# Nguzu Nguzu English

# Pupil's Book 4



**Standard 5** 

First Edition 2005



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

Copyright © Ministry of Education and Human Resource Development 2005

All rights reserved.

Any parts of the book may be copied, reproduced or adapted to meet the local needs without permission from the authors, provided that parts reproduced are distributed free, for educational purposes only.

Written permission must be obtained from the Curriculum Development Centre if any part of this book is to be reproduced for profit.

ISBN 982-371-088-0

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

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

# Nguzu Nguzu English Standard 5

# Pupil's Book 4

### A Note to the Pupils

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

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

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

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

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

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

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

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

# **Acknowledgements**

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

#### **Curriculum Development Centre Team**

Franco Rodi, Director CDC
Jacob Zikuli, Senior PEDP Curriculum Officer
Linda Puia, Senior PEDP Curriculum Officer
David Sokaika, PEDP Curriculum Officer
Ellen Wairiu, PEDP Curriculum Officer
Lionel Damola, PEDP Curriculum Officer
Andrew Herriot, PEDP Project Adviser
Alison Blaylock, PEDP Project Adviser
Ewa Czernuszewicz, Consultant Adviser

#### **Writers**

Nguzu Nguzu English Teacher Writers School of Education English Department Staff

#### **Consultant Editors, University of Queensland**

Annette Woods Elunid Woyd Cindy Watson Anna Kinnane

#### **Funding Agencies**

New Zealand Agency for International Development European Union UK Department For International Development

#### **Desk Top Publishing**

Eunice Duna Linda Puia

#### **Graphics & Artwork**

Jackson Onahikeni Lloyd Dauwara Warren Teho

#### **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.

Contents	Page	
A Note to th	1	
Acknowldg	ements	2
Contents	3	
The English	n Units: Term 4	
Unit 13	Settlers	5
Unit 14	Travel and Tourism	44
Unit 15	Traditional Dancing	81
Unit 16	Celebrations	121

### **Reading - The Foolish Chief**

The text in the reader is a narrative or story by Jacob Zikuli. It is called 'The Foolish Chief'. The story explains how a chief tries to choose the best place for his people to settle and build one large village.

After reading the story think about these things.

- What is the story is about? This is the plot.
- Who is in the story? These are the characters.
- · Where does the story take place? This is the setting.
- · What is the problem that has to be sorted out? This is the conflict.
- · How does the story end? This is the conclusion.

## Comprehension

The narrative told about some of the problems faced by the villagers as they moved from one place to another.

Copy the table below into your exercise book and make a list of these problems. The first one has been done for you.

Site of Village	Problems
two kilometres from the coast	not enough room for everyone to plant gardens
	not enough trees for firewood
high up in the bush	
in the valley near the big river	
on the hilltop near the coast	

# 1

### **Unit 13: Settlers**

### **Language Study**

Choose the correct word from the brackets to complete each sentence.

#### For example:

Can I have some (water, waters) please?

Can I have some water please?

- 1. There's not much (water, waters) left in the tank.
- 2. How much (food, foods) do the children need?
- 3. How (much, many) ice cream is left in the container?
- 4. Have you got (any, much) beans for sale?
- 5. How (many, much) money does each banana cost?

Copy the sentences. Use much, some, any or many to complete each one.

- 6. How..... food do you give the cats?
- 7. How..... sandwiches do you want?
- 8. Did you give Ane ...... pens to write with?
- 9. There are too ...... bananas for me.
- 10. Please have ..... cakes.

## **Spelling**

Here are the spelling words for this week. Read the list. Learn how to say and spell the words. Learn your spelling words using the spelling strategy 'Look, Cover, Remember, Write, Check' (LCRWC). Use a dictionary to help you find the meaning of each word.

storm	thirsty
work	assistant
word	mystery
wish	estimate
shelter	breakfast

#### **Exercise**

Select a suitable word from the spelling list to go with each meaning. Write the words in your exercise book. The first one has been done for you.

- 1. To work out approximately estimate
- 2. A person who helps somebody to do his/her job.
- 3. The first meal of the day.
- 4. Feeling in need of a drink.
- 5. Something that is puzzling.
- 6. To want or long for something.
- 7. A place or a thing that provides protection.



## **Oral and Writing**

#### **Looking at Characters**

In groups, talk about the characters you read about in the story today. To help you do this, think about these questions:

- What type of person is the village chief?
- What makes you think this? What actions are described in the story that tell you this?
- What things did the chief say that tell you something about him?
- Would you like him to be the chief of your village? Why or why not?
- Why did the people face so many problems as they moved to each new place?
- How did the chief make his decisions about where his people should live?
- Why do you think the people didn't argue with the chief?
- How do you think the people felt? Which part of the text tells you this?

Look at the table below. Work with a friend to try to find examples of what the characters did or said in 'The Foolish Chief' that tell you something about what sorts of people they are. An example of each is done for you.

Character	Character's actions or words	What this tells you about the character
The Chief	<ul> <li>The chief said, "Listen to me!" and told the people to move.</li> </ul>	He is bossy.
The Villagers	<ul> <li>The people did not like to argue with the chief, so they did as he said.</li> </ul>	The villagers are obedient. They are not confident enough to say what they think.   •

#### Writing

Work with a friend to write a paragraph to describe either the chief or the villagers in the story. Make sure that you explain what you think the characters are like.

#### For example you could start like this:

The village people were loyal to their chief because they always accepted his decisions.





#### Reading

The text below is a report about two village settlements. The settlements described are not real locations. They have been made up by the author, Jacob Zikuli. Study the key words. Find out what they mean. Read and discuss the report.

#### **Village Settlements**

#### by Jacob Zikuli

#### **Key Words**

locations, factors, relocated, coastal areas, river valley floor, invaders, reliable, garden produce People build their villages in different locations for different reasons. In the past, some villages were built on high mountains or hilltops. These sites had a good view all round so the villagers could keep watch for invaders. Many settlements were located in costal areas where travel by canoe was easy and there was plenty of fish to eat. Others were built near rivers, where there was plenty of fresh water and good soil for making gardens.

These days, villagers do not need to consider head hunting raids when deciding where to live, but travel between villages and the need for fresh water and food are still important factors in deciding where people build their settlements.



#### Nakisi Village

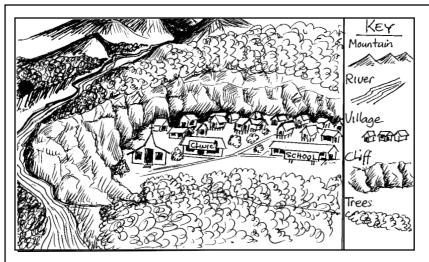
Nakisi village is located in a bush area about four kilometers inland from the coast of Kuliu Island. A river runs from the heights of Mount Matebe and flows through the village to the sea. People enter the village by water because Nakisi is at the furthest point up stream that can be reached by canoe.

The village is located on the wide river valley floor. There is plenty of flat land for gardens and the soil is very good. There are large areas of swamp and mangroves around the river mouth.

In the past, there were a number of small villages lower down the river. People from these settlements

used to go to Nakisi to get medical help and goods from the store.

In recent years, logging of trees higher up the mountain has caused the river to flood more often. Some of the small settlements had to be moved so most of the residents relocated to Nakisi.



#### **Nukai Village**

Nukai village is located on the coast of Piru Island. The village spreads for two kilometres along the coast and one kilometre inland. At either end of the village there are coastal cliffs where it is too steep to build houses.

There are about one

hundred and fifty houses in the village. Behind the village, the river runs through a steep valley. The sides of this valley are covered with thick bush.

Before people came to settle in Nukai, they lived in smaller settlements in the bush. As trade with other coastal villages increased, people got tired of walking to the coast to sell their garden produce.

As time went on two or three families started a new settlement at the mouth of the river at Nukai. Gradually more people joined them. A primary school and a clinic were built near the coast and more people decided to come and live in the area.

The new settlement at Nukai had a reliable water supply and good land around the river mouth for gardens. In recent years a wharf has been built to allow cargo and passenger boats to dock.

Today, Nukai has become a large settlement with a clinic, school and church serving a wide area. Very few people still live in the surrounding bush settlements.

#### Comprehension

Using your imagination and the information in the text, draw a sketch showing the location of Nukai village. Use the sketch of Nakisi village to help you. Make a key for your sketch. Put in some places that are mentioned in the text.

#### For example:

- clinic;
- bank;
- primary school buildings;
- water supply;
- houses;

- river;
- river mouth;
- gardens;
- coastal cliffs;
- steep valley.

### Language Study

When you compare two people or things you use comparatives. Usually the letters 'er' are added to the adjective. For example:

Peter is tall but Anna is taller than Peter.

When you compare more than two people or things you use the superlative form of a word. Usually the letters 'est' are added to the adjective. For example:

Anna is older than Peter, but James is the oldest child in our class.

Copy the sentences below and write the correct form of the adjective in the spaces below.

1.	The old settlement was (small) than the new settlement at Nukai.
2.	The church grounds at Nukai village are (wide) than the clinic area.
3.	Nukai has become the (large) village on Piru Island.
4.	Nakisi is situated at the (further) point up the Matebe River.
5.	Nakisi river is (long) than the river beside Nukai village.
6.	Nakisi village has (few) people than Nukai village.

# Handwriting

Read the poem below about waves by Eleanor Farjeon. Write it in your exercise book in your best joined-up writing.

# There Are Big Waves

There are big waves and little waves,
Green waves and blue.
Waves you can jump over,
Waves you dive through,
Waves that rise up
Like a great water wall,
Waves that swell softly
And don't break at all,
Waves that can whisper,
Waves that can roar,
And tiny waves that run at you
Running on the shore.

by Eleanor Farjeon

-

#### **Oral and Writing**

Work in small groups and talk about village settlements in your local area.

#### Discuss these questions:

- Where is your village or town located? Is it near the coast or inland?
- Is it near a mountain, swamp or a lake?
- Are there good water sources near by?
- Are there clinics and schools in the village or town?
- Are there good areas for gardening?
- Is there plenty of firewood to collect?

#### Writing

Write a first draft of a short report to describe the village that you are from. Describe the location. Write about some of the things you talked about in your oral activity.

Use the framework below to help you write the report.

Title: My Village

**Introduction:** My village is called ...

(where is it? who lives there?)

**Body:** We grow ... (facts about the village) The school ...

There is a ...

**Conclusion:** My village is a good place for people to settle

(sum up) because ...

Here is an example to help you.

My village is called Nukili. It is near the coast. There are about fifteen houses in the village. About one hundred people live in my village.

The village is about one kilometre from the coast. The school is at the western end of the village. The aid post is behind the village. There's a small river beside the village that flows down from the mountain. We use this river for washing and cooking. There is good soil for our gardens.

My village is a good place to live because it is close to a water supply and has good soil for gardening.



## Reading

Today's text is a narrative. It is a traditional tale that has been told for many years and comes from the island of Tuvalu. Study the key words. Find out what they mean. Read and discuss the story.

# Why the People of Nui Speak a Different Language retold by Maseiga Ionatana

#### **Key Words**

celebrating, first-born, preferred, wandered, glanced, horizon, out of breath, no time to waste, Maneaba, I-Kiribati

One bright, sunny day a long time ago, the people of Nui held a feast. They were celebrating the birth of the first-born child of the chief of Nui because this was the custom in Tuvalu. The feast started early in the morning and went on until late at night. Everybody enjoyed the games and there was singing and dancing and plenty of good food.

There was one old man in the village who never went to feasts. He preferred to be alone. That day he decided to look for seashells on the beach. He had wandered a long way from the village when he glanced up towards the sea. He thought he saw some tiny black shapes on the horizon and stopped still to take a closer look. "I must be dreaming," he said to himself. "There's nothing there at all!" He bowed his head and continued his walk.

A few minutes later the sound of flapping wings attracted his attention.

Looking upwards, he saw a frigate bird. Again he glanced towards the sea and this time there was no doubt. He could clearly see forty big canoes sailing straight towards the island. The old man dropped his shells and ran back to the village as fast as an old man can run.

The villagers saw him coming, running towards the Maneaba where the feast was taking place. Some of the young men ran to help him. He was gasping for air and so out of breath he could hardly speak.

"Hur ... ry! Get... your ... wea...pons ready!" puffed the old man. "There are forty... big... canoes... coming... ashore!"

Everybody looked out to sea and saw the canoes. By now they were very close to the shore. There was no time to waste.

The men raced off to get their spears while the women hurried to their houses to hide in the roofs with their children. The men arrived at the beach just in time to see the strangers cross the edge of the reef. The tide was low.

"Kiaria! Nako webwe!" cried the leader in the first canoe. The men of Nui could not understand this strange language. Hearing his cry, the strangers leapt out of their canoes and swarmed across the reef with their weapons raised. At the same time the men of Nui ran to face them with their spears. The fight was long and tough and in the end all the young men of Nui were killed. The only man who survived was the old man who had been walking on the beach.



The strangers did not kill the women and children of Nui. Instead, they settled there. They married the women and adopted the children and taught them their language and their culture. These strangers came from the islands of Kiribati far away to the east.

From that day until now the people of Nui use a mixture of I-Kiribati and Tuvaluan languages.

#### Comprehension

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

- 1. Where did the strangers come from?
- Why did the people of Nui learn to speak a different language?
- 3. What language did the strangers speak?
- 4. How did the people of Nui learn about the strangers?
- 5. What were the people of Nui celebrating when the strangers came?
- 6. Why do you think the old man was allowed to live?
- 7. Why do you think the invaders settled at Nui instead of returning to their homes?

3

Choose the best word or phrase to complete each sentence.

 The strangers leapt out of their canoes and swarmed across the reef with their weapons raised.

This means that the strangers

- a. moved quickly across the reef in groups
- b. moved slowly across the reef one at a time
- c. moved across the reef in pairs

#### 2. The old man never went to feasts because he preferred

- a. playing games
- b. to be alone
- c. dancing

#### 3. Glancing toward the sea, the old man could clearly see

- a. thirty big canoes
- b. fourteen big canoes
- c. forty big canoes

#### 4. The fight was long and tough and in the end

- a. all the men of Nui, except for the old man, were killed
- b. only the old man was killed
- c. all the strangers were killed

#### 5. The strangers \_\_\_\_\_ with the women and children of Nui.

- a. settled
- b. settles
- c. settling



## **Language Study**

#### Look at this example.

The villagers saw him coming, moving **quickly** towards the Maneaba where the feast was taking place.

The villagers saw him coming, moving **slowly** towards the Maneaba where the feast was taking place.

In the second sentence, the word quickly has been changed to slowly. Quickly is the opposite of slowly.

Copy the sentences below into your exercise book. Change each bold word to a word with the opposite meaning. Use the dictionary to help you find words if you need to.

- 1. The feast started **early** in the **morning** and went on until the **evening**.
- 2. There was one **old man** in the village who **never** went to feasts.

- 3. He had wandered a **long** way from the village when he glanced **up**.
- 4. The **old** man ran back to the village **fast**.
- 5. The fight was **long** and **tough** and in the end **all** the men of Nui were killed.

## Spelling

Sometimes the same sound can be made by different letters. Sometimes the same letters will make a different sound.

#### For example:

- the letters **or** in the word **for**k make an **or** sound;
- letters **or** in the word w**or**d make an **er** sound;
- the letters **ear** in the word search make an **er** sound.

In the box on the right is a list of words. Try to pronounce each word with someone who sits next to you.

Place the words in the box into two groups. One group of words should contain the sound or as in fork. The second group should contain the sound 'er' as in work or fern.

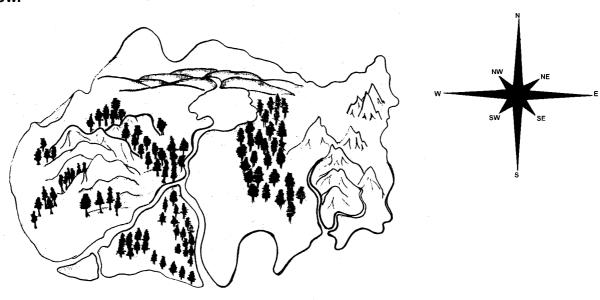
'er' sound 'or' sound word storm

storm shore word corn born search term work world board sport source dirt four

## Oral and Writing

Planning a Village Settlement.

Imagine that you have just discovered an island and no one has been living there. There are rivers, hills, valleys, plains (flat land), forests, etc. A map of the Island is below.





Copy the map. Discuss and decide where the best places would be to build two different villages on this island:

- a small village settlement;
- a large village settlement.

#### Here are some important things to consider:

- the shape and size of the island;
- what transport people could use to travel between villages;
- good places to build houses;
- water supply;
- the best sites for a clinic and schools:
- a safe place to build a harbour;
- where people might find good soil for gardens;

Choose a name for each of the villages.

Draw a large copy of the map showing the location of each of your settlements. Develop a key for your map. Remember to include a compass showing directions.

#### **Proofreading and Editing**

In this activity, you are going to proofread and edit the information report about a village or town that you began yesterday.

#### Follow these steps:

#### Reread the first draft of your report.

- Have you used the framework for a report?
- Do you have enough information about the village in your report?
- Have you told where this place is located?
- Have you written about what it looks like?
- Have you told about the buildings in the village or town?
- Does your writing make sense? If not, make it make sense.
- Circle any words that look wrong. Check the spelling in word lists or in the dictionary.
- Check punctuation. Have you used capital letters and full stops?
- Look for any other ways to improve your draft before writing it out on paper.



### Reading

Today's reading is a legend. It explains how the ancestors of the people of Rennell and Bellona came to settle on their islands. Study the key words. Find out what they mean. Read and discuss the legend.

#### Kaitu'u and Taupongi Come to Mungiki

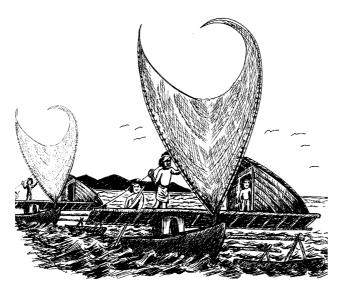
#### retold by Jacob Zikuli

#### **Key Words**

raised atoll islands, generations, clans, surrounded, navigate, stalactite, disaster struck, survivors, descended from, double-hulled, figurines

Rennell (Mugava) and Bellona (Mungiki) are two raised atoll islands. Rennell has the largest freshwater lake in the Pacific. Legend says that the first people to settle on Rennell and Bellona were Polynesians. They came from the islands of Wallis and Futuna twenty-six generations ago. Here is the legend that tells how the islands of Rennell and Bellona came to be settled.

Three hundred years ago, on the island of Uvea in the Wallis and Futuna Islands, a woman had a dream. She dreamt of a small, distant island surrounded by white sand. The woman described the place to her son, Kaitu'u. Kaitu'u decided to try to find this place. Kaitu'u's family and six other families set sail in seven large double-hulled canoes.



The seven clans took two stone god figurines with them because this was a Polynesian custom. They knew how to use the stars and sea currents to navigate the seas. Heading to the southwest, the group met stormy weather. Disaster struck when a large wave swamped their canoes. The only two canoes that remained were Kaitu'u's double canoe and an outrigger sailed by Kaitu'u's friend, Taupongi and his clan. Kaitu'u picked up the survivors, but one of the gods was lost overboard. The party stopped at a place called Henuatai where another god was carved from a stalactite.

After a long voyage, they finally came ashore on the south-eastern end of Mugava where they set down the two gods. The travellers went to explore the island and found the large inland lake. The travellers thought this was a good place to settle.

However the gods were not happy on Mugava so they returned to the canoe by themselves. They forced the people to travel on to Mungiki. As soon as they reached the smaller island, the two gods jumped onto the beach. The party decided this was a good sign and everyone went ashore.

# 4

#### **Unit 13: Settlers**

On Mungiki they discovered a race of small hairy people, called the Hiti. Kaitu'u and his followers fought and killed the Hiti people and settled on the island of Mungiki. Kaitu'u became a powerful chief, who controlled the East of Mungiki and all of Mugava. Taupongi and his clan settled on the Western part of Mungiki.

Everyone who lives on the islands of Rennell and Bellona today is descended from these two clans.



#### Comprehension

#### **Mapping the Story**

Making a story map can help you to have another look at the plot, setting and characters in a narrative. Here are some guidelines to create your story map:

- write a list of the main events in the story;
- use only one or two sentences to retell each main event;
- plan how you are going to set out your story map on a large piece of paper;
- use arrows to show the order of the events;
- decide what pictures you are going to add to your story map.

A story map has been started for you below. The first three events have been included. You might choose to set out your story map in a different way. You might start at the bottom of the page or draw your pictures inside shapes. Use your imagination!



Kaitu'u's mother dreamt of a small island surrounded by white sand.



Kaitu'u's and six other families set sail in canoes to find the island. They took two statues of their gods with them.



A storm hit and swamped their canoe.

#### **Synonyms**

The sentences below are from the story 'Kaitu'u and Taupongi come to Mungiki'. Copy the sentences and exchange the words in brackets for one of the words listed below.

find far-away journey statues

- 1. The seven clans took two stone (figurines) of gods with them.
- 2. She dreamt of a small, (distant) island surrounded by white sand.
- 3. They knew how to use the stars and sea currents to (navigate) their way.
- 4. After a long (voyage) they finally came ashore on the south-eastern end of Mugava.

# **♦** Language Study

Join these pairs of sentences to make one sentence using one of the conjunctions from the word bank.

Try to use a different conjunction each time.

because so and but before

- 1. Ann didn't enjoy eating mango. Her brother did.
- 2. I finished reading the story book. I turned out the lights.
- 3. The Nguzu Nguzu story books are very popular. They are easy and interesting to read.
- 4. I was tired. I went to sleep early.
- 5. We ate our breakfast. We walked to school.

Copy these sentences into your exercise book and underline the conjunctions.

- 6. Mum cooked the food while I washed the dishes.
- 7. Although it was raining, my mother and father went to the garden.
- 8. Dan went fishing but his sister looked after the baby.
- 9. We waited until the rain stopped.
- 10. They didn't complete their homework so the teacher asked them to stay after school.

# 4

## **Unit 13: Settlers**



### **Oral and Writing**

In a small group, talk about the events in the story, Kaitu'u and Taupongi Come to Mungiki.

Here are some of the things you could talk about in your discussion:

- Is this a true story of the people of Rennell and Bellona? How do you know?
- When was this story set?
- Has anyone in your group heard the story before?
- Does anyone in your group come from Rennell and Bellona?
- Look at how the story was written. Can you find:
  - 1. The title?
  - 2. The beginning?
  - 3. The problem?
  - 4. The main events?
  - 5. The ending (conclusion) where the problem is solved (the resolution)?

#### Writing

Think of any other legend or story from your village, island or town. Discuss the story with your group. You are going to retell this story in your own words. Suggest a title for your story and write the first draft. Use the framework below to help you set out your narrative:

Title: How the Mountains were Made

**Beginning:** 

setting – who? when? what? where? Down by the river, the birds ...

**Body:** One day ...

What events happen in the story? The next week ...

Suddenly

**Conclusion:** 

How does the story end? Everybody was so happy when ...



#### Reading

Today's text is a narrative about a brave boy who helps his friend in difficult times. Discuss the key words with your teacher. Use your dictionary to find out what they mean. Then read the story silently.

# Brave Pioka by Jacob Zikuli

#### **Key Words**

voice, language, militants, recognised, sobbed, hissed, whispered, on his hands and knees, helplessly, possessions, confusion

"Wake up! Wake up! Leave this place before dawn!" called an angry voice outside Pioka's window. "We are going to burn down all of these houses."

Pioka woke up with a start. Peeping out of the window, he saw dark figures armed with home-made guns and spears surrounding his home. Terrified, Pioka and his family had no choice but to follow the orders they were given. Pioka was the first-born son of Qalojaju. His family had moved to Guadalcanal when his father got a job as an oil palm harvester at the plantation on the Guadalcanal Plains.



#### Pioka had enjoyed living in

Guadalcanal. He had made friends with boys from other provinces whose families also worked on the plantation. Pioka had been right through school with his best friend, Sau, and they had both learned so much about each other's customs. Sau had even taught him some of the Are Are language.

That night everything changed. The militants rounded up Pioka's family and left them on the roadside near the Fox Wood Mill Station. Soon, another family joined them. In the darkness Pioka recognised Wasi, Sau's father. He was out of breath and sweat ran down his face.

"Help! Help! My son needs help!" sobbed Wasi bitterly. "He was taken away by these militants. Please won't somebody help me?"

Pioka spoke up immediately. "Come on, Wasi, we will both return and look for Sau." Qalojaju was angry. "Don't be foolish, Pioka. You are only a boy and you saw those armed men back there. What can you do to help?"

"Father," Pioka insisted. "Sau is my friend. I have to try to help him."

