Nguzu Nguzu English

Teacher's Guide 1

Standard 5

First Edition 2005

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

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ISBN 982-371-085-6

The development of this Teacher's Guide 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 Teacher's Guide was completed with assistance from the New Zealand Agency for International Development.

Foreword

This Standard 5 English Teacher's Guide has been developed to make English teaching and learning more natural and more relevant to the needs of Solomon Islands pupils and teachers.

The activities in the Teacher's Guide are based on the principal that a new language is acquired because pupils hear it spoken in a natural and meaningful context. Through exposure to the English Language, pupils learn its vocabulary, its grammatical rules and pronunciation. Fluency and understanding are developed through practice in speaking and listening activities and literacy is promoted through reading and writing activities.

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

This Teacher's Guide and the related Pupil's Books have been developed locally by Solomon Islands teachers and curriculum developers, to reflect the everyday customs, values and experiences of Solomon Islanders. They ensure that the teaching and learning of English in Primary schools is relevant and meaningful for our pupils and is placed firmly in the context of their daily lives. At the same time the materials aim to broaden pupil's horizons by including regional themes, introducing texts and topics from neighbouring countries into the materials to add interest and depth.

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

As Permanent Secretary responsible for education services in Solomon Islands I endorse the Standard 5 English Teacher's Guide for use in primary schools throughout the country. I recommend it to teachers and encourage you all to implement this curriculum in your classrooms.

Dr.Derek Sikua

Permanent Secretary

Ministry of Education and Human Resources Development

Acknowledgements

The Ministry of Education and Human Resouce Development is grateful to the following people, whose work has led to the development of the Nguzu Nguzu English Teacher's Guide and other materials and resources for Standard 5.

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Important Note

This Teacher's Guide, the Pupils Books and all supporting materials for the Nguzu Nguzu curriculum are the property of the school. They have been freely donated to the school. They must not be sold or removed from the school. Teachers who are transferred to other schools **must** not take books with them when they move.

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The English Syllabus

The Rationale for Teaching English in the Primary Curriculum

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

By the time they enter the formal education system, pupils will already have acquired one or more languages. Through the Nguzu Nguzu Curriculum in Standards 1-4 they have become familiar with English as an additional language in a classroom environment, which also builds on and enriches their local language.

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

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

Why is English Important for Solomon Island Pupils?

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

Aims of English Language Education - Oracy and Literacy

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

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

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

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

Aims in Oracy

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

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

Aims in Literacy

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

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

Syllabus Objectives Tables Standard 5

The following pages contain the **Syllabus Objectives Tables** for Standard 5 as presented in the Ministry of Education's Primary English Syllabus. The purpose of these is as follows:

- To focus the teacher's mind on the purpose of the English curriculum activities and their intended outcomes for pupils.
- To provide a structure for the curriculum within a larger framework for the development of language and literacy.
- To help teachers to plan work at the appropriate level for their pupils. The Standard 5 objectives build on the skills taught at Standard 4 and prepare them for the next level, Standard 6.
- To help teachers evaluate the effectiveness of their own teaching.
- To help teachers to assess the strengths, weaknesses and progress of their pupils.
- To ensure consistency across the education system so that teachers, trainers, education officers and school inspectors share the same expectations regarding the scope and focus of English teaching at Standard 5.

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

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

Knowledge is what the pupils should know and understand;

Skills are things that the pupils should be able to.

The Standard 5 materials are structured to ensure that each objective is revisited several times throughout the year so that pupils develop and build on their awareness, knowledge and skills as the year progresses.

Awareness Objectives (A1 – A4)

These describe the broad skills and principles underpinning Nguzu Nguzu English at Standard 5. They draw attention to the purpose and value of proficiency in English. They teach pupils to appreciate the benefits and place of English in their everyday lives. They highlight familiarity with a range of styles and genres and awareness of purpose and audience of writing. These objectives are addressed every day, through every English activity.

Knowledge Objectives (K1 – K13)

These cover grammar, punctuation, vocabulary and spelling rules and conventions that the pupils need to know. Pupils practise and demonstrate this knowledge in reading, writing and oral activities provided in each unit. Knowledge objectives are addressed systematically through Language Study and Comprehension activities. Each is revisited several times throughout the year.

Skills Objectives (S1 – S19)

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

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

Syllabus Objectives Tables

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

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

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

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

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

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

Linking Activities to Syllabus Objectives

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

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

? Can all the pupils agree and disagree appropriately in a small group discussion? (S5)

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

Syllabus Link
K5, S6

The Layout of the Materials

The Standard 5 English materials consist of 10 books as follows:

The **Standard 5 English Teacher's Guides** Book 1 and Book 2.

The **Standard 5 English Pupil's Books** Book 1, Book 2, Book 3 and Book 4.

The **Standard 5 Readers,** Reader 1, Reader 2, Reader 3 and Reader 4

Six **Genre Posters**, Narrative, Recount, Procedure, Report, Explanation and Exposition

The Structure of the Text Books

The Teacher's Guides and Pupil's Books contain the 16 units of work which cover the English Curriculum for the year. The Teacher's Guide includes background information, advice on methodology and some suggested teaching activities for each unit. The Pupil's Book contains additional reading texts and pupil focused activities to build on the teacher led activities in the Teacher's Guide. It is designed to be used by pupils working independently so the language in the Pupil's book is simple.

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

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

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

The Structure of the Teacher's Guides

There are 16 units of work in the Teacher's Guides. Book 1 contains Units 1 – 8 and Book 2, Units 9 – 16. Book 1 is to be used in terms one and two and Book 2 in terms three and four. Each Teacher's Guide has the same introduction.

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

Background Information

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

Method

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

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

Teacher Led Activities

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

Assessment Activities

These are included to remind teachers to carry out continuous assessment of pupil's achievement. They give specific instructions on when and how to assess progress. There are 12 assessment activities in total, four for each of the key areas of reading, writing and oral skills.

The Structure of the Pupil's Books and Readers

There are four Pupil's Book and four Readers. Each contains work for four units as follows: Pupil's Book 1 and Reader 1 contain Units 1 – 4, to be used in term one; Pupil's Book 2 and Reader 2 contain Units 5 – 8, to be used in term two: Pupil's Book 3 and Reader 3 contain Units 9 – 12, to be used in term three; and Pupil's Book 4 and Reader 4 contain Units 13 - 16 to be used in term four.

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

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

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

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

Developing Literacy from Standards 4 - 6

The Roles of the Literate Person

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

Code Breaking

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

Meaning Making

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

Text Using

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

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

Critical Text Analysis

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

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

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

Developing Literacy

Standard 5 materials develop the four roles of a literate person by explicitly teaching and practising the following skills in reading, writing, speaking and listening:

Code Breaker	Meaning Maker
Recognising familiar words. Pronouncing new words using knowledge of the phonic sounds of letters and groups of letters. Using context to guess at how to pronounce unfamiliar words. Learning strategies for correct spelling. Practicing fluent and legible handwriting. Learning consistent conventions of grammar and punctuation.	Understanding words, learning new vocabulary and widening the range of vocabulary used. Developing imagination, and creative thinking leading to forming ideas and opinions. Identifying a range of purposes for writing. Understanding and constructing sentences and text to get ideas, opinions and information across. Bringing their own knowledge, ideas and experience to reading and writing. Developing and demonstrating comprehension through a range of text based activities.

Text User	Critical Text Analyst
Recognising and selecting appropriate text types to suit their purpose. Learning how different texts are structured and styled according to their purpose and audience. Developing a range of writing styles. Learning how to plan and draft text in a range of genres. Developing drafting and redrafting skills. Using texts as part of the literacy activities that occur in the class, and as part of the functional use of text in pupils' lives. Acquiring a range of research skills.	Understanding how text can influence ideas and opinions. Understanding how texts can represent topics, ideas and opinions in different and often opposing ways. Thinking critically about issues in order to practise forming and expressing opinions – active participation in discussions. Developing debating skills and the ability to formulate opinions and back up statements of opinion with evidence. Learning how to look for inference or hidden meaning in text. Learning how to place what they read in the wider context of an issue or topic.

Adapted from Freebody and Luke 1992

A Generic Approach to Teaching Literacy

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

In Standard 5, six different genres are included in the English curriculum as follows:

Narratives Page 13	in which the reader is entertained by an interesting, enjoyable or amusing story.
Recounts Page 14	in which the writer tells the reader about something that has happened to them or to another person or people.
Reports Page 15	in which factual information about a given topic is organised and recorded.
Procedures Page 13	in which the reader is given specific instructions on how to do something or directions to follow.
Explanations Page 14	in which the writer tells the reader how something works or explains some phenomenon to the reader.
Expositions Page 15	in which the writer makes an argument for or against a specific standpoint on a controversial issue.

In Standard 5, examples of these different genres are found in all units. Each unit has a focus on one particular genre and about half of the readings in that unit are usually examples of that genre. In some units there is also secondary focus on another genre, and the remaining texts are a mixture of examples of other genres. The table on the following page shows the generic focus of each unit and gives some examples of the different genres from Standard 5.

Unit	Main Genre	Example	Secondary Genre	Example
Unit 1 My Island	Factual Report	Artificial Islands of Malaita	Exposition	GTS Advertisement
Unit 2 Island Towns	Historical and Personal Recount	Peace At Last	Factual Report	Towns
Unit 3 Neighbouring Countries	Factual Report	The Land and People of PNG	Third Person Recount	A Trip to Fiji
Unit 4 Explorers	Historical Recount	The Death of Mendana	Report	Exploring the Moon
Unit 5 Modern Heroes	Biographical Recount	Cathy Freeman – Biographical Profile	Exposition	What is a Hero?
Unit 6 The Weather	Scientific Report	A Tropical Climate	Explanation	Global Warming
Unit 7 The Land	Narrative	The Legend of Patu Mountain	Exposition	Land Application Letters
Unit 8 Farming and Fishing	Report	Commercial Agriculture	Explanation	Why People Keep Honeybees
Unit 9 Local Currency	Report	Shell Money of Malaita	Procedure	Making Feather Money
Unit 10 Health Care	Exposition	Letter to the Editor	Report	Dengue Fever
Unit 11 Entertainment	Recount	A Great Day Out	Exposition	Entertainment or Education?
Unit 12 Architecture	Descriptive Report	Unusual Modern Buildings	Procedure	How to Build a Leaf House
Unit 13 Settlers	Narrative	Brave Pioka	Historical Recount	Mutiny on the Bounty
Unit 14 Travel and Tourism	Procedure	How to Apply for an Australian Visa	Explanation	How Tourism can Help Solomon Islands
Unit 15 Traditional Dancing	Report	Custom Dancing in Isabel	Recount	A Letter from Kio
Unit 16 Celebrations	Recount	Funny Night at Kilusakwalo	Report	Chinese New Year

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

The tables on the following pages compare these six different genres and give more information about how they can be identified. They explain the purpose and focus of each text type and clarify this by giving examples. They outline the basic structure of each text type; and list the language and stylistic features you might expect to see in each.

A set of six posters is provided for you to use to help explain the features of each genre to the class.

Genre (Text Type)	Narrative Also called a story or fiction	
Purpose and Focus	Purpose To entertain, to gain and hold the reader's interest and attention, and to extend imagination. May also have an instructive purpose. The focus is on character development and on a sequence of actions or events.	
Examples	**Structure**	**Distinctive Features**
Many types including: Fairy stories, mysteries, science fiction, custom stories, parables, fables and myths. Examples from Standard 5 The Foolish Chief A Nightmare Journey	Title: Setting: Creates atmosphere, sets the scene and introduces characters, grabs the readers attention and hints at how story will develop. (Also called orientation) A sequence of events: The main body of the story, leading to the complication Complication: What happens to the characters may include a crisis or problem that needs to be sorted out. Ending: When the problem is solved and a crisis or climax is reached and resolved. (Also called the resolution) More complex narratives have a series of interlinked complications leading to a single climax.	Characters: Specific characters, usually human (or animal with human characteristics). Verbs: **Action verbs** are common, (jumped, threw, gobbled) Also include speaking verbs (whispered, yelled, cried,) and thinking and feeling verbs or felt (wondered, guessed, believed, feared). Usually written in the third person. Tense: Usually in **past tense.** Language Features: • Linking phrases showing the passage of time such as: 'Many years later' or 'Suddenly…' • May include dialogue or **direct speech**, in which the tense may change to present or future; • Descriptive and imaginative language is included to make the story more interesting. Style: Imaginative, creative, entertaining

Genre	Procedure Also sometimes called Instructions or an Instructional Text	
Purpose and Focus	Purpose: To tell the reader how to do or make something. To give instructions. The focus is on a very specific sequence of steps or actions.	
Examples	**Structure**	**Distinctive Features**
Many types including: Recipes, Science Experiments, Assembly Instructions, Rules of a game, Directions to reach a location Examples from Standard 5 How to Apply for an Australian Visa Making a Chinese Lantern	Title: States the goal tells the reader what you will make or do. Materials / Ingredients: Lists what will be needed to do the job. Method: Explains the steps to follow to reach the goal, usually laid out as a numbered list. Numbers and diagrams or pictures are often used to make the instructions clearer.	Characters: Generalised, (not people). The text applies to a class of things such as 'the utensils' or specific things such as 'the eggs'. Things are described in detail such as 'a serrated knife', 'a six inch nail', or '100 grams of flour' Verbs: simple **present tense** action verbs, such as beat, hold, twist, mix, glue, tie. Language Features: • **Short clear sentences**, often starting with an **action verb**, (e.g. 'Chop the meat into small pieces)' • Linking words to do with the sequence of steps, such as first, next, finally. • **Adverbs** which add detail to the instruction such as lightly, firmly, vigorously, gently. • **Adjectives** used to describe materials precisely, such as a sharp knife, strong glue. Style: • Direct, informative and precise.

Genre	Recount	
Purpose and Focus	Purpose: To tell the reader about something that has happened The focus is on a sequence of events relating to a particular occasion.	
Examples	Structure	Distinctive Features
Different Types: Examples from Standard 5 **Personal Recount** A Visit to Port Vila **Factual Recount** A Nation Celebrates Victory **Historical Recount** The Mystery of the Marie Celeste **Biographical Recount** The Life of Mother Teresa	Title: Setting: Background information and orientation tells details of who, what, where, when, and sometimes why. Sequence of Events: In the order in which they happened. May include responses or comments about the events. Ending: May be a personal response to events an opinion about what happened or a summing up.	Characters: Involves specific people, usually named. Tense: Usually told in the **past tense**. Language Features: • Linking phrases showing time and the order of events (next, then, later); • Includes some direct speech; • First person **pronouns** (I, we, us) are used in a personal recount and third person pronouns (he, she, it, they) are used in factual and historical recounts. • Details are chosen to add interest and humour. Irrelevant details are left out; Style: A personal recount can be informal, including some personal response to events, Historic or factual recounts tend to be more formal and informative.

Genre	Explanation	
Purpose and Focus	Purpose: To give the reader an account of **how** something works or to explain **why** something happens (a phenomenon) or **how** something came to be. The focus is on a process, a logical or chronological sequence.	
Examples	Structure	Distinctive Features
Two basic types: **Explaining How** and **Explaining Why** Examples from Standard 5 How the Wind is measured Global Warming Why some people are Against Tourism	Title: General Introduction: A statement to tell the reader what is to be explained. Sequenced Explanation: Linked sentences or paragraphs setting out the explanation in a logical way. Concluding Statement: This may be a summary of how this information can be used, or a general statement about the importance of what has been explained.	Characters: Often about things, but can be about people, usually people in general not individuals, such as 'elderly people' or 'adults' Tense: Usually timeless, written in simple **present tense**. Verbs: Mostly action verbs, such as erupts, revolves, opens. Language Features: • Language of reasoning or **cause and effect** is often used, such as if/then, thus, as a consequence. • The **passive voice** is often used, such as 'Waves are caused by…' or 'The bubbles are a result of…' • **Conjunctions** showing clear time relationships is common, such as when, then, while, as, after. • **Technical vocabulary** is often used, such as 'the digestive system', 'the electrical circuit' • May include **diagrams** or **flow charts** to clarify the explanation. Style: Scientific and factual. No unnecessary description or detail.

Genre	Exposition Also called an argument or a persuasive text.	
Purpose and Focus	Purpose: To: express an opinion; take a stand on an issue or to argue to convince others. The focus is on an issue and a logical sequence or argument related to that issue.	
Examples	Structure	Distinctive Features
Two main types **Persuading that** – an opinion or point of view **Persuading to** – a call to action Many examples including: Political speeches, Sermons Letters to the editor, Advertisements, Newspaper editorials Examples from Standard 5 The Registration of Customary Land Picnic on Buguna Healthy Homes Happy Lives	Title: Statement of Position: Tells the reader what the argument is about, may include background information. Argument: This section includes evidence or ideas to justify the position taken, includes supporting evidence such as quotes or statistics. Usually has more than one point and includes examples linked directly to the argument. Summing Up: Restates argument in the light of evidence given. May also call for action.	Characters: Usually generalised (e.g. people, young people, the government, the church) not about specific people or characters. Verbs: Variety of verb types are used including persuasive verbs (such as: should, ought to, must). Tense: Varies, usually **present tense**, but the tense changes with the argument. Historical background may be given in past tense ('This is how things were before the coup') or a call to action may be presented in the future tense ('Go out and tell your friends…') Language Features: • **Technical vocabulary** relating to the issue, such as 'Marovo's marine ecosystem'. • **Conjunctions** are often associated with logical reasoning such as. therefore, because, thus. • **Strong language** is often used to persuade and convince, such as, must, should, ought. • Uses arguments, facts and evidence to convince. • **Reported Speech** and quotes are common 'A member of the public stated that…' 'Residents of Honiara say that….' • **Language which evaluates** such as 'It is important that…'. 'It is necessary to…', 'People must…' Style: Persuasive and strong. The voice, or opinion of the author can be clearly identified.

Genre	Report Sometimes called an Information Report or a Factual Report.	
Purpose and Focus	Purpose: To document, classify, organise and record factual information on a topic. The focus is on a thing or class of things.	
Examples	Structure	Distinctive Features
Any type of factual (non-fiction) text is a report. Examples from Standard 5 Traditional Currencies of PNG Satellites The Land and People of Papua New Guinea The History of Henderson Airport	Title: General Introduction: May include a definition, and a statement of what the report is about. Factual Information: Linked paragraphs which each contain some facts and information Concluding Statement: To summarise the findings and round off the report.	Characters: Usually about things not people (e.g. cats, volcanoes). Verbs: Linking verbs showing relationships, such a, belongs to, has, contains, are etc.) Tense: Scientific reports are usually written in the present tense, but historical reports are more likely to be past tense. Language Features: • Language is **descriptive,but factual** and precise rather than lively or imaginative. • Likely to contain technical vocabulary and information, such as, 'Dolphins are marine mammals,' 'The weather is monitored by meteorologists • **Structural features include** paragraphing, sub headings, bullet points, diagrams or pictures to clarify the text. Style: Relatively formal and objective, first person pronouns and personal responses are not usually appropriate. The voice of the author is weak.

Teaching Methods: Discussion and Oral Work

The Importance of Oral Activities

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

The starting point for each new text in Standard 5 is discussion. Through discussion, pupils are encouraged to talk about the topic or text, share their ideas and thoughts, tell the class what they know already about the subject and ask and answer questions. By doing this they develop a wide range of oral skills. They also discuss the meaning of key words from the text with their teacher to develop their vocabulary and comprehension.

The Standard 5 materials also link written work with oral activities. Pupils explore a topic through discussions, role-play, interviews, and language games before they get down to writing. It is through talking about what to write that pupils learn to think about and express their ideas clearly. Good oral skills also help them to ask questions, which will help them in other areas of the curriculum.

Specific Difficulties with Oral Work in the Classroom

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

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

The Range of Oral Activities

There are many different oral activities included in Standard 5. Discussion and oral work is far more than the teacher just asking questions and the pupils answering them.

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

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

Leading Discussions

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

a) To **prepare** pupils **for reading** by identifying what they already know about the subject or topic and relating it to their own experience.

b) To **assist** pupils **with reading** to make sure that they understand the words, phrases and sentences that make up the text. To make sure that they understand the overall meaning and purpose of the text.

c) To **help** pupils **to analyse and interpret the text** by discussion of its structure and language features

d) To **help** pupils **to move on from the text,** using it as the starting point for further reading and writing activities.

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

Teaching Methods: Language Development

The **Whole Language Approach** is the foundation for Nguzu Nguzu English. This means that pupils learn the language by using it in a meaningful context, rather than through learning rules and grammar. This is why language study activities in the Teacher's Guide are based on the reading texts. At Standard 5 we also explicitly teach some grammatical rules to help pupils become fluent in written and spoken English. This is particularly important when pupils are learning a language which is not their first language, and is not the language used by their families or communities.

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

Explicit teaching of these skills means that the teacher has to spend time explaining rules and giving examples of how to apply them. The 'Background Information' of the Teacher's Guide gives

clear explanations to help teachers with this. The exercises in the Pupil's Book give pupils a chance to practise what they have learned.

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

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

Teaching Methods: Reading

At Standard 5 pupils build on the reading skills they have developed in previous years in a number of ways:

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

How Reading is Taught in the Standard 5 Materials

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

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

Daily Reading

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

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

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

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

Opportunities to Read

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

Some ideas…

- Use the additional texts in the readers. These are provided for pupils to read independently for their own enjoyment.
- Make a collection of reading material, articles from newspapers, posters, newsletters, Link magazines, Solomon Airlines magazines, or any other texts you can find. Stick them onto

cardboard to make them last, or paste them into scrap books with other texts of similar content, style or level of difficulty.

- Use texts from other curriculum areas or other textbooks. If your school has copies of 'Using English' for example, teachers may select texts related to the Nguzu Nguzu themes for additional reading materials for the pupils.
- Use pupil's writing as additional reading material. Pupils can be encouraged to read each other's work by having it displayed around the classroom or made into class books. Work done by other classes can also be a good source of additional reading.
- Make posters, charts and diagrams, or write up poems, songs or stories on chart paper for the classroom.

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

Teaching Methods: Comprehension

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

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

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

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

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

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

Comprehension is to be Taught not Just Tested

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

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

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

- Retelling stories 'in your own words';
- Making a list of the key points of a text, or events in a story;
- Writing new sentences using words selected from the text;

- Answering 'true of false' questions about the text;
- Discussing pictures and illustrations;
- Making a chart, map or diagram to illustrate the text;
- Drawing a picture to show details from the text;
- Ordering sentences from the text to reconstruct the main points of a story.

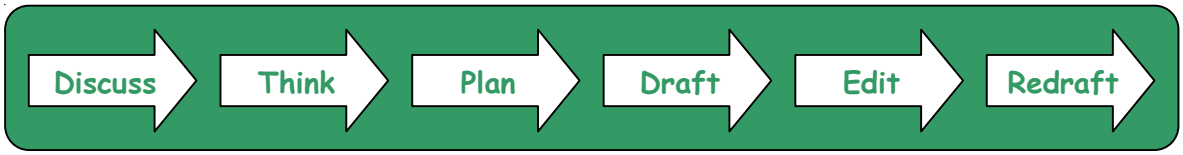
Teaching Methods: Writing

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

The Writing Process

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

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



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

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

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

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

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

In Standard 5 many of the writing activities are planned and developed over a number of English lessons. This is because pupils are now beginning to write longer more detailed texts and because they are learning how to plan, draft and edit their own writing. This takes time. The table summarises the activities pupils might do and the things they will pay attention to at each stage in the process of developing a piece of writing.

	Activities:	Attention to:	Tools:
1.Discuss	• Teacher led discussion and oral activities based on texts • Oral activities from Teacher's Guide • Talking with a partner • Talking in small groups	• The topic or subject to be written about • What the writer already knows about the topic	• Concept maps • Prior knowledge charts • Brainstorming • Discussion groups
2.Think	• Working individually • Thinking about what you already know • Reading about the topic • Doing research to find out more.	• Intended meaning (What do I want to say?) • Audience and purpose of writing (Why and for whom am I writing this?)	• A note book to write down ideas • Research materials • Concept mapping (individually)
3.Plan	• Making notes and lists • Sketching key ideas into a plan • Organising ideas and deciding what will go where in the text • Shared writing	• Structure, style and content • Audience and purpose • Content • The genre	• Skeletons or frameworks for different genres. • Lists and bullet points. • Rough paper
4. Draft	• Putting the plan into the final format using proper sentences and considering the appropriate style and language features • Usually working alone	• Grammar • Sentence structure • Language features suitable to the genre • How the text fits together	• The plan you have prepared • Research notes made • Genre Posters
5. Check	• Proof reading the text carefully • Checking spelling and punctuation • Reading each other's work • Teacher correcting drafts	• Spelling • Punctuation • Grammar • Content and meaning	• A dictionary • The teacher • Other pupils
6.Redraft	• Writing a final copy including all the corrections and improvements identified • Illustrating the final text	• Handwriting layout and presentation. • Illustration or diagrams (if appropriate)	• The corrected first draft.

Shared Writing

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

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

Stage 1 Introducing the Activity

Stage 2 Talking about Writing

Stage 3 Jointly Making a First Draft

Stage 4 Improving the Text

Stage 5 Follow Up

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

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

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

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

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

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

Teaching Methods: Handwriting

Cursive handwriting has been taught since Standard 3 so it is expected that by Standard 5 pupils should have developed a cursive style of handwriting. The full handwriting programme is included in the Standard 3 Teacher's Guide. At Standard 4 there were two handwriting exercises included per week for pupils to practise a fluent, consistent and legible style of writing. In Standard 5 it is expected that pupils will need less practice but will focus more on their handwriting when producing a final draft of their written work. One handwriting lesson per week has been included in the Standard 5 materials for teachers to use if they feel that pupils need more practice.

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

Teaching Methods: Spelling

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

In Standard 5 there is a list of 320 spelling words to learn, 20 words for each unit of work or 10 words per week. The list includes about 10 **high frequency words**. These are the most commonly used words in English. All pupils should have learned to spell these words correctly by the time they leave primary school. To ensure that this happens these words have been included in the spelling lists for Standards 4 – 6. These words may be easy for pupils at Standard 5. However, teachers are asked to cover these high frequency words to make sure that all pupils achieve this basic level of spelling. Fluency in reading and writing is achieved when pupils know enough high frequency words well enough that they do not need to stop to think at all when reading and writing them.

Strategies and Activities

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

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

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

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

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

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

More ideas for spelling games are in the Language Games book published by CDC in 2003.

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

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

Assessment and Record Keeping

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

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

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

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

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

It is important that teachers remember to build assessment into their daily cycle of planning, teaching and evaluation. The Standard 5 Nguzu Nguzu Teacher's Guide assists with this in three ways:

a) By including specific **assessment activities**. These provide teachers with tools to monitor their pupils' progress and enable the teacher to build up a bank of information and samples of each pupil's work.

b) By providing **assessment reminders** at the end of each activity which link the work completed to the syllabus objectives.

c) By identifying **syllabus links,** which remind teachers to refer back to the objectives tables as they teach to assess whether the pupils are achieving their objectives.

What Assessments should each Teacher Make?

Teachers should carry out a minimum of four assessments a year in each of the following:

Reading A **running record** should be made for each pupil once each term.

Writing A **sample of the** pupils' **writing** should be selected, analysed and kept as a record each term.

Oral Skills The teacher should make an **observation record** of each pupil's speaking and listening skills once every term.

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

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

Term 1		Term 2		Term 3		Term 4	
Unit 1		Unit 5		Unit 9		Unit 13	
Unit 2	Running Record	Unit 6	Running Record	Unit 10	Running Record	Unit 14	Running Record
Unit 3	Oral Observation	Unit 7	Oral Observation	Unit 11	Oral Observation	Unit 15	Oral Observation
Unit 4	Writing Sample	Unit 8	Writing Sample	Unit 12	Writing Sample	Unit 16	Writing Sample

Assessing Reading - Running Records

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

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

The Teacher's Guide recommends that 4 running records be taken each year, or one per term. These are included in Units 2, 6, 10 and 14.

How to Conduct a Running Record

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

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

6. **Study the results.** Look carefully at the record and give the student a 'score' out of 100 calculated as follows:
   - Count up all the words that are read incorrectly or omitted (*).
   - Take the total number of mistakes away from 100 to get the score.

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

   Make sure you **record the results** carefully in your record book. As well as the score out of 100, make a note of whether the easy, medium or the more difficult text was read, as this too may change throughout the year. You will need to refer to these records when you make your next running record. Make a note of specific follow up activities you need to do to help with any problems you have identified.
7. **Following up.** Having identified mistakes or areas of weakness plan additional activities for the pupils to help them improve and overcome specific reading difficulties. Examples of problems that might be identified and possible solutions are as follows:

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

Example of a Completed Running Record.

The example below shows what the pupil actually read when presented with a text from Unit 14 (Excess Baggage) the errors he/she made are highlighted in green.

The pilot (~~taxied~~) to the very far end of the road, turned the plane ready to taxi down the (airport, airstrip) and (read re.. revved) the (enjoy, engines) hard. As it passed where we were all standing happy down the run away, it seemed to be stranger to get into the air.

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

✓ ✓ O ✓ ✓ ✓ ✓ ✓ ✓ ✓ road ✓
The pilot taxied to the very far end of the runway, turned
✓ ✓ ✓ ✓ ✓ ✓ ✓ SC ✓ SC ✓
the plane ready to taxi down the airstrip and revved the
SC ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
engines hard. As it passed where we were all standing
happy ✓ ✓ run away ✓ ✓ ✓ ✓ ✓ ✓ ✓
halfway down the runway, it seemed to be struggling to get
✓ ✓ ✓
into the air.
✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ break
I couldn't look! I closed my eyes and held my breath.
✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ break ✓
Everyone around me seemed to be holding their breath too.
✓ ✓ sing ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
Then a sigh of relief went up from the crowd of people on
✓ RM ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
the ground. Just before the plane got to the end of the
✓ ✓ ✓ ✓ ✓ heat ✓ ✓ ✓
airstrip, it lifted slowly and heavily into the air.

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

Teacher's Analysis of the Results

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

Omitted 1 Self Corrected 2 Retains Meaning 1 Incorrect 8

Giving the pupil a raw score of 91 for this running record, (100 – total words read incorrectly or omitted)

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

1. This pupil is not listening to the sense of the passage as he reads. There are very few examples of RM in the running record and most of the words read incorrectly do not make any sense at all in the context of the passage.

   To help with this the teacher might provide more comprehension activities, such as 'spot the mistakes', looking for words which do not make sense in sentences. More work on teaching the pupil to monitor his own reading, encouraging him to think about whether it sounds right or not as he reads and to read a sentence again if it does not.

2. When the pupil does take the trouble to self-correct, he can get some quite difficult words right (revved, engines and airstrip). This suggests that he has some good strategies and skills for reading new words, but that he can't always be bothered to use them. To help him improve this the teacher could encourage him to take more care with his reading, to read more slowly, and to think hard about unfamiliar words, (both their phonic sounds and their meaning within the sentence) rather than just guessing or saying the first thing that comes into his head.

Assessing Writing - Collecting Writing Samples

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

It is suggested that teachers keep at least **x4 writing samples for each pupil for a year**, which is a minimum of one per term. These are included in units 4, 8, 12 and 16. A sample should be a finished piece of work, after the pupil has had the opportunity to redraft and rewrite it, but it should not be corrected too much by the teacher. Important information can also be uncovered by looking at pupil's first drafts.

How to Conduct a Writing Assessment.

1. First **explain the writing assessment to the pupils**. Pupils will be familiar with this method of assessment because they will have already been using it in Standard 4, but you should make sure that they understand the following:
   - that this is not a 'test' but just a way of keeping a record of how well they can write, so they should do their best work.
   - that you will keep 4 samples over the year and that by the end of the year it should be possible to look at these and see how pupils' writing has improved.
   - that you will discuss the sample with them after you have marked it to give them some ideas on how they can improve their writing.
2. **Select an activity or activities from the unit you are working on in the Teacher's Guide** to use for your sample. Over the year, try to choose four different text types to give a good range of the pupil's work.

   The sample should be a finished piece of work which the pupils have had a chance to work on over a number of days to draft and improve it. Do not correct their work. It should reflect what the pupil is capable of by themselves. Try to be fair and give all pupils the same amount of help with their work, and record details of what help was given.
3. **Remind** the pupils to do their best work because it will be kept as a sample. They will complete their work as part of their usual English lessons, not as a test.
4. When the work is finished, **collect it in from each pupil**. Make sure everyone has marked their work clearly with their name and the date.
5. **Study** each pupils' work **and analyse** it using the following checklist. Look carefully at the work and make a note of mistakes the pupil has made and areas for further teaching.

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

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

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

Assessing Oral Skills - Observation Records

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

It is recommended the teacher observes and evaluates every pupil's listening and speaking skills once each term. Oral assessments are included in the Teacher's Guide in Units 3, 7, 11 and 15. Each one selects suitable activities from the unit for the teacher to use for making observation records.

How to Conduct an Oral Assessment

1. First **explain the oral assessment to the pupils.** They should be used to this form of assessment from Standard 4, but make sure they understand the following:
   - That this is not a 'test', the assessment is part of their usual English lessons. It is just a way of recording how well they can speak and listen in English.
   - That you will be observing them carefully during the oral and discussion activities in the next two weeks and recording your observations.
   - That you will do four such assessments over the year. By the end of the year they will be able to see how their speaking and listening skills have improved.
   - That you will discuss the assessment with them after you have marked it to give them ideas on how they can improve.
2. **Select the oral activities** you will use for your assessment. In order to have enough time to observe all the pupils you will need to use more than one activity, perhaps one each day for the first week of this unit. Suggested activities are included in the Teacher's Guide. Be sure that you can observe carefully during the activities you select. You can observe more than one pupil at a time.
3. Complete the activities and observe each pupil, **make brief notes on their oral skills** using the checklist below as a guide. This can be done in a record book, or on paper and kept in your assessment file. You can base your notes on what you have observed in this activity **and** on what you observe more generally in class discussions and oral activities. Make a particular note of the things that pupils need to work on and improve. Make sure you put the date on your observation notes.
4. **Discuss your observations with each pupil individually.** Make sure you tell them what they do well and also what they need to improve. Discuss with them how they are going to try to improve their oral skills before the next assessment.

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

Planning Guidelines

The Four-Term Arrangement

There are four, ten-week terms in a school year. It is expected that teachers will teach four Standard 5 units per term. Each unit has enough work for approximately two weeks. The remaining two weeks per term can be used flexibly by teachers and as appropriate. This time may be used to revise aspects of English needing more work; to teach certain activities that have not been covered; to explore areas or topics in greater detail; or to complete assessment activities. Teachers may also wish to spend more than two weeks on some units. The flexibility of the programme makes this possible. Such flexibility also allows for differentiation in activities for mixed ability groups and the allocation of different amounts of time to different activities according to interest and need.

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

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

Term 1	Term 2	Term 3	Term 4
Unit 1 **My Island**	Unit 5 **Modern Heroes**	Unit 9 **Local Currency**	Unit 13 **Settlers**
Unit 2 **Island Towns**	Unit 6 **The Weather**	Unit 10 **Health Care**	Unit 14 **Travel and Tourism**
Unit 3 **Neighbouring Countries**	Unit 7 **The Land**	Unit 11 **Entertainment**	Unit 15 **Traditional Dancing**
Unit 4 **Explorers**	Unit 8 **Farming and Fishing**	Unit 12 **Architecture**	Unit 16 **Celebrations**

Themes and Topics

The themes covered in the Standard 5 units have a broader more regional focus than Standard 4. They draw on topics taken from legends, culture, science, religion, history, geography and the environment around the Pacific as well as in Solomon Islands. There is wide scope for making **cross-curricular links** with other subjects in the primary curriculum and teachers should consider these possibilities when planning their work. These themes are further developed in Standard 6, where the focus shifts again from the local and regional to more regional and international contexts.

Timetable

The following is the suggested timetable for upper primary subjects:

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

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

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

Lesson Planning

Good lesson planning is the key to effective teaching.

Standard 5 Nguzu Nguzu English materials do not tell teachers exactly what to teach in each English lesson. The teacher must use the suggested activities to plan lessons appropriate to the needs of their pupils and will need to plan additional activities to teach the syllabus objectives in each area.

Different teachers plan their lessons in different ways for example:

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

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

Good lesson plans include the following elements:

- Aim / Objective
- Materials / resources required
- Activities and Methods
  - Introduction
  - Teacher led activities
  - Pupils' activities (group or individual)
- Evaluation

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

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

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

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

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

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

Ideas Into Practice gives more ideas on lesson planning.

Composite Class Applications

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

Composite classes are the reality for most schools, especially smaller schools in rural areas. It is likely that Standard 5 pupils will be taught alongside pupils from other year groups. How can the Nguzu Nguzu materials be used in this situation?

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

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

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

Classroom Strategies for Managing Composite Classes

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

In Nguzu Nguzu English, there is an emphasis on language activities which draw on the pupil's knowledge and relates learning to their own experience. The starting point for each text in Standard 5 is discussion, based on what the pupils already know. This is easily adapted to mixed class groups, because all pupils can participate at their own level. Oral activities such as brainstorming, concept mapping, and making word banks for example may be done with mixed groups. They can then be followed up with written work at different levels for different standards.

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

The Nguzu Nguzu materials may need to be used more flexibly in the composite class. It may not be possible to teach unit by unit. Instead the teacher may select certain texts, themes, resources or topics from the Teacher's Guide to use as the basis for teaching the class as a whole and then prepare activities at different levels for different groups within the class. Alternatively the teacher may choose to plan individual learning programmes for each pupil or small group of pupils. In this case different groups work together through the materials at their own pace, and the teacher monitors and marks their work. There is less scope for teacher led activities with this approach, so the teacher has to decide carefully which activities are critical for a teacher led focus. It will also be important for pupils to understand their role in monitoring their own learning and self assessment.

School Based Strategies for Managing Composite Classes

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

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

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

References

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

Glossary of Terms

abbreviation	A short form of a word or phrase such as **MP** for Member of Parliament, **Dr.** for Doctor or **Rev**. for Reverend.
acronym	A word formed of the first letters of a group of words such as **UNESCO, SINTA** or **AIDS.**
acrostic	A poem or sentence in which the first letter of each line forms a word. e.g. **'Sinking under night sky, effortlessly tropical. (SUNSET)'**
adjective	A word that describes a noun (or pronoun) such as **fat, smelly**.
adverb	A word that describes a verb such as **slowly, angrily, greedily**.
alliteration	A sentence or phrase in which the same sound appears a number of times, such as **'Stop stealing staples from my study, Steven'**
analysis	Looking carefully at a text to examine its structure, purpose and language features.
apostrophe (')	A punctuation mark used to show: a) possession as in **Tahi's** book or The **childrens'** parents and b) that letters have been missed out as in **didn't** or **can't**.
argument	A point of view or reasoned opinion, such as '**I believe smoking in public places should be banned because it is a health hazard'**.
article	A word that determines the object in a sentence such as **a, an, some** or **the.**
assess	To judge a pupil's strengths, weaknesses and progress.
assessment	An activity or process to help the teacher make a judgement about the strengths, weaknesses and progress of a pupil.
assessment reminder	A question placed after a set of activities in the Teacher's Guide to remind the teacher to make continuous assessments.
audience	A group of listeners, or readers. The audience of a text is the people for whom it was written.
awareness objective	A syllabus objective that describes what pupils should see, hear and experience through the English Curriculum.
baseline	starting point, a line against which to measure progress or improvement.
brainstorm	To think of all the ideas you have on a given topic and share them with the group or class.
bullet points	a dot or star used to mark items in a list such as • kumara • cabbage • pumpkin.
code breaking	The skill of recognising letters, words and grammatical conventions used in written text and interpreting these meaningfully.
comma (,)	A punctuation mark used to indicate a pause, or to separate parts of a sentence or items in a list.
command	An order or instruction such as **"Get me a pencil"** or **"Sit down"** **comparative.** A word describing the difference between two objects or people such as **bigger, smaller, sweeter, friendlier.**
complication	A problem or crisis that happens as part of a story.
concept map	A chart recording lots of ideas about a given topic.
conjunction	A linking word that joins phrases or sentences such as **and,but, or, however, although**.
consonant	The letters of the alphabet which are not vowels. **b,c,d,f,g,h, j,k,l,m,n,p,q,r,s,t,v,w,x,y,z.**

consonant blend	Sounds made by putting two consonants together such as **ch** as in **ch**urch and mu**ch** and **st** as in **st**one and fa**st.**
consonant cluster	Sounds made by putting a group of consonants together such as **ght** as in li**ght** , ni**ght** and fi**ght,** or **str** as in **str**ing and **str**ong.
context	The place or setting of a word amongst other words in a sentence.
contraction	A word formed by blending together and shortening two words such as **didn't**, (did not) **can't** (can not) or **I'll** (I will).
countable noun	Nouns which can be counted such as one **stone**, several **people**, some **eggs.** (See uncountable nouns for the opposite).
critical text analyst	A reader who looks carefully at a text to understand any hidden meanings it contains and is able to use the text to understand the author's purpose and point of view.
determiner	A word which shows the number of things such as **a, an, some, any, much**, as in 'I got **a** pumpkin and **an** orange but I didn't have **much** money so I couldn't get **any** fish'.
draft	The first rough attempt at a piece of writing, which can later be improved.
evaluate	To make a judgement about how effective ones own teaching was after a lesson, or the success of an activity or teaching approach.
explanation	A text which tells the reader **how** to do something or **why** something happens. Such as '**How Electricity Works** or '**Why People Keep Honey Bees**'.
explicit	Clearly stated. For example the *explicit meaning* of a text is what the writer clearly states. The *explicit teaching* of writing **means that rules and skills are clearly stated and explained.**
exposition	A text which tries to convince the reader of a particular point of view or argument. Such as a **political speech** or a **sermon**.
factual	Containing real or true information, such as a **newspaper report** contains the facts of a traffic accident.
fictional	Not true – containing imaginary or made up events or ideas such as **a story** about a talking dog.
form	The shape of a text – how it is organised or structured.
framework	A structure used to plan a given piece of writing – sometimes called a skeleton.
full stop (.)	A punctuation mark used to indicate the end of a sentence.
functional literacy	The ability to read and write in ways that are useful to you in your daily life.
generic	Relating to a particular genre or type of text – for example. **'A generic feature of the recount is the use of verbs in the past tense'**
genre	A particular style or type of text such as a **narrative**, a **report** or an **exposition**.
grammar	The study and practice of the rules of language.
guided reading	Group reading activity in which the teacher helps the students to read the text themselves.
high frequency words	The words most often used in everyday speech in the English language.
homonym	a word that is spelled and sounds like another word but which has a different meaning e.g. **'plot' (plot of land) and 'plot' (make a plan or scheme).**
homophones	a word that sounds the same as another word but is spelt differently e.g. **site / sight, hole / whole, wait / weight.**
imaginary	Not true, made up, not something that really happened.
implicit	Suggested, but not stated directly – the opposite of explicit. For example, the implicit meaning of a text is something that the author hints at.
independent reading	Reading silently and by yourself, choosing to read.

inferred meaning	Information or ideas the author might have which can be guessed at or deduced by reading a text.
instruction	A direction given to tell someone to do something, such as **'Fill the bucket with fresh water before you rinse the plates'**
intensifier	A word used to make an adjective stronger, such as **very** cross, **extremely** cold.
intonation	The rising and falling of the voice as you speak, used to emphasise meaning and make speech more interesting.
irregular **irregular**	Not following the usual pattern, such as in **irregular verbs,** light/lit **plural forms** child/children.
knowledge objective	A syllabus objective that describes what facts and rules pupils should learn through the English Curriculum.
language games	Enjoyable activities that help pupils to practise or learn new language rules.
LCRWC	A strategy for learning to spell new words – **Look, Cover, Remember Write and Check.**
legible	Easy to read – describes handwriting that is neat and tidy.
literacy	The ability to read and write.
lower case	Small letters **a,b,c,** (not capitals, A,B,C,).
meaning making	The process of making sense of, or understanding words, sentences and text.
narrative	A type of text which is written to tell a story or entertain the reader such as a **fairy tale** or **novel**.
notes	Words, lists or short phrases written down to remind you of ideas or information.
noun	A word used to identify a thing, object, place, person or idea.
object	The key word in a sentence which names the person or thing to which the action (verb) has been done. Such as, 'He pulled his **canoe** onto the beach' or 'Joseph washed his **face'**
objectives	The intended learning outcome of a lesson or activity – what the teacher is trying to achieve or teach.
oracy	The ability to use English orally – to speak fluently and listen with understanding.
orientation	The setting or scene for a story or recount. Usually the first paragraph, includes information on who, what, where and when.
participants	The characters or things that a text is about – usually people animals or things.
past continuous tense	A form of verb that describes an action that was ongoing in the past such as, 'I **was sleeping** when the earthquake struck', or 'Jim **was cleaning fish** while we were out on the reef'.
phonics	The knowledge and study of the sounds made by letters and groups of letters.
phrase	A group of words forming part of a sentence such as, '**The cat cried** because the dog stole his food'
plan	An outline or sketch of what to put into a piece of writing.
plural	More than one object, person or thing such as **children** (plural of child) **sticks** (plural of stick) and people (plural of person).
predict	To guess and explain what might happen next, e.g. to predict the ending of a story.
prefix	Letters added to the beginning of a word which change the meaning of the word such **as dis-, un-** and **re-,** as in **dis**agree, **un**tidy **and re**build.
preposition	A word that describes the relation between two nouns. There are prepositions of place such **as in, on, under, behind,** and prepositions of time such as **before, after, during.**

present continuous	A form of verb that describes an action which is ongoing such as, **tense** 'Don't bother me now **I am cooking'**, or 'Manua is **riding** his bike to school this term'.
present simple tense	A form of verb which tells us what usually happens such as 'My dog **sleeps** under the house' or Sera **has** rice for breakfast'.
procedure	A type of text which tells the reader how to make or do something such as a **recipe** or **assembly instructions**.
pronoun	A word which takes the place of a noun such as **it, she,he,they, them, us,** as in 'The ship sank, **it** was over crowded' or 'Lesley was crying because **she** lost her bag'.
pronunciation	The way in which letter and words sound when they are spoken.
	proof read To read through a piece of writing looking carefully for mistakes or improvements that can be made.
punctuation	Special marks used to divide writing into sentences and phrases and to identify aspects of text such as direct speech and questions. Punctuation marks include commas, quotation marks, full stops and question marks **(, " " . and ?).**
purpose	The intention aim or function of a piece of writing, what the writer is trying to achieve. e.g. the purpose of a story is **to entertain people** and of a factual report is **to give information.**
question mark	A punctuation mark used at the end of a sentence to show that it is a question, such as 'When will the Lauru arrive at Point Cruz**?**'
question tag	A short phrase added to a sentence to turn it into a question such as **isn't it?**, **didn't she?** and **wouldn't you?** For example 'It is hot today **isn't it**? 'She left her hat behind, **didn't she**?'
rationale	The underlying reasons for something.
reader	A person who reads a text, or to whom a text is addressed.
recount	A type of text that tells the reader about something that has happened, such as **a diary entry** or a **newspaper report**.
redraft	To write something for the second time in order to improve it.
regular	Following a set rule or pattern, as in **regular verbs** all add –ed to make the past tense, walked, jumped.
report	A type of text that gives the reader factual information, such as **a scientific paper about earthquakes** or a **study of coral reefs**.
research	To find out information, e.g. by reading books, talking to people or listening to the radio.
resolution	The ending of a story – the solution to the crisis or problem in the story.
running record	A way of assessing and recording children's reading ability.
sentence	A series of words put together to have a meaning. A sentence starts with a capital letter and ends with a full stop and usually has a subject, an object and a verb, such as. 'The dog (subject) ate (verb) Noah's dinner (object).'
sequence	An order in which things are arranged or in which events happen in a story or steps to follow in a procedure.
setting	The beginning part of a narrative or recount which tells the reader where and when the story takes place and who it is about.
shared reading	Reading a story or text as a group or class, led by the teacher.
shared writing	Writing a story or text as a group under the direction of the teacher.
silent letter	A letter that appears in the spelling of a word but has no sound when the word is pronounced such as the k in **k**now and **k**nock, the N in **N**gella, and **N**gattokae and the g in ni**g**ht and li**g**ht.
skills objective	A syllabus objective that describes what pupils should be able to do in the areas of reading, writing, speaking and listening.
speech marks (" ")	Punctuation marks used to show direct speech in a sentence, such as 'The Giant was furious, "How dare you" he yelled'.

stress	To emphasise a word or part of a word or speak it loudly to give it extra meaning as in 'The crocodile was **absolutely enor**mous'.
structure	The way in which a text is organised or put together, such as **a narrative** has **a setting, a complication and a resolution.**
style	The type of language used in a text which determines how it comes across, such as **formal/informal** or **personal/official**.
subheading	A title placed part way through a text to show the start of a new section.
subject	The part of a sentence which tells us who (or what) does the action stated by the verb. such as, '**The Prime Minister** made a long speech.' or '**The canoe** turned over and sank.'
suffix	Letters added to the end of a word to change its meaning such as **-ed, -ing** and **-s,** as in walk, walk**ed**, walk**ing** and walk**s.**
summary	A brief statement covering the main points of a text.
	superlative A word describing the highest or most of a certain quality such as **biggest, kindest, worst, best**.
syllabising	Breaking down a word into its component syllables in order to spell it more easily, such as **yes / ter / day**.
syllabus link	A reference box in the Teacher's Guide showing syllabus objectives that are covered by each activity.
tense	The form of a verb which shows the time when an action happened, happens or will happen. For example **past tense** 'he drank' **present tense**, 'he drinks', **future tense** 'he will drink'.
test	To check knowledge or skills by a short examination.
text type	Genre – the kind of writing, such as **narrative** or **explanation.**
text user	A reader who is able to recognise the form, style and language features of a text and therefore identify the writers purpose.
themes	Subjects or topics that the English units are based on, such as '**Family and Friends**' or '**Forms of Travel**'
uncountable noun	A noun that has no plural form, such as **water**, **vegetation**, **rice**. These nouns cannot be counted so we say **some rice** or **much water** rather than **three rice** or **many water**
upper case	Letters written in capitals such as **A B C.**
verb	A word that describes an action or event, such as **eat, happen, fight, fly**.
vocabulary	The range of different words in a language.
vowel	**An open speech sound – in English there are 5 vowel sounds,** a, e, i, o **and** u.
warning	A sentence or statement that tells people to be careful, such as '**Don't climb that tree, you'll fall**' or a **Cyclone Warning**.
whole language	An approach to learning a language by using it in daily life and relating language activities to meaningful texts and experiences.

