father has (**go, gone**) to work early this morning.
7. He (**went, gone**) to Estrella Bay via Savo Island.

Oral and Writing

Brainstorm

What were some of the things the Islanders may have been doing when the Spanish ship sailed into the Bay? Discuss your thoughts with a partner. Record your ideas in your exercise book. You can use the following headings to help you organise your ideas. When you share your ideas with the rest of the class, remember to speak clearly and loudly.

Activity	**Who would have been doing this activity?**
gardening	women
swimming	children

2 Unit 4: Explorers

Writing a Recount

Imagine you were at Estrella Bay when the Spanish explorers sailed into the Bay.

Think about the following:

1. What were your reactions when you saw the ship coming into the Bay?
2. How did you feel?
3. What did you do?
4. Who did you tell?

Write a recount of your experience. Describe your feelings, thoughts and reactions at the time. Describe the events as they happened.

Your recount might begin like this;

When I first saw the large ship coming very close to my island, I was very frightened and nervous. However...

Reading

Look at the key words. Find out the meaning of any new words. Practise pronouncing the words and use them in sentences. Now read the text.

La Perouse's Expedition

Key Words

instrument, wrecked, mystery, difficulties, explore, finally solved, the following year, salvaged

In 1785 the French explorer, La Perouse set sail on a four-year journey to explore the Pacific Ocean. His fleet consisted of two ships, the M.V. Boussole and M.V. Astrolabe. La Perouse and his crew travelled through many countries and met with many difficulties.

Captain La Perouse

They rounded Cape Horn and explored the Californian coast. Twenty-one of La Perouse's men drowned off the coast of Alaska, but the expedition continued. They visited China, Samoa and part of the Fiji Island group. They arrived in Australia at Botany Bay in 1788. The journey had taken three years.

Setting sail again, they planned to visit Tonga, New Caledonia, and Solomon Islands before continuing to sail on through the Indian Ocean. They should have reached home the following year but La Perouse and his crew were never seen again. People thought that the ships were wrecked somewhere in the Solomon Islands, but the exact details remained a mystery for some time.

It wasn't until 1826 when Peter Dillon, an Irishman, met Martin Buchart, a Prussian at Tikopia that the mystery began to be solved. Tikopia is about two hundred and fifty kilometres from Vanikoro. Buchart showed Dillon items from a wreck at Vanikoro.

At Vanikoro the following year, Dillon recovered a small bell, hooks and a small wheel that could have been part of a clock or some type of navigational instrument.

In 1828 Captain Dumont D' Urville reached the island of Vanikoro to recover anchors and canons that proved to be items from the ships of La Perouse. The mystery of the lost expedition was finally solved.

Objects salvaged from the wreck

3 Unit 4: Explorers

Comprehension

Read the text again to yourself. Answer the questions. Write the answers in your exercise book using complete sentences.

1. From which country did La Perouse come?
2. What were the names of his ships?
3. How did La Perouse lose some of his men in Alaska?
4. Why do you think this happened?
5. What items did Peter Dillon recover at Vanikoro?
6. Where is Botany Bay?
7. The story states that, 'La Perouse and his men were never seen again'. What might have happened to them?

Spelling

Here are the spelling words for this week. Use some of the words to complete the exercise that follows. Make sure the completed sentence makes sense.

island	captain
thousand	sand
mountain	certain
early	main
search	pain

Exercise

1. The _____ sailed his boat on a stormy night.
2. "Are you _____ that is an _____?" asked the sailor.
3. Explorers were sent in _____ of new land and riches.
4. My father and I climbed the _____ very _____ in the morning.
5. Sea food is the _____ source of food in the Pacific.
6. The sailor was in a lot of _____ when he fell off the ship's mast.
7. There are many _____ islands in the Pacific ocean.

Language Study

Copy these sentences into your exercise book using the correct pronoun from the words in each set of brackets.

Study these examples:

a) My friend and (**I, me**) went for a swim last weekend.

b) He went with (**I, me**) to the garden.

1. (**She, her**) sang a song.
2. Peter and (**me, I**) are in the school soccer team this year.
3. The decision about the case has been left to (**we, us**).
4. He and (**me, I**) went for a walk.
5. (**She, her**) and (**me, I**) are twelve years of age.
6. (**Me, I**) spoke to (**he, him**) about the issue.
7. John is much happier than (**him, he**) and (**me, I**).
8. The girl will listen to (**she, her**).

Oral and Writing

Continue working on the oral and writing activity that you started yesterday.

Use the list of ideas you made on Day One, to write some sentences about what life at sea was like for explorers of the past.

Using the ideas from your list imagine that you were once a captain on board one of the sailing ships. You are to write a report about the difficulties and hardships that you faced as you travelled across the oceans. You may use this sentence to help you start your report.

Many years ago when I was the captain of a sailing ship...

4 Unit 4: Explorers

Reading

Look at the key words. Use a dictionary to help you find the meaning of the words you do not know. Practise pronouncing the words and try to use some of them in sentences.

Now read the text 'Myths and Legends'. It is a report about the history of the people of Rennell and Bellona.

Myths and Legends

Key Words

traditions, generation, myths, legends, ethnic, word of mouth, strip of land, went ashore, inland lake

Solomon Islanders have always relied on stories and traditions to help describe their history. Stories are usually passed on by word of mouth from one person to another and from one generation to the next. These stories that help explain what has happened in the past and are sometimes called myths or legends. The stories told about the history of these islands, date back many years. It is said that our ancestors lived here some 200 years before the early explorers sighted the islands of Rennell and Bellona.