At last his father agreed. He warned Pioka and Wasi to take care and asked them to move quickly before daylight came. Pioka and Wasi had no time to waste. They set out through the bush, following the muddy track down which the frightened family had just come.



Ten minutes later, they crept close to Wasi's home. They hid silently behind an old tree stump near the kitchen house and listened. At first all seemed quiet, but then a low moaning sound came from the kitchen.

"Did you hear that?" hissed Pioka.

"Yes," replied Wasi. "It's Sau! I would know his voice anywhere! He must be in pain. We have to get to him."

"Where are the strangers?" whispered Pioka.

"I don't know. I can't see anyone around," replied his friend's father.

"Right, I'll go and see. You wait here and keep a lookout. Don't make a sound," said Pioka as he started towards the kitchen. Checking that no one was around, he crept forward on his hands and knees.

Inside he found his friend lying helplessly on the floor. He was blind folded. His arms and legs were tied together and he was groaning with pain.



"Sau!" whispered Pioka. "It's me, Pioka. Don't be afraid. We'll soon get you out of here, Where are the men?"

"They have just gone to the next house," groaned Sau. "They'll be back soon. You'll have to act quickly or they'll catch us."

Pioka took the blindfold from Sau's face and untied the ropes. Helping him to his feet, Pioka led him out of the kitchen to where his father was waiting.

Wasi led the way through the bushes, while Pioka supported his injured friend.

They walked as fast as they could, not looking back until they reached the main road, where they found the rest of the family, still waiting in fear. Sau's mother was overjoyed to see him safe, but there was no time to celebrate. The two families quickly agreed that they should move as far away as possible.

They picked up the few possessions they had managed to bring and started to walk towards Honiara. The sun was rising and the first market trucks were moving into town, so it was not long before the group was able to get a ride.

As they drove towards Honiara, Sau and Pioka sat side by side on a bag of kumara in the back of the truck. There was a long silence. They both watched in fear and confusion as the smoke rose high into the sky from the place where their homes used to be.

## Comprehension

#### **Character Hunt**

Talk about the events in the narrative with a friend. You might discuss:

- Pioka's experiences;
- other characters in the story;
- how the characters might have been feeling;
- another title for the narrative;
- what you think may have happened next.

Work with your partner to find characters in the text who fit these clues. Copy this table into your exercise book and write the character's name in the appropriate boxes. You might decide to write more than one character in some boxes.

#### Which character/s ...

is kidnapped by militants	speaks angrily to his son	hides quietly behind an old tree stump	swiftly takes the blindfold off Sau's face
watch the smoke fearfully	is overjoyed to see that her son is safe	are best friends	got a job as an oil palm harvester
agreed quickly that they should move as far away as possible	is the father of Sau	is the father of Pioka	forced people to leave their homes
groaned softly with pain	supported his injured friend bravely	sobbed bitterly	kidnapped Sau

Now use the table to help you write six sentences. Try to include an adverb that tells how an action was done. One example has been done for you.

1.	The young	boy	groaned	softly	with	paın.

2.

3.

4.

5.

6.

# 5

## **Unit 13: Settlers**



## **Language Study**

Adverbs tell how, where or when an action is done. Many adjectives can be changed into adverbs by adding 'ly'. For example:

slow + ly = slowly foolish + ly = foolishlycareful + ly = carefully sad + ly = sadly

Copy the sentences below and write adverbs in the spaces. The first one has been done for you.

	They walked <b>quickly</b> , not lo	oking back until they reached	I the main road. (quick)
1.	They found the rest of the fa	mily, still waiting for	them to return. (hopeful)
2.	Sau's mother greeted him _	(joyful)	
3.	The two familiestowards Honiara. (quick)	picked up their few possess	ions and started to walk
4.	The group a	ccepted a ride in a market tru	ck. (grateful)
5.	Sau and Pioka sat (quiet)	on a bag of kumara	in the back of the truck.
6.	They both watchedplace where their homes use	as the smoke rose higed to be. (fearful)	gh into the sky from the

## **Spelling**

Read this week's spelling words again. Take time to make sure that you can spell all the words correctly.

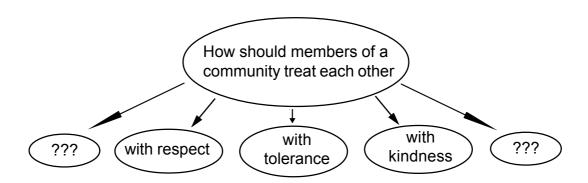
Here is your word list but the letters in each word are jumbled up. Can you work out what each word is?

1. iantsssta	2. wkor	3. stateeim	4. shiw	5. ershlte
6. ormst	7. stirthy	8. dorw	9. ryestmy	10. kafsteabr



### **Oral and Writing**

With your partner, talk about the way we expect people of different ethnic groups to behave when they live together in one community. Make a concept map like the one below to organise your ideas.



#### Writing

Plan a peace poster with your group and make the poster on a large sheet of paper. Discuss what you want to put on your poster. Remember that your poster should encourage people from different ethnic groups to live together in peace. Follow these guidelines:

- Make your message clear. Use short phrases or sentences.
- Remember to print! Don't use cursive writing on a poster.
- Make it big! Make sure your writing is big enough for people to read from a distance.
- Make it eye-catching. If you have coloured pencils, crayons or chalk use them
  to make it appealing. You could also cut out pictures from magazines if you have
  some.

One People
One Nation

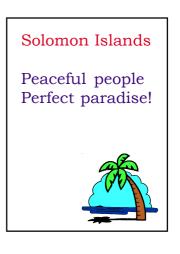
Solomon Islands

Stop the fighting and let's live in PEACE

Peace means:

• better education
• better health
• better life
• better future

Solomon Islands



# 5

### **Unit 13: Settlers**

#### **Proofreading and Editing**

Proofread and edit the first draft of the legend that you wrote yesterday.

#### Follow these steps:

- Reread your first draft of the legend.
- Does your writing make sense? If not, make it make sense.
- Circle any words that look wrong. Check the spelling of these words in word lists or in a dictionary.
- Check punctuation. Have you used capital letters and full stops?
- Have you used the framework for a legend?
- Does your legend have a beginning, middle and an end?
- Do you introduce the characters and the setting at the beginning?
- Is there a series of events in the middle?
- Do the characters in the legend solve the problem at the end?
- Look for ways to improve your legend. Can you change a sentence to make it sound better? Can you add some describing words?
- When you are happy with the changes you have made, rewrite your final draft on a piece of paper to be made into a class book of legends.



### Reading

Today's text gives a short report about why some people were moved from Kiribati (the Gilbert Islands) to settle on other islands in the 1940's. The report is followed by a song that might have been written by the settlers of Phoenix Island. Read the key words. Use your dictionary to find out what they mean. Read the text silently.

### Songs of the Settlers

#### **Key Words**

Pacific Ocean, sea level, not enough, resettle, infertile, growing population, climate

The Gilbert Islands, now known as Kiribati, are found in the southwest of the Pacific Ocean. They are made up of low atolls rising only a few feet above sea level. They have infertile soil, few plants and hardly any fresh water. Fish and coconuts are the main source of food on these islands.

In the late 1930's and 1940's, the Gilbert Islands did not have enough food for its people. There was not enough land to provide for a growing population and people began to go hungry. The British Government realised there would be more problems, so they made a plan to resettle some of the people to other islands. Some were moved to Phoenix Islands because no one lived there and the climate was similar to that of the Gilberts. Others were resettled in Solomon Islands.

During the time of their resettlement, the Gilbertese wrote many songs and poems about the experience of moving to a new land. Below is a song that might have been written by Phoenix Islands settlers. Orona is the Gilbertese name for Hull Island, one of the islands in the Phoenix group where they were resettled.

#### To Orona

#### To Orona

We do not know this island,

Our eyes have never seen the sun sink behind Orona's horizon.

Our ears have never heard the breath of the wind in Orona's trees.

Our ancestors did not walk and talk along Orona's shores.

Our grandparents did not call Orona 'home' And yet we'll go, we'll go, we'll go.

#### To Orona

We do not know this island.

Our eyes have never seen the moon rise over Orona's ocean.

Our ears have never heard the waves roaring along Orona's reef.

Our children will walk and talk along Orona's shores.

And our grandchildren will call Orona 'home'

And so we'll go, we'll go, we'll go.



## Comprehension

Read the song again. Try to understand what the song is all about. Read each line and verse and discuss it with a partner. In your own words write two or three sentences to explain what the writer is talking about in each verse.

## Language Study

The form of a verb tells us whether the action happens in the past, the present or the future. We call this the tense of the verb. Look at these examples.

We went to Orona. (past tense)
We are going to Orona. (present tense)
We will go to Orona. (future tense)

Copy and complete the table in your book. An example has been done for you.

Past Tense	Present Tense	Future Tense
She went to Gizo.	She <b>is going</b> to Gizo.	She <b>will go</b> to Gizo.
Ann <b>paddled</b> to the island.	Ann <b>is paddling</b> to the island.	
	I am waving my hands.	I will wave my hands.
The cleaner <b>swept</b> the floor.		
I danced all night.		
		We will write to mum.

## Spelling

Here is the spelling list for this week. Learn your spelling words using the spelling strategy 'Look, Cover, Remember, Write, Check' (LCRWC).

Then copy the list into your exercise book.

Copy the clues into your exercise book and write a word from the list beside each clue.

				_
1.	coast	 5.	quick	
2.	set up	 6.	sip	
3.	greatest	 7.	final	
4.	stroll	 8.	two of them	

fast

best

last

step

walk

both

than

drink

shore

establish



### **Oral and Writing**

In this activity you are going to write an extra verse of the settlers' song. Discuss the following questions in a small group first.

- Do you think the people were happy to leave their island?
- How do you know?
- How do you think the people felt when they saw their new island?
- The first lines of each verse talk about not knowing Orona Island. What things have their eyes never seen? What things have their ears never heard?
- The first verse talks about grandparents not calling Orona home. The second verse says that children and grandchildren of the future will call Orona home. What does this mean?

#### **Writing Task**

Imagine you live on Orona today and that your grandparents came to live there from the Gilbert Islands many years ago.

Think about what things you hear and see on an island today.

Use the framework below to write a third verse of the poem. You do not have to use the exact words below.

The first two verses are written mostly in past tense. Write your verse in present tense.

To Orona	
We know this	island,
Our eyes have seen the	· · · · · · · · · · · · · · · · · · ·
Our ears have heard the	
We walk and talk _	·
And now we	call Orona 'home'





#### Reading

This is a report about how the Gilbertese came to Solomon Islands. You have already learnt some thing about this topic in yesterday's reading. Study the key words. Use the dictionary to help you find the meaning of the new words. Read the text.

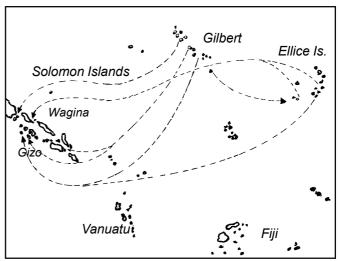
#### How the Gilbertese Came to Solomon Islands

#### **Key Words**

British Colonial Government, contract workers, satisfied, crown lands, private settlers, leased, created their own communities

In 1945, the British Colonial Government of Gilbert Islands made a plan to get Gilbertese people to work as contract workers on large coconut plantations in Solomon Islands. The plan was later stopped because the Gilbertese workers were not satisfied with the contracts.

In 1952 the earlier programme to resettle people on Phoenix Islands was declared a failure. The settlers began to return to the Gilberts. However, the growing population was still a serious problem for the Gilbertese, so the government talked about the plan to resettle people in Solomon Islands again. This time, instead of using the Gilbertese as contract workers on coconut plantations, they were invited to settle on crown lands in the British Solomon Islands Protectorate.



Route taken by Gilbertese

After discussions with government officials, Gizo and Wagina Islands were chosen as the best locations for settlement. There were plenty of coconut trees, and good reefs for fishing, so the settlers would still be able to have their traditional diet. Settlers might have also been able to find work on nearby coconut plantations.

Those who came to Gizo and Wagina were from the Phoenix Group and from the South Gilbert Islands. Some were private settlers who paid for their own transport and leased or bought their own lands. Others came as workers under government contracts to work on plantations.

The first of the new settlers built houses and made gardens for those who followed. Between 1955 and 1958, a total of 564 settlers moved to Wagina and Gizo from Gilbert Islands. Gilbertese settlers created their own communities on the land that they had been given. Their population has gradually increased in Solomon Islands.

The Gilbertese kept their own culture and languages but have also joined in with the Melanesian way of life of the people who already lived in that area. Having a group of people from a different place settle in Solomon Islands has added to the rich mix of cultures that already make up this country.

#### Comprehension

Rewrite these events from the report in the order in which they happened.

- The Gilbertese kept their own culture and joined in with the local way of life, too.
- The British Colonial Government of Gilbert Islands made a plan to get Gilbertese people to work in Solomon Islands.
- Some settlers bought their own lands in Solomon Islands.
- Growing population became a serious problem in Gilbert Islands.
- Gilbertese people were invited to settle on crown land in Solomon Islands.

Select one word from the list below to replace the bold words. An example has been done for you. You could use a dictionary to help you find the correct word.

population gradually joined contracts talks increased

#### For example:

There were **lots** of coconut trees.

There were **plenty** of coconut trees.

- 1. **Slowly** the temperature rose to 37 degrees.
- 2. She signed her new **legal agreements** with the company.
- 3. In the next ten years the **number of people** in Solomon Islands will increase.
- 4. After some **discussions** the government chose a settlement location.
- 5. The Gilbertese have kept their culture and also **mixed** into life with the Melanesians.
- 6. The school intake **grew large** last year when more students enrolled.

#### Language Study

Homonyms are words that sound the same but have different meanings.

#### For example:

We left as soon as the (sun, son) had risen.

The correct word in this sentences is sun.

#### Copy and complete the sentences below using one word from the brackets.

- 1. "I bought a new (pare, pair, pear) of shoes for the school graduation", said Alick.
- 2. The new (principal, principle) gave her speech during the school open day.
- 3. The girl with the (blue, blew) cap washed the dish.
- 4. The nurse treated the injured girl's (sore, soar) toe with some ointment.
- 5. She climbed up the (stairs, stares) to enter the room.
- 6. Our school needs more (stationery, stationary) next year.
- 7. Mum's new machine didn't (sew, so, sow) very well.

# 7

## **Unit 13: Settlers**

#### **Handwriting**

Copy this passage into your exercise book using your best cursive writing. Always check that:

- · You are holding your pencil correctly;
- Your slope lines run the same way;
- Your letters are equal in size;
- The spacing between letters and words is equal.

In 1945, the British Colonial Government of Gilbert Islands made a plan to get Gilbertese people to work as contract workers on large coconut plantations in Solomon Islands. The plan was later stopped because the Gilbertese workers were not satisfied with the contracts.

### **Oral and Writing**

Imagine that you were one of the Gilbertese people to be moved to Solomon Islands. Discuss these questions with a friend or in a small group:

- How would you feel if you were asked to leave your home and settle in another country?
- How do you think you would feel when you arrived in your new home?
- What were the advantages of moving to Solomon Islands?
- What were the disadvantages of moving to Solomon Islands?

Write your ideas on a sheet of paper. Use the subheadings in the table below.

Reasons to move to Solomon Islands	Reasons to stay at Gilbert Islands
There are more jobs.	I like living in Gilbert Islands.
	My family and friends all live here.

Now write a short paragraph telling whether or not you would have chosen to move from Gilbert Islands to settle in Solomon Islands. Practise reading your sentences so you can read them smoothly to the class.



#### Reading

The text below is an historical recount of a famous mutiny that happened hundreds of years ago. This was during the time when Europeans were exploring the Pacific. Discuss the key words. Use a dictionary to find out what they mean. Read the recount.

## Mutiny on the Bounty Retold by Alison Blaylock

#### **Key Words**

HMS, first mate, captain, cargo, longed to, paradise, mutiny, set adrift, navigation tools, mutineers, death penalty, rugged

On April 28<sup>th</sup> 1789, Fletcher Christian, first mate of the British ship HMS Bounty, led a mutiny against the captain, William Bligh. A mutiny is when a group of sailors refuse to obey the ship's Captain. They revolt against the senior officer.

The HMS Bounty was returning from Tahiti with a cargo of young breadfruit trees. The crew was unhappy because life on board ship were very difficult. They did not have enough space and food was limited. They hated the captain who they said was cruel and unfair in the way he treated his men. They longed to go back to Tahiti. To them, Tahiti seemed like paradise with plenty of good food and no hard work to do.



Fletcher Christian

So Fletcher Christian and the crew decided to take control of the ship. Three weeks into the voyage, near the island of Tonga, they held a mutiny. They fought the captain and his followers and forced them into a small boat, which they set adrift. They gave Captain Bligh and the eighteen men who went with him enough food for about a week and some navigation tools.



Mutiny on HMS Bounty

Fletcher Christian then took over the ship with the twenty-four crew members left on board. At first they thought they would get away with their crimes, but Captain Bligh was a good sailor and he managed to sail the open boat all the way to the East Indies. After seven weeks at sea, he and eleven other survivors were rescued off the coast of Timor and returned to England to tell the story of what the first mate, Christian had done

The mutineers sailed around the Pacific trying to decide what to do next. If they returned to England they would face the death penalty so they had to find a new home. First they went back to Tahiti to collect food and supplies. Some of the crew who had not taken part in the mutiny were allowed to stay there.



After studying the maps and charts in the Bounty's library, Fletcher Christian found a tiny, volcanic island called Pitcairn that was far away from any place where people lived. He decided that this would be the ideal place to settle and set up a new home. So HMS Bounty set sail again.



HMS Bounty sailing towards Pitcairn Island

The crew of nine men took with them six men and twelve women from Tahiti and set off to find and settle Pitcairn Island. They arrived on the island in early 1790 after two months at sea. The island had plenty of food with breadfruit trees, coconuts, fish and birds eggs. They found a fresh water supply and a freshwater pool for bathing. The island was steep and

rugged. There was no good landing place for ships so the mutineers felt sure that they would be safely hidden.

Just to make sure that any passing ships did not notice them, they set fire to the Bounty and destroyed it. By doing this they also destroyed the only way they could escape from their new home. The twenty-seven people who had arrived together now had no choice but to live together and die together on Pitcairn Island.

#### Comprehension

Here are five events from today's text, 'Mutiny on the Bounty'. They are not in the right order.

- 1. They arrived on Pitcairn Island in early 1790 after two months at sea.
- 2. The crew of nine men took with them six men and twelve women from Tahiti and set off to find and settle Pitcairn Island.
- 3. Just to make sure that any passing ships did not see them, they set fire to the Bounty and destroyed it.
- 4. The crew of the HMS Bounty fought the captain and his loyal supporters and forced them into a small boat.
- 5. Fletcher Christian looked at the maps and found a tiny island called Pitcairn that was far away from any inhabited place.

Your task is to rewrite these sentences in the correct order. Then draw a picture in a box or frame next to each sentence to show what is happening. Your page might look like this.

1.	The crew of the HMS Bounty fought the captain and his loyal supporters and forced them into a small boat.
2.	
3.	
4.	
5.	

# Language Study

A pronoun is a word used in place of a noun. Look at the examples in the right hand column. Choose four pronouns from the column on the left and use each one in a sentence. Can you use more than one pronoun in a sentence?

Personal/first person pronouns	For example:		
I, me, mine, we, our, ours	The new shoes are mine.		
	The new fiberglass canoe is <b>ours</b> .		
Second person pronouns	For example:		
you, your, yours	How old are <b>you</b> ?		
	Are these <b>your</b> books?		
Third person pronoun	For example:		
he, him, his, her, hers, they, them,	She invited me to her party.		
their, theirs, it, its	<b>His</b> birthday is on the 21 <sup>st</sup> December.		

# **Unit 13: Settlers**

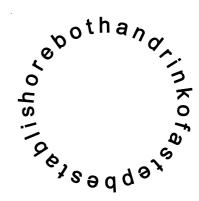


# **Spelling**

How many words can you make from the spelling circle?

You can only make words in a clockwise direction.

The circle contains eight of the spelling words for this week and more than ten other words.





# **Oral and Writing**

Talk about some of the important events in the recount, 'Mutiny in the Bounty' in your group. Here are some questions to consider:

- Who was involved in the munity?
- Why did the mutiny take place?
- How do you think the sailors felt after the mutiny? Why?
- What would have happened if they'd returned to Britain?
- What was the last event to happen in this recount?
- Do you know about anything that has happened on Pitcairn since that time?

## **Writing a Summary**

In your own words, write a short summary of the important events in the recount of 'Mutiny on the Bounty'. Try to list about ten main events altogether. The summary has been started for you below.

Summary – Mutiny on the Bounty			
The HMS Bounty was returning from Tahiti with breadfruit trees. The sailors were unhappy because they did not have enough space or food. They hated their cruel captain.			
On the 28 <sup>th</sup> of April 1789, Fletcher Christian led a mutiny against Captain William Bligh.  After the fight, they forced the captain			
The settlers set fire to the Bounty after they settled on Pitcairn Island.			



# Reading

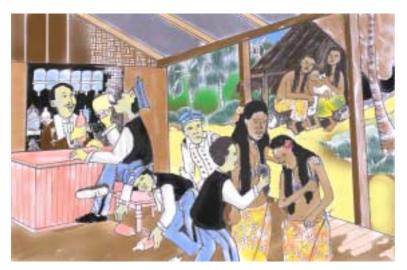
This is another historical recount about Pitcairn Island. It tells what happened after Fletcher Christian and the mutineers arrived at the island. Read the key words. Learn how to say them correctly. Use a dictionary to help you find the meaning of the words.

## **Unrest on Pitcairn**

## **Key Words**

mild, comfortable, homesick, equal members, servants, took revenge, alcohol, drunkenness, educated

When Fletcher Christian and his crew first settled on Pitcairn in 1790, they were full of hope. There was food, water and enough land for everyone and the climate was mild and comfortable. Although they felt homesick, they knew that they had to make their homes on the island, so they set about making gardens and building houses. Soon children were born and the new community began to grow.



Christian became the leader of the new settlement. He was a fair man and he wanted the English and Polynesians to live as equal members of the community who all worked together. Some of the mutineers wanted to treat the Polynesians as servants, not equals. It was not long before bad feelings began to grow amongst the settlers.

Four years after they arrived, one of the Englishmen's wives

died. He took the wife of a Polynesian as a replacement. Fighting broke out and Fletcher Christian and four other mutineers were killed. Their wives took revenge and killed some of the Polynesians.

After the death of Christian, John Adams became the leader of the community and there was peace again, but only for a while. William McCoy, one of the sailors of the Bounty, began to make alcohol on the island and drunkenness caused many more problems. It was not until McCoy fell off a cliff and died, that they stopped making alcohol and peace returned to the settlement.

The community lived well again under John Adam's gentle and fair leadership. He educated the children and taught the Christian religion using the bible he had saved from the Bounty. The community was hidden from the rest of the world for eighteen years, but in 1808 an American whaling ship discovered their hiding place. By this time, eight out of the nine mutineers were already dead, leaving only John Adams. When a British ship finally arrived in Pitcairn in 1825, Adams was forgiven for his part in the mutiny and remained as the island's leader until his death.

# **Unit 13: Settlers**

# Comprehension

Read the paragraph below. Write a suitable word to complete each sentence beside the numbers 1 to 10 in your exercise book.

When Fletcher Christian and his <b>1.</b> first settled on Pitcairn in 1790, they were <b>2.</b> of hope. There was food, water and land enough for everyone and the climate was <b>3.</b> and comfortable. Although they felt <b>4.</b> , they knew that they had to make their homes on the island, so they set about <b>5.</b> gardens and building houses.
Soon <b>6.</b> were born and the new community began to grow.
Christian became the <b>7.</b> of the new settlement. He was a fair man and he wanted the English and Polynesians to live as equal members of the <b>8.</b> who all worked together. Some of the mutineers wanted to treat the Polynesians as <b>9.</b> , not equals. It was not long before bad feelings began to <b>10.</b> amongst the settlers.
Language Study
Copy the sentences below into your exercise book. Put and or but in the spaces.
Uncle Jim needed a new tape recorder 1 he couldn't afford it. He went to a shop 2 found a second-hand tape recorder. He decided that it was just what he wanted.
He checked it out <b>3.</b> he said it was fine. When he got home, his wife had a look at it too 4 she wasn't happy.
So Uncle Jim returned the tape recorder to the shop keeper <b>5.</b> asked for a refund <b>6.</b> the shop keeper wouldn't give his money back.
Write four more sentences using and or but.

# **Oral and Writing**

Do you know about any unrest or conflict about settlement in your community, neighbouring islands or other parts of the country?