Term One Units

Unit 1

My Island Pages 43 - 78

Unit 2

Island Towns Pages 79 - 117

Unit 3

Neighbouring Countries Pages 119 - 149

Unit 4

Explorers Pages 150 - 187

Reading and Discussion - Hagiama Island

Background Information

This text is a report. It gives factual information about Hagiama Island. It describes the island, gives its location and talks about some of the activities that happen there.

A report is sometimes called an **information report** or a **factual report**. The purpose of this type of text therefore is to document, organise and store factual information about a topic.

Method

- Introduction to Unit 1.
- Revise with the pupils the characteristics of a report.
- Tell the pupils to look at the new words and the phrases.
- Ask the pupils to read the text to themselves.
- Ask the pupils to read the report aloud to a partner. Listen to some individual readers.
- Lead a discussion about what is in the report.
- Check that the pupils can understand all the vocabulary and that they can say the words correctly.

Teacher Led Activities

Introduction to the Unit

Introduce the unit by asking the pupils what is meant by the word island.

Write up the pupils' ideas on the blackboard. Explain that the main physical characteristic of an island is that it is surrounded by water. Ask the pupils to name some islands. They will know the names of many islands in Solomon Islands. Ask them to name other islands which are not in Solomon Islands. If you have any maps these would make an excellent resource. Let the pupils look at any maps you have and find the names of islands. You could use a map of Solomon Islands as well as a map of the Pacific and a world map. Discuss the size of different islands. Some islands are small. You can think of the names of some small islands that your pupils will know. Some islands are very big like the mainland of Australia which is an island and also New Zealand which is made up of two large islands.

Hagiama Island

Introduce today's text by revising with the pupils what a report is. They should be familiar with this from Standard 4. Tell the pupils to look at the report in the Reader. Give the pupils some time to read the new words and phrases and to read the text through to themselves. Then ask the pupils to work in pairs. Let them read the text aloud to each other, a paragraph at a time. Tell them to read it through twice. Tell them to take turns to start. In this way they will have read the whole report aloud. While the pupils are reading move around to different reading pairs. Listen and help the pupils read. Make sure that during the week you hear every pupil read. You should mark this off in your record book.

Keep a check on who you have heard read. Do not just rely on your memory. Keep a record.

1 Unit 1: My Island

Discussion

Lead a discussion about the text. Talk about the map in the text. Talk about what the picture shows. You could start the discussion with questions like these.

- What makes the island so beautiful?
- Why do you think the birds come to the island?
- What do you think would happen if lots of people came to go diving around Hagiama Island everyday?
- What do you think would happen if lots of people came fishing on the reef around Hagiama Island?
- Is there drinking water on the island?
- What is the source of water on the island?
- What can the water found on the island be used for?
- You will be able to think of questions of your own. Encourage all the pupils to take part in the discussion.

While you are discussing the text make sure the pupils understand all the new words and phrases as well as all the vocabulary in the text. Go over any words which the pupils are having difficulty saying correctly. Think of strategies to find out if they understand a particular word. A good way is to ask the pupils to put the word into a sentence of their own.

Syllabus link
A1, K1, S10

? Can all the pupils read and understand an increasingly wide range of texts, including reports and quickly identify the main ideas and relevant details without assistance? (S9)

Comprehension

Background Information

In this activity, the pupils are going to use the text. They are going to use the information to draw a picture. The discussion you have had with the class will help them with this activity.

Teacher Led Activities

- Read the text again with the pupils. You could read it aloud to them.
- Ask the pupils to close their Reader and tell you some of the facts that they can remember. Make notes of what they say on the blackboard.
- Ask the pupils to read through the instructions for the comprehension activity in the Pupil's Book.
- Ask the pupils to draw a picture of Hagiama Island. Let them draw the first draft on a piece of paper before doing the final draft into their exercise books. Remind them to label their picture using words from the report.
- Underneath the picture they will write a few sentences about their drawing. Tell them to use the sentence starter in the Pupil's Book, on page 4, to begin.
- 'Hagiama Island is very special because ...'

Syllabus link
S8, S9, S15

? Can all the pupils identify how information is organised in a report text? (S12)

Language Study

Background Information

A sentence must contain a **verb**. A verb is often described as a 'doing' word. Words which show actions are called verbs. Verbs tell us when things happen. They can be in the **present**, **past** or **fututre** tense. This means we know by reading a sentence whether things are happening now, whether they have happened already or whether they are yet to happen.

Method

- Revise what a verb is with the pupils.
- Ask them to pick out verbs from today's text.
- Talk about verb tenses. Ask what tense the verbs in the text are.
- Read the instructions in the Pupil's Book with the pupils. Go through the example before the pupils complete the exercise.

Teacher Led Activities

Write up some examples on the blackboard to introduce this activity. Here are some sentences you could use.

1. We are fishing on the reef.
2. I will dive for shellfish tomorrow.
3. They ran around the small island.

Choose pupils to come out to the blackboard and underline the verb. Talk about verbs and tenses with the pupils. Ask them to change the verbs in the sentences you have written on the blackboard to put them into another tense.

Ask the pupils to look at the report they have just read and pick out some of the verbs. Talk about the tense of the text. Most of the verbs are in the present tense but there are some in the future tense, as well as in the past tense.

Tell the pupils to read the instructions and complete the exercise in the Pupil's Book, on page 4. The pupils are to complete the sentences by putting in the correct form of the verb in brackets.

Syllabus link
A1, K8, S19

Do all the pupils know the meaning of the term 'verb' and can they identify the verbs in the activity? (K11)

Spelling

better	middle
happy	shallow
follow	hello
small	hollow
tell	paddle

Read through the spelling words for this week with the pupils. Ask the pupils to say and spell the spelling words. Remind them of the **Look, Cover, Remember, Write, Check** strategy to help them learn their words. Tell them you will be checking how many words they can spell at the end of the week.

Divide the pupils into pairs. Ask them to work together. Tell them to use the spelling strategy together. Tell the pupils to copy the word list into their exercise books. Check every pupils' exercise book. Make sure they have copied the words correctly.

Check that the pupils understand the meaning of each word. You could do this by leading a discussion where you ask pupils to put each word into a sentence of their own.

There is an extra activity in the Pupil's Book for those pupils who work quickly. Tell them to read the instructions. Make sure you mark all the pupils' work.

1 Unit 1: My Island

Oral and Writing Activities

Background Information

Here are some definitions of the different types of text which the pupils are becoming familiar with. This background information is for you to understand this better. It is not expected that you should teach all this information. You will need to use appropriate, simple language with your pupils when you work with these different types of text.

Definitions

Report: sometimes called an **information report** or a **factual (true) report**. The purpose of this text type is to document, organise and store factual information about a topic. The focus of this type of text is on a thing or class of thing. You could write a report on logging in Marovo or about the birds found on Makira Island for example.

Recount: The purpose of this text type is to tell the reader about something that has already happened. The focus is on a sequence of events relating to a particular occasion and usually told in the past tense.

Recounts can be grouped. Here are some examples of different types of recounts.

Personal Recount:

- A description of your trip to Tulagi.
- An account of your visit to Honiara.
- Retelling what you did last Christmas.

Historical Recount:

- A description of the sequence of events during the June 2000 Coup.
- A description of Mendana's Second Voyage.

Imaginative Recount

- Making up what happened to you when you went to the moon and writing it as if it had really happened.
- Imagining what it was like when you had a ride in a submarine and writing it as if it had really happened.

Today's activity is an imaginative recount. The pupils are asked to talk about and then write about when they were on Hagiama Island. Having read and understood today's text will help them make up a good sequence of events. The pupils will be able to write about what happened to them as if it really did.

Method

- The pupils will imagine and talk with each other about what happened when they went to Hagiama Island.
- Ask them to discuss this in groups or you could discuss the activity together as a class.
- Explain clearly what the pupils are going to do. Read the recount starter in the Pupil's Book.
- Move round the classroom as they are working and give help when needed.

Teacher Led Activity

Put the pupils into small groups. Tell them to imagine their group has just arrived on Hagiama Island. Lead a class discussion to point out the difference between a report and a recount. Then tell the pupils to talk in their group about what they did on Hagiama Island when they went for a day.

Read through the recount starter in the Pupil's Book with the class. Let each group tell the whole class what they have talked about. Discuss their ideas

My Day on Hagiama Island

Tell the pupils they are going to write a recount. Tell them to refer back to the report they have read in the Reader. This will give them some ideas. Remind them that the recount will be written in the past tense. They must draft their work first. They can use their group's ideas, ideas they heard about from another group or they can use ideas of their own. They could use the starter in the Pupil's Book. They could change the names for the names of the pupils in their group or class.

Talk with the pupils about the process of drafting, improving their work with redrafting and then writing out a good copy. Some pupils could need some extra time to complete this activity well. Remember to tell the pupils how long they have to complete their work.

Syllabus link
S8, S9, S15

? Can all the pupils write short texts quickly, accurately and without assistance? (S18)

Reading and Discussion - Artificial Islands of Malaita

Background Information

This text is another report. It is about Malaita Province. It gives some general information and then looks at the artificial islands which are a part of this province.

Method

- Put the pupils into small groups and tell them to take turns in reading the text out loud.
- Ask the pupils to look at the key words and see if they can work out what the words mean by reading the text.
- Discuss the meaning of the key words with the class and encourage them to use a dictionary to find out the definitions.
- Talk about the text with the pupils.

Teacher Led Activities

When you have organised small reading groups move around the classroom and listen to some of the pupils read. There are some difficult words in the text so some pupils will need extra help to read and understand the text. Remember to record which pupils you hear read, and make comments about each pupil's reading.

Talk about any difficult words with the class. You could write up a list of words that pupils are having difficulties with on the blackboard. Help the pupils to understand the words and encourage them to use a dictionary independently.

Talk about the report. Have a map ready if possible. Lead the discussion with some questions like these:

1. Can you find Langa Langa Lagoon on the map?
2. Why do you think Sikaiana and Ontong Java are called '**remote**' atoll islands?
3. Why do you think South Malaita Island has this name?
4. What are some of the attractions that would bring tourists to Malaita Province?

Syllabus link
A2, S1, S4

? Can all the pupils read an increasingly wide range of texts and quickly identify the main ideas and relevant details without assistance? (S9)

Comprehension

Teacher Led Activities

Read the text again with the pupils. You could read it aloud to them. Ask them to look at the list in the Pupil's Book. This gives ten pieces of information about the two lagoons. Tell them they are to arrange the information in a table under the correct lagoon name. Some pieces of information may apply to both lagoons, so the pupils may have to write those in both columns. Ask the pupils to copy the table with the headings into their exercise books, and then to complete the table.

When the pupils have finished you could go through the activity with the whole class on the blackboard. The pupils could mark the work and record how many they had correct.

Questions and Answers

You could write up the following questions on the blackboard then ask the pupils to answer them in their exercise books or you could go through the questions orally with the class.

1. What is the name of the capital of Malaita Province?
2. Where could you go if you took a three-hour motorised canoe ride from Auki?
3. What types of transport are available to the capital of Malaita Province?
4. If visitors wanted to see how to make shell money, where would you tell them to go?

Syllabus link
S4, S10

? Can all the pupils answer the questions in simple complete sentences? (S15)

Language Study

Teacher Led Activities

Write up a sentence starter on the blackboard.

Here is one you could use.

I bought a new shirt……..

One at a time, give these clues and ask the pupils to complete the sentence using the clue as a guide.

when? **where?** **why?**

I bought a new shirt <u>last Friday</u>.

I bought a new shirt <u>at the market</u>.

I bought a new shirt <u>because I was going to a feast</u>.

Here are some more examples you could use.

Tom went to Honiara ……

when? **how?** **why?**

The teacher closed the door ……

where? **why?** **when?** **how?**

Tell the pupils to complete the exercise in the Pupil's Book.

Syllabus link
K1, S18

? Can all the pupils complete the sentences using the words in the brackets? (S15)

2 Unit 1: My Island

Handwriting

Although most of the pupils should be using cursive style handwriting now for most of their work some pupils will still need extra practice. The pupils who have mastered the joins still need to be encouraged to develop a fluent style. Today's exercise looks at capital letters. Although capital letters never join on to other letters, pupils still need to write the capitals as part of learning joined or cursive writing.

Ask the pupils to copy the exercise in the Pupil's Book, on page 8. Make sure that before they start they have sharp pencils. Tell them to sit correctly and go around and check that they are holding their pencils correctly as they write. Encourage the pupils to work together to evaluate their work when they have finished.

Oral and Writing

Method

- Begin this session with an explanation of what the pupils are going to do.
- Let the pupils have small group discussions.
- The groups will report back to the class as a whole.
- The pupils will then draw up individual tables.

Teacher Led Activities

Put the pupils in groups of four. Ask them to imagine that they have just visited the artificial islands. Tell them to think about the good things and the bad things about living on artificial or man-made islands. Let each group have a large piece of paper.

Tell them to make a table to record their information. There is an example in the Pupil's Book. Tell them to write the good things under 'Advantages'. Tell them to write the bad things under 'Disadvantages'.

After the groups have completed their tables let each group in turn report back to the whole class by discussing what they have written. As they talk, you could write their ideas in a table on the blackboard. Here are some ideas which they might think of. You will be able to think of many more.

Artificial Islands	
Advantages	**Disadvantages**
1. Create more space for people to live. 2. You can decide on the size of island that you need. 3. You can have some choice for positioning the island.	1. No soil for gardening. 2. Probably no fresh water source. 3. Hard work to build. 4. Who does it belong to? 5. Difficult to build homes on. 6. No protection from the weather.

The pupils should now use the information recorded in the tables, and based on their discussion to write a short paragraph putting forward their view on whether an artificial island would be a good place to live. The pupils must decide what their view on the topic is, and support this view throughout the paragraph.

Hagiama Island Recount

Remember to give some time for the pupils to complete the activity that they started yesterday.

Syllabus link
K4, S13, S27

?

Can all the pupils agree and disagree appropriately in different ways during small group debates? (S5)

3 Unit 1: My Island

Reading and Discussion - Chief Enthronement on Ulawa Island

Background Information

The definition of a **procedural text** is one which informs you of how to do something to achieve a stated goal. There is usually a particular order or sequence of instructions so that the goal can be reached.

This is a procedural text. It tells us what the people of Ulawa Island in Makira Province do in order to enthrone a new chief. In order for the enthronement to be successful a procedure or process has to be followed in a particular order. If everything is done correctly then the new chief is acknowledged and respected by everyone.

Method

- Put the pupils into groups so that they can take turns to read the text aloud. Listen to some of the readers.
- Talk about the new words and the phrases with the pupils.
- Talk about the text as you read through slowly with the pupils.

Teacher Led Activities

Introduce the subject of enthronement. Build on the pupils' knowledge. What do they know about how a new chief is enthroned? There will be different customs on different islands. If you have pupils from different islands in your class encourage them to share the different customs they know about with each other.

Put the pupils into small groups and ask them to take turns in reading the text aloud. Listen to some pupils read while this activity is going on. Bring the class together and choose pupils to read sections of the text aloud. This is a long text. You could ask the pupils to read a point each, with you reading the parts in between. Stop to check that the pupils understand what they are reading. Talk about the new words and phrases as you come across them.

After the pupils have read through the text a few times tell them to try to remember the order in which things happen. How many facts can they remember? Let them help each other to build up the correct order.

Talk about why this is called a procedural text. Use the background information to help you.

Syllabus link
A2, S8, S11

Can all the pupils read an increasingly wide range of texts and identify the main ideas and relevant details? (S9)

Comprehension

Method

- Ask questions to try to encourage the pupils to think beyond the text.
- Check that pupils understand what happens during the ceremony by asking them to draw a picture and then to talk about what they have drawn.

Teacher Led Activities

You could use questions like these to try to encourage pupils to think beyond the text. You will be able to think of others.

1. Why do you think fattening the pigs begins a long time before the feast?
2. Why do you think it is important to invite other chiefs?
3. Why do you think there is a feast at the same time as the enthronement ceremony?
4. Do you think this is a 'unique practice'?

Read through the instructions for the comprehension activity in the Pupil's Book on page 10 with the class. Make sure that the pupils know which part they are drawing a picture of. You could start a sketch on the blackboard to guide them.

Encourage the pupils to talk about their pictures with a partner and ask each other questions. Make sure that the pupils do not work with the same partner every time they have an activity to share.

Syllabus link
S8, S9, S15

? Can all the pupils use a range of answers when responding to questions? (S4)

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Language Study

Teacher Led Activities

There is a choice of two activities. You can decide which one is the most suitable for the pupils in your class.

Activity One - Vocabulary Activity

This activity is in the Pupil's Book on page 11. Long words have been chosen from today's text. The pupils are asked to find three short words which are in a longer word. The first one has been done as an example. Ask the pupils if they can see any other words in 'arrangements'. They might be able to find 'ran', 'an' and 'gem'. Tell them to complete the exercise. Remember to check their answers.

Activity Two - Revising Nouns, Adjectives and Verbs

- The pupils have been introduced to nouns, adjectives and verbs in Standard 4.
- Tell the pupils to use the text in the Reader, '**Hagiama Island**'.
- Revise with the pupils what a noun, an adjective and a verb is.
- They may be more familiar with terms like '**a naming word**', '**a describing word**' and '**a doing word**'.
- On the blackboard draw a chart like the one below. Put in the headings. Work with the pupils and put in some examples. Tell the pupils they must find five more examples for each column.
- Tell them to draw out their chart in their exercise books.
- Your blackboard chart could look like this:

	Noun	Adjective	Verb
Example	island	small	attracts
Example	canoe	beautiful	surround
Example	fish	colourful	are found
1.			
2.			
3.			
4.			
5.			

Syllabus link
A4, K11

? Do all the pupils know the meaning of common verb tenses? (K8)

Spelling

Let the pupils have some time to work with a partner and revise their spelling words for this week. Make sure that the pupils do not work with the same partner all the time. Remind the pupils to use the spelling strategy **Look, Cover, Remember, Write, Check** to help them.

You could then ask the pupils to use the spelling words in sentences. This would be an oral exercise.

Alphabetical Order

Explain to the pupils that they are now going to work by themselves. They need to put the words in their spelling list into alphabetical order. Remind them that if more than one word begins with any one letter, they must look to the second letter to place the words in alphabetical order. In the Pupil's Book this activity is started for them with the first word already in place.

Oral and Writing

Background Information

This is an activity which builds on what the pupils already know. The pupils are going to make a list of traditional artefacts that come from their village or their island. An artefact is something which is man-made usually from natural materials such as wood, stone, shell, bamboo, leaves or feathers. If it is a 'traditional artefact' this means that it has been made in that village or on that island for a long time. Some people might still use similar items today. It is special or particular to that place. It could be a carving of a Nguzu Nguzu, a basket with a special design or a necklace made out of special shells. Many traditional artefacts can be seen in Honiara and other tourist centers as well as markets. They are often for sale and many tourists like to buy them as souvenirs of Solomon Islands.

Method

- Whole class introduction followed by making a list of examples.
- Pupils work in small groups to talk about traditional artefacts in their village or on their island.
- Draft a group list then supply details.

Teacher Led Activities

Discuss with the whole class what an artefact is. They may not know this word. Write it up on the blackboard. Ask the pupils to give you some examples. Write up their ideas on the blackboard.

Explain that they are going to discuss what traditional artefacts are seen and used in their village or on their island. Use the examples in the Pupil's Book on page 12 in your discussions.

Put them into groups. Make sure that you do not always let the pupils work in the same group. Give them a large piece of paper. Tell each group to draft a table using the one in the Pupil's Book as a guide. Let them redraft their work. Bring the whole class together and ask each group in turn to talk about their list to the rest of the class.

Class Display

You could make a display in your classroom. Ask the pupils to bring in some artefacts from home. You could bring some in yourself too as examples. Let them make an information card about the artefact they bring in. They could stand this next to their artefact on the display table. Make sure you display their artefacts well. Make sure they take good care of the items.

Syllabus link
A2, K1, S4

? Can all the pupils choose appropriate vocabulary to label their artefacts? (S19)

Reading and Discussion- Solomon Islands National Anthem

Background Information

This text is the National Anthem of Solomon Islands. Just like the national emblem it is very important to all Solomon Islanders. When it is sung anywhere in the world it always represents Solomon Islands. For example if one of our citizens wins a gold medal at an international sporting event like the South Pacific Games then the national anthem is sung and the Solomon Islands flag is flown at the medal presentation ceremony. This song and the flag represent part of our identity.

Method

- Introduction to what a national anthem is, and examples of when it is sung.
- Read through the national anthem slowly with the pupils.
- Explain the key words as you go.
- Sing the song together several times.
- Discuss the meaning behind the words. What is the important message?

Teacher Led Activities

Talk about what a national anthem is. The pupils may have heard the Solomon Islands National Anthem sung. This may have been at a special ceremony on Independence Day or when an important government officer or visitor came to their island. They may have sung it themselves if they belong to the Scouts or the Girl Guides.

You will need to teach the class the national anthem. They will need to be able to sing it. If you can play the tune on a guitar this would help the pupils. Take some time to talk through the meaning of the words. These are difficult words. You would not expect the pupils to be able to spell these words. Make sure all the pupils can read the words correctly. Sing the national anthem through a few times.

The pupils could make small Solomon Islands flag using paper and coloured pencils. Allow the pupils to draw and colour their small flag. This is to wave while singing the national anthem.

Syllabus link
S8, S15

Can all the pupils identify the main ideas and relevant details of the words of this song? (S9)

Comprehension

Teacher Led Activities

Ask the pupils if they know any special songs or anthems that come from their island. These will probably be in island language. Allow some pupils to sing to the rest of the class.

Talk about why people feel that it is important to have a national anthem. Ask them what they think themselves. Talk about the Solomon Islands National Anthem. Check that they understand what it is about by asking them to explain it in their own words.

You could go through the questions in the Pupil's Book on page 13 orally or you could ask them to write some of their answers in their exercise books. Question 4 is the question which should make them think beyond the text. The question gives a good starting point for a discussion or a debate. After a debate you could ask them to write down their answer to Question 4.

Syllabus link
A2, K1, S4

Can all the pupils answer the questions in clear and complete sentences? (S15)

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Language Study

Teacher Led Activities

The exercise in the Pupil's Book asks the pupils to match words to their meanings.

This exercise continues the work from the reading and comprehension activities. The pupils should be able to do this exercise by themselves. If they have understood the lesson so far they should be able to do this exercise accurately. You could use this as an assessment of how much they have learnt in this lesson. Make sure you check their work. You could go around the class and do this as they are working.

Syllabus link
A4, S9

? Can all the pupils actively build up their vocabulary? (K1)

Spelling

Teacher Led Activities

Look at the spelling list for the week. Have the pupils identify words with double consonants in them. Think of some other common double consonants and ask pupils for examples. List these on the board. For example:

double s - missing

double b - bubble, gobble

double g - digger

double m - mummy

Have the pupils complete the activity in the Pupil's Book on page 16.

Oral and Writing

Put the class into groups of four. Tell them to talk about what the national anthem means to them. Do they feel it is a special song? How does it make them feel when they hear it?

Bring the whole class together and ask the same questions. Let them tell each other what they feel. Does everyone feel the same?

Writing Your Own Anthem

Let the pupils work in the same groups again. Tell them they are going to write an anthem. Tell them they can choose one of the two activities below:

They can write an anthem for their own island or province;

Or

They can write an anthem for another island in the Solomons. They must name this island. Tell them they could use a map to make sure they spell the name correctly.

Tell the pupils that they must first pick a tune for their anthem. It could be the tune of the national anthem that they have just learnt or it could be another tune that everyone in the group knows.

Ask the pupils to draft their anthem together on a large piece of paper. Tell them to work together to improve the draft. When they have done this, tell them to copy their anthem onto a large piece of paper and sing it to the rest of the class. You could display these anthems in the classroom.

Syllabus link
A2, K1, S6

? Can all the pupils compose a short text accurately and without assistance? (S18)

Reading and Discussion - Guadalcanal Island

Background Information

This text is a report. It reports factual information about the population, services and development on Guadalcanal Island.

Method

- The pupils should read the text aloud.
- Say and spell the key words with the pupils.
- Read the text with the pupils and discuss it.

Teacher Led Activities

Let the pupils work with a partner. Tell them to take turns to read aloud to each other. Let them help each other to understand the text. Tell them to talk about the key words. Encourage the pupils to find the words in the text. Discuss what the words mean. Listen to some pupils read during this session. Record who you hear read. Remember to attempt to hear all pupils read each week.

Go through the key words with the whole class. Make sure the pupils are saying the words correctly. You could ask them to use some of these words in sentences of their own. If there are other words which the pupils have come across in the text and do not understand, ask other pupils to explain these words. You should only explain them if all the other pupils do not know and they have attempted to use a dictionary.

Begin your discussion with some questions. Here are some you could use. You will be able to think of others.

1. Name two things about Guadalcanal Island which make it different from all other islands in Solomon Islands?
2. Why do you think that most people live along the coast?
3. Why do you think other people came to live on Guadalcanal Island?
4. What made the Weather Coast people resettle near Honiara?
5. Do you think anything could be done to improve life on Guadalcanal Island?

Syllabus link
S1, S12

Can all the pupils read, listen, talk and identify the main ideas and relevant details from the text and the map? (S9)

Comprehension

Teacher Led Activities

Map Reading

Look at a map of Guadalcanal with the class and ask them to find all the places which are mentioned in the text.

Let the pupils study the map and talk about interesting things they can find out from reading the map. For example you could investigate the highlands in the centre of Guadalcanal Island.

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Look at the different symbols used on the map and discuss what they mean or represent. Give the pupils two villages to find on the map and ask them how people would travel between them. Would they go by road? Would they walk? Would they go by canoe? Which way would be the best and why?

Questions

There are some questions in the Pupil's Book which the pupils could answer orally. You could choose some questions for pupils to answer in their exercise books. Choose questions which ask the pupils to write their opinions about particular topics. Question 6 would be a good one for them to write a few sentences about. It is also a good starter for a class discussion.

Syllabus link
S10, S13

? Can all the pupils answer the questions in complete, simple sentences? (S15)

Language Study

Teacher Led Activities

Introduce this activity by writing a statement on the blackboard. Then ask the pupils if they agree or disagree with the statement. They must also be able to give a reason. Here are some statements you could use. You will be able to think of others too.

- Pupils should have homework every night so that they learn more things while they are at school.
- Both girls and boys should learn to cook.
- It is very important to learn about the way people live on other islands in the Solomons.

Make sure the pupils understand that there is no right or wrong answer. However if they give an opinion they must support it with a reason. This exercise is good practice for when they are debating and discussing topics.

Tell the pupils that they are going to read each statement in the Pupil's Book then answer the question below it. The answers should give their opinions. They must say whether they agree or disagree with the statement and give a reason for their answer. Go through the two examples with the pupils. Let them write the answers in their exercise books. Some pupils may find this activity difficult and you may want them to work in pairs. Remember to mark each pupil's work.

What they write could make an interesting class discussion. You could ask some of the pupils to read out their answers and discuss their opinions.

Syllabus link
A4, S10

? Can all the pupils use a range of structures to agree and disagree when answering questions? (K5)

Spelling

Method

You could do two activities. The first activity is a game that will revise their words and the second activity is an assessment to see if the pupils can now spell some of the words accurately.

A Game of Bingo

- Prepare some flash cards before the lesson with the ten words written on them.
- Tell the pupils to draw a box with six spaces like the ones below. Tell them to write one word from the spelling list into each box. They can choose any of the words and they can put it in any box. They must only use each word once. Here are examples of what the cards might look like.

middle	small
hello	happy
hollow	shallow

hello	hollow
shallow	follow
middle	tell

Put the flash cards in a bag or box. Mix them up. Call out one pupil at a time and tell them to choose a card and read the word out loud. Tell the pupils they must tick the word if they have written it in a box. Tell the pupils that when they have ticked all the words they must shout out "Bingo"! Tell them you will then check their ticks against the flashcards that have been read. If the ticks are correct, then that pupil is the winner. Play the game with the class a few times.

Assessment Activity

Ask the pupils to complete the sentences in the Pupil's Book on page 17 by writing down the appropriate words in the spaces provided. The words are from the spelling list. They must do this from memory. They could do it on a piece of paper. Do not let them have a list of the words. Check how many they have spelt correctly. Record this. Make sure the pupils do this assessment without help.

Oral and Writing

Background Information

This is a report writing activity. It also revises how a letter should be set out. As you know a report is sometimes called an 'information report' or a 'factual report'. The pupils can use the report of Guadalcanal Island as an example. You should gather some facts about your own island before your lesson. The pupils will require your knowledge as support.

Method

- Whole class introduction to activity.
- Revise what a report is.
- Revise letter layout.
- Organise the working groups and remind pupils of drafting and redrafting.

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Teacher Led Activities

Introduce the activity by going through the text about Guadalcanal Island again. Tell the pupils it is a good example of a report. It has a lot of information in it.

Explain to the pupils that:-

- The **introduction** is the first paragraph of the text and it gives some **key information**.
- Topics covered in the next three paragraphs are **language**, **population** and **Government services.**
- The fourth paragraph is about **settlement**.
- Information on **development** on the island is in fifth paragraph.
- The last paragraph describes what is happening now and this is the **conclusion** of the text.

Build up a list of facts about where you live on the blackboard with the pupils. Help them with details such as population numbers etc. You should have these ready before the lesson.

Go through the instructions in the Pupil's Book with the pupils. Explain as you read through. The pupils may need some reminders about setting out a letter although they will have covered this in Standard 4. The pupils are to do this activity in groups of four. They must draft and redraft their work before each pupil writes out a good copy of their letter.

Syllabus link
K12, S15, S17

? Can all the pupils follow the given structure to write a report and use paragraphs to organise their letters? (S16)

Reading and Discussion - Guadalcanal Travel Service

Background Information

This text is an advertisement for a tour operator. An advertisement is an exposition. Guadalcanal Travel Services or GTS advertise on behalf of other resorts and hotels. They are trying to persuade people to use their services. Advertisements are designed to give information in a brief but attractive way.

Advertisements should be colourful and 'eye catching'.

Let the pupils have some time to look at the advertisement in small groups. Tell them to talk about it and to see how much information they can find in it. Tell them to not only look at the text but also at the way it is put together with the pictures. Do the pictures give more information?

Discuss the advertisement with the whole class. You could ask some questions to see if they understand all the words. Some of the words are difficult. You could ask them to use a dictionary. You may need to explain some of the words to the class.

Syllabus link
S9

? Can all the pupils read and understand the message of this advertisement? (S10)

Comprehension

Talk about why advertisements are written. Ask the pupils to offer suggestions of where they would find advertisements in Solomon Islands? It would be a good idea to have collected some other advertisements for the pupils to look at in small groups. They could be posters, or from the Solomon Star newspaper, magazines, or the in-flight magazine from Solomon Airlines. Programmes from sporting events or other special events often have advertisements in them too. If you do find some examples of advertisements after you have finished using them put them away carefully. These would be a good resource next time you need some advertisements for your pupils to look at.

Questions

There are some questions in the Pupil's Book. Remember that pupils do not always need to write all the answers down. They can answer the questions orally in class. They should always answer them in full sentences.

Go around the class as the pupils are using their dictionaries. Check that pupils are able to use them. Assess which pupils may need extra practice in using the dictionary. Remember to check the pupils' answers. You could do this as you are going around the classroom.

Syllabus link
S4, S10

? Can all the pupils answer the questions in complete simple sentences? (S15)

6 Unit 1: My Island

Language Study

This is a vocabulary exercise. This activity gives pupils practice in using a dictionary.

Teacher Led Activities

Write a word from the text on the blackboard e.g 'office'.

Ask the pupils to quickly give you a definition of what the word means. Write up what they say on the blackboard. Then tell them to look up the word in a dictionary. Ask a pupil to read out the definition. Is the meaning on the blackboard the same? Do this with them several times before asking them to complete the exercise in the Pupil's Book.

Go around the class as the pupils are using their dictionaries. Check that pupils are able to use them. Assess which pupils may need extra practice in using the dictionary. Remember to check the pupils' answers. You could do this as you are going around the classroom.

Syllabus link
A4, K1

? Can all the pupils use a dictionary to find the meanings of words from the text? (K1)

Spelling

Teacher Led Activities

Introduce the pupils to their new spelling words. Do the pupils understand what the words mean? You could check this by asking them to put the words into sentences orally. Make sure that all pupils contribute in this activity. Ask the pupils to copy the words into their exercise books. You must check every pupils' word list. Pupils often make copying mistakes. If they are going to learn their words from this list it must be correct.

fell	resort
many	picnic
bird	riddle
place	tour
next	isles

Ask the pupils to complete the activity in the Pupil's Book. Here their spelling words are matched with their meanings.

Ask the pupils how they are going to make sure they can spell all of these words when you check this at the end of the week. Let the pupils tell you how they learn the words. Remind them to use **Look, Cover, Remember, Write,** and **Check.** Encourage them to work with a friend in spare moments during the week to learn the words.

Oral and Writing

Background Information

Advertisements

An advertisement is a public notice. Some advertisements give people information about events which will take place. Some advertisements give information about products which are for sale. In these examples the advertisements are designed to persuade people to attend the events or to buy the products.

Method

- Introduce the task.
- Put the pupils into pairs for this work.
- Pupils will discuss and then produce an advertisement for an imaginary resort. They will draft and redraft their work and finally make a good or published copy.

Teacher Led Activities

Introduce this activity by setting the scene. Read through the information in the Pupil's Book with the class. Remind them to look back at the Guadalcanal Travel Services advertisement to give them ideas.

Tell them to draft their advertisement first and then redraft it to improve it. Tell the pupils they can make the final good copy between them on a piece of large paper.

Make sure that everyone finishes their letter which they began in their last lesson. One way you could do this is by asking the pupils to finish their letter first. As they finish and are ready to start working on their advertisement match them up in pairs.

Syllabus link
A4, S17

? Can all the pupils write an advertisement to suit the purpose of promoting a resort? (A2)

7 Unit 1: My Island

Reading and Discussion - Kennedy Island

Background Information

This text is a historical recount as it tells us about an event in history. It is a factual text about an event which happened during the Second World War in Solomon Islands. It is about an island in Western Province that has been re-named after a famous man from the United States of America. The island was previously called Olosana but then was re-named Kennedy Island after the Captain of the PT109 'Captain John Fitzgerald Kennedy'. He and his crew went ashore there after their boat sank and were rescued from that island.

Method

- The pupils will take turns to read the text aloud.
- Whole class discussion to check understanding.
- Some pupils will retell the text in Pijin or in their mother tongue.

Teacher Led Activities

Put the pupils into groups and ask them to take turns to read the text. This is your opportunity to go around the class and listen to some of the pupils read.

Bring the whole class together. You could read the text out aloud while the pupils follow in their books. Then check that the pupils understand the text. You can do this by looking at the key words and asking the pupils to put these into a sentence of their own. This is an oral activity. Then you could use these questions to talk about the text. You could add some more questions of your own.

- Can you find New Georgia, Gizo and Kennedy Island on the map?
- What was PT109?
- Why did Captain Kennedy and his crew swim to the island?
- What did Biuku do during the war?
- Why do you think Biuku and Aaron were scared of the Japanese?
- If you were there and you were Biuku or Aaron what would you have done?

Ask the pupils if they can retell what happened in the text. They could do this in pijin or their mother tongue. Let one pupil start then you could interrupt them and choose another pupil to continue.

Syllabus link
A2, S1, S10

? Can all the pupils read an increasingly wide range of text types and quickly identify the main ideas and relevant details? (S9)

Comprehension

Teacher Led Activities

Role Play

This text would make a good role play activity. Put the pupils into groups and let them act out what happens in the text. They can choose who will take the part of Biuku and Aaron and who will be Captain Kennedy. The other group members will be the crew. When they have practiced let them show their role play to the rest of the class.

Draw the Event

The pupils could draw a picture of the PT109 catastrophe using information from the text. You could talk this through with them first.

They could draw the surrounding islands. They could draw the Japanese destroyer hitting PT109 and cutting it in two. They could draw Captain Kennedy and his men swimming to the island. They could put in Biuku and Aaron paddling their canoe nearby. Tell the pupils to keep looking back in the text for details. After drawing the picture ask the pupils to label it.

Questions

There are some questions in the Pupil's Book. You could do these orally with the class or you could ask the pupils to write the answers in their exercise books.

Syllabus link
A3, K12, S19

? Can all the pupils answer the questions in complete simple sentences? (S15)

Language Study

Vocabulary

You could use this activity to check if the pupils have understood the list of words in the text. Encourage them to use a dictionary if they need help. Ask the pupils to complete the sentences by choosing the correct word from the list.

Syllabus link
K1

? Can all the pupils find the right words to complete sentences? (S19)

Handwriting

The pupils should now be joining all their letters correctly. Some pupils may still need some help with this. Set a theme for each handwriting lesson. You could choose any of these for the pupils to concentrate on when they copy their sentences from the Pupil's Book page 21.

- Size of letters
- Keeping all letters on the line
- Slope of handwriting

Oral and Writing

Teacher Led Activities

Introduce the activity by asking the pupils some questions like these

- If somebody saved you from danger what would you do?
- How could you show the person who saved you that you were grateful?
- What could you do to thank them for their help?
- How do you think John Kennedy felt about what Biuku and Aaron did for him and his men?

The answers to these questions will give the pupils some ideas. You could list what the pupils say on the blackboard and discuss their ideas.

7 Unit 1: My Island

Here are some ways in which people say thank you:

- writing letters;
- sending cards;
- giving presents;
- giving flowers;
- making a feast;
- putting up a plaque;
- asking a pastor to hold a special church service;
- giving a reward.

You will be able to think of others too.

Put the class into groups of four. Explain that they are going to pretend to be Captain Kennedy and his crew. Tell them to talk about what they could do to say a special thank you to Biuku and Aaron for what they did. Ask them to write down their plan about what they are going to do.

Let them draft their plans and make notes about how they are going to carry it out. Bring the whole class together and let each group tell the rest of the class about its plan.

Syllabus link
S5, S10, S15

? Can all the pupils use talk - draft - edit - redraft to complete their writing tasks? (S17)

Reading and Discussion - A Legend from Vangunu Island

Background Information

This text is a legend, which is a type of narrative or story. The purpose of this type of text is usually to teach a lesson. A well written legend will gain and hold the reader's interest and attention, and will help in extending the reader's imagination.

This old story is from the Vangunu Island. It is called a legend because a legend is a traditional story which is handed down from the past.

Method

- Introduction to what a legend is.
- Pupils read the text out aloud.
- Pupils check the key words.
- Read the story aloud to the class pausing to check for understanding.
- Talk about the story with the pupils.

Teacher Led Activities

Revise the characteristics of a narrative with the pupils. They should remember this from Standard 4. Tell them that this story is a legend. Use the background information. Do not make the introduction too difficult. The background information is written for you as the teacher. You need to talk about stories and legends at a level appropriate for your class to understand.

Put the pupils into small groups. Tell them to take turns to read the story aloud. Go around the class and listen to some pupils read. Keep up your reading records up to date.

Tell the pupils to talk in their groups about the key words. Ensure that they understand what they mean. Tell the pupils to note any other words in the legend that they do not understand. Discuss these words with the whole class.

Read the text aloud to the class while the pupils follow. Keep pausing after each paragraph and ask some questions. The answers the pupils give will let you know if they have understood each paragraph in turn. Here are some questions you could use. You will be able to think of others.

Paragraph 1

- Where is this legend from?
- Who are the characters in this legend?

Paragraph 2

- Why did the sister cry every day?

Paragraph 3

- Where did the girl sing the sad song?

Paragraph 4

- Who heard the song first?

Last Paragraph

- What happened to the sister in the end?
- What happened to the brothers?

Syllabus link
A1, S2, S4

? Can all the pupils listen to, identify and differentiate between the main points and relevant details of the legend? (S1)

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Comprehension

Teacher Led Activities

Lead a discussion. You could start by asking the pupils their opinions on issues arising from the legend. You are asking what they think. All the questions you have asked so far in the reading activity were to check if the pupils had understood and could remember what they had read.

Now you could ask questions like these:

- What do you think about the brothers?
- If you were the girl what would you do if your brothers treated you in the same way as the brothers in the story?
- What do you think about the legend? Does it teach us any lessons?

This could be a whole class activity or the pupils could discuss these questions in a small group first before you bring the whole class together to share their opinions.

There are some questions in the Pupil's Book on page 23. You could do these orally with the class or you could ask the pupils to answer the questions in their exercise books.

Syllabus link
A3, S8

? Can all the pupils answer a wide range of questions? (S4)

Language Study

Background Information

A contraction is a shortened form of speech where two words are combined to make one word. It is often used in speech and in informal writing. The apostrophe is always placed where letters have been missed out.

Teacher Led Activities

Introduce contractions by going through some examples with the pupils on the blackboard. Here are some that you could use.

I will	She will	Does not	They are	They had	It is
I'll	She'll	Doesn't	They're	They'd	It's

You could make a list of contractions with the pupils and put them up on the classroom wall for reference. This could be an on-going chart, with the pupils adding to the chart as they think of more in the future.

Ask the pupils to think about any contractions used in pijin.

There are eight sentences in the Pupil's Book. The pupils could write out just the contractions rather than the complete sentence.

Syllabus link
K1, S18

? Can all the pupils write the correct contractions and put the apostrophe in its appropriate place? (S14)

Spelling

Go through the spelling list with the pupils. You could choose a pupil to spell out a word. Tell the rest of the class to put up their hands if they think the speller has made a mistake. The person with the first hand up has to spell the word and so on until the word is spelt correctly.

Remind the pupils to use the **Look, Cover, Remember, Write, Check** strategy to learn their words every day when they have a few spare minutes.

Ask the pupils to complete the sentences in the Pupil's Book by putting in words from the spelling list into the spaces.

Oral and Writing

Teacher Led Activities

Story Time

Put the pupils into small groups. Tell them to think about old stories they have heard. They might know a story that their grandparents or parents have told them. Try to encourage every pupil to think of a story and retell it to the rest of their group.

Write a Legend

Tell the class that they are going to write out a legend. Remind them that a legend is a traditional story that has been handed down. Tell the pupils to make a plan of what they will write first. Below is an example of how the pupils could set out their plan. You could draw this on the blackboard and talk it through with the class.

Title	
Setting – when? where?	
Characters – who?	
Order of Events – what happens in the story to the characters?	
Ending – what will happen at the end of the story?	

Tell the pupils that when they have made a plan they can draft their story. Remind them to work on improving their drafts before they write out a good copy. You could ask the pupils to write out their completed stories on pieces of paper and then you could put them together and make a class legend book. You could put this in the Book Corner. This would be a good way for the pupils to share their stories with the rest of the class.

You will need to give the pupils plenty of time to complete their writing, if you expect it to be of high quality.

Syllabus link
A3, S12, S18

? Can all the pupils use paragraphs to organise their writing? (S16)

9 Unit 1: My Island

Reading and Discussion - Volcanoes

Background Information

Today's text is a decriptive poem about three volcanoes in Solomon Islands. Tinakula is an active volcano just north of Santa Cruz in Temotu Province, Savo is a dormant (inactive) volacno in Central Province, clearly visible from Honiara and North West Guadalcanal , and Kavachi is an active under-water volcano between the Russell Islands and Nggatokae in Western Province.

Method

- Pupils take turns to read the poem out loud in groups of 3 taking one verse each.
- Read the poem out loud to the whole class.
- Go through the key words
- Lead a class discussion about the poem.

Teacher Led Activities

Put the class into groups of three. The pupils should be used to this kind of reading exercise by now. Make sure you regularly change who is in each group. Many pupils will need help to read this poem as some of the words are difficult.

After bringing the class together you could read the poem aloud to the pupils. Then choose some pupils to read the poem out to the class. During this session take time to go through difficult vocabulary with the pupils, checking their understanding.

Lead a class discussion about the poem. Here are some questions you could use:

- Why is this text called a poem?
- Do this poem give us any information?
- What do we find out about the three volcanoes?

Syllabus link
A1, S2, S4

? Can all the pupils read and understand an increasingly wide range of texts including poems? (S9)

Comprehension

Background Information

If you are able to find some pumice on the beach before the lesson you could bring this into the classroom and talk about it. Pumice is often washed up on the beach. It is light grey in colour and light in weight. It is formed when a volcano erupts under the sea and the hot lava cools and becomes solid in sea water. Some Solomon Islanders collect this pumice and use it for carving. Make sure you have a map of Solomon Islands ready before the lesson.

Teacher Led Activities

Ask the pupils what they know about volcanoes.

Show the pupils a map of Solomon Islands to do this activity. Help them to find the three volcanoes from the poem on the map.

The comprehension activity in the Pupil's Book on page 26, is a multiple choice exercise. The pupils are given a sentence starter and they have to complete the sentence by choosing one of the three endings. To get the correct ending they will need to look back at the poem.

Work through the example with the class and then ask the pupils to complete the sentences in their exercise books.

Syllabus link
A3, S8

? Can all the pupils read the poem and understand the indirect meaning it contains? (S10)

Language Study

Teacher Led Activities

You will need to do a quick oral revision of adjectives. Explain to the pupils that adjectives are 'descriptive words'. Adjectives describe a noun. Give these examples on the board.

Nouns:	**Adjectives:**
house	old, big, brown, two-storey, etc.
girl	little, beautiful, shy, happy, injured, etc.
island	small, beautiful, bushy, etc

Ask pupils to call out some nouns and write them up on the board. Ask them to find an appropriate adjective for each noun.

Look at the activity in the Pupil's Book. Go through the instructions and the example before setting the class on to their task.

Syllabus link
A4, S18

? Can all the pupils match adjectives to appropriate nouns? (K11)

Spelling

Remind pupils to revise their spelling words for the week as there will be a spelling assessment tomorrow.

There is an extra spelling activity in the Pupil's Book on page 27 for the pupils to try.

Oral and Writing

Background Information

For their writing activity the pupils are going to wrtie thier own volcano poem following the structure of the poem in the Pupil's Book. Pupils find it easier to write poems with a given framework. Before they write their own poems you will explain the framework to them by deconsructing the text. This means you will work through the poem together line by line and look at how each verse has a set pattern as follows:

Line 1	Tells us where the volcano is.
Line 2	Describes the volcano using a simile or word picture, Tinakula is a hexagonal pyramid, Savo a long sleeping giant and Kavachi an angry monster.
Line 3	Tells us what the volacano is doing.
Line 4 & 5	Describe more about the appearance of the volcano.
Line 6	Refers back to line 2 and uses a different adjective to describe the volcano.
Line 7	Gives the name of the volcano.

Pupils will use this structure to write their own volcano poems.

9 Unit 1: My Island

Writing a Poem

Introduce the activity by talking about whether the pupils have seen a volcano. If they have, ask them what a volcano looks like. If they have not seen a real one, they may have seen a picture of one. Tell them they are going to write a poem describing a volcano.

Tell the pupils they must make it as dramatic as possible. As a class, build up a word bank of words that they could use in their own poems.

Begin by picking out **key nouns** from the poem that the pupils have read today. Encourage the pupils to think of **describing words** (adjectives) for each noun. Then look at the key word again and write down what it might have been **doing** (verb). For example if the key word was 'smoke' what was the smoke doing? Now work together to build up a list of adverbs.

Method

- Ask three pupils to read the poem aloud to the class again taking one verse each.
- Write one verse of the poem on the board and analyse it to help the pupils understand how it is structured - use the background information above to help you.
- Compare this to other verses and see how they follow a similar pattern.
- Use shared writing to write a class poem following this format.
- Have the pupils work on their own to write their own volcano poem.

Teacher Led Activities

Shared Writing

Write another volcano poem together as a class. Write the seven-line format on the board as shown and ask pupils for suggestions for each line. Ask them to think of different ideas and choose the best one. Help them to improve the poem by adding different adjectives and better word pictures.

Line 1	Where is it?
Line 2	What is it like?
Line 3	What is it doing?
Lines 4 & 5	Describe more about what it looks like.
Line 6	Refer back to line 2 and use a different adjective to describe the volcano.
Line 7	The name of the volcano

When you have completed your class poem read the instructions in the Pupil's Book on page 27 together and have the pupils work on drafting and improving their own poems. They can write about a real volcano or an imaginary one. Their poem should have one verse.

Prepare a word bank to help them with useful vocabulary. Start by adding words from today's poem and ask pupils to add any other words they can think of.

Your word bank could start something like this.

Key noun	Describing words	What was it doing?	How was it doing this?
smoke	black, grey, thick, dense, choking, dark	billowing, belching, puffing, pouring out,	steadily, noisily, constantly, always, all the time,
lava	red hot, dangerous, deadly, never ending,	flowing, pouring out,	silently, quietly, always, all the time,
fire	eternal, crackling, roaring, red, orange,	crackling, roaring, burning, lighting up the sky, sparking, blazing, flaming, dancing	loudly, fiercely, wildly, dangerously
rocks	molten, large, small, huge, enormous, grey, black, glowing,	flying out, landing, damaging, smoldering	dangerously,
pyramid	hexagonal, towering, enormous, huge, gigantic, lonely	towering, standing,	majestically, dramatically, alone

Remind the pupils that they must draft and redraft their poem. When finished, they could write out their poems on a piece of paper and these would make a good wall display along with some pictures of volcanoes and some of the pupils' handwriting work.

Syllabus link
A3, S8

? Can all the pupils write short poems quickly and effectively? (S18)

10 Unit 1: My Island

Reading and Discussion - Mariu Resort

Background Information

This text is a brochure to advertise a holiday resort. The reason it is written is to persuade people to visit Mariu Resort. Advertisements are designed to give information in a brief and attractive way. They use colourful pictures and attractive language to catch people's attention. They are trying to convince the public to use a service or to buy a product.

Method

- Introduce the text by talking about advertisements in general and their characteristics.
- Pupils take turns to read the text aloud.
- Check the pronunciation and understanding of key words.
- Lead a whole class discussion about this advertisement.

Teacher Led Activities

Choose pupils to read a few sentences at a time. This could be a whole class activity. The text is quite short. Read it through like this a few times. Then stop occasionally to check that the key words are understood by everyone. You can check pronunciation as the pupils are reading too.