Lake Tegano, Rennell

Many different Solomon Islands' people claim to know how their ancestors came to live on these islands. Although there are no written records, through myths and legends, they are able to trace their own history. According to some stories, it is said that people walked from Asia across the long strip of land of Malaysia and then travelled on to Australia on rafts, finally arriving in Solomon Islands.

Among the many oral stories, is an account of how people came to settle on the islands of 'Rennell' (Mugava) and 'Bellona' (Mungiki). These two Polynesian islands lie to the south of Guadalcanal. It is believed that they were discovered many years before any European contact was made. It is said that about 26 generations ago or seven hundred years ago, a group of people from the island of Uvea in the Wallis and Futuna group, set out on a long sea voyage. They arrived at the south-eastern tip of Rennell, where they placed their two gods ashore. These two gods were shaped like stones. The people then set out to explore the inland lake of Tegano. In the meantime the gods returned to the canoe and forced the party to travel to Bellona. The gods did not want to remain in Rennell. When the party approached Bellona, the two gods left the canoe and went ashore. The legend says that the two stones remained on the island of Bellona until the very first Christian teacher arrived in the islands in 1910. He destroyed the stones.

Comprehension

Re-arrange the order of these sentences so that they form a sensible story based on the order of events as they were recorded in the passage.

a. They took with them two gods that were shaped like stones.

b. A Christian teacher destroyed the stones.

c. The gods went ashore on Bellona Island.

d. The ancestors of the people of Rennell and Bellona are believed to have come from Uvea.

e. The people travelled on a long sea voyage.

f. They first arrived in Rennell as much as 700 years ago.

g. The gods did not want to remain in Rennell.

Handwriting

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

This is my island in the sun
Willed to me by my father's hand
Though I may sail on many a sea
Her shores will always be home to me.
Oh island in the sun, willed to me by my father's hand
All my days I will sing and praise, the forest, water and the shining sand.

Language Study

Exercise A

Copy and complete these sentences in your exercise book. Change the verbs in each set of brackets to the past tense.

For example:

Not many tourists **visited** (**visit**) Solomon Islands last year.

1. Visitors from other parts of the world _____ (enjoy) themselves while staying in the country.
2. Many yachts _____ (sail) from Australia to Gizo during the Vaka Tepe festival.
3. A group of divers _____ (come) to explore the wreckage in the ocean.
4. One visitor _____ (writes) to the Solomon Star to thank the people of the country for their hospitality.
5. Sea voyages in the past ____ (are) difficult.

4 Unit 4: Explorers

Exercise B

Prepositional phrases start with a preposition. The phrases below refer to certain periods of time. Choose a suitable phrase from the box to complete each sentence.

many years ago	while I am cooking	after school	at night
on Friday	until I find my book	suddenly	in the morning
within a few minutes	before lunch		

1. Captain Dillon discovered the island of Tikopia _____.
2. You can do the washing _____.
3. You can study your notes _____.
4. _____ the builders completed the work.
5. "You can complete some of your unfinished work _____, " said the teacher.
6. "We had just started our English lesson and _____, we heard an explosion," explained the children.
7. The children went swimming _____.
8. _____ the moon is very bright.

Oral and Writing

Draw a sketch showing the route the ancestors may have taken when travelling from Asia to Solomon Islands. Discuss your sketch with a partner.

Think about a story or myth that has been told to you by your parents or grandparents. Write this traditional story down. Remember, myths and traditional stories are often used to explain something that has happened.

Reading

Study the key words. Try to pronounce the words correctly. Practise using the words in sentences.

This text is a report describing how the island of Choiseul was first discovered.

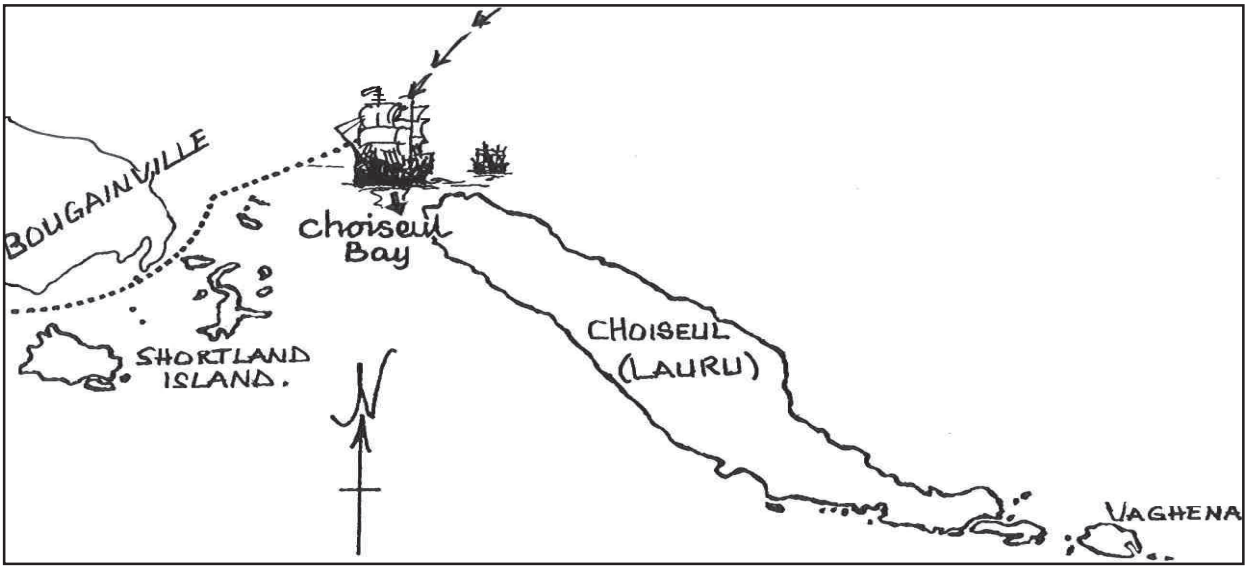
Study the map to find out where the explorers first landed.