Here are some questions to discuss with your group.

- When did the conflict happen?
- Where did it happen?
- · Who was involved in the unrest?
- Were other people affected too?
- Do you know why the conflict started?
- How was the unrest resolved (sorted out)?
- Can you think of other ways that conflicts could be resolved?

## Writing

Write a short paragraph about the ways unrest can be avoided or sorted out in a community. You could write about:

- ways that children can help make peaceful communities;
- · ways that problems can be solved peacefully;
- ways that communities can help people of different cultures to get along;
- ways to share different cultures in a community (dance displays, cooking);
- ways that councils and the government can help people to live in peace;

When you have finished, proofread and edit your paragraph before you share it with the class. Remember to follow these steps:

- Reread your paragraph.
- Does your writing 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?
- Can you change a sentence to make it sound better?

# 10 Unit 13: Settlers

# Reading

The text below is an information report that tells about what life is like on Pitcairn Island today. Study the key words and find out what they mean. Read and discuss the text.

# **Pitcairn Today**

# **Key Words**

volcanic, descendants, European, Tahitian, vast, isolated, unique, ninth generation, eighteenth century, communicating, satellite telephone, wireless radio

Pitcairn is a tiny, volcanic island with only 4.7 square kilometres of land. It lies in the vast Pacific Ocean halfway between New Zealand and Peru in South America. It is one of the most isolated settlements on Earth.



Modern Pitcairn islanders celebrating 'Bounty Day'

It is now more than two hundred years since Fletcher Christian and his crew landed on Pitcairn Island to start a new life. The people who live on Pitcairn today are almost all descendants of the nine mutineers and the eighteen Polynesians who joined them. Pitcairn Islanders share the surnames of the mutineers. In 2003, the mayor was Steve Christian, and one baby born that same year was named Emily Rose Christian. She is the ninth generation of Fletcher Christian's family.

Pitcairn's population of about fifty people live in Adamstown, the 'capital', which is little more than a small village. Houses are a mixture of European and Tahitian types of buildings. The people grow their own food including yams, beans, watermelons, bananas, sugarcane and citrus fruits. They earn some cash by making handicrafts and postage stamps, which they sell to visitors on passing ships. The language on Pitcairn is a mixture of Tahitian and eighteenth century English, unique to Pitcairn.

The island has no airstrip and no landing place. It is not on any international shipping route. Ships going to New Zealand call at Pitcairn about three times a year. There is no way of communicating with the outside world other than one satellite telephone and wireless radio. Letters take three months or more to arrive. There is no clinic and no medical doctor on the island. Sick people often have to wait months for a ship to take them to New Zealand to see a doctor.

# Cor

# Comprehension

Read through the report again and make a fact sheet about the island of Pitcairn today. You can organise your fact sheet like the one below.

	Facts about Pitcairn Island
Land size:	4.7 square kilometres
Location:	Lies in the Pacific Ocean, halfway between New Zealand and Peru
Population:	
Races:	
Living style:	
Housing:	
Food and agriculture:	
Capital:	
Language:	
First settled:	
Communication:	
Clinics:	

# **Language Study**

Punctuation marks are missing in these sentences. Copy the sentences into your exercise book and put in the correct punctuation marks as you write.

- 1. do you know the names of any famous pitcairn islanders asked joann
- 2. fletcher christian was the first leader of the pitcairn community replied kuki
- 3. how often does a ship call at pitcairn asked uncle jim
- 4. the people who live on pitcairn today are almost all descendants of the nine mutineers and the eighteen polynesians who joined them

A comma is used when you need a pause in a sentence or between words and phrases. For example:

After we watched the soccer game, we went home.

Mark, John, Alex and Martha did not attend the party.

"Sally, are you ready to go?"

# **Unit 13: Settlers**

Copy these sentences into your exercise book and place commas correctly.

- 1. Matthew come and look at the puppy.
- 2. After watching the video we went outside to play.
- 3. We bought some mangoes peanuts and watermelons at the market.



# **Spelling**

Revise your spelling words for this week carefully. By today, you should be able to spell and write the words correctly. Remember to use your spelling strategy 'Look, Cover, Remember, Write, Check' (LCRWC).

In the sentences below put in one of your spelling list words in each gap. The first letter of each word is given as a clue.

can (1) w as (2) f as you.
Would you <b>(3)</b> b like a <b>(4)</b> d?
The <b>(5)</b> b place to collect shells is along the <b>(6)</b> s
am taller (7) t my grandmother.
A word which means the same as 'set up' is <b>(8)</b> e
(9) L week I got all my spellings right.
A <b>(10)</b> s with a little jump is called a skip.



# **Oral and Writing**

Now you are going to work with a friend to make a fact file about a town, village or island in Solomon Islands. You might choose to write about the place in which you live or somewhere else that you know well. Before you begin to write, discuss what you know with a friend. Use the headings from the fact file you made about Pitcairn Island.

You might need to find some more information about the place you choose, by reading or asking people. Here is one example.

# **Fact File**

# Titiana Village

Size: 950 people

**Location:** Gizo Island Western Province

Race: Micronesian

**Living style:** fishing and gardening

Food and Agriculture: coconut, fish, kumara

Language: Kiribati

**History:** People brought to Titiana by the British colonial

government in 1952 to work as labourers.

If you have an atlas, you could trace a map that shows the location of your town, village or island. Add the map to your fact file.

When you have finished writing the information, you can draw some pictures to make your fact file more interesting. You might choose to draw:

- houses
- transport
- local costumes
- farm produce



# Reading - A Nightmare Journey

Today's text is a narrative called A Nightmare Journey.

Read the text. Study the key words carefully and talk about them. Practise pronouncing the words correctly. Try to use some of them in sentences.

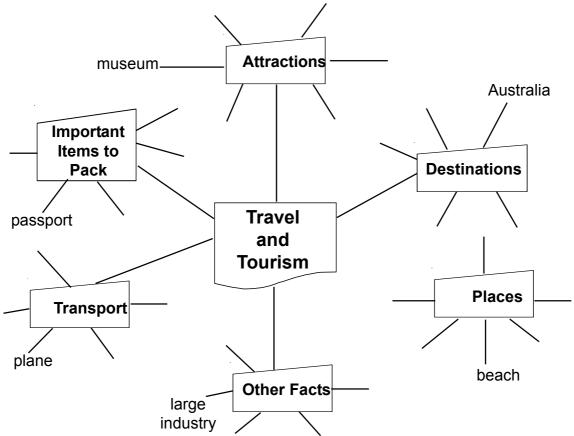
# Comprehension

Answer the questions in your exercise book using full sentences.

- 1. Why do people travel to different places?
- 2. Write down your own definition of tourism.
- 3. Did you include the word 'travel'? Why or why not?
- 4. What attracts tourists to different places?

# **Concept Map**

Making a concept map is one way to help you organise ideas and information about a topic. Copy the example below into your exercise book. Use a whole page. Put in as much information about travel and tourism as you can. As you read the different texts in this unit come back to the concept map page in your exercise book and add more facts and ideas.





# **Language Study**

# **Activity A**

The following words are taken from the text. Use each word in a sentence of your own. Write your sentences in your exercise book.

whispered	called	sighed	begged	announce
muttered	cried	urged	apologised	groaned

# **Activity B**

Match the words and phrases in the speech marks to the most sensible phrase in the second column. Write each full sentence into your exercise book. An example has been done for you.

"I'm afraid your dog is dead," apologised the vet.

1.	"I've lost my Mummy,"	answered his father.
2.	"You put the petrol in here,"	argued the teacher.
3.	"I've lost my purse,"	shouted the angry man.
4.	"It was so funny!"	asked the visitor.
5.	"I hate washing dishes,"	grumbled Susan.
6.	"I don't agree with you at all,"	explained the boat driver.
7.	"Get off my land!"	wept the woman.
8.	"Which is the way to the post office?	giggled Billy.
9.	"Of course you can,"	cried the little girl.

# **Spelling**

Here are your spelling words for this week.

Copy the list into your exercise book. Remember to learn to spell the words using the spelling strategy Look, Cover, Remember, Write, and Check during the week.

money	every
chief	thief
number	very
fly	funny
often	flower

# **Unit 14: Travel and Tourism**

## Complete the following activities in your exercise book.

- 1. Find three words from the list ending with the **ee** sound (as in ver**y**). Add two more words of your own.
- 2. Write two words from the list ending with the **f** sound (as in chie**f**). Add two more words of your own.
- 3. Write three words from the list that have the short **u** sound (as in **fu**nny). Add two more words of your own.
- 4. One word in the list begins with **th**. List three more words starting with **th-** and three words ending with **-th**.

# **Oral and Writing**

Role-play the narrative text about the 'Nightmare Journey'.

Work with your group to discuss this story. Imagine that you are Silas hurrying to catch a plane to travel to the conference in Brisbane. Use the direct speech from the text to help you decide what to say. You can change what is said and add other things to say as well.

## Some questions to think about as you prepare the role play:

- How is Silas feeling?
- How do you think he would speak in different parts of the play? calmly? anxiously?
- Will his voice be soft or loud?
- What would the Check-In Desk assistant, the taxi driver and Silas' wife say?
- What would their voices sound like?
- Do you think that Silas would tell his wife about the dream he had?

Write some dialogue for each of the characters. Give each character a name. Write what the characters actually say in speech bubbles like those below. Take turns at being the different characters.



When you have written the dialogue for your role play, practice it with your group before performing it in front of the class.



# Reading

Today's text is a recount about the beginning of a plane trip from Afutara Airstrip in South Malaita to Honiara.

Read the text and talk about it with a partner.

# **Excess Baggage**

# by Alison Blaylock

## **Key Words**

excess, revved, remained firm, amongst themselves, struggling, airline agent

Pilots have to be very skilled to land and take off from Afutara Airstrip in South Malaita. It is one of the shortest airstrips in Solomon Islands.

One day in 1998, I flew to Afutara on a plane that was almost empty. With only the pilot and myself on board, the landing was very easy.

On arrival at Afutara Airport, we found a large group of Australian visitors waiting to board the plane back to Honiara. The pilot looked extremely worried when he saw them, but he didn't say anything. He just took out his pocket calculator and studied the passenger list and tickets given to him by the airline agent.

After a very long time the pilot looked up and said, "I'm sorry everyone. The plane is going to be overweight with all of you and your luggage on board. It would be very dangerous to take off with this much of a load. Someone will have to stay behind."

One of the Australians spoke up immediately. "That's not possible," he said. "We are all booked on an international flight to Brisbane tonight. We'll miss it if we have to stay here."

The pilot remained firm. "I'm sorry but I cannot help that," he replied. "This plane cannot take off unless we lose 60 kilograms in weight."

"They will certainly miss their flight to Brisbane if their plane crashes into the sea!" I thought to myself.

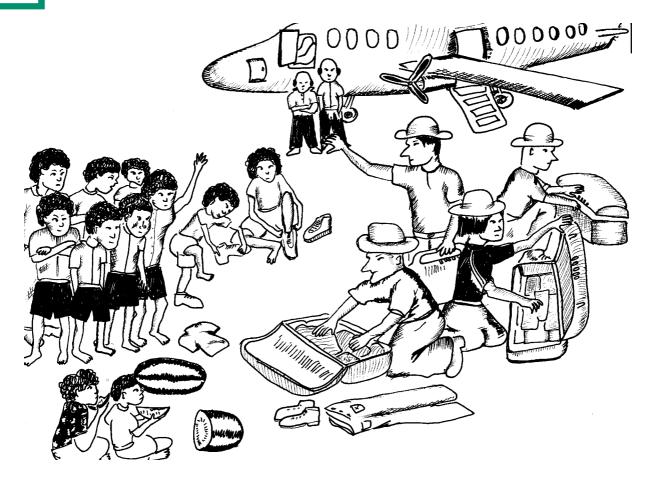
Everybody talked amongst themselves and tried to decide what to do. There were also some Solomon Islanders on the passenger list, but they didn't want to miss the flight either. Eventually somebody had an idea.

"Why don't we try to lose 60 kilograms from our luggage?" he said. "Then we can all still go!"

Nobody wanted to leave any of their bags or luggage behind, but the group agreed that if they each left some items from their luggage behind, perhaps the plane would be light enough to take off safely.

Immediately they began to open their suitcases and sort through their luggage. Soon, the airstrip began to look like the market place on a Saturday morning and by now a large crowd of people had gathered. Students from the vocational school stood around watching, and people from the nearby village were all eager to see what was going to happen.

Suddenly it was Christmas at Afutara! Books and clothes, watermelons and bags of kumara, towels and shoes were all being given away as free gifts. Almost everyone there got something from the passengers' luggage. It was wonderful!



When all of the suitcases were closed again and all of the bags repacked, the airline agent patiently began to weigh all the bags and passengers again.

People waited quietly, anxious to know whether the plane could take off or not.

"I wish I hadn't had such a big breakfast!" whispered one of the passengers, making everybody laugh.

Eventually the patient airline agent and the concerned pilot were satisfied. The weight was down by 72 kilograms, so that meant that all the passengers could go!

I watched anxiously as they climbed into the plane. One very large man turned around and waved.

"Oh dear!" I thought, "I hope you all make it to Honiara!"

The pilot taxied to the very far end of the runway, turned the plane ready to take off down the airstrip and revved the engines hard. As it passed where we were all standing, half way down the runway, it seemed to be struggling to get into the air.

I couldn't look! I closed my eyes and held my breath. Everyone around me seemed to be holding their breath too. Then a sigh of relief went up from the crowd of people on the ground. Just before the plane got to the end of the airstrip, it lifted slowly and heavily into the air!

They had made it to take-off after all! Thanks to the skilled airline pilot!

# Comprehension

In your own words explain the meaning of the following sentences from the recount. Reread the paragraphs in which they are found to help you understand them.

- They will miss their flight to Brisbane if their plane crashes into the sea! 1.
- I wish I hadn't had such a big breakfast!
- 3. Suddenly it was Christmas at Afutara!
- 4. I couldn't look! I closed my eyes and held my breath.
- 5. I hope you all make it to Honiara!

# **Language Study**

Read each sentence carefully. Choose the correct homonym from the bracket to complete each sentence. Write the complete sentences in your exercise book.

For	example:
	The passengers checked (through, threw) their luggage quickly.
	The passengers checked <b>through</b> their luggage quickly.
1.	The country (road, rode) is very bumpy.
2.	It was (to, too, two) hot to play outside.
3.	The (weigh, way) to success is to work hard.
4.	The (plane, plain) is overweight so it is (to, too, two) dangerous (to, too, two) take off with this much load.
5.	The large man's (wait, weight) was 92 kilograms.
6.	Afutara is always crowded whenever there is a (sale, sail) of mixed goods.
7.	The pilot seemed to (bee, be) worried about the flight.
8.	The plane flew over the (sea, see).
9.	The(sail, sale) boat came into view around the tip of the island.
10.	The(plane, plain) turned ready for landing when it approached the Guadalcanal(plains, plane).

# **Unit 14: Travel and Tourism**

# **Handwriting**

Here is a poem about the scene at Afutara when all the passengers gave away items from their luggage. Using your best joined-up writing, copy this poem into your exercise book. Make sure you are sitting correctly and have the correct pencil grip.

# Christmas at Afutara!

Free gifts to give away.

Books and clothes,

Watermelons and bags of kumara,

Towels and shoes.

Everyone got something.

It was wonderful!

Christmas at Afutara!

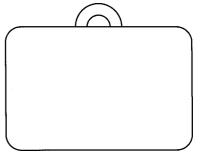


# **Oral and Writing**

If you were one of the airline passengers on the Afutara flight, what would you take out of your luggage and give to the people at the airport?

Draw the suitcase shape in your exercise book.

Draw or write a list of the items that you would take out and leave behind.



Who should be Thrown off the Flight?

Seven passengers are booked on an airline flight, but the plane is too heavy to take off, so one of them has to stay behind.

Give a short speech explaining why you should not be the one to be left behind. The rest of the group will listen and vote to decide who stays behind.

	Passenger List			
Passenger 1:	A tourist with an international flight connection to Australia the same day			
Passenger 2:	A woman whose mother is very sick in hospital in Honiara.			
Passenger 3:	A student from a vocational school who is sick with malaria and needs to go to Honiara hospital for treatment.			
Passenger 4:	An honourable provincial member who has to attend an important meeting in Honiara.			
Passenger 5:	A heavily pregnant woman.			
Passenger 6:	A Red Cross worker who has just completed a three week tour of South Malaita, visiting all the clinics there to deliver medicines donated by the Red Cross.			
Passenger 7:	A young man with a government job in Honiara who is already three weeks late retuning from his annual leave.			

In your group, plan what you are going to say to convince the rest of the class that you should travel on the plane. Try to get your message across simply and clearly. Take turns at practising what you will say. Then present your speech to the class.

# Some things to think about to help you decide what to say:

- Think about the character that you are role playing. Will you introduce yourself, telling your name and something about your character?
- How is this character going to feel if he/she is left behind?
- Will your voice be soft or loud?
- How will you begin to explain your reasons?
- What reason do you have for travelling on the plane?
- Do you have a more important reason than the other passengers for remaining on the flight?
- What reasons do you think that the other passengers might give for staying on the flight?
- Think of reasons why the other passengers could stay behind and allow you to go on the plane.

This is how passenger 1 might explain his or her reasons for not staying back for example:



"Sorry but I should not be the one to be thrown off the flight because I am a tourist and I will be going back to Australia this afternoon. The next international flight connection to Australia will be next week and I have no money left and nowhere to stay until next week."





# Reading

Today's text is a procedure text about preparing to go on an overseas trip. This procedure is written as a list. It relates the sequence that Francis follows before he leaves on his flight to Papua New Guinea.

Read the text and talk about it with a partner. Study the key words carefully and talk about them too.

# Planning a Trip Overseas

## **Key Words**

preparation, immigration, visa, currency, reconfirm, traveller's cheques

Before travelling overseas there is a lot to do.

Tickets to be bought, visas and passports to apply for, shopping for things needed for the trip, accommodation to arrange, and suitcases to pack.

Francis is going to be travelling to Papua New Guinea by plane. He wants to make sure that he has everything packed for his trip including all of the necessary, important documents to show the airport authorities when he travels.

Francis has made the following list in preparation for his trip.

# Things to do before I go.

- Go to Solomon Islands Immigration division - Apply for Solomon Islands passport.
- 2. Book ticket at Solomon Airlines.
- 3. Pay for the ticket and collect from Solomon Airlines.
- 4. Apply for Visa from the PNG High Commission.
- 5. Collect Visa.

<u>ELEGRALARIA PERERA PERARA PER</u>

- 6. Go to Travel Agent (Guadalcanal Travel Service-GTS). Book a hotel to stay at in Port Moresby.
- 7. Go shopping, shoes, raincoat, film for camera, medicines, suitcase, warm clothes.
- 8. Go to the West Pac Bank. Buy some Traveller's cheques.
- 9. Go to ANZ Bank. Get some PNG currency.
- 10. Arrange for someone to look after the house and feed the dog.
- 11. Phone Solomon Airlines phone 20031 to check flight time.
- 12. Reconfirm flight the day before travel.
- 13. Pack suitcase, don't forget passport, plane ticket, money, traveller's cheques, address book, clothes, shoes, camera, film, raincoat, medicines.
- 14. Phone and book taxi to the airport for check-in 2 hours before flight time.

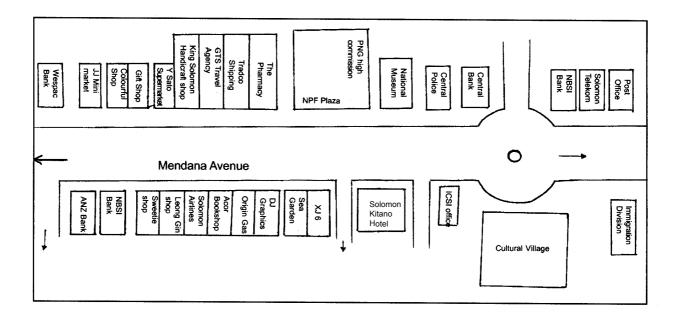
# **♦** Comprehension

Reread the text. Make a list of all the places in Honiara that Francis will have to visit to prepare for his overseas trip. Look at the Honiara map below and decide in which order he will visit each place.

Make a list of directions to describe Francis' route around Honiara. Start from where he gets off the bus, and finish where he gets on the bus again to go home. You could begin your directions like this.

1. Get off the bus outside the Post Office. Cross the road to the Immigration Division.

2.



# Language Study

Make ten compound words from the single words in the box.

Write them in your exercise book. The first one has been done for you.

over	card	coat	box	hand	key	
match	fall	port	box	air	letter	
tool	written	book	water	post	board	
night	note	board	box	black	notice	

1. postcard

2.

# **Unit 14: Travel and Tourism**

# **Spelling**

Study your spelling list for the week. Learn to spell the words. Remember to learn to spell the words using the spelling strategy Look, Cover, Remember, Write, Check.

# **Matching Words to the Clues**

Find out which spelling word matches each clue below. Write the correct words into your exercise book.

money	every
number	very
fly	funny
often	flower
chief	thief

- 1. Part of a plant that looks attractive and colourful.
- 2. A person who leads the community or tribe.
- 3. Something that happens everyday.
- 4. Something that you use to buy things from the shops.
- 5. A person who takes property without permission

- 6. Something used for counting.
- 7. Why you laugh at a joke.
- 8. How a plane travels.
- 9. Extremely or really.
- 10. Each or all.



# **Oral and Writing**

## **Giving Directions**

Work with a partner. You will give your partner directions to go somewhere, for example:

## How to get to the Japanese War Memorial

- 1. From the house, walk to the main road.
- 2. Cross to the bus stop on the other side.
- 3. Look for a bus that goes to 'Naha Kola'.
- 4. Get off at a place called 'Borderline' (the bus conductor will help you).
- 5. Walk to the police post and hail an empty cab.
- 6. Get in the cab and tell the driver where you want to go.
- 7. When you get to the War Memorial, ask the taxi to wait for you.

## Plan a Trip

For your writing activity you are going to make a list of what to do to plan a trip to Tulagi.

Use today's text, "Planning a Trip Overseas", to help you.

List the things you need to do before going to Tulagi.

Complete your procedural text in your exercise book.





# Reading

Today's text is a procedure. It gives instructions of how to apply for an Australian Visitor's Visa. Read the text and talk about it.

## **Key Words**

visa, High Commission, application form, application pack, documents, submitted, working days



### AUSTRALIAN HIGH COMMISSION HONIARA

# How to Apply for an Australian Visitor's Visa

**All** visitors to Australia must have an up-to-date passport and a visa before they travel.

- 1. A **Visa Application Pack** is available from the Australian High Commission Immigration Desk between 8.00am 11.30am, Monday to Friday.
- 2. Application forms must be submitted to the immigration desk of the Australian High Commission at least **four weeks** before the date you plan to travel.
- 3. Your application must be supported by the following **documents**:
  - a. An up-to-date Solomon Islands Passport.
  - b. Your airline ticket and details of the dates you plan to travel to Australia.
  - c. Two passport size photos.
  - d. A reference letter from your sponsor in Australia.
  - e. The correct fee.
- 4. Visas are usually ready for collection from the Immigration desk within **five working days.**

Visitor's Visas are for tourists and those travellers visiting Australia on business. A Visitor's Visa allows you to enter Australia once and remain there for **up to three months.** 

Different types of visas are provided for people who want to study, work or get medical treatment in Australia.

# **Unit 14: Travel and Tourism**



# Comprehension

An up-to-date Solomon Islands' passport is needed before you can apply for an Australian Visa. Passports can be obtained from the Immigration Division in Honiara.

The following sentences explain the procedure to obtain a passport, but they have been jumbled up. Read them carefully, and rewrite them in your exercise book in the correct order.

Look back at the text and use it to help you.

- Collect your new passport after one week to ten days.
- 2. Collect an application form from the Honiara Immigration Division.
- 3. Bring proof of your identity, such as a birth certificate or driving license.
- 4. Obtain two recent passport photos.
- 5. Pay the fee at the Treasury Division of the Ministry of Finance.
- 6. Complete and sign the application form.

# **Language Study**

Choose a synonym for each of the words from the box.

Write the words and their synonyms in your exercise book.

Use your dictionary to help you.

- available
   entry
   remain
   correct
   plan
   before
  - 8. visitor

stay organise read way in right previous obtain tourist



# **Spelling**

4. get

Study your spelling list for the week.

Write the plurals of these words by adding 's' or 'es' to the end of the word.

Write the words in your exercise book.

1.	chief	
2.	flower	
3.	number	

money every
number very
fly funny
often flower
chief thief

Not all words in your spelling list have a regular plural form.

thief is made into thieves in the plural

Do you know any other words that follow this pattern?