A good way to check if the key words are understood is to ask the pupils to make up sentences of their own using the words.

Talk about the text using questions. You could start with some like these and then add some others.

1. Does this brochure make you want to visit the resort?
2. Why do you think that is?
3. Which part of the brochure really attracts you and makes you want to go to Mariu Resort?

Syllabus link
A2, K3, S9, S12

? Can all the pupils read the brochure and understand the indirect meaning? (S10)

Comprehension

Teacher Led Activities

Try to encourage the pupils to think beyond the information in the text. Ask questions like these to see what they think.

1. Where do you think the resort would put this brochure?
2. Does it tell you everything you want to know?
3. What other information would you need before you make up your mind to go to the resort?

Recalling

Tell the pupils to close their books. Then ask them to remember everything they can about the resort. Write up what they remember on the blackboard. Ask the pupils to look at the text again. Let them check what information they remembered.

Questions

There are some questions in the Pupil's Book on page 29. You could do some of these orally. You could ask the pupils to write some of the answers in their exercise books. Remind them that they must write a complete sentence for each answer.

Syllabus link
S4, S10

Can all the pupils answer the questions in short sentences? (S15)

Language Study

Background Information

This is a punctuation activity to help the pupils revise the use of capital letters and full stops. Capital letters are used for proper names such as the names of people, places, books, newspapers, clubs, sports teams and so on. They are also found at the beginning of sentences and always used for the word I.

Every sentence must end with a punctuation mark. Usually this is a full stop. A question mark or an exclamation mark can replace a full stop where appropriate.

Method

- Read the instructions in the Pupil's Book on page 29 with the pupils.
- Explain that they are going to rewrite the short text into their exercise books putting capital letters and full stops in the correct places.
- Spend a few minutes going over the use of capital letters and full stops and give the pupils some examples.
- You could then start off the activity by all working together on the first two sentences.
- The pupils could then continue on their own.

Syllabus link
A2, A4

Can all the pupils put the punctuation in the appropriate places? (S14)

Spelling

Test the pupils on their spelling words for this week. It is important that you check how many words the pupils have learnt from this week's spelling list. You will be able to see from the records that you keep whether the words are at the right level for them. If a pupil is getting all the words right every week you will need to decide whether the pupil is getting them right because he/she is working hard at learning them or because the words are too easy. If the pupil is having to work to get the words right then the words are at the right level for him or her. If the words are too easy you should include some more difficult words for that pupil each week. However if a pupil is not scoring very well it could be because the words are too difficult for that pupil. If this is the case then you should include some easier words in that pupil's list each week.

In any class all the pupils will not be the same. If you monitor your pupils' work well you will be able to help them. In the Pupil's Book on page 29, there is an extra spelling activity.

10 Unit 1: My Island

Oral and Writing

Main Points

Ask the pupils to sit in pairs and discuss the brochure again. Let them use the Pupil's Book as a guide to their discussion. You could read this through with them.

Completing Work

By the time pupils are in Standard 5 they will be set tasks which cannot be completed in one lesson. This is particularly the case in their writing activities. If the pupils are expected to draft and redraft their work they must be given enough time to do this.

Rather than start a new writing activity on the last day of the unit, a good plan would be to set aside this time to make sure all on-going work is completed. You will only be able to decide how much time the pupils need if you check their work regularly. A good idea is to have a list and record when pupils have completed a piece of work.

You could reward those pupils who have worked hard at completing their tasks. One idea is to have a **'free'** or '**privilege**' session on the last afternoon of the week. This means it is a time for finishing off work, but if a pupil has completed everything they have the **'privilege'** of choosing what they will spend their time doing. It could be reading a book from the Book Corner, drawing a picture or using other equipment you have in the classroom. Of course this will only work well if you have monitored the pupils' work and the work is not too difficult or too easy for them.

Syllabus link
S4, S17

? Can all the pupils use the opportunity to read alone by selecting materials which are of interest to them? (S13)

Reading and Discussion - My First Trip to Honiara

Background Information

In this unit, the pupils will be introduced to a number of large towns or cities within Solomon Islands and in neighbouring island countries. The city of Honiara will also be studied. Most of the texts in this unit are recounts or factual reports. Pupils will learn about the structure of these genres so that they can recognise and identify them when they read. They will also practise composing their own recount and report texts.

The first text is a personal recount by Lionel Damola. A recount usually has three sections:

Section 1 Orientation

Where and when the events took place, and who the key people were.

Section 2 Series of Events

A description and what happened in the order in which it happened

Section 3 Concluding Personal Comment

This recount focuses on the author's feelings as he left home for the first time.

Method

- To introduce the pupils to the reader text, ask them to think about how they would feel about going to a far away place for a long time without their parents or loved ones. Remember, relating the text to their own experiences helps pupils to understand it better.
- Study the key words at the top of the text. Write them on the board. Explain their meanings and ask the pupils to try to use some of the words in sentences. Reading the text will also help the pupils to understand them better.
- Read through the text. Then ask different pupils to read a paragraph each.
- Go through the text again and ask pupils to pick out all the things the writer says about his feelings, such as sadness, excitement, loneliness, anticipation, surprise, anxiety. Discuss these with the pupils to build their vocabulary and to help them talk and write about their own feelings.

Teacher Led Activities

After reading the recount, talk about the information it gives as this helps the pupils to improve their understanding of what they have read.

Ask a few pupils to imagine that they are Lionel and retell selected parts of the recount to the class as if they were really there.

You could also ask questions to develop your discussion and check the pupils' comprehension, such as:

1. What did the author do when the ship was about to sail behind Vatu Odu Point? Why?
2. Do you think he was happy to be leaving his family?
3. Does he sound excited about the trip?
4. What was the author thinking about for most of the trip?
5. Why did the ship stop? What did the captain do?
6. What were some of the things the writer saw when he arrived in Honiara?
7. How do you think he felt about Honiara when he first arrived?

Syllabus link
S1, S4, S8

? Can all the pupils read and understand implied or indirect meaning? (S10)

1 Unit 2: Island Towns

Comprehension

Background Information

The comprehension activity for today is a cloze activity. The activity in the Pupil's Book asks pupils to complete a short recount by filling in missing words. Pupils must choose a word to make each sentence meaningful so they have to understand both the meaning of the word and the context of the word within each sentence.

Method

- Read through the instructions in the Pupil's Book on page 31 together.
- Explain the exercise and read the recount with the class.
- Encourage pupils to 'read on' past the missing word to the end of the sentence to help work out the meaning of the word.
- Pupils will work in pairs to discuss the missing words, before writing the words into their exercise books. You might choose to have them write the whole passage if you think this is appropriate.

Answers for the activity

1. o'clock	6. stopped
2. school	7. large
3. glimpse	8. twinkling
4. waving	9. surprised
5. friend	10. take

Syllabus link
A4, K1, S18

? Can all the pupils choose appropriate vocabulary to complete the recount meaningfully? (S19)

Language Study

Background Information

In the pupil's comprehension activity above some of the words in the recount are replaced with synonyms. Synonyms are words with similar meanings.

For example:

studies / school work amazed / surprised frightened / scared

Method

- Explain what a synonym is.
- Brainstorm some examples with the pupils on the blackboard.
- Read the instructions in the Pupil's Book.
- Explain that pupils are going to choose a synonym from the list to replace the given word.
- Ask the pupils to do the activity in their exercise books.

Answers

sorrowful / sad
stopped / halted

stroll / walk
large / huge

surprised / amazed
boat / ship

blazing / hot
started / began

tall / high
beautiful / lovely

Syllabus link
A4, S8

? Can all the pupils identify and select appropriate synonyms? (K2)

Spelling

These are the spelling words for the pupils to learn this week.

mark	say
shark	way
park	day
bark	may
dark	grey

Method

- Ask the pupils to neatly copy the spelling words into their books. Check that they have copied them correctly.
- Go through the list to make sure that all pupils can say the words correctly and understand their meaning by using them correctly in sentences.
- Encourage the pupils to use the spelling strategy **Look, Cover, Remember, Write, Check**, to learn how to spell these words during the week. Remind them that they will be tested at the end of the week.
- Read through the exercise in the Pupil's Book and have them complete it in their books. Allow the pupils to use dictionaries to check their answers.

Answers

1. A mark is a number or letter used to show the standard of a person's work.
2. A shark is a large fish with sharp teeth and a large back fin.
3. A park is an area of land in town where people go to walk, play, and relax.
4. A bark is a sound made by dogs.
5. Dark means very little or no light.

Oral and Writing

Background Information

Different activities are suggested here. These activities contain a mixture of oral and writing activities. It is not necessary to do all activities with your class.

Activity 1: Group discussion about feelings using some of the vocabulary introduced earlier.

Activity 2: Group discussion about helpful advice parents might give to their children when they go away from home.

Activity 3: Acting out some scenes from the text.

Activity 4: Rewriting part of the text in different words.

Choose one or two of these activities for your class to do or split the class into groups to work on different activities.

Activity 1

Group Discussion - Talking About Feelings

Method

- Divide the class into small groups. Ask them to discuss different feelings parents might have if they had to be separated from their children for a long time.
- Read the questions in the Pupil's Book to help pupils organise their discussion.

- Some words the pupils could use are given in the box in the Pupil's Book to help them.
- Have pupils record the key words from their discussion on a brainstorm chart.
- Ask one pupil to share the group's ideas with the class.

Activity 2

Group Discussion - Good Advice

Method

- Divide the class into small groups. Ask them to discuss what advice parents might give to their children before saying goodbye.
- Give pupils some ideas to start them off which might include: advice about behaviour; advice about making friends; advice about eating well and looking after themselves; or advice about working hard at their studies.
- Ask one pupil to share the group's ideas with the class.
- After the discussion you might ask pupils to choose the advice they like best and write it in their books or on a chart for a display.

Activity 3

Role Play – Leaving Home

Method

- Select some pupils to act out the different characters and discuss their roles with them.
- Explain that the instructions written in *italics* are stage directions. These tell the actors what to do, while the rest of the text tells them what to say. They do not need to read the stage directions aloud.
- Read through the text together, each child reading the words spoken by his / her character. Encourage the pupils to use expression in their voices to show their feelings as they read.

Activity 4

Writing - In Your Own Words.

Method

- Read through the instructions in the Pupil's Book together.
- Explain that pupils are going to re-write the first two paragraphs in their own words. Talk about what this means. Give some examples orally.
- Pupils could use some of the synonyms they have learned about and need to think carefully about how they would feel in the situation described.

Syllabus link
A2, S2, S18

? Can all the pupils discuss their ideas confidently and listen to other people's ideas in a discussion? (S7)

Reading and Discussion - Towns

Background Information

This text is a factual report, which gives information to the reader about towns. Some pupils in the class may never have been to a town but most will have heard something about them. Allow those who have visited a town to talk about what they experienced and also allow others to talk about what they imagine towns are like. Share some of your experiences from visiting or living in towns, too.

Method

- Hold a discussion or brainstorming session to find out what pupils know about towns and town life as a way to introduce the text.
- Read the text together. Point out the key words as you go along and explain them in the context of the passage.
- Point out the **purpose** of the text, which is to give information.

Teacher Led Activities

Different activities are suggested for town schools and rural schools.

If your school is in a rural area, ask pupils if they have ever been to a town. Let pupils who have been to a town tell the class about their experiences. Allow other pupils to ask questions for more information. In particular, ask questions about the types of buildings found in towns. List these on the board and explain their uses to the class.

For town schools, ask the pupils to brainstorm different types of buildings and their uses, and the different types of services offered in their particular town.

Record their ideas on the blackboard as shown below.

Buildings	Uses
church	prayer or worship, community activities
bank	keep money safe, lend money
shop	buy and sell goods

Encourage all the pupils to participate in the class discussion. Build on what the pupils already know as well as giving them new information.

Concept Map

Background Information

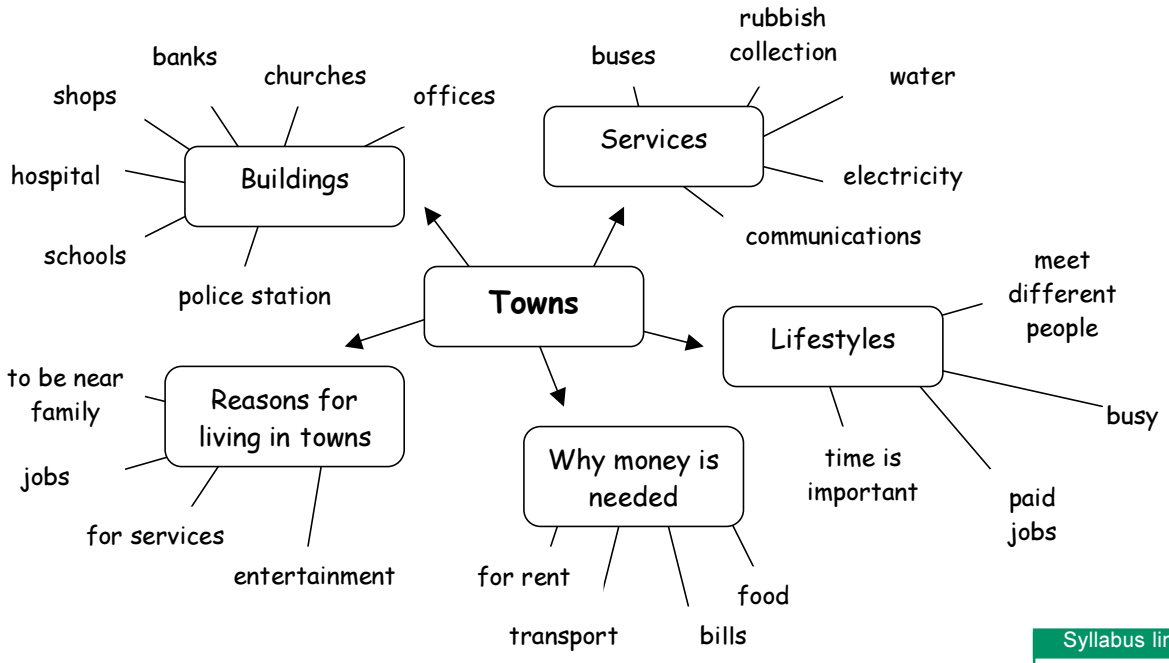
Making a mind map or concept map is one way to help pupils to organise ideas and information about a topic. It also helps pupils to understand the concepts presented in the text. Look at the text again with the class.

Method and Teacher Led Activity

- Talk about the **purpose** of the report, that is, to give information.
- Go through the text again one paragraph at a time and discuss the different areas of information that it covers:
  - reasons that people live in towns;
  - buildings found in towns and their uses;
  - the town lifestyle;
  - why money is very important in towns;
  - the services offered in towns.

2 Unit 2: Island Towns

You can organise this information into a mind map or concept map as you discuss the information. Encourage pupils to add facts that they know about towns that are not included in the text. Your concept map could look like this:



Syllabus link
S1, S4

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

Assessment Activity – Running Record

Background Information

During this unit, over the next two weeks, you should conduct a running record to measure each pupil's reading ability. This means you must hear each child read individually and record details of their performance.

This is the first running record you will do this year and it forms the baseline to show how well each pupil can read at the start of the school year. You will complete one running record for each pupil, each term. Comparing the results throughout the year helps you to make decisions about teaching and learning of reading in your classroom.

Method

- The assessment section in the Teacher's Guide explains how to conduct a running record. Read the instructions on page 26-27 carefully before planning your assessment.
- Either use the texts suggested in the box, or select your own texts if you prefer.
- Remember that you should have read each text with the class once before you use the text to assess individual pupils.

Suggested texts for Running Records

Easy Text: **My First Trip to Honiara (Day 1)**
Paragraphs 2 and 3 from 'I climbed aboard....' until '....without me.'
(106 words)

Medium Text: **Peace At Last? (Day 3)**
Paragraphs 1 and 2 from the title until '....missing their father.'
(101 words including title)

Difficult Text: **Tarawa (Day 10)**
Paragraphs 1 - 4 until '....are all on Bairiki island.'
(102 words including title)

Comprehension

Background Information

The activity includes two types of questions: numbers 1 – 5 are factual questions about the text and number 6 requires pupils to think more about the text and give a personal response to what they have read.

Teacher Led Activities

Read the text together aloud or silently.

Read through the activity together and answer some of the questions orally.

Allow the pupils to do the activity independently in their exercise books.

Syllabus link
S7, S9

? Can all the pupils seek our opportunites to read alone, by selecting materials, which are of interest to them? (S13)

Language Study

Background Information

The main focus of this activity is on antonyms. Antonyms are opposites.

For example:

big – small different – similar sell - buy

Method and Teacher Led Activities

- Explain what an antonym is to the pupils and have them give you some examples.

  Write some words on the board and ask the pupils to suggest antonyms.

  For example: happy, crowded, late, expensive.
- Read through the activity in the Pupil's Book.
- Discuss some examples together so that the pupils understand what to do. Then, allow them to complete the activity in their books.

Answers

1. small
2. fast
3. adult
4. sad
5. less
6. save
7. loud

Syllabus link
A4, S11

? Can all the pupils identify and use appropriate antonyms both orally and in written sentences? (K2)

Handwriting

Background Information

This poem describes how the poet feels about life in towns. The poet, Nelson Puiarh, has lived in a town and describes some of the good points and bad points of town life.

The focus for this handwriting activity will be on capital letters. Remind the pupils that capital letters are:

- not joined to any other letters.
- used at the start of each line of the poem.

Method and Teacher Led Activity

Read through the poem aloud as the pupils read silently.

Discuss the ideas presented in each verse. Here are some questions you could ask:

- What does the poet like about living in a town?
- What does this line of the poem mean? "But what I earn comes and goes."
- What is the high cost of living?
- What places does the poet think would be interesting to visit?
- Do you think Nelson Puiarh liked living in a town? Why? Why Not?

Practise writing some words with capital letters on the board to demonstrate.

Tell the pupils to choose one verse from the poem and copy it carefully into their exercise books.

Oral and Writing

Background Information

The oral activity involves comparing and contrasting things in cities and towns with things in villages. The two pictures in the Pupil's Book on page 38 show a village and the city of Honiara.

In their discussion, pupils will use adjectives and comparatives to describe and compare the two pictures. Pupils will be introduced to some words that are used to indicate comparisons. The synonyms and antonyms they have learned will also help them to compare the two pictures.

Words that signal comparison
although, whereas, yet, however, but, compared, unlike, like, different, similar

Method

- Look at the pictures of Honiara and a village. Ask pupils to use these pictures to compare the things in a town to the things in a village.
- Use the questions in the Pupil's Book to stimulate discussion.
- Write the comparison words listed above on to the board. Show how they are used in sentences.
- Encourage the pupils to use some of these words in their own sentences to compare the village to the city or town.
- Encourage the pupils to think beyond what is in the two pictures and talk from experience too.
- This activity can be used as an oral or written exercise.

  Here are some examples:

  A lot of people live in towns, **but** villages usually have only a few people.

  Towns have big roads and many smaller streets and tracks, **unlike** villages, which have only small tracks.

- Help the pupils to improve their sentences by adding more descriptive words (adjectives) or suggesting alternative synonyms or antonyms.

  For example:

  Many people live in **urban** areas, but **rural** villages are usually **quite small**.

  Large towns have **busy highways** and many **vehicles**, unlike villages, which have only footpaths.

  Life in the village is usually **quiet** because there are not **many** people, but in town life is **busier**.

Syllabus link
S6, S16, S17

Can all the pupils discuss their ideas confidently, taking and giving turns and avoiding being interrupted? (S7)

Shared Writing/ Independent Writing – A Factual Report

Background Information

It is useful to use a framework when learning to write in a particular genre. The skeleton framework in the Pupil's Book on page 39 gives the pupils clear guidelines to follow as they attempt to write their own report. You are going to model the process of report writing in a shared writing lesson. Pupils will assist you to write the first draft by giving ideas. Some suggested titles for the shared writing are: Buildings; Road Transport; or Working in Town.

Method and Teacher Led Activity

- Study the **report framework** in the Pupil's Book.
- Explain that this is a framework for planning a factual report.
- Use the framework to write a factual report with the pupils.
- Go through each section asking for the pupils' ideas.
- Write a first draft on the board and then discuss how it can be improved with more description, more information, better sentence structure, more interesting vocabulary and so on. In this way pupils learn how to draft and improve their own reports using the report skeleton.
- Ask the pupils to use the skeleton in the Pupil's Book to draft a short report about how towns are different from villages.

Syllabus link
A1, K2, S16

? Can all the pupils use talk - draft - talk - redraft process for developing their writing? (S17)

Reading and Discussion - Peace at Last?

Background Information

Pupils enjoy reading if they understand the meaning of the text and are able to actively participate. This text is a personal recount called 'Peace At Last'. The author describes events in Honiara after the signing of the 'Townsville Peace Agreement' in October 2000. She also describes her feelings about what happened that day.

Method

- Look at the title of the text 'Peace at Last?'. Before you read, ask the pupils to predict what the text might be about. Discuss their ideas.
- If pupils are not aware of the Townsville Peace Agreement, briefly describe the problems in Solomon Islands at that time.
- Study the key words together. Check that pupils can say the words correctly and explain the meanings. The pupils will understand these words better after they have read them in context in the recount. Discuss the words as you read.
- Read the text aloud to the class as the pupils read silently.

Teacher Led Activities

Analyse the text with the class. Begin by reminding pupils of the features of a recount. A recount has characters or participants and describes a sequence of events that happened to those participants. Direct speech is sometimes used in a recount. Personal feelings and responses are also often included.

First ask the pupils to look through the text again and identify the main participants and list these on the blackboard.

The author, Joann, Gatu, the militants, the authors' cousin, the Melanesian Brothers, Guadalcanal people, Malaitans and Joann's children are all mentioned in the text.

Next, split the class into small groups and ask the pupils to read the text again out loud to one another. When they have finished reading ask them to close their books. See if they can remember and retell the sequence of events in the right order.

Ask the pupils to look at the text (paragraph 6) for examples of direct speech.

Because this is a personal recount the author includes her own feelings. Can the pupils find and explore these in the text? You could help them by using some questions, such as:

- Why were people afraid to move around Honiara?
- Which words tell how the author was feeling?
- How can you tell that the children were excited to see their father?
- How would you feel to be reunited with your family after a long time?

Syllabus link
S8, S9

? Can all the pupils read and understand implied and indirect meaning in the text? (S10)

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Comprehension

Method and Teacher Led Activities

- Ask pupils to discuss what happened as a result of the Townsville Peace Agreement.
- There are some questions to consider in the Pupil's Book. Focus on what it was like to be a resident of Honiara before and immediately after the agreement was signed. Encourage pupils to look back at the text to answer the questions.
- Tell pupils to copy the tables in the Pupil's Book. In the first table, they are asked to make a list of the difficulties people in Honiara faced before the Townsville Peace Agreement was signed. In the second table, pupils are asked to make a list of things that happened in Honiara when the agreement was signed.

Language Study

Background Information

In this activity the pupils will practise using antonyms (opposites) and synonyms (words that have a similar meaning).

Teacher Led Activities

- Ask pupils to explain the words **antonym** and **synonym** and give examples.
- Check that all pupils understand the difference between an antonym and a synonym.
- Read the instructions in the Pupil's Book together. Go through the activity orally together, before pupils complete it in their books.

Syllabus link
A4, S8

? Can all the pupils understand and identify antonyms and synonyms and use them appropriately? (K2)

Spelling

Method

Write this week's spelling words on the board.

- Say and spell the words together.
- Encourage pupils to use the strategy - **Look, Cover, Remember, Write, Check,** to learn how to spell these words.
- Look for letter patterns in the list of words and say the words to see how these patterns often make rhyming words. Words that end in the same letter pattern often rhyme.

Teacher Led Activities

Ask the pupils to say and spell the first word on the spelling list (mark). Write it on the board and underline the letters 'ark'.

Ask the pupils to find other words in the list with the letters 'ark' in them. Write these up too. Can they think of any more words that contain these letters? Add them to the list too.

Practise saying the 'ark' words so the pupils can hear that these words all rhyme. You could write a poem on the board using the rhyming 'ark' words to emphasise the rhyme such as:

Hark! hark! hark!
Hear the dogs bark.
They're running all over the park
In the dark, dark, dark!

Ask pupils to look for other words in their spelling list with common letter patterns. The 'ay' words also rhyme.

Tell pupils that 'grey' is an unusual word for this list. Although it is spelt with 'ey' – it sounds like the other 'ay' words. Discuss other words with 'ey' as in grey – for example they.

Read through the pupils' exercises together. Ask the pupils to copy and complete these in their exercise books.

Oral and Writing

Background Information

In this activity, pupils are asked to think about and discuss some of the issues raised in the text. They are also given the opportunity to express their own opinions. Pupils may choose to discuss one of two given topics. The first is about problems within communities and the second is about fear and what makes people afraid. Pupils have to discuss and write about their own ideas and opinions.

Method

- First, have a discussion on both issues. Ask pupils to share their ideas and opinions either with the whole class or in groups. Use the questions in the Pupil's Book on page 43 to guide the discussion.
- Then have the pupils choose one topic and write their opinions in one or two paragraphs.
- Help pupils to develop their ideas, by moving around the class as they work and discussing their writing with them.

Syllabus link
A2, S5, S9

? Can all the pupils write shorter texts quickly, accurately and without assistance? (S18)

4 Unit 2: Island Towns

Reading and Discussion – Honiara - A Modern Capital City

Background Information

This descriptive report is about Honiara, the capital city of Solomon Islands. The report gives information about Honiara. It uses sub-headings to organise information.

The use of sub-headings in a factual report helps the reader to quickly see the different information it contains and makes it easier to read.

Method

- Before reading the text, talk with the pupils about what they already know about Honiara. Share your experiences, too.
- Use questions to encourage the pupils to participate in the discussion.
- Read through the key words. Ask the pupils to say the words after you to make sure that they pronounce them correctly. Explain their meaning.
- Read the report aloud as the pupils read it silently.

Teacher Led Activities

Ask the pupils some questions about the text.

Give them time to reread parts of the text silently to find the information for their answers.

Show pupils how to use the subheadings to find which part of the text they need to read.

Encourage pupils to read quickly or skim the text for key words to find answers.

1. When did Honiara become the capital of Solomon Islands?
2. What is the population of Honiara?
3. What are some of the different races of people living in Honiara?
4. Explain some reasons why people live in towns.
5. What are some of the important national buildings mentioned in the report?
6. What information does the report give about:
   - Honiara Central Market?
   - shopping?
   - sporting facilities?
7. Why do people in Honiara need to be able to cope with change?

Syllabus link
K1, S9

? Can all the pupils use skimming and scanning when reading for information? (S11)

Comprehension

Background Information

There are two exercises in the Pupil's Book on page 45. Exercise 1 asks pupils to select true statements from a list of true and false statements based on the factual information in the text. Exercise 2 asks pupils to think more about the information in the text and write some of their own ideas. A third, alternative activity is also included in the Teacher's Guide. You should decide which of the activities to give to your class according to the needs of your pupils. You may also split the class into groups and have them do different activities.

Method

- Ask the pupils to read the report again silently.
- Work through the activities in the Pupil's Book together.
- Explain the instructions to the pupils before they complete the exercises independently in their books.

Alternative Activity

This activity is included for those familiar with Honiara. Some – but not all - of the information necessary to complete the table is found in the text.

Teacher Led Activity

Copy the table below onto a chart or the board. Ask pupils to assist you to fill in the empty boxes.

Service	Location	Purpose
National Referral Hospital	waterfront	to admit sick and injured patients and treat them
	on the hill above Point Cruz	
National Museum	Mendana Avenue	
	Lawson Tama	
		place where people go to buy vegetables and fruits.
	Anthony Saru Building	

Syllabus link
A4, S13, S4

? Can all the pupils read a range of texts and identify the main ideas and the relevant details? (S9)

Language Study

Background Information

In this activity pupils learn about homonyms. A homonym is a word that sounds the same as another word (homophone) or is spelt the same as another word (homograph) but has a different meaning.

homonym means 'the same name' (homo– the same and -nym name)

homograph means 'the same writing' (homo- the same -graph to write)

homophone means 'the same sound' (homo- the same -phone sound)

4 Unit 2: Island Towns

Homographs are spelt the same way but have different meanings.

For example, these words are homographs:

table - a piece of furniture	**table** - information presented in boxes
fast - quick	**fast** - to go without food
ring - a wedding ring	**ring** - I heard the church bell ring.

Teacher Led Activities

Explain the meaning of the terms homonym and homograph to the pupils using the explanation here and the examples in the Pupil's Book.

Write these and other examples on the board and ask pupils to make up sentences using homographs.

For example:

I can open the door.	I drank a can of coke.
Can you kick the ball over here?	I'd like to dance at the ball tonight.

Explain the activity in the Pupil's Book. Work through some examples together orally before the pupils complete the activity in their books.

Syllabus link
S9

? Can all the pupils identify and use homographs in sentences? (K2)

Oral and Writing

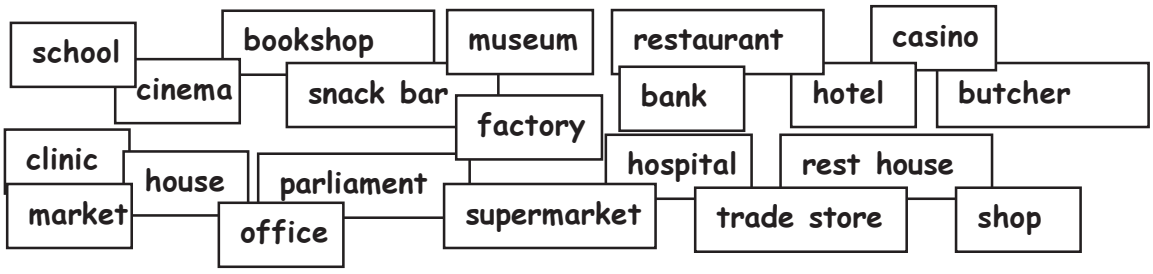
Background Information

There are two activities in the Oral and Writing section. The 'Yes and No' game helps pupils to form questions to find out information about buildings in towns in an enjoyable way. In the writing activity, pupils will use a skeleton or framework to plan a factual report about a building that they are familiar with and then draft a short report. The report will have four sections: an introduction, a description of the building, the purpose of the building and a conclusion.

Method

The Yes / No Game - How to Play

1. Write the names of the different buildings that might be found in towns on cards similar to these:



2. Place the cards face down on the table in front of the class.
3. Choose a pupil to pick one card. Ask him /her read the name of the building on the card silently but not to tell the class what it is.
4. The rest of the class then take turns to ask questions to find out the name of the building. The questions must only be answered **yes** or **no**.
5. The first person to guess the building correctly will be the next person to pick a card.

Here are some examples of questions pupils could ask:

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

Syllabus link
A1

? Can all the pupils ask and answer questions to give and obtain information? (S15)

Writing a Factual Report

Method and Teacher Led Activities

Introduction - Paragraph 1

- Read the sample report called 'Banks' in the Pupil's Book to the pupils as they read silently.
- Study and discuss the report skeleton on page 48 of the Pupil's Book and see how the framework relates to the 'Banks' report framework shown in the box on the right.
- Lead the pupils through the framework and ask them to identify the parts of the text that belong in each section of the framework.
- Explain the writing activity. Tell the pupils to choose a building that they are familiar with or have learned about today and write a short report about it using the framework provided.

Report Framework

Introduction - paragraph 1
Defines what a bank is.

Description - paragraph 2
Describes what a bank looks like.

Purpose - Paragraph 3
Explains how people use the bank

Conclusion - Paragraph 4
State that a bank is a very useful building.

Syllabus link
A2, S15

? Can all the pupils use paragraphs to organise their writing? (S16)

5 Unit 2: Island Towns

Reading and Discussion - Wartime Origins of Honiara

Background Information

This is an historical recount about how Honiara became the capital of Solomon Islands and its history before and after the Second World War. The events of the war decided the present location of the capital. Some wartime developments including buildings, roads and bridges left after the war and Henderson airport can still be seen in Honiara today.

Like a personal recount, the historical recount describes a sequence of events, but the historical recount does not include the personal responses and feelings you would expect to find in a personal recount. The style of the language used is different too. In the historical recount, language is more formal and informative. This tells us something about the purpose and intended audience of the text. Today's text is more likely to have been written for a history book, whereas a personal recount could have been written in a letter from one friend to another.

Method

- Before reading the recount, ask the pupils to tell you what they already know about how Honiara became the capital of Solomon Islands.
- If pupils are not sure of the reasons, you could ask what they know about the Second World War battles that were fought in and near Solomon Islands. Discuss where the allied soldiers lived.
- Introduce the pupils to the reading by looking at the title and the key words before you read.
- This is a difficult text and you may have to explain parts of it to pupils. Question carefully to make sure pupils understand the recount.

Teacher Led Activities

You could use the following questions as the basis of your class discussion:

1. Where was the first capital of Solomon Islands?
2. Why did the capital of Solomon Islands move to its present location in Honiara?
3. What does the text tell us about what the Japanese soldiers did during the invasion?
4. What did the American and Allied forces do after the Japanese had been forced out of Solomon Islands?
5. If there had not been a war, where do you think the capital of Solomon Islands would be situated today? Why?

Syllabus link
S4, S9

? Can all the pupils read and understand implied or indirect meaning? (S10)

Comprehension

Background Information

Comprehension activities help pupils to understand the text and also to think beyond the information in the text to relate it to their own ideas or experience.

This comprehension activity requires the pupils to list some of the things that the Japanese and the American and Allied forces did in Honiara during the war. To complete the activity the pupils have to reread the text, understand it and select the appropriate information.

Method

- Read the recount together again.
- Ask the pupils to look back at the recount and to tell you some of the things that the Japanese and American and Allied forces did during the war. Make sure pupils understand the task and discuss answers before they attempt to write.
- Explain the instructions to the pupils and allow them to complete the activity.

Syllabus link
A4, K1, S4

? Can all the pupils use skimming and scanning when reading for information? (S11)

Language Study

Background Information

This activity develops the pupils' understanding of homonyms. The examples used here are all **homophones**. Homophones are words that sound the same but have a different spelling, for example:

ate / eight flour / flower nose / knows write / right

There are two exercises. The first asks the pupils to choose the appropriate homophone to complete sentences in their books. The second requires the pupils to think of a homophone for given words.

Method

- Go through the activity together.
- Remind the pupils what homophones are by writing some sentences on the blackboard. See if they can tell you other homophones.

Answers:

1. fought, beach	a. some
2. some, see	b. where
3. been, would	c. know
4. by, new	d. two or too
	e. ate

Teacher Led Activities

Ask the pupils to tell you some examples of homophones. Write them on the board. Ask the pupils to make their own sentences using the homophones to show their different meanings. Write some of their sentences on the board.

Ask the pupils to give you their own definition of a homophone.

Then, study the activities in the Pupil's Book on page 50 together.

Ask pupils to complete the activities in their exercise books.

Syllabus link
A1, S19

? Can all the pupils identify and understand homophones and use them appropriately? (K2)

Spelling

Background Information

Most of this week's spelling words are used in the recount in the Pupil's Book on page 53. However, they have been misspelled. The pupils will have to read the passage carefully, identify which words are spelt wrongly and correct them.

This activity can be used as your **spelling assessment** for the week. Ask the pupils to write the words correctly in order, into their exercise books and collect and mark their books after the lesson to see how many of the words they have learned to spell correctly. Remember to record the results of the pupil's spelling assessments each week.

Method

- Read the passage about a '**Lucky Fishing Trip**' together aloud.
- Explain the activity.

- Tell the pupils to read the passage silently again and identify the misspelled words.
- Ask pupils to rewrite the sentences and spell the words correctly in their exercise books. Pupils should underline each word that they have corrected.
- Check and mark the pupils' finished work.

Answers:

1. May	6. grey
2. park	7. way
3. bark	8. say
4. day	9. dark
5. shark	

Oral and Writing

Background Information

Poetry can stimulate a love of reading. It helps to develop speaking and listening skills in an enjoyable way. Eve Merrian is an Australian poet. This poem, 'A City Ditty', by Eve Merriam, is about what happens in a large city when there is a blackout. Blackouts often occur in cities around the world. A blackout is when there is no electricity supplied to a city or parts of a city. Sometimes this happens during a storm, if a power line is damaged in an accident or if there are problems at a power station. A ditty is another word for poem or rhyme.

When reading this poem use it to compare the city life described by the poet and the life that your pupils experience. Do your pupils have access to power? What do they use electricity for? What becomes difficult when there is a blackout in your area?

Method

- Be confident in reading this poem aloud.
- Make sure you have practised reading it before the lesson.
- You may need to explain new words.
- The Pupil's Book contains some questions for the pupils to discuss after reading the poem.

Syllabus link
S4, S7, S9

? Are all the pupils aware of different types of spoken and written English such as poetry and the ways in which their form and style is determined by the proposed audience and purpose? (A2)

Proofreading and Editing

Writing is a process that takes time. Allow time to improve other written work the pupils have been working on from previous days. You should assist the pupils

- to make sure their draft makes sense.
- to check for spelling mistakes.
- to use punctuation properly.
- to help expand their writing by adding more sentences and words.
- to redraft their text with clear and neat handwriting.

The pupils have written two texts that need to be proofread and edited so far in this unit. On Day 2, pupils wrote an information report about how towns are different from villages. Pupils also wrote a descriptive report about a building on Day 4.

You might like to ask pupils to publish their final draft of their building reports on cut out shapes of buildings to display in the classroom.

Syllabus link
S5, S15

? Can all the pupils write using the talk - draft - talk - redraft process to complete their texts? (S17)

Reading and Discussion - Gizo Town

Background Information

This is a descriptive report about Gizo, the provincial capital of Western Province. If you are not familiar with Gizo, make sure you read this text before you introduce it to the pupils. Notice how the text follows the format for a factual report used for the writing activity on Day 2 of this unit.

Method

- Ask the class if anyone has been to Gizo. If so ask them to describe the town. If you have ever been to Gizo you can also describe it. Show any photographs of Gizo that you can find.
- If none of you have ever been there, use the information in the report to talk about Gizo.
- Tell the pupils that Gizo town is similar to other provincial towns.
- Ask pupils to share what they know about other provincial towns in Solomon Islands.

Teacher Led Activities

Read through the key words and explain them. Ask the pupils to read the key words together aloud. Help them to pronounce them correctly.

Check that they understand the words by asking pupils to make up sentences using some of the key words.

Read the report aloud as the pupils read silently. Point out the abbreviations used in the report. Can pupils explain what they mean and why they are used?

You could use the following questions to check the pupils' understanding of the information in the report.

1. What is the purpose of this text? To entertain? To amuse? To inform?
2. Of which province is Gizo town the capital?
3. On which island is Gizo town situated?
4. How many people live in Gizo?
5. What is the name of the broadcasting station in Gizo?
6. What does NBSI stand for?
7. Why do you think Gizo has become the centre of the tourism industry?

Syllabus link
A2, S4, S8

? Can all the pupils read a wide range of texts, including factual reports and quickly identify the main ideas and relevant details without assistance? (S9)

Comprehension

Background Information

In this activity, the pupils are asked to reread the text and list the services found in Gizo.

Method and Teacher Led Activities

- Read the instructions in the Pupil's Book on page 54.
- Ask pupils to work with a partner to scan the text to locate the information they need.
- Ask pupils to add any other services that are not mentioned in the text that mightbe found in Gizo.

Syllabus link
A4, K1, S4

? Can all the pupils use skimming and scanning when reading for information? (S11)

6 Unit 2: Island Towns

Language Study

Background Information

These activities focus on sentence structure. Pupils will learn how to join pairs of sentences using the conjunctions (joining words) **'and'**, **'but'**, and **'before'**. There are three exercises in the Pupil's Book to help the pupils practise using conjunctions.

The first two activities focus on using the word **and** to join two sentences with separate subjects or separate verbs.

Exercise C focuses on using **before** to join two actions connected by the time at which they occur.

Examples of each sentence type are found in the Pupil's Book on page 54.

Method

- Tell the pupils that some words are used to join two separate sentences. Such words are called **conjunctions** or linking words.
- Explain that **and**, **but**, and **before** are conjunctions.
- Work through the examples in the Pupil's Book together and do some more examples on the board using the conjunctions.
- When you are sure that pupils understand how sentences are joined using the conjunctions, allow pupils to do the exercises in their books.

Syllabus link
A4, S15

? Can all the pupils use conjunctions to link two short sentences? (K12)

Spelling

Background Information

These are the spelling words for this week.

The pupils should be encouraged to study the words and use the spelling strategy – **'Look, Cover, Remember, Write, Check'** (LCRWC) to learn to spell the words. Remind the pupils that they will be tested on the words at the end of the week.

far	chart
farther	charge
garden	forward
sharp	towards
large	why

Method

- Write the spelling words for this week on a large sheet of paper and display it on the classroom wall to remind pupils to learn the words.
- Remember to put up a new spelling list on the wall each week and refer to it during the day.
- Remind the pupils to learn to spell the words several times during the week.

Teacher Led Activities

Read the words clearly to the pupils while they listen and follow in their books.

Let the pupils say the words after you to make sure they can pronounce them.

Check the pupils understanding by asking them to use the spelling words in their own sentences.

Tell the pupils to use the spelling strategy to learn to spell the words.

Look at the exercise in the Pupil's Book together. Read the instructions with the class before pupils complete the activity.

Answers

1. far, farther 2. why 3. garden 4. chart 5. large 6. charge 7. sharp 8. towards 9. forward

Oral and Writing

Method

- Read the information in the table with the pupils.
- Discuss the ways in which different buildings and places are used.
- Ask pupils to discuss the building names and definitions in small groups.
- Ask pupils to write a short definition for one of the buildings.

Syllabus link
S14, S18

? Can all the pupils read and identify sufficient details to achieve their purpose? (S15)

Assessment Activity – Running Record

By today you should have completed your running records for most of the class. Make sure that by tomorrow you have heard all the pupils read and recorded their scores in your record book or assessment file.

You should have a list of follow up activities that you need to do with individuals or groups of pupils. Begin to plan how you will give them practise to improve their skills.

7 Unit 2: Island Towns

Reading and Discussion - The History of Henderson Airport

Background Information

The text for today is an historical recount about the history of Henderson Airport. Like other recounts, this text tells about a sequence of events. It is different to a personal recount, however, in that it contains more factual information and fewer personal responses to the events described.

This recount has some features similar to a factual report. It uses subheadings to organise the text and the type of language used is quite factual and precise.

Method

- Before reading the recount, ask the pupils what they already know about Henderson Airport. Write what the pupils tell you on the blackboard.
- Look at the title with the pupils and ask them what they think the recount is about.
- Study the key words together with the pupils and ensure that they can say them correctly. Talk about the meanings of some of these words. Reading the text will help them to understand these words also.
- Read the recount aloud to the class while the pupils follow on in their books.
- Read the text a second time with pupils taking turns to read a paragraph of the text aloud to the class.
- Ask one or two pupils to retell the information from the text to the whole class in their own words.

Teacher Led Activities

You could use some questions like these to check that the pupils understand the content of the text:

1. Who began building the Henderson airstrip?
2. Who finished building Henderson airstrip and also named it?
3. Which airline established the first public airline to Solomon Islands?
4. Which airfield was used for the first airplane flights to Solomon Islands? Why?
5. When did Qantas start flights to Honiara?
6. For which journey was Honiara used as a stopping off point?
7. Who paid for the new international terminal in 1997?
8. Which airline was the first to run an air service in Solomon Islands?
9. What are some of the future plans for the development of Henderson airport and why?

Syllabus link
A2, S4

? Can all the pupils identify and differentiate between the main points and relevant details of a historical recount? (S1)

Comprehension

Background Information

There are two parts to this activity. Exercise A is a true or false exercise asking pupils to select true and false statements from a list. This tests their understanding of the information.

Exercise 'B' requires the pupils to read the question carefully and answer in a short paragraph. Pupils need to think more about the information in the text to be able to answer the question. There is not just one correct answer. It is important that the pupils are able to express their ideas and explain their reasons.

Method

- Read through each activity together in the Pupil's Book on page 58.
- Make sure that pupils understand what they have to do.
- Go through some of the questions and answer them orally before asking the pupils to do the exercises on their own in their exercise books. This will help the pupils to feel more confident to do the activities.
- You may decide that some pupils should only do Exercise A or Exercise B, depending on the kind of comprehension work with which they need the most practice.
- Pupils will need to discuss their ideas with you or classmates before they write an answer for Exercise B.
- Encourage pupils to look back at the text for information and ideas.

Syllabus link
S11, S18

Can all the pupils read quickly and identify the main ideas and relevant details for their purpose without assistance? (S9)

Language Study

Background Information

This activity gives the pupils more practice in using conjunctions to link sentences. The conjunctions **and**, **but**, **until**, and **because** are used to join two short sentences to form one single sentence. In some cases, more than one of the conjunctions could be used.

Method and Teacher Led Activities

- Explain to the pupils how conjunctions are used in sentences.
- Do some examples on the board with the class, using each of the conjunctions to join your own sentences.
- Read through the activity in the Pupil's Book.
- Work through the activity orally and help pupils to identify the best conjunction to join each of the two sentences. Stress that the new longer sentence must make sense.
- Now ask pupils to complete the activity in their books.

Answers

1. but
2. until
3. because
4. and

Syllabus link
S15, S18

Can all the pupils use conjunctions to link two short sentences? (K12)

7 Unit 2: Island Towns

Handwriting

Background Information

As the pupils have just returned from their Christmas break, they may need to be reminded to use cursive handwriting. Choose some of the more difficult joins to revise at the beginning of this lesson. Show these on the blackboard and ask the pupils to practise them.

Teacher Led Activities

- Remind the pupils to check that:
  - a. their letters slope the same way.
  - b. the spacing between the letters and words is equal.
  - c. their letters are equal in size.
  - d. joins are formed correctly.
- Read the passage together.

  Study some of the joins used in the text. Show the pupils how to join the letters on the board.
- Ask the pupils to copy the passage into their exercise books in their best cursive writing.

Oral and Writing

Poetry

Background Information

Poetry helps to develop speaking and listening skills in an enjoyable way. It is important that you show the pupils that you enjoy saying the poems. Both of these short poems are about airplanes. Note that the word 'airplane' is sometimes also spelt 'aeroplane'. These poems would look effective on wall charts or on mobiles hanging from the ceiling of the classroom.

Method

- Practise saying the poems before the lesson so that you can read them confidently to the class.
- You may need to explain some new words or phrases.
- Encourage pupils to select one of the poems and learn to say it without looking at the words.

Syllabus link
S4, S7, S9

Are all the pupils aware of different types of texts, and the ways in which the form and style of poetry is determined by the proposed audience and purpose? (A2)

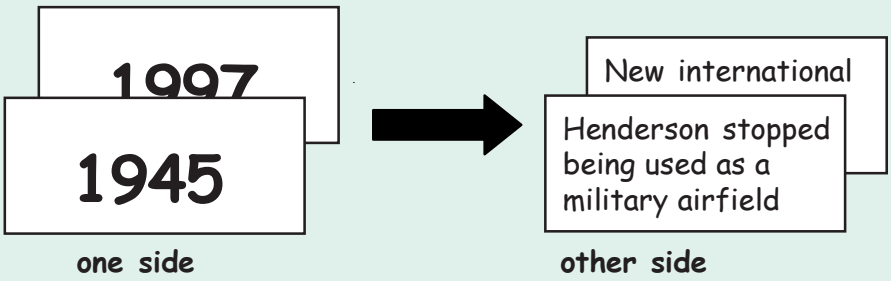
Timeline

Background Information

The timeline in the Pupil's Book on page 59 forms the basis of the oral and writing activity. The timeline presents key historical events to do with Henderson Airport in chronological order. Note that there is some additional information in the chart that is not in today's text.

Method and Teacher Led Activity

- Prepare flash cards with dates from the timeline on one side and the event that happened on that date on the other side.



- Read and discuss the timeline information in the Pupil's Book.
- Show the class the side of the card with the date written on it. Ask pupils to refer to the timeline to tell you what happened on the date given.
- As you work through the cards discuss when the events took place and begin to place the cards in order. Use words such as before, after, earlier, later, first, and so on to compare when the different events took place and to put the cards in order.
- Have the pupils work in small groups, each with their own set of cards. Ask them to put the events in the order in which they happened.
- Ask pupils to draw a timeline using the information in the chart. A blank timeline has been included in the Pupil's Book as an example. You might like to draw a timeline and put in one or two dates to help pupils to begin the activity.

Syllabus link
A2, S1, S8

? Can all the pupils read descriptions of events and identify the sequence of events and the chronological method of organisation? (S12)

8 Unit 2: Island Towns

Reading and Discussion - A Visit to Port Vila

Background Information

Reading can be interesting and enjoyable especially when pupils understand the meaning and actively participate by talking about the text and relating it to their own experience. This is a personal recount called **'A Visit to Port Vila'**.

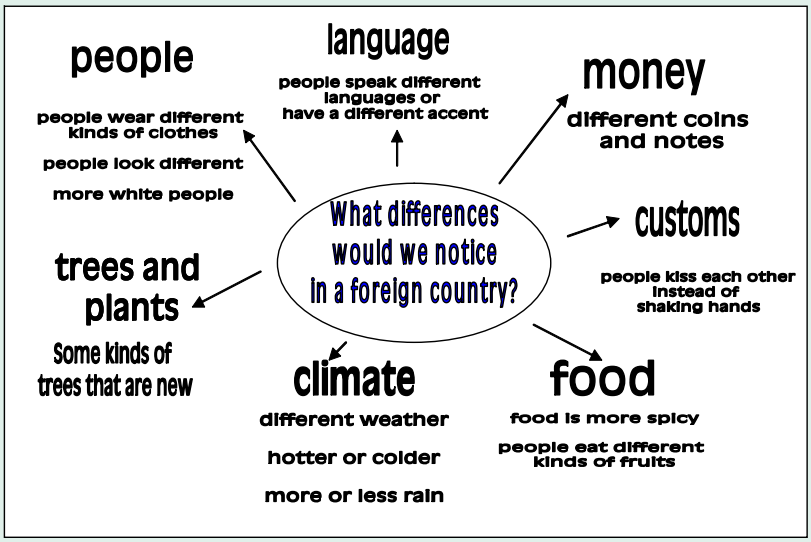
The author compares Port Vila to Honiara and writes about some of the differences she observed.