The First European Visit to Choiseul Island

Key Words

migrating, hoping, colonise, inhabitants, voyage, in isolation, brave warriors

The tradtional name for the island of Choiseul, is Lauru. Choiseul lies about 400 kilometres to the northwest of Honiara. It is believed that the first inhabitants of the island travelled across the Pacific Ocean after migrating from the continent of Asia. The island was in isolation until a French-born captain named, Louis Antoine de Bougainville, made his first visit.



He sailed across the Pacific Ocean hoping to discover the Great Southern Continent.

The French Government gave him two ships, the M.V. Boudeuse and the M.V. Etoile. His government wanted him to find new lands and to colonise these lands for the French.

In 1766, he set out on a voyage intending to travel around the world. On his journey he visited many islands, including parts of Solomon Islands. He sailed through Solomon Islands, without knowing it. While he was there he re-named the island of Lauru, Choiseul after one of his friends. He and his crew spent a night at what has become known as Choiseul Bay.

As the ships sailed into the bay, the people living on that part of the island became concerned. Some were astonished to see such a big ship. Others were afraid, thinking that they may have to escape or run away. The brave warriors got together and decided to fight against the sailors.

5 Unit 4: Explorers

The Islanders roared and shouted loudly and fiercely. Their voices echoed through the bay. As the ship came closer to the shore the islanders started to throw spears toward the ship. One of the crew stood at the foredeck of the ship and waved his hands in the air to signal to the islanders to stop what they were doing. Surprisingly, the response from the warriors was positive. They stopped what they were doing and prepared to meet the strangers as friends. The crew went ashore to meet the warriors, carrying with them items of trade.

The sailors gave the islanders axes, tobacco, knives and bottles in exchange for fresh vegetables.

The following morning Bougainville and his party continued their journey to another island that was named after Captain Bougainville himself.

Comprehension

Re-write these sentences using your own words. The meaning should stay the same.

Example:

The original name for the island of Choiseul is Lauru.

The first people to live on Choiseul called the island Lauru.

1. The people of Lauru migrated from the continent of Asia.
2. Captain Bougainville first visited Lauru in 1766.
3. Captain Bougainville spent a night at Choiseul Bay.
4. The French government wanted him to find new land.
5. Choisuel is about 400km from Honiara.
6. The response from the warriors was positive.

Language Study

Words that describe nouns **are called** adjectives**. Copy these sentences into your exercise book. Use the words in brackets to correctly describe the nouns in each sentence. Study the following examples:**

Example:

The girl is carrying the basket to the canoe. (**heavy**)

The girl is carrying the **heavy** basket to the canoe.

The word '**heavy'** describes the noun **basket**. The word **heavy** is an adjective.

1. The thief jumped out from behind the building. (tall)
2. Mary walked slowly across the floor. (wooden)
3. The waves crashed onto the ship. (huge)

4. The football match was stopped due to the rain. (heavy)
5. The woman could not sit on the chair. (broken)
6. The child could not paddle to the island. (small)
7. The islanders watched the ships arrive in the bay. (brave)
8. The captain had many sailors on the ship. (strong)

Spelling

Can you match your spelling words with the correct meanings listed below? Write the spelling words and the correct meanings in your exercise book.

Do not look back at your word list. Do this exercise as a test.

1. Before the due time. The opposite of late.
2. Sure, definite.
3. Most important or significant.
4. A large steep hill with a peak.
5. A large number.
6. To look carefully.
7. A piece of land surrounded by water.
8. Found on the beach.
9. An ache.
10. The leader of a group of sailors or players.

Alphabet Adjectives

Using a list of animals written in alphabetical order, try to write one adjective that describes something about each animal. The adjective must begin with the same letter as the name of the animal.

For example:

A**ngry** A**pe,** B**usy** B**ee,** C**razy** C**ow** and so on.

Write your words in your exercise book.

5 Unit 4: Explorers

Oral and Writing

Discuss the following questions with a partner. Share information that you have heard or read.

How did your ancestors come to settle on these islands?
Where did they come from?
What type of transport might they have used to travel here?
How did they discover the island?
How long would their journey have taken them?
Do you think they stopped along the way?
Use a world map to locate the continent of Asia and Solomon Islands.

Write a recount telling how your ancestors might have come to these islands. You may need to interview some older people from the village. Use some of these questions as a guideline for the interview.

1. Where did our ancestors come from?
2. How did they travel to get here?
3. How long did they take to reach the islands?
4. What stories were you told by older people?

Reading

Look at the key words. Discuss the meaning of these words. Use a dictionary to find out the meanings of the words. Practise pronouncing the words and use some of the words in sentences.

Read the text with your class.

The Death of Mendana

Key Words

continent, terrible, colony, expedition, amount, dying, cruel and selfish, the lost continent, scarce

The Spanish captain, Alvaro de Mendana, first visited Solomon Islands in the mid 1500's. Fifteen years later he decided to revisit the Islands. This time he had four ships with 400 sailors, their wives and children. He wanted to start a colony in Solomon Islands. It was from here that he intended to continue his search for the lost continent.