# **Oral and Writing**

Work with a partner. Study the visa application form below. Copy it into your exercise book and try to fill in the form as if you are applying for a visa.

Discuss what to write on the form with your partner. If you need extra help, ask your teacher.



Application Form Australian Visitor's Visa	
Name:	Age:
Address:	Nationality:
Date of Birth:	Passport Number:
What dates do you want to travel to Australia?	
From:	To:
Why do you want to travel to Australia?	
Have you ever been to Australia Before?	YES / NO (Cross out one)
If yes, when did you go?	
Your Signature:	Date:

# **Unit 14: Travel and Tourism**

## PMI

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

**P** stands for **Plus** – the good things about a topic

**M** stands for **Minus** – the bad things about a topic

I stands for Interesting – the interesting things about a topic

You are going to think of the good, bad and interesting things about overseas travel. The first part of the table has been done for you.

Overseas Travel	Plus	Minus	Interesting
	(good things)	(bad things)	
organising the trip	<ul> <li>exciting looking forward to the trip</li> <li>talking to your friends and family about the trip</li> </ul>	takes time filling out lots of forms to get travel documents	<ul> <li>where to go</li> <li>reading about places you are going to visit</li> </ul>
packing			
the airport			
the flight			
the trip			

Work in your group to discuss what you will write in the table.

Copy the table into your exercise book.

Complete the table, thinking about the plus, minus and interesting things about travelling overseas.



# Reading

Today's text is a procedure outlining what to do in the case of an airline emergency. Read the text and talk about it with your teacher.

## **Key Words**

cabin crew, fastened, emergency, emergency exit



## **Solomon Islands National Airline**

# In the Event of an Emergency....

For your safety, please read these instructions carefully.

1. Your seat belt must be fastened tightly at all times during the flight.



 To fasten your seat belt, push the metal loop firmly into the clip until it clicks shut.



b) Tighten your seat belt by pulling strongly on the end of the strap.



- To unfasten your seat belt, lift the metal clip and pull out the metal loop.
- 2. Your life jacket is under your seat. Put it on quickly if a member of the cabin crew tells you to.



a) Place the life jacket over your head.



b) Tie the straps securely around your waist in a bow.



- c) After leaving the aircraft, inflate the life jacket by pulling sharply on the red tag.
- 3. If you are sitting near an emergency exit, make sure you know how to open it. Do not open it until a member of the cabin crew tells you to.



 a) Carefully remove the plastic cover from the flap marked "LIFT".



b) Grasp the two handles firmly and pull towards you.



c) Use both hands to remove the window.



# Comprehension

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

- 1. Why should we read this Emergency Safety Card every time we board a plane?
- 2. Look carefully at the card again. If someone doesn't know how to read, how do you think he or she would get the message?
- 3. Have you seen any Safety Cards or signs to inform passengers who travel by ship or outboard motor canoes?
- 4. Do you think that all passenger vehicles should have safety cards for passengers to read? Why? Why not?
- 5. Do you think it is important for passenger vehicles and aircraft to have safety procedures? Why? Why not?
- 6. Describe the purpose of a seat belt.

# **Language Study**

Study the text again. Find and list all the adverbs in the text. Write the words in your exercise book.

Write your own sentences using each adverb, for example:

carefully - I read the safety card carefully.

# **Spelling**

Revise this week's spelling words with a partner.

Read these sentences. They contain your spelling words but they have been spelt incorrectly. Find the words and write the sentences out correctly.

- 1. The fli landed on the vary colourful flour.
- 2. The tief stole all my grandfather's muney.
- 3. Everi story he told us made us laugh because it was so funy.
- 4. Our cheif offten talks to the whole village.
- 5. "What numba comes after thirteen?" asked the teacher

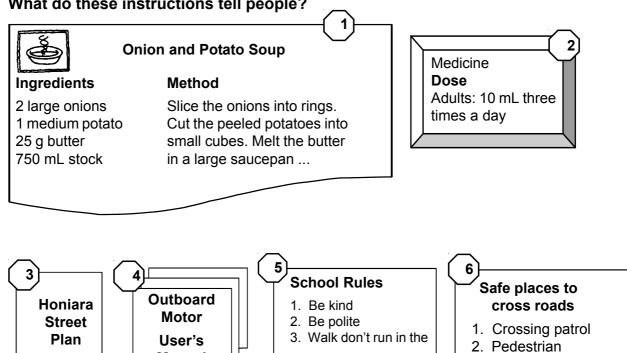
crossing

# **Oral and Writing**

## **All about Instructions**

Instructions tell you how, where or when to do something.

What do these instructions tell people?



Discuss the purpose of each procedural or instructional text with your partner. Write an explanation for each one, in the table.

Begin each answer with 'How to ...'.

Manual

Copy the table below into your exercise book, before completing the activity.

	What the instructions tell people
1	How to make onion and potato soup.
2	How to
3	How to
4	How to
5	How to
6	How to



# Writing a Safety Card

Work with your partner to make a safety card to give to passengers on ships in Solomon Islands. Discuss your ideas with your partner and decide what your safety card will look like.

Your safety card should explain what passengers should and shouldn't do on board the ship. Make a list of dos and don'ts.

Draw pictures to go with each of the instructions, as in the example below.

# Vale Transport Company Safety Rules

Read and observe these dos and don'ts.

This is for your safety and the safety of other passengers at sea.

# Dos

Obtain and pay for your ticket at the ticket office only.



You are allowed to bring food and drinks for the journey.



In case of emergency, life jackets are located under the seats.



# Don'ts

Don't pay fares to the ship's crew.



Don't drink alcohol anywhere on board ship.



Don't run on board ship.



# Reading

Today's reading is a narrative text about an angry tourist who was not happy with how the Solomon Airlines handled his bookings.

Discuss the key words. Find where they are used within the text. Does this help you to understand the meaning of the word?

# The Angry Tourist by Alison Blaylock

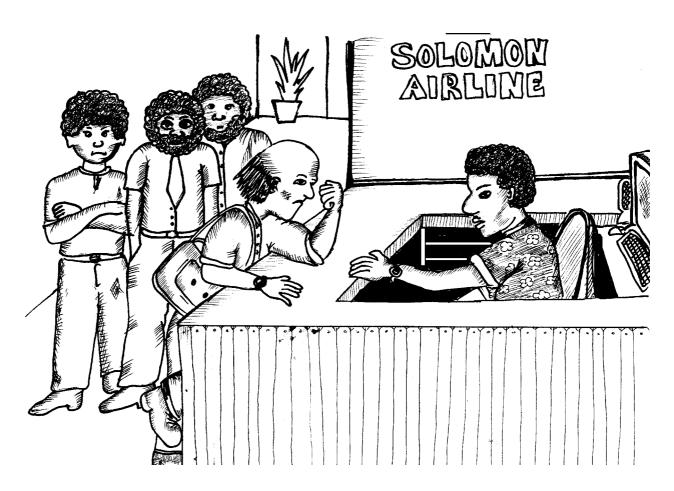
# **Key Words**

outrageous, exploded, demand, manager, check-in, patiently, see reason

"This is outrageous!" shouted the angry man, thumping his fist down hard on the checkin desk at the domestic terminal. His face was very red and his voice was getting louder and louder as he shouted at the Solomon Airlines Check-in Clerk.

"I have a ticket here for this flight, which I booked three weeks ago, from your office in Honiara. How dare you tell me that I cannot travel?" he exploded.

"Sorry, sir," replied the Check-in Clerk quietly. "As I have already explained, the flight to Seghe today is overbooked. We have already checked in 19 passengers and there is no room on the plane for any more. There is another flight tomorrow morning. We will be happy to make sure that you travel on that flight."



# **Unit 14: Travel and Tourism**

"I most certainly will not travel tomorrow morning!" barked the tourist. "I am here on holiday and I only have three days left to visit the Marovo Lagoon. I demand to travel today as it says on my ticket." Today's flight is already full, sir, there is nothing I can do about that," the clerk replied, patiently.

"I demand to see the manager NOW!" yelled the tourist, slamming his hand down on the desk even harder and pushing his face towards the man.

"I apologise, sir. Unfortunately, the manager is not available today."

"Not available? Not available? What sort of an airline is this?" the angry tourist shouted.

The airline officer did not know what to say next. This passenger had arrived late for check-in and the flight was already closed. There was nothing he could do and he was feeling very embarrassed because the man was shouting loudly and everyone in the terminal was looking at them curiously.

He tried to calm the man down and promised that the airline would provide him with hotel accommodation in Honiara. But the man would just not see reason.

"This is a disgrace!" he yelled. Grabbing his bags furiously, he stormed out of the terminal and climbed into a taxi.

"I will never travel with Solomon Airlines again," he shouted out of the window of the taxi as it drove off towards Honiara.

"Good!" said the Check-in Clerk quietly to himself.



# Comprehension

## Read the text through again. Answer these questions in your exercise book.

- 1. What do you think of the way in which the tourist behaved in this short story? Give your opinion.
- 2. Do you think he was right to complain and get angry? Why? Why not?
- 3. What do you think about the way in which the Check-in Clerk handled the angry man?
- 4. What do you think might have happened if the Check-in Clerk had become angry and started to shout too?
- 5. Explain in your own words how you would feel if you were the Check-in Clerk in this situation.
- 6. What does the last line of the text tell us about what the Check-in-Clerk was really thinking?



# **Language Study**

Read each of the following sentences carefully. Rewrite the sentences, replacing the words in bold print with an antonym. For example:

The young lady spoke quietly to the happy tourist.

The **old** lady spoke **loudly** to the **angry** tourist.

- 1. The **old**, **angry** tourist spoke **rudely** to the Check-in Clerk.
- 2. "I have always wanted to travel on Solomon Airlines," said the tourist.
- 3. The taxi moved **up** the **straight**, **narrow** path **in front** of the Hotel.
- 4. The **young**, tourist became **friends** with the Check-in Clerk after yesterday's **late** morning flight.
- 5. **None** of the passengers felt **happy** after the incident.
- 6. The queue at the check-in desk was very **long**.
- 7. The plane flight was very **rough** and the passengers were very **frightened**.
- 8. The bus will leave **early** in the **morning** and travel all **day** to the destination.

# **Spelling**

Here are your spelling words for this week.

Copy the list into your exercise book and study your words. Learn to spell the words with your partner using the spelling strategy Look, Cover, Remember, Write, and Check.

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

**For example:** Josh **often** visits his **friend** in the nearby village in the **jungle**.

jungle	bus
during	friend
afraid	often
float	month
find	museum

# **Unit 14: Travel and Tourism**

# **Oral and Writing**

Role-play the narrative about the 'Angry Tourist'. Work with a partner to plan what you are going to say. Try to get your message across simply and clearly.

Take turns at practising what you will say. Then present your play to the class.

Some things to think about to help you decide what to say:

- Think about the character that you are role playing.
- How are you going to show how this character is feeling?
- Will your voice be soft or loud?
- What gestures will you use?
- What will you say?
- Will the Check-in Clerk's voice sound different to the tourist's voice? How?
- What reason do you have for travelling on the plane?
- · How will the incident end?
- If you were the angry tourist, would you do anything or say anything differently?
- If you were the Check-In Clerk, would you do anything or say anything differently?

## **Writing a Complaint Letter**

Now imagine that you are the angry tourist. After you return home you wish to write a complaint letter to the Manager of Solomon Airlines.

Use the ideas and format below to help you with your letter.

- a) Write the Manager's address.
- b) Your address
- c) The subject of your letter (written clearly and <u>underlined</u>).
- d) Start with: 'Dear Sir/Madam,'
- e) Layout your letter like this:
  - First paragraph give reasons for writing the letter.
  - Second paragraph write what you think of the company's service.
  - Third paragraph write suggestions so the airline does not do this to

another passenger in the future.

- Fourth paragraph conclude your letter.
- f) Write and sign your name.

# Reading

Today's text is an explanation about how tourism can benefit Solomon Islands.

# How Tourism can Help People in Solomon Islands

# by Alison Blaylock

## **Key Words**

income, economy, dollars, yen, pounds, souvenirs, domestic airfares, remind

Some governments believe that tourism should be encouraged in small countries such as Solomon Islands because the money earned helps the population. This income is used to develop the country's economy.

When tourists arrive in a country they usually bring money with them to spend on their holiday. This might be Australian Dollars, New Zealand Dollars, Japanese Yen or English Pounds.

## **Accommodation**

Tourists usually stay in a hotel, rest house or resort and they pay a fixed amount to the owner for each night or week that they stay.



Tourists may eat their meals in the hotel, or they may go to restaurants or cafes to eat. Some tourists will also go to the market to buy local, cooked food. Visitors usually like to taste different local food.



Tourists often want to travel to the provinces so they will also spend money on domestic airfares, boat tickets and the hire of canoes to travel around.



Mendana Hotel



Dining in a hotel



Travelling by boat

## **Activities**

When tourists visit Solomon Islands they want to experience different things. They might go snorkelling or diving; touring around different areas of the country; bushwalking to see the natural beauty of the landscape; or visiting places of historical interest such as tambu sites or wartime battlefields. All of these activities cost money.



WW II Relic

# **Unit 14: Travel and Tourism**

## Souvenirs

Many tourists like to buy things when they are on holiday to remind them of the places they have visited. Local handicrafts such as carvings, wooden bowls, shell money, and baskets are often sold to tourists as souvenirs.

All of these things bring money into the country. This money helps the people of Solomon Islands in a number of ways. Firstly, it provides income for people who sell things directly to tourists. For example: a carver who sells a bowl; a market trader who sells pineapples; or a woman who sells shell money necklaces. Secondly, it provides income to people who provide services for tourists such as bus drivers, canoe drivers, guides and dive operators. Thirdly, some people get jobs because of tourism. For example a hotel needs people to clean the rooms and



Selling souvenirs

do the laundry; the Airline needs people to work in their offices; and restaurants need cooks and waiters to serve the food. All of these jobs mean that local people earn money.

The people who earn money in these ways then go on to spend it locally. They might buy goods in local stores which helps the local store keepers; they might spend it on school fees for their children, which helps their children to become better educated, so that they too can get well paid jobs in the future; or they might spend it on water tanks or building materials to improve their homes or build new houses.

This is how the money that tourists bring with them when they visit helps local people to improve their lives and also helps the economy of the country to develop.



# Comprehension

## Reread the text.

Use the information in the text to make the following lists in your exercise book. If you have ideas that are not in the text, add these to your lists as well.

- 1. A list of things that tourists spend money on.
- 2. A list of activities that tourists might enjoy.
- 3. A list of people who might earn money from tourists.
- 4. A list of good Solomon Island souvenirs.
- 5. A list of places that tourists may come from.

# **Language Study**

Write a explanation.

Read the text again and imagine you are one of the following people:

1. a taxi driver 4. a canoe driver

2. a carver 5. a resort owner

3. a waiter in a hotel or restaurant 6. a village elder

# In your own words, write two short paragraphs explaining:

- a) **how** visiting tourists have helped you to earn some money.
- b) what you do with the money you have earned.

# **Extra Activity**

Draw the role that you chose for the activity above.

Add captions to your drawing to explain how you provide goods and/or services to tourists who visit Solomon Islands.

Look at the example on the right.



# **Unit 14: Travel and Tourism**

# **Spelling**

Study your spelling list for the week. Learn to spell the words using the spelling strategy - Look, Cover, Remember, Write, Check.

Try to pronounce the words correctly. See if you can spell them without looking in your exercise book.

Arrange the spelling words in alphabetical order in your exercise book.

jungle	bus
during	friend
afraid	often
float	month
find	museum

# **Oral and Writing**

Before writing the final draft of your complaint letter, you are going to proofread it and discuss the first draft with a partner.

Here are some suggestions of how to improve your text.

# Paragraphs

Are you using paragraphs to show different parts and ideas in your letter?

## Correct verb tenses

Is your letter written in past tense?

Check that all the verbs are in their correct form.

## • Concise language

Is the message of your letter clear?

Are there too many words in some sentences?

### The structure

Does your letter have a subject?

Did you begin your letter with a statement?

Does the letter have a strong ending?

Now write the final draft of your complaint letter.

# **Unit 14: Travel and Tourism**



# Reading

Today's text is another explanation. It explains why some people are against tourism in Solomon Islands. Read the text and talk about it.

# Why Some People are Against Tourism

## by Alison Blaylock

### **Key Words**

pollution, concerns, impact, offend, social, in the first place, resentment

Some people think that tourism should not be encouraged. They believe that tourism can cause problems for local people and that too many tourists can damage the environment. These concerns and the impact they may have are outlined below:

#### **Environmental Reasons**

Sometimes tourism can harm the environment. For example, a beautiful island beach may be spoilt by the construction of a hotel or resort buildings. Too many snorkellers and divers exploring a reef may damage the coral or destroy fish habitats. Leaving rubbish lying on the ground can cause harmful pollution in the oceans.

Some people believe that this spoils the place for both tourists and local people.

#### Social Reasons

Sometimes tourism can affect how people live. Having foreign visitors in a village can change the way people behave. For example tourists might expect local people to work on Sundays, which would mean that they couldn't attend church, or visitors might disturb the usual activities of the village.

Some people believe that foreign visitors have a harmful impact on the social life of the places that they visit.

#### **Cultural Reasons**

Sometimes tourists do not understand or respect the culture and customs of the places that they visit. For example: some tourists might wear clothes that are not suitable, such as short shorts or swimming costumes. This may offend local people.



#### **Economic Reasons**

Although tourists bring money into the country, sometimes the money is not shared out fairly. For example: the owner of a big hotel might make a lot of money, but only pay his workers very small salaries.

Some people believe that this causes resentment and unhappiness and that it would be better not to have the money in the first place.

For these reasons, some people would prefer not to have tourists in their country or in their provinces or villages.

# **Unit 14: Travel and Tourism**

# Comprehension

The text explains reasons why some people are against tourism, including environmental reasons, social reasons, economic reasons and cultural reasons.

Study the sentences below. Decide to which category each one belongs.

Draw the table below in your exercise book. Write each sentence in the correct column.

- a) Young people might start to want to copy the ways of the tourists.
- b) Some tourists might want to visit and photograph special tambu or sacred sites.
- c) A resort owner might make money but spend it all on himself instead of giving money to his wife, or paying his children's school fees.
- d) Too many planes and canoes travelling around make too much noise and disturb people.
- e) Tourists often drink alcohol and some local people might like to drink with them and this may cause arguements in their homes.
- f) Extra canoe traffic around a lagoon may cause water pollution from petrol.
- g) Traditional dances have to be changed when they are performed for tourists.

Why People are Against Tourism				
Environmental Reasons	Social Reasons	Economic Reasons	Cultural Reasons	

If you can think of any other examples of your own, add them to the table.



### Language Study

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

#### For example:

People depend on land for their daily living.

Copy these sentences into your exercise book and underline the prepositions.

- 1. MV Atebimo sailed across the sea to Bola Bay.
- 2. Jonathan walked underneath the bridge to catch the school bus.
- 3. The new school is in the village between the church and the clinic.
- 4. I like the fish and chips in Alex's Food Bar.
- 5. Jack and Jill went up the hill to fetch some water from the stone well.
- 6. Anna makes a lot of money from selling slippery cabbage to visitors.

# **Unit 14: Travel and Tourism**

# Spelling

Study your spelling list for the week. Learn to spell the words using the spelling strategy - Look, Cover, Remember, Write, Check.

jungle bus
during friend
afraid often
float month
find museum

Try to pronounce the words correctly. Practice saying and spelling the words with a partner. See if you can spell them without looking at the list.

Write a rhyming word list for 'float', eg 'boat' rhymes with 'float'. Write as many words as you can in your exercise book.

# Oral and Writing

Today you are going to plan and draft an explanation text, using the ideas from the texts you read today and yesterday. Yesterday's text talks about the advantages of tourism and today's text talks about the disadvantages of tourism.

Read through the two texts again then plan an explanation which covers your own information and ideas both the positive and negatives as well as ideas from the texts.

Work with a partner make a plan of your explanation first using the following framework:

Title This should tell what you are going to explain.

General Statement This should give a brief summary of what your explanation is about.

Explanation 3-4 linked paragraphs
These should give detailed reasons for your explanation.

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

# **Unit 14: Travel and Tourism**





# Reading

Today's texts are expositions. There are three 'Letters to the Editor' about an American cruise ship that visited Honiara. Read and discuss the different opinions about tourism.

#### Letters to the Editor

# **Key Words**

haggled, marketing, embarrassed, thrilled, struggling economy, pros and cons

### A Disgrace!

I would like to express my opinion about tourism in Solomon Islands. During the recent visit of the Oriana, an American cruise ship, I was in Honiara trying to do my market shopping. Hundreds of tourists flooded the town from the ship. Most of them were dressed inappropriately in short shorts. I even saw one man walking down the street without a shirt on! Their behaviour was no better. They went around taking photos of everything. They did not even ask people whether they minded having their photo taken. They talked in loud voices and embarrassed the market traders by asking them questions about their produce. They haggled over the price of carvings and shell money and complained loudly about how expensive things were (as if they were short of money!)

When I was ready to go home with my shopping I had to wait 40 minutes for a bus because so many of the public buses were down at the wharf giving these visitors tours around the town.

I don't want our country to be taken over by tourists. Their attitude and behaviour shows that they do not respect our custom so they should not visit our country. Let them stay on the ship!

> S. Wale (Mrs) Mbokona

#### **Well Done SIVB**

I would like to congratulate the Solomon Islands Visitors Bureau

for a good job done on their recent marketing trip to America. It was because of their hard work there, that the Oriana cruise ship visited Honiara last week.

It was a pleasure to see so many foreign visitors in Solomon Islands enjoying the culture, history and beauty of our country. I was lucky enough to meet some of the tourists whilst shopping in town. They were thrilled with the pan pipers who met them on the wharf and said they had never heard such simple but beautiful music. They loved the market and took away many photos of smiling market traders with their fruit and vegetable displays to remind them of the happy isles.

Many of the visitors bought carvings and handcrafts from the wonderful display by local crafts-people at the art gallery. The tourists were delighted with their souvenirs and lots of local carvers went home with money in their pockets too. So everyone was happy!

Please! Let's encourage more cruise ships to visit these islands. Our struggling economy needs tourism, and we need tourists!

> John McWilliams Honiara

#### **Tourism – Pros and Cons**

Like other people, I was pleased to see that cruise ships have once again started to visit our islands. The recent visit of the Oriana brought much needed income to our local tour operators and carvers. It also brought hope to those of us who work in the tourism industry. Perhaps now, after recent years of conflict, we can begin to welcome tourists back into our country.

However, I know that not everybody was happy with the visit. I would like to make some suggestions to the Solomon Islands Visitors Bureau, which might help calm the fears of those who do not want tourists to visit.

First, educate the tourists! It would not be difficult to provide visiting ships with a short information leaflet or a video explaining the appropriate way to dress and behave in Solomon Islands. Very few tourists want to offend people. If they are given some simple advice they will follow it and avoid the problems Mrs. Wale complained about in her letter

Second, get organised! Mrs. Wale is quite right, local people should not have to wait hours for a bus because all the public buses are hanging around at the wharf trying to pick up tourists. The SIVB should set up a system so that some buses and taxis are available for tourists whilst others still provide transport for local people. With a little bit of planning this should not be difficult – there are plenty of buses in Honiara!

I want to see more tourists in our country, but I don't want to see our own people offended and upset by their behaviour. It's up to the SIVB to make sure that this does not happen.

Jilly Kaniotoko Marovo

# **♦** Comprehension

The writers of the three letters each have a different opinion about tourism.

Read the descriptions of each writer below and match them to the correct 'Letter to the Editor'.

- 1. Mrs. S. Wale
- 2. John McWilliams
- 3. Jilly Kaniotoko

This person is a local resort owner. He/she thinks that tourism is important for the local economy, but also understands that it is important for tourists and local people to get along with each other.

This person is an expatriate who manages a large hotel in town. He/she makes a lot of money from tourists.

This person is a Honiara resident who has nothing to do with the tourism industry. He/she has not met many tourists in his/her life.

Write the answers in your exercise book.

Now write your opinions about the following statements in your exercise book.

- 1. It is good that cruise ships have once again started to visit our islands.
- 2. I want to see more tourists in our country, but I don't want to see our own people offended and upset by their behaviour.
- 3. Tourists should ask people whether they mind having their photos taken.
- 4. Our struggling economy needs tourism, and we need tourists!
- 5. Visiting tourist ships should be provided with a short information leaflet or a video explaining the appropriate way to dress and behave in Solomon Islands.

# Handwriting

Read this poem and copy it into your exercise book.

Make sure you are sitting correctly and have the correct pencil grip. Use your best cursive writing.