Method

- Brainstorm what pupils think they would feel if they visited another country for the first time. Encourage them to think about some things that might be different such as food, currency, language, the clothes people wear, customs, and so on. Write their ideas up on the blackboard. Pupils may know someone who has travelled and this will broaden their knowledge.
- Introduce the pupils to the recount about 'A Visit to Port Vila'.
- Go through the key words and explain their meaning.
- Read the recount with the pupils.
- Discuss the information in the recount and compare it to the ideas the pupils came up with in their brainstorm.
- List possible events that could occur to the author of the recount on the board.
- Ask pupils to write an ending to the recount.

Teacher Led Activities

Your brainstorming session may include some of the following ideas, but be careful to take the ideas and information from the pupils rather than telling them your own ideas.



After reading, encourage the pupils to look back at the ideas they thought of during their brainstorming session. Does the recount tell them about any other differences? Did they think of some that are not in the recount?

Syllabus link
S1, S7

? Can all the pupils read and identify the main ideas of the recount? (S9)

Comprehension

Background Information

This activity asks pupils to select some information from the text 'A Visit to Port Vila' and to list all the things the writer noticed about Port Vila that were different from Honiara. The discussion you have already held should help pupils to complete this activity.

Method and Teacher Led Activities

- Ask the pupils to read the text again silently.
- Ask individual pupils to retell selected parts of the text in their own words to the class.
- Read the instructions in the Pupil's Book together and make sure all pupils understand what to do.
- Ask pupils to tell you some of the things that the author noticed.
- Ask them to do the activity independently in their exercise books.

Syllabus link
S1, S4

? Can all the pupils use skimming and scanning when reading for information? (S11)

Language Study

Background Information

This activity focuses on homophones. Homophones are words that sound the same but have a different meaning, and a different spelling.

Here are some examples:

no, know,	see, sea,	meat, meet,	bean, been,
would, wood	to, two, too,	right, write,	peace, piece,
knot, not,	some, sum,	whole, hole,	eight, ate.

Method and Teacher Led Activities

- Ask the pupils to tell you what homophones are and to give you some examples.
- Write one of each pair of homophones from the activity in the Pupil's Book on the board.
- Ask the pupils to tell you the meaning of each word and see if they can think of a homophone to complete each pair.
- Ask them to use each word in their own sentences to show that they understand the meaning.
- Read through the instructions in the Pupil's Book and ask the pupils to complete the activity.

Syllabus link
A4, S13

? Can all the pupils understand and identify homophones and use them appropriately in sentences? (K2)

8 Unit 2: Island Towns

Spelling

Method

- Study the spelling list and look for common letter patterns.
- Introduce the exercises in the Pupil's Book on page 62.
- Have the pupils complete the activities independently.

Teacher Led Activities

Look at the spelling words and ask the pupils to identify any letter sounds or groups of letters that can be found in more than one word, for example:

'ar' as in far, farther, chart

'ch' as in charge, chart

Ask pupils to identify as many letter groups as they can. Try to show pupils how these letter groups often make the same sound when we pronounce a word - but not always. For example notice;

ard as in **garden** and in for**ward**.

Try and think of other word families with the class such as:

Words beginning with **'th'**

Words ending in **'ing'**

Words beginning with **'st'**

Explain that the spelling activities in the Pupil's Book are about different word families.

Exercise 'A' is a word wall. Pupils must read the clues and complete the crossword. All the words contain the letters 'ar'.

Exercise 'B' requires the pupils to add five words to each family.

Ask them to complete the exercises in their books.

Oral and Writing

Poem 'City Beasts'

Background Information

This poem by Frances Gorman Risser is about traffic in the city. City roads are often very busy and can be dangerous if you don't follow the road rules. This would be a good opportunity to discuss road safety with the pupils. Perhaps you could make a list of rules to display in the classroom. The poet describes the cars, trucks and buses by comparing them to the dangerous animals you would find in a jungle.

Syllabus link
S4, S7, S9

Are all the pupils aware of different types of texts and the ways in which the form and style of poetry is determined by the proposed audience and purpose? (A2)

Ending the Recount

Background Information

This activity asks pupils to put themselves in the position of the writer and finish off the recount they read as today's text. This activity will be very difficult for pupils who are not familiar with large towns like Port Vila so a lot of class discussion needs to take place. It is important to write the ideas and events that are suggested by the pupils on the board to assist pupils to complete this exercise.

Method and Teacher Led Activities

- Ask the pupils to reread the text silently and to recall the main differences the author noticed between Port Vila and Honiara.
- Discuss the ending of the recount. Explain that the author did not write about the way her trip ended.
- Ask the pupils to suggest some more things that the author might have done in Vanuatu. List these ideas on the board. Write in the past tense to help the pupils when they write their ending to the recount.

  For example:

  visited the museum and saw interesting displays
  ate a meal in a restaurant
  went to the movie theatre to see a movie
  rode in a taxi or a bus
  waited in line to be served at the shop
  was driven in a car to the airport
  waved good-bye to her uncle

- Ask pupils to use some of these ideas to write an ending to the recount. Remind them to include a personal comment on their feelings about the visit. Did they enjoy it? Was it exciting?

Syllabus link
A2, S5, S9

? Can all the pupils write shorter texts quickly, accurately and without a lot of assistance? (S18)

9 Unit 2: Island Towns

Reading and Discussion - Living in Suva - One Solomon Islander's Thoughts

Background Information

This text is an interview. An interview is one type of transactional text. It records a conversation between two people. An interview is used to exchange information or opinions between people. The interviewer is a radio reporter, Jessie. Jessie talks to Tama, an ex-student of the University of the South Pacific, who has just returned from living in the city of Suva in Fiji. Tama studied in Suva for four years.

In this interview, Tama recounts some of his experiences in Suva and gives his opinions about living there. The interview contains his personal responses to the place he is describing. The text contains both factual information about Suva and also Tama's opinions.

Method

- If any pupils have been to Suva ask them to describe the city to the class. If not, ask pupils to tell you anything they know about the city from books or magazines. If possible, have photographs, tourist brochures or postcards to show the class.
- Use a map or globe (or both!) to show the pupils the location of Fiji. Discuss this in relation to the position of Solomon Islands.
- Study the key words. Explain their meanings and practise correct pronunciation. Ask some pupils to use the words in their own sentences and say them aloud to the class.
- Read the text aloud as the pupils read silently.
- Split the class into groups of two and have them read the text again, each taking different parts.
- Move among the pupils and listen to them read in pairs.

Teacher Led Activities

Before reading, draw a prior knowledge chart on the board or a large piece of paper as shown below. Ask pupils to tell you anything they already know about Suva and record it in the left hand column.

Next read the text with the pupils as described in the method section and have them split into groups of two to read it a second time.

What we know already	What the text tells us

After reading, ask the pupils to tell you any new information they have learned about Suva to add to the prior knowledge chart. Be careful to write only facts about Suva on the chart. Do not include opinions. If pupils suggest some of Tama's opinions as information about Suva, explain that you are only recording facts on the chart. The next activity will help pupils to understand the difference between facts and opinions.

Syllabus link
S7, S9, S12

? Can all the pupils appreciate how the style of this text is determined by its proposed audience and purpose? (A2)

Comprehension

Background Information

This activity helps pupils to understand the difference between facts and opinions.

A fact is something that is true. It does not depend on different people's views. For example: 'Suva is the capital of Fiji.'

An opinion is a belief, attitude or view. It is something that somebody believes or thinks. Different people have different opinions about the same issue. For example: 'Suva is the loveliest capital in the Pacific'. This is an opinion because other people may disagree.

This activity asks the pupils to think beyond the text. They must read a number of statements from the interview and decide if they are facts or opinions. This activity is quite difficult because pupils are asked to think critically about the text.

Method and Teacher Led Activities

Discuss the things Tama said about Suva. Here are some questions to help guide your discussion:

a. Do you think Tama enjoyed living in Suva?

b. What parts of the text tell you this?

c. Do you think everyone would enjoy living in Suva? Your parents? Your grandparents? Explain why or why not.

d. Is Suva a great place? Do you think everyone thinks that?

Explain that some of the things Tama said about Suva were **facts** and some were **opinions.**

Fact or Opinion?	
Honiara has a population of over 40,000 people.	Fact
There are too many people living in Honiara.	Opinion
Port Vila is an interesting city.	Opinion
Port Moresby is the capital of PNG.	Fact
Noumea isn't as attractive as Port Vila.	Opinion
Port Moresby is too dangerous a place to live.	Opinion
Honiara is situated on the island of Guadalcanal.	Fact

Ask the pupils to help you decide if the statements in the box above are facts or opinions.

Introduce the comprehension activity in the Pupil's Book on page 65. Read the instructions and list of statements together. Make sure that pupils understand that opinions tell a person's point of view.

Discuss each of the statements listed and work through the activity orally. Ask pupils to decide whether they think each statement is fact or opinion. Pupils should be able to justify or explain why they make each decision.

You might choose to have pupils copy the table into their exercise books and write facts and opinions in the appropriate columns. Alternatively, you could choose to do this activity orally and copy the table onto the board.

Syllabus link
S11, A2

Do all the pupils understand the ways in which spoken and written English differ in terms of style, organisation and appropriate vocabulary? (A4)

9 Unit 2: Island Towns

Language Study

Background Information

This activity helps pupils revise the meaning of the terms noun, adjective and verb. It also helps them to look carefully at the text and to prepare for their writing activity later today.

Method

- Revise the meaning of the terms noun, adjective and verb.
- Think of some examples together with the class.
- Have the pupils complete the exercise on the Pupil's Book on page 66.

Teacher Led Activities

Revise the meaning of the following grammatical terms by asking pupils to define them for you and give examples:

noun a naming word, the name of a person place or thing;

adjective a describing word that adds meaning to a noun;

verb a doing word that describes an action.

Draw a table on the board like the one in the Pupil's Book and ask the pupils to suggest examples of nouns, adjectives and verbs to add to the table.

	Towns		Villages	
Nouns	street	traffic	garden	footpath
Adjectives	noisy	busy	quiet	peaceful
Verbs	hurrying	working	digging	walking

Have them select one word from each category and make a sentence using them correctly for example:

People in the city are **hurrying** through the **busy traffic.**

I **walk** along the **quiet footpath** to my village

When they have understood the activity have them complete the activity in the Pupil's Book on page 66.

Oral and Writing

Background Information

There are two activities in theOral and Writing section for Day 9. The first is a poem about some of the different places in which people around the world live, called **'Where Do You Live'**. The second activity asks the pupils to write a poem that compares living in a town with living in the country.

Poem 'Where Do You Live'

Method and Teacher Led Activities

Read through the poem aloud as the pupils read silently. Make sure you have practised saying the poem before the lesson.

Discuss the ideas presented in the poem. Here are some questions you could ask:

a. Could you imagine living underground?

b. Would you like to live in a place where it snows?

c. Does the poet tell where she lives?

d. Does the poet let us know where she would like to live?

e. Which places would you most like to visit?

Writing a Town/ Village Diamante

Background Information

A diamante is a diamond-shaped poem that has seven lines. It is used to compare or contrast two opposites. The shape of the poem shows how it changes from one thing to the other. This form of poetry looks very effective and it is probably more appealing to look at than to read aloud.

This is how to write a diamante poem:

First of all decide on two opposite words.

Line 1:	Name one of the opposites
Line 2:	Two adjectives describing the opposite in line 1
Line 3:	Three 'ing' words describing the opposite in line 1
Line 4:	Two nouns for each opposite. The poem changes on this line and begins to describe the other opposite.
Line 5:	Three 'ing' words describing the opposite in line 7
Line 6:	Two adjectives describing the opposite in line 7
Line 7:	Name the other opposite

This example of a diamante contrasts night and day:

night
dark, shadowy
calming, listening, resting
breeze, sunset, sunrise, sunshine
scorching, baking, bustling
sticky, humid
day

9 Unit 2: Island Towns

Method and Teacher Led Activities:

- Before the lesson, write the night / day diamante on the board or a chart.
- Explain that this is a diamante poem and it is shaped like a diamond.
- Point out that unlike many forms of poetry, none of the words in a diamante begin with capital letters.
- Read the poem aloud as the pupils read silently.
- Use these questions to lead your discussion.

  a. What two things does this poem describe?

  b. Are night and day similar or very different?

  c. What words are written on the first and last lines?

  d. Which lines describe night?

  e. Which lines describe day?

  f. In which line does the poem change and start to describe day?

  g. What is the same about the words in lines three and five?
- Look at the activity in the Pupil's Book on page 67. Read and discuss the example of a diamante that contrasts two of the places mentioned in the city and space.
- Read the instructions and look at the structure of a diamante.
- Assist pupils to write their diamantes by building word banks with them about towns and villages like the following:

Town/City Words	Village/Country Words
noisy, busy, crowded, cramped, bustling, polluting, hurrying, exciting, interesting, traffic, buildings, cards, crowds, buses, noise, library, museum	quiet, peaceful, friendly, spacious, open, fields, animals, trees, gardens, streams, working, calming, refreshing, relaxing, sitting, canoe, gardeners, fishing

Syllabus link
A4

? Can all the pupils use a variety of ways to compare and describe people, places and things? (K3)

Assessment Activity - Running Record

- Check that you have completed your Running Records for reading.
- Have you heard every child read over the last two weeks and recorded their score?
- Have you made a note of follow up activities you need to do with the class and with individual pupils?
- Have you planned your follow up activities?

Reading and Discussion - Tarawa

Background Information

Today's text is a factual report about Tarawa. Tarawa is the capital of Kiribati (pronounced kee-ree-bas). Kiribati is a country that is made up of over thirty islands and has a population of 98, 000 (2003). Kiribati was known as The Gilbert Islands before the country gained independence in 1979. The capital, Tarawa, is made up of four main islands which are discussed in today's text.

The purpose of a factual report is to give information to the reader. Factual reports are usually written in the present tense. This report also uses the past tense as it includes some historical information.

Method

- Read through the key words and explain their meanings.
- Use the words in your own sentences and tell them to the class. This helps the pupils to understand the meaning of the words and to use them confidently.
- Read the report aloud to the pupils and then discuss it with them.
- Ask the pupils to read parts of the report aloud together while you listen and help them with words they find difficult.
- Ask some questions about the report to check that pupils understand the text.

Syllabus link
S1, S4, S8

? Can all the pupils read a factual report and quickly identify the main ideas and relevant details? (S9)

Comprehension

Background Information

Exercise 'A' requires the pupils to list all the facts that can be found about each of the islands of Tarawa. Pupils have to select information from the text and record it in the form of a table. They need to use their scanning and skimming skills to look through the text for the information they require.

Exercise 'B' requires the pupils to answer the questions in complete sentences into their exercise books using the information in the report.

Choose the exercise that is most appropriate for your class or split the class into groups and do both activities.

Teacher Led Activities

Ask selected pupils to read a paragraph of the report aloud to the class.

Explain that one way to find information is to scan the text. This means that they do not have to read every word, but can look quickly through each paragraph to see whether the information they want is there. They should look only for particular words.

In this case they should scan the text looking for capital B's or capital A's to quickly find the names of the islands. Then they have to read this part of the text more carefully to find information to put in the table.

Read the instructions in the Pupil's Book on page 69. Tell the pupils that some facts have been added to the column for Bairiki Island.

Ask them to copy the table and do the exercise in their exercise books.

Read through the questions in Exercise B with the pupils before asking them to write answers in their exercise books.

Either of these activities can be done orally or as written activities.

Syllabus link
S9

? Can all the pupils use skimming and scanning when reading for information? (S11)

Language Study

Background Information

These activities revise what the pupils have learned about synonyms and antonyms.

Method and Teacher Led Activities

- Revise the terms **synonym** and **antonym**.
- Lead the pupils through their exercises in the Pupil's Book.
- Talk about the words in the list and ask pupils to make up sentences using some of the words.
- Tell them that using dictionaries will sometimes help them if they are unsure of the meaning of words in the boxes.
- Explain what they are required to do in both exercises and allow pupils to work independently.

Answers:

Exercise A

1. runway 2. aircraft
3. boats 4. house
5. people

Exercise B

1. new 2. mainland
3. few 4. peace
5. empty

Syllabus link
S4, S9

? Can all the pupils understand and identify synonyms and antonyms and use them appropriately? (K2)

Spelling

Background Information

The spelling activity asks the pupils to read the passage in the Pupil's Book. The words and phrases used in the passage in bold writing need to be replaced with words from the spelling list. The words and phrases in bold are synonyms of the spelling words for this week.

Method and Teacher Led Activities

- Read the passage aloud to the pupils, while they follow in their Pupil's Books.
- You may need to explain some of the text in your own words. This will help them to understand the passage better.
- Tell them that the words and phrases written in bold should be replaced with the words in the spelling list for this week. All ten words will be used in this passage.
- Ask the pupils to underline the spelling words used. This will help you when checking their finished work.

Answers:

1. chart
2. large
3. garden
4. far
5. toward
6. farther
7. sharp
8. forwards
9. why
10. charge

Oral and Writing

Background Information

The pupils have been reading various texts about principal island towns both within the Solomon Islands and in other Pacific island countries. If the class has a wall map, review where these towns are and which countries they belong to. You might ask some pupils to show the class on the map where the towns and countries are.

Teacher Led Activities

Explain the terms advantages (positive aspects, good things) and disadvantages (negative aspects, bad things).

Ask pupils to think about what they have learned about living in towns and cities in this unit. Explain that they are going to list the advantages and disadvantages of living in towns and cities.

Direct pupils to work in small groups to discuss their ideas.

Draw the table on the board and have pupils copy it into their exercise books. Tell the pupils to work together to list the advantages and disadvantages in the table.

After pupils have had time to write, share and discuss what pupils have written with the whole class. Fill in in the table on the board. Here are some ideas:

Living in a Town / City	
Advantages	Disadvantages
1. good place to meet new people 2. many jobs available 3. good services • water supply • hospitals and clinics • libraries, museums • transport 4. different entertainment offered • movies 5. bigger shops and larger range of products to buy	1. can be very noisy 2. costs a lot of money 3. you'll miss your family if you have moved to a town by yourself 4. pollution • litter • dirty rivers • exhaust fumes from cars 5. busy roads, lots of traffic

Syllabus link
A2, A4, S10

? Are all the pupils becoming aware of the value of talking about their own ideas in English before writing? (A3)

Proofreading and Editing / Art

Method and Teacher Led Activities

- In this activity, you are going to allow pupils time to proofread and edit the diamante poem that they wrote yesterday.
- Read the steps outlined in the Pupil's Book and ask pupils to work through the activity.
- Allow the pupils to work with a partner to share their poems and discuss ideas for proofreading and editing.
- Move around the class and ask pupils to read their poems to you.
- Check that they have used the structure of a diamante poem and help them to think of ways to improve their poems.
- The Pupil's Book page 71 gives some ideas about how pupils could present their final draft.

Syllabus link
S5, S15

? Can all the pupils use talk - draft - talk - redraft process to complete their diamante poem? (S17)

1 Unit 3: Neighbouring Countries

Reading And Discussion - A Trip To Fiji

Background Information

This text is a recount. The purpose of this type of text is to tell us what happened at another time or place. The events in the recount are in a sequential order.

Often a recount is written in the first person. That is the writer writes about events he/she was involved in using first person pronouns (I, we, us). This recount is different because it is told in the third person. That is the writer did not actually experience these events. The writer writes about somebody else, this is why this recount uses third person pronouns such as (she/her/they/their).

Method

- Revise with the pupils what a recount is.
- Put the pupils into pairs. Tell them to take turns to read the text through twice.
- Get pupils to discuss the key words with their partner.

Teacher Led Activities

After you have put the pupils into pairs tell them to read to each other. They can take turns to read a paragraph aloud. Tell the pupils to discuss the key words. Go through the key words with the pupils to check if they are saying them correctly and if they understand what they mean. You could ask the pupils to use the key words in sentences of their own to check their understanding. Discuss any other words in the text that the pupils do not understand.

After the pupils have read the recount through twice lead a class discussion. Discuss their feelings about the different experiences that Ella had.

Here are some questions to help you with your discussion:

1. Why do you think the children were chosen to go to Fiji?
2. Why were they excited about the trip?
3. Why do you think the plane had to stop in Vanuatu?
4. What problem did they have in Fiji?
5. How was the problem solved?
6. What happened when Ella arrived back at Henderson Airport?

Syllabus link
K1, S10

? Can all the pupils read and quickly identify the main ideas and relevant details without assistance? (S9)

Comprehension

Background Information

This activity will help the pupils realise that a recount tells them about events in the order in which they happened and that it is important to be able to sequence events in this way when they write their own recount texts.

Method

The pupils will read the text and list all the events that happen in the order in which they occurred.

Teacher Led Activities

Read the recount again with the pupils. You could read it aloud and have the pupils follow. Ask some pupils to retell what it is about, in their own words.

Put the pupils into pairs. Use a question like this to start off the activity.

Question - **What event happened first in the recount?**

Answer - **In 1998 Ella started to play tennis.**

Remind the pupils to use all the dates which are in the recount. The dates are important.

Work through one or two more events with the pupils. Let them complete writing the correct order of events in their exercise books. Bring the class together and go through what they have written as an oral activity. Keep going back to the text with the pupils for them to check their answers.

Syllabus link
K12, S8

? Can all the pupils read the text and identify the sequence of events in the recount? (S12)

Language Study

Background Information

This is a punctuation activity. It revises what pupils already know about capital letters, full stops as well as the punctuation used in direct speech and questions.

Method

- Remind the pupils of the punctuation rules.
- Go through some examples on the blackboard.
- Let the pupils do the exercise in the Pupil's Book on page 72.
- Check their work.

Teacher Led Activities

Remind the pupils about the rules for where to put capital letters, full stops, question marks and quotation marks. If you have some pupils who need extra help with using any of the punctuation marks correctly then work through all the examples in the Pupil's Book with them as a group before they do the exercise.

Syllabus link
A1, S10

? Can all the pupils put the punctuation marks in their correct places? (S14)

Spelling

Ask the pupils to say and spell aloud all the words in the spelling list. Remind them of the **Look, Cover, Remember, Write and Check** strategy. Remind the pupils you will be testing them and tell them when that test will be.

around	knife
found	nation
ground	knew
round	knot
sound	knock

Tell the pupils to copy the words into their exercise books. You must check all their lists. Pupils often make copying mistakes. This list must be correct if they are going to use it for learning their spelling words during the week.

There is an extra activity in the Pupil's Book which the more able pupils could do. There are five sentences with missing words. The pupils must complete the sentences by putting in words from the spelling list.

1 Unit 3: Neighbouring Countries

Oral and Writing

Method

- Organise the pupils in pairs to act out a role play.
- Tell the pupils to read the first two paragraphs of the recount again.
- Ask the pupils to rewrite the two paragraphs as if they are Ella.

Teacher Led Activities

Role Play

Ask the pupils to work with a partner. Tell them to imagine that one of them is Ella and the other is Ella's younger brother. Tell them they are in the car on the way back from the airport. Ella has just got back from Fiji. They must make up the conversation that the children might have had in the car.

Build up some ideas on the blackboard with the class. Come up with the sort of questions that Ella's brother could ask. There are some suggestions in the Pupil's Book. You will be able to think of some more.

Ella could ask her brother some questions too. Here are some ideas for those questions?

- What did you do when I was away?
- What have you been doing at school?
- What has the weather been like?
- Are you glad I'm back?

Let the pupils have some time to practice their role play. Let them take turns at being Ella and then Ella's brother. While the pupils are practising, go around the class and see what they are doing. Choose some pupils to show their role plays to the rest of the class.

Ella's Recount

Background Information

This will be a personal recount. This is when the writer writes about something which actually happened to him or her.

Teacher Led Activities

Ask the pupils to read the first two paragraphs of the recount again. Now tell them they are to imagine they are Ella. They are to write out the two paragraphs as if it is Ella talking. This will be in the first person. The pronouns used will be **I, we, our, us.** Read through the instructions in the Pupil's Book with the class. **'Ella's Recount'** is started here.

Syllabus link
A3, S16, S11

? Can all the pupils write shorter texts quickly, accurately and without assistance? (S18)

Assessment Activity - Oral Observation

Background Information

During this unit, over the next two weeks, you will make an assessment of each pupil's oral or speaking, and listening skills. You will do this by carefully observing each pupil as they take part in oral discussion activities in their English lessons.

This is the first oral observation you will conduct this year. The results of this assessment will form a baseline for future oral assessments. This will help you to assess whether each pupil has improved and look for persistent difficulties they may be having with speaking and listening.

Method

Pages 30 of this Teacher's Guide explain how to conduct your oral assessment. **Read these instructions again carefully before planning your assessment.**

The box below suggests some of the activities from this unit that you could use for your observations.

Suggested Activities for Oral Assessment

Day 1: Asking and answering questions in pairs.
Day 4: Prepared talk.
Day 8: Paired discussion about planning a report.
Day 10: Participation in a whole class brainstorm activity.

2 Unit 3: Neighbouring Countries

Reading and Discussion - Land and People of Papua New Guinea

Background Information

This is a factual report about one of our neighbouring countries, Papua New Guinea. Papua New Guinea is situated towards the northwest of Solomon Islands.

Method

- Introduce the text through discussion of key words.
- Small group reading aloud activity.
- Lead a class discussion on what has happened to Papua New Guinea since the 1500s. Discuss the changes that have occurred.
- Read the report to the class while the pupils follow.

Teacher Led Activities

Help the pupils with the pronunciation and the meaning of the key words. Ask the pupils to make up sentences with the key words. Encourage them to use a dictionary to find the meaning of words they do not understand.

Put the pupils into small groups. Tell them to take turns in reading out aloud. They could read a paragraph each. Tell them to read through the report a few times. While they are doing this go around the groups and listen to some of the pupils read. Remember you should hear everyone read at least once a week. Record who you have listened to.

Bring the whole class together and lead a discussion about the report. Use the map of the Pacific to investigate where Papua New Guinea is.

Use questions like these to begin your discussion:

- Where is Papua New Guinea?
- Where did the first European that explored PNG come from?
- Where do you think the Highlanders live?
- Where do the Islanders live?
- What do you think substation means?

Read the report out to the class. Tell them to follow in their books as you read. This will be a good way in which to lead on to the comprehension exercise.

Syllabus link
A4, S1, S9

? Can all the pupils read descriptions of processes and events and identify the sequence of events and the method of organisation used? (S12)

Comprehension

Teacher Led Activities

You can choose one of the following activities for the pupils to do or you could put the pupils into two groups. One group could do Activity One which is in the Pupil's Book while you work with the other group on Activity Two. You could then change the groups over so all the pupils will have done both activities at the end of the session.

Activity One

Talk about the exercise in the Pupil's Book on page 75. Explain to the pupils that they are going to write eight facts about Papua New Guinea. The information is in the report they have read today. Tell them to read the facts about Solomon Islands first and then complete the facts about PNG. The first one has been done as an example.

Activity Two

Read the questions below to the pupils. Read them one at a time and then wait while they answer them in their exercise books. Tell the pupils to write a complete sentence. Allow pupils to look back at the report, as they need to. Tell them to work quickly and to work on their own. This is a good activity for the pupils to practise their listening skills.

1. Where is Papua New Guinea?
2. How many more provinces has Papua New Guinea than Solomon Islands?
3. What was the first name given to Papua New Guinea?
4. What does the first name mean?
5. When did PNG become independent?
6. Name some other countries that are neighbours of Solomon Islands?

Syllabus link
A1, S1

? Can all the pupils listen, talk and answer a wide range of questions? (S4)

Language Study

Background Information

Homonyms are words that sound the same but are spelt differently. Each different spelling has a different meaning.

Introduce this activity by asking the pupils to give you some examples of words which sound the same but are spelt differently. Build up a list on the blackboard. The pupils should know many of these. There are examples in the Pupil's Book. Here are some more:

so - sew	rode - road	sun - son	right - write
blew - blue	plain - plane	meet - meat	two - to
role - roll	new - knew	stair - stare	die - dye
flea - flee	mail - male	allowed - aloud	scene - seen

You could help the pupils to make up sentences using the homonyms on the blackboard so that the pupils really see the difference between the words.

Here are some examples.

1. I want to learn to sew, so I am going to a home economics class.
2. I knew that I needed a new pair of shoes.
3. Meet me at the butcher's shop and we can buy some meat.

Syllabus link
K1, S19

? Do all the pupils recognise a range of words which sound the same but are spelt differently? (K2)

Handwriting

Read the instructions in the Pupil's Book on page 76 with the class. Tell them that the paragraph written in cursive style concentrates on writing capital letters. Remind them that capital letters never join on to the next letter. Ask the pupils to complete the handwriting activity in their exercise books.

Keep checking them while they are copying and help those who need help with their cursive writing. Encourage the pupils to evaluate their work. Let them compare their writing with the cursive style in the Pupil's Book. How is the writing different? What do they need to work at improving?

Oral and Writing

Background Information

This activity is to help the pupils to understand the purpose and meaning of a country's national emblem. A national emblem represents a particular country and has a symbolic meaning. National emblems are intended to symbolise the common characteristics or goals and aims of people of that country.

Examples of Other Emblems or Symbols

A **cross** is the emblem or symbol of **Christianity**.

The **dove** is an emblem or symbol of **peace**.

Useful Words and their Meanings

emblem	an object or a symbol that represents something
symbol	an image, object, mark or sign with a particular meaning
motto	a short sentence or phrase chosen and used as a guide
badge	a small piece of metal or cloth with a design or words on it. A badge is often attached to a piece of clothing and shows a person's membership of something.
logo	an emblem used as the badge for an organisation
coat of arms	a shield showing the emblem of a family or an organisation
slogan	a word or phrase that is easy to remember often used in advertising
representative	to be a member of a particular group and to speak or act on its behalf

Teacher Led Activities

National Emblems

Look at this activity in the Pupil's Book with the class. Allow the pupils to study and talk about the national emblems of the three countries PNG, Fiji, and Solomon Islands.

You could use questions like these to lead the discussion.

1. Describe what you can see in each emblem.
2. Which countries are they from?
3. What do you think each part of the emblem might mean?
4. Why are they different from each other?
5. Why do you think countries have national emblems?
6. Have you seen our national emblem before? Where was it that you saw it?

Your Own Design

Tell the pupils they are going to design a school badge or a logo. There are some guidelines in the Pupil's Book. Talk about mottos with the class. Explain that many schools, organisations and clubs have a motto. Mottos are sometimes written in Latin and are shown under an emblem or a coat of arms. You could make some up with the pupils and write them on the blackboard.

Here are some examples of mottos.

- Through hard work everything is possible
- United we stand, divided we fall
- Work and save for a bright future
- Kind deeds will be rewarded

Syllabus link
K1, S7, S19

? Can all the pupils design a logo suited to the purpose of representing their school? (A2)

3 Unit 3: Neighbouring Countries

Reading and Discussion - The Making and Export of Copra in Papua New Guinea

Background Information

This text is an example of an explanation. It explains how copra is made and then how export is managed in PNG.

Method

- Look at the key words with the class.
- Introduce the flow chart to the class.
- Let the pupils work in pairs to read through the flow chart and talk about it.
- Lead a class discussion about the text, building on the pupils' own experiences.

Teacher Led Activities

Go through the key words with the pupils. Make sure they can all read them and say them correctly. Ask pupils to use them in sentences of their own. This will tell you if they understand what the words mean.

Look at the layout of today's text with the class. Talk about a flow chart and how you should read it. Where do you start? How do you know what to read next?

Put the pupils in pairs. Give them some time to work together in reading the text aloud to each other. Tell them to talk about what they read too.

Bring the class together. Lead a discussion following on from reading the text. Ask the pupils how people in the villages in Solomon Islands make copra. Make notes on the blackboard. You could draw this up as a flow chart. Ask the pupils if they think this is a good way to present information. Tell them to give a reason for their answer.

Syllabus link
A1, A2, S12

Can all the pupils read an increasingly wide range of text and quickly identify the main ideas and relevant details? (S9)

Comprehension

Background Information

Questioning pupils about the text lets you know if the pupils have understood what they have read. Open-ended questions broaden the pupils' understanding and give them an opportunity to express their views on issues. This helps them to develop their comprehension beyond the factual information in the text.

Building on What they Know

Go through the questions in the Pupil's Book with the class. Some of the answers can be found in today's text. Some of them ask for the pupils' opinions, while others rely on their previous knowledge and experiences. You could choose some of them for the class to write the answers to in their exercise books. Question 2 is developed further in the writing activity at the end of this day's work.

Syllabus link
A2, S12

Can all the pupils answer a wide range of question types in complete, concise and comprehensive sentences? (S4)

Language Study

Background Information

In this activity pupils have to put sentences in order so that they follow a logical sequence to explain the copra making process. You will need to have scissors, glue and pieces of paper ready before the lesson if this is possible. If you do not have access to these materials adjust the activity to suit.

Read through the sentences in the Pupil's Book on page 78, with the class. Make sure everyone can read all the sentences. Tell them to write out the sentences on to a piece of paper. Tell them to cut up the paper so that each sentence is on a strip of paper. Tell them to arrange the strips in the right order. Moving the sentences around will make the task easier for them to do. They could then stick the strips into their exercise books in the right order. Check their work before they stick the strips into their books.

Syllabus link
A3, A4, S11

? Can all the pupils read descriptions of processes and events and identify the sequence of events? (S12)

Spelling

Ask the pupils to work together in small groups. Tell them to use the **Look, Cover, Remember, Write and Check** strategy to go through the spelling list words. Tell the pupils to make up sentences using each of the words. This is an oral activity.

Have A Go!

Tell the pupils they are going to make up special sentences or phrases. They are going to make up a sentence or a phrase where each word begins with a letter from a spelling word. Build up an example on the blackboard. Do not use the words which the pupils are going to work with. Here are some ideas. You and your pupils will be able to think of some more.

gave	Graphs are very easy.
nation	Not all teachers insist on neatness.
head	Henry eats and drinks.
fly	Frederick looked young.
camping	Christine and Mary played in Nina's garden.
flight	Father Lionel is going home tonight.
going	Growing old is not good.
team	Thomas eats a mango.
hope	Hurry over pleaded Esther.
know	Keep noticing our weather.

Bring the class together and write up some sentences for the four words in the Pupil's Book. Let the pupils who did not make up a sentence copy one into their exercise books.

Oral and Writing

Making Copra

Put the pupils in groups of four. Ask the pupils to talk about the process of making copra in their village or in other parts of Solomon Islands. This is a recap of what you have discussed in the comprehension activity.

After their discussion ask them to draw a flow chart of the copra process which they have talked about. Go through the first two boxes which are done for them in the Pupil's Book. Tell them to draft their work first and then to write out a good copy after they have worked at improving their draft. They could illustrate each stage too.

Syllabus link
A3, S15

? Can all the pupils choose appropriate vocabulary to complete the diagram of copra making? (S19)

Reading and Discussion - A New Penfriend

Background information

A 'penfriend' is a person you get to know through exchanging letters. Sometimes penfriends never meet because they live in different countries but they still learn a lot about each other's lives from what they write in their letters.

Method

- Pupils read the letter in pairs.
- Pupils discuss the key words in pairs.
- Class discussion to follow-up reading the text.

Teacher Led Activities

Put the pupils in pairs and let them read the letter aloud to each other. Go round the class as they are doing this and listen to some of the pupils read. Tell the pupils to discuss the key words.

Bring the class together and you could begin by reading the letter out while the pupils follow in the Pupil's Book. Check that they understand the key words. Discuss any other words in the letter that they do not understand. Encourage the pupils to check in a dictionary before you help them with the meanings.

Talk about other types of letters. Here are some examples:

- official letter
- invitation letter
- job application letter
- informal letter to a member of the family or a friend

Have some examples of different types of letters ready before the lesson if possible.

Let the pupils talk about different types of letters. You could lead the discussion with questions like these:

- Why do people write letters?
- Has your family had a letter?
- Have you ever received a letter?
- How are letters sent? (post, fax, email)

Syllabus link
A1, A4, S1, S8

? Can all the pupils read the letter and quickly identify the main ideas and relevant details without assistance? (S9)

4 Unit 3: Neighbouring Countries

Comprehension

Background Information

There are some questions in the Pupil's Book which you could go through orally with the class. Some are simply checking the pupils' understanding of what they have read. The last question encourages the pupils to think about whether they would like to have a penfriend.

Some of you may be in a position to organise a penfriend for the pupils in your class. It could be a penfriend from a neighbouring school. To send the letters by mail could be difficult but you might be able to organise an exchange of letters through your provincial education office. If you live in a town where there is more than one school you could contact another Standard 5 teacher in another school and see if you could make a link that way. If you have any contacts with overseas you could try to organise overseas penfriends. Some of you may have access to email and this is another way that letters could be exchanged.

Syllabus link
K7, S4, S10

? Can all the pupils answer the questions in clear, complete sentences? (S15)

Language Study

Teacher Led Activities

Past Tense

Revise the past tense with the pupils. They should be able to confidently use the past tense now and know that the past tense means that it has happened already. You could write up some short sentences on the blackboard and ask the pupils to tell you which tense they are written in.

Here are some that you could use.

I ate an orange. past	He is cleaning his teeth. present
She will go home on Friday. future	He planted some manioc. past
She is writing a letter. present	Grandfather walks very slowly. present
We are planning a party. present	We will sing a song. future

Ask the pupils to complete the exercise in the Pupil's Book. This should be a quick activity.

Find the Nouns

Again this is a quick revision activity. Remind the pupils that a noun is a naming word. Tell them to give you an example of a noun. It must be something they can see in the classroom. Build up a list on the blackboard. They will come up with words like these.

blackboard	chalk	chair	pencil	wall
book	clock	desk	table	poster

Tell them to look back at the letter and quickly write down ten nouns from within the text.

Syllabus link
K1, K8, S19

? Do all the pupils know the meaning of the terms 'noun' and 'verb'? (K11)

Spelling

Teacher Led Activities

Explain to the pupils that rhyming words end with the same sound.

Ask them to give you some examples and write them up on the board. Start with rhymes for simple words such as fat, cat, hat, rat, mat. Then ask them for more difficult rhymes such as twice, mice, lice, vice.

Explain that words can rhyme even when their endings contain different letter patterns. Use the following examples:

grew, blue fight, site many, penny taste, waist

The important thing is they sound the same, not that they look the same.

Ask pupils to think of some more rhyming words that **sound** the same but **look** different.

Have the pupils complete the activity in the Pupil's Book on page 81.

Oral and Writing

Background Information

Preparing a talk and presenting it is good practice for the pupils. It encourages them to feel confident when standing up in class to speak. This is a good activity for you to do the **Oral Assessment**. Refer back to Day 1 in this guide. The Pupil's Book gives clear instructions as to what the pupils are to include in their prepared talk. Go through this with the whole class.

It will be difficult to hear everyone give their talk on the same day if you have a large class. Arrange for a talk just before a break or just before going home, or whenever there is a free moment. Make sure that all the pupils are given an opportunity to give their talk over the next few days.

Write a Letter

This may be an optional activity if you are listening to prepared talks.

The pupils can use their notes from their prepared talk to write an introductory letter to a student in another country. This activity will also revise the structure of a letter. You could ask the pupils to give their first draft to a friend to read and edit before writing their final draft.

Syllabus link
A3, S5, S17

? Can all the pupils answer requests for information by responding quickly and at some length? (S4)

5 Unit 3: Neighbouring Countries

Reading and Discussion - A National Census in Papua New Guinea

Background Information

This text is a report. It provides factual information about the people of Papua New Guinea. A census is a way to find out a great deal of information about people who live in a country. When this Teacher's Guide was written the last census to have taken place in Papua New Guinea was in 1999. The published figures were not available for us to use. The data included in the text is from projected figures obtained from the National Statistics Office of Papua New Guinea and published in 1997.

A government needs information from a census for planning purposes. It needs to know:

- How many schools to build.
- How many teachers to train.
- How many health clinics to build.
- How many health workers to train.
- How many police to employ.
- How to improve communications.

You will be able to add to this list.

Method

- Go through the key words with the pupils. Some of the words will need explaining. They are not words the pupils will know.
- Study the text as a class.
- Lead a discussion about what a census is and why countries need to have a census every decade.

Teacher Led Activities

Ask the pupils what they know about a census. Have they seen one taking place? The last one in Solomon Islands when this guide was written was in 1999. They might remember people coming to where they live and asking questions. You could ask them to ask their parents if they can remember any questions they were asked. Can they remember what they were about?

Go through the report explaining as you go. Talk about the population table in the Pupil's Book with the class. Why do the pupils think it is important to have figures for each province? How do they think the government will use these figures?

Syllabus link
S1, S12

Can all the pupils read, discuss and identify the main ideas and relevant details from the text and the table? (S9)

Comprehension

Background Information

Information can be displayed in many different ways e.g. data in a table, on a map, in a book, on the radio, on the television, in a newspaper and on the internet. It is therefore important to know how to interpret this information. If we understand the information we can then use it to find out other things we need to know.

Teacher Led Activities

You could go through the questions in the Pupil's Book on page 84 orally.

Question 5 is a good one to develop further. Throughout the Pacific, the population is increasing quickly. Ask the pupils why they think this is.

Here are some suggestions. You will be able to think of some more.

- better health care
- better medicines
- better nutrition so people do not get as sick as they used to
- better education so people earn more money
- better education so people know about diet and exercise
- better education so people know about health care
- more clean water
- better sanitation so people do not get sick
- through education people become aware of environmental hazards that cause illness
- more babies survive
- people live longer

Syllabus link
S4, S5, S10

Can all the pupils answer the questions in clear complete sentences? (S15)

Language Study

Background Information

This activity is to help pupils understand and use comparatives and superlatives.

Comparatives are words which show the difference between two things (e.g. big, bigger).

Superlatives are words comparing three or more things (e.g. biggest).

Comparatives and superlatives are particularly useful words for the type of report we have looked at today in which comparing figures and information is important.

Teacher Led Activities

The pupils do not need to know the words **comparative** and **superlative**.

This is for your information.

Draw a table on the blackboard like the one in the Pupil's Book and do some examples with the pupils. Here are some you could use.

Adjective	Comparing Two	Comparing Three or More
large	larger	largest
brave	braver	bravest
fat	fatter	fattest
many	more	most

You could write up some sentences on the blackboard and ask the pupils to pick out one adjective, one word that compares two things and one word that compares more than two things.

Here are some examples.

- All the provinces in the Highlands have **high** population figures. Western Highlands is **higher** than Southern but the **highest** is Eastern Highlands.
- There are some very **old** people living in my village. My grandmother is **older** than my grandfather, but the **oldest** person in my family is my uncle. He is 99 years old.

You could add some more examples of your own.

Ask the pupils to complete the activity in the Pupil's Book in their exercise books.

Syllabus link
A4, K1, S10

? Can all the pupils understand what comparatives and superlatives are? (K3)

Spelling

Teacher Led Activities

The activity in the Pupil's Book on page 85 is a spelling assessment to make sure that the pupils have learned their spelling words correctly this week. It asks them to select the right words to complete a sentence, so it tests their comprehension of the words as well as their spelling.

Before the test, read through the sentences together to make sure that the pupils can read all the words. They should work individually to complete the activity, and should **not** look at their spelling lists.

Remember to mark all their work and recod their scores in this assessment.

Oral and Writing

Background Information

In this activity pupils are asked to take a census in their class. They will ask each other questions and record the answers they get. They will then use the information for other work.

Teacher Led Activities

There are clear instructions in the Pupil's Book. Discuss the questions to be asked in the interviews first. Go through these with the class. Put the class into groups of six. Give them some time to complete this part of the activity.

These are some of the questions that the pupils will use during their interviews.

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

This is how they could record their answers.

Joseph

1. Oimae
2. Malaita Province
3. Ferabu village
4. 6 adults
5. 3 children
   2 years old = 1 girl
   6 years old = 1 girl
   12 years old = 1 boy

While they are interviewing go round the groups and check that all the pupils are recording the answers they are given.

When the pupils have completed their interviewing, talk to the whole class about how they could present their findings. There is an example of a bar graph in the Pupil's Book on page 85. Discuss good ways to record the other answers. They could use graphs, a written paragraph, a map, or a diagram. Each group could display all its findings on a large piece of paper. Make sure that all pupils take part in this activity. The pupils may need some more time to do this work well. When all the groups have finished you could have a class discussion looking at similarities and differences in the findings of the groups.

Syllabus link
K7, S7, S19

? Can all the pupils ask a range of question types and respond quickly and at some length? (S4)

6 Unit 3: Neighbouring Countries

Reading and Discussion - The Geography of Papua New Guinea

Background information

This text is a report which gives factual information about the geography of Papua New Guinea. Geography is the scientific study of land, boundaries, climate and other physical features of a country.

This text uses subheadings to organise the text and make it clearer and easier to read. Subheadings are often used in factual reports.

Method

- Go through the key words with the pupils.
- Ask the pupils to read the text silently first.
- Choose pupils to read aloud to the class.
- Discuss the text with the class.

Teacher Led Activities

Go through the key words with the class. Check that the pupils can read them and pronounce them correctly. You could ask the pupils to use some of the words in sentences of their own to check if they understand what the words mean.

Ask the pupils to read the text silently to themselves first. Then choose pupils to read a section each to the whole class.

Lead a class discussion. Here are some ideas of how to start.

You will be able to think of some more.

- Talk about what is meant by 'geography'. Discuss it in relation to your own island and the country in general.
- Talk about why the text uses subheadings.
- What do they tell us about the paragraph that follows?
- Explain that subheadings are used in factual reports.

Syllabus link
A4, S8, S10

Can all the pupils read the texts and quickly identify the main ideas and relevant details? (S9)

Comprehension

Background Information

The exercise in the Pupil's Book on page 88 sets out some statements about the geography of Papua New Guinea. Some of these are true and some are false. The pupils have to read these and decide which are true and which are false. You could either let them look back at the text or see how much they remember by doing the exercise from memory.

You could do this as an oral activity or the pupils could write the answers into their exercise books. If they are writing the answers, when they have finished, you could discuss their answers and mark them as a class.

Syllabus link
S4, S10, S11

Can all the pupils read an increasingly wide range of texts and quickly identify the main ideas and relevant details without assistance? (S9)

Language Study

Background Information

Asking the pupils to give reasons for any opinions they have is a good way of encouraging them to develop their comprehension about things. This exercise asks the pupils to think beyond a simple response. It asks them to draw on their knowledge and experiences.

Teacher Led Activities

Begin by going through a couple of examples on the blackboard. Tell the pupils that there is no right or wrong answer. They can use more than one sentence to answer if they wish.

Here are some examples you could use. You will be able to think of others.

Do you think it is a good idea for schools to have a school uniform?

- I think it is a good idea because other people know straight away which school pupils belong to.
- I think it isn't a good idea because school uniforms are very expensive for our parents to buy.
- I think it is a good idea because we can save our other clothes for special occasions.

Do you think everyone in town should have a supsup garden?

- Everyone should have a supsup garden because then they would not need to spend so much money on food at the store.
- I think supsup gardens are a bad idea. The ladies at the market do not make so much money when people are not buying their fruit and vegetables. People are not buying them because they are growing them for themselves.

There is another example in the Pupil's Book on page 88. When the pupils have completed the exercise you could ask them to read out some of their answers to the rest of the class.

Syllabus link
A2, S7

Can all the pupils respond to a range of cues to talk at length? (K7)

Spelling

Teacher Led Activities

Introduce the new spelling words to the class. Let the pupils work in pairs. Tell them to make up sentences using the words. Tell them to take turns doing this. This is an oral activity to encourage the pupils to help each other in understanding the meaning of the words. Bring the class together and go through the list again. Choose a word and build up an interesting sentence by adding adjectives and adverbs. Here is an example you could do on the board.

gave	dive
give	hive
our	alive
outside	arrive
river	drive

The boy gave me a present.

The boy gave me a special present.

The kind boy gave me a special present.

Remind the class that the spelling words are to be learnt and that you will be checking if they have learnt them. Remind them of the spelling strategy. Tell them to copy their list into their exercise books. Check their copying.

6 Unit 3: Neighbouring Countries

Oral and Writing

Method

- Ask the pupils to read through, 'The Geography of Papua New Guinea' again.
- Ask them to discuss and write a short report about the geography of their island. They could follow the structure of today's text.

Teacher Led Activities

Ask the pupils to read through, 'The Geography of Papua New Guinea' again. They could do this silently. Put the pupils into groups of four. Tell them to talk about the geography of their own island. Tell them to make notes as they discuss their facts. There are some ideas of topic starters in the Pupil's Book on page 89.

The Geography of Where I Live

Before the pupils draft their own report you could build up an example of another island on the blackboard. You could come up with something like this. Do not simply copy this example onto the blackboard. Build up your own with the pupils.

Nuhu Island

Nuhu Island is an island between Ngella Island and Guadalcanal Island. It is situated South of Ngella Island and north of Guadalcanal Island.

Population

The population of Nuhu was only 18 in 2001. Only one family has made a small settlement there at the north end of the island.

Wildlife and Plants

It is a quiet island, home to all kinds of birds and other wild life. The island is a breeding ground for megapode birds and turtles. There are no mountains and rivers on this island but there is a thick forest in the middle of it.

Climate

Nuhu Island has a tropical climate. There is a wet season from December to March.

Ask the pupils to work from the notes they made during their group discussion. Tell them to draft and redraft their work. Encourage them to include pictures, maps and diagrams in their report. Again this work will probably need some extra time to be completed well. Make sure that pupils are given enough time to ensure that all work is completed.

Syllabus link
A3, S1, S5

? Can all the pupils use a talk - draft - redraft process for their geography report? (S17)

Reading and Discussion - Vanuatu

Background Information

This text is factual. It builds on the facts usually found in a report to try to encourage visitors to go to Vanuatu. This is therefore an exposition text about Vanuatu. This text is trying to advertise Vanuatu. The purpose of an exposition text is to argue, to convince or influence the reader. It tells people about the good things they could find when visiting Vanuatu. The language used is trying **to persuade** people to come to Vanuatu. For example the text includes words like beautiful, rich lush tropical rainforests, sparkling blue lagoons, cascading waterfalls, silky white sand and magnificent coral reefs.

Teacher Led Activities

Ask the pupils to read the text through silently. Then put the class into small groups and ask them to take turns to read the text aloud.

Bring the class together and read the text aloud while the pupils follow. Keep pausing to reflect on what you have read. Ask the class questions or ask them to tell you what you have read in their own words. Talk about words they do not understand. After you have read the text to the class use questions like these to guide a class discussion:

- Is this text a report?
- How is it different from other reports you have read?
- Who do you think this text was written for? Who is it aimed at?
- Would this text encourage you to go to Vanuatu?