This voyage was a terrible one. Although they searched for many months, Mendana and his crew could not find Solomon Islands again. At last they landed at an island called Santa Cruz and they tried to settle there. However, many of the people became sick and Mendana himself died. His wife, Isabella, took over the command of the expedition. She was very cruel and selfish. When food and water became scarce, she would not share her own supply with the others. She washed her clothes in the small amount of drinking water that remained.

It was left to a man called Quiros, the pilot of the expedition, to guide the fleet back home. People were dying every day. When they arrived at the Philippine Islands they rested until they were well enough to return to Peru.

They never did find the lost continent. They also lost their great sailor and navigator Captain Alvaro de Mendana at Santa Cruz.

Comprehension

Read the text again to yourself. Write answers to these questions in your exercise book. Remember to use complete sentences.

Exercise A

1. Who was Mendana?
2. Who was the pilot of the expedition?
3. Why did the sailors bring their wives and children with them?
4. Who was in command of the expedition after the death of Mendana?
5. What do you think might have caused Mendana's death?
6. What sort of person was Isabella?
7. Mendana was searching for a lost continent. Where do you think this continent is located?
8. Why do you think they referred to this place as the lost continent?

6 Unit 4: Explorers

Exercise B
Put the following words in order to make sensible sentences.

For Example:

last they at Santa Cruz landed at.

At last they landed at Santa Cruz.

1. Solomon Islands in Mendana a to start wanted colony
2. Mendana himself at Santa Cruz died
3. Isabel died commanded Mendana after expedition the
4. the guided home Quiros fleet back
5. and cruel selfish Isabel was very
6. on second voyage his four ships used Mendana

Language Study

Fill in the blanks with the past tense form of the verb given in each set of brackets. Write the sentences in your exercise book.

Example: They _____ (buy) **a new car last year.**

Answer: They **bought** a new car last year.

1. Mendana and his crew ____ (**find**) gold in Guadalcanal.
2. Mendana _____ (**go**) to the Solomons in the mid 1500s.
3. They _____ (**build**) little boats using sticks.
4. The explorers _____ (**bring**) many changes into our country.
5. They _____(**see**) a tiny dot in the distance.
6. Mendana's crew _____ (**get**) sick and _____ (**die**).
7. Mendana _____ (**leave**) his homeland in 1567.
8. The crew _____(**fish**) for seafood for their dinner.
9. They _____(**drink**) plenty of water.

Spelling

Look at these words.

Try to pronounce them.

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

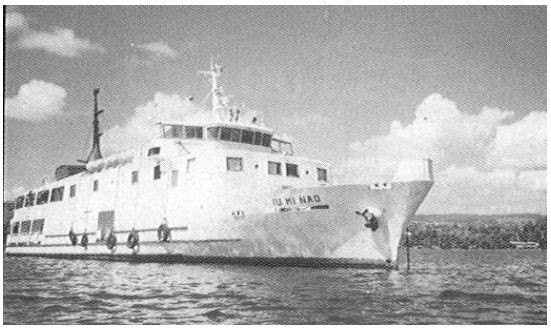
Copy the words into your exercise book.

eat	heard
sea	leave
year	near
read	hard
head	earth

Oral and Writing

Look at the pictures below. One ship is an ancient ship and the other is a more modern ship.

Discuss the differences between the two types of ships. What are some of the advantages and disadvantages of both ships? Compare such things as speed, size, equipment, etc.



Draw a table like the one below and make a list of the advantages and disadvantages of both ships.

Old Sailing Ship		Modern Ship	
Advantages	Disadvantages	Advantages	Disadvantages
does not need fuel	slow when there is no wind	faster	causes pollution

Imagine you have just taken your very first journey on one of these ships. Write an exciting paragraph describing your experience. You may wish to start your paragraph using this sentence.

I finally had a chance to sail in my favourite ship. I could not believe it but...

7 Unit 4: Explorers

Reading

This is a report about the history of the Pacific Islands. Study the key words. Discuss the meanings of the words. Practise pronouncing the words and use some of them in sentences.

Read the text together with your class.

Settlers of the Pacific Islands

Key Words

seafarers, migrating, detailed knowledge, to what race they belonged, oral histories

Long before Europeans explored the Pacific, this great ocean was already inhabited by a variety of people and tribes. These people were the ancestors of the present day Pacific Islanders.

These ancient people did not keep written records of their history like the Europeans. Instead they recorded their history in the form of stories, songs and dances, which tell of dangerous voyages and brave explorers.

These stories and songs speak of great navigators who sailed long and difficult sea voyages to discover and explore the scattered islands of the Pacific. Their detailed knowledge of the seasonal winds, the stars, ocean currents and the flight of migrating birds helped them to find their way from island to island.

They also used their skills and knowledge to construct maps made of reeds and they used small shells to mark the position of their familiar places and islands.

No one can say for certain who the first Pacific sailors were, or to what race they belonged.

However, from what is known, it is certain that they were very great seafarers.

According to some oral histories, the greatest of all the Pacific navigators were the ancestors of the Polynesians. They came to the Pacific from the continent of Asia and found that Melanesians had already settled in the larger islands. They continued their voyage until they came to Samoa. From Samoa they sailed east, north and south. They later settled hundreds of small islands from Hawaii in the north to Easter Island and New Zealand in the south.

They probably also visited South America, from where they brought back plants such as the sweet potato.

These early settlers often used a double canoe, but for long sea voyages they preferred a strong single canoe with an outrigger.

Comprehension

Exercise A

Copy these sentences into your exercise book and write true or false after each statement.