# Tourist

Come to my island in the sun Where you can find white, sandy beaches With coconut palms and wildlife too. Experience this untouched paradise.

Oh island in the sun!

A place you will never forget.

Come and try it out.

Feel this untouched paradise.

by Ellen Wairiu



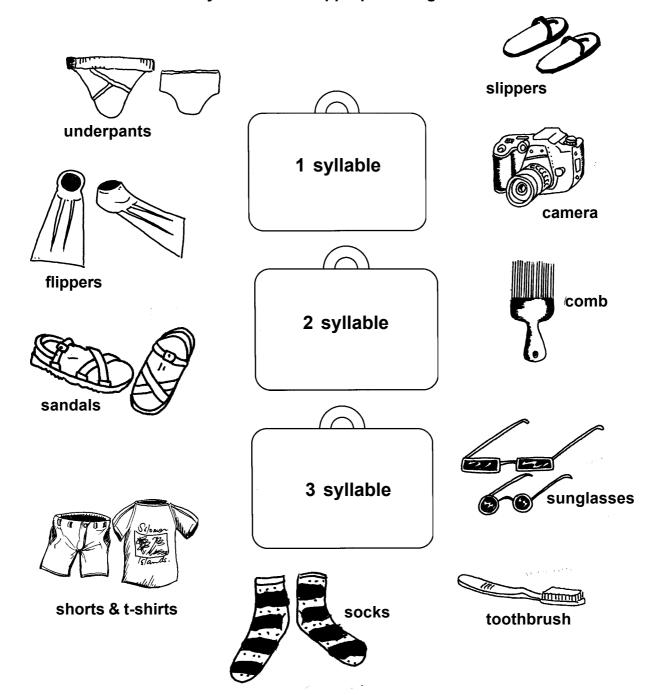
# **Unit 14: Travel and Tourism**



# **Language Study**

Pack the bags by putting each item into the correct bag. Sort them by the number of syllables in each word.

In your exercise book, draw the syllable bags and write the name of each item with the correct number of syllables in the appropriate bag.



# **Unit 14: Travel and Tourism**



# **Oral and Writing**

**Activity A: All about letters** 

Read the following samples of letters carefully. Match the letters to their purposes and write a brief note telling what the subject of the letter is about.

Copy the table into your exercise book and write in the number of the letter and the subject. The first one has been done for you.

Dear lan,

We were very pleased to hear about your exam results. You must have worked very hard. Dear Sir or Madam,
I enclose the wrapper from
a Softy lolly bar. It was not
at all soft as advertised,
but as hard as nails.

Dear Editor,

I do like the new format of the Daily Shout - it is much easier to find the sports results now that they are on the back page.

Dear Mrs. Aske,

In answer to your questions about the new layout of the store:

We installed the food safe because these stop the flies getting to the food.

Dear Megan,

We had a lovely time in Honiara. We saw lots of great sites and did a bus tour of the city. After that we went for a boat cruise. Dear Sir or Madam,

I would be very grateful if you would send me details of hotels and tourist attractions in Honiara

Letter	Purpose	About what?
2	to complain	about a hard lolly bar
	to congratulate	
	to recount	
	to enquire	
	to explain	
	to comment	

# **Activity B: Proofreading**

Work with a partner to proofread and edit the explanation text you started yesterday about the pros and cons of tourism.

Ask your partner to read your text and make suggestions of how to improve it.

They should look at spelling, punctuation, ideas, layout, language and vocabulary.

# **Unit 14: Travel and Tourism**

# Reading

Today's text is an informative list provided by Solomon Airlines. It tells Mr. and Mrs. Hati about their flight times for a visit to Melbourne. It is called an itinerary.

### **Key Words**

reservation, economy class, itinerary

# **Travel Itinerary**

Solomon Airlines P.O Box 23 Honiara Solomon Islands 01/12/03 Telephone: 00 (677) 20031

Please take note of the following travel arrangements:

Passenger Names Mr. J. Hati
Mrs. S Hati

Service	From	То	Depart	Arrive
Solomon Airlines Flight IE121				
Thurs 23 Dec 03	Rennell	Honiara	8.05	09.30
Solomon Airlines Flight IE 700				
Tuesday 23 Dec 2003	Honiara	Brisbane	16.00	18.00
QANTAS Airways Flight QF 643				
Tuesday 23 Dec 2003	Brisbane	Melbourne	20.15	23.30
QANTAS Airways Flight QF 657				
Monday 05 Jan 2004	Melbourne	Brisbane	18.05	20.05
Solomon Airlines Flight IE 701				
Tuesday 06 Jan 2004	Brisbane	Honiara	11.00	15.00
Solomon Airlines Flight IE 120				
Friday 09 Jan 2004	Honiara	Rennell	06.30	07.55

# **Reservations Confirmed, Economy Class**

Reservation Number IE / PJT YTY.

# **Unit 14: Travel and Tourism**

# **♦** Comprehension

Read the Travel Itinerary again to find the answers to the following questions.

## Write the answers in your exercise book.

- 1. What are the names of the two passengers?
- 2. What time will their flight from Rennell arrive in Honiara?
- 3. How long is the flight time between Rennell and Honiara?
- 4. Which two airlines will these passengers be travelling on?
- 5. How long will they spend in Melbourne?
- 6. On which date will they have to sleep overnight in Brisbane?
- 7. How many days will they spend in Honiara on their return journey?

# Language Study

Comparatives and superlatives are used to compare different things. For example:

Jan is smarter than Connie, but Francis is the smartest of all.

## Use the following comparing adjectives in sentences:

- 1. earlier, later
- 2. longer, shorter
- 3. slower, quicker
- 4. best, worst
- 5. saddest, happiest
- 6. fattest, thinnest

# Oral and Writing

Today you are going to create an information leaflet for tourists as suggested by Jilly Kaniotoko in the 'Letter to the Editor' (from the Day 9 text).

With a partner discuss what information you would include and plan what you would write.

Use the following list of things to think about while talking about your leaflet with your partner. You may also ask your teacher for help with your ideas.

- How to Dress
- Customs and Culture
- Taking Photographs
- Transport in Honiara

# **Unit 14: Travel and Tourism**

You may include pictures to help tourists understand the information presented. Set out your leaflet in your exercise book.

Use the following outline to help you:

Tourist Information for Solomon Islands  How to Dress	Customs and Culture  • • • • • • • • • • • • • •	Transport in Honiara
	Taking Photographs	
		For more information call:

# Writing

In this unit you have been reading about travel and tourism. You have looked at different kinds of texts including narratives and learned how to express your own opinions.

- Look back over the work you have done in the last two weeks.
- Think about what you have learned.
- Write a short paragraph explaining what you liked best about this unit on travel and tourism.
- Give reasons for your choices.



# Reading and Discussion - Traditional Dancing in Solomon Islands

The text in the reader for this unit is an information report called 'Traditional Dancing in Solomon Islands' by Lionel Damola. Look at the key words. Discuss the meaning of these words. Read the report silently.

# Comprehension

Read the questions below. Then read the report again silently and answer the questions in your exercise book.

- 1. How long has dancing been part of Solomon Islands culture?
- 2. Why have some people lost some of their traditional ways of dancing?
- 3. Write down three examples of special occasions where people might dance.
- 4. Write down two reasons why people dance.
- 5. Name two traditional instruments used in dancing.
- 6. What materials are costumes made from?
- 7. Which dance comes from the Western Province?
- 8. Why do you think traditional dancing is important in our communities?

## **Extra Activity**

### Look at this passage from the text:

"The arrival of Christianity meant that some traditional dances were lost and people from other countries have also introduced new dances to Solomon Islands. Sometimes the old and the new are blended and adapted to form new styles of dance."

it explains two ways in which people from other countries have caused dancing in Solomon Islands to change - what are they?

What do you think about blending old and new styles of dance? Is it a good idea or does it spoil the traditional dances? Give reasons for your answer.

# Language Study

Use the words 'much' and 'many' correctly in each of the sentences below.

1.	traditional dances have been forgotten since Christianity came to		
	Solomon Islands .		
2.	People dance for different reasons.		
3.	So trees have been cut down that there is not wood left for the carvers.		
4.	Can you find information about traditional dances in the library?		
5.	I think there is too modern music being played these days.		
6.	How oil do Tamure dancers use on their bodies?		

# **Unit 15: Traditional Dancing**



# **Spelling**

These are the spelling words for the week. Study the words carefully. By the end of the week you should be able to spell the words.

**Use the spelling strategy** 'Look, Cover, Remember, Write, Check (LCRWC).

Then copy the list into your exercise book.

simple played invited sat high thump jumped amplified danced run

Match each spelling word to its meaning. Write each word beside the correct meaning in your exercise book.

simple Made louder.

thump The past tense of sit.
 sat A loud, dull sound.

4. amplified Easy and uncomplicated.

5. run Leapt up on two feet.

6. jumped To move quickly, as in a race.

7. high To move to music.8. invited Asked to come.

9. played Took part in a game.

10. danced Lifted up, above the ground or tall.



# **Oral and Writing**

Imagine your school is going to have a big fundraising dance night next month to raise money for the new school library.

Your task: You have been asked to design an advertisement for the event.

In a small group, discuss the following:

- How many ways can you think of to advertise the dance in order to attract lots of people?
- Where is the best place to advertise?
- Who do you want to read your poster or hear your advertisement?
- What details should you include about the date and time, the venue, the entrance fee, the band, and the type of dancing?



The message must be clear and appealing to the readers or listeners.

You might choose one of these:

- a radio message;
- · a newspaper advertisement;
- · a flyer to send home to parents;
- a poster to display in a local shop.

Here is an example of a poster to give you some ideas.

# Dance Night

WHEN? Friday 22<sup>nd</sup> November

6 p.m to 9 p.m

WHERE? School Playground

WHO? Music from SAVOTO band

WHY? Fundraising for the New School Library

HOW MUCH? Adults \$5.00 Students \$2.00

Food and drinks will be on sale all night!
Raffle tickets on sale - lots of great prizes!
Come and raise money for the school.
Meet old and new friends.

See You There!







# Reading

Look at the key words. Discuss their meaning. Use a dictionary if you need to. Practise pronouncing the words and use some of them in sentences. Now read the information text about panpipe dancing with your teacher.

# **Panpipe Dancing in Solomon Islands**

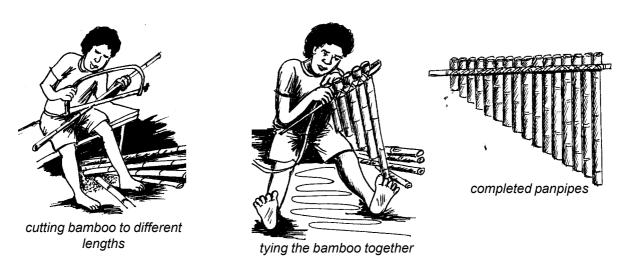
### by Lionel Damola

#### **Key Words**

tucked, bangles, haunting, shortest, longest, distance, fascinated, traditional, special occasions, rattling sound, fundraising events

Dancing to panpipe music is one of the most common forms of traditional dance in Solomon Islands. Men from Malaita, Isabel, Choiseul, Makira and Guadalcanal Provinces usually perform it. Panpiping is usually performed during special occasions such as welcoming important people, festivals, fundraising events and celebrations.

The panpipes are made from dried, wild bamboo collected from the bush. Bamboo is cut into different lengths to make different notes. Then the bamboo pieces are tied together in a row from shortest to longest with the open ends facing upwards.



The completed set forms a triangular shape. Blowing against the open ends produces different notes. These range from a deep bass sound made by the largest and longest pipes to high pitched notes made by the smallest ones.

The dancers wear traditional costumes. They wear kabilato made from the bark of trees or sacks. A band made of rope is worn around the dancer's waist to support the kabilato with leaves tucked in the side. Rattles made from a type of seed are tied to their feet. For decoration, dancers also wear bangles on their arms and special headbands around their foreheads that are made of shells.

Rows of dancers place the panpipes against their lips and move rhythmically from side to side as they blow. They dance with different movements stepping forward, backwards and sideways. The haunting melody of the pipes and the sound of the rattles can be heard from a long distance.

Visitors from abroad who come into the country are entertained and fascinated by the music and the dances. Solomon Islands is famous in the Pacific Islands for its panpipe music and dancing.



# Comprehension

Using the information in the text, choose the best answer to each question. Write each answer in a sentence in your exercise book. The first one has been done for you.

- 1. Panpipe dancing is performed in the following provinces:
  - A. Malaita, Temotu and Guadalcanal
  - B. Malaita, Isabel, Choiseul, Makira and Guadalcanal
  - C. Rennell and Bellona, Santa Ana, Western and Wagina

Answer: Panpipe dancing is performed in Malaita, Isabel, Choiseul, Makira and Guadalcanal.

- 2. When is panpipe dancing usually performed?
  - A. when someone is sad
  - B. on rainy days
  - C. on special occasions such as festivals and celebrations
- 3. What are panpipes made from?
  - A. dried wild bamboos
  - B. seashells
  - C. roots of trees
- 4. What happens when you blow against the open ends of the panpipes?
  - A. they produce different notes
  - B. they produce a bad sound
  - C. there is no sound
- 5. What do the panpipe dancers usually wear?
  - A. swimming costumes
  - B. traditional costumes
  - C. sports uniforms

# **Unit 15: Traditional Dancing**

#### 6. What are rattles made from?

- A. paper
- B. a kind of seed
- C. panpipe dancers do not use rattles for dancing

# 7. What do panpipe dancers wear on their arms?

- A. bangles
- B. headbands
- C. shell money

### 8. Panpipers can be heard

- A. only if you stand close to them
- B. from a long way away
- C. only during the daytime

# **Language Study**

Choose the best word from the brackets to complete each sentence. Then write the completed sentence in your exercise book.

- 1. (Every, Enough) traditional dance must be practised.
- 2. (A, Several) traditional musical instruments arrived this morning.
- 3. There are (a, some) rattles to wear on your feet.
- 4. Are there (enough, a) bangles and headbands for the dancers to wear?
- 5. The last (one, few) years have been very difficult for panpipe dancing in Solomon Islands.
- 6. Eremina bought (a, some) basket of food at the Isabel panpipe fundraising last night.
- 7. There are panpipe dancing shows on (both, a) sides of the road.

# **Word Building**

Copy this table into your exercise book and complete it. When comparing two things, we add 'er' to the base word. When comparing more than two things we add 'est' to the base word.

Base Word	Comparing 2	Comparing 3 or more
	(add er)	(add est)
small	smaller	smallest
long		
loud		
short		
tall		

Choiseul

instrument

fascinated

haunting

# Handwriting

The paragraph below is taken from the text. Read it silently, make sure you understand it and copy it neatly into your exercise book. Use joined-up writing.

The dancers wear custom costumes. They wear kabilato made from the bark of trees or sacks. A band made of rope is worn around the dancers' waist to support the kabilato with leaves tucked in the side.

# Oral and Writing

## **Bingo Game**

You are going to play Bingo to help you remember new vocabulary you have been learning. Follow these instructions to play the game.

celebrations

- Draw a rectangle and divide it into six boxes.
- 2. Write one word from the list below in each box as shown in the diagram.
- 3. Listen while the teacher calls out the words.
- 4. If the teacher calls out a word that is in one of your boxes, cross it out.
- 5. When you have crossed out all your words, shout BINGO.
- 6. If you are the first to shout BINGO, you have won the game!

common	entertainment	visitors	famous
celebrations	bangles	tucked	straight
rhythmically	Choiseul	melodious	instruments
fascinated	dancers	haunting	panpipes

#### Writing a Letter

Imagine you have a pen friend in Australia who would really like to know about panpipe dancing in Solomon Islands. She has seen the Isabel panpipers performing in Brisbane and wants to know more. Write a letter telling your friend about panpipe dancing. Explain and describe the dancing in your own words. Do not copy information from the text.

Here is an example. Study it carefully before writing your own letter to your friend.



ANTANAMANAMANAMANAMANA

Tulagi Primary School Tangarare Postal Agency Guadalcanal Province Solomon Islands

22 November 2003

Dear Natasha,

Hello! Here I am again from Solomon Islands. In your last letter you asked about panpipe dancing in Solomon Islands. I'm so glad you managed to see the Isabel panpipers. Aren't they good? . Panpipe dancing happens all over Solomon Islands. Dancers perform at special occasions such as festivals and weddings. Sometimes there are panpipers in the market on Saturday morning, too. Men and boys usually perform the dance. I think the way people make the panpipes out of bamboo and bush ropes is very clever. It's amazing how many different sounds they can make! Small panpipes are played by blowing through the holes at the end but the big ones are beaten with slippers to make the sound.

Panpipe dancing is my favourite traditional music. I love listening to the music and imagining what life was like long ago.

That's all for now. I'll write to you again soon.

From your friend

Betty

#### **Your Turn to Write**

In your letter, you might tell your friend:

- about one special panpipe performance that you have seen;
- if you can do any panpipe dances;
- if any of your family can do panpipe dances;
- about a traditional dancing costume that you like.

# Reading

Below is a completed entry form for a costume parade and dancing competition. Study the form carefully. Look at the layout of the entry form and the different kinds of information it requires. Discuss it with your teacher.

# **Cultural Costume Parade and Dancing Competition**

#### **Key Words**

parade, competition, consist, participants, dancing, traditional, costumes, allocated

#### **ENTRY FORM**

# Cultural Costume Parade and Dancing Competition 7<sup>th</sup> July 2003

Unique Cultures Section P O Box B77 Honiara

Phone: 35883

Fill in all the spaces below. Please print neatly.

Group Leader: Davidson Devi

Group Name: Central Poro Youth

School Name: Tamahi School

**Contact Address:** Poro Village, Gao District, Isabel Province

Type Of Dance: Panpipe

Category: Junior Boys

## **Information for Participants**

Venue: Town GroundArrival Time: 8:00am

Allocated Time: 15 minutes each

Prizes: Best Costumes, Best Performance, Audience Favourite

All cultural groups should be in their traditional costumes. Each school group should consist of no more than 12 participants and 2 officials. Each group will be allowed to put on 5 items.

#### WE HOPE YOU ENJOY THE COMPETITION

# **Unit 15: Traditional Dancing**



# Comprehension

Study the information form carefully and answer the following questions in your exercise book. The answers to questions 1 - 6 can be found in the text. Questions 7 – 9 ask you to think for yourself about the purpose of the text and explain your own ideas.

### **Activity 1**

- 1. What type of competition is it?
- 2. When will the competition take place?
- 3. What time should competitors arrive at the venue?
- 4. How many officials are allowed to be with each group?
- 5. How many participants are allowed in the competition?
- 6. Where is the performance venue?
- 7. Why do you think schools need to know how many items they are allowed to perform?
- 8. Why do you think the competition organisers need the information on this form?
- 9. Do you think cultural events like this are a good idea? (Give some reasons.)

## **Activity 2 - Special Attractions**

Imagine you are helping to organise the Cultural Costume Parade and Dancing Competition. You want to attract lots of people to watch the competition. Your job is to plan special attractions to try to get more people to come to this event.

Can you think of two special attractions each for:

- · children?
- adults?

Write your ideas in your exercise book.



# **Language Study**

It is important to be able to disagree with someone politely. Read these examples of ways children disagree with their teacher in a polite manner.

- Teacher: I think that attending the Costume Parade and Dancing Competition is a waste of time.
- Student 1: I can see your point, but I think we need to learn about our own traditional costumes and dances too.
- Student 2: I don't agree with you because we need some time out from class to learn about our own culture.
- Student 3: I think you're right, because I am not interested in traditional shows.
- Student 4: **Yes, but** we are tired of sitting in the classroom everyday. We need to go out and watch traditional shows like this.

Read the statements below carefully. Then complete the sentences sensibly in your exercise book. Your sentence must disagree politely with the statement given.

9	<del></del>					
1.	<ol> <li>I think students should be studying for their exams, not attending dancing competitions.</li> </ol>					
	Response: I understand what you are saying, but					
2.	Every student should take part in the competition.					
	Response: I don't agree with you because					
3.	I think the Isabel dancers were the best					
	Response: Yes, they were good, but					
4.	I don't think fifteen minutes is long enough for each group to	perform five	items.			
	Response: Yes, but					
5.	Tamahi School Junior Boys group was not very good this year	ar.				
	Response: I see your point, but					
	Spelling					
to s	dy this week's spelling words carefully and learn how spell them. Use the spelling strategy – 'Look, Cover, member, Write, Check'.	simple invited	played sat			
Sel	ect the best words from this week's spelling list to	high	thump			
cor	nplete each sentence.	jumped	amplified			
1.	I was so frightened by the thunder that I in the air.	danced	run			
2.	I was to my friend's house yesterday. We in the garden.					
3.	I told my brother not to into the road.					
4.	The music was, so we could hear even thougaway.	gh we	far			
5.	Harry to the music until he fell over with a loud _	<u>-</u>				



# **Oral and Writing**

**Planning a Dancing Competition** 

In your group, imagine that you are going to enter the competition.

- What will your group be called?
- Who will the group leader be?
- What sort of dancing will you do?
- What things or materials will you need to prepare to enter the competition?

Now, copy the entry form below into your exercise book and fill in the information you have discussed with the class and in your group.

Entry Form			
Costume Parade and Dancing Competition			
Date: Venue:			
Fill in all the spaces below. Please <b>print</b> neatly.			
Name of Dancing Group:			
Group Leader:			
Age of Dancers:			
Number of Dancers:			
Category: (circle one) junior boys / junior girls / senior boys / senior girls			
Type of Dance:			
School Name:			
Contact Address:			
Welcome to the Competition			



# Reading

## Fact File: Melanesian Arts Festival

#### **Key Words**

festival, street, gallery, venue, highlight, accommodation, secretary, chairman, fax, email, include. Melanesian Arts Festival, Fact File, seafaring activities



### **Melanesian Arts Festival**

DATE AND TIME: 7th - 10th July 1998

Activities start from 10 a.m. and end at 10 p.m. each day.

MELANESIAN COUNTRIES TAKING PART: Fiji, New Caledonia, Papua New Guinea, Solomon Islands, Vanuatu.

HIGHLIGHTS INCLUDE: Traditional dances and costumes, music, seafaring activities, stage shows, arts and crafts.

MAIN VENUES: Honiara Waterfront, Melanesian Cultural Village near National Art Gallery, Town Ground, Main Street, Honiara, KG VI Sports Field.

OTHER VENUES: Kukum Tama, Rove Field, Selwyn College grounds two to three hours out of Honiara, Sipo Field – one hour out of Honiara.

TRANSPORT: All main venues are within walking distance or short bus ride from Honiara Hotels.

COSTS: No entry fee

For more information on the festival contact:

Henry Isa, Secretary or Valentine Wale, Chairman Melanesian Arts Festival Office
Phone: (677) 2657 Fax: (677) 26330

Email: maf@solomon.com.sb

For information about accommodation contact:

Robert Aunama
Solomon Islands Visitors Bureau
Phone: (677) 22442 Fax: (677) 23986. Email: raunama@solomon.com.sb

# **Unit 15: Traditional Dancing**



# Comprehension

### **Activity 1**

Read each sentence carefully. Check in the text of the 'Fact File' to see if the information is correct. If the statement is correct, write true. If the statement is not correct, write false.

- The Melanesian Arts Festival was held between 7 December 2002 and 20 January 2003.
- 2. The festival lasted for four days.
- 3. Five Melanesian countries took part in the festival.
- 4. The Festival included dances, seafaring activities, and stage shows.
- 5. Football and rugby games were highlights of the festival.
- 6. Melanesian Cultural Village, near the National Art Gallery is one of the main venues for the Festival.
- 7. Entrance fees were charged at all venues.
- 8. If you were staying at any of Honiara's hotels, you had to take a taxi to the main venues.
- 9. Henry Isa is the secretary of the Melanesian Arts and Cultural Festival.
- 10. Robert Aunama's Email address is: <a href="mailto:raunama@solomon.com.sb.gov">raunama@solomon.com.sb.gov</a>

## **Activity 2**

Copy the table into your exercise book and complete it by filling in the spaces. The left column has facts in note form from the Fact File. In the right column the same fact must be written in a sentence. The first one has been done for you.

Facts only	Full sentences
<b>Date:</b> 7 – 10 July 1998	The Melanesian Arts festival was held from the seventh to the tenth of July 1998.
Main venues: – Honiara Waterfront, Town ground, Cultural village, KG VI Sports Field	
	A total of five Melanesian countries will be taking part including Fiji, Vanuatu, Solomon Islands, New Caledonia and PNG.
<b>Time:</b> 10 a.m. – 10 p.m.	
	Valentine Wale is the chairman of the festival. He can provide more information about the event if you contact him on telephone number 26571.
Highlights: Traditional dancing; Music, custom costumes.	