Syllabus link
A2, S1, S9

? Can all the pupils read and understand implied or indirect meaning of the text? (S10)

Comprehension

Teacher Led Activities

Look at the map of the Pacific and find Vanuatu with the class. Ask some questions to encourage the pupils to use the map and the key. Here are some questions you could use. You can add other questions depending on the maps you are using.

There are small maps and distances recorded in the Solomon Airlines in-flight magazine. Some of you may be able to get a copy.

- Which country is closest to Vanuatu?
- Which island of Solomon Islands is closest to Vanuatu?
- How far away is that island from Vanuatu?
- How far do you think it is from Honiara to Port Vila?

Read through the questions in the Pupil's Book with the class. You could do the first one as an example with the pupils. Probing questions such as questions 5 and 6 could be answered in the pupils' exercise books. You could make up more questions, which are either closed (fact - like questions 1,2,3 and 4) or open (opinion – like questions 5 and 6).

Syllabus link
S1, S4, S18

? Can all the pupils answer the questions in complete simple sentences? (S15)

7 Unit 3: Neighbouring Countries

Language Study

Background Information

This activity is to help the pupils to write simple sentences using new words. The dictionary will really help them to find out the meanings of the words before writing their sentences. This activity gives pupils practice in using a dictionary.

Teacher Led Activities

Using a Dictionary

Ask the pupils to look up the words listed. Encourage them to work quickly. Get pupils to read out the meanings. Write up the meanings on the blackboard and discuss them with the class.

Using Adjectives

Revise what an adjective is and then ask them what part of speech the words are that they have been looking at. Ask them to complete the exercise in the Pupil's Book on page 91. Here are suggestions of some possible answers.

Possible Answers

1. colourful fish - colourful dress
2. magnificent reefs - magnificent rainbow
3. black sand - black dog
4. cascading waterfalls - cascading hair
5. sparkling lagoons - sparkling eyes
6. silky sand - silky material

There is an additional activity in the Pupil's Book on page 91.

Syllabus link
A2, K1, S15

? Can all the pupils use appropriate adjectives to describe nouns? (K11)

Oral And Writing

Police Jotter

This is a recount writing activity. The text the pupils are writing is actually a recount. It is however called a police report. This is rather confusing. The purpose of this activity is to develop the pupil's note taking skills. Taking notes is a very important skill for factual writing. If pupils are researching a topic from a book, or listening to a talk by a visiting speaker, they need to be able to take short notes to record what they find out.

People take notes to help them to remember key information, or the most important details from a talk, a lecture, a report they have read or, in this case from a robbery. Once notes have been made the other important skill is the ability to take information in note form and rewrite it using proper sentences.

In this activity, the pupils are given a set of notes written by a police officer who attended the scene of a robbery in a hotel room. The pupils are to use the notes to write up the police report in complete sentences.

Method

- Explain the importance of note taking.
- Ask the pupils to read the information in the Pupil's Book.
- Ask the pupils to read the notes taken by the police officer.
- Put the pupils into pairs to talk about the notes.

Writing up a Police Report

Method

- Explain to the class that they are going to use the notes to write a police report.
- Explain that the notes will help them to write it using complete sentences.
- Let the pupils draft and then edit their police report.

Teacher Led Activities

Before they start this activity you could ask them these questions.

- Why did the police officer only write short notes or phrases?
- Why did the police officer need to write out a full police report?
- Do you think there is enough information in the notes to write the police report?
- Is there any thing else the police officer could have found out?

The Geography of Where I Live

Remember that some pupils may have work to finish off!

Syllabus link
S5, S10, S15

Can all the pupils use talk - draft - redraft process to complete their writing? (S17)

Assessment Activity - Oral Observation

By now, you should have almost completed your observations of oral and discussion activities. Spend some time looking at your notes on each pupil. Using the checklist on page 30, write your observations in your record book or assessment file. Make a note of areas of strength and in which area each pupil needs to improve.

Between now and the end of this unit you should sit down with each pupil and explain what you have observed about his or her oral skills.

Make sure each pupil is clear about his or her strengths and weaknesses and discuss ways in which they can improve their speaking and listening skills.

8 Unit 3: Neighbouring Countries

Reading and Discussion - Fiji Islands Visitors' Bureau

Background Information

This is a report about Fiji. It contains information for visitors who come to the country. It is written to give visitors information for planning their trip and to use while in Fiji.

It is different to the Day 6 text, 'The Geography Of Papua New Guinea' because of its intended audience. This means who the text is written for. The PNG text might be found in a geography book. The intended audience is then students who want to learn about the country. However, today's text about Fiji is more likely to be found in a guidebook because it is written for tourists.

Compare it to the text on Day 7 called, 'Vanuatu'. This text was also written for visitors but it had a different purpose. The Vanuatu text was written to convince tourist to choose Vanuatu for their holiday. This text is for people who have already chosen Fiji. It gives practical information only. It does not use any language of persuasion.

Method

- Explain this type of text and why it was written.
- Let the pupils read the text silently and look at the key words.
- Read the text with the pupils.
- Go through the words with the pupils.
- Ask them to use a dictionary to find the meanings of any words they do not understand.
- Ask them to use some words and phrases in sentences of their own. This is an oral activity.

Teacher Led Activities

- Guide a class discussion about the text. Here are some questions you could start with.
- What is a visa?
- The Department of Immigration is a government department. What do you think immigration means?
- What is a car rental company?
- Why is light cotton clothing recommended?

Syllabus link
A2, S1

? Can all the pupils read and understand the direct and implied meaning of the text? (S10)

Comprehension

Where in the Pacific?

Ask the pupils to look at the map of the Pacific again. If possible put a large map of the Pacific or a map of the world on the wall too. Revise the countries which the pupils have looked at already in this unit. Now find Fiji. The full name for Fiji is Fiji Islands but it is usually shortened to Fiji just as Solomon Islands is sometimes shortened to the Solomons.

Ask the pupils to study the map and answer the questions in the Pupil's Book on page 94.

Questions

There are some factual questions in the Pupil's Book about the text. The pupils could do these orally or you could ask them to answer some of them in their exercise books. The first four questions can be answered by reading the text while the last question asks for an opinion.

Syllabus link
S4, S10

? Can all the pupils answer the questions using complete sentences? (S15)

Language Study

Teacher Led Activities

Can You Find The Missing Words?

Similarities expressed in this way are known as 'analogies'. The pupils do not need to know this term. Begin this session by showing some examples on the blackboard. By working through the examples the pupils will quickly understand what they are expected to do. You can then ask them to complete the exercise in the Pupil's Book.

Here are some examples you could use:

- foot is to toe as hand is to finger
- ship is to sea as aeroplane is to air
- cow is to beef as pig is to pork
- feathers are to birds as scales are to fish
- author is to book as cook is to cake
- kitten is to cat and puppy is to dog

When the pupils have completed the written exercise you could ask them to try to make up some more of these and to try them out on their friends.

Syllabus link
A1, A4

? Can all the pupils use a wide range of different types of spoken and written language? (A2)

Spelling

Let the pupils revise their spelling words by unscrambling the jumbled up letters in the Pupil's Book activity. Tell them to write 1 – 10 in their exercise books and see how quickly they can find the words and write them down correctly. You must check their lists. Remind the class that in the next spelling session you will be checking how many of these words they can now spell. Ask them if they have been learning the words every day.

Oral and Writing

Background Information

In this activity the pupils will write a report using subheadings. Subheadings help the reader to know what each section is about. These help to organise the text and make it clearer and easier to read. Subheadings are often used in factual reports.

Method

- Pupils work in pairs and discuss the information to be put in a Solomon Islands' tourist information leaflet.
- Pupils take notes during their discussion.
- Using the same subheadings as in today's text, pupils draft a Solomon Islands' version.
- After drafting and redrafting the pupils make a good copy.

Teacher Led Activities

You will have had to do some research before the lesson so that you have all the facts about Solomon Islands that you want your pupils to include in their leaflet. They are to write a few sentences under each of the following headings.

Customs and Immigration **Transport**

Banking **Climate and Clothing**

Medical Services

You could build up the facts in note form on the blackboard. You could do this after the pairs have had some time to talk about what they know and make some notes of their own. Remind them that they are writing a report.

Reminder –This is another activity which you could use for your oral observation assessment.

Syllabus link
A3, S9, S17

? Can all the pupils use paragraphs to organise their writing? (S16)

9 Unit 3: Neighbouring Countries

Reading and Discussion - Going to University

Background Information

This text is a recount. It tells the reader about the events that happened to Tita. The events are in sequential order. The tense used in a recount text is usually the past tense because the events have already happened.

Teacher Led Activities

Introduce today's text by first talking about the pupil's first day at a new school. Ask them how they felt on that day. Discuss preparations that occurred before that day arrived.

Let the pupils read the text silently first and then organise them into pairs and tell them to take turns to read the text aloud to each other. Go around the class and listen to some of the pupils read. Read the text to the class and ask them to follow in their books as you do this. Go through the key words with the pupils.

Guide a class discussion about the text. You could start with questions like these.

- Where did Tita go to university?
- How did she get there?
- How many different types of transport did Tita go on in the recount? Can you name them?
- Who helped Tita get used to being at university?
- Are your friends important to you? Give a reason for your answer.

Syllabus link
K1, S10

Can all the pupils read, understand and quickly identify the main ideas and relevant details without assistance? (S9)

Comprehension

Teacher Led Activities

Draw three columns on the blackboard. Write the heading 'Tita's Feelings' in one, 'Parents Feelings' in the next and 'Why?' in the last one. Scan through the text with the class and write the different feelings in the columns as they happen in the text. Give reasons in the last column. Build this up with the class. Your finished chart should look similar to this:

Tita's Feelings	Parents' Feelings	Why?
worried	excited	news of university place
	proud	their daughter chosen
happier		meeting other students
excited		going to airport
	sad	Tita leaving for 4 years
crying		sad goodbyes
	crying	watching Tita go
settled		friends helped Tita

Questions

There are some questions in the Pupil's Book. You could do these orally as a whole class exercise or the pupils could write the answers in their exercise books.

Syllabus link
S1, S4, S18

Can all the pupils answer the questions in complete simple sentences? (S15)

Language Study

Background Information

This activity is writing a personal recount. A personal recount is when the writer writes about something, which actually happened to him or her. In a personal recount the pronouns used will be first people pronouns: **I, me, my, we, our** and **us.**

Method

- Read the instructions in the Pupil's Book on page 97
- Explain what a personal recount is.
- Ask the pupils to read the paragraph and instructions in the Pupil's Book again.
- Write the example in the Pupil's Book on the board and go through it with the pupils. Make sure they understand what to do.
- Ask them to rewrite the paragraph as if they were Tita.
- Some pupils will find this exercise quite difficult. You will need to go around the class and give extra help where needed. If there are quite a few pupils who need help, put them together as a group and go through the exercise with them.

Syllabus link
S10, S15, S17

Can all the pupils rewrite the paragraph and organise their writing? (S16)

Handwriting

Read the instructions in the Pupil's Book. Read the poem together several times and talk about what it means.

Look at the cursive writing and point out the capital letters and also talk about the slope of the letters.

Ask the pupils to copy one verse of the poem into their exercise books. Encourage them to evaluate their work in pairs when they have finished.

Oral and Writing

Method

- Read the recount about Tita again.
- Read the instructions in the Pupil's Book.
- Talk about the new experiences that Tita might have found or come across when she arrived at the university.
- Ask the pupils to write about their own experiences on their first day at a new school.

Teacher Led Activities

Ask the pupils what experiences they think that Tita faced at the university. Write the pupils' responses on the blackboard.

Ask the pupils some questions to begin your discussion.

For example:

What would be new and strange to Tita when she first went to university?

new faces, big buildings, clothes worn by other students, food, language, living arrangements, new teachers, feeling homesick

Compare the university to Tita's village.

- Back in her village Tita knew everybody.
- Tita had always lived at home.
- Tita did not have her parents to guide her.
- Tita had lots of good friends in her village.

My First Day

After the discussion ask the pupils to write a recount of their first day at a new school. There are questions to guide them and give them ideas in the Pupil's Book. Remind them they must draft and then improve their draft before writing out a good copy. Ask them to do this activity in their exercise books. Tell them to do their redrafting with a partner.

Syllabus link
K1, S16, S17

? Can all the pupils talk about their own experiences and discuss their ideas?(S7)

Reading and Discussion - Nauru

Background Information

This is another factual text. It is a report describing the country of Nauru.

Method

- Introduce the country of Nauru and find it with the class on a map of the Pacific.
- Choose pupils to read the text aloud, a paragraph at a time, to the whole class. You could choose pupils whom you have not heard read yet this week.
- Go over the key words with the class.
- Read the text to the pupils.
- Talk about the text and the map with the class.

Teacher Led Activities

Introduction

Before reading the text ask the pupils some questions.

- Who has heard of Nauru?
- What do you know about Nauru?
- Where is Nauru?
- What do you think the people who live in Nauru look like?

Vocabulary

Help the pupils to pronounce the key words correctly. Can they use them in sentences of their own? Can they use them correctly and does this show you they understand the meanings? Are there any other words in the text that the pupils are having difficulty with? Encourage the pupils to use a dictionary to find out their meanings.

Discussion

After reading the text discuss some of the points. There are interesting issues in this report. You could use questions like these below to start your discussion. You will be able to think of questions of your own as well.

- Are there more people living in Nauru than in Solomon Islands?
- What grows near Buada Lagoon.
- Why is most of the central plateau area now infertile?
- What is a fertilizer used for?
- Why do you think the phosphate brought a lot of money into the country?

Syllabus link
S1, S8, S9

? Can all the pupils read and understand implied or indirect meaning? (S10)

10 Unit 3: Neighbouring Countries

Comprehension

Teacher Led Activities

How to get There

This activity in the Pupil's Book asks the pupils to work out the shortest route to fly between two destinations. They will need to read a map as well as refer to the information in the Flight Information table which is in the Pupil's Book.

Know your Words

You could do this exercise orally with the class. After your reading and discussion session the pupils should understand these difficult words. Some pupils will have difficulty thinking of sentences. They will need your help.

Syllabus link
A1, S4, S10

Can all the pupils read the text and interpret information in the table? (S9)

Language Study

Background Information

Look at the exercise in the Pupil's Book on page 101 with the class.

They are to choose the best word from the three in the brackets at the end of the sentences to fill each gap. There is only one sensible answer. The pupils are asked to rely on their general knowledge to complete these sentences correctly. You could read through the sentences with the class. Go through the example with the pupils too.

Ask them to do the activity in their exercise books.

Syllabus link
S10, S15

Can all the pupils complete the sentences by choosing appropriate vocabulary? (S19)

Spelling

Background Information

Today's session is a spelling assessment. The exercise in the Pupil's Book will check how many spelling words the pupils have learnt this week. They must not look back at their spelling list. You could read through the sentences one at a time pausing to allow the pupils to write down the correct word. There is no need for them to write out the whole sentence. Make sure the pupils do not copy each other's answers. Mark their work and record how many spelling words each pupil spelt correctly.

Assessment Activity – Oral Observation

Check that you have completed your Oral Assessment for this unit.

- Have you observed all the pupils during discussion and oral activities?
- Have you made a record of your observation in your assessment book for each pupil?
- Have you discussed the observation with each pupil individually?

Oral and Writing

Teacher Led Activities

Oral Activity

Brainstorm with the pupils.

What changes happened on Nauru because of the phosphate mining?

Ask pupils for their ideas and record them on the blackboard.

Here are some ideas. You will be able to think of more.

- Mining has caused all fertile land to be washed away.
- Traditional food cannot be grown because the land is infertile.
- No jobs because all the phosphate is used up, so the mining has stopped.

Reminder –This is another activity which you could use for your **oral observation**.

What Now?

Ask the pupils to read the short text in the Pupil's Book on page 102.

Put the pupils into groups of four.

Ask them to discuss some other possible ways to make Nauru's land fertile again so that people can plant food crops. Tell them to make a list of their ideas. Tell the pupils that each group will choose a leader who will present their list of ideas to the class.

Write down the points on the blackboard. If some groups have the same points only write it on the blackboard once. In this way you will have summarised all the groups' ideas and put them together.

Finishing Off

Make sure that the pupils have finished off all outstanding work. Make sure you have marked all their work up to date before you start a new unit.

Syllabus link
K6, S5

? Can all the pupils use the skills of agreeing and disagreeing in group discussions? (S6)

1 Unit 4: Explorers

Reading and Discussion - Luaniua-Lord Howe Atoll

Background Information

History is important in our societies. Children should be encouraged to learn about their own history. The passages in this unit are about the history of Solomon Islands dating back to our ancestors who settled these islands before the arrival of the early European explorers. One of the aims of this unit is to reveal some of the history of the remote islands in the country.

Method

- Before the pupils read the passage themselves, study the map of Solomon Islands at the back of the Pupil's Book. Discuss the map and talk about the different islands within the country. Locate Lord Howe Atoll. Discuss the shape of this group of islands.
- Use the world map to show the pupils where Solomon Islands is located in relation to other countries. Look at the names of the oceans and seas around Solomon Islands.
- Introduce the reading with a brief discussion about the pictures.
- Talk about the title of the text. Encourage the pupils to practise pronouncing and using the key words in their own sentences.
- Explain to the pupils that they will come across these words in the passage.
- It is important to read the passage to the pupils before they are asked to read by themselves.

Teacher Led Activities

Use a wall map of the world and a map of Solomon Islands to explain the location of the countries from where these explorers have come.

Ask one pupil at a time to show the location of the countries. For Example: Holland, England, Spain and Peru.

Discuss with the class the vast distances from these countries to Solomon Islands.

Ask the class to predict how long it would have taken these explorers to travel from their countries to the Solomons in those days.

Point out the location of the countries, Tonga and Samoa.

Ask the pupils to suggest some of the difficulties faced by sailors travelling at that time.

Tell the pupils to follow the passage while you read aloud.

When you have read the passage to the class, ask the pupils to read the text silently.

Syllabus link
A1, S1, S2

? Can all the pupils read descriptions of events and identify the sequence of events? (S12)

Comprehension

Background Information

Comprehension activities allow pupils to develop understanding about the content of texts. They also give them the opportunity to broaden their thinking beyond the written text and to use their imaginations.

Method

- Re-read the passage with the class.
- Make up some questions related to the content of the passage and use these as examples for pupils to practise.
- Demonstrate the correct way of answering the questions.

Teacher Led Activities

Ask the pupils to re-read the passage about Lord Howe Atoll.

Ask them to find the important information and facts within the passage.

Make a list of the important information suggested by the pupils and write these ideas on the blackboard.

Discuss this list with the whole class.

Read the comprehension questions in the Pupil's Book page 103 aloud to the class.

Use a few questions as examples and demonstrate the correct way of answering. Write the correct answers on the board.

Ask the pupils to complete the comprehension activity.

Remind the pupils to write their answers in complete sentences.

Language Study

Background Information

The purpose of this exercise is to give the pupils the opportunity to develop an understanding about agreement between a verb and the noun (subject) when there is more than one subject before the verb.

Different forms of verbs are used with plural subjects (nouns) than with singular subjects.

A singular subject takes a singular verb.

A plural subject takes a plural verb.

For example:

A dog **eats** meat.	Dogs **eat** meat.
A dog **is** chewing the bone.	Dogs **are** chewing the bones.
That dog **has** fleas.	Those dogs **have** fleas.

When there is more than one subject before the verb, there are several rules about whether the verb will be singular or plural.

Rule 1: When there is more than one subject, the number of the second subject determines the number of the verb.

For example:

Several small drinks or **one large drink** is enough.

Rule 2: When determining which subject influences the verb, ask 'Who or what is being done?'

For example:

One of the parents **is coming.**

The children, not the teacher, **are responsible for** their books.

1 Unit 4: Explorers

Method

- Make up sentence examples to explain this English concept to the pupils.
- Discuss the meaning and the structure of the sentences.

Teacher Led Activities

Write the sentences below on the blackboard and ask the pupils to identify the subject of each sentence.

The bird sings. (subject: The bird – singular)

The birds sing. (subject: The birds – plural)

Ask the pupils to decide if the subject is singular or plural. Remind the class that singular refers to one and plural refers to more than one.

Write these sentences on the board and explain the rule:

A **singular subject** takes a **singular verb**

A **plural subject** takes a **plural verb**.

Explain that some sentences contain two subjects.

Explain the rules used for writing sentences when there are two subjects.

Write the following sentences on the blackboard and use them to further develop an understanding of this concept.

Several small canoes or **one large canoe** is enough. (The second subject requires a singular verb '**is**')

One of the ships is delayed.

One of Mary's children has gone to school.

Ask the pupils to complete the activity in the Pupil's Book, page 103.

Syllabus link
A4, S11

? Can all the pupils identify the appropriate verb for singular and plural nouns? (K11)

Spelling

Background Information

Pupils should be encouraged to develop spelling strategies to help them become better spellers. Spelling is very important in the English language.

Method

- Help the pupils to improve their spelling skills by using the strategy, **Look, Cover, Remember, Write, Check.**
- Give them practice pronouncing the words and help them find the meaning of the words.
- Encourage the pupils to use the words in their own sentences.

Teacher Led Activities

island	captain
thousand	sand
mountain	certain
early	main
search	pain

Say each spelling word clearly and loudly. Ask the pupils to pronounce each word after you.

Listen carefully to hear how the pupils pronounce the words.

Ask them to use a dictionary to find the meaning of the words. Ask the pupils to use each of the words in their own sentences so you can check that they have understood the meaning.

Tell the pupils to write the spelling words in their exercise books.

Remember to make sure that all pupils know how to look up words in a dictionary. Use an alphabet chart to help the pupils who have difficulty remembering the order of the letters.

Play a spelling game.

This game is called **'The Alphabet Animal Game'.**

Part A

Using dictionaries, ask the pupils to find words to name twenty- six animals, one for each letter of the alphabet. Ask them to write the plural form of these animals.

For Example: **A**pes, **B**ees, **C**ows, **D**ogs, **E**lephants, **F**rogs...

Ask the pupils to write the names of these animals in their exercise books. Remind the class that these words are nouns. Check to make sure the pupils have used the correct alphabetical order. Tell the pupils to keep their animal alphabet list, as they will need it for another activity.

Ask the pupils to complete the activity in the Pupil's Book on page 104.

1 Unit 4: Explorers

Oral and Writing

Background Information

The purpose of this activity is to give the pupils the chance to express themselves orally in small groups. It provides the pupils with the opportunity to talk about any existing knowledge they have about the early explorers and the history of the Pacific Islands. It also allows them to use their imaginations.

Method

- Divide the class into smaller groups to discuss the question in the Pupil's Book.
- Encourage the pupils to discuss their ideas and thoughts during their group discussion.
- Explain to the pupils that after the group discussion they are expected to share their ideas with the rest of the class.
- Make sure that one member of each group keeps a record of what is being discussed.
- Encourage the pupils to use their imagination and to think about travelling in the past.

Teacher Led Activities

Briefly talk about life at sea during the early exploration days. Ask the groups to discuss the question:

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

Ask the pupils to imagine what it was like during those days, living on a ship for many months or even many years.

Tell the pupils that they will have to report back and share their ideas with the rest of the class.

Encourage the pupils to speak clearly, loudly and confidently when reporting back to the class.

Ask the pupils to draw a picture showing what life at sea would have been like in those early days of exploration. Remember that exploration was carried out by people other than Europeans. Some of the pupils may wish to focus on Polynesian exploration for instance. Tell the pupils to write a paragraph to explain more about the pictures they have drawn. Tell them to use the questions listed in the Pupil's Book to help them with their drawings and their writing.

Syllabus link
S7, S11, S17

? Can all the pupils write short texts quickly, accurately and without help? (S18)

Reading and Discussion - Mendana's First Voyage

Background Information

This is a brief history about the discovery of Solomon Islands. This passage should give the pupils a better understanding about the arrival of the European explorers and the way in which some of the islands were named and re-named.

Method

- Introduce the pupils to the passage with an introductory discussion about the early European explorers. Allow the pupils to talk about some of the explorers they already know about.
- Guide the pupils in the discussion about Mendana. Talk about the route that he followed from Peru to Solomon Islands.
- Use a wall map to show the pupils the locations of the different countries mentioned in the passage.
- After the brief discussion, introduce the pupils to the new words and phrases.
- Encourage the pupils to use some of the words in their own sentences.

Teacher Led Activities

Use a world map to show the pupils the location of countries referred to in the text, for example Spain and Peru.

Discuss the continents in which these countries are located. Talk about the different continents that make up the world.

For example: Europe, Australia, Asia, South America, North America, Africa and Antarctica,

Show the pupils the locations of these continents.

Using the world map, ask one pupil to show the rest of the class the route that Mendana followed from Peru to Solomon Islands.

Ask the pupils to estimate the distance from Peru to Solomon Islands.

Ask the pupils to estimate how long it may have taken for Mendana to sail from Peru to Solomon Islands.

Tell the pupils to look at the new words and phrases at the top of the text.

Ask them to find the meaning of the words using a dictionary.

Ask the pupils to practise pronouncing these correctly and encourage them to use the new words and phrases in sentences.

Check that the pupils are using the words correctly in their sentences.

Syllabus link
A2, S11

? Can all the pupils read and identify the main ideas and relevant details in the text? (S9)

Comprehension

Method

Read the passage and ask the pupils some questions to find out if they have understood the text.

Teacher Led Activities

Read the passage out loud to the pupils and ask them to follow the text as you read.

Ask some questions to help the pupils understand the text.

For example:

a) What country did Mendana come from?

b) Where is Peru?

c) Where do you think, 'Terra Australis' is located?

d) What island group did Mendana first sight?

e) Where did the ships anchor when they first arrived?

f) Who was Dona Isabella?

g) Why did Mendana and his men build smaller boats?

h) Who named Guadalcanal?

i) Why was one of Mendana's ships almost wrecked at Ontong Java?

Ask the pupils to look at the activity in the Pupil's Book.

Read through the instruction at the top of the activity. Explain what is expected and ask the pupils to complete the activity.

Syllabus link
S11

? Can all the pupils read and understand implied or indirect meaning? (S10)

Handwriting

Method

- Help the pupils to practise cursive handwriting by showing them how the letters are joined to other letters. Use examples on the chalkboard to demonstrate cursive writing.
- Remind the pupils about the letters that do not join to other letters. These are:

  b, g, j, p, q, s, x, y, z

Teacher Led Activities

Ask the pupils to practise the cursive style of writing. Write the first line of the handwriting text on the board and ask the pupils to copy.

Ask them to copy the text from the Pupil's Book using their best cursive handwriting.

Language Study

Background Information

Tense means time. The only word in the sentence affected by tense is the **verb**, which may be in the **past**, the **present** or the **future**.

When we are referring to something that is happening now, (today) we use the **present tense**.

For example: Today I **write**.

When we are referring to something that has already happened (yesterday) we use the **past tense**.

For example: Yesterday I **wrote**.

When referring to something that is yet to occur we use **future tense**.

For example: Tomorrow I will **write**.

Placing an auxiliary verb in front of the main verb can form the past participle. For example: I **have written**.

Here are some examples of auxiliary verbs: **has** gone, **was** sent, **had** visited, **were** returned.

Method

- Explain to the pupils that sentences can be written in the present, past or future tense. The verb in any sentence indicates the tense.
- Use explanations and examples to explain how to change the tense of sentences.

Teacher Led Activities

Write these examples on the blackboard. Explain to the class that these words are verbs and the table shows the way the verb changes according to tense.

Present Tense	Past Tense	Past Participle with Auxiliary (singular)
am	was	has been
begin	began	has begun
break	broke	has broken
lay	laid	has laid
fly	flew	has flown
leave	left	has left
swim	swam	has swum
go	went	has gone
choose	chose	has chosen
speak	spoke	has spoken

Write these sentence examples on the board:

a) Today I **am** working in the garden. (**present tense**)

b) Yesterday I **was** working in the garden. (**past tense**)

Ask a pupil to make up a sentence using present tense.

Write the sentence on the board and ask another pupil to put the sentence into the past tense. Remind the pupils to change the verb in the sentence. Make up some more sentences and continue this activity to help develop the pupils' understanding of tense.

After practising the sentence examples, ask the pupils to complete the activities in the Pupil's Book on page 107.

Syllabus link
A2, S11

? Can all the pupils use the common tenses correctly in their writing? (K8)

Oral and Writing

Background Information

The purpose of the oral activity is to give the pupils the opportunity of working together to think about what life on the islands was like before any contact with the outside world was made.

It is important to encourage the pupils to express their ideas.

2 Unit 4: Explorers

The writing task is a recount. A recount:

- Has a setting;
- Has events written in the order in which they happened;
- Is usually written in the past tense.

Method

- This oral activity is a whole class exercise conducted with the supervision of the teacher.
- Collect the data from the pupils and record the information on the board or on a chart.
- Discuss the information with the pupils before asking them to proceed with the writing task.
- Demonstrate how a recount is written.

Teacher Led Activities

Oral Activity

Working in pairs, ask the pupils to think about what life would have been like before the arrival of the Europeans. Provide the pupils with some ideas to help them.

For Example: What are some of the activities that the Islanders may have been doing when the European ships arrived in the Bay? (swimming, fishing, collecting food, resting, cooking)

Ask the pupils to record these activities and encourage them to share their ideas with the rest of the class. Remind the pupils to speak clearly and loudly when speaking to the whole class.

Writing Task

Ask the pupils to imagine how the Islanders must have felt when they saw the first European ships sailing into Bay. The following questions may help with the discussion.

1. Would the Islanders have felt scared or frightened? Why?
2. Would they have felt angry?
3. Do you think they would have been excited?
4. Do you think some of the Islanders may have felt nervous?
5. Would they have felt happy or sad? Why?

Ask the pupils to imagine that they were at Estrella Bay when the Spanish Sailors sailed into the Bay. Explain to the class that they are to write a recount of the events that occurred that day. Tell the pupils to include a description of their feelings, thoughts and actions on this day. Write the following sentence on the board and tell the pupils that they may use this sentence to help them start their recount.

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

Syllabus link
S7, S8, S15

? Can all the pupils use a talk - draft - edit - redraft process for their writing? (S17)

Reading and Discussion - La Perouse's Expedition

Method

- Before reading the text, introduce the pupils to the passage with a brief discussion about the title and the pictures.
- Study the key words at the top of the page. Encourage the pupils to find the meaning of the words using a dictionary. Ask the pupils to practise pronouncing these words correctly.
- Get the pupils to read through the passage silently making notes of other difficult words they may come across in the text.
- Explain the meaning of any new words to the pupils.

Teacher Led Activities

Use a Solomon Islands' wall map and ask a pupil to find the Island of Vanikoro. Show the location of this Island to the rest of the class.

Ask the pupils to talk about the pictures and the title of the passage.

Read out the key words and ask the pupils to pronounce the words after you. Ask them to find the meaning of the words using a dictionary.

Talk about the words and ask the pupils to use them in their own sentences.

Ask the pupils to follow the text as you read it out loud. Remind them to pay close attention to how the key words are being used in the passage.

Pause to explain parts of the passage when necessary.

Ask the pupils to help you write a brief outline recording the history of La Perouse's expedition. Write this outline on the blackboard.

Syllabus link
S7, S11

? Can all the pupils read descriptions of processes and events and identify the sequence of events in a text? (S12)

Comprehension

Method

- Before the pupils complete the comprehension activities, ask them to re-read the passage silently.
- Encourage them to imagine what has happened. How did the incident occur? What could have happened to the ship?
- Show the pupils how to answer the questions.

3 Unit 4: Explorers

Teacher Led Activities

Read the passage aloud to the class. Make up questions related to the text and use these as examples. This will give the pupils confidence and practice at answering the questions correctly using complete sentences.

Read through all the comprehension questions in the Pupil's Book on page 110.

Ask the pupils to write the answers to the questions in their exercise books using complete sentences.

Remind them to answer each question using the correct tense.

Syllabus link
S4

? Can all the pupils read and understand implied and indirect meaning? (S10)

Spelling

Method

- Revise the words for the week.
- Give the pupils time to practise pronouncing the words using the syllabising strategy.
- Encourage the pupils to practise using some of the words in their own sentences.

Teacher Led Activities

Read through the spelling words and ask the pupils to repeat each of the words after you. Encourage the pupils to use the words in their own sentences.

Show the pupils how to divide the spelling words into syllables.

Explain to the pupils that some words can be divided into two or more syllables.

Write the following examples on the blackboard and explain that the syllables can be found by slowly sounding out the word. Encourage the pupils to use their hands to clap the syllables as they say them out loud.

Examples:

The word '**explored**' can be divided into three syllables: **ex/plore/d**.

Instrument can be broken into three smaller syllables: **in/stru/ment**

Write the spelling list word on the blackboard and ask the pupils which words can be broken into syllables, such as cap/tain , thou/sand, mount/ain,

Remind the pupils to use the spelling strategy, (Look, Cover, Remember, Write, Check) when learning to spell the new words.

Ask the pupils to copy and complete the activity in the Pupil's Book, page 110 in their exercise books.

Language Study

Background information

Personal pronouns can be written in different forms.

For example:

Nominative (as subject)	Objective (as object)	Possessive (to state possession)
I	me	my, mine
you	you	yours
he	him	his
she	her	hers
it	it	its
we	us	ours
they	them	theirs

Pronouns used as subjects must be in the **nominative** case.

For example:

I bought some apples.

Pronouns used as objects must be in the **objective** case.

For example:

The boys will follow **him**.

Pronouns used to describe possession are said to be in the **possessive** case.

For example:

That book is **mine**.

Method

- Use sentences as examples to explain the correct use of the pronouns: **I, me, she, he**.
- Give the pupils practice using the correct pronouns.

Teacher Led Activities

Write these sentences on the board.

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

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

c) (**She, her**) sang a song.

d) (**He, him**) caught a fish.

e) (**She**, her) and (**me**, **I**) played a game.

f) (**He**, him) and (**I**, **me**) left the island.

Ask the pupils to read the sentences using the words in brackets and find out which one sounds grammatically correct.

Ask the pupils to complete the activity in the Pupil's Book.

Syllabus link
A4, S8

Do all the pupils know the meaning of the term 'pronoun'? (S11)

3 Unit 4: Explorers

Oral and Writing

Method

Before writing, it may be helpful to get the pupils to talk about how they began their writing on the previous day. This may give the slower pupils some ideas to help them get started.

Teacher Led Activities

Ask the pupils to think of some of the difficulties and problems the early explorers would have faced during their voyages. Record these ideas on the board.

For example:

not enough food, no fresh water, illness, no strong winds, fierce storms, coral, reefs, torn sails, getting lost.

Tell the pupils to imagine that they were once captains in command of sailing ships or boats.

Ask the pupils to write a brief report describing some of the problems and difficulties faced on one of their voyages as Captain. Encourage the pupils to be as imaginative and creative as possible.

Write the following sentence on the blackboard and tell the pupils that they may use it to help them start their report.

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

Syllabus link
S4, S7, S17

? Can all the pupils write a short report without the teacher's assistance? (S18)

Assessment Activity – Writing Sample

Background Information

During this unit, over the next two weeks, you will collect a writing sample for each pupil and keep it as a record of his/her writing ability at this point in time.

This is the first writing sample you will collect this year and it forms a baseline to show how well each pupil can write at the start of Standard 5. You will collect at least one writing sample each term and compare these to show progress that the pupils are making.

Method

Pages 29 - 30 of the Teacher's Guide explain how to do this. **Read these instructions carefully before conducting your assessment.** The box on the right suggests suitable activities from this unit to use for writing samples.

It is important to explain the writing assessment clearly to the pupils so that they understand what they are being assessed on.

Suggested Writing Samples:

Day 3	Brief report on the difficulties faced on a sea voyage.
Day 7	Descriptive report about discovery of Solomon Islands.
Day 8	Imagnitive recount about a trip to the moon.
Day 9	Five day diary about a voyage of discovery.

Reading and Discussion - Myths and Legends

Background Information

This text tells how people came to settle on the islands of Rennell and Bellona. It is an example of the many stories and myths we have in Solomon Islands. We have no written accounts of the many events that took place in the past. Our myths and legends have been passed on by word of mouth from generation to generation. It is through these stories that we are able to trace our own history.

These traditional stories contain ideas or beliefs about ancient times or about natural events. A myth is an idea that forms part of the beliefs of a group but is not necessarily founded on facts.

A legend is also a story that may or may not be true. It is handed down from the past to explain certain events.

Method

- Use a wall map of the World and a map of the Pacific Islands.
- Introduce the pupils to the passage. Discuss the title of the passage and talk about the pictures.
- Talk about the location of the islands.
- Talk about the culture of the people, including such things as traditions and beliefs.
- Lead the class through the key words.
- Help them to pronounce them correctly and encourage them to use these words correctly in sentences.

Teacher Led Activities

Encourage the pupils to become involved in a classroom discussion about the title, 'Myths and Legends'.

Use the following questions to guide the discussion:

1. What are myths and legends?
2. Why do you think parents tell their children these stories?
3. Can anyone tell the class about a myth or legend that they know?
4. How do you think your ancestors came to settle on these islands?
5. From where did your ancestors come?
6. Who told you about your ancestors?
7. What type of transport would they have used to get here?

After the discussion, introduce the pupils to the key words. Ask them to find the meaning of the words using a dictionary. Talk about the words then read the passage with the class.

Syllabus link
S9, S11

? Can all the pupils discuss their ideas and relate them to their own experiences? (S7)

4 Unit 4: Explorers

Comprehension

Method

- Re-read the passage. Remind the pupils to take note of the order of events as they have been described in the passage.

Teacher Led Activities

Ask the pupils to re-read the passage silently. Ask them to help you make a list of the events in the order in which they occurred, as recorded in the passage.

For example:

a) Our ancestors lived here some 200 years before the early explorers arrived.

b) People walked from Asia, across the land of Malaysia.

c) They travelled to Australia on rafts.

Read the instructions in the Pupil's Book. Explain the instructions to the class. Ask the pupils to arrange the sentences in the order in which they occurred in the passage.

Syllabus link
A2

? Can all the pupils read and identify the sequence of events and the method of organisation in the text? (S12)

Handwriting

Method

Give the pupils time to practise their cursive handwriting. Demonstrate using examples on the board. Show them how the letters join. Remind the pupils that some letters do not join the letters that follow. Here is a list of those letters that do not join other letters.

b, g, j, p, q, s, x, y, z

Ask the pupils to copy the song from the Pupil's Book into their exercise books using their best cursive writing.

Language Study

Background Information

Irregular verbs are irregular because there is variation of the word used for different tenses. Many of the irregular verbs are the most commonly used verbs.

Examples of irregular verbs include; **gave, come, gone, done, run, caught, bought, told, spoken, seen, thought, known, taught, felt, had, been.**

Exercise A

Method

- Explain how verbs are changed to past tense.
- Demonstrate this using some examples on the blackboard.
- Explain that past tense words with the suffix 'ed' are the regular past tense words. Other past tense words are called irregular.

Teacher Led Activities

Make up sentence examples and write them on the board to show the pupils the difference between regular and irregular past tense words (verbs).

For example:

The boy **kicked** the ball into the house. (regular – add 'ed' to kick)

Father **went** fishing last night. (irregular)

Ask the pupils to look at the example in the Pupil's Book on page 113.

Talk about the example then ask the pupils to complete the activity in their exercise books.

Exercise B

Background Information

A phrase is a group of words without a verb. A prepositional phrase starts with a preposition. Prepositions can sometimes refer to the position or place of something. A preposition shows the relation between one thing and another. Here are some examples of prepositions:

in, on, under, within, beside, from, with, for, after, between, above, across, at, beyond, until, into, along, down, during, up, near, of, off, except, amongst, about.

Here are some examples of prepositional phrases:

The man ran **across the path.**

The girl put the book **in the drawer.**

He placed the bat **against the wall.**

Method

- Teach the pupils how to recognise a prepositional phrase. Ask them to identify the prepositions. Remind them that a phrase is a group of words that does not contain a verb (an action word).
- Explain to the pupils some prepositional phrases can be used when people refer to a certain time period.
- Allow the pupils to talk about the phrases and to practise using them in their own sentences.

Teacher Led Activities

Teach the class that:

- A phrase is a group of words that does not contain a verb.
- A prepositional phrase starts with a preposition.

Write some sentences containing prepositional phrases on the blackboard.

Explain why the underlined words are prepositional phrases.

For example:

The mother was proud **of her son's success**.

The boy must apologise **to his sister**.

Beside the tree, lay many coconuts.

The dog jumped **over the wall**.

With that ticket you can travel **on the bus**.

Write a list of prepositions on the blackboard and tell the pupils that a preposition can sometimes refer to the position of something.

For example:

in, on, under, within, beside, from, with, for, after, between, above, across, at, beyond, until, into, along, down, during, up, near, of, off, except, amongst, about.

Ask the pupils to make up their own sentences using prepositional phrases.

Write the pupils' sentences on the blackboard and explain why they are correct or incorrect.

Explain to the class that some prepositional phrases refer to the time that something happened.

For example: on Monday, at night, in the meantime, before school, after lunch,

Read out loud the phrases in the Pupil's Book. Ask the pupils to select the correct phrase to complete each sentence in the exercise.

Tell them to write the completed sentences in their exercise books.

Syllabus link
A4, K11

? Can all the pupils use a range of prepositions in different contexts? (K4)

Oral and Writing

Background Information

Traditional stories, myths and legends serve a number of different purposes: they may be written to explain a natural event or phenomenon; they may be written to teach or send a message; or they may be written to educate younger members of society.

They are often meant to be told orally rather than written down and are passed from generation to generation by retelling.

Myths or legends are often set in the far distant past and can be recognised by phrases such as "Long, long ago..." or "Way back at the beginning of time..."

Method

- Remind the pupils about the meanings of myths and legends.
- Choose a few well-known stories, myths and legends and discuss them with the pupils to help with the explanation.
- Allow the pupils to talk about some of the myths and legends they already know.
- Encourage the pupils to practise their writing skills.

Teacher Led Activities

Ask the pupils to draw a sketch showing the route the ancestors may have taken when travelling from Asia to Solomon Islands.

Ask them to discuss their sketch with a partner.

Explain the purposes of myths and legends. Allow pupils to share stories that they have been told by parents or grandparents.

Tell the class some traditional stories, myths and legends from the local area.

Ask the pupils to write their own myths or legends. Remind the pupils that these stories are not necessarily based on facts. Myths and legends can be used to explain an event or a natural occurrence.

Ask the pupils to write one of these stories down. Remind them of the importance of passing these traditional stories on.

Syllabus link
S9, S12, S17

? Can all the pupils write a short text quickly and without assistance? (S18)

5 Unit 4: Explorers

Reading and Discussion - The First European Visit to Choiseul Island

Method

- A Solomon Islands map is needed.
- Before the pupils are asked to read the passage, have a classroom discussion about the island of Choiseul. Show the pupils the location of Choiseul and find out if they have any existing knowledge about the island.
- Discuss the map shown in the Pupil's Book on page 115.
- Introduce the pupils to the text.

Teacher Led Activities

- Using a map of Solomon Islands, show the pupils the location of the island of Choiseul. Ask a pupil to find the island on the map.
- Encourage the pupils to share with the class anything they may already know about this island.
- Discuss the map shown in the Pupil's Book. Talk about the shape of the island, its location, its distance from Honiara etc.
- Discuss the title of the passage. Ask the pupils what they think the passage may be about.
- Lead the pupils through the key words. Talk about the meanings of the words and ask them to use some of the words in their own sentences.
- Read the text to the class out loud and ask the pupils to follow along silently.

Syllabus link
A1, S1

? Can all the pupils read and identify the main ideas in the text? (S9)

Comprehension

Background Information

The purpose of this exercise is to give the pupils the chance to practise reading for understanding. It will also help them to see that it is possible to re-word a sentence without changing its meaning.

Method

- Make up sentences from the text and use them as examples to give the pupils some practice.
- Explain to the pupils that sentences can be written differently without changing the main idea of the sentence.

Teacher Led Activities

Use these sentences to give the pupils some practice. Write the pairs of sentences on the blackboard. Explain that although the sentences have been constructed differently, they both have the same meaning.

The island was in isolation until a French-born captain named, 'Louis Antoine de Bougainville', made the first visit.

Captain Bougainville was the first European to visit the island.

The brave warriors got together and decided to fight against the sailors.

It was decided that the warriors would defend their island.

Use the example in the Pupil's Book to further explain this language concept.

Ask the pupils to complete the activity in their exercise books.

Syllabus link
A2, S1

? Can all the pupils read to find appropriate information? (S11)

Language Study

Method

- Give the class the opportunity to discuss nouns and adjectives.
- Discuss the characteristics of nouns and adjectives.
- Talk about the relationship between nouns and adjectives.
- Use examples to demonstrate the correct usage of adjectives and nouns in sentences.

Teacher Led Activities

Teach the class how to identify nouns and adjectives.

Nouns are naming words. They are used to name people, animals, places or things.

For example:

basket, pencil, fish, Solomon Islands, Australia, teacher, desk, school, Jane, canoe, ship, sailor, Captain Bougainville.

Adjectives are describing words that tell for example; what kind, what colour, how many or which one. Adjectives are used to describe nouns.

For example:

The **beautiful red** roses.

He owned **two** canoes.

Write the following examples on the board and ask the pupils to identify the nouns and adjectives.

The **white boat** sailed into the **calm bay**.
(adj) (noun) (adj) (noun)

The **happy teacher** left in her **blue car**.
(adj) (noun) (adj) (noun)

The **old man** is sleeping
(adj)(noun)

Write the following nouns on the blackboard and ask the pupils to provide some adjectives to describe them.

adjective	noun
	house
	lady
	island
	bus
	building

Make up some more sentences and write them on the blackboard. Ask the pupils to find the nouns and adjectives within the sentences.

For example:

European explorers travelled to the **beautiful island**.

Nouns: **explorers, island**

Adjectives: **European,beautiful**

Ask the pupils to complete the activity in the Pupil's Book on page 116.

Syllabus link
A1, A4,

Do all the pupils understand the terms 'noun' and 'adjective'?(K11)

5 Unit 4: Explorers

Spelling

Teacher Led Activity

Revise the spelling words for the week.

Say the words out loud and get the pupils to repeat the words. Say a word out loud and ask a pupil to spell it orally. Ask another to give the meaning of the word. Get another pupil to use the same word in a sentence. Continue this activity with all of the spelling words.

Ask the pupils to complete the spelling activity in the Pupil's Book on page 117. They should do this without looking at the spelling list. Keep a record of each pupils spelling test result.

Play the Animal Alphabet Game

Using the list of animal names made earlier (Apes, Bees, Cows, Dogs, Elephants) ask the pupils to think of adjectives to describe their animals. The adjectives must start with the same letters of the alphabet as the animal name it describes.

For example:

Angry Apes, Busy Bees, Cute Cows, Dull Dogs, Exciting Elephants

Oral and Writing

Method

- Revise the characterists of a recount. Use examples from the text that can be used to explain a recount.
- Talk about some events in the past to which people sometimes refer. Explain to the pupils that they are going to recount the history of how their ancestors came to settle on these islands.
- Give the pupils time to draft and redraft their work.

Teacher Led Activities

Ask the pupils to re-read the passages from Day 4 and Day 5. These passages should provide the pupils with some more ideas to help them complete this writing task.

Ask the pupils to write a recount describing how their ancestors may have came to settle on these islands. Remind the pupils that a recount describes what happened; it explains the events that occurred.

Encourage the pupils to use their imagination. Explain that they can make up their ideas if they are not sure about how their ancestors arrived.

Ask the pupils to talk to some older people about their ancestors. Encourage the pupils to use the questions in the Pupil's Book when speaking to people in the village.

Explain to the pupils the process of writing. Encourage the pupils to draft their recount on scrap paper, before writing the final draft in their exercise books.

Syllabus link
A3

? Can all the pupils draft and redraft to improve their writing? (S17)

Reading and Discussion - The Death of Mendana

Method

- Introduce the pupils to the passage. Ask them to read the title and allow them to predict what the reading will be about.
- Lead the pupils through the key words. Get them to practise pronouncing the words correctly and encourage them to use some of the words in their own sentences.

Teacher Led Activities

Ask the pupils to read the title of the passage. Talk about the title. Discuss the possible causes of Mendana's death.

Lead the pupils through the key words.

Ask them to find the meanings of the words using a dictionary.

Ask them to make up their own sentences using some of the words.

Read the passage aloud to the class while the pupils follow the reading.

Ask the pupils to read the passage silently to themselves.

Syllabus link
A2, S1

? Can all the pupils read and identify the relevant details of the text? (S9)

Comprehension

Background Information

Answering questions after reading a text helps pupils develop a better understanding about what has been read.

The purpose of this activity is to give the pupils practise answering questions correctly while at the same time further developing their understanding of the written text.

Method

- Read the passage once again.
- Make up few questions from the reading and use them as examples to give the pupils some practice.
- Encourage the pupils to answer the questions in complete sentences.

Teacher Led Activities

Write these questions on the board. Use them to provide the pupils with practice answering in complete sentences.

1. Who was Isabella?
2. How many sailors travelled with Mendana on the voyage?
3. How long did the sailors take to reach Santa Cruz Island?

Ask the pupils to answer the questions orally. Talk about each of the pupils' answers and help them to construct correct answers to the questions. Write these answers on the blackboard.

Ask the pupils to complete exercises A & B in the Pupil's Book, on page 119.

Syllabus link
A4, S9, S11

? Can all the pupils read and identify the sequence of events and relevant details? (S9)

6 Unit 4: Explorers

Language Study

Background Information

Sentences can be written in the past, present or future tense. The verbs in the sentences need to change when the tense is changed.

Method

- Discuss the different tenses used in the English language: past tense, present tense and future tense.
- Make up some sentences to demonstrate the different tenses.

Teacher Led Activities

Write the following examples on the blackboard.

Past Tense yesterday I ...	Present Tense today I ...	Future Tense tomorrow I will ...
broke	break	break
heard	hear	hear
ate	eat	eat
fell	fall	fall
ran	run	run

He kicks the ball into the goal. (present tense)

He kicked the ball into the goal. (past tense)

He will kick the ball into the goal. (future tense)

Write some sentences on the blackboard and ask the pupils to change the sentences to past tense.