1. The ancestors of the Pacific Islanders kept written records of their discoveries.
2. Exploring in the early days was safe and enjoyable.
3. The Melanesians were here before the Polynesians.
4. The Melanesians settled in New Zealand.
5. The ancestors of the islanders were skilful sailors.
6. For long sea voyages they used a double canoe.
7. Early maps were made of reeds.
8. History was recorded in the form of stories, songs and dances.
9. Migrating birds were helpful to these early travellers.
10. New Zealand was the first island to be settled.

Exercise B

Answer these questions using complete sentences. Write your answers in your exercise book.

1. How did the ancestors of the Pacific Islanders pass on information about their histories?
2. Who do you think first came to the Pacific Islands?
3. Why do you think that the Polynesians were great navigators?
4. What evidence exists to prove that these people may have visited South America?

Language Study

Words in English that sound the same but are spelt differently are called homophones.

Choose the correct word from each set of brackets to make each of the sentences correct. Write the sentences into your exercise book.

1. Mere (**road, rode**) her bike along the (**road, rode**).
2. We went to the beach to (**see, sea**) the (**see, sea**).
3. Please (**right, write**) and tell them the (**right, write**) address.
4. Mata is sick, and she is also very (**pail, pale**).
5. The hibiscus hedge has a pretty (**flour, flower**).
6. Beni was caught trying to (**steel, steal**) a (**steel, steal**) cooking pot.
7. The greedy boy (**eight, ate**) (**eight, ate**) bananas.
8. The (**whole, hole**) box of the rubbish fitted into the (**whole, hole**).
9. A (**mail, male**) delivery officer brought us our (**mail, male**).
10. This is (**not, knot**) the way to tie a (**not, knot**).

7 Unit 4: Explorers

Oral and Writing

Imagine that in the past you were an explorer. While you were travelling you discovered part of Solomon Islands. Imagine what your journey would have been like. Discuss the following questions with a partner:

What was the purpose of the trip?

When did the discovery happen?

How did you come to discover part of Solomon Islands?

What were some of the interesting things that happened during the discovery?

What were some of the most important discoveries?

Did you encounter many problems?

What were these problems?

Now write a report about your discoveries.

Reading

Study the key words. Use a dictionary to help you find the meanings of the words you don't understand. Try to pronounce the words. Have a go at using the words and phrases in sentences.

Exploring the Moon

Key Words

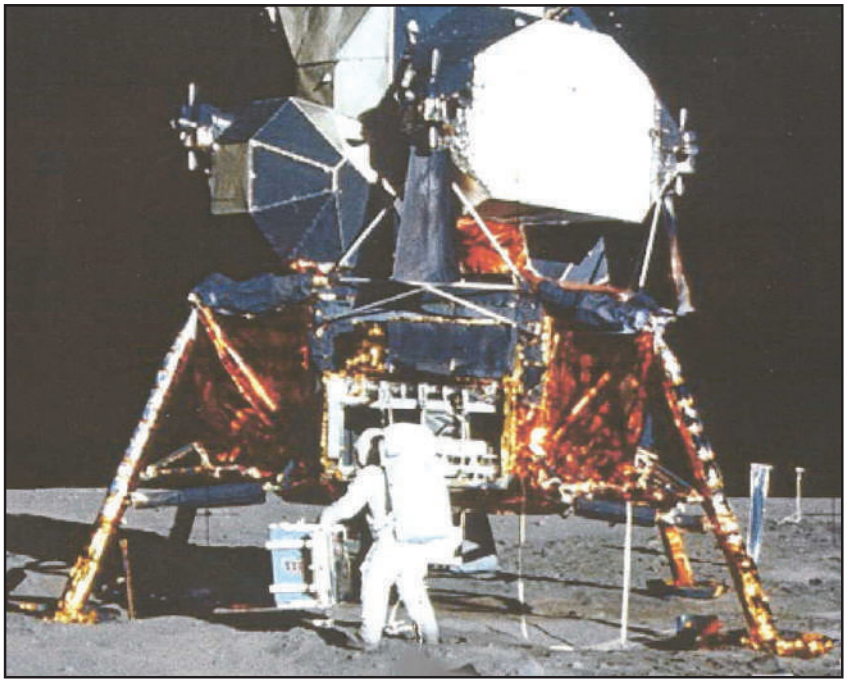
scientists, astronauts, spacecraft, chosen, journey, rocket, climb into, space suits, set foot on

There are not many places on Earth left to discover. Instead, modern day explorers go out into space to investigate what lies beyond this planet.

In 1969, American scientists built a spacecraft that would fly to the moon. They called it Apollo 11. The spacecraft was attached to a huge rocket with the power needed to blast it into space. The spacecraft had two parts, a command module and a smaller lunar module, which would be used to land on the moon.

Three astronauts were chosen to fly in the spacecraft. They were, Neil Armstrong, Buzz Aldrin and Mike Collins. They began their journey on 16th July 1969. As they approached the moon, Armstrong and Aldrin put on their special space suits and climbed into the lunar module. Collins remained in the command module. When the lunar module landed on the moon the two astronauts climbed out. Neil Armstrong was the first human ever to set foot on the moon. The two men walked around and collected moon rocks to take back to earth. They spent about three hours on the moon before climbing back into the lunar module. The lunar module then returned them to the spacecraft.

The three astronauts returned to Earth and landed in the Pacific Ocean on the 24th July. After their most extraordinary journey, Neil Armstrong described his first steps on the moon as, "One small step for man, one giant leap for mankind."