# **Language Study**

### Vocabulary

Cars, buses, planes, and walking are all ways of getting from one place to another. Draw this table in your exercise book. Find three words from the list below that fit into each group or category.

stages shows	Kukum Tama	plane	Solomon Islands
Town Ground	music	bus	dancing
Vanuatu	car	Fiji	Rove Field

Country Names	Venues	Entertainment	Transport

### **Persuasive Arguments**

Sometimes people try to make others agree with their opinions. They try to be persuasive. One way to do this is to turn a statement into a question.

Study the example below carefully.

Statement: We should be selected for the Under 15 National Soccer team.

Persuasion: **Don't you think that** we should be selected for the under 15 National

Soccer Team?

# Change each statement into a persuasive argument by using some of the following sentence starters:

Don't you think ...
 Do you believe that...

Wouldn't you agree that... • Do you agree that...

Can you see that...Isn't it true that...

#### Remember to put a question mark at the end of each question.

1. The Melanesian Arts Festival was an interesting event.

- 2. We should ring the Melanesian Arts Festival Secretary for each day's program.
- The dancers from New Caledonia were the best.
- 4. Solomon Islands organised the event to a very high standard.
- 5. Dancers from Vanuatu had the most interesting costumes.



# **Spelling**

Complete the following lists by adding as many words as you can think of.

Words containing the 'mp' blend	Words containing the 'th' sound
amplified	thump
jump	with
	brother

Revise the spelling of this week's words using Look, Cover, Remember, Write, Check, before your spelling test tomorrow.

# **Oral and Writing**

# Writing a Flier

In a small group, discuss and design a flyer or poster that will inform parents of the kinds of events that will take place during the open day for your class.

Include information on the date, time, venue and highlights.

Here is an example:

# Akaboi Primary School Standard 5 Parents Morning

**Date:** Friday 21 November 2003

**Time:** 9.00 a.m. – 10.30 a.m. **Venue**: Standard 5 Classroom

**Highlights**: Traditional dance and music performances by Year 5 students

Displays of art and craft

Parents against pupils at soccer, volleyball and netball. Prizes will be offered.

**Please Join Us** 

# Reading

The next reading is a persuasive text on 'The Importance of Traditional Dance'. It is one person's point of view. Look at the key words. Discuss the meaning of these words. Read the text with your teacher.

# The Importance of Traditional Dance

#### **Key Words**

destroy, educational, expensive, prevent, ancestors, fine, tourists, promote, local culture, lost forever, community life

Traditional forms of dance and music are an important part of the culture of Solomon Island people. Dance and music have been taught to children by their parents and have not changed for many years. Today, things are changing. Modern music and dances can be seen and heard in Solomon Islands on television, videos and the radio. These may change or even destroy local culture. To prevent this, young people must be taught



about traditional music and dance. It would be sad if these fine cultural activities were to be lost forever.

There are many reasons for keeping traditional dance and music alive. Firstly, dances are educational. They teach young people about their history and the way in which their ancestors lived and worked. Dances tell stories about life in past times and help people to understand custom beliefs and ideas.

Secondly, traditional dancing is good for community life. Many dances are based on the village; they bring people together and everybody takes part. Some people dance, some play music and some watch. Everyone joins in. Modern music can only be listened to by people who own expensive CD players. People who do not own these things cannot join in.



Dancers from Ontong Java

Traditional music and dance are a part of every celebration in Solomon Islands. Weddings, the arrival of important visitors, feast days and anniversaries are celebrated with the special music and dance of the people. It is these special styles which make people unique and helps each group to stand out from others.

# **Unit 15: Traditional Dancing**

When Solomon Island dance groups have gone overseas to perform, audiences have enjoyed their musical skill and the stories of their dances. Tourists also come to this country to enjoy the music and the dances and songs. Older people in the community should teach young people to develop pride in their culture and traditions. Parents must help their children to enjoy traditional dance and music. Schools should help their pupils to form cultural dancing groups. The government must promote traditional dance through funding of local festivals and competitions. In these ways, important and unique traditions will be kept for future generations to enjoy.

# Comprehension

# **Activity 1**

Look at the statements below the table. Read them carefully. Some are facts, others are opinions. Draw a table in your exercise book like the one below. Write the facts in one column and the opinions in the other. Two examples have been done for you:

Facts Opinions
music can be heard on buses Modern music is played too loudly on some buses.
Some buses.

- 1. Traditional dance is performed in many villages, all over Solomon Islands.
- 2. Some cultural groups from Solomon Islands have performed overseas.
- 3. Older people should teach young people the dances they learned as children.
- 4. We should encourage tourists to visit Solomon Islands by putting on more traditional dances.
- 5. Some dances tell stories about what life was like in the past.
- 6. Traditional music is boring compared to modern music.
- 7. The government ought to fund cultural events to promote traditional music.
- 8. Traditional dances are often performed at special occasions such as weddings and feasts.

#### **Activity 2**

Think carefully about the author's opinions about traditional dance. Answer the following questions in your exercise book.

- 1. What does the author think about traditional dance?
- 2. What does he or she think about modern music? How can you tell?
- 3. Do you agree with the author? Why? Why not?
- 4. Do you think the author would like to own a CD player? Why? Why not?

# **Language Study**

The words below are used to explain a period of time. Complete the activity in your exercise book. There is no need to write complete sentences, just your answers.

ages ago a few weeks	a fortnight	next week	tomorrow
half a day half an hour	too long	not long la	ater
soon just a minute	a couple of m	nutes immedia	tely

1.	The school begins at 8:00 in the morning but five pupils arrived at 8.30am.	
	"You're half an hour late," said the teacher.	
2.	I do not remember my great grandfather because he died	
3.	I last visited my grandparents ago.	
4.	The plane was hidden by clouds for before we could see it again.	
5.	"I will be on holiday for two weeks" said Mali, "So I will see you in"	
6.	This is our last week of school we will be on holiday.	
7.	It is too late for me to go to the garden today so I will go to the garden	
8.	"Can I see the nurse , please" I asked.	

# Choose the best word from the brackets to complete each sentence. Then copy the sentences into your exercise book.

- 1. Our ancestors performed our traditional dances (long ago, later).
- 2. The dance group will perform for (half an hour, a few weeks) this evening.
- 3. The traditional dancers from Santa Ana will perform at the festival on Saturday for (just a minute, half an hour).
- 4. In the school holidays, I will stay with my parents for (a few weeks, just a minute).
- 5. Maria will go home for two weeks. That's exactly (a fortnight, half a day).
- 6. The chief said he's not able to join the traditional dancing group today but he'll attend (next week, tomorrow) evening.

# **Unit 15: Traditional Dancing**

# **Spelling**

Revise spelling this week's words using the strategy 'Look, Cover, Remember, Write, Check.

# Oral and Writing

Choose one of the titles below and write a short exposition giving your opinion about the subject in the title.

- 1. The Importance of Keeping Traditional Dance Alive
- 2. Why I Prefer Modern Music to Traditional Music
- 3. Why I think Traditions are Out of Date
- 4. The Benefits of Traditional Culture

## How to Write an Exposition

Remember that the purpose of your writing is to convince the reader of your point of view. Your exposition should have three main parts.

### **Part One: State Your Opinion**

Tell the reader what opinion you are putting forward. You may include some background information on the subject, as an introduction.

#### Part Two: Give Your Reasons

Explain reasons to support your argument. Each paragraph should contain a different point or idea. This section should contain two or three paragraphs.

### Part Four: Summing up

One or two sentences briefly retelling your main points or reasons. A short conclusion.

### Some useful sentence starters

I believe that	Another good reason for is
I think because	It is often said that
My opinion is that	It is important to because
Many people agree that	Therefore
Lots of people think	In conclusion
In my view	



# **Reading and Discussion**

Look at the key words. Discuss the meaning of these words. Use a dictionary if you need to. Practise pronouncing the words and use some of them in sentences. Now read the information text about traditional dancing in Isabel.

# **Custom Dancing in Isabel**

#### **Key Words**

often, attractive, typically, warriors, preserve, victories, remind everyday activities, from generation to generation, ordinary life, head hunting, defend themselves

Custom dancing is often performed in the villages of Isabel Province. People need to have lots of energy to do the Isabel style of dancing. Attractive costumes add to the entertainment.

Many dances performed in Isabel tell stories. The actions and movements of each dance



Isabel dancers

describe historic events and explain traditional ideas and beliefs. Dancing is a good way to preserve culture, customs and beliefs and pass these from generation to generation.

The men of the Gao district perform one type of historic dance. The Gragi Glave, (the axe and shield dance) is a war dance that began in head hunting days. It tells the story of past wars and victories of the Gao people.

The axes and shields used in the dance remind people of how dangerous life was long ago. Warriors always had to be ready to defend themselves from attack.

Other dances performed in Isabel are about everyday activities such as paddling canoes, harvesting crops and digging for turtles eggs. These remind people today of what ordinary life was like for people long ago.

Traditional dance is an important way in which the history of the people of Isabel Province is remembered and told.



# Comprehension

## **Activity 1**

Read the passage again silently and answer the questions in full sentences.

- This text explains how dancing can teach us about what life was like in the past.
   Describe two other things that people in Isabel might learn from their traditional dances.
- 2. Using the information in the text, write two sentences describing what you think the Gragi Glave Dancers would look like.

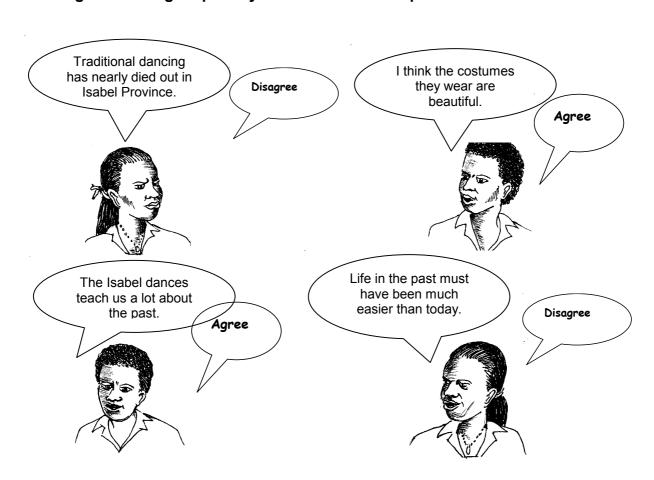
## **Activity 2**

Use the information in the text to complete the following sentences.

- 1. Some dances in Isabel Province describe......
- 2. The Gragi Glave dance is about ......
- 3. Some dances tell about ordinary life such as ....
- 4. Traditional dance is an important way of......

# Language Study

These students are having a discussion about dancing. Copy the speech bubbles into your exercise book. Fill in the empty speech balloons with statements that either agree or disagree politely with what the other person has said.





# **Spelling**

These are your spelling words for this week. Study the words carefully. Copy them into your exercise book. By the end of the week you should be able to spell them correctly. Use LCRWC to help you.

Choose one of the spelling words for each of the following definitions. Write the word next to its meaning in your exercise book.

simple	long
purple	double
eyes	whistle
does	couple
own	gentle

- 1. A colour made by mixing red and blue.
- 2. The present tense of the verb to do.
- 3. To posses or have something.
- 4. Kind or soft. Not rough.
- 5. Two, a pair.
- 6. A high-pitched sound.
- 7. Easy or uncomplicated.
- 8. To multiply by two.
- 9. The organs of sight.
- 10. The opposite of short.

### **Activity 2**

Look carefully at your spelling words. Complete the following lists in your exercise book.

- 1. Six words ending in -le
- 2. Three verbs
- 3. Four adjectives
- 4. Four words with one syllable

# **Oral and Writing**

**Proofreading and Editing a Letter** 

Below is a letter to a local dancing group asking them to participate in your school closing day.

Read the letter. In your group, discuss these questions.

- Can you think of ways to improve the letter?
- Have you found any spelling errors?
- What important information has been left out?
- Do you think Johnny Lano could have asked the group to participate in a more polite way?

# **Unit 15: Traditional Dancing**

Nagolau Primary School Bugotu Isabol Province

24 November 2003

Dear Sir/ Madam

Our skool is officially closing soon. A lot of activities are planned for closing day. One of the highlights will be the performance of traditional dances by different groups.

We want your cultural dancing groop to take part in the closing ceremony. We want your group to perform five good dances. Wear good costooms too.

Here is some information:

**Time**: 9:00am (dancers to arrive by 8.30)

Venue: School Playground

Make sure you let us know if your groop is coming. We would be very hapy if you could be part of our skool's closing ceremony. Don't be late.

Yours sincerely Johnny Lano

Rewrite the letter, correcting errors and trying to improve it in the ways that you have discussed in your group. In your letter, include all the details that the dance group will need to know.

# Reading

The next reading is a personal letter written by a child to his friend. Look at the key words. Discuss the meaning of these words before you read the letter.

## A Letter from Kio

#### **Key Words**

brilliant, suggest, o'clock, term, organise, raise money, a great deal, school mate

Pawa Provincial Secondary School Ugi Island Makira Ulawa Province 18 June 2003

## Dear Leiau

I'm writing to tell you about a dance I went to with my cousin Eddie, last week. We had a really good time. It was an end of term dance held at Hill Primary School on Ugi Island. They were trying to raise money for their new library.

The 'Solid Blacks Band' played the music for the dance. Have you ever heard them? They come from Makira. I think they are brilliant!

The dance began at 8 o'clock at night and went on until 6 o'clock the next morning. It was the first time I'd been to an all night dance and I thought I would fall asleep, but I didn't. Eddie and I danced almost all night! You'd really have enjoyed it.

There were lots of people there from all over Ugi and other islands too. I met your school mate John, from Pamua. He said he wanted to say 'hello' to you. I gave him your address and he promised he'd write you a letter soon.

The dance raised a great deal of money for the school. More than a thousand dollars, I think. It's a really good way to raise money. I think I'll suggest that we hold a dance at our school at the end of the year. I'd love to organise it. Maybe you could come?

Please write to me soon. I want to hear what you've been up to. Have you been to any end of term dances over there in Honiara?

From your friend,

Kio



# Comprehension

Leiau wrote the following letter to reply to his friend Kio, but he left out some words. Read the letter with your teacher and your class. Copy the letter into your exercise book and fill in the missing words from the list below.

happy	good
friends	Hill
cousin	enjoyed
organised	to
Kio	dance
term	holiday

Tuvaruhu Primary School Honiara 24 June 2003

Dear
Thanks for your letter. I was very to hear about the dance at Primary School. It sounded really I'm glad you went with your Eddie. He's fun to be with, isn't he?
We also a dance at our school for the end of Wow! You must have enjoyed dancing the sound of the Solid Blacks Band!
They often play in nightclubs in Honiara. I've been to one of their performances in Honiara and I really it. They play all types of music like pop, reggae and sland music. Fantastic music!
f I'd been there we could have gone to the together and we could have met up with John and our other
Next time there is a dance, I'll come home so we can all go together. Have a good
From your friend, Leiau



# Language Study

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

- 1. Kio filled the school tank with (several, enough) water for everyone.
- 2. The school children only need a (few, little) money to spend at the dance.
- 3. The children ate (some, many) ice-cream at the dance last night.
- 4. The school collected (much, many) money at the dance.
- 5. There was (each, no) meat in the fridge yesterday.

# Handwriting

Copy the passage into your exercise book using your best handwriting. Practise using joined-up handwriting. Use all the letter joins you have learned.

Many schools in Solomon Islands celebrate the end of term with social events. Social events bring people together to enjoy themselves. It is good for the school and the community to work together.

# Oral and Writing

Tomorrow you will be holding a class debate on the following topic:

Custom Dancing Should be Included in the School Curriculum

Today you will plan what to say in the debate.

One group will think and talk about 'Why traditional dancing should be included in the school curriculum.'

The other group will think and talk about 'Why traditional dancing should not be included in the school curriculum.'

Write down your arguments on a sheet of paper.

Some of your points might look like this:

	Traditional Dancing Should be Included in the School Curriculum			
	Arguments for		Arguments against	
Traditional dancing should be included		Traditional dancing should not be included		
	It is good exercise for students.  Dancing teaches us about our cultural	1.	It would take away too much time from other subjects.	
	history which is an important part of our education.	2.	Custom and culture should be taught in the home.	
3.	Music and dance are important school subjects.	3.	School is for learning to read and write and do maths.	
4.		4.		



## **Proofreading and Editing**

Proofread and edit the exposition that you wrote last week. You chose to write about one of these topics:

- The Importance of Keeping Traditional Dance Alive
- Why I Prefer Modern Music to Traditional Music
- · Why I think Traditions are Out of Date
- The Benefits of Traditional Culture

## Follow these steps:

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

Now rewrite your exposition with the changes you have made. Give it to another pupil to read.

# Reading

The next text is a recount about, the Melanesian Arts and Cultural Festival. Look at the key words. Discuss the meaning of these words before you read.

### The Melanesian Arts and Cultural Festival

#### **Key Words**

wonderful, diversity, popular, citizens, identities, heritage, participants, at the head of, rich traditions, cultural feast

The Melanesian Arts and Cultural Festival in Honiara displayed cultural dance from different parts of Solomon Islands and other Melanesian countries. Participants from all over the country presented a range of cultural dances that showed the diversity and richness of Solomon Island culture.

Both Solomon Islanders and tourists were impressed by the wonderful dancing display



Malaitan dancers

at the festival. Local people watched dances they had never seen before and were proud of their country and its rich traditions.

The opening parade of the festival on Saturday morning introduced dancers from all over the country. At the head of the parade was a group from North Malaita performing the 'Mao Dance'. They were closely followed by their South Malaitan neighbours with a fishing dance known as 'Kaurei tei'.

A group from Santa Ana in Makira Ulawa province performed the 'Weto Dance', which had the crowd on their feet shouting for more.

The Reef Islanders delighted the crowd with the 'Lulumo Fishing Dance'. Isabel dancers also performed a fishing dance called 'Sale Olo Sale' and the 'Lito Lilinge War Dance'. This war dance tells about past victories of the Isabel province and is still able to frighten audiences today.

Dancers from Roviana in Western Province skipped into the cultural village to the 'Bilikiki', the dance of the hornbills.



Santa Cruz dancers

The Guadalcanal group came next with the 'Sepe Dance'.



Rennell/Bellona dancers

The haunting sound of the wooden papa board could be heard far away, announcing the arrival of the polynesian dancers from Rennell Bellona Province. They were next on stage with their 'Maka War Dance'.

The parade ended with the Tamure dancers from Kiribati who arrived in the cultural village to loud cheering from the crowd

Everyone enjoyed the different dances and spectacular costumes.

# Comprehension

## **Activity 1**

Read each question and all three possible answers. Choose the best answer based on the text and write it as a full sentence in your exercise book. The first one has been done for you.

- 1. Where was the Melanesian Arts and Cultural Festival held?
  - A. Honiara.
  - B. Lake Te Nggano.
  - C. Savo Island.

Answer: The Melanesian Arts Festival was held in Honiara.

- 2. What was displayed at the Melanesian Arts and Cultural Festival?
  - A. Modern dance from Makira Province.
  - B. Wood carving from all over Solomons Islands.
  - C. A variety of traditional dances from Melanesia.
- 3. Which islands in the Temotu Province perform the 'Lulumo Fishing Dance'?
  - A. Vanikoro
  - B. The Duff Islands
  - C. The Reef Islands
- 4. Which two provinces performed war dances at the opening parade?
  - A. Western Province and Rennell Bellona Province.
  - B. Rennell Bellona Province and Isabel Province.
  - C. Isabel Province and Temotu Province.
- 5. What dance did the Guadalcanal dancers perform at the opening?
  - A. Mao dance
  - B. Disco dance
  - C. Sepe dance

- 6. In which province is the papa drum used to accompany dancing?
  - Α. Rennell and Bellona Province
  - Choiseul Province B.
  - C. Central Islands Province
- 7. Where does the 'Bilikiki' dance come from?
  - Α. Roviana in Western Province
  - Santa Ana in Makira Province B.
  - C. Marovo in Western Province

## **Activity 2**

## Planning a Programme

Use the information in the text, to plan a programme for the parade. The programme should be designed to tell people in the crowd about each group of dancers. List the dancers in order and tell what dance they will present. Your programme might begin like this:

# The Melanesian Arts and Cultural Festival

# Parade Programme

Dance Group One: North Malaita group performing the 'Mao Dance'.

Dance Group Two: South Malaita group performing a fishing dance called Kaurei tei'

Dance Group Three:



# Language Study

Write one sentence using the words "Yes \_\_\_\_\_ but..." to respond to each of the following opinions.

The first example has been done for you.

- I thought the dancers from Santa Cruz were the best. Yes, they were good, but I preferred the Vanikoro dancers because I liked their costumes.
- 2. It cost the Government too much money to host the Cultural Festival.
- 3. Young people must learn their traditional dances in school.
- The parade was really disorganised. It started late and some dancers were missing.
- Cultural events like the Arts Festival should be held more often in Honiara.



_

# **Spelling**

By the end of the week you should be able to spell the words without looking at them. Use the spelling strategy, Look, Cover, Remember, Write, Check.

Select words from the list to complete each of the following sentences:	simple	long
On Mondays we have a lesson of maths.  I think it is too	purple eyes	double whistle
All were on the referee as we waited for him to blow the at the end of the game.	does own	couple gentle
3. " your father this land?" asked Marie.		
4. I painted my house I had to use a of tins	because it	is quite large
5. I found it easy to learn Maths because the teacher explair way and was always very	ned everyth	ing in a

# **Oral and Writing**

Explain your reasons for voting as you did in the class debate. Write a short paragraph. Start with:

#### either:

I think that custom dancing **should** be included in the primary school curriculum because....

#### or:

I think that custom dancing **should not** be included in the primary school curriculum because....

# Reading

Look at the key words. Discuss the meaning of these words. Practise pronouncing the words and use some of them in sentences. Now read the interview about Tamure dancing.

# **Tamure Dancing**

#### **Key Words**

reporter, dancer, involve, rotation, introduced, flexible, perfected, rhythmic movement

**Interviewer:** Walter, a reporter with Solomon Star newspaper.

Interviewee: Naomi, a Tamure dancer



**Location:** King Solomon Hotel, Honiara

**Walter:** Where did the Tamure dance come from?

**Naomi:** It started in Polynesian and Micronesian countries in the Pacific.

These countries include Samoa, Tonga, Cook Islands, Tahiti,

Hawaii and Kiribati.

**Walter:** Who introduced the Tamure dance to Solomon Islands?

**Naomi:** It was introduced by the I-Kiribati living in Solomon Islands who had

amily or friends in Polynesian and Micronesian countries.

**Walter:** Tell us about the dance. What does it involve?

**Naomi:** The dance involves a rotation of the hips and a rhythmic movement

of the arms and wrists.

**Walter:** When is it usually performed?

**Naomi:** Traditionally it was performed by an important person to welcome

visitors. Today there are a number of dancing troupes in Honiara and other parts of the country performing Tamure dance. These groups offer lively and colourful entertainment at public celebrations

throughout the country.



**Walter:** What kinds of costumes do the Tamure dancers wear?

**Naomi:** Men wear lava lavas tied around the hips to show off their tattooed

thighs. This also helps them move around more easily. For girls a

grass skirt is made from Hawaiian tii leaves sewn together and worn around the waist. Dancers also oil their bodies with coconut oil before they dance.

Walter: Why is that?

**Naomi:** This is to make the body flexible and to make it glisten.

Walter: What do you think of Tamure dancing?

**Naomi:** I love it! Tamure dancers are very talented. They dance with grace

and style to the rhythm of the music and the beating of the drums.

This is only perfected through hours of practice.



# Comprehension

## **Activity 1**

Re-read the text and find the answers to the following questions.

Write the answers in sentences in your exercise book.

- 1. Where did the Tamure dance come from?
- 2. Describe the Tamure dance.
- 3. Who usually performed the Tamure dance in the past?
- 4. Which Pacific Islanders introduced the dance to Solomon Islands?
- 5. Is Tamure dance only performed in Honiara?
- 6. Give two reasons why men tie lava lavas around their hips.
- 7. Explain why coconut oil is used.

### **Activity 2**

Compare Tamure dancing and Panpipe dancing. You may have to reread the information text about Panpipe Dancing that you read last week to help you. Copy the table below into your exercise book and write in the information.

	Musical instruments played	Costumes	When and where is it performed?	Who performs this dance?
Tamure Dancing	drums,			
Panpipe Dancing	Panpipes,			

When you have finished the table, see if you can find any similarities (things that are the same) and differences (things that are different). Then make two lists like this:

Similarities	Differences
Both tell stories	Only men and boys do panpipe dancing, but both men and women do Tamure.