Remind the class that the verb is the word that needs to be changed.

1. Mere plays netball with her friends after school. (played)
2. He works seven days a week. (worked)
3. The girl wears a blue dress. (wore)
4. The sailor swims to his ship. (swam)

Use the example in the Pupil's Book to further explain the concept before asking the pupils to complete the activity.

Syllabus link
S9

? Can all the pupils use the correct tenses in their writing? (K8)

Spelling

Teacher Led Activities

Discuss the words so that the pupils understand their meaning.

Say the words and get the pupils to repeat them.

Get the pupils to identify any sounds in the words that are unfamiliar. Help them to pronounce these sounds correctly.

Ask the pupils to repeat the sounds after you.

Allow the pupils time to copy the spelling words for the week into their exercise books.

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

eat	heard
sea	leave
year	near
read	hard
head	earth

Oral and Writing

Method

- Allow the pupils to compare the ships shown in both pictures on page 121 of the Pupil's Book.
- Talk about the differences and similarities of both ships.

Teacher Led Activities

Tell the pupils to list the advantages and disadvantages of both ships shown in the pictures.

In the writing exercise, ask the pupils to choose either an ancient ship or a more modern one.

Tell the pupils that they are to imagine that they have just taken a trip in their chosen ship. They are to write a short paragraph to describe their adventure.

Encourage the pupils to draw pictures and diagrams to illustrate what they have written.

Ask the pupils to read their text out loud to the rest of the class.

Syllabus link
A3, S1, S17

? Can all the pupils write shorter texts quickly and accurately? (S18)

7 Unit 4: Explorers

Reading and Discussion - Settlers of the Pacific Islands

Background Information

This text is a report describing how the early settlers came to settle on the islands in the Pacific. This reading will help the pupils to understand of how a report is written. It also gives the pupils the chance to read a different type of text.

Method

- Using a map of Solomon Islands talk about the islands that make up the country. Discuss such things as the Islands' names, their size, the distance and direction the islands are in relation to one another.
- Talk about the writer's purpose when writing this report.
- Talk about the different routes used by the early settlers when they travelled to these islands.
- Read the report with the pupils.

Teacher Led Activities

Ask the pupils to locate different islands using the map. Ask them to find some islands that are about the same size.

Ask the pupils to talk about their own islands.

These questions may help with the discussion.

1. What are some interesting events that occur on your island?
2. What makes your island special?
3. How many people live on your island?
4. Do you know who first lived on your island?
5. How big is your island compared to other islands in the Solomons?

Explain to the pupils that this report provides a theory about how the ancestors of the Pacific Islanders came to settle on these islands.

Read the report out loud to the rest of the class. Pause after each paragraph and explain what you have just read.

Ask the pupils to read the passage silently.

Organise the class into smaller groups. Ask the pupils to read the passage as a small group giving every member of the group a turn at reading one paragraph at a time. Encourage the pupils to help each other with any difficult words or phrases.

Syllabus link
A1, S1

? Can all the pupils read and understand the main ideas in the text? (S9)

Comprehension

Method

- Tell the pupils to re-read the report before completing the exercises in the Pupil's Book on page 123.
- Make up some statements based on the information in the passage and use these as examples to demonstrate the concept of true and false.

Teacher Led Activities

Re-read the passage to the pupils.

Read through the statements in the Pupil's Book.

Explain that some of the statements are true and some are false.

Make up some statements using the information from the passage and ask the pupils to decide whether the statements are true or false.

Ask the pupils to complete both exercises in the Pupil's Book.

Syllabus link
A2, S1

Can all the pupils use skim reading for information? (S11)

Language Study

Background Information

In the English language some words sound the same but are spelt differently and have different meanings. These words are called homophones.

For example: **sea, see, bare, bear, ate, eight, boy, buoy**

It is important that the pupils know that similar sounding words are not always spelt the same. The pupils need to learn how to spell these special words.

Method

- Explain to the pupils the meaning of the word homophone.
- Select words that have similar sounds and use them in sentences to help the pupils to understand their meanings.

Teacher Led Activities

Write the following homophones on the blackboard.

piece, peace	**knot**	**not**	**to, two, too**
except, accept	**right**	**write**	**their, there, they're**
hole, whole	**meat**	**meet**	

Select individual pupils to make up sentences using the words.

Write the pupils' sentences on the board.

Discuss the meaning of the words and show the class that even though the words sound the same, they are spelt differently and they have different meanings.

Use the example in the Pupil's Book to further explain homophones to the pupils.

Ask them to complete the activity in their exercise books.

Syllabus link
A4, S3

Can all the pupils differentiate between words with the same sound but different meanings? (K2)

7 Unit 4: Explorers

Oral and Writing

Method

- Talk about the different purposes of exploration.
- Discuss any local discoveries about which the pupils might know.
- Talk about some of the early explorers who came to the Pacific Islands and discuss the purposes of their voyages.

Teacher Led Activities

Lead a classroom discussion about exploration and discoveries.

Ask the pupils the following questions to promote discussion:

1. Why did explorers travel to unknown places?
2. Why do you think it was important for explorers to discover new lands?
3. What sorts of things were the explorers looking for on their journeys?
4. What type of a person would have wanted to be an explorer?
5. Would you liked to have been an explorer in those days?
6. What would have been some of the benefits of being an explorer?
7. What would have been some of the disadvantages?
8. Are there any modern day explorers? Why/why not? (think of space exploration)

Explain to the pupils some of the different purposes of exploration.

Relate some of these to the local area.

Talk about some of the reasons why explorers came to the Pacific.

Ask the pupils to imagine that in the past they were explorers who had travelled to Solomon Islands. Ask the pupils to write a report describing their journey and their discoveries.

Use the questions in the Pupil's Book to help generate ideas for the report. Encourage the pupils to plan their writing, then draft and re-draft before writing the final version in their exercise books.

Syllabus link
A1, S1

? Can all the pupils use the process of draft and re-draft to write a report? (S17)

Assessment Activity - Writing Samples

The class should by now have almost completed their written work for this unit's writing sample. If they have finished, collect their work making sure that it is dated and has their name on it.

Over the next few days you need to assess the samples using the checklist on page 29 and make a record of your judgement about each pupil's strengths and weaknesses.

You must also meet with each pupil to discuss his or her writing sample. Make sure they are clear about what they have done well and which aspects of their writing they need to improve.

Reading and Discussion - Exploring the Moon

Method

- Introduce the pupils to the passage. Discuss the title and the pictures.
- It is important to make up questions and use them as a guide during the discussion.
- Lead the pupils through the key words.
- Ask the pupils to practise pronouncing the words.
- Encourage them to find the meanings of the words using a dictionary.
- Help them to use the words in their own sentences.

Teacher Led Activities

Pronounce each of the key words to the pupils and ask them to repeat them after you. Make sure the words are pronounced properly.

Talk about the meaning of the words and use them in sentences to further explain the correct usage of each word.

Read the passage out loud to the class and ask the pupils to follow as you read. After you have read through the passage, ask the pupils to read the passage once again as a group. Divide the class into smaller groups and ask each member of each group to read a paragraph at a time.

Syllabus link
A2, S8

? Can all the pupils read and understand the text? (S10)

Comprehension

Method

- Before the pupils complete the comprehension exercise, ask them to re-read the passage.
- Make sure they understand the content of the passage before they begin the exercise.

Teacher Led Activities

Make up some questions related to the text to find out whether the class understands the content of the passage.

Make up some statements related to the text. Write these statements on the board. Ask the pupils to identify whether the statements are true or false.

Ask the pupils to re-read the passage before completing the exercise in the Pupil's Book on page 126.

Syllabus link
S1, K8

? Can all the pupils read and identify the main ideas in the text? (S9)

8 Unit 4: Explorers

Spelling

Method

- Lead the pupils through the words.
- Encourage them to practise pronouncing the words and to understand their meanings.
- Give the pupils practice putting the words into alphabetical order.

Teacher Led Activities

Dictate the words to the pupils and get them to repeat the words after you. Ask the pupils to look at a word, say it, close their eyes and try to spell the word.

Ask the pupils to arrange the spelling words in alphabetical order.

Make sure they can see an alphabet chart somewhere in the room.

Give the pupils practice reciting the alphabet.

Ask the pupils to complete the exercise in the Pupil's Book.

Continue playing the '**Animal Alphabet Game**'

Using the existing lists of names of animals ask the pupils to give the animal something to do by choosing a verb. The verb must begin with the same letter as the name of the animal. For Example:

Angry **A**pes **A**ct, **B**usy **B**ees **B**uzz, **C**ute **C**ows **C**hew, **D**ull **D**ogs **D**ig, **E**xciting **E**lephants **E**at.

Language Study

Method

- Explain the method used to construct a sentence using the substitution table.
- Give the pupils practice using the table before asking them to write their own sentences in their exercise books.

Teacher Led Activities

Use the example sentence in the Pupil's Book, page 127, to explain how to do this activity. Make up other examples from the table to assist the pupils who might have difficulties.

Syllabus link
A3, A4

? Can all the pupils choose the appropriate vocabulary to form sentences using all the common tenses? (K8)

Oral and Writing

Method

- Encourage the pupils to use their imagination.
- Talk about what it would be like to be in outer space.
- Ask the pupils to write a description of this experience.

Teacher Led Activities

Ask the pupils to imagine that they have been selected to travel to the moon.

Ask the pupils to write a paragraph describing their trip to the moon. Use the questions in the Pupil's Book to stimulate ideas.

You can make up other questions to help them.

For example:

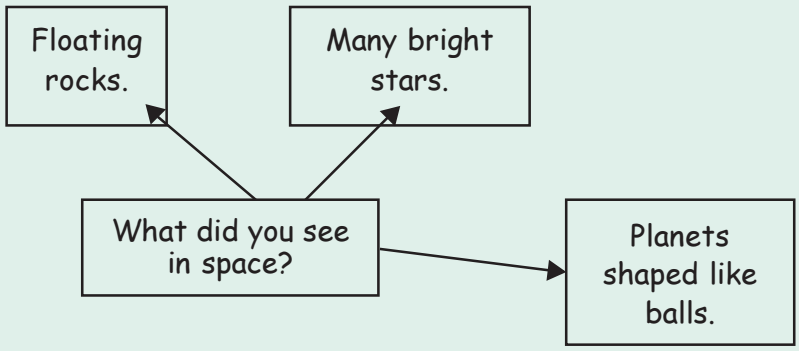
What types of things would you see?

What does the earth look like when viewing it from the moon?

What does it feel like to walk on the moon?

How did you feel when you left Earth?

Use a concept map to help the pupils plan for the writing activity. Use the chart to organise the ideas suggested by the pupils.



Syllabus link
A2

? Can all the pupils use a range of sentences to create a variety of text types? (S15)

9 Unit 4: Explorers

Reading and Discussion - Taumako, The Duff Islands

Method

- Introduce the reading with a class discussion.
- Discuss the title of the passages and the map.
- Lead the pupils through the key words.

Teacher Led Activities

Use a wall map of Solomon Islands to show the pupils the location of Taumoko or the Duff Island Group. Discuss the map used in the passage.

Talk about the title of both passages and use these questions to guide the discussion:

1. Where is the Duff Island group?
2. Who has been to the Duffs?
3. What were some of the interesting things you saw when you were there?
4. What does the word navigate mean?
5. How do you think the early explorers navigated their way around the oceans and seas?
6. How do modern day sailors navigate their vessels from one place to another?
7. What is meant by the title, 'Master Navigator'?

Lead the pupils through the key words. Help them to pronounce each word correctly. Ask them to find the meanings of the new words using a dictionary.

Syllabus link
A2, S11

? Can all the pupils read a wide range of texts identifying the main ideas and relevant details? (S9)

Comprehension

Method

- Remind the pupils to re-read the passage before answering the questions.
- Model the correct procedure for answering the questions.

Teacher Led Activities

Read the passage out loud to the pupils. Ask the pupils to follow as you read.

Ask the pupils to read the passage silently.

Make up some questions based on the information in the passage and use these as examples. Allow the pupils to answer these questions orally. Encourage them to explain why they have arrived at a particular answer. This will help the pupils to complete the activity on their own.

Ask pupils to read the questions aloud to the rest of the class.

Ask the pupils to answer the questions in their exercise books using complete sentences.

Syllabus link
A2, S1

? Can all the pupils read and identify the sequence of events and relevant details? (S9)

Handwriting

Method

Remind the pupils that when using cursive handwriting, some letters do not join to other letters. Here is a list of those letters that do not join.

b, g, j, p, q, s, x, y, z

Teacher Led Activities

Write some words on the blackboard to demonstrate how these letters do not join other letters.

Ask a pupil to read the text in the Pupil's Book on page 129.

Write the first line on the board and ask the pupils to copy it into their exercise books.

Language Study

Background Information

Some English verbs and nouns can be confusing.

For example: **practice** and **practise**

advice and **advise**.

One word is a noun (naming word) and the other is a verb (action word).

Method

Remind the pupils the difference between nouns, verbs and adjectives.

Explain that some nouns and verbs sound similar but have different meanings and these words can cause confusion.

Explain to the pupils that there is a way to identify the differences.

Using the words in sentences help the pupils to understand the difference in meanings.

Teacher Led Activities

Exercise A

Write the following on the blackboard:

Noun	Verb
practice	practise
advice	advise

Explain to the pupils that these words sound similar but one is a verb and one is a noun.

Give the pupils a way to identify the difference between the noun and the verb.

Tell the class that the word **practice** ends in **ice** and **ice** is a noun (ice is the name of something) therefore **practice** is a noun. The word **practise** is a verb.

Repeat the same explanation for the word **advice**. **Advice** ends in '**ice**' so **advice** is a noun and **advise** is a verb.

Encourage the pupils to make up their own sentences using the words.

Make sure they choose the correct word to use.

Ask the pupils to complete the exercises in the Pupil's Book on page 129.

Exercise B

Write a list of adjectives on the blackboard.

For example:

angry, delicious, long, beautiful, poisonous, happy, sweet, green

Remind the class that adjectives are used to describe nouns.

Write the following adjectives on the board.

Ask the pupils to give you some nouns that can be described using these adjectives.

For example:

Adjective	Noun
angry	man
delicious	apple
long	canoe
beautiful	sunset
poisonous	snake
happy	teacher
sweet	juice
green	grass

Ask the pupils to complete Exercise B in the Pupil's Book.

Syllabus link
A2, K8

? Do all the pupils know the correct meanings of the terms noun, verb and adjective? (K11)

Oral and Writing

Background Information

A diary is a personal record of events, feelings and reactions written over a length of time. A diary can record events for one day, many days, weeks or years. A diary can also be used to record the events of a trip or holiday. A diary usually uses the first person 'I'. It is often a private record and it usually uses reflective writing.

Method

- Explain to the pupils the purpose of keeping a diary, to record and describe events that have occurred.
- Demonstrate the way in which a diary is written.

Teacher Led Activities

Discuss the importance of record keeping in the days of early exploration.

Use the following questions to guide your discussion:

1. Why do you think that explorers kept records?
2. What types of information do you think they recorded?
3. Who would have read this information?
4. What types of recorded information can help us learn about the past?
5. Why do some people keep diaries today?

Explain to the class that:

- Diaries are used to describe and record events, feelings and reactions for one day.
- When people travel on trips they sometimes keep a diary so they do not forget all of the adventures that they had along the way.

Tell the pupils to imagine that they are early explorers searching for the 'Great Southern Land'. Tell them to write a diary recording the events that occur during five days of the voyage. Remind the pupils to be as imaginative as possible and to create as many interesting events as possible.

Use the example in the Pupil's Book to model the diary writing process with the class.

Remind the class to plan their dairy before writing the first draft. Encourage the pupils to use the texts in this unit to find ideas.

Syllabus link
A3, S7, S16,

? Can all the pupils use a draft - talk redraft process for their writing? (S17)

Writing Assessment - Writing Sample

Check that you have completed your writing assessment for this unit:

- Have you collected a writing sample from every pupil in the class?
- Have you analysed the writing samples to identify strengths and areas of difficulty?
- Have you made a record of your analysis in your assessment book or file?
- Have you had time to meet with each pupil to discuss his or her writing sample? Is each pupil clear about what they need to work on to improve their writing?
- Remember to focus clearly on one or two areas to improve rather than overwhelming pupils with too many ideas for improvement all at once.

10 Unit 4: Explorers

Reading and Discussion - Where did Solomon Islands get its Name?

Method

- Discuss the title of the text.
- Allow the pupils to express their views on the subject. (How did Solomon Islands get its name?)
- Talk about the key words. Use some of the words in sentences to help the pupils to understand them.
- Read and explain each paragraph.
- Ask the pupils to read the passage aloud.

Teacher Led Activities

Ask the pupils to read the title of the passage.

Ask them if they know anything about how the islands were named.

Use these questions to guide the discussion:

a) How did we get the name Solomon Islands?

b) Where did the name come from?

c) What are some of the things you know about the name?

Read the words aloud to the class and ask the pupils to repeat each word after you.

Ask them to find the meaning of each of the key words using a dictionary.

Read the text aloud to the class and tell the pupils to follow the reading silently.

Syllabus link
A1, S1

? Can all the pupils read and understand the main ideas in the text? (S9)

Comprehension

Method

- Work through the questions with the whole class.
- Demonstrate the correct way to answer the questions using complete sentences.
- Give the pupils time to read the text silently.
- The pupils should be able to answer the questions correctly to show that they have understood the text.

Teacher Led Activities

Read the passage to the pupils once again and then read through each of the comprehension questions.

Make up a question related to the text and ask a pupil to answer it. Write the answer on the board. Demonstrate to the class that each answer must be written as a complete sentence that makes sense.

Ask the pupils to complete the activity in the Pupil's Book on page 132.

Syllabus link
A4, S1, K8

? Can all the pupils read and answer a wide range of questions types? (S4)

Language Study

Background Information

Adjectives are describing words. When comparing adjectives, a **comparative** is used. When comparing **two** objects the comparative is formed by adding **'er'** to the word. For example: **shorter, bigger**.

The **superlative** is used when speaking of more than two objects and is formed by adding '**est**' to the adjective. For example: **shortest, biggest.**

Exercise A

Method

- Make up a list of adjectives and write them up on the board using the comparative and superlative form. (Don't use the same words as those in the Pupil's Book).
- Explain how the comparative and superlative forms of adjectives are used.
- Create sentences using the comparative and superlative forms of the words.
- Give the pupils enough practice using the comparative and superlative forms of adjectives.

Teacher Led Activities

Write these words on the board and use them as examples.

Make up sentences using these adjectives to show the comparative and superlative forms.

Adjective	Comparative	Superlative
hot	hotter	hottest
low	lower	lowest
big	bigger	biggest
great	greater	greatest
bad	worse	worst
many	more	most
beautiful	more beautiful	most beautiful

For Example:

This chair is **lower** than that chair. (comparative form)

This is the **lowest** chair in the class. (superlative form)

Today is **hotter** than yesterday. (comparative form)

Today is the **hottest** day of the year. (superlative form)

My ship is **more comfortable** than your ship. (comparative)

My ship is the **most comfortable** of the entire fleet. (superlative)

Explain that comparative words are used to compare two objects. Whilst the superlative forms are used when we talk about more than two objects.

Ask the pupils to copy and complete the exercise in the Pupil's Book on page 132.

Syllabus link
A1

? Can all the pupils use comparatives and superlatives? (K3)

Exercise B

Background Information

In English there must be agreement or harmony between the subject and the verb of a sentence. The subject and the verb have the same person and number.

1. When the **subject** is **singular**, the **verb** is **singular**.

For example:

He writes. She swims. The baby cries.

(the verb becomes singular when we add an '**s**')

2. When the **subject** is **plural**, the **verb** is **plural**.

For example:

We write. They swim. The babies cry.

Method

- Explain the concept of agreement between subjects and verbs.
- Provide some practice before allowing the pupils to complete the exercise in their exercise books.

Teacher Led Activities

Write these sentences on the board and ask the pupils to identify the subject and the verb of each sentence. Explain that a singular subject requires a singular verb.

1. **He eats** potatoes. (subject: **he**, verb: **eats**)
2. **They eat** potatoes. (subject: **they**, verb: **eat**)

Mary (play, plays) netball. (Subject: **Mary**, Verb: **Plays**)	The baby (cry, cries) when it is hungry. (Subject: **The baby**, Verb: **cries**)
She (eats, eat) potatoes. (Subject: **She**, Verb: **eats**)	The children (swims, swim) in the ocean. (Subject: **The children**, Verb: **swim**)
The sailor (sleeps, sleep) below the deck. (Subject: **The sailor**, Verb: **sleeps**)	The explorers (sail, sails) across the ocean. (Subject: **The explorers**, Verb: **sail**)

Write these sentences on the board and ask the pupils to identify the subject and the verb in each. Help them to select the correct word from the brackets.

Use these sentences to explain to the pupils the agreement between the verb and the subject. Explain that when the subject is singular (**Mary**) the verb (**plays**) must also be in its singular form.

Ask the pupils to complete the exercise in the Pupil's Book on page 133.

Syllabus link
A1, A4, K8

? Can all the pupils use verbs to agree with the subject? (K11)

Spelling

Method

- Revise the spelling words for the week.
- Play a spelling game.
- Test the pupils on the spelling words.

Teacher Led Activities

Play a spelling game with the class.

Ask the whole class to stand. Say a word and ask a pupil to spell the word.

A pupil who spells a word correctly can take his or her seat. If they spell the word incorrectly they remain standing. Give them time to learn the word before asking them again.

Continue until you have been through all of the words.

Help those children still standing to learn the words they did not spell correctly.

Test pupils to see if they have learnt their words. You could test all twenty words from this unit. Record the pupils' results.

Oral and Writing

Method

Pupils should be given time to proofread and complete the diary started yesterday.

Have them work in pairs to proofread each other's work.

Syllabus link
A2, S1, K8

? Can all the pupils use a talk - draft - redraft process for writing? (S17)

Term Two Units

Unit 5
Modern Heroes Pages 191 - 222

Unit 6
The Weather Page 223 - 250

Unit 7
The Land Page 251 - 295

Unit 8
Farming and Fishing Page 296 - 333

Reading and Discussion - Solomon Mamaloni

Background Information

This reading is a biography. A biography is a selective recount a person's life or part of their life. Biographies that are authentic are based on a person's real life story. This text gives factual information about the life of one of the political leaders of our country, Solomon Islands. You can refer to the introductory pages of the Teacher's Guide for more information about recount texts. A biography is a form of recount.

Method

- Have a map of Solomon Islands ready to use during the discussion.
- Organise the reading activity so that the pupils can first read the text as a whole class and then break them up to read in smaller groups.
- Before the pupils are asked to read, get them to talk about this type of text.
- Discuss the key words. Get the pupils to practise how to pronounce the words correctly. Discuss the meaning of the words. Use a dictionary if that is helpful.

Teacher Led Activities

Ask the pupils to talk about the type of text. Talk about where Solomon Mamaloni originally came from. Use the map of Solomon Islands to locate his island.

Remind the pupils of the characteristics of a recount.

Read through the text a paragraph at a time. Talk about each paragraph making sure that the pupils understand the content. Get the pupils to find the island of Makira on the map. Ask the pupils to look at the distance between their own island and Makira.

Ask the pupils to read the text and then ask them questions based on the text. Here are some questions you could start with. You will be able to think of more.

- **What** is a hero?
- **Can** you think of a hero from your community?
- **Would** you like to be a hero?
- **What** can you imagine yourself doing to become a hero?

Syllabus link
A4, K1, S4

? Can all the pupils read a text and identify the main ideas and relevant details? (S9)

Comprehension

Background Information

The purpose of this activity is to give the pupils the chance to recap on some of the information in the reading. It will also give them the chance to practise writing well-structured sentences when answering questions. Look up the genre table in the introductory pages to refresh your mind about recount texts so that you are clear about what a biography is.

Method

- Get the pupils to re-read the passage before they are asked to do the exercise in their books.
- Prepare some question examples based on the reading and use them to give the pupils some practice.
- Then ask the pupils to do the activity individually in their exercise books.

1 Unit 5: Modern Heroes

Teacher Led Activities

Write these questions on the blackboard

1. Where did Mamaloni first go to school?
2. How did he become a politician?

Ask a pupil to answer each of the questions. Write the answers on the blackboard and then talk about the structure of each sentence you have written. Work with the class to construct grammatically correct and complete answers to the questions.

Read through the questions in the Pupil's Book and then ask the pupils to answer them in their exercise books.

Follow the Sequence

This is a game the class could play in groups. You will need to prepare paper strips with information from the text. Do not write any dates. Ask the groups to work together to arrange the strips in the right order. They will have to look back at the text to find the right sequence.

Here are some examples of what to write. Remember to cut out the strips so the pupils can move them around.

A	He went to stuGy in New ZealanG.
B	He was in the Colonial Civil Service.
C	SoloP on MaP aloni went to Pawa PriP ary School.
D	He becaP e PriP e Minister.
E	SoloP on MaP aloni was the leaGer of the opposition.
F	He went to . ing George SeconGary School.

If you code your strips it makes it easy to check if the pupils have put them in the right order. The correct order for the set above is C, F, A, B, E, D.

Syllabus link
S1, S7, S11

? Can all the pupils answer a wide range of questions types? (S4)

Language Study

Method

- Prepare some sentences that have the words much and many in them. Use these as examples.
- Use the examples in the Pupil's Book to explain the correct usage of the words. Talk about how they are used in each sentence.
- Encourage the pupils to make up their own sentences using the words. Write these on the blackboard and discuss how they are structured with the whole class.

Teacher Led Activities

Write these sentences on the blackboard:

1. There isn't <u>much</u> rice left in the pot.
2. There aren't <u>many</u> bags left to put the rice in.

Discuss the structure of the sentences with the class. Talk about the use of **many** and **much**. Can the pupils think of other nouns that these words can be used with?

Here are some examples.

much:	sugar	salt	honey
many:	girls	schools	trees

Ask the pupils to complete the activity in the Pupil's Book on page 4.

Syllabus link
A4, S3, S8

Can all the pupils use the correct articles for countable and uncountable nouns? (K9)

Spelling

Background Information

The aim of this spelling activity is to give the pupils the opportunity to learn the meaning of the words and to use the spelling words in sentences. The main focus is for the pupils to know the meaning of the words so that they can use them in their writing.

Method

- Talk about the words and their meaning with the class.
- Let the pupils practise using the words by putting them into sentences of their own.
- Remind the pupils that they will be tested on these words.
- Revise the **Look, Cover, Remember, Write, Check** strategy to learn to spell the words

am	animal
take	important
began	popular
another	famous
nervous	basket

Teacher Led Activities

Here are the spelling words for the week

Ask the pupils to read all the spelling words. Check that they are saying the words correctly. Ask them to make up their own sentences using the words. Ask them to do the exercise in the Pupil's Book.

1 Unit 5: Modern Heroes

Oral and Writing

Background Information

This activity should help the pupils to develop their ability to plan, write and edit a text. The activity will be continued in the next lesson. Giving the pupils more time should help to encourage the pupils to think about what they are going to write about before they begin.

This text will be a report. More information about this text type is in the introductory pages of the Teacher's Guide.

Method

- Talk about the text read today.
- Negotiate with the pupils what they will write about.
- Pupils plan their writing.
- Pupils write out a first draft.

Teacher Led Activities

Ask the pupils to talk about someone from their village that they think is a hero. Ask the pupils:

a) Why they think the person they have chosen is a hero?

b) What are some of the important things that the person has done?

c) What do other people in the community think of the person you have chosen?

Talk about report writing.

Explain to the pupils what a report is. Use examples of the reports from the Standard 5 Reader to show the pupils some basic ideas of different forms of reports. (You might also find the Standard 4 resources helpful with this activity.)

Help the pupils to plan their own writing. Use the instructions in the Pupil's Book on page 5, to explain to the pupils the different stages in planning before the actual writing takes place.

Syllabus link
A3, S7, S16

? Can all the pupils apply the process of draft - talk - redraft for writing longer texts? (S17)

Reading and Discussion - Sir Michael Somare and Dame Josephine Abaijah

Method

- Have a map of PNG ready before the lesson. This will be used in the discussion.
- Discuss the key words with the pupils making sure they understand them.
- Read and compare the two profiles with the class.

Teacher Led Activities

Before reading the profiles, talk about different occupations and how they are dominated by males or by females. For example carpentry is usually thought of as a male job. Most carpenters are male. Females dominate in nursing although there are male nurses too. Discuss reasons for this with the class.

Read through the texts and then ask the pupils to compare the two. Do the two people profiled have the same educational backgrounds? Have they done the same jobs? How are they similar? How are they different?

Syllabus link
S4, S7,

Can all the pupils read, understand and quickly identify the main ideas in the report? (S9)

Comprehension

Background Information

One activity in the Pupil's Book is a sentence completion exercise. The activity requires pupils to understand the text. If they can complete the sentences they have understood the content of today's text. There are also some questions about the text. These could be done orally as a whole class activity or the pupils could answer them in their exercise books.

Method

- Ask the pupils to re-read the text silently.
- Ask them to read the sentences in the Pupil's Book and write them out filling in the missing words.
- Have pupils answer the questions in the Pupil's Book.

Teacher Led Activities

Pupil's Book

Make up a few examples so that the pupils know how to do the activity.

Ask them to complete the activity from the Pupil's Book in their exercise books.

Cloze Procedure

Write up these sentences on the blackboard. This is a whole class activity. Without looking back at the text ask the pupils to come up with the words which are missed out in the passage. This cloze exercise misses out every seventh word.

Josephine Abaijah was born in Milne _____ in 1942. She was educated at _____ Island School and then studied in_____. She did nurse training and then _____ in a health training and administration_____. Josephine Abaijah then became interested in_____.

Syllabus link
S1, S9

Can all the pupils use skimming and scanning when reading for information? (S11)

2 Unit 5: Modern Heroes

Language Study

Background Information

Suffixes are units of meaning that are placed at the end of a word. A suffix will often change a word's meaning, or change it from one part of speech to another.

For example, adding **-ly** to quick changes quick, an adjective, to quickly, an adverb.

Understanding suffixes can help the pupils to spell words correctly. The purpose of this activity is to give the pupils some understanding of how words can be changed from one part of speech to another.

Method

- Prepare these suffixes on a chart
- Talk about suffixes

Rule	Suffixes				Examples			
Words with these suffixes usually form adjectives adverbs.	-ly	-ous	-est	-ic	quietly	famous	widest	artistic
	-en	-less	-ful	-y	broken	fearless	successful	hairy
					golden	hopeless	helpful	sleepy
Words with these suffixes usually form nouns	-er	-ist	-ship		painter	artist	friendship	
					singer	journalist	hardship	
	-or	-ery	-ment		actor	nursery	punishment	
					supervisor	bakery	commitment	
Words with these suffixes are often verbs	-ing		-ed		walking, eating		jumped, carried	
	-s		-ise		decides, helps		agonise, visualise	

Teacher Led Activities

Write these words on the blackboard: **sing, dream, dance**

Ask the pupils to add **-er** to each of the words. (Remember that 'dance' will only require the addition of 'r' because the word already ends with an 'e'.)

Explain to the pupils that the verbs **sing, dream and dance,** are changed to nouns by adding **-er**.

Look at the example:

'sing'. Sing becomes 'sing**er**'.

Explain to the pupils when the suffix '-er' is added to this verb, it changes the word from a verb to a noun.

Explain to the pupils that when you add a suffix to a word it can change it from one part of speech to another.

The activity in the Pupil's Book on page 7 looks at using suffixes to change nouns into adjectives. Remind the pupils what an adjective is. Read through the instructions with the pupils. You could go through some examples before the pupils complete the activity. Here are some you could use.

help - helpful	**rain - rainy**	**faith - faithful**
child - childish	**marvel - marvellous**	**disaster - disastrous**
fault - faulty	**man - manly**	

Syllabus link
K1, A4

Can all the pupils differentiate between different parts of speech showing that they understand them? (K11)

Handwriting

Method

- Encourage the pupils to copy the text from page 7 of the Pupil's Book using their neatest cursive handwriting.
- Point out that the sentences have many capital letters in them. Remind the pupils that in cursive writing the capital letters do not join onto the next letter.

Oral and Writing

Method

- Discuss what makes a person a hero.
- Explain the process of editing a text.
- Explain what a report is.

Teacher Led Activities

Remind the pupils of what to improve upon in the editing process. Read through the suggestions in the Pupil's Book with the class. Ask the pupils to continue their writing which they started yesterday. Remind them that by the end of the session they should have written out a good copy of their work.

Syllabus link
S15, S16

Can all the pupils use the draft and edit process to improve their writing? (S17)

3 Unit 5: Modern Heroes

Reading and Discussion - Cathy Freeman

Background Information

This text has been written in the style of a newspaper or a magazine article. This will help the pupils to recognise and use the structure and the key features of a newspaper or magazine report in their own reading and writing.

Method

- Study the key words.
- Lead a discussion based on the pictures and the type of text used.
- Ask the pupils to talk about their favourite sports.
- Read the text.
- Talk about the content of the text.

Teacher Led Activities

Ask the pupils to use some of the key words in their own sentences. Discuss the meaning of the words and use a dictionary to search for the meanings of the words as part of the activity.

Look at the text and then talk about this type of text, the pictures, and the content of this reading.

Ask the pupils to imagine they are Cathy Freeman, and to answer the following questions.

1. How did you feel when you were asked to light the cauldron at the start of the Sydney 2000 Olympic Games?
2. What did you feel when you knew that the whole world was watching you?
3. How does it feel to represent your country?

You could think of other discussion questions and use them too.

Read through the text and talk about the content. Draw the pupils' attention to the layout as well as the style of the text. Talk about the main points in the reading with the class. Build up a list of some of Cathy's achievements on the blackboard with the pupils.

Syllabus link
A4, S3

? Can all the pupils read, understand and quickly identify the main ideas in the report? (S9)

Comprehension

Background Information

This activity should help the pupils to develop their skills in reading for information. It will also extend their thinking beyond the passage.

Method

- Pupils read the passage silently.
- Read through the questions in the Pupil's Book as a class.
- Encourage the pupils to answer the questions in their own words and not to copy paragraphs from the passage.

Teacher Led Activities

Write this question on the blackboard and ask the pupils to answer it orally in a complete sentence.

What do you think the people of Australia expected from Cathy during the Sydney Olympic Games?

Ask a pupil to answer the question then write the answer on the blackboard. Ask several pupils for an answer. Write up all the answers on the blackboard. Then talk about the answers with the class. This question asks for the pupils' opinions. Remind the pupils of the structure of the sentences too. Work with the class to draft well-structured sentences.

Syllabus link
S1, S6, S7

Can all the pupils answer a wide range of question types? (S4)

Language Study

Background Information

This activity will help the pupils to build their confidence in expressing their opinions.

Method

- Negotiate with the pupils to decide upon a topic to use as an example.
- Work through this topic as a whole class activity.
- Encourage the pupils to express their opinions by completing the exercise in the Pupil's Book on page 10.

Teacher Led Activities

After negotiating a topic, write the topic heading on the blackboard and get the pupils to give their opinions on the topic.

Encourage them to use the phrase ' I think' when giving their views.

Here are some topics you could use. You and your class will be able to think of others.

- Is it a good idea for schools to have school uniform?
- Can men and women do the same jobs?
- Should all sports teams be mixed with boys and girls taking part together?

Ask the pupils to complete the Pupil's Book activity in their exercise books.

Syllabus link
A3, S7

Can all the pupils use a range of vocabulary to express their ideas? (K1)

3 Unit 5: Modern Heroes

Spelling

Background Information

The purpose of this activity is to give the pupils practice in identifying letter sounds. Knowing and understanding the phonic sounds formed by letters will help the pupils to improve their spelling skills.

Method

- Practice saying the words and identifying the phonic sounds.
- Do the exercise in the Pupil's Book focusing on long and short '**a**' sounds.

Teacher Led Activities

Ask the pupils to look at the list of spelling words for the week. Tell them to say each word and to spell it out. Ask the pupils to regroup the words into their sound families.

For example:

words with short '**a**' sound such as, **am, animal, began**;

words with long '**a**' sound such as **take** or **famous**;

words with '**ous**' such as **nervous, famous**.

Ask the pupils to find other words that also contain these letter groups. You could also allow the pupils time to categorise the words in different ways.

Ask the pupils to copy and complete the activity in the Pupil's Book.

Oral and Writing

Teacher Led Activities

Talk about some famous sports men and women that are familiar to the pupils. Encourage the pupils to talk about who their favourite sports men or women are.

Encourage the pupils to list some of the reasons that make them their favourites. Is it because they play the sport very well? Is it because they like how they look and how they dress? Is it because they have a special personality?

Talk about the text. Revise the structure of a report. Ask them to write a magazine style report about a sports person from their community.

At this stage, encourage them to make a plan of what they are going to write about. Once this is finished, ask the pupils to write their first draft.

Syllabus link
K1, S9, S18

? Can all the pupils write a short text quickly and accurately without assitance? (S18)

Reading and Discussion - The First Samoan Governor

Method

- Get the pupils to study the key words as well as the list of official jobs.
- Discuss the title and the text.
- Use a map of the Pacific to locate Samoa.
- Build on the pupils' knowledge of Samoa.
- Pupils read the text.
- Get the pupils to talk about someone they know who has been appointed to a high position in any field or occupation.

Teacher Led Activities

Begin this reading lesson by asking the pupils to talk about the key words and their meaning. It is important to understand the meaning of the words and how to use them before reading the text.

Explain to the pupils that this text is a factual text and it is written in the form of a profile.

Talk about Samoa with the class. Use a map of the Pacific Islands to find Samoa. Ask the pupils to talk about some of the things they know about Samoa. For example, information about the people, the island, the name of the capital, the currency used, etc.

Then ask the pupils to read the text. They could read it aloud in pairs.

After the pupils have read the text talk about the profile. Go through the dates and what happened to Peter Tali Coleman. Lead a discussion with the class trying to identify people they know of who hold a high ranking position.

Syllabus link
A4, S3

Can all the pupils read and identify the sequence of events in the text? (S12)

Comprehension

Background Information

The purpose of this activity is to ensure that the pupils understand the content of the text. By filling in the correct missing words the pupils will use the information they have read about.

Teacher Led Activities

Work with the class to list all the main ideas presented in the text. Make sure you list them in the correct order. Talk to the class about sequence.

You could play a sequence game. Ask the pupils to write out a sequence of events on a piece of paper and then cut the paper into strips. Can their partner put the strips quickly into the right order or sequence?

You could show the following sequence on the blackboard as an example. Or you could prepare sets of events on individual strips of paper for pupils to sequence.

A	When he was two years old his sister Eunice was born.
B	When Jim was 20 he was chosen to play for Solomon Islands in an international competition in Fiji.
C	Jim was born in Buala on 5 July 1979.
D	At secondary school he represented his school in football.
E	Jim does not play football anymore but he still coaches the Buala team in his hometown.
F	Jim attended primary school in a small village where his grandparents lived.

Discuss with the pupils the main points in today's text and then ask them to look at the activity in the Pupil's Book. They are asked to complete sentences by looking back at the profile. Let them complete this activity individually. Their answers will show you whether they have fully understood today's reading.

Syllabus link
K1, S8

? Can all the pupils choose appropriate vocabulary to complete the activity? (S19)

Language Study

Background Information

The purpose of this activity is to give the pupils some practice in the use of commas that separate words, phrases and clauses within sentences.

Method

- Talk about different ways of using commas.
- Introduce the different uses by going through examples with the class.
- Get the pupils to complete the activity in the Pupil's Book.

Teacher Led Activities

Write these sentences on the blackboard and use them to explain how commas are used.

a) The sun was shining, but the wind made the air seem cold.

b) In the cool of the morning, I set off to go fishing with my friend.

c) Although our new coach is quite old, he still plays great football.

d) I bought some cabbage, a heap of tomatoes, a basket of kumara and a melon at the market.

e) "Come with me," shouted David.

Make up other sentences and use them as examples too.

Explain to the pupils that commas:

- help to make the meaning of the sentence clearer;
- show a pause inside a sentence;
- separate items in a list;
- separate non-essential words or phrases from the rest of the sentence.

Ask the pupils to copy and complete the activity in the Pupil's Book on page 12.

Syllabus link
A4, S3

Can all the pupils use the comma as punctuation where appropriate? (S14)

Oral and Writing

Continue with the writing activity from yesterday.

Method

- Discuss the editing process.
- Talk about layout with the class.
- Ask the pupils to edit their first draft and write out a good copy.

Teacher Led Activities

Discuss editing and proofreading with the class. Ask the pupils to review their draft and to consider:

- whether their plan is attractive;
- using some pictures as well as writing;
- whether their writing is clear and easy to read;
- the content;
- the English used;
- whether the text is interesting.

You could ask the pupils to work in pairs and evaluate each other's work. Let them help each other with suggestions as to how to improve their drafts.

When the pupils have edited their work tell them to write out a good copy of their text.

Syllabus link
A4, K 1,

Can all the pupils interpret the key information in a magazine layout text? (S9)

5 Unit 5: Modern Heroes

Reading and Discussion - Successful Solomon Islanders

Method

- Discuss the key words with the class.
- Read and discuss the content of the profiles.

Teacher Led Activities

Ask the pupils to read through each of the profiles and then identify the qualifications, work done and personal details of each person.

They could read the text in small groups. You should hear some of the pupils read in this session too.

Syllabus link
A4, S3

Can all the pupils pick out relevant details to compare two texts? (S9)

Comprehension

Method

- Re-read the texts aloud to the class.
- Get the pupils to compare and talk about the texts.

Teacher Led Activities

Re-read the texts aloud to the class. Ask the pupils to compare how much information is given in each profile. Draw up a table like the one in the Pupil's Book. You could do this on the blackboard. Talk through the different headings. Let the pupils fill in the rest of the table by referring back to the text.

Syllabus link
S9, S11, S12

Can all the pupils read and identify similarities and differences between two similar texts? (S1)

Language Study

Background Information

The purpose of this activity is to give the pupils practice using punctuation marks correctly. This activity should help the pupils to improve their own writing.

Method

- Prepare sentence examples on the blackboard.
- Get the pupils to practise punctuating the sentences.
- Ask the class to complete the activity in the Pupil's Book.

Teacher Led Activities

Write these sentences on the blackboard and work with the class to put the correct punctuation marks into each sentence.

a) john went hunting with his uncle peter yesterday

b) have you seen the man who took my book

c) i want to go to school in australia said lego

Explain the following to the pupils:

- Capital letters are used at the beginning of a sentence as well as for the names of people, places etc;
- A full stop is used at the end of a sentence to show that the sentence is complete;
- A question mark is used to indicate that the sentence is a question.

Ask the pupils to do the activity in the Pupil's Book on page 14.

Syllabus link
S11, S18

? Can all the pupils apply conventional punctuation to their writing? (S14)

Spelling

Method

Revise the spelling words for the week.

- Explore word patterns e.g. words which end with **-ant**.
- words which end in **-ous**.
- Assess the pupils' spelling skills.

Teacher Led Activities

Ask the pupils to go through all the spelling words for the week. Ask them to make up their own sentences using the words.

Talk about letter patterns in words.

For example build up a list on the blackboard of words ending in **-ant**.

elephant **infant** **slant** **chant**

Build up a list on the blackboard of words ending with **-ous**.

famous **fabulous** **marvelous** **nervous** **jealous**

Ask the pupils to do the exercise in the Pupil's Book.

Spelling Assessment

Dictate the spelling words to the pupils and ask them to write them in their books without looking at their spelling list. Make sure you record how many words each pupil wrote correctly. This will help you to identify individual pupil's needs.

5 Unit 5: Modern Heroes

Oral and Writing

Background Information

The purpose of this activity is to give the pupils some practice in a different writing style. It is important to expose them to a variety of writing styles.

Method

- Whole class oral activity discussing what the pupils would like to do when they grow up.
- Revise the structure of the profiles used as today's reader.
- Collect information from the pupils and write it up on the blackboard.
- Discuss the information and then ask the pupils to write out the first draft of a personal profile.

Teacher Led Activities

Ask the pupils to imagine their future. What they would like to become. Do they want to be a full time sports player? Do they want to be a politician, a doctor, a journalist, a dentist, a carpenter, a farmer, a fisherman, a nurse, a missionary? Lead a class discussion. Ask the pupils to give reasons for their choices. You could build up a list on the blackboard.

Explain to the pupils that they are going to write a personal profile. Discuss the structure of the reading text profiles. Talk about different things they could include in their profile. Use the ideas in the Pupil's Book. They are listed below for your information also.

- names of your parents;
- where your parents were originally from;
- names of other family members;
- your favourite pastimes or hobbies;
- your favourite school subjects;
- what you are good at doing;
- what you would like to be good at – an ambition;
- what you would like to do when you grow up;
- your education plan.

Tell the pupils that, today, they must complete a first draft of their profile.

Syllabus link
S16, S17

? Can all the pupils write a short text quickly, accurately and without assistance? (S18)

Reading and Discussion - Long Walk To Freedom - Nelson Mandela

Background Information

Today's text is a recount. It is about a person who has spent his life fighting for freedom and peace for his own country, South Africa. Nelson Mandela spent 27 years in prison because of his beliefs. His desire was for all the people of South Africa to live together in peace and harmony. Apartheid was a system of government which discriminated against black people. In South Africa, under Apartheid, black people could not hold positions of power, had limited freedom to move about and were denied access to some jobs and benefits.

Although Apartheid in South Africa ended in 1994 discrimination can still be found in South Africa and other parts of the world today.

Method

- Have a world map ready to use during the discussion.
- Study the key words.
- Talk about the this type of text.
- Let the pupils read the text aloud in small groups.
- Talk about the content of the text.
- Read the text aloud to the class.

Teacher Led Activities

Before reading the text, briefly discuss the title of the text. Talk about the apartheid government system and what the African National Congress (ANC) is. The pupils do not need to know all these words. They need to understand that in South Africa, as in many other countries, different races were treated in different ways. Ask the pupils to locate South Africa on a map of the world.

You could put the class into small groups and let them read aloud in turn. Take this opportunity to hear some of the pupils read. Remember to record who you have heard. You should hear each pupil read aloud at least once a week.

You could read through the text paragraph by paragraph with the class and talk about the content. You could choose different pupils to read aloud to the whole class. This text is quite long. Read through it two or three times in this way.

Syllabus link
A4, S3

? Can all the pupils read, understand and quickly identify the main ideas in the recount? (S9)

Comprehension

Background Information

A timeline is a visual map spanning a specific time period. A timeline allows the pupils to see what happened over an extended period of time. The purpose of this activity is to give the pupils practice in presenting information from the text in a different way.

Method

- Choose one pupil in the class and use his or her personal information and events to build up a timeline on the blackboard.
- Each pupil to make a timeline of the important dates in their life so far.
- Complete Nelson Mandela's timeline which is started in the Pupil's Book.

6 Unit 5: Modern Heroes

Teacher Led Activities

Use the examples produced by the pupils in the class to explain a timeline. Explain that a timeline chart is simple and easy to understand.

Ask the pupils to produce a timeline for themselves. They could include special events that have happened to their family e.g. brother or sister born, date started school, date moved to a different house, date when they went on a special trip, date when they went to a special wedding or funeral etc. They might need to check some of these dates at home with their family.

Ask the pupils to copy and complete a timeline for Nelson Mandela.

Syllabus link
S9, S11

? Can all the pupils identify a chronological sequence? (S12)

Language Study

Exercise A

Method

- Let the pupils use conjunctions in their own sentences (during, as, after, while).
- Prepare some sentence examples.
- Talk about other conjunctions (because, but, and, unless, etc).
- Pupils complete the activities in the Pupil's Book on page 17.

Teacher Led Activities

Talk about how conjunctions are used in sentences. Use these examples to explain the correct usage of these joining words. Conjunctions can be grouped into four groups. That is, all conjunctions mean either **and, but, so,** or **then**.

Explain to the pupils that the joining words are used to put together two different ideas in a single sentence, and to show the relationship between the two ideas.

Ask the pupils to do the exercise A in their exercise books.

Exercise B

Background Information

In this exercise the pupils are asked to use 'may' or 'can' correctly in questions. When 'may' is used in a question, this asks permission. If 'can' is used in a question this means 'are you able to?'

Method

- Write up prepared examples on the blackboard.
- Go through these with the class discussing the different meanings of 'may' and 'can'.
- Get the pupils to complete Exercise B in the Pupil's Book.

Teacher Led Activities

Write up some examples on the blackboard. Here are some you could use. You will be able to think of some more.

- May I go to the football match?
- May I borrow your bike?
- Can you mend this bucket?
- Can your brother swim?

Explain the difference in the use of the two words. Ask the pupils to make up some questions using 'can' and 'may'.

Ask the pupils to complete Exercise B in the Pupil's Book.

Syllabus link
S15, S16, S17

Can all the pupils use linking words in their sentences? (K12)

Spelling

Background Information

The focus of this activity is to get the pupils to understand the meaning of the new words and be able to use the words in their writing. This activity is based on practical application of the spelling words. It gives the pupils the choice and the chance to apply the words in sentence writing.

Teacher Led Activities

ask	serious
asked	jealous
away	honest
paper	special
baby	music

Here are the spelling words for this week.

Get the pupils to practise pronouncing the words and then ask them to think of other words which are like the words in the spelling list. For example: words that have **-ous** in them or words which have **-er** at the end etc.

Ask the pupils to do the activity in the Pupil's Book in their exercise books. This activity asks them to put words from today's spelling list into sentences. They can only do this correctly if they understand the meaning of the words.

Encourage the pupils to work with a partner during the week to help each other learn how to spell the words. Remind them that you will be assessing how many they can spell correctly at the end of the week.

6 Unit 5: Modern Heroes

Oral and Writing

Method

- Re-read the text.
- Talk about Nelson Mandela's life.
- Make a list of Nelson Mandela's special qualities.

Teacher Led Activities

Ask the pupils to re-read the text silently.

Put the class into groups. Tell the groups to talk about what sort of man they think Nelson Mandela is. Tell them to talk about reasons for what they think. Tell each group to build up a list of Nelson Mandela's special qualities.

Let each group report back to the whole class with their list. You could build up a list on the blackboard as the groups report back. Put all the groups' ideas together.