Buzz Aldrin unpacking equipment from Launch Module after landing on the moon

8 Unit 4: Explorers

Comprehension

Are these statements true or false? If they are false, change them and write a statement which is true.

1. The Apollo 11 spacecraft was made by Japanese scientists.
2. Mike Collins and Neil Armstrong were the first men on the moon.
3. The space mission took eight days in total.
4. The astronauts spent about 3 hours on the moon.
5. The lunar module was bigger than the command module.
6. The trip to the moon was started on the 24th July 1969.
7. Buzz Aldrin said "One small step for man, one giant leap for mankind."
8. The astronauts collected moon rocks to take back to earth.

Spelling

Study these words. Use a dictionary to check the meanings. Try to write the words in alphabetical order. If the first letters are the same you must look at the second letter.

eat	heard
sea	leave
year	near
read	hard
head	earth

Pick 5 words from your spelling list and make up sentences using them.

For example:

The Apollo 11 landed safely back on **earth**.

Lets Play the Animal Alphabet Game

Continue working on the Animal Alphabet Adjectives, **list.**

Using your existing list of names of animals, give the animal something to do by choosing a verb. The verb must begin with the same letter as the name of the animal.

For Example:

Angry **A**pes **A**ct, **B**usy **B**ees **B**uzz, **C**ute **C**ows **C**hew.

Write your list in your exercise book.

Language Study

Using the table below try to create ten different sentences that make sense. You must use one word from each column to create a sentence. Write the sentences in your exercise book.

For Example:

It is possible for me to finish the work on time.

		difficult				take the test.
		possible		me		leave the island.
	is	wrong		you		do a job.
It	isn't	necessary	for	him	to	satisfy the teacher.
	was	best		the		find all the answers.
	wasn't	dangerous		men		look after the family.
		easy				finish the work on time.
		impossible				go to the moon.

Oral and Writing

Imagine that you are a member of the crew aboard a spacecraft out in space. It is your mission to land on the moon and explore the surroundings. On your return you are to write a short paragraph describing your trip. Use your imagination and be as creative as you can.

The following ideas may help you:

How many people travelled with you to the moon?
Did you need to wear special clothing?
What was your space craft like?
Was it hot or cold on the moon?
Was it hard to move around?
Did you see any type of plant or animal life?
Were you nervous or scared?
Was it very dark or very light?
What did the surface of the moon look like?
How long did you stay on the moon?
Did you bring anything back from the moon?

9 Unit 4: Explorers

Reading

Study the key words. Use your dictionary to help you find the meanings of the words you don't understand. Practise pronouncing the words and use some of them in sentences.

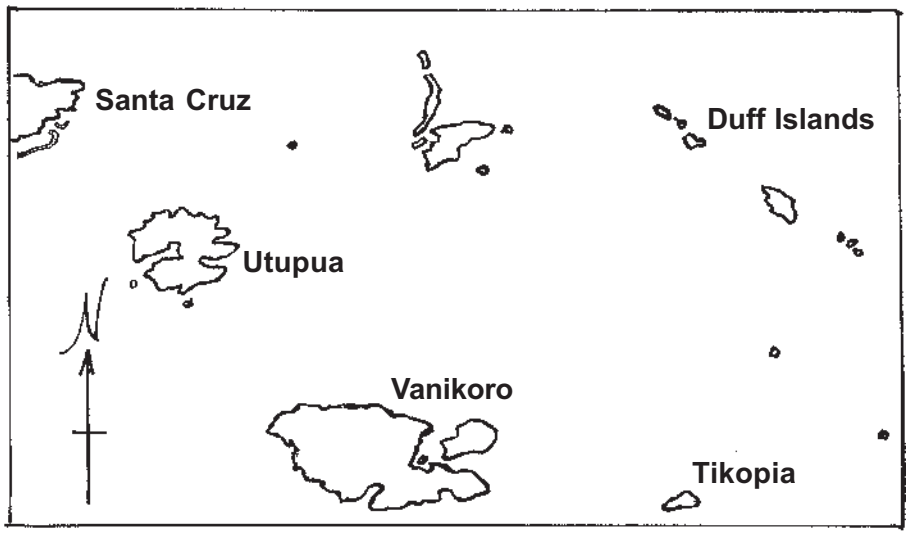
Taumoko, The Duff Islands

Key Words

inhabited, chief, huge, former, volcanic, chief pilot, close ties with

Taumoko, now often known as Duff Islands, is a chain of ten volcanic islands which lie hundreds of kilometres to the northeast of the Reef Islands. Polynesian-speaking peoples inhabited these islands long before the Europeans discovered them. These people had close ties with the Reef Islanders.

The Duff Islands were re-discovered in April 1606, by a European explorer named Captain Pedro de Quiros. He had been the former chief pilot for the Spanish captain, Mendana. Quiros visited the Islands on his way to discover the huge unknown continent, which, at that time was thought to exist in the Pacific.



Map to show the location of Duff Islands

Tavake - Master Navigator

Long ago the ancestors of the Pacific Islanders spread out across the Pacific Ocean. They learned how to travel safely to and from islands. They were able to find their way around by carefully following the winds, the sea currents, the sun and the stars. Fathers taught their sons these navigation skills and they were passed down through generations. Even today there are some islanders who know how to travel from island to island, in small canoes, without the use of modern equipment.

David Lewis, a New Zealand yachtsman, spent his life trying to record all he could about traditional navigation. He began learning whilst in Solomon Islands. A man named, Tavake of Nifiloli in the Reef Islands, taught him about traditional navigation. Although he had no modern instruments, not even a compass, Tavake had often travelled from the Reef Islands to Taumako and to Santa Cruz and Tikopia. Once he even travelled to the Banks Islands in Vanuatu. He relied entirely on his own traditional navigational knowledge and experience.