# **Language Study**

Choose a suitable time phrase to complete each sentence below.

	a long while	half an hour	soon	too long
	before	after	in a year's time	just now
	many years ago	a couple of days	just a moment	not long
1.	The Tamure dance wa	as introduced to Solom t settled in the country.	on Islands	
2				
2.	Our teacher will teach	us now to penonna la		today.
3.	Tamure dancing is ver before having a rest.	ry tiring. Dancers can o	nly perform for about	
4.	The girls in my class b	oecame interested in Ta	amure dance	ago.
5.	We got tired of waiting to get s		s to perform. It took them	
6.		ancers should get their t practising	·	

# **Spelling**

Here are your spelling words for the week. Revise them again today as you will be tested on these words tomorrow.

Complete the following activity in your exercise book.

These words all contain the short u sound 'uh'

couple, under, does, china, better.

These words contain the long u sound 'oo'

few, blue juice, music, popular, you.

simple	long
purple	double
eyes	whistle
does	couple
own	gentle



Notice that these sounds can be made by different letters.

Copy the table into your exercise book. Think of as many words as you can containing this sound and write them in the correct column.

Short u sound ('uh')			Long u sound ('oo')		
ou	u	er	ew	ue	ou
double	up	weather	flew	blue	group

# **Oral and Writing**

Read through this poem

#### **The Tamure Dance**

(Anon)

Swaying to the rhythm of music and drums
The pair dances the Tamure
Glistening, gliding and graceful
Dancing, dancing they dance.

Like dolphins dancing on the waves,
Playfully without a care in the world
Here comes another wave
Swimming, swimming they swim.

Like frigate birds they dance on high Great wings manoeuvring in the wind To the highest cloud they aim Soaring, soaring they soar.

Like butterflies flying high and low
Fluttering colourfully in the breeze
Sweet nectar from the crimson hibiscus they drink
Flying, flying, they fly.

#### Write a Poem

Write a short poem about dance. It can be about Tamure or about another type of dance that you enjoy.

Here are some different examples for you to look at. Which one do you like best? Why?

#### War Dance

Stomping like an angry storm,
The warriors arrive.
Shouting, yelling, furiously threatening,
Spears and axes held on high.

Whirling like a hurricane,
The war dance circles round.
Wild, and angry, fierce and
frightening,
Everybody stands aside.

#### The Tamure Dancer

Floating like a falling leaf,
Drifting lightly on the gentle breeze.
Graceful, slow and elegant the dancer,
Twists and turns with elegant ease.

Soaring like a bird to freedom, Following the music's' melody. Stepping gently, leaving no footprints, Only a beautiful memory.

- Remember to use describing words (adjectives and adverbs).
- Start each verse by using a simile to compare the dance to something else:

  For example: use a simile floating like a falling leaf
  - stomping like an angry storm
- Your poem should have 2 3 verses and each verse should have 4 lines.
- Draft it first then give it to your friend to proof read and check before you rewrite it.

# 10

# **Unit 15: Traditional Dancing**



# Reading

Look at the key words. Discuss the meaning of these words and use a dictionary to check if you need to. Practise pronouncing the words and use some of them in sentences. Now read the information text about nightclubs with your teacher.

# **Nightclubs**

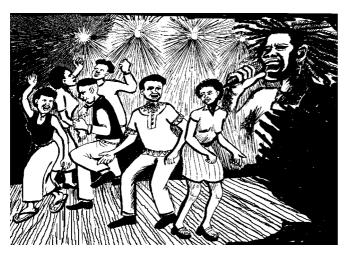
## by Lionel Damola

#### **Key Words**

nightclubs, several, dimmed, DJ, confident, casually

There are several nightclubs in Honiara and other large towns in Solomon Islands. A nightclub is a club that usually stays open until late at night. People go to nightclubs to enjoy music, dancing and meeting other people. In Honiara these nightclubs include the Heron's Club, The Warehouse and Club Paradise.

Many nightclubs are also open in the daytime. People might drop in for a drink, to meet friends or just to relax after a hard working day. On Thursday, Friday and Saturday



nights, however, the nightclubs are open especially for dancing.

Inside a nightclub, there is a dance floor where people dance and tables where people can sit and talk. There is a bar where people buy drinks. Soft drinks and alcoholic drinks are sold at most nightclubs. Some also sell snack food like chips.

Sometimes a band plays music and at other times a DJ plays recorded music. The music is often very loud and it could be Reggae, Western or Pacific style. The lighting in nightclubs is

usually dim. Coloured lights that flash on and off to the beat of the music add to the exciting atmosphere.

Some people like to dance and others like to just sit and watch. There are confident dancers who enjoy showing off to the crowd, and there are shy dancers who prefer to dance in quiet corners.

People dress very casually for some nightclubs. Some men prefer singlets or shirts and jeans. Some women wear blouses and shorts, while others wear plain lava lavas and large island shirts.

The dances usually finish between two o'clock and three o'clock in the morning.

Nightclubs have strict rules. Children do not go to nightclubs. People have to be over 18 because alcohol is sold. There are usually security guards at the door to make sure that everyone behaves sensibly.

# Comprehension

Read the report again silently and answer the questions below into your exercise book. Your answers should be full sentences.

- 1. What nightclubs are named in the text?
- 2. Why are nightclubs sometimes open during the day?
- 3. Describe the lighting you might see in a nightclub.
- 4. What types of music are played for the dances?
- 5. What kinds of drinks can people buy in a nightclub?
- 6. Why do you think nightclubs are strict about the rules?



# **Language Study**

## **Fact or Opinion?**

Copy and complete the following table in your exercise book. Read the statements below and decide whether they are facts or opinions. Put them in the correct column.

Night	Clubs
Fact	Opinion
Alcohol is sold at nightclubs.	Nightclubs are good places for people to make new friends.

## **Statements - Fact or Opinion?**

- Some people like going to nightclubs.
- More nightclubs should be built out in the provincial towns.
- The music in nightclubs is often very loud.
- Nightclubs are bad for local customs.
- There are nightclubs in Honiara.
- People who go to nightclubs drink too much alcohol.
- People who like to dance go to nightclubs.
- Nightclubs have strict rules.





# **Oral and Writing**

In a group, discuss the advantages and disadvantages of nightclubs. 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.

Advantages	Disadvantages
Good place to meet new people	1. Loud music is bad for your ears
2. Dancing is fun and good exercise	2. Cause disturbance to neighbours
3.	3.

- Now, you have to decide whether or not you think a new nightclub should be built in your local town.
- Write a letter to the town council or the Provincial Premier expressing your views.
- Remember that the purpose of your writing is to convince the reader of your point of view.
- · Your persuasive letter should have three paragraphs.
- · Set your letter out like the example below.

Your Address
Date

Dear	
Paragraph 1	Say what you are writing about and what your opinion is.
Paragraph 2	Give reasons for your opinion. Try to include two or three different reasons why you think the nightclub should / should not be built.
Paragraph 3	Sum up your point of view and tell the Premier/ town council what you want them to do
Yours faithfully	
Your name	



# Reading - The First Independence Day

Today's text is a recount. It tells what happened at another time or place. The events in the recount are written in the order that they happened.

Read the recount about the first Independence Day quietly to yourself. If there are parts of the text that you do not understand, discuss these parts with a partner.

Make sure you understand the meaning of the key words.

# **♦** Comprehension

Read the recount again silently. Write the answers to each of these questions in your exercise book.

- 1. Every year we celebrate Independence Day. What is Independence Day?
- 2. Why did people cheer loudly when the Solomon Islands' flag was raised?
- 3. What did the man mean when he said, "We are standing on our own two feet now"?
- 4. What event did the writer describe as being 'most colourful'?

for

but

people, we just went home.

- 5. What items did the writer keep to remind her of this special day?
- 6. Which country controlled our country until we gained our independence?
- 7. Have you been to one of our Independence Day celebrations? Describe the celebrations you remember.

or

# **♦** Language Study

and

Look at the list of words below. These are conjunctions or linking words. Complete the following sentences using words from the list. Write your sentences in your exercise book.

SO

yet

because

For	example:
	The standard 6 exam was very difficult <b>yet</b> Ken managed to complete all the questions in time.
1.	She was wet tired after the celebrations.
2.	John was tired still happy.
3.	The boys walked across the hills across the valleys to get to Lawson Tama.
4.	The river was flooding Mark managed to reach the other side.
5.	Choose white paper coloured paper to draw your imaginative picture.
6.	A policeman punished two boys throwing stones on the tent.

7. We couldn't see the string bands performing on the stage there were lots of





# **Spelling**

Say and spell the words with a partner. See if you can pronounce and spell each word correctly. Remember to use the Look, Cover, Remember, Write and Check strategy as you learn to spell the words.

Copy the words into your exercise book. Then write five sentences using two words from the spelling list in each sentence. For example:

Mr. and Mrs. Wasi went to Dai Island.

Mr.	wasn't
Mrs.	you're
bad	fruit
couldn't	built
can't	biscuit



# **Oral and Writing**

- In a small group illustrate one paragraph from the reader.
- Talk about the different pictures your group could draw.
- Decide on a drawing.
- Draw the picture.
- Write a short paragraph to describe your picture. Use your own words and do not copy the pictures from the reader.



# Reading

Look at the key words and find out what they mean. Read the recount below silently. Look at how the events have been written in sequential order.

# Funny Night in Kilusakwalo Village

## by Ellen Wairiu

#### **Key Words**

New Year's Eve, Funny Night, hilarious, hustled, asthmatic, microphone, chuckle

In the year 2003, I spent the New Year holiday in Kilusakwalo Village, where I stayed with a school friend named Laga. On New Year's Eve, the last day of 2002, there was a lot of excitement around the village. Singing groups moved from house to house and children beat drums and rang bells as they walked along the road.

Laga's family were busy preparing cassava pudding and making a huge motu with chicken fish and taro.

"No one goes to sleep early on New Year's Eve in Kilusakwalo," said Laga. "You wait, the celebrations are only just beginning!"

At ten o'clock at night the church bell rang.

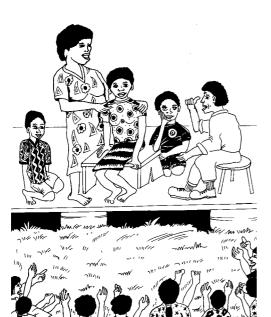
"Funny Night time," shouted Laga's father.

This was the time for which we had all been waiting. Everybody had been talking about 'Funny Night' all day.

It really was a funny night. The whole village came to watch the hilarious dramas and songs performed by the people of Kilusakwalo.

Mothers brought their newborn babies. Small children hustled each other for a front row seat. The schoolteacher, the pastor, and the chief were also there to watch. Elderly people came, supported by their grandchildren. Even the village dogs were there and some sick people were carried from their homes to watch the fun.

"Laughter is the best medicine!" whispered Laga.



The funniest group of all, a husband, his wife and their children, performed a hilarious comedy about family planning. People laughed until their sides hurt. They laughed until tears rolled down their faces. One old woman laughed until her false teeth fell to the ground. An asthmatic man laughed so hard that he had to be taken to the hospital because he was short of breath.

Everyone was having so much fun, that they almost forgot about the arrival of the New Year at midnight.

After the performances, the pastor took the microphone. There was silence everywhere. I thought he was going to tell another joke, but instead he started the countdown to the New Year.

"Ten ... nine ... eight ...

# 2

# **Unit 16: Celebrations**

We all joined in, "Seven ... six ... five ... four ... three ... two... one ... Happy New Year!"

Everyone jumped up from their seats and cheered loudly. We all shook hands and wished each other a Happy New Year.

Then motus were opened all around the village and the feasting began. It was daylight before anyone went to sleep.

I will never forget New Year's Eve in Kilusakwalo. Even now, when I think about that night, I still chuckle quietly to myself!

# Comprehension

## Complete the sentences using words from the text.

1.	People laug	hed		<del>.</del>
2.				best medicine.
3.				preparing cassava pudding
4.		silence		
5.				down their faces.
6.	I will never _			<del>.</del>
7.			holic	day in Kilusakwalo village,
		name	ed Laga	

# Language Study

#### Conjunctions can join one sentence to another. For example:

This is her book. That is his book.

This is her book **and** that is his book.

Salome's book is blue. Greg's book is green. Greg's favourite colour is green.

Salome's book is blue **and** Greg's book is green **because** green is Greg's favourite colour.

# Join the sentences below by using conjunctions. Some of the new sentences will need two or more conjunctions.

- 1. Paula wants to go to the Funny Night. She can't go. Her mother is very sick.
- 2. Anita lost her school bag last night. She didn't go to school this morning.
- 3. The school principal from Kilusakwalo did not turn up for the School-Closing Day. The other teachers postponed the whole programme.
- 4. Loilita was very angry with her brother. She wanted to run away from home. She did not have the courage to do it.
- 5. This story is very short. It is very interesting. It has lots of pictures.
- The pastor funded a trip to Temotu Province for the couple that won the Funny Night. He also funded Laga's father's trip to Honiara. Laga's father won the solo contest.

# Handwriting

Read this joke then copy it into your exercise book. Use your best cursive handwriting.

Once there was an old man selling some turtles at the market. Along came a tourist.

"Hey old man, what do you call this in your language?" The old man replied smartly, "Na vonu".

"And what do you call it in pijin?" asked the tourist again.

"Oh, we call it totele and in English we call it, a ..... a .... ae ma totele tu yia," replied the old man. Everybody around laughed at him. by Ellen Wairiu

# Oral and Writing

During the next few writing lessons you are going to write a recount about an event celebrated in your family or in your village.

Today you are going to plan your recount.

Working with a partner, talk about how your family or village celebrated the event. Here are some ideas for your planning.

- 1. Give your recount a title.
- 2. Which celebration are you going to write about?
- 3. What were the most exciting or memorable events during the celebration?
- 4. Who was involved in the celebration?
- 5. How long did the celebration last?
- 6. How will you describe these events?
  - What happened first?
  - What happened next?
  - What was the last thing that happened?

Remember the events must be in order.

Start drafting your plan.



# Reading

Read the recount 'Kava Ceremony from Fiji'. Make sure you understand the meaning of the key words. Use a dictionary to help you. Can you say all the words correctly? Try to use the words in sentences.

# A Kava Ceremony in Fiji

## by Alison Blaylock

#### **Key Words**

installation of a chief, formal, appetising, in one go, take effect, mortar

Last week, I was lucky enough to be invited to attend my first kava ceremony.

Kava is a drink made from the roots of a pepper plant. When you drink it, it makes you feel relaxed and peaceful. The drinking of kava is an important part of many Fijian celebrations, including weddings, funerals, and the installation of a chief.



Preparing the kava

The kava ceremony is very formal so I was a little nervous at first but I was very interested to see what happened at the ceremony. I was also curious to taste the kava and feel its effects.

Other guests and I sat down on woven mats, which were placed on the floor in a large circle.

In the centre of the circle I saw a huge wooden bowl. An official, dressed in tapa cloth stepped forward. His body was smeared with coconut oil. He pounded the roots of a pepper plant in a mortar and

then he mixed the kava with water. He did this in front of all of us. The brown liquid didn't look very appetising as it was poured into the wooden bowl.

When the kava was ready, the mixer ran his hand around the edge of the bowl and clapped three times. I knew that the ceremony was about to begin.

Another man stepped forward holding a coconut shell cup. There was silence in the room as he scooped a cupful of kava and presented it to the most important guest, a visiting chief. I watched carefully so that I would know what to do when it was my turn to drink. The chief clapped his hands once, took the cup and swallowed the kava in one go. The other visitors then clapped their hands three times and said, 'Maca' which is Fijian for 'empty'.

After all the important guests had drunk from the bowl a second bowl of kava was prepared and the other guests were served. I watched and waited for my turn, as each person had a drink from the cup. I knew what to do when the coconut shell cup was presented to me. I clapped my hands once and accepted the cup. Putting it to my lips I drank quickly until it was gone. The taste was strong and bitter in my mouth, but I swallowed it quickly and handed the cup back to the server.

I sat there silently waiting for the kava to take effect and I felt honoured to have joined in this traditional ceremony.

# Comprehension

Read the recount again silently then answer the following questions.

- 1. Who was the person recalling this event?
- 2. Where did this ceremony take place?
- 3. What materials are needed in order to perform this ceremony?
- 4. How do you know that this kava ceremony was a very formal one?
- 5. Who was the most important guest at the ceremony?
- 6. What is the Fijian word for 'empty'?
- 7. How does this drink make people feel?
- 8. What do you think about the drink?

# **♦** Language Study

The text below is written in the past tense. Rewrite it in your exercise book changing the verbs to the present tense. Underline the words that you've changed. The first two have been done for you.

"In the centre of the circle I (saw) **see** a huge wooden bowl. An official dressed in tapa cloth (stepped) **steps** forward. His body was smeared with coconut oil. He pounded up the roots in a mortar and mixed the kava with water in front of us. The brown liquid was poured into the wooden bowl.

When the kava was ready, the mixer ran his hand around the edge of the bowl and clapped three times. I knew that the ceremony was about to begin.

# Spelling

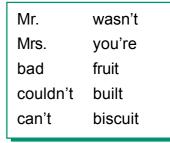
Working in pairs, pronounce the words carefully and practise spelling them.

Some of the spelling words in your spelling list are contractions. Write the words below in their complete form in your exercise book.

#### For example:

can't – can not

wasn't
 you're
 shouldn't
 couldn't
 he'd
 mightn't







# **Oral and Writing**

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

Today you will start the first draft of your recount. Remember to follow the plan that you made in the last lesson and write your recount in the past tense.

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





# Reading

This reading is a report explaining the way Chinese people prepare for their New Year celebrations.

Use a dictionary to find out the meaning of the key words. Try to use the words in sentences. Read the report silently to yourself.

# **Preparing for Chinese New Year**

### by Ellen Wairiu

#### **Key Words**

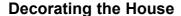
decorate, symbolise, prosperous, determines, belief, represent, unity

Chinese New Year, also known as the 'Spring Festival', is celebrated at a different time to Solomon Islands' New Year. The moon determines when Chinese New Year occurs and it usually falls between January 30<sup>th</sup> and February 20<sup>th</sup>. For traditional Chinese families there is a lot of preparation to be done for this important festival.

### Cleaning the House

A week before the celebration begins the whole family gives the house a very good clean. The belief is that, by cleaning the house bad luck is swept away and the house is ready to receive good luck at New Year. It is very important to put away all brooms and dustpans before the New Year. If these items are left out people believe that there is a danger that good luck will also be swept away.

In some homes, people also repaint their doors and window frames with fresh bright red paint. Red is thought to be a lucky colour.





Chinese families decorate their houses for the New Year celebration. Vases of flowers, bowls of oranges and tangerines and trays of dried sweet fruits are placed around the living room. New Year messages are written on bright red paper and are displayed on the doors and the walls. Messages include such things as:

"May you always enjoy good health,"

"May the Star of Happiness, the Star of Wealth and the Star of Long Life shine on you."

Flowering plants are placed around the house to symbolise rebirth and new life. Flowers represent wealth. A house full of flowers on New Year's Day means a happy and prosperous year.





## **Preparing Gifts**

People buy presents for friends and family at New Year. Parents prepare bright red lucky envelopes for their children. These are filled with money and given to the children on the first day of the New Year.



## **Preparing New Year's Food**

Chinese New Year celebrations involve a lot of special food and preparations start a long time in advance. Many different kinds of food are eaten at New Year, all of which have a special meaning.

A whole fish represents family unity and a chicken represents prosperity. If the chicken is served with a head, tail and feet, it symbolizes completeness. Noodles must not be cut at New Year as they are eaten to represent long life.

Eating bamboo shoots means that you are 'wishing that everything will be well'.

More food is eaten during the New Year celebrations than at any other time of the year.

# Comprehension

The following topics are described in the report.

- 1. Cleaning the House
- 2. Decorating the House
- 3. Preparing Gifts
- 4. Preparing New Year's Food

Explain the information given about one of these topics in your own words.

# Language Study

Find another verb that means the same as the verb in bold. You may use a dictionary or thesaurus to help.

Make sure that the verb you select does not change the meaning of the sentence. Write your new sentences in your exercise book. Study these examples first.

a. I walked home. I strolled home.

b. I **drank** my tea. I **sipped** my tea.

- 1. Elisa **leapt** over the fence.
- 2. Frank **chopped** the beans.
- 3. I divided the land equally among the tribes.
- 4. Eva **presented** her New Years gift to the Prime Minister last night.
- 5. The tree **fell** to the ground.
- 6. Dad **assisted** Mojon with his homework.
- 7. Mum **yelled** at the dogs.
- 8. **I demanded** some money from Rodney because yesterday he snatched a pawpaw from my garden.

# Spelling

Try to match the spelling words with the meanings below. Try not to look in a dictionary. Write the words and their meanings into your exercise book.

1	A title that comes before a married woman's	Mr.	wasn't
١.	name.	Mrs.	you're
2.	The short form of you are.	bad	fruit
3.	A small piece of pastry baked until it is crisp.	couldn't	built
4.	Opposite of good.	can't	biscuit
5.	Could not - in its contracted form.		

# Oral and Writing

Yesterday you completed the first draft of your recount. Read, discuss and edit your work with your partner.

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



# Reading

Today's reading is a report about how the Chinese celebrate their New Year. Look at the key words. Discuss the meaning of the words before reading the text.

### Chinese New Year

#### **Key Words**

reunion, reconciliation, cleanse the system, emphasis, considered, symbolise, congee

Chinese communities all over the world, celebrate New Year as a religious and family festival. It is a time of reunion, reconciliation and thanksgiving.



Chinese New Year starts on the first new moon in the New Year. The celebration continues for more than two weeks and it ends on the full moon 15 days later. A different emphasis is placed on each day during the festival. On the first day, the gods of heaven and earth are welcomed. Many people do not eat meat on the first day of the New Year because it is believed that this will help lead to a long and happy life.

On the second day, the Chinese pray to their ancestors. They are extra kind to dogs and feed them well as it is believed that this day is the birthday of all dogs.

On the fifth day everyone stays home to welcome the god of wealth. It would be considered very bad luck to be out when the god of wealth calls.

Between the sixth day and the tenth day, the Chinese visit their relatives and friends to share food and celebrate together. They also visit the temple to pray for good fortune and health.

The seventh day of the New Year is the day for farmers to display their produce. They make a special drink from seven types of vegetables to celebrate the occasion. The seventh day is also considered the birthday of all human beings. Noodles are eaten to symbolise long life and raw fish is eaten to symbolise success.

On the eighth day there is often a family dinner and at midnight more prayers are devoted to the god of heaven.

The ninth day is set aside to make offerings to the Jade Emperor.

Friends and relatives are invited for dinner between the tenth and the twelfth day. After so much rich food and feasting, the food prepared on the thirteenth day is simple. Rice congee and mustard greens are eaten to cleanse the system.



Lantern decorations

On the fourteenth day everyone prepares for the climax of the New Year. This is the 'Lantern Festival', which is held on the fifteenth day.

The 'Lantern Festival' is celebrated at night, under the full moon with a parade of coloured lanterns carried by children through the streets. The lantern parade marks the end of the festival of New Year and after this, life returns to normal.

# Comprehension

Choose the correct answers to complete each sentence and write it in your exercise book.

- 1. On the second day of the new year the Chinese
- a) pray to their forefathers.
- b) worship their heavenly gods.
- c) show little kindness to dogs.
- 2. Chinese New Year celebration is a time of
- a) reunion and feasting.
- b) reconciliation.
- c) thanksgiving, reunion and reconciliation.
- 3. On the fourteenth day of the celebration everyone prepares for the
- a) most important event of the New Year.
- b) last feast of the New Year.
- c) return to their normal lives.
- 4. Each day of the festival has a
- a) different activity.
- b) special important meaning.
- c) special way of feasting.
- 5. Simple food is prepared to cleanse the body system because
- a) too much food is eaten on the thirteenth day.
- b) too much rich food is eaten between the tenth and twelfth day.
- c) too much meat is eaten on the first day.
- 6. Everyone stays home on the fifth day to welcome
- a) the god of health.
- b) the god of bad luck.
- c) the god of wealth.

# 5

# **Unit 16: Celebrations**

# Language Study

Sometimes two or more sentences can be combined to become one sentence. Study these examples.

- a) Joando is going to the store to buy some drinks. She is also going to buy some cakes and she is also going to buy a packet of noodles.
  - Joando is going to the store to buy some drinks, cakes and a packet of noodles.
- **b)** Nati's family is having a picnic at Kakabona. They are having a picnic at Kakabona beach. They are cooking some rice and some fish.
  - Nati's family is having a picnic at the Kakabona beach and they are cooking rice and fish.