Syllabus link
K5, S5, S7

? Can all the pupils use discussion skills in small group debates? (S6)

Reading and Discussion - Mother Teresa

Background Information

The text today is a biography of **Mother Teresa**. This woman, a Catholic nun originally from Macedonia, worked for most of her life in Calcutta, a huge city in India. Her life's work was in helping the poor and disabled people of that city. She founded a charitable organisation which raised funds from gifts and donations and through this organisation she was able to set up schools, homes and services for the poorest of the poor, both in Calcutta and right across India. Mother Teresa was famous for her humility. Nobody was too poor or too sick or too disabled for her to take care of. She genuinely loved and cared for the people she worked with. She was an extraordinary woman with great courage, determination and compassion.

The **Nobel Peace Prize** is an international award, a special honour, given to people who have made an exceptional and special contribution to peace around the world. Mother Teresa won this international award for her work in Calcutta in 1996. Nelson Madela and President De Klerk of South Africa were also awarded the Nobel Peace Prize for their contribution to the end of Apartheid.

Method

- Have a world map ready to use during the discussion.
- Study the key words.
- Talk about the text type.
- Read the text.
- Talk about the content of the text.

Teacher Led Activities

Before the pupils are asked to read the text introduce them to the key words. Make sure they pronounce them correctly and that they understand the meaning of the words.

Let the pupils locate India on a map of the World. Your map might show Calcutta too.

Ask the pupils to talk about some humanitarian organisations they have heard of or know about. Talk about the roles of these organisations, what they do, how often they give assistance etc. They may have heard of the Red Cross or Save the Children Fund. You will know which groups have been working with your community in the past.

Put the class into small groups and let them take turns to read aloud, a paragraph at a time. You could go around the groups and hear some of the pupils read. Bring the class together and read the text aloud to them. Talk about the content of the text as you read through it. Ask the pupils some questions to see if they understand the meaning of the text.

Syllabus link
K1, S3

? Can all the pupils use a range of skills to understand and pronounce new words? (S8)

7 Unit 5: Modern Heroes

Comprehension

Background Information

Answering questions is an important skill for pupils to learn. Answering questions is a difficult skill for most pupils in the classroom, therefore it is important to encourage pupils to practise so that they can improve.

Method

- Re-read the text.
- Discuss the questions in the Pupil's Book on page 19.

Teacher Led Activities

Write this question on the blackboard and use it as an example:

How old was Mother Teresa when she died?

Talk about the tense used in the question. Explain to the pupils that the answer to the question should be in the same tense as that used in the question.

Ask the pupils to answer the question orally. Write the answer on the blackboard and then ask the rest of the class to talk about the structure of the sentence. Work with the class to improve the answer. Make sure the answer is correct too.

The activity in the Pupil's Book asks the pupils to look back at the text to check their understanding. The answers to questions 4 and 5 are not found in the text. These look at what the pupils already know and also ask the pupils for an opinion. This therefore goes beyond simply understanding the text.

Syllabus link
S10, S11

? Can all the pupils answer a wide range of question types? (S4)

Language Study

Method

- Use sentence examples on the blackboard.
- Ask the pupils to complete the exercise in the Pupil's Book.

Teacher Led Activities

Write these words on the blackboard, **'much'** and **'many'**.

Ask the pupils to make up their own sentences using these words.

Write some of their sentences on the blackboard for discussion.

Here are some others you could use.

- How much money do you have?
- How many fish did you catch?
- How many lollies are in the jar?
- How much sugar should I put in your tea?

Talk about the correct usage of the words and then ask them to complete the activity in the Pupil's Book on page 20.

Syllabus link
A4, K11,

? Can all the pupils use the correct articles for countable and uncountable nouns? (K9)

Handwriting

Method

- Encourage the pupils to copy the handwriting text into their exercise books using their best cursive handwriting skills.
- Focus on the size of the letters. Encourage pupils to investigate the size of the lower case letters in relation to each other. Let them study the capital letters too.

Oral and Writing

Teacher Led Activities

What are some of the purposes of charity groups?

Divide the class into small groups for discussion and then ask each group to report back to the rest of the class. Let them tell the others about their discussion. The groups could make short notes during their discussion.

Ask the pupils to look at the writing activity in the Pupil's Book and get them to plan what they are going to write about.

Remind the pupils of the writing process and the different stages of writing.

Syllabus link
S14, S17

? Can all the pupils discuss problems and come up with solutions? (S7)

8 Unit 5: Modern Heroes

Reading and Discussion - Street Talk

Background Information

Some pupils may be familiar with the 'Street Talk' column in the Solomon Star. This is a form of exposition text because each person interviewed gives their opinion on the topic.

Method

- Study the key words.
- Use some of the words in sentences.
- Let the pupils read through the text in small groups.
- Lead a whole class discussion on what they would have said to the interviewer and why.

Teacher Led Activities

Talk about the text type, the format used in the text and the title.

Tell the pupils that the interviewer went out into the street in Honiara and asked people to talk about what they thought made a person a hero. Talk about what the term hero means to the pupils.

Put the pupils into small groups and let them take turns to read the quotes aloud.

After reading the different people's definitions bring the class together and ask them to decide which definition they like most. Which one do they agree with? Ask them to give their reasons. What would they have said if the interviewer had stopped them in the street? This oral work will help them in their writing activity later in this lesson.

Syllabus link
S5, S7, S8

? Can all the pupils read and understand a new style of exposition? (S9)

Comprehension

Method

- Rewrite the definitions from today's reading in their own words.
- Prepare some more short texts containing more people's views on "What is a Hero?"
- After reading the text, the pupils list the main points.

Teacher Led Activities

Look at the activity in the Pupil's Book with the class.

They are asked to put each definition of a hero from 'Street Talk' into their own words. Go through the first one with them. It is done as an example.

Give the pupils practice at selecting the main points from a text.

Read one of your new 'Street Talk' texts aloud to the class. Ask them to listen carefully and note down the main points of what the person says.

Repeat this with your other short texts on "What is a Hero?"

Discuss what they have noted down as a class. Have they all noted the same key points, or have some of them picked out different points? See of the class can agree on which are the most important.

Language Study

Method

- Prepare sentence examples.
- Discuss the use of 'who' and 'whose'.
- Complete the activity in the Pupil's Book.

Teacher Led Activities

Write **who** and **whose** on the blackboard.

Ask the pupils to use the words in sentences of their own. Write the sentences on the blackboard and discuss how each of the sentences is structured.

The man **who** stole the truck was captured yesterday.

In this example the word '***who***' is used to link the man with the incident.

Go through the examples in the Pupil's Book with the class.

You could also make up other sentence examples of your own.

Ask the pupils to complete the activity in the Pupil's Book on page 22.

Syllabus link
A4, S8,

? Can all the pupils choose appropriate vocabulary to complete the activity? (S19)

Spelling

Method

- Revise the spelling words for this week.
- Give the pupils time to practise spelling the words using the syllabising method.
- Encourage the pupils to use some of the words in sentences of their own.
- Ask the pupils to complete the activity in the Pupil's Book.

Teacher Led Activities

Read through the words and ask the pupils to repeat the words after you. Encourage the pupils to use some of the words in their own sentences.

Show the pupils how to divide the words into syllables. Explain to the pupils that some of the words can be divided into two or more syllables.

Ask the pupils to put their spelling list into alphabetical order.

8 Unit 5: Modern Heroes

Oral and Writing

Background Information

This activity encourages the pupils to participate in a role-play. They will take the parts of the newspaper reporter and a member of the public. Role-play encourages pupils to practise speaking in English.

Teacher Led Activities

Build on the oral activity at the beginning of the lesson. Let the pupils act out the roles of the newspaper reporter and someone stopped in the street to be interviewed. Let them work in pairs and have some time at playing each role.

Ask the pupils to write their own paragraph for 'Street Talk'. The pupils can express their own opinions here. They should draft their work first and when they write out a good copy they could also draw a picture of themselves to go with it. This work would make a good classroom display.

Syllabus link
A3, S7

? Can all the pupils write a short text quickly, accurately and without assistance? (S18)

Reading and Discussion - Bob Marley

Background Information

Jamaica is one of the largest islands in the Caribbean. It is the home of reggae music and the birthplace of the most famous reggae artist, Bob Marley. Bob Marley was a Rastafarian. Rastafarianism is a religion, popular in the Caribbean and other parts of the world. It promotes a message of peace and encourages people to live together in harmony. Rastafarians often wear their hair in dreadlocks like Bob Marley and they are sometimes called 'Rastas' for short.

Method

- Introduce the reading with a brief discussion about the pictures.
- Look at a map of the world to find Jamaica.
- Talk about the title of the text. Use the key words in sentences and then practise pronouncing the words.
- Choose pupils to take turns to read the paragraphs to the rest of the class.

Teacher Led Activities

Use a world map to locate Jamaica. You could give the class some more background information about Jamaica if you have prepared it before the lesson.

Talk about the different types of music that the pupils know and enjoy.

Ask them to find the meaning of the key words using a dictionary.

Look at the photographs with the text. Discuss these with the class.

If you have a tape recorder and a tape of Bob Marley music you could play some of this to the class. If you play the guitar, perhaps you could sing one of his songs with the class.

Choose pupils to read aloud to the whole class. Let them read a paragraph each. Read through the text like this a few times choosing different pupils each time. Remind the pupils to pay close attention to how the key words are used in the passage.

Lead a whole class discussion about at what this text is about.

Syllabus link
K1, S8, S9

? Can all the pupils read, understand and quickly identify the main ideas in the report? (S12)

Comprehension

Method

- Make up a few questions from the text and use these as examples.
- Read through the questions in the Pupil's Book and then ask the pupils to answer them in their exercise books.

Teacher Led Activities

Use these questions to give the pupils some practice:

1. When was the group 'The Wailers' formed?
2. When did they put on a show in Zimbabwe?
3. Where is Zimbabwe?

Ask the pupils to answer the questions orally. Write up the answers on the blackboard. Talk about how the sentences are structured. Explain that the tense used in the answers is the same as the tense used in the question.

Ask the pupils to complete the Pupil's Book activity in their exercise books.

Syllabus link
A4, S3

? Can all the pupils answer a wide range of question types? (S4)

9 Unit 5: Modern Heroes

Language Study

Method

- Prepare some sentence examples.
- Practise the correct usage of the words, **to, two, too**.
- Explain how the words are used. Use the words in sentences to help the pupils to understand this.
- Pupils complete the activity in the Pupil's Book.

Teacher Led Activities

Talk about the words with the pupils explaining to them that the words are homophones. The words sound the same but have different spellings and different meanings.

Write some sentence examples on the blackboard. Here are some you could use.

a) There are **two** books on the table. (noun or adjective - number)

b) I want **to** go to school tomorrow. (preposition)

c) "Can my sister come swimming **too**?" asked one of the boys. (adverb - meaning also or as well)

Go through the sentence examples then ask the pupils to do the activity in the Pupil's Book on page 24.

Syllabus link
A4, S3, S8

Can all the pupils use a range of vocabulary, including complex vocabulary from subjects across the primary school? (K1)

Handwriting

Method

- Revise with the pupils that in cursive handwriting, some of the letters do not join to other letters.
- Let the pupils copy a verse of the Bob Marley song written out in cursive style into their exercise books.

Teacher Led Activities

Write these letters on the blackboard.

b, g, j, p, s, y, z

Write some words to demonstrate how these letters do not join to other letters. Here are some you could use.

boat garden jump zoo yellow

Write these words on the blackboard and ask the pupils to copy them into their exercise books for practice.

Ask them to copy the Bob Marley verse from the Pupil's Book on page 24. They should be reminded to pay close attention to letters that do not join to others as they are writing.

Oral and Writing

Background Information

This activity gives pupils the chance to discuss and express their opinions.

Method

- Encourage the pupils to express their views and opinions on the topic.
- Let the pupils practise listing down discussion points and presenting them to the class.

Teacher Led Activities

Introduce this session by asking the pupils to name some of their favourite artists and singers. They should give reasons for their choices.

Explain the activity to the pupils. Tell them that they are going to draft a prepared talk. Ask them to choose one singer to talk about.

Ask the pupils to think about what they are going to say and to list their points in order. Tell them they should not write out everything they are going to say. They should only write notes to remind them of the key points to talk about. They should only glance at their notes when they are delivering their talk.

Ask the pupils to practise presenting their talks to each other. You could choose some pupils to present their prepared talk to the whole class.

This activity is designed to improve and to develop the pupils' speaking and presentation skills on a given topic.

Syllabus link
S5, S6, S7

? Can all the pupils listen and respond to each other's talks? (S1)

10 Unit 5: Modern Heroes

Reading and Discussion - What is a Hero?

Background Information

The cartoon text will expose the pupils to reading a different type of text. Usually there are fewer words in a cartoon and understanding the meaning of the cartoon relies on the pictures too.

Method

- Talk about this type of text.
- Read through the cartoon with the class.
- Discuss the characters and the conversation.
- Encourage the pupils to use their imagination to complete the text.

Teacher Led Activities

Study the key words before the pupils read and talk about the text.

Read through the text with the class. You could choose different pupils to read each character's words. Talk about the characters in the text.

Ask pupils to retell what happens using their own words.

Explain to the pupils that this cartoon has no conclusion. Ask them if they can think of a good conclusion for the cartoon.

Divide the class into pairs. Then ask the pupils to take on the role of one character in the cartoon as they read the text together.

Ask the pupils what they think about the cartoon. Do they agree with what is being said? What do they think? What is their opinion?

Syllabus link
S11, S12

? Can all the pupils quickly understand the main ideas in a cartoon? (S9)

Comprehension

Background Information

The purpose of this activity is to give the pupils the chance to use their imagination and creativity to add what they think is the best ending to the cartoon by following the sequence of the conversation used in the text.

Encourage the pupils to find a funny, sad or interesting ending to the cartoon.

Method

- Read the cartoon.
- Ask the pupils to list the main points in the conversation.
- Encourage the pupils to use their imagination and draft a conclusion.

Teacher Led Activities

Ask the pupils to read the cartoon once again. Explain to them that it could be easier to complete if they imagined themselves as one of the characters in the cartoon. Tell them to draft the conversation.

Syllabus link
A4, K1, S8

? Can all the pupils choose appropriate vocabulary to complete the text? (S19)

Language Study

Background Information

Direct speech is when we write the exact words that someone said. When we do this we always use quotation marks to show the words spoken. **Indirect speech**, or **reported speech** is when we tell what someone said without quoting their exact words. This is usually introduced by the word **that**, or, if it is a question, **if**, **whether** or **what**. Look at the examples below.

"I don't like taiyo," said James.	Direct speech
James said **that** he did not like taiyo.	Reported speech
"Do you like Taiyo, Peter?" asked James	Direct speech
James asked Peter whether he liked Taiyo	Reported Speech

Method

- Prepare sentence examples on the blackboard.
- Talk about what indirect or reported speech is.
- Let the pupils complete the activity in the Pupil's Book.

Teacher Led Activities

Write these sentences on the blackboard.

a) "I am going fishing with my father," said Samson.

b) "I'm not coming!" she said.

Explain to the pupils that the words that are in the quotation marks are the exact words said by the person. When written in this way we call this **direct speech**. When reporting this direct speech we don't use the speech marks. This is because we do not use the exact words. For example:

a) " I am going fishing with my father," said Samson. (direct speech)

becomes;

Samson said that he was going fishing with his father. (indirect speech)

Ask the pupils to try to convert b) above into indirect speech.

The answer will be: **She said that she was not coming.**

Ask the pupils to copy and complete the activity in the Pupil's Book.

Syllabus link
K1, S8

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

10 Unit 5: Modern Heroes

Spelling

Background Information

This activity assesses the pupils' understanding as well as their spelling of some of the words for this week.

Method

- Read through the passage with the class.
- Ask the pupils to do the activity.

Teacher Led Activities

Read through the activity in the Pupil's Book with the class. The pupils should number 1 to 5 and write out the correct spelling of the appropriate words. There is no need for them to write out the whole paragraph. Remember that this is an assessment and the pupils should not look back at their spelling list. Remember to mark their work. Record how many words each pupil has spelt correctly.

Oral and Writing

Background Information

This session asks the pupils to look back at the work they have done in this unit. It asks them to reflect on what they have learnt and to look particularly at the 10 reading texts they have studied.

Method

- Let the pupils revise the different definitions of the word **hero** by explaining what this word means to a partner.
- Draft a paragraph explaining which reading text they enjoyed most in this unit and why.

Teacher Led Activities

Ask the pupils to look through all the reading texts for this unit and tell them to decide which text they liked most. Ask them to write a paragraph to explain their reasons.

There are some questions for them to think about in the Pupil's Book on page 26. You could go through these orally with the pupils first. They are written out below.

Maybe they liked it because they:

- learnt new things from the text;
- found the text easy to understand;
- wanted to read the text because it was on an interesting subject;
- enjoyed reading about other people's lives;
- liked looking at cartoons.

You will be able to think of other reasons too. There could be more than one reason why they liked a particular text.

After the pupils have drafted their paragraph remind them to work at improving it before they write out a good copy.

Syllabus link
S16, S17

? Can all the pupils write shorter texts quickly and accurately without assistance? (S18)

Reading and Discussion - The Weather

Background Information

Weather plays an important role in our lives. Solomon Islands is still largely a subsistence society, where people fish, hunt and garden for survival. Although we have our own traditional knowledge about the weather, modern technology has enabled people to understand and predict the weather more accurately. The passages in this unit explain the impact of modern technology on our knowledge of the weather. Some passages include information about global issues related to weather.

Method

- Read the title of the reader and ask the pupils to suggest what the reading might be about.
- Find out how much the pupils already know about the weather.
- Read over the key words. These are not spelling words and do not have to be memorised. However, it is important that pupils understand what they mean so that they will understand the passage.
- Pupils read through the passage silently.
- Read through the passage as a whole class activity. Pupils can take turns in reading out loud.
- Summarise the passage together.

Teacher Led Activities

Do a brainstorm activity to find out what the pupils already know about weather.

Write these ideas on the board.

Encourage the pupils to talk about the way in which the weather influences the lives of the people within their community.

Allow pupils to read the passage silently. Remind pupils to read with their eyes rather than mouthing the words.

Ask the pupils to read the passage out loud.

Listen to individual readers and if necessary, correct positively their pronunciation and voice expression. Make sure that pupils pause at commas, stop at full stops and raise their voices to mark questions.

Ask pupils to identify the main ideas within the passage. List these ideas on the board.

Explain to the pupils that this simplified version of the passage is called a summary. A long passage can be shortened or summarised by simply listing the main ideas of the passage. Discuss this list of ideas with the class.

Syllabus link
K1, S4

? Can all the pupils read and identify the main ideas? (S12)

1 Unit 6: The Weather

Comprehension

Method

- Return to the ideas that the class brainstormed before and after reading the text.
- Ask the pupils to respond to the question: What is weather?
- Ask the pupils to reread the text looking for information related to the questions listed in the Pupil's Book.

Teacher Led Activities

The pupils will revise the information that they have already taken from reading the text.

The pupils will discuss the concept of weather, using the question: What is weather? as a stimulus.

Ask the pupils to re-read the passage about 'The Weather'.

Ask them to read the questions in the Pupil's Book. The children should answer the activity in complete sentences in their exercise books.

Syllabus link
S11

? Can all the pupils form and express their own opinions? (S10)

Language Study

Background Information

Sometimes we may want people to agree with our opinions. We can do this by persuading them in a polite or diplomatic way. As adults, we learn to convince people by persuasion rather than by force. This is an important skill that we can use in a number of situations. We can use our skills of persuasion when speaking to people.

Teacher Led Activities

Pose these questions to the class:

"How can you politely persuade your friend to join your team?"

or

"How can you politely convince your friend that octopus is better bait than bonito?"

Introduce persuasive language such as:

'I prefer…don't you?'

'I believe that….don't you?'

'In my opinion… .'

You will find more examples in the English syllabus in the Knowledge Objectives Section, page 14.

Allow the pupils to complete the activity on page 27 of the Pupil's Book.

Syllabus link
S6

? Can all the pupils identify and use a range of persuasive sentences and questions? (K6)

Spelling

Background Information

At this stage it is important that pupils know how to spell the months of the year. This has been reinforced by writing the date every day and can be further reinforced by having a list of the months of the year on display somewhere in the classroom.

January	July
February	August
March	September
April	October
May	November
June	December

Teacher Led Activities

Go through the list and demonstrate correct pronunciation.

Relate special events to particular months. Ask the pupils to name the month in which their birthday occurs for example. Other examples could include: Christmas, Easter and school holidays.

Ask the pupils which months they find easier to remember and why?

Which are difficult to remember and why.

Allow the pupils to share some of their memorising skills, as these skills may be useful to other pupils.

Remind the pupils to use the spelling strategy Look, Cover, Remember, Write and Check as they copy the words into their books.

Oral and Writing

Background Information

Traditional knowledge and activities are very important. It is important that pupils hear about these traditional ways of doing things in school as well as at home, so that they understand the value of Solomon Island ways, beliefs and values. Discussing traditional beliefs about weather while learning about more modern techniques of measuring and reporting weather is an important way to make school in Solomon Islands relevant to our pupils. In this activity, pupils will be asked to write about a traditional story or method of dealing with the weather.

Teacher Led Activities

As a whole class the pupils will share stories about the weather that they may have heard from grandparents or others who live in their community.

You should have some stories to share as well. Perhaps there are different stories of beliefs from different groups of people in your area.

Discuss how this knowledge was helpful in the past. Discuss how it is still helpful in today's times.

Encourage the pupil's to write the stories or beliefs into a short text.

Work with groups of pupils to encourage editing and proofreading of their work once it is complete.

Syllabus link
A4, S3

? Can all the pupils discuss their ideas? (S7)

2 Unit 6: The Weather

Reading - How is Weather Measured?

Background Information

This passage looks at how weather is measured and the type of instruments used to do this. In Standard 4, Unit 6, pupils made a rain gauge and an anemometer. These instruments allow meteorologists to give accurate measurements. It would be useful if you could locate some of these instruments (thermometer, anemometer, rain gauge) to show the class and to demonstrate how they are used.

Method

- Allow the class to discuss the title of the reading.
- Go over the key words
- Allow pupils to silently read the passage.
- Read the passage as a class.
- Make sure the pupils have understood what they have read.

Teacher Led Activities

Brainstorm to find out how much pupils already know about measuring the weather and weather instruments.

Read out the key words, pronounce them carefully and ensure that the pupils know what they mean.

Tell the pupils to read the passage silently.

Allow the whole class to read the passage out loud, either together or individually.

Ask some quick questions about the passage to ascertain the level of understanding.

Syllabus link
K1

? Can all the pupils read and understand the text? (S10)

Assessment Activity – Running Record

Background Information

Over the next few days, you should conduct a running record to measure each pupil's reading ability. This means you must hear each child read individually and record details of their performance.

You will complete one running record for each pupil, each term. Comparing results throughout the year will enable you to make decisions about the teaching and learning of reading in your classroom.

Method

- The assessment section at the front of this Teacher's Guide explains how to conduct a running record. Read these instructions carefully before planning your assessment.
- Use the suggested texts or prepare you own text if you prefer.
- Remember that you should have read each text with the class once before you hear each pupil read.

Suggested Texts for Running Records

Easy Text:	Cyclone Season (Day 5) Paragraph 1 and 2. Starting from 'We all know that...' until '...water vapour rises. (104 words)
Medium Text:	How Old is Water? (Day 6) Paragraph 3 and 4. Starting from 'When the first...' until '...keep us alive.' (105 words)
Difficult Text:	How Is Weather Measured? (Day 7) The last paragraph. Starting from 'The direction.. ' until '... need for journeys'. (103 words)

Comprehension

Teacher Led Activities

Briefly go through the questions and make sure that pupils understand them.

Ask pupils to locate the paragraphs within the passage where they will find the answers to each question.

Explain that not all questions can be answered using information within the passage. Some of the questions require the pupils to provide an opinion or an idea.

Settle the class to begin the activity.

Syllabus link
S11

? Can all the pupils read and quickly identify the relevant details from a text? (S9)

Language Study

Background Information

An apostrophe has two purposes. It can be used to show that something has been left out, we call this an **apostrophe of omission**. Or it can be used to show ownership, we call this an **apostrophe of possession**.

The apostrophe of omission is used to show that a letter or letters have been missed out of a word. The resulting word is called a contraction. The apostrophe of possession is used to show who owns the object it refers to. Look at these examples:

Apostrophe of Omission				Apostrophe of Possession	
I am	I'm	We have	We've	Tim's parents	Steven's weather map
I would	I'd	Could not	Couldn't	the girl's basket	the childrens' teacher
Is not	Isn't	Can not	Cannot	the man's boat	somebody's shoes
I will	I'll	Should not	Shouldn't	William's job	my parents' house

The rule for making possessive nouns with an apostrophe is that the apostrophe is always added at the end of the name of the owner. If the owner is singular, **the boy** for example it goes here, **the boy's**, if the owner is plural, **our parents**, **for example**, it goes here, **our parents'**.

Pupils sometimes incorrectly call an apostrophe a comma. Help pupils to distinguish between the two and ensure that they call them by the correct names.

2 Unit 6: The Weather

Method

- Discuss the way in which the apostrophe is used.
- Teach the difference between the way the apostrophe is used to show ownership and the way it is used to show omission.
- Provide some more examples and ask the pupils to give their own examples.
- Read through the sentences in the Pupil's Book to ensure that the pupils know all the words.
- Allow pupils to complete the activity.

Teacher Led Activities

Explain how and why apostrophes are used.

Demonstrate the difference between the two uses for apostrophes.

Write the examples from the background information on the board. Explain how the apostrophe is used to indicate that someone owns the item. Explain how the apostrophe is used to form contractions. Emphasise that the apostrophe is placed in the position where the letter is omitted.

Settle the class to complete the activity in the Pupil's Book page 30.

Syllabus link
S8,

? Can all the pupils apply apostrophes correctly, to show possession and contractions? (S14)

Handwriting

Teacher Led Activities

Read the poem aloud with the class.

Stress the importance of being neat and consistent when using cursive writing to present work.

Demonstrate writing the months of the year, focussing on writing the capital and not joining to the next letter in the word.

Discuss the importance of slope in neat writing with the pupils. Demonstrate the difference between a correct slope and an irregular one. Ask the pupils to keep these things in mind as they copy the activity into their books.

Oral and Writing

Teacher Led Activities

Explain to the class that they are going to use the handwriting poem as a model to write their own poem. Have a discussion about the months, seasons, weather and times of the year.

Talk about how poems have rhythm and flow. Poems do not have to rhyme, but this one does. Discuss the rhyming pattern in the poem.

Ask the pupils to write a poem using this as a model.

Explain that they should go back to their first draft, proof read it and check for errors.

Ask the pupils to make a final draft.

Emphasise that final drafts should be clearly written and attractively presented.

Syllabus link
S7, A3

? Can all the pupils apply a talk - draft - talk process in a writing activity? (S17)

Reading - Making a Rainbow

Background Information

It is important to talk about the type of text or genre given. This is a procedural text. A procedural text can be a description of a process or a set of instructions to follow to produce or make something. It may include a list of items where the steps are in logical order and are usually numbered. The text can be easily followed and each instruction usually begins with a verb.

Refer to the information about genres in the Teaching Writing section at the beginning of this guide. Pupils should have come across a text on 'How to Make a Rain Gauge' in Standard 4, Unit 6.

Method

- Discuss the text topic.
- Discuss the purpose of a rain gauge the genre of this text.
- Go over the key words and make sure that pupils understand the meaning of these words.
- Ask pupils to silently read through the text.
- Read the text together.

Teacher Led Activities

Find out what the pupils already know about procedural texts. Remind the pupils about the text, 'How to Make a Rain Gauge' in Standard 4.

Draw the pupils' attention to the way the text is written and compare this text to other types of texts.

Ask questions to help the pupils understand the characteristics of a procedural text, such as:

Why are sentences numbered?

Is it important to have the sentences in any specific order? Why?

Draw the pupils' attention to the first words in each sentence. All sentences start with verbs. Ask the pupils to discuss why this might be.

Ask pupils to give other examples of procedure texts.

Allow time for the pupils to silently read the text.

Ask a few simple questions to ensure that pupils have understood the reading before moving on.

Syllabus link
A2

? Can all the pupils identify features of a procedural text? (S9)

Comprehension

Background Information

One way to help pupils to build comprehension skills is to encourage them to rewrite the information that they have read about in a different form.

Teacher Led Activities

Discuss rainbows and how they are formed. Explain to the pupils that they will write a paragraph to explain the information that they have learnt from this text.

Ensure that the pupils reread their work and focus on making the text give the information asked for.

Ask a selection of pupils to read their texts aloud to the class.

Syllabus link
S9, S11

? Can all the pupils read and understand the description of a process? (S12)

3 Unit 6: The Weather

Language Study

Background Information

Many words in English are formed by adding suffixes and prefixes to base words. There is an example in the Pupil's Book for you to use when explaining this to the pupils.

Method

- Explain this concept using a few examples.
- Pupils participate in making new words from base words as a whole class activity.
- Ensure that everyone understands the task.

Teacher Led Activity

Introduce the concept of base words and prefixes and suffixes.

Demonstrate the way in which a base word can be built up to make new words and how this affects its meaning and word type.

Encourage the pupils to use dictionaries if they are available, to make new words from different base words.

Prepare some of these word-building activities on chart paper to display in your classroom.

Go through the activity in the Pupil's Book and ensure that everyone understands what is expected.

Allow the pupils to complete the exercise and assist those who need help.

Syllabus link
A4, S3

? Can all the pupils build words by adding prefixes and suffixes? (K11)

Spelling

Teacher Led Activities

Revise the spelling words for the week.

Select pupils to spell the words aloud.

Play a spelling game. Ask the pupils to stand in a circle around the room. Give the pupils one spelling word and tell them that each child is expected to help spell the word. For example: Begin with the word, *January*.

Start with one child at any point around the circle. This child will be expected to say out loud the first letter of the spelling word (J). The child next to him/her will have to say the second letter of the word (a), the next child will say the third letter (n). Continue until the word has been spelt correctly. If a pupil says the wrong letter they are no longer in the game and they can sit down at their desk. If this happens the next child will have to correct the mistake. Continue playing until all the spelling words have been spelt correctly. You may find that you will need to keep saying the letters that have been said so far - so that the sequence of the spelling is continually heard by pupils.

Ask the pupils to read the instructions for the task in the Pupil's Book on page 33.

Explain that the letters need to be un-jumbled. Use the first word as an example if necessary.

Tell the pupils to complete the activity.

Answers:

December, July, April, June, March, October, August, September, January.

Oral and Writing

Method

- Lead a classroom discussion about the purpose of written instructions.
- Discuss the characteristics of this text type.
- Demonstrate the correct way to construct sentences when writing instructions.
- Model this procedure with the class.
- Provide the pupils with the opportunity to write their own set of instructions.
- Provide encouragement and assistance with the editing process.

Teacher Led Activities

Ask the pupils to identify the purpose of written instructions. Lead them to understand that instructions should tell how to do or make something. Ask the pupils to suggest the characteristics of written instructions. List these on the board. For example:

Instructions are: usually written to help someone to make something or carry out an activity;

There is usually a section that tells what will be needed to complete the activity;

The steps are often numbered;

The steps are in a sequence or order;

The sentences usually start with verbs;

The instructions can be easily followed.

As a whole class use shared writing to write a list of instructions for a particular activity or procedure. Write the list of instructions on the board. Remember shared writing lessons are an important way to teach writing to your pupils.

Arrange the class into small groups.

Tell the pupils to work in their groups to write their own list of instructions. This may be a list of the steps involved in making something or the procedure involved in participating in an activity or playing a game.

Ask each group to choose a topic and begin the first draft.

Tell the pupils that they may refer to the examples provided in the Pupil's Book to give them ideas on what to write.

Syllabus link
S17, A3

? Can all the pupils choose appropriate verbs for their instructions? (S19)

4 Unit 6: The Weather

Reading - Measuring the Wind: The Beaufort Scale

Background Information

The table in this text describes the Beaufort Scale. Sir Francis Beaufort invented this scale in 1806. He was a Rear Admiral in the British Navy from 1774 to 1857. The Beaufort Scale describes various conditions associated with wind speed. These descriptions help us determine how windy it is at a particular time. The Beaufort Scale measures wind speed on a scale between Force 0 (no wind) and Force 12 (hurricane). Meteorologists still use this scale to measure wind speed.

Method

- Discuss different methods of measuring wind speed.
- Look at the key words and clarify their meaning.
- Help the pupils to interpret the table.
- Provide silent reading time.
- Find out how much the pupils have understood.

Teacher Led Activities

Draw the pupils' attention to the format of the text.

Encourage the class to think of other texts that are recorded in tabular format. For example, daily timetables, airline schedules, bus timetables, test results.

Go over the key words and ensure that pupils pronounce these words correctly.

Check for understanding. Allow the pupils to read through the text silently.

Read the text together and ask questions to help pupils interpret the information presented.

For example:

What does km/h mean?

How many knots is a fresh breeze?

What are the signs of a moderate gale?"

Syllabus link
A1, A4

? Can all the pupils read and understand text in a table format? (S9)

Comprehension

Teacher Led Activities

Read through the questions in the Pupil's Book on page 36.

Clarify new or difficult words.

Have pupils complete the task.

Syllabus link
S9, S12

? Can all the pupils skim and scan through a table to find appropriate information? (S11)

Language Study

Background Information

Some English words contain silent letters. Although these letters are included in the spelling of the word they are not pronounced. For example, climb.

Method

- Introduce words with silent letters.
- Pupils identify the silent letters and provide examples.
- Explain the task in the Pupil's Book on page 36.
- Ensure all pupils understand what is expected.
- Look at the table in the Pupil's Book and read through the words.
- Read the instructions for the task and give clarification if it is needed.
- Pupils complete the task.

Teacher Led Activities

Introduce silent letters by providing the class with a number of examples. List these words on the board: knife, thumb, calm, palm, numb, and kneel

Ask the pupils to identify the silent letters. Circle the silent letters within the words.

Ask the pupils to provide examples of other words that contain silent letters. List these on the blackboard.

Read through the instructions in the Pupil's Book.

Explain what is expected and use the first word as an example.

Settle the class to complete the task.

Syllabus link
K1, S8

? Can all the pupils identify and write words with silent letters? (K10)

Oral and Writing

Method

- Pupils are to re-group as they did for the previous writing activity (writing a list of instructions).
- During this lesson the pupils will need to edit their first draft.
- Pupils can commence work on the final draft.

Teacher Led Activities

Remind the class that editing involves a thorough check of all written work.

Ask the pupils to read over their instructions and correct any spelling mistakes.

Ask the pupils to make sure the sentences make sense and begin with verbs.

Remind the class to check that the instructions are in the correct order.

Tell each group to write the final draft on paper.

Each group will be required to present their work to the rest of the class.

Syllabus link
S17

? Can all the pupils use the conventions of English in their writing and edit their work to improve style and convention? (S14)

5 Unit 6: The Weather

Reading and Discussion - Cyclone Season

Background Information

Most children from Solomon Islands probably know about cyclones and have heard cyclone warnings on the radio. This passage will enable pupils to understand more about the formation of cyclones, the way they are named and the dangers that exist when one occurs.

Method

- Find out what the pupils already know about cyclones. Encourage classroom discussion.
- Go over the key words and discuss the meanings.
- Pupils read through the passage silently.
- Pupils identify any new words.
- Read the passage as a whole class.
- Talk about the main ideas in the passage.

Teacher Led Activities

Ask the pupils to talk about their personal experiences with cyclones.

Read over the key words and demonstrate the correct pronunciation. Ensure that everyone understands the meaning of these words.

Ask the pupils to read the passage silently.

Ask pupils to identify any other words they might find new or difficult and help them to understand the meaning.

Read the passage again together as a whole class.

Ask pupils to identify the main ideas in the passage.

Ask some questions to make sure the passage has been understood. For example, how are cyclones formed? What are the dangers of a cyclone?

Syllabus link
S1, S4

? Can all the pupils identify the main ideas and relevant details? (S9)

Comprehension

Teacher Led Activities

Read through the questions and make sure all the pupils understand them.

Discuss the importance of clear and neat presentation of work.

Remind the class that the answers need to be written in complete sentences.

Set the class to their task.

Syllabus link
S9, S10

? Can all the pupils use skimming and scanning to find relevant information? (S11)

Language Study

Background information

Family words can be words that all derive from the same base word.

Here are some examples.

LQIRUPDWLRQ	LQIRUPDWLRQV	LQIRUPDWLRQG	LQIRUPDWLRQLQJ	LQIRUPDWLRQDOLVH	LQIRUPDWLRQDOLVHG
GHFRUDWH	GHFRUDWHV	GHFRUDWHG	GHFRUDWLQJ	GHFRUDWLYH	GHFRUDWLRQ
LQIRUP	LQIRUPV	LQIRUPHG	LQIRUPLQJ	LQIRUPDOLVH	LQIRUPDOLVHG
DFW	DFWV	DFWHG	DFWLQJ	DFWLYH	DFWLRQ

Method

- Revise the meaning of base words and word families.
- Encourage the pupils to provide other examples.
- Model the correct pronunciation of the words in each family.
- Pupils complete the task in their books.

Teacher Led Activities

Using the words provided in the background information section, explain the meaning of word families. Write the base word on the board and demonstrate how new words are formed by adding suffixes such as -s, -ed, -ing, -ive, -ion.

Ask the pupils to help you create word families for some of the words listed.

Pronounce each of the new words formed and ask the pupils to pronounce the words after you.

Before asking the pupils to do the Pupil's Book activity, make sure everyone understands the task.

Syllabus link
K1, S8

? Can all the pupils build new words from base words? (K11)

Spelling

Teacher Led Activities

Ask the pupils to complete the activities in the Pupil's Book. Remind them to revise their words while they are doing this.

Spelling Test

Tell the pupils to write numbers 1 to 10 either in a book or on a piece of paper. Call out each spelling word one at a time and in random order. Give the pupils time to write each spelling word in their books.

When the test is finished collect the pupils' work and correct it. Remember to record each pupil's results.

5 Unit 6: The Weather

Oral and Writing

Background Information

Questioning is an important skill for children to learn. Sometimes the type of information we receive depends on the types of questions we ask.

A closed question will only receive a short answer or a limited response.

You usually get more information from open-ended questions.

Closed questions	Open-ended questions
Do you have to preprare for a cyclone? Is it frightening during a cyclone?	How you prepare for a cyclone? What makes a cyclone frightening?

Method

- Discuss the role of journalists.
- Talk about closed questions and open-ended questions.
- Arrange the class in pairs.
- Model closed questions and open-ended questions.
- Encourage the pupils to imagine they are journalists and help them to create some open-ended questions.

Teacher Led Activities

Ask the pupils to tell you what they already know about the role of journalists.

You may use the following questions to help generate discussion:

- What sort of work do journalists do?
- Who do they work for?
- What role do journalists play in our lives?
- What qualities and skills would you need to be a good journalist?
- How do journalists obtain their stories and find news?
- Are there any dangers involved in this job?

Introduce closed and open-ended questions

Talk about the sorts of questions people need to ask to get more information than a simple 'yes' or 'no' answer.

Provide the class with some examples to demonstrate the two questions types. Encourage pupils to make up their own examples.

Read the instructions in the Pupil's Book on page 39.

Explain what is expected and organise pupils into pairs.

Allow the pupils to start writing the first draft of their questions.

Edit the first draft questions if there is time.

Syllabus link
K8, S15

? Can all the pupils create and write appropriate questions for an interview? (S4)

Reading and Discussion - How Old is Water?

Background Information

The passage given provides a description of the water cycle. The water cycle includes, evaporation, condensation and precipitation. When the air is warm, water from puddles, streams and oceans heats up and forms water vapour. Water vapour rises, becomes condensed and forms clouds. When the water particles in the clouds are cooled, or the clouds become too heavy, precipitation occurs, and the water returns to the earth as rain, hail or snow. The process then begins again. It is a cycle that continues.

Method

- Find out what the pupils already know about the water cycle.
- Read key words and discuss their meaning.
- Model the correct pronunciation.
- Allow time for the pupils to read the passage silently.
- Read the passage as a whole class.
- Ask questions about the reading.
- Discuss any new ideas that may have arisen from the reading.

Teacher Led Activities

Ask the pupils to explain what is meant by the word 'cycle'. Emphasise the fact that a cycle is a series of events or occurrences that continually recur.

Using the diagram in the Pupil's Book, explain the stages involved in the water cycle.

Using the key words teach the class the processes through which water passes during one complete cycle.

Ask the pupils some questions to ascertain their level of understanding.

For example:

What is another name for precipitation?

What causes water to evaporate?

How is rain formed?

What is another word for transpiration?

Why can't we see the water rising into the atmosphere?

How is a cloud formed?

Ask the pupils to read the passage **'How Old is Water?'**.

Read the passage again as a whole class. Pause at various points to explain the stages in more detail.

Syllabus link
S14

? Can all the pupils identify and understand more complex words and ideas? (S12)

Assessment Activity – Running Records

By today you should have completed your running records for most of the class. Make sure that by tomorrow you have heard all the pupils read and recorded their score in your record book or assessment file.

You should have a list of follow up activities that you need to do with individuals or groups of pupils. Begin to plan how you will give them practice to improve their skills.

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Comprehension

Background Information

It is important for pupils to understand that a cycle can start at any point. For the purpose of this task, evaporation has been indicated as the first stage. However, it is also possible to start a description of the water cycle with precipitation or condensation.

Teacher Led Activities

Read through the activity and the instructions.

Explain that the cycle can start at any point. For the purpose of this activity, evaporation is the starting point.

Ask the pupils to identify the stage that comes after evaporation.

When the pupils are clear about what to do, allow them to complete the activity.

Spelling

Background Information

Most of the words in the spelling list for this week are related to weather. Pupils can use these words like a word bank, to create a paragraph about a storm.

As well as learning to spell words correctly, it is also important that pupils are able to use the words appropriately and in the correct context.

cyclone	thunder
cycle	lightning
cylinder	earthquake
bicycle	strength
weather	rescue

Method

- Make sure pupils understand the meaning of each word.
- Help the pupils to pronounce the words correctly.
- Demonstrate the writing of a story using the spelling words and the pupils' suggestions.
- Provide discussion time.
- Provide time for pupils to write, edit and check.

Teacher Led Activities

Pronounce each spelling word clearly and carefully.

Ask the pupils to suggest meanings for each word.

Encourage the pupils to talk about any experiences they may have had with storms.

Using the spelling words, ask the pupils to help you create a short text about a storm. Write the text on the board.

Organise pupils to work in pairs.

Tell the pupils that they have five minutes to discuss and plan their writing.

Make sure the pupils understand that the task requires that they use all of the words in their spelling list.

After five minutes, stop all discussions and instruct pupils to start writing.

Pairs are to edit each other's work and check that spelling is correct.

Language Study

Background Information

Consonant blends are two non-vowels together such as **cr** or **st**. Many English words contain blends like these, for example: **sk**ill, **pl**ace, inse**ct** and de**gr**ee. These are blends where you can actually hear the sounds of both letters such as **sk** or **pl**. However, there are some blends where two or three consonants make a different sound altogether and you do not hear the sounds of each letter in the blend. Such as, **th**, **ch**, **gh** for example: **ch**air, ni**gh**t, la**th**er, **ph**oto. These blends are called **diagraphs**. For this activity, pupils will be looking at the diagraph **th.**

Teacher Led Activities

Read through the explanation and instructions for the activity.

Write some examples of words containing the **th** diagraph on the board.

Pronounce these words clearly.

Ask the pupils to suggest other examples of words that include **th**.

Settle the class to complete the activity.

Allow time to complete the activity. When finished ask the pupils to swap their books and mark the work as a whole class activity.

Oral and Writing

Background Information

The aim of this activity is to help the pupils present information about the water cycle in the form of a diagram and to explain their diagram orally.

Method

- You will need chart paper and coloured pens or crayons for this activity.
- Study and discuss the water cycle diagram in the Pupil's Book on Page 40.
- Split the pupils into groups.
- Assist each group as they work on planning their diagrams.

Teacher Led Activities

Explain the idea of an annotated diagram to pupils. This is a diagram that has labels added to explain the diagram and give more information about it. This is a way of combining text and pictures to give a lot of useful information.

In the task today, explain that they will be making an annotated diagram of the water cycle. It will present the same information as today's reading text, but in a different way.

Read through the descriptions of each process in the water cycle from page 42 of the Pupil's Book and discuss these with the pupils.

Look at the diagram on that page. Point out that, without any labels, the diagram is quite meaningless. Help the pupils to see how the labels should be placed on the diagram to make it make sense.

Then let them work in groups to design and annotate their own diagram. They can use the one in the Pupil's Book if they wish or they can draw their own diagram. Remind them to write labels that explain their diagrams using the information given. Information in the text might also be useful, so they should read the text again.

Syllabus link
A4

? Can all the pupils identify and write appropriate information to label the water cycle diagram? (S19)

7 Unit 6: The Weather

Reading - Satellites

Teacher Led Activities

Discuss new methods of collecting information about weather with the pupils.

Discuss the key words.

Read the text with the pupils.

Select pupils to read sections of the text aloud to the class. Discuss the information included in the text.

Study the diagram and discuss the extra information that it provides.

Talk to the pupils about any words that are still difficult for them to understand. A list of new words about weather displayed in the room might be a helpful way to increase the pupil's vocabulary.

Syllabus link
S11

? Can all the pupils identify the key information in a report text? (S9)

Comprehension

Background Information

When we read we can find out a lot of things. When we talk to and listen to other people we also learn a lot from them. It is important that we can distinguish between what is fact and what is an opinion. A fact is something that is true and proven. An opinion is someone's personal view about something; it is not necessarily true or proven. For example;

The sun's ultra violet rays can cause skin cancer. (Fact)

Children should never be allowed to play in the sun. (Opinion)

Teacher Led Activities

Explain to pupils the difference between facts and opinions. Facts are proven truths that we cannot dispute whereas opinions are someone's personal beliefs and views.

Explain to the class that people sometimes state their opinions as if they are facts. They do this to persuade us to believe or agree with them. Use these examples to assist pupils see the difference.

Fact: "Kumara contains a lot of sugar."

Opinion: "Little children shouldn't eat too much Kumara."

Fact: "It is very humid during the wet season."

Opinion: "You will get flu if you allow yourself to get wet in the rain."

Make sure everyone understands the task in the Pupil's Book on page 43. Complete the first example with the class to demonstrate what is expected.

Syllabus link
S9, S7

? Can all the pupils read a wide range of statements and identify facts from opinions? (S5)

Language Study

Background Information

As well as developing the skills of answering spoken and written questions, pupils need to develop the skill of forming appropriate questions. They need to know how to ask an appropriate question so that they receive the exact information required. Information we receive will depend on the type of question that we ask.

Teacher Led Activities

Help the pupils formulate their own questions. Provide the class with a list of answers and ask the pupils to help formulate appropriate questions to match the answers.

Write the following answers on the board and encourage the pupils to suggest appropriate questions for each answer. Remind the class to make sure their questions are specific and not too general. Remind the class that they will need to place a question mark at the end of each question.

Answers:	Questions:
"I'm wearing an extra shirt because it's cold today."	"Why are you wearing two shirts?"
"Because I heard the weather report."	"How do you know that it will be windy tomorrow?"
"I'll plant my garden when it rains."	"When will you plant garden?"
"The visiting MET officers said that Solomon Islands is more humid than Fiji."	"What did you learn from the MET officer's meeting?" or "Who told you that the Solomons is more humid that Fiji?"

Syllabus link
A2, A4

? Can all the pupils form appropriate questions to get a wide range of answers? (S4)

Spelling

Background Information

The letter **u** can be pronounced differently in different words. It is pronounced as **uh** in words such as **shut** and **gun**. It is pronounced as **oo** in words such as **blue** and **flute**. Words with the **uh** sound are said to have a short **u** sound. Words with the **oo** sound are said to have the long **u** sound.

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Teacher Led Activities

Explain that the letter **u** is sounded differently in different words. Words such as **shut, gun, but,** all have a **short u** sound. Words such as **cute, student, true, flute,** all have a **long u** sound. Use these examples to teach this concept as a whole class activity. Practice saying the words aloud.

Write up the headings, **Long u sound** and **Short u sound**, on the board. Read out the following words and ask the pupils to listen and identify whether they have a short sounding u or a long sounding u. Record the answers on the board under the appropriate headings.

mute	**stump**	**put**	**fuel**	**blunt**	**fruit**
tune	**pump**	**suitable**	**duke**	**gun**	**shut**

Syllabus link
S8

? Can all the pupils identify the different sounds made by a long u and a short u? (S3)

Oral and Writing

Teacher Led Activities

Tell the pupils to move into their groups to complete the water cycle diagram started in the previous lesson. Explain that the diagrams need to be well presented and easy to read. Ask the pupils to edit their work to make sure there are no spelling mistakes. Allow time for each group to present and explain their diagrams to the rest of the class. Display each of the diagrams on the science display.

Syllabus link
S12, S19

? Can all the pupils apply a talk - draft - redraft process to labelling their water cycle diagram? (S17)

Reading - A Tropical Climate

Background Information

It is important that pupils know that the world is divided into different climatic zones or regions. Climatic regions have certain characteristics that determine the type of weather experienced. The text in this lesson provides information about one climatic region - The Tropics. The Tropics are located between the Tropic of Capricorn and the Tropic of Cancer. Solomon Islands is located in the Tropics.

Teacher Led Activities

Using the world map given in the Reading in the Pupil's Book, have a class discussion about the Tropics as a region. Find other countries that are in this climatic region. Locate Solomon Islands. Show the pupils the location of the equator. Explain that the equator is an imaginary line that divides the earth in half. Show the pupils the location of the northern and southern hemisphere. Ask the pupils to indicate in which hemisphere Solomon Islands is located. Ask the pupils to identify other countries that lie in the southern hemisphere.

Show the class the location of the other parallels of latitude, the Tropic of Capricorn and the Tropic of Cancer. Explain that the area in between is referred to as the Tropics. Ask the pupils to identify any other countries located in this tropical region.

Make sure that pupils understand the meanings of the key words. Allow pupils to read the passage silently and then re-read it as a whole class. Ask the pupils questions to assess their level of understanding.

Syllabus link
S11, S12

? Can all the pupils read an increasingly wide range of texts? (S9)

Comprehension

Teacher Led Activities

The activity in the Pupil's Book on page 46 will help the pupils to develop and consolidate their understanding of the new words within the reading. Do the first example of the exercise to model what is expected from the task. Allow the pupils time to complete the activity.