In 1969, David Lewis challenged Tavake to navigate a small ketch (boat) *Isjborn*, without any assistance over 97 kilometres of ocean, from the Reef Islands to Taumako and to continue about 200 kilometres from Taumako to Vanikoro. Tavake did so perfectly. He used the stars to guide him at night. He used the sun, current directions and the swell of waves, to guide him during the day.

Later, in the heart of a storm, Tavake took the *Isjborn* from Taumako to the Reef Islands. He passed between Lom Lom and Fenualoa Islands without difficulties, even though he could hardly see the islands.

Lewis wrote, *"Though Tavake, whose name means,'The Frigate Bird' was old then, he was a most impressive figure: wrinkled, tattooed, grey haired and with pierced ear lobes, but his piercing eyes and serenity showed he was always at home with the sea, and quietly confident of his traditional skills."*

Comprehension

Read the text again silently. Answer these questions in your exercise book. Remember to write your answers as complete sentences.

1. When were the Duff Islands discovered by Europeans?
2. Which island is the closest island to the Duffs?
3. When did James Wilson visit Taumako?
4. Who was Tavake?
5. How was Tavake able to navigate his way around without using instruments?
6. How do you think Tavake learned this skill?
7. How did Lewis challenge Tavake?

Handwriting

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

Though Tavake, whose name means, 'The Frigate Bird' was old then, he was a most impressive figure: wrinkled, tattooed, grey haired and with pierced ear lobes, but his piercing eyes and serenity showed he was always at home with the sea, and quietly confident of his traditional skills.

Language Study

Exercise A
Sometimes nouns and verbs can sound alike.
Choose a suitable word from the list below to complete each of the sentences.

Verb	Noun
practise	practice
advise	advice

1. I _____ you to be more careful.
2. I always give you good _____.

3. I need more _____ at playing soccer.
4. I _____ playing guitar everyday.
5. "It is our _____ to sell fresh fish," said the man.
6. The students listened to their teacher's _____.

Exercise B
Choose the correct adjective from the list below to complete each sentence. Write the correct sentence in your exercise book.

angry	**high**	**large**	**fat**
helpful	**hungry**	**funny**	**old**

1. The captain spoke to the _____ islanders.
2. The _____ child ate all the fruit.
3. The _____ girl helped her mother at home.
4. The _____ dog was so big he could hardly move.
5. During the flood the _____house collapsed.
6. The islanders watched as the _____ ship sailed into the bay.
7. The _____waves crashed over the ship.
8. The crowd enjoyed watching the _____ actors at the concert.

Oral and Writing

Imagine that you are a Spanish explorer travelling across the Pacific Ocean in search of the Southern Continent. Record the events of your trip in a diary. You can record your thoughts and feelings in your diary and you can keep a record of all that has happened each day. You may wish to use some of the information provided in the texts you have read in this unit.

Record the events of your trip over five days.

For Example:

Day One

Today we set sail for the Great Southern Continent. There are forty crew-members on board the ship and we have a good supply of food and water. We have had some strong winds and I am hoping that we do not come across any bad weather tonight.

Reading

Study the key words. Discuss the meanings of the words and practise using them in your own sentences.

Where did Solomon Islands get its Name?

Key Words
commanded, successful, expedition, scholar, member, legend, mother of all metals, plentiful supplies

There are a number of different ideas to explain why this country was named Solomon Islands. Many people think that the Islands were named after the wealthy King Solomon, in the Old Testament.

This idea probably goes back to an Inca legend from Peru in South America. The legend told of a sea voyage to two islands somewhere in the South Seas where plentiful supplies of gold and silver could be found.

When the Spanish, heard of this legend they began to call the islands the 'Isles de Solomon' after King Solomon. They were eager to explore further so that they could claim the riches for themselves. This is why Alvaro de Mendana set out on his first voyage in 1567. He wanted to discover the legendary 'Isles de Solomon.' The trip was not considered successful.

Here are two accounts written by two people on that voyage.

...Neither is there any kind of metal, gold or silver, pewter, iron nor anything else, except little club headed stocks of ironstone. Nearly forty men died upon this voyage. God forgive them. Amen!"

..we found on this island some clubs, seemingly of metal and covered with woven palm; they are very heavy, and are used in warfare; they are really made of pressed ironstone, and its presence is a very good sign, for it is the mother of all metals".
Alvaro de Mendana

The first writer thinks that there is nothing of value to be found on the islands. However, Mendana, the second writer appears to be suggesting that there might be treasures on the islands.

Although we know today that there is indeed gold in Guadalcanal and other parts of the country, none of the Spanish explorers succeeded in finding the wealth they were looking for, in the place they named Solomon Islands.

10 Unit 4: Explorers

Comprehension

Re-read the passage then answer these questions in your exercise book. Write your answers in complete sentences.

1. What was the aim of Mendana's trip to Solomon Islands?
2. Why is it thought that the islands were named after King Solomon?
3. What mineral may have been mistaken for gold?
4. Why would our islands be called 'Western Isles'?
5. Where did the Inca legend originate?
6. What do you think may have happened if the Spanish explorers had found gold in Solomon Islands?
7. What was described as, 'the mother of all metals'?

Language Study

Exercise A
Copy and complete the table below.

Adjective	Comparative	Superlative
long	long	longest
slow		
high		
small		
happy		
pretty		
large		

Choose the correct word from your table to complete each of these sentences.