## Rewrite the following sentences to form one sentence in your exercise book.

- 1. Chinese communities all over the world celebrate New Year. It is a time of reunion. It is also a time of reconciliation and a time of thanksgiving.
- 2. On the fifth day, everyone stays home. They stay at home to welcome the god of wealth.
- 3. Chung Wah School celebrates the Chinese New Year every year. The Chinese community in Honiara also celebrates New Year. The Chinese communities in China Town, Kukum and Point Cruz celebrate New Year as well.
- 4. Jackson goes around collecting tins and bottles that are lying under the trees after New Year's Day. He collects the tins and bottles to sell.
- 5. Cynthia woke up early one New Year's Day. She heard some singing outside her house. She peeped out from her window. She saw some boys and girls and women, and men.
- 6. Last night I stayed up very late. First I did my homework. After that I cleaned my room. I then watched some movies until midnight.

# **Oral and Writing**

Read the text about the Chinese New Year again.

The Chinese New Year celebrations continue for 15 days. Choose one of the 15 days. Read about that day again. Draw some pictures about the events and celebrations that occur on that day.

Under the picture write the reasons why you like the activities for this particular day.



# Reading

Today's text explains how to make a Chinese lantern. Chinese lanterns are used during a parade to mark the end of the New Year festival.

Read the key words and try to pronounce them correctly.

# Making a Chinese Lantern

## **Key Words**

slits, message, lanterns

#### **Materials**

A piece of card or paper Coloured pencils or crayons

Scissors Glue, cellotape or a stapler

Ruler String to display the lanterns

Pencil

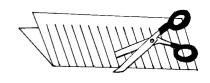
#### **Procedure**

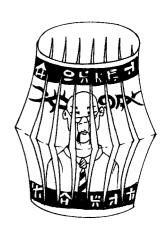
 Use pencils or crayons to decorate your paper. Draw patterns, pictures, or write a New Year's message.

Remember that red is a lucky colour for Chinese New Year so you should use plenty of red in your design.

- 2. Fold the decorated paper down the middle as shown.
- 3. Use your ruler and make a mark with your pencil every 2 cm along the folded edge. The marks can be used as a guide when cutting your slits. Use your scissors to cut slits from the fold. Stop cutting about 3cm before you get to the top edge.
- 4. Open out the folded paper. Bend it around to join the two edges together.
- 5. Stick the edges together using glue, cellotape or a stapler.







# 6

# **Unit 16: Celebrations**

# Comprehension

Working with a partner, collect the materials you need and follow the instructions to make your own Chinese lantern.

Good luck!

# **Language Study**

How many different ways can you wish someone a Happy New Year? Here are some examples:

- 1. I wish you a very Happy New Year.
- 2. May the morning stars shine upon you.
- 3. May our good Lord bless and keep you in years to come.

Think of some other ways you could wish someone a happy New Year. Write these in your exercise book.

# **Spelling**

These are your new spelling words for this week.

Copy the words into your exercise book. Work with a partner and practise spelling the words correctly.

Remember of use Look, Cover, Remember, Write and Check to help you learn these words.

Choose five spelling words and use these words correctly in sentences. Underline the spelling words that you have used.

once	invitation
us	direction
bush	action
builder	competition
any	guitar

# **Oral and Writing**

It's your turn to write a set of instructions explaining how to make something.

Choose what you would like to write about and write your instructions. When you have finished, give your instructions to a friend and see if they think your instructions are easy to follow and understand.

They could follow them and see what they make. Here are some suggestions.

- a) Making a paper aeroplane, boat or bird.
- b) Making a coconut leaf ball or basket.
- c) Making a fan.
- d) Making a delicious meal.



# Reading

Look at the key words. Use a dictionary to help you find out their meaning before reading the recount.

#### A Sad Christmas

#### **Key Words**

packed, last minute, critical, noticed, totally different

Before Christmas, most people are busy getting ready for a family party. Most people are happily looking forward to the celebrations. Christmas however, can sometimes be a very sad time too.

On the day before Christmas, I hurried into the supermarket to buy some food and gifts. The supermarket was really packed with people doing their last minute shopping.







I was busy filling up my basket when I noticed a small boy about five years old, holding a toy doll against his chest. He looked so sad as he turned to the old woman next to him and said, "Granny, are you sure I don't have enough money?"

"Sorry, my dear," the old lady replied, "You don't have enough."

His grandma went on with her shopping but the little boy stayed where he was holding on to the doll.

I felt sorry for him so I went over and asked, "Why do you want that doll?"

"It's for my sister," the boy replied sadly, "she really wanted a doll for Christmas."

"Maybe your parents will buy it for her," I suggested.

"No, they cannot buy it for her. I want to buy it to give to my mother so that she can give it to her when she goes."

"Goes where?" I asked.

"To be with my sister," said the boy. "She has gone to be with God. Daddy says that Mummy has to go very soon too. I want her to take the doll with her to give it to my sister."

My heart nearly stopped. I quickly reached for my purse and took out enough money for the doll.

"You buy it my dear," I said. The boy smiled through his sadness as he took the money.

I finished my shopping in a totally different state from when I started. I couldn't get the little boy out of my mind. Then I remembered reading in the newspaper about a drunken driver who had hit a young woman and her little girl. The little girl had died right away, and the mother was left in a critical condition in hospital.

Two days later, I heard that the young woman had also died. I knew that she had taken the little boy's gift for his sister with her when she went.

# 7

# **Unit 16: Celebrations**

# Comprehension

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

- 1. Why do you celebrate Christmas?
- 2. Who took the boy to the supermarket?
- 3. Why did the woman give the little boy some money?
- 4. What had happened to the little boy's mother?
- 5. Why did the little boy want to buy a doll?
- 6. What is meant by 'critical condition'?
- 7. How does this recount make you feel? Why?

# **Language Study**

This personal recount can make us feel sad. Sometimes writers can use certain words, phrases or sentences to make their stories sad.

List the ways in which this writer has made this recount a sad one. You may list words or whole sentences. For example:

I saw a boy holding a doll against his chest.

# **Spelling**

Work with a partner and practise spelling your words.

Copy the words into your exercise book in alphabetical order.

Pick out the five words that you did not use yesterday and use them to write sentences.

once	invitation
us	direction
bush	action
builder	competition
any	guitar



# **Oral and Writing**

Imagine that you have read the article in the newspaper about the little boy's mother and sister.

Write a condolence message to the little boy.

This is an example of a condolence message written by two Standard 5 students from Titinge School. The message was written to their cousin at Beta School.

#### Message

From: Jason and David Ames of Titinge School.

To: Philip Andy of Beta School.

We were very shocked indeed to hear about the passing away of your beloved grandfather vesterday.

Due to transport difficulties, we are unable to come home, but our thoughts and prayers are with you at this time of sorrow.



# Reading

Today's text is about two friends named Ben and Ivy. The recount describes the events leading up to the announcement of the school examination results.

Look at the key words and find out what they mean. Read the recount with your teacher.

# **Passing Exams**

## by Ellen Wairiu

#### **Key Words**

approached, determined, confident, convince, for nothing

Ben and Ivy were close friends at primary school. Since Standard One they had always walked to school together. They often shared their lunch and in the afternoons Ben used to go around to Ivy's house so that they could do their homework together. As the time approached for the Standard Six exam, they were often to be found working hard at their studies, even late into the night. They were both determined to do well in the exam to



After work they would often talk about their future plans.

"I want to go to secondary school so that when I am older I can get a job working for the government," said Ben. "I don't want to end up stuck in the village for ever!"

"I know what you mean, but I have other plans," said Ivy. I know what life in Honiara is like and I think I would prefer to live in the village. Although, that doesn't mean I don't want to go on to secondary school. I want to study agriculture so that when I set up my garden in the village I will know how to grow the best crops. I might set up a project to make a little money. So I guess I'll need to do business studies too."

The day came for the exam and Ivy and Ben both did their very, very best.



"How did you go?" Ivy asked, as they walked home together.

"Not too bad", said Ben. "I'm really glad it's over though. We should have a party to celebrate."

Ivy thought that this was a great idea so they both went home to ask their parents' permission. That afternoon Ben came around to Ivy's house.

"What did your parents say?" he asked excitedly.

"Sorry" said Ivy. "We're going away to Makira before the results come out so we won't be able to hold a party."

Ben was disappointed but he would not give up the idea easily.

# 8

# **Unit 16: Celebrations**

"Listen Ivy, you and I have worked very hard for our exams. I am confident that you will pass and I feel sure that I have done well too. We should not wait for the results. We should just have the party anyway before you leave for Makira!"

"Ben!" said Ivy. "What if we fail? We would look very silly then!"

"We won't fail," replied Ben. "Trust me, Ivy!"

The two children managed to convince their parents and the party was held to celebrate the end of the exams and their possible placements at Secondary School. Everyone congratulated them on their success and everyone enjoyed the celebration.

After the party, Ivy and her family went off to Makira Province and Ben was left in town to wait for the results.

The day came for the secondary school places to be announced. In Honiara Ben and his family were gathered around the radio.

"You'd better not have made a fool of yourself," said his father as they waited to hear the list of names. "I hope we didn't have that party for nothing!"

Everyone held their breath as they listened to the placement list for King George Sixth School. Ben's name was third on the list. His father smiled and shook his hand.

"Well done Son!" he said. "I knew you could do it."

But Ben held up his hand for the others to be quiet. There was one more name he wanted to hear before he would be ready to celebrate again. He waited until the list was almost complete, and then he heard it.

"Ivy Waga," said the announcer.

Ben smiled to himself and let out a long breath.

"We did it!" he thought to himself.

Over in Makira Province Ivy was listening too.

"We did it," she smiled to herself, and rushed off to tell her parents the news.



# Comprehension

Arrange these sentences in the correct order, the first one has been done for you.

- 1. Ben and Ivy were close friends at primary school.
- a. The day came for the Secondary school places to be announced.
- b. They were both determined to do well in the exam to please their parents.
- c. After the exam they walked home together. They talked about having a party to celebrate.
- d. The day came for the exam and Ivy and Ben both did their very, very best.
- e. Both Ben and Ivy received a place at the King George Sixth School.

# Language Study

Write a paragraph describing the way in which you would like to celebrate after the Standard 6 exam.

# Spelling

The following words are from the spelling list. Make as many small words as you can by using the letters contained within each word. Use each letter once only in a word. For example:

builder - blue, die, lie, ruler, red, build, elder

- 1. invitation
- 2. action
- 3. guitar
- 4. direction

# Oral and Writing

Work in your group to plan a drama presentation about the events in today's text. Imagine that you are a member of Ben's or lvy's family. You will take on the role of one of the characters listed below.

Characters in the drama:

Ben's Family: Ivy's Family:

Ben Ivv

Ben's mother Ivy's father Ben's father Ivy's mother

Ben's brother and sister Ivy's bother and sister.

The narrator

The narrator's role is to introduce the group and start the reading. He or she stops when it is time for the actors to speak.

Write the script. Practise the script so everyone knows what to say and how to act.

# 9

# **Unit 16: Celebrations**



# Reading

Today's text is a recount about a very special birthday celebration. Look at the key words and use your dictionary to find out what they mean, before you read.

# A 100<sup>th</sup> Birthday Celebration

### by Alison Blaylock

### **Key Words**

glimpse, protect, fireworks, overflowing, tattered, document, sense of humour

Leana was a very old woman who lived in the village of Keto Keto in the Marovo Lagoon.

When the early traders came to Marovo, Leana was a small child. She remembers watching trading boats moored in the bay and she remembers her first glimpse of Europeans as they came ashore.

When Japanese and American Soldiers fought over these islands in the war, Leana was already a wife and a mother. She remembers hiding with her children in the bush to protect them from the fighting.

When Solomon Islands gained independence, Leana was already a grandmother. She remembers taking her grandchildren to Honiara to see the fireworks at the Independence Day celebrations.

One day, when Leana was resting in her house, Kimo, one of her great grandsons came to sit with her.

"Mama Oreke, how old are you?" said the boy.

Leana thought for a long time, but she could not remember.

"Kimo, go and get that old tin box from the top shelf," she said. "I think the answer to your question might be in there."

Kimo fetched the dirty, dusty box and watched as Leana opened the lid. Inside were some old tattered papers. Leana went through the papers until she found what she was looking for.

"Here, the church gave me this paper a long time ago," said Leana

She and Kimo studied the document and found the date, 12th of November 1903.

"That's amazing!" said Kimo. "You're nearly one hundred years old!"

"Yes, so I am," smiled Leana.

"Mama, it's October now, so it's nearly your birthday," said Kimo, excitedly.

"Why don't we have a party?"

Kimo ran off to find his mother, without waiting for Leana's reply.

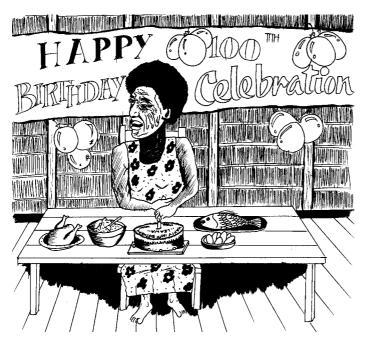
Soon the whole family had heard about the idea and everyone agreed. One hundred years of life was definitely something to celebrate!

Preparations for the party started immediately. Invitations were sent out by radio and by letter so that the whole family would know about this important event.

In the second week of November the guests started to arrive from all over Marovo. They came from Munda and Gizo, from the Shortland Islands, from Honiara and from Isabel

and Makira Provinces. One of Leana's granddaughters even came from Australia with her husband and children, whom Leana had never met before. Soon every house in the village was full of Leana's family and friends. By the time the 12<sup>th</sup> of November came the village was overflowing.

The party was wonderful. There was feasting and singing and dancing and story telling. The old people told stories about their childhood in Marovo, sharing their memories of the time before. The young people talked about their lives in different places. Places that the old people could only dream about visiting.



Leana felt very happy as she sat in the middle of her family and watched them all enjoying themselves. She counted them all. She counted her seven children, her nineteen grandchildren and her twenty-three great grandchildren all happily playing together and celebrating her 100th birthday.

It was truly a day to remember.

One night, early in the following year, Leana went to bed as usual, but she did not wake up in the morning. She died peacefully in her sleep at the age of 100 years and 3 months.

Her family were very sad. They knew that there would be no more stories. They would miss her wise advice and her sense of humour.

As they gathered together once again for her burial, the family remembered a much happier day in November.

"We will all miss Mama Oreke, but don't you think it was good that we had her party when we did?" said Kimo to his mother.

"Yes, my dear, it was a very good idea of yours," replied his mother.

"It was like having her funeral when she was still alive, so that she had a chance to enjoy it too," said Kimo.

Even though they were sad, everybody laughed.

## 9

### **Unit 16: Celebrations**

### Comprehension

Read the recount silently again then answer the following questions in your exercise book. Don't forget to answer using complete sentences.

- 1. Why do you think it is important to celebrate very old people's birthdays?
- 2. Who is Kimo?
- 3. What was special about celebrating Leana's birthday?
- 4. How did they send the invitations?
- 5. Whose idea was it to celebrate Leana's birthday?
- 6. How many great grandchildren did Leana have?
- 7. Who travelled a long distance to attend the birthday celebrations?
- 8. What did the old people do at Leana's birthday celebration?
- 9. How old was Leana when she died?
- 10. Did you like this recount? Why or why not?

### **Language Study**

During this lesson you are going to mime an action or a feeling and let others guess the type of mood you are trying to express.

### For example:

Word - 'sad'

**Miming -** Wipe your eyes and look like you are crying. Or you could cover you face with your hands, move your shoulders up and down and act like you are sobbing.

Or perhaps, you can hang your head and make a sad face.

Here are some emotions and actions to help you start. You can choose others if you wish.

happy sad angry confused lost scared tire excited worried thoughtful

### Or you could act as if you were:

hiding from someone waiting for someone arguing with someone fighting someone

### Handwriting

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

On your birthday stretch for a sunbeam, Reach for a star, Go for a beautiful dream.

Pick out some wishes, no matter how far, or how hard to reach they may seem.

Cherish hopes dear to your heart.

And as a new year comes in view,

I will add my wishes to yours

that this year they will come true.

### Oral and Writing

Continue working on your drama with your group.

Spend today's lesson practising your script and your actions.

You will be expected to present your drama to the class during the next lesson.

## 10

### **Unit 16: Celebrations**

### Reading

Throughout the world people celebrate many different occasions. Today's text is a report about a special ceremony celebrated by Cook Islanders. Use a dictionary to find the meaning of the key words.

Read the text to find out about this special ceremony.

### Pakotianga Rauru

### **Key Words**

embroidery, quilting, numbered, quilts, cushions, lock

One tradition that is observed by most Cook Islanders wherever they live, is the 'Pakotianga Rauru' or the haircutting ceremony. This is a celebration of a young boy's passage from boyhood into adulthood. Not every boy is chosen. Usually only one boy from each family is chosen. From the day he is born until the day of the ceremony, the boy's hair will not be cut.



Each lock of hair is tied up with a ribbon

The preparation for the 'Pakotianga Rauru' takes many months. The men in the family plant crops and raise pigs and chickens, while the women do embroidery and quilting, to make very special blankets as gifts for the boy.

Weeks before the haircutting ceremony, invitations are sent out to all the special guests. The invitations are numbered in the order in which guests will come up to cut a lock of hair from the boy's head.

The day before the ceremony, the men go out to the sea to catch fish and the women make trays for the food to be served using coconut leaves.

At the ceremony, the boy sits surrounded by the gifts that have been made for him by all his female relatives. The gifts include quilts, tablecloths and cushions. His parents will look after these until the boy is ready to marry. Each lock of his hair is tied with up with a ribbon.

The Church Minister begins the ceremony by asking for a blessing for the boy, his family, and the guests. Then the hair cutting begins. Each person comes up and cuts off one lock of hair from the boy's head.

The Minister begins this process, followed by the grandparents, the parents, the brothers, sisters, and other relatives. Finally the boy's friends are allowed to come up and have a turn. Many of the haircutters make speeches. In return for the lock of hair, people usually give the boy gifts or money.

After the ceremony, the family and the guests gather for a feast in an open leaf house, built specially for the occasion.







and after the hair-cutting ceremoney

### Comprehension

Read the report again. Retell the report to a partner in your own words.

### **Extra Activity**

Reread the text and answer the following questions in your exercise book.

- 1. How do you think you would feel if you were the boy chosen from your family to go through the special hair cutting ceremony?
- 2. Explain the meaning of this ceremony in your own words.
- 3. In two or three sentences, describe what is different about the way the boy looks in the 'before' and 'after' pictures in the text.



### **Language Study**

In this lesson you are going to rewrite a report so that it becomes a personal recount. Study the example below to see what is different about the two texts.

### 1. Report

Chinese New Year celebrations include visiting relatives and giving gifts. Special food eaten includes, rice and chicken. New Year messages are written on the walls of houses.

### 2. Recount

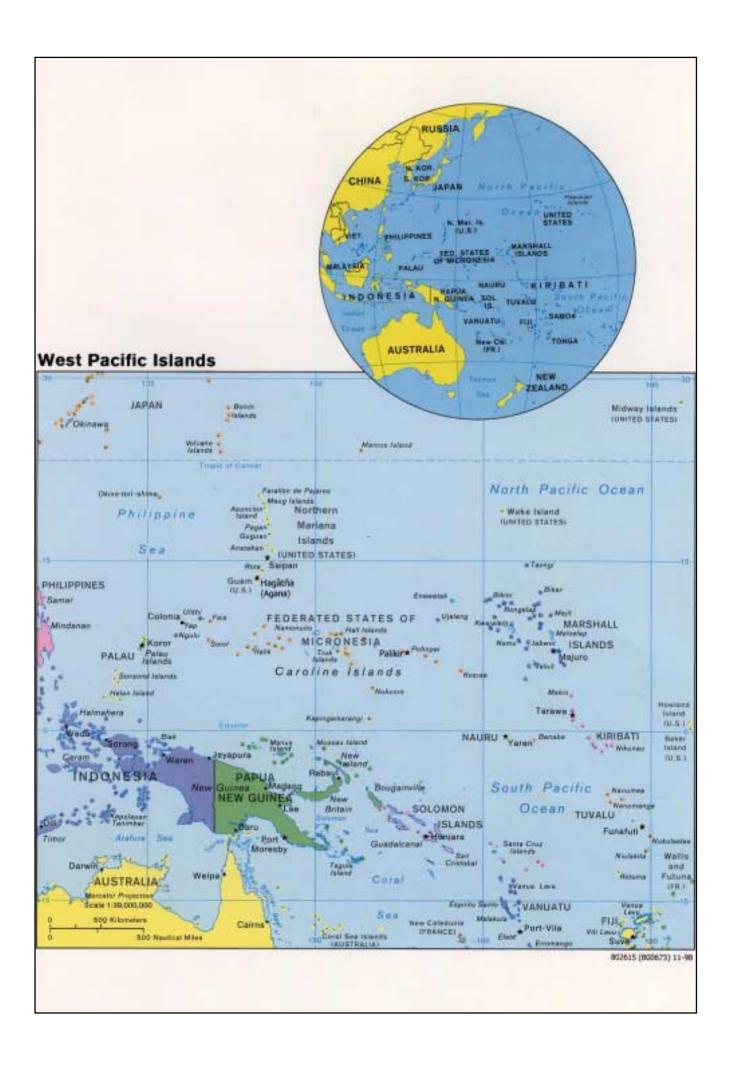
Last week I went to my uncle's house to celebrate Chinese New Year. We had loads of presents. We ate rice and chicken and we all wrote New Year messages on the walls. It was brilliant and I will never forget it!

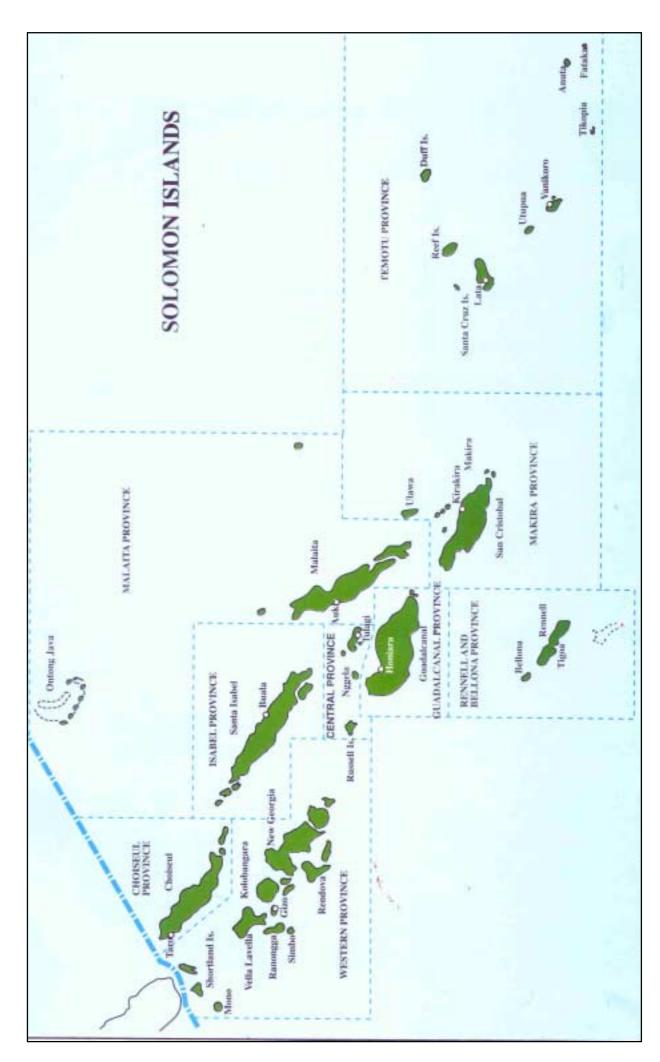
### Now rewrite this report below as a personal recount.

'Pakotianga Rauru', or the haircutting ceremony, begins with a blessing on the boy, his family, and the guests by the Church Minister. Then the hair cutting begins. Each person comes up and cuts off one lock of hair from the boy's head. In return for the lock of hair, people usually give the boy gifts or money. After the ceremony, the family and the guests gather for the feast in an open leaf house built specially for the occasion.

### **Oral and Writing**

Today you will perform your drama for the rest of the class.











Nguzu Nguzu English Standard 5

## Nguzu Nguzu English

# Pupil's Book 4



First Edition 2005



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

Copyright © Ministry of Education and Human Resource Development 2005

All rights reserved.

Any parts of the book may be copied, reproduced or adapted to meet the local needs without permission from the authors, provided that parts reproduced are distributed free, for educational purposes only.

Written permission must be obtained from the Curriculum Development Centre if any part of this book is to be reproduced for profit.

ISBN 982-371-090-2

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

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



Nguzu Nguzu English Standard 5