1. Travelling in the past was much _____than it is today.
2. After the explorer found gold he was the _____man on the ship.
3. The sailors on the ship were so _____ whenever they sighted an island.
4. Mendana's ship was the _____ ship in the fleet.
5. The tide was _____today than yesterday.
6. Jack is the _____ boy in the school.
7. Lisa is _____ than her cousin Linda.
8. "My island is the _____in the atoll," said Tina.

Exercise B

Look at the examples below.

He eats potatoes. **They eat** potatoes.
Mary plays netball. **The girls play** netball.

Copy and complete these sentences choosing the correct word from the brackets.

1. Moa (play, plays) football after school.
2. Mother (cook, cooks) a pot of rice over an open fire.
3. They (eats, eat) fish for lunch.
4. She (jumps, jump) higher because she wants to win the high jump event.
5. We (kick, kicks) the football every afternoon.
6. Beti (put, puts) the books on the table.
7. The teacher (writes, write) on the blackboard.
8. The sailors (sail, sails) across the ocean.

Spelling

Here are the spelling words for the week.

Study the words and make sure that you are ready for your teacher to test you.

Close your book before the spelling test.

eat	heard
sea	leave
year	near
read	hard
head	earth

Oral and Writing

Continue writing the diary that you started yesterday.

Work with a partner to proofread your diary. Check for spelling and punctuation mistakes, and try to add some interesting descriptions before drafting your final copy.

RUSSIA
CHINA
N. KOR.
S. KOR.
JAPAN
North Pacific
Ocean
Hawaiian Islands
UNITED STATES
N. Mar. Is. (U.S.)
VIET.
PHILIPPINES
FED. STATES OF MICRONESIA
MARSHALL ISLANDS
MALAYSIA
PALAU
NAURU
KIRIBATI
INDONESIA
PAPUA N. GUINEA
SOL. IS.
TUVALU
South Pacific Ocean
Indian Ocean
VANUATU
FIJI
SAMOA
New Cal. (FR.)
TONGA
AUSTRALIA
Tasman Sea
NEW ZEALAND
West Pacific Islands
JAPAN
Okinawa
Bonin Islands
Volcano Islands
Marcus Island
Midway Islands (UNITED STATES)
Tropic of Cancer
Okino-tori-shima
Farallon de Pajaros
Maug Islands
Asuncion Island
Northern Mariana Islands (UNITED STATES)
Pagan
Guguan
Anatahan
Saipan
Rota
Guam (U.S.)
Hagåtña (Agana)
Philippine Sea
North Pacific Ocean
Wake Island (UNITED STATES)
Taongi
PHILIPPINES
Samar
Mindanao
Colonia
Ulithi
Fais
Yap
Ngulu
Sorol
Koror
PALAU
Palau Islands
Ilalik
FEDERATED STATES OF MICRONESIA
Namonuito
Hall Islands
Truk Islands
Palikir
Pohnpei
Caroline Islands
Sonsorol Islands
Helen Island
Enewetak
Ujelang
Bikini
Bikar
Rongelap
Mejit
Kwajalein
MARSHALL ISLANDS
Maloelap
Namu
Jabwot
Majuro
Jaluit
Kosrae
Nukuoro
Makin
Tarawa
Howland Island (U.S.)
Baker Island (U.S.)
Halmahera
Weda
Sorong
Ceram
Biak
Waren
Jayapura
Equator
Kapingamarangi
Manus Island
Mussau Island
New Ireland
Rabaul
INDONESIA
PAPUA
New Guinea
Madang
NEW GUINEA
Lae
New Britain
Bougainville
NAURU
Yaren
Banaba
KIRIBATI
Nikunau
South Pacific Ocean
Nanumea
Nanumanga
TUVALU
Funafuti
Nukulaelae
Niulakita
Rotuma
Wallis and Futuna (FR.)
Dili
Kepulauan Tanimbar
Timor
Arafura Sea
Daru
Port Moresby
Torres Strait
Great Barrier Reef
Solomon Sea
SOLOMON ISLANDS
Honiara
Guadalcanal
San Cristobal
Santa Cruz Islands
Tagula Island
Coral Sea
Vanua Lava
Espiritu Santo
VANUATU
Malakula
Port-Vila
Efate
Erromango
Vanua Levu
FIJI
Viti Levu
Suva
Darwin
AUSTRALIA
Weipa
Cairns
Mercator Projection
Scale 1:39,000,000
0 500 Kilometers
0 500 Nautical Miles
New Caledonia (FRANCE)
Coral Sea Islands (AUSTRALIA)
802615 (B00673) 11-98

SOLOMON ISLANDS
Ontong Java
MALAITA PROVINCE
CHOISEUL PROVINCE
Choiseul
Taro
Shortland Is.
Mono
ISABEL PROVINCE
Santa Isabel
Buala
Vella Lavella
Kolobangara
Ranongga
Gizo
New Georgia
Simbo
Rendova
WESTERN PROVINCE
Malaita
CENTRAL PROVINCE
Auki
Russell Is.
Nggela
Tulagi
Honiara
Guadalcanal
GUADALCANAL PROVINCE
Ulawa
Kirakira
Makira
San Cristobal
MAKIRA PROVINCE
RENNELL AND BELLONA PROVINCE
Bellona
Rennell
Tigoa
TEMOTU PROVINCE
Duff Is.
Reef Is.
Santa Cruz Is.
Lata
Utupua
Vanikoro
Anuta
Tikopia
Fataka

Nguzu Nguzu English
Standard 5