Syllabus link
S3, S8

? Do all the pupils know the meaning of the new words they learnt from the reading? (K1)

8 Unit 6: The Weather

Language Study

Background Information

Homonyms are words that sound the same but are spelt differently and have different meanings. For example, the words **buy** and **by** are homonyms.

Teacher Led Activities

Provide the pupils with examples of homonyms to help consolidate their understanding of these words.

Explain to the class that homonyms are words that:

- sound the same;
- are spelt differently;
- have different meanings.

Write some homonyms on the board to use as examples. You may wish to use the words listed below. Ask the pupils to help you put the words into sentences to show the differences in meaning.

ate – eight	knows – nose
boarder – border	knot – not
dew – due	meat – meet
flour – flower	peace – piece
him – hymn	praise – prays

You can also write these examples on chart paper and display them on the wall.

Encourage the pupils to complete the activity in the Pupil's Book on page 46.

Syllabus link
K1, S8

? Can all the pupils place the correct homonyms in the correct context? (K2)

Spelling

Teacher Led Activities

Go through the spelling words again with the class. Discuss any words that pupils may be having difficulty learning.

Explain the task to the pupils. Tell the pupils that they are to use the words from the spelling list to answer the questions. If necessary, do the first one as an example.

Oral and Writing

Teacher Led Activities

Encourage pupils to participate in a classroom discussion. Ask the pupils to recall any personal experiences they may have had in relation to bad weather, storms or cyclones. Ask the pupils to share their ideas with the rest of the class.

Ask the pupils some questions to initiate discussion.

For example:

How did you feel?

Why did you feel that way?

Tell the class that they will be writing a recount of the experiences of one pupil.

Model the correct method used when writing a recount. As a whole class activity, write a brief recount using the pupils' ideas. Write the recount on the board and use this example to recall and discuss the characteristics of a recount.

Remind the class that a recount involves a setting and includes a retelling of events as they occurred in sequence. The recount can be a recollection of a personal experience such as 'Surviving a Destructive Cyclone'.

Remind the pupils to use linking words to indicate time.

For example:

firstly, and then, as soon as, afterwards, before long, some time later, the next day.

There is an extra text in the reader called 'The Miracle of Tikopia.' You could ask pupils to read this to give them some more ideas about what it might be like to survive a cyclone.

Give the pupils time to start writing the first draft of their recount.

Syllabus link
S4

? Can all the pupils use linking phrases to indicate time and order of events? (S15)

9 Unit 6: The Weather

Reading and Discussion - Global Warming

Background Information

This reading is about a worldwide concern. The scenario described in this reading is far removed from the environment of most pupils from Solomon Islands. It is important though, to make pupils aware that pollution of the air and the environment is not just caused by waste gases, but is also due to the loss of forests and the disposal of rubbish and human waste in the sea and rivers.

Teacher Led Activities

Read through the key words and make sure that pupils understand the meaning of these words.

Involve the pupils in KWL as a strategy for comprehension.

Read the text aloud to the class.

Ask questions about the reading to check their understanding.

Promote a classroom discussion and invite the pupils to talk about pollution in their own area. Relate these experiences to the issues described within the reading.

A KWL Chart

Know/Want to Know/Learned (KWL)

KWL, a widely used learning strategy, is particularly useful for teaching reading comprehension. This technique ties together pupils' prior knowledge, their desire to learn more, and the conclusions of their learning.

K (Know):	Pupils list everything they think they know about the topic of study.
W (Want to know):	Pupils tell what they want to know about the topic.
L (Learned):	After pupils have finished reading or studying a topic, they list what they have learned. They can also check the W column to see which questions were answered and which were left unanswered. Then they should revisit the K column to see if they had any misconceptions.

Steps to a KWL:

1. Draw a KWL framework chart on the blackboard. Pupils will write the things they already know and the things they wish to know *before* reading. *After* reading, they will complete the chart with things they have learned.
2. Have pupils - as an entire class or in small groups - outline their prior knowledge of the topic. Write, otheir ideas on the KWL chart.
3. Next, ask pupils to raise questions they would like answered as they learn about the topic. Record these on the KWL chart.
4. Have them read the selection and take notes on new learning. Emphasise new information that relates to the "what I want to know" questions.
5. Discuss this new information with the class. Note any questions that were not answered in the reading.

Syllabus link
K1, S7

? Can all the pupils read and discuss the topic of the reading? (S10)

Assessment Activity – Running Record

Check that you have completed your running records for reading assessment.

Have you heard every child read over the last two weeks and recorded their score?

Have you made a note of follow up activities you need to do with the class and with individual pupils?

Have you planned your follow up activities?

While it is recommended that you listen to every pupil at least once a term, you may decide to do this more regularly for at least some pupils. If you have identified some pupils who you feel are having difficulty learning to read English, you might plan to conduct more regular running records for these pupils.

Comprehension

Teacher Led Activities

Ask the pupils to read the task in the Pupil's Book on page 49. Explain that they are to complete the activity using the information provided in the passage. Remind the pupils to use the information that they have recorded on the KWL chart. Ensure that they understand that they are to use their own words.

Tell the pupils to read the text again before completing the task if they need to.

Syllabus link
K1

? Can all the pupils describe the main ideas of the text without assistance? (S9)

Language Study

Teacher Led Activities

Revise the information provided in a previous lesson about forming questions. You may wish to refer to the background information given about developing questioning skills. Remind pupils that the information received depends on the types of questions asked. Use these examples to help the pupils prepare for the task.

Q: What is global warming?

A: Global warming is the warming up of the earth's atmosphere.

Q: What causes global warming?

A: It's believed that waste gases are preventing the heat from escaping from the earth's atmosphere which causes warming.

Syllabus link
S5, S6

? Can all the pupils form appropriate questions? (S4)

9 Unit 6: The Weather

Handwriting

Teacher Led Activities

Read the passage to the class. Ask the pupils to copy the sentences into their books using their best cursive handwriting. Use the activity to focus pupils' attention on having a regular size for letters and punctuation. Each of the lines has a question mark so discuss how this fits with the rest of the written text.

Oral and Writing

Background Information

To pollute something means to make it dirty. Pollution is the term commonly used for the way in which people spoil or damage their environment. There are many forms of pollution. The one we have read about in today's text is a large-scale threat to the whole planet caused by traffic fumes and industry, but there are other forms of pollution too. Pupils may find the idea of pollution easier to understand if you explain it in terms of their own environment. Plastic bags, bottles, tins and batteries thrown into the sea are one form of pollution that pupils might be familiar with. They may also know about oil spilling into the sea from OBMs and ships, about logging machinery polluting water sources and about people using rivers or streams as toilets. Try to explain pollution in a way that your pupils will understand.

Teacher Led Activities

Discuss the meaning of pollution. Ask one of the pupils to find the meaning in the dictionary and write this definition on the board. Ask the pupils to talk about how pollution affects people's lives.

Take a walk through the school or local area. Ask pupils to look out for signs of pollution in their area.

Discuss the things that the class may have seen to indicate pollution.

Refer to the activity in the Pupil's Book and read through the instructions.

Organise pupils into groups and set them to do their task.

Allow each group to choose someone to present their findings. The presentations can be held during the last ten minutes of the lesson.

Syllabus link
A3, S7

? Can all the pupils list down their ideas in draft form? (S17)

Reading and Discussion - It's Only the Storm

Teacher Led Activities

Go through the key words before reading the poem. Help the pupils to pronounce the words correctly.

Discuss the meaning of the words.

Have the pupils read through the poem silently until they are confident, then have them read it aloud to their partner.

Ask the pupils to identify the verbs in the poem that describe the movement and noise made by the storm.

Collect these words in a list on the board.

Ask the pupils for their reaction or response to the poem. Do they like it? Why?

Syllabus link
K1, A2

? Can all the pupils read and understand the poem? (S9)

Comprehension

Teacher Led Activities

Ask the class some simple questions to ensure that they have understood the poem.

Talk about the poem and look at the way in which the poet has written the poem. For example, look at the use of repetition, questions are asked and answered.

Read through the comprehension questions.

Ask the pupils to complete the activity using their best cursive handwriting.

Syllabus link
S1, S4

? Can all the pupils discuss the way the poem is written? (S7)

Language Study

Background Information

A simile is a figure of speech, in which we state that one thing is like another, in one particular respect. Similes are comparisons made between two things.

For example:

His hands were *as cold as ice.*

She is *as quiet as a mouse.*

I'm *as happy as a lark.*

He is *as strong as an ox.*

Teacher Led Activities

Explain the use of similes to the class. Use the examples to show the pupils how similes can be used. Ask the pupils to suggest any similes they may already know. List these on the board. Provide the class with other examples and list these on the board as well.

Read through the sentences in the Pupil's Book and make sure that everyone understands how to complete the task.

Settle the class to complete the activity.

Syllabus link
S9

? Can all the pupils identify and use similes appropriately? (K2)

10 Unit 6: The Weather

Spelling

Teacher Led Activities

Dictation

Explain to the class that you will be reading some sentences out loud. Tell them that they will need to listen carefully and write the sentences into their books. Tell the class that this type of activity is called dictation and it is another way to test the spelling words. Ask pupils to write the word 'Dictation' as their heading.

Read out the sentences below. Read the sentences slowly. Say a few words at a time, giving the pupils time to copy the words into their books. Once you have finished one sentence re-read the same sentence again, this time without pausing.

1. I can cycle anywhere on my bicycle.
2. During a cyclone there is often thunder and lightning.
3. The rescue team worked through the bad weather.
4. An earthquake has great strength.
5. A water tank is in the shape of a cylinder.

Oral and Writing

Teacher Led Activities

Ask the pupils to refer to the poem again. Direct the pupils' attention to the way in which the questions start and the way in which the questions are answered. Ask the pupils to look for any patterns or repetitions. For example, the questions all start with the word 'what'. The answer given is the same each time; 'Hush it's only the storm'.

Use shared writing to write an example poem with the class. Ask the class to help you write a copycat poem. Write the poem on the board. Talk about what you are doing as you write. This is an excellent way for pupils to learn about writing.

Read through the instructions given in the Pupil's Book on page 52.

Make sure pupils understand what is expected before they start to write.

Syllabus link
A4, S3

? Can all the pupils write a short poem without assistance? (S18)

Reading and Discussion – The Origin of Nendo, Part 1

Background Information

This is a traditional story written in the narrative genre, about the origin of Nendo Island in Santa Cruz, Temotu Province. The main purpose of narratives is to entertain, inform and teach. Other examples of narratives include, novels, short stories, folk tales, fairy stories, mysteries, science fiction, fables and legends.

This text is a local creation story explaining how the island of Nendo came to be. There are many different creation stories belonging to Solomon Islands. Pupils will be asked to retell stories from their own provinces or tribes explaining how different islands came to exist.

In this unit the pupils learn about how narrative stories are structured. They will also work with other genres including expositions, explanations and reports.

Method

- Introduce the this unit by asking the pupils if they know of any stories (narratives) from their own islands.
- Brainstorm familiar stories.
- Ask the pupils to predict what this story might be about.
- Make sure all pupils understand the key words.
- Read the whole story (pupils follow in their own text).
- Discuss the story with the pupils focussing on the characters, events and sequence.

Teacher Led Activities

Focus on the **key words.** Ask the pupils to find the words in the text. Can they give the meaning of the word by using clues from the sentence in which the word is found? Ask them to find each word in their dictionaries and discuss the meanings.

Discuss the characters in the story

1. What are the names of the characters in the story?
2. What does the story tell us about them? Describe what they did and how they felt.
3. Why do you think they behaved the way they did?
4. If you were Makahikihi, what would you have done? Explain why.

Talk about the different **events** that take place in the story. Ask the pupils to find some examples from the story of strange and magical events that could only occur in a traditional tale, eg. the tools working on their own.

Discuss the **sequence** of events. Show pupils how some phrases are used to link events in the story. Focus on how these phrases tell us **when** things happened and help us to understand the **sequence** of the story.

For example:

Early every morning…

As the son grew older…

The next day…

Syllabus link
K1, A1, S9

? Can all the pupils read a narrative and identify the sequence of events and the method of organisation used in the text? (S12)

1 Unit 7: The Land

Comprehension

Background Information

One way to help the pupils understand the vocabulary used in the story is to use new words in sentences. In this activity, the pupils are going to re-write sentences using synonyms from the passage. **Synonyms** are words that have a similar meaning.

Method

- Revise the meaning of the word synonym.
- Practice thinking of and finding synonyms for familiar words.
- Read through the instructions in the Pupil's Book.
- Read through the example with the pupils and ask them to complete the activity in their exercise books.

Teacher Led Activities

Do some revision work with the class about synonyms. Select words from the passage and help them to think of different synonyms before working through the activity together.

Dictionaries are helpful tools for finding examples of synonyms. Show pupils how to read dictionary definitions of familiar words and look for synonyms used in the definition.

Some examples of synonym word groups:

Centre:	middle, hub, mid, core, focus, heart, midst, midpoint, focal point
Speed:	race, rush, zip, haste, hurry, hasten, hustle, quicken, swiften, fastness, rapidity, velocity
Build:	form, make, mold, erect, forge, raise, expand, enlarge, fashion, produce, construct, fabricate
Canoe:	dugout, coracle, kayak, umiak, bidarka, ballam, baroto, oomiak, waka, banca, pahi
Path:	way, fare, lane, line, road, byway, route, track, trail, street, passage, thoroughfare
Island:	cay, key, isle, atoll, islet
Legend:	myth, saga, fable, story, folklore, tradition, custom story

Syllabus link
K2

? Are the pupils developing a wide range of skills to identify, understand and pronounce new words? (S8)

Language Study

Background Information

This is an activity about different parts of speech, including nouns, adjectives, verbs, prepositions and adverbs. Pupils are asked to use each of these to construct a complete sentence.

The following definitions will help you.

Part of Speech	Definition	Examples
Noun	A word used to name a person, place or thing	boat, Pamela, group love, Australia, paddle,
Adjective	A word which adds meaning to a noun, by describing it, or showing possession	beautiful, small, tired, my, his, their,
Verb	A doing, being or having word	scratched. was, have, felt, whispered,
Adverb	A word that adds meaning to a verb by describing or intensifying it	slowly, very, too, hungrily, silently, extremely
Preposition	A word tat shows the relationship between nouns in place or time	under, on, near, after, before, during

Method

- Remind pupils about **parts of speech** as explained in the background information above.
- Play the sentence game.
- Read the instructions in the Pupil's Book on page 53 and explain the activity.

Teacher Led Activities

Talk about the sets of words with the pupils. Write some sentences from stories or other texts on the blackboard and have pupils come up and underline a part of speech.

For example:

Noun	He walked quickly along the dusty **road**.
Adjective	He walked quickly along the **dusty** road.
Preposition	He walked quickly **along** the dusty road.
Verb	He **walked** quickly along the dusty road.
Adverb	He walked **quickly** along the dusty road.

1 Unit 7: The Land

Introduce the sentence game – split the class into groups: the noun group, the adjective group, the verb group, the preposition group, and the adverb group. Ask the noun group first to think up a noun, and write it on the blackboard, then ask the verb group for a verb, the adjective group for an adjective and so on, adding to the sentence on the blackboard each time as you go:

noun group	The **dog**.
adjective group	The **frightened** dog.
verb group	The frightened dog **ran**.
adverb group	The frightened dog ran **quickly**.
preposition group	The frightened dog ran quickly **under.**
noun group	The frightened dog ran quickly under the **table.**

Play the game until the pupils are condifent with using the different parts of speech to structure sentences.

Do the example in the Pupil's Book with the pupils.

Read through the word sets, on page 53. Ask the pupils to do the activity in their exercise books. Ask the pupils to read some of the sentences they have written out loud to a partner.

Syllabus link
A4, S8

? Can all the pupils identify and use the terms noun, pronoun, adjective, adverb, verb and preposition appropriately? (K11)

Spelling

Background Information

The spelling words for this week include lots of examples of long vowel sounds made by double 'ee' and double 'oo'. In spelling activities this week you will help pupils to recognise and pronounce these long vowel sounds, but be careful!

The 'oo' sound (as in r<u>oo</u>f and t<u>oo</u>) is different from the pronunciation of double 'oo' in words such as foot, cook and book. Practice pronouncing these to yourself to be sure that you can help pupils to hear the different vowel sounds. Other useful words to help practice these letter sounds include the following:

long e - been, see, three, sleep, feet, bee, beetle

short e - went, help, bed, ten, fed, pedal, peck, vent

double o - moon, broom, boot, food, noon, soon, zoom

Method and Teacher Led Activities

between	keep
reef	tree
need	feet
too	broom
roof	dense

- Introduce the words to the pupils. Ask the pupils to copy the spelling words into their exercise books and work in pairs to say and spell the words. Have the pupils use the **Look, Cover, Remember, Write and Check** strategy **(LCRWC)**.
- Do some phonic awareness work on long vowel sounds.
- Help the pupils to hear the difference between the short **'e'** sound and the long **'ee'** sounds from the spelling list.
- Help them to hear the **'oo'** sound as in **too** and **roof**. Also remind them that double 'oo' sometimes makes a different sound, as in **cook**, **book** and **look**.
- Emphasise these sounds and ask the pupils to say them.
- Ensure that all pupils can say the words correctly and understand their meaning.
- Explain the activity in the Pupil's Book on page 54. The pupils need to use their spelling lists to help them do this activity.
- Advise the pupils to learn to spell the words using the spelling strategy - **Look**, **Cover**, **Remember**, **Write**, **Check**, during the week.

Oral and Writing

Background Information

Look again at the information on narratives provided earlier in this unit.

For today's writing activity you will work with the class to deconstruct the narrative text. Deconstructing a text means taking it to pieces to learn about its structure.

Deconstructing the text will help pupils to understand how a narrative is written. It will help them to see that it has a beginning, a middle and an end, and to understand what information is included in each of these sections. This will help them develop their own writing skills and help them to plan and write a good narrative story.

This story has an introduction (Paragraph 1), which tells us who the characters are, where the story is set and what it is about. It then has a series of linked paragraphs describing the events in the story in the order in which they happened. It then has a concluding paragraph telling the ending of the story.

Method

- Deconstruct the text.
- Write a plan for a narrative story in groups.

1 Unit 7: The Land

Teacher Led Activities

Go through the story again with the pupils looking at each paragraph individually.

Talk about:

1. The characters in the story, (paragraph 1).
2. The sequence of events, which happen to the characters and how they feel about these events.
3. The ending - How does the story end? Is it a good ending?
4. The language used - vocabulary, tense.
5. Text structure.

Write a plan for a narrative story.

Writing a narrative story plan.

Ask the pupils to work in groups of three to plan a narrative story based on how an Island in their province was formed or created.

This may be a retelling of a story that they know already, or it may be an imaginative story that they make up themselves.

Pupils will use the following framework to plan the structure of their narrative story:

Narrative story plan	
Title	How the Island of Butu was formed
Plot	
Orientation (Beginning):	**who, what, when, where**
	Mita, magic witch, long ago, in a place called Mandi
Complication (Middle):	**What happens in the story**
	Magic witch always wants to eat fish.
	Mita went fishing and caught a fish.
	Witch asked for fish but Mita didn't give him one.
	Cursed Mita to change into an Island.
Resolution (Ending):	**How is it sorted out in the end?**
	Mita changed into the Island of Butu.

Remind the pupils that they do not need to write in full sentences.

They should just make notes or write down rough ideas of what will be included in each section.

Encourage them to write down lots of ideas and to choose the best ones.

If they cross things out it's OK, as this is not a finished piece of work – it is only a plan.

Syllabus link
A3, S7

? Can all the pupils use a talk - draft - talk - redraft process when planning their own texts? (S17)

Reading and Discussion – The Origin of Nendo, Part 2

Background Information

This is the second part of the story **The Origin of Nendo**. The story explains what happened to Makahikihi. It tells how he had to leave his home because of his Father's curse and how he fished a large island, the island of Nendo, out of the sea. The story is a narrative, which explains how the Island of Nendo came into existence. It is a form of creation or custom story.

Elements of a story:

The **plot** tells the reader what happens in a story and why it happens.

The plot is the beginning, the middle and the end of a story. It includes a **sequence of events** that leads to a **complication** where some problem facing the character arises.

The **resolution** is where the problem or crisis caused by the complication is solved. In short stories, this is often at the very end of the story.

A story is also called a **narrative**.

The **characters** are the people or things in a story.

The **setting** tells about the 'who, when and where' of a story. This is also called the **orientation.**

The **structure** of a story can be described in many ways. Understanding how stories are structured will help the pupils construct their own stories. Remember, well written stories come from good ideas that are made interesting and fresh by the author.

Method

Before you read, ask some questions about the events in the story so far. Can the pupils retell the first part of the story they read yesterday?

- Focus on the **key words**. Ask the pupils to find the words in the text. Ask them to find each word in their dictionaries and discuss their meaning. You could ask them to use some of these words in sentences.
- Ask the pupils to listen and follow the text silently as you read the story to the class.
- After reading the story, talk about the events of the story.
- Study the language used to create mood in the story.

Teacher Led Activities

Use the following questions to guide your discussion:

1. How did Makahikihi feel about what had happened?
2. What did Makahikihi's mother do to comfort him?
3. Who did Makahikihi talk with about his plan to leave?
4. Describe what Makahikihi did after discussing his plan with Kave.
5. Why did Makahikihi decide to leave Taumako?

6. What happened as Makahikihi sang his song?
7. What happened to Makahikihi in the end of the story?

Lively Language

A good way of reviewing the story and the key words, and also to provide ideas for the pupils to use in their own writing, is to record some interesting words and phrases. This is also a good review of synonyms.

Ask the pupils to look through their readers and name some interesting words and phrases that they have read.

Write them on the blackboard.

Discuss with the pupils what images these words give them as readers.

Lively Language	
Words and Phrases	**Image**
the mighty cliffs	enormous cliffs
trees frowned on each side	dark, gloomy forest

Syllabus link
S4

? Can all the pupils use skimming and scanning skills when reading to find information? (S11)

Assessment Activity - Oral Observation

Background Information

During this unit, over the next two weeks you will make an assessment of each pupil's oral or speaking and listening skills. You will do this by carefully observing each pupil as they take part in the oral activities in their English lessons.

This is the second oral assessment you have conducted this year. Compare the results of this assessment with the notes you made for each pupil during your assessment in Unit 3. Assess whether each pupil has improved and look for persistent difficulties they may be having with speaking and listening in English. When you plan your follow up activities, help them with these difficulties.

Method

Pages 30 of this Teacher's Guide explain how to conduct the Oral Observation Assessment. Read these instructions carefully before planning your assessment. You should aim to observe each child for about 5 – 10 minutes. You can observe more than one child at a time.

The box on the next page suggests some of the activities from this unit that you might use for your observations.

Activities for Oral Assessment

Day 3	**Presentation and Discussion** Reading out their creation stories and responding to each other's stories.
Day 4	**Group Discussion** Explaining how land is transferred in their area or tribe.
Day 5	**Agreeing and Disagreeing** Partner work about registration of customary land.
Day 6	**Group Discussion** Applications to the Honiara Town Planning Board. **Role Play** – Honiara Town Planning Board Meeting.
Day 10	**Role Play** – Bara the Peacemaker.

It is important to keep a record of your pupils' skills as a base line of further assessments during the year.

Comprehension

Background Information

In this activity the pupils are asked to think about the characters in the story. Making a character sketch is a good way to help pupils understand the characters. It will also help them make their own narrative stories more interesting by adding details about the characters.

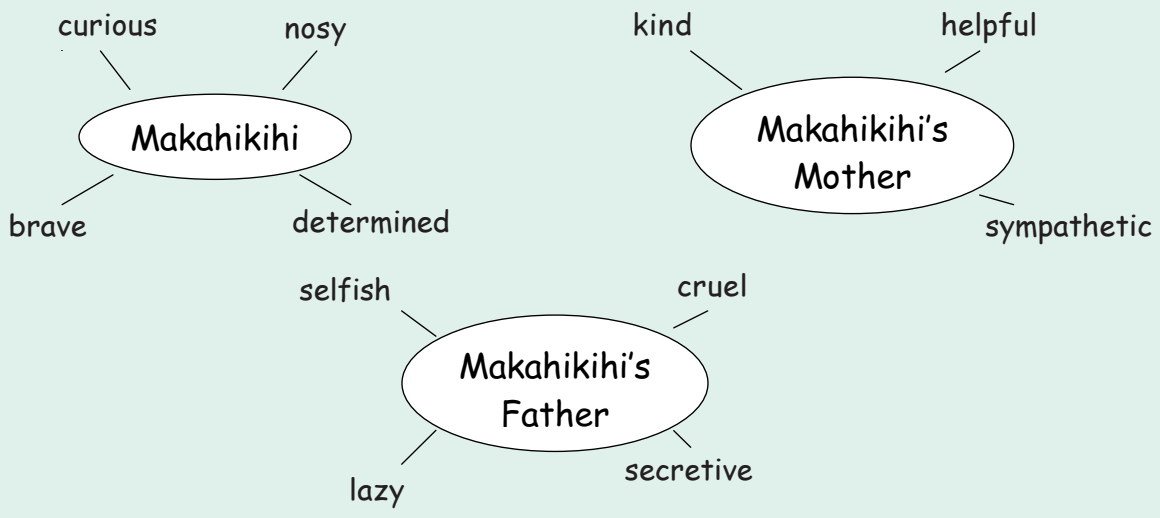
In this activity, the teacher's task is to try to help the pupils think about the behaviour, actions and feelings of the characters in the story.

Method

- Read through the text, discussing the characters and events.
- Prepare a character sketch for each character in the story on the blackboard or a large piece of paper.
- Ask pupils to add words that describe feelings, behaviour or actions for each.
- Have the pupils complete the activity in the Pupils Book on page 55.

Teacher Led Activities

Begin by asking pupils to tell you what they know about each character in the story. Write their ideas on the board as shown. Ask them to add their own ideas about the characters as well as the ideas from the text.



Talk about the character sketches with the pupils after you have completed them. Which character do they like the best? Why?

Syllabus link
S9, S12

? Do the pupils use implied or indirect meaning in the text to help them describe the characters? (S10)

Language Study

Background Information

In this activity the pupils look at **synonyms**, which are words with similar meanings. Using different words with similar meanings makes a narrative story more lively and interesting for the reader.

Teacher Led Activities

Remind pupils that synonyms are words, which have similar meanings.

Write the words listed below on cards and give one to each pupil. Explain that when you say 'go', they have to move around the class and find two other pupils who have a synonym of their word (a word that means the same as their word). The first group to match all three of their synonyms wins.

walk	**stroll**	**stride**
tremble	**shake**	**shudder**
tasty	**delicious**	**appetizing**
beautiful	**attractive**	**pretty**
student	**pupil**	**learner**
teacher	**tutor**	**lecturer**

Syllabus link
A4, K1

? Can all the pupils use a range of synonyms? (K2)

Handwriting

Background Information

Pupils should be developing a consistent cursive style of writing. They should use cursive writing during all writing activities and not just during handwriting lessons. However, there may be some joins, which the pupils still find difficult. Practice helps to improve pupils' skill in writing and encourages them to write neatly.

Teacher Led Activities

Choose a few joins to revise at the beginning of the handwriting lesson. Demonstrate these on the board and ask the pupils to practise them.

Remind pupils to check that: their letters slope the same way; the spacing between letters and words is equal; their letters are equal in size.

Remind children about the correct posture and pencil grip.

Ask the pupils to copy the handwriting activity from the Pupil's Book into their exercise books.

Oral and Writing

Background Information

Discussing writing helps to develop pupils' confidence in writing as well as their speaking and listening skills. In this activity you will build on the study of the narrative structure that you started yesterday.

One important language feature of a narrative story is the use of linking phrases and words. These show the time and sequence that events in the story took place. You will study these in today's text and then ask the pupils to use appropriate linking devices as they draft their own story.

Method

- Revise the structure of the narrative story that you investigated yesterday.
- Organise the pupils into groups of three to discuss the creation story that they planned in yesterday's lesson, adding any new ideas they might have.
- Tell the pupils that today they will begin drafting their own story based on the plan they completed yesterday.
- Explain the activities in the Pupil's Book.
- Do the example in the Pupil's Book and ask the pupils to complete the activities in their exercise books. Have the pupils begin a first draft of their story using their story plan.

Teacher Led Activities

Remind pupils of the structure of a narrative see if they can tell you the names of the different parts of a narrative text that you discussed yesterday.

Study the second part of the story again, looking at the structure. Can the pupils identify the different parts of the story?

Identify and explain words/phrases that tell the reader about time (when events take place in the story) or show a sequence of events.

Study the text together to identify the kind of linking words and phrases the author has used. Pick these out from the text and write them on the blackboard.

For example:

Early every morning…..	This tells about something that always happens.
As the son grew older…	This tells us that quite a lot of time has passed.
One night ….	This tells us about a specific event.
The next day…..	This tells us what followed a specific event.
After eating…	This tells us what happened next.
Not long after…	This tells us what happened a little while later.

Ask the pupils to think of other phrases that they might use and write these on the blackboard as shown:

Phrases showing something that happens immediately	Phrases showing that a short period of time has passed	Phrases showing a longer period of time
Just then … Straight away … Without wasting any time … As soon as …	A few minutes later … The following week … The next day … After a while …	Many years after … After a year had passed … Many months went by … Later, when the children were all grown up …

Syllabus link
K5

? Can all the pupils use a range of sentence types and linking words to write a narrative text? (S15)

Reading and Discussion – The Legend of Patu Mountain

Background Information

Today's text is another narrative based on a local legend. It explains events that took place in a village called Patu, leading to the formation of a mountain that looked like a sleeping giant. In your reading, discussion and comprehension activities today you will explore more features of a narrative with your class. In particular you will look at how the story uses descriptive language to help the reader imagine the village of Patu. Using descriptive language makes stories more lively and interesting for the reader.

Method

- Lead a discussion with the pupils before reading the text to prepare them for reading.
- Revise some features of a narrative story with the class. You can use the information provided in Day 1 of this unit to help you with this discussion.
- Read the story slowly to the pupils as they listen and read silently. You could ask them to read the story aloud to each other in small groups first.

Teacher Led Activities

Focus on how **descriptive words** are used.

Focus Questions:

- What is a 'creation or custom story'?
- Have you heard of this legend?
- Where does this legend take place?
- Imagine and describe what Patu Mountain might look like.
- What do you think this story might be about? (prediction)

After Reading

Ask some questions about the picture and the text to see if pupils have understood the story. Encourage the pupils to scan through the paragraphs to look for information in the text to answer these questions.

1. Describe where this story takes place.
2. Tell us about what the stranger did after he ate the food the people gave.
3. Make a list of the problems experienced by the people of Patu after the stranger died.
4. Describe how the people of Patu managed to get the water to flow back into their valley.

Syllabus link
A4, K1

? Are pupils developing an awareness of the many ways in which English is used? (A1)

3 Unit 7: The Land

Comprehension

Background Information

One way to help pupils understand more about the story and how description is used is to draw a picture using descriptive words and phrases from the text, as clues.

Descriptive language makes a story more interesting, by helping the reader to imagine the setting. As the pupils read the descriptions in this story you can encourage them to think of how they can improve their own stories by adding more descriptions of people and places.

Teacher Led Activities

Read and explain the instructions for the comprehension activity.

Look again at the text to find descriptions of Patu Village. Read the descriptions that you find.

Ask the pupils to draw the village using the information in the text as well as their imaginations.

When the pupils finish drawing their pictures of Patu Village, they could work in pairs or small groups to discuss their illustrations. Encourage the pupils to compare their work with others. Do the sketches match the descriptions? Encourage them to revisit the text to compare and explain why they sketched their pictures the way that they did.

Display the pupil's work. A good idea is to add some captions to the display, using the text from the story. This display will add to the focus on the unit as well as providing a reference to some of the vocabulary used and studied.

An Extra Activity

If the pupils have time, they could draw another sketch of the village after the death of the giant. Encourage them to re-read the descriptions from the story. They could discuss the two sketches with a partner.

You could either brainstorm ideas at the end of this lesson and record them on the blackboard or a piece of paper; or the pupils could make a comparison table of their own in their exercise books.

Syllabus link
S12, S11

? Can all the pupils use skimming and scanning to search for descriptive information to complete their picture? (S19)

Language Study

Background Information

Adverbs are words that describe a verb or add meaning to a verb. They explain how, when, where, or why. Using adverbs is a good way to add description to a story.

For example:

A strange, old man walked into the village and asked for food.

A strange, old man walked **wearily** into the village and asked **rudely** for food.

Method

- Revise the use of adverbs.
- Explain the activity in the Pupil's Book on page 59 and complete some examples.
- Help the pupils to complete the activity.

Teacher Led Activities

Explain that an **adverb describes a verb**.

Choose a familiar verb and write it on the blackboard. For example: **walked, danced, ate.** Explain how the use of adverbs can make this action more interesting.

Ask the class to think of as many adverbs as they can to describe this verb. They might suggest some of the following:

walked **quickly**, walked **slowly**, walked **proudly**, walked **lazily**

You could have a pupil act out one of the adverbs and have the others guess which one they have chosen. Repeat the task using other verbs.

As a class, add adverbs to the following sentences to improve them:

- The girls danced and sang.
- The boys ran to the river and jumped in.
- The dogs barked and fought each other.
- Billy ate and drank until he was full.

Syllabus link
K1, S8

? Can all the pupils identify and use adverbs correctly in sentences? (K11)

Spelling

Method

- Look at the spelling words for this week and ask the pupils to say and spell them.
- Remind them to use the **LCRWC** strategy to learn their words.
- Focus for this lesson is words beginning with **be-**.

Teacher Led Activities

Before pupils do the activity in their Pupil's Book, discuss words beginning with be-. Ask pupils to think of as many as they can and list them on the board.

Then ask them to use their dictionaries to find some more words beginning with be-

Make sure they only suggest words that they know the meaning of.

Here are some examples for you to use.

become	becoming	bedraggled	befall	behave	befuddled	begin
beginner	begrudge	believed	behalf	below	behead	behind
belated	belief	because	belittle	below	before	belong
belongings	beloved	because	befriend	bemused	beneath	between
became	beware	bereaved	beseech	besiege	began	betray
bewilder	bewitch					

Read through the instructions in the Pupil's Book on page 60 and ask the pupils to complete the activity in their exercise books.

Oral and Writing

Proofreading and Redrafting a Story

Background Information

Pupils improve their writing if they are given time to proofread their stories. The pupils will edit their stories by checking spelling, punctuation, sentence structure and other language features. Working in groups is ideal as pupils can proofread each other's work and suggest improvements.

In this activity, the pupils will be proofreading the stories they drafted yesterday, re-drafting them and presenting them to the whole class. Pupils should also be asked to respond to each other's stories.

Method

- Organise the pupils into groups.
- Read through and explain the instructions for proofreading in the Pupil's Book on page 61.
- Move around the class as the pupils continue writing to help them to improve their stories.
- Allow time to the class to read and respond to each other's stories.

Teacher Led Activities

Presenting and Responding to Stories

Ask the pupils to read their stories aloud to each other. Encourage them to listen carefully and respond to each other's stories and say what they think about them. Help them to ask questions and make comments about events in the story.

Plenty of time should be given to this activity. You may decide to continue this on another day.

Syllabus link
S15, S16

Are pupils using appropriate punctuation marks (capital letters, commas, full stops, question and speech marks) in their writing? (S14)

Reading and Discussion – Land Ownership

Background Information

Today's text is an **explanation** about land ownership. It explains the different forms of land ownership in Solomon Islands and other Pacific countries.

Explanations are oral or written texts that explain how things come to be the way they are, how mechanical or technical things work, how organisations operate, how games are played or how puzzles are solved. This text explains how land is transferred from one person to another.

Method

- Introduce the title of the text to the pupils.
- Focus their attention on the **key words**. Spend some time discussing the meaning of these words.
- Read the text aloud while the pupil's listen and follow.
- After reading, discuss land ownership in your area.

Teacher Led Activities

Ask the pupils if they know which method of land ownership is most common in their own areas. Ask some pupils to tell you what they know about land ownership on their Islands or the places where they come from.

Have pupils explain how land is transferred in their tribe or area. Have them take turns to explain how their father or mother obtained the land on which they live and have their gardens. Encourage other pupils to ask questions if they do not fully understand the explanations given.

Syllabus link
A2

? Can all the pupils ask and answer questions for information and clarification? (S4)

Comprehension

Background Information

There are two activities given here. You choose which one you want to do with your class.

Teacher Led Activity - Understanding more about Land Ownership

Invite a local Chief or landowner to visit the class to explain more about local land ownership and transfer practices. Before the visit the pupils could prepare questions to ask him/her.

You can help them to do this by preparing a **Prior Knowledge Chart** as shown below:

Land Ownership in Our Area	
What we already know	What we want to find out

4 Unit 7: The Land

Pupil's Book Activity – Writing Definitions

Method

- Explain the activity in the Pupil's Book.
- Ask the pupils to find the words in the text.
- Remind them that they will not be able to just copy the definitions straight from the text, but will have to interpret them in their own words.
- Tell the pupils that using a dictionary or thesaurus will help them to do this.
- Also remind pupils that using synonyms will help.
- Encourage the pupils to re-read the text as they complete the activity.
- Discuss the example that has already been completed in the Pupil's Book.

Syllabus link
A4, K1

? Can all the pupils use a wide range of skills to identify and define new words? (S8)

Language Study

Background Information

Prepositions show the relationship between nouns and pronouns. They are usually placed before the noun they relate to, for example 'in the garden' or 'under the table'. Mistakes using prepositions are common, so pupils need a lot of practice to become familiar with which preposition is used in which context. You could make a chart showing types of preposition and giving examples of context to help pupils become familiar with how they are used.

Method

- Revise prepositions with the pupils by brainstorming those they know.
- Work together to make a chart showing how common prepositions are used in sentences.
- Explain the example about prepositions in the Pupil's Book on page 64 before having them complete the activity in their exercise books.
- Work with the group to prepare a prepositions chart for display in the class.

Teacher Led Activities

Begin by brainstorming as many prepositions as pupils can think of, some of the most common are included in the box on the next page to help you.

Next ask the class for examples of sentences using each of these prepositions. Write their suggestions on the blackboard and choose the best example to write on your chart next to the given preposition for example:

Prepositions	Examples	Sentences
Prepositions showing position	beneath, under, at, on, in, amongst, around, inside, outside, beside, between	He sat **under** the paw paw tree. They put flowers **around** the church. The dog sleeps **outside**. His house is **between** the church and the clinic.
Prepositions showing direction	towards, from, through, over, across, past, around	The baby crawled **across** the wooden floor. I ran **around** the island in three hours. The ball went **through** the window. Joan comes **from** Are Are.
Prepositions showing time	after, during, before, until, while	I waited **until** the service was over. The woman sang quietly **while** she cooked. I never talk **during** lessons. Mia did her homework **after** supper.

Early finishers can work on the extra activity in the Pupil's Book. This will help the pupils to understand new vocabulary and to learn more about words.

You will need to provide dictionaries for this activity.

Syllabus link
K1, K4

? Can all the pupils identify prepositions and use them in different contexts? (K11)

Oral and Writing

Background Information

In this activity pupils are asked to explain how land is passed on in their family tribe or area. You have already discussed this issue as a class. Now the pupils will work in small groups. This develops a range of oral skills including leading their own discussion, asking and answering questions and listening and responding to each other.

The writing activity asks the pupils to prepare a short text based on their discussion. This is an independent writing task. The discussion should have prepared them well for what they will write so they should be expected to write a short text without assistance.

Method

- Have pupils work in groups of three.
- Ask them to discuss how land is transferred in their area. Ask them to talk about examples they know about from their own family's experience.
- Encourage the pupils to use English in their discussions.
- Have them write a short explanation of how land is passed on in their family or tribe.

4 Unit 7: The Land

Teacher Led Activities

Read the short text in the Pupil's Book on page 64 to help pupils understand what is expected.

Review how to write explanations, with the class using the following information.

Explanations:

- give details of how and why; (explain how things are and explain why things are);
- usually begin with a definition or statement;
- may contain a description of components or parts;
- may contain a sequenced description of how and why;
- usually end with a summary;
- are usually about non-human participants (volcanoes, rules and laws, boats);
- contain cause and effect relationships (if/then, so, as a consequence, since);
- contain action verbs (changes, moves, slides);
- are written in present tense (are, winds, occurs, becomes).

Syllabus link
A3, S7, S17

? Can all the pupils write shorter texts quickly, accurately and with little assistance? (S18)

Reading and Discussion – Call for the Registration of Customary Land

Background Information

One way to expose pupils to a variety of text types is to have them read from newspaper articles, magazines, posters and brochures. Today's text reports a type of exposition. The text is a newspaper article from the Solomon Star which reports a speech in which the Bishop of Malaita expressed his opinions about the need for registration of customary land.

An exposition is a summary or evaluation of ideas involving argument, persuasion or debate. The purpose of an expository text is to express ideas or opinions about a particular issue. An exposition has a logical argument and contains details to support a particular point of view. Logical reasoning is the main focus of expository texts. Expositions include essays, letters, policies, reviews, advertisements and speeches. Refer to the genre tables in the introduction for more information about expositions.

An important lesson for pupils is that exposition texts express an opinion, but that not everyone necessarily agrees with the opinion expressed. As you work on this text try to help pupils to form and express their own opinions. They do not have to agree with the writer or the Bishop.

Method

- Revise the purpose of an exposition text.
- Read the text as a class several times, asking different pupils to read a paragraph each.
- Discuss the main arguments and ideas.

Teacher Led Activities

Discuss Bishop Terry Brown's argument about his idea for registration of customary land in Solomon Islands.

Explain that Bishop Terry has a strong opinion on the matter, but that other people might disagree with him. Ask pupils to think of the advantages and disadvantages of registering customary land. Is it true that no development can happen in Solomon Islands unless land is registered? Ask the pupils their opinion on the issue. Do they agree or disagree with Bishop Terry Brown's argument?

Syllabus link
K5, S6

? Can all the pupils use skills in agreeing and disagreeing appropriately in group discussions? (S5)

Comprehension

Background Information

In this activity the pupils are asked to select the main points from the text. They will have to re-read the text and identify problems relating to customary land, and suggest solutions. They are also asked to go beyond the text to think more about the issues and to add their own ideas.

Teacher Led Activities

Lead the pupils through the text, asking them to note the problems identified by the bishop on the issue of land registration and development.

Note these down on the board.

Problems:

- unregistered land causes family and tribal disputes over ownership;
- some people sell land that does not belong to them;
- land disputes prevent development.
- illegal occupation of land is common;
- land disputes lead to ethnic tension

Next ask pupils to identify and note down some solutions suggested in the text.

Solutions:

- Chiefs need to be educated about land boundaries;
- land needs to be properly registered;
- registered land need to be developed.

Explain the activity in the Pupil's Book.

Ask them to copy the table into their exercise books and complete it.

Make sure that they add some of their own ideas as well as selecting opinions from the text.

Syllabus link
A3, S12

? Can all the pupils use skimming and scanning when reading for information? (S11)

Language Study

Background Information

In this activity pupils are asked to state their own views either agreeing or disagreeing with the opinions expressed in the text. They will learn about the type of language used to express opinions and practise using this in a written activity.

Method

- Revise the difference between **fact** and **opinion**:
- Study the language used to express opinions and to persuade.
- Have the pupils complete the activity in the Pupil's Book on page 66.
- Help any pupils who are having difficulty by providing them with more examples of strongly worded opinions.

Teacher Led Activity

Select one fact and one opinion from the text, for example:

Fact: Much of the customary land in Solomon Islands is not registered.

Opinion: All customary land **should** be registered.

Explain the difference, and ask the pupils to select more examples of each from the text. Build up a list on the board.

Talk about the kind of language used to express opinions and persuade people, such as the use of the verb should in the sentence above. Some more examples are given below, have the pupils use these to make up sentences of their own about land issues.

Language used to Express Opinions		Language used to Persuade	
I think..	I would argue that..	People should...	The government
I believe	In my view...	Do you not agree	ought to...
that...	It seems to me	that...?	We have to...
In my opinion...	that..	We must ...	You must see...

Syllabus link
A4, S5

Can all the pupils use their skills of persuading, agreeing and disagreeing appropriately during informal debates? (S6)

Spelling

Method

- Allow pupils time to revise this week's spelling words.
- Give a spelling test in the form of a short dictation.
- Collect and mark each pupil's dictation.
- Record the results to help you to monitor the pupils' progress.
- Explain the activity about suffixes in the Pupil's Book, and ask the pupils to complete the activity in their exercise books.

Teacher Led Activity

Dictation Spelling Test

Slowly dictate these or similar sentences containing the spelling words for the week.

I **keep** my **broom** on the **roof** of my house in case I **need** it.

The **reef** is about twenty **feet** from the beach.

There is an ebony **tree** in the forest **between** my village and the river, but the forest is **too dense** for anyone to go and cut it down.

Syllabus link
K1, S3

Can all the pupils use a wide range of skills to identify, understand and pronounce new words? (S8)

5 Unit 7: The Land

Oral and Writing

Background Information

This activity follows on from the language study activity above. It gives the pupils more practice in using strong, persuasive language to express their opinions and to try to convince others.

Method

- Prepare cards with a number of different statements expressing opinions about land like the ones shown below. You will need enough for each pair of pupils.
- Divide the class into pairs.
- Read through the instructions in the Pupils Book on page 67.
- Have pupils write a short pesuasive paragraph about the issue.
- Read and discuss the pupil's writing as a whole class.

People from one island cause ethnic tension by settling on land that belongs to other people.

All land should be registered with the government so that everybody knows who owns it.

It is up to the chiefs to sort out land disputes, not the government.

Customary land ownership prevents development.

Teacher Led Activities

Give each pair a statement expressing an opinion regarding a land issue.

Have them discuss the statement and think of arguments in favour of and against it.

Have one pupil write a short paragraph in agreement with the statement and the other pupil write a short paragraph in disagreement.

Have some of the pairs read out their statements to the class and have the class vote on which is more convincing.

Go through each of the statements that the pupils will be working on to make sure that they understand them before splitting them into pairs.

Remind the pupils to use the language of persuasion when they write their paragraphs.

Syllabus link
K1, S6, S18

Can all the pupils discuss their ideas confidently, taking and giving turns and avoiding being interrupted? (S7)

Reading and Discussion – Land Application Letters

Background Information

The two letters in today's reading are forms of exposition texts. The purpose of each text is the same, to convince the Honiara Planning Board to award the lease for a particular piece of land to their project. Both letters use reasoned arguments to try to persuade the Board. Both use strong language to try to convince the reader.

You will use these letters as the basis for more work on exposition texts, and to focus on forming and expressing opinions in oral work. Pupils will also learn that they have to back up their opinions with well thought out arguments. Only one of the lease applications can be approved, so pupils have to consider the arguments in each application and decide which they think is best. They will also need to state reasons for their choice.

Method

- Read the letters as a class.
- Discuss the arguments presented in each letter.
- Have the pupils read the letters again in pairs.

Teacher Led Activities

Ask two good readers to read the application letters aloud while the class listens and follows.

Explain that the writers of these letters are using reasoned arguments to try to continue the reader.

Ask the pupils to compare the reasons given in the two applications. Talk about these reasons using the focus questions below.

Encourage the pupils to think carefully about the questions and discuss the issues in detail.

1. What three reasons does the casino manager give for his application? (Look at Paragraph 5)
2. Do you think there might be another reason why the casino manager wants to develop the land, which he has not mentioned in his letter? What might this be?
3. What is the main reason for the Honiara Beautification Committee application?
4. Describe the two proposed developments for this piece of land. What do pupils think each one will look like when it is finished?
5. Who will benefit from each of these developments?

Ask the pupils to read one letter to a partner. The pairs should take it in turns to read a letter each. Move around the class and listen to pupil's reading. Note any pupils' strengths and weaknesses that you notice.

Syllabus link
K1, A2

? Can all the pupils confidently read a variety of genres and identify the main ideas and relevant details? (S9)

6 Unit 7: The Land

Comprehension

Background Information

This activity follows on from the discussion questions above. Pupils are asked to explore the reasons for each development and to decide which application they would approve.

Method

- Explain the activity in the Pupil's Book. Read through the questions together.
- Ask the pupils to complete the rest of the activity in their exercise books.
- Move around the class and discuss the pupil's opinions with them as they work. Make sure that they have reasons to support their choices.

Syllabus link
K6, S7

? Can all the pupils make a reasoned argument to justify their opinion? (S6)

Language Study

Method

- Revise common tenses with the pupils (past, present and future).
- Write some sentences on the blackboard and have pupils rewrite them in a different tense.
- Read the instructions in the Pupil's Book on page 70 and make sure the pupils understand the task before they complete it in their exercise books.
- Work with any pupils who are having difficulty.

Teacher Led Activities

Use these and other sentences to practice changing the tense.

Past	**The lease was granted.**
Present	The lease is being granted.
Future	The lease will be granted.
Future	**We will create a city park.**
Present	We are creating a city park.
Past	We have created a city park.
Present	**We provide jobs for local people.**
Past	We provided jobs for local people.
Future	We will provide jobs for local people.

Syllabus link
A4

? Can all the pupils identify and use common tenses correctly? (K8)

Spelling

Background Information

The focus of today's spelling activity is on understanding the meaning of the words and pronouncing them correctly.

Teacher Led Activities

Look at the spelling words for this week. Write them on the blackboard or a chart.

Ask the pupils to say the words, check their pronunciation.

Have them use the words in sentences.

Read the instructions in the Pupil's Book. Tell the pupils to select the best words from the spelling list to complete each sentence.

room	length
soon	choose
let	sweep
left	beneath
never	beyond

Have the pupils copy them into their exercise books. Remind them to use the **LCRWC** strategy and to spend time learning the words before Friday.

Syllabus link
S3, S8

? Are all the pupils developing and using a wide range of vocabulary with confidence? (K1)

Oral and Writing

Method

- Deconstruct the first letter from today's reading.
- Study how the letter is structured in small groups.
- Have the pupils study the second letter and identify the different parts.
- Work with pupils individually to help them write their own letter of application.
- Have the pupils plan and write letters applying for the lease, following the structure you have identified together.
- Ask the pupils to make a first draft of their application letter. Assist the pupils with their writing.

Teacher Led Activities

Deconstruct the first letter together:

Write the first application letter on the blackboard or on a chart. Discuss each paragraph in turn showing how the letter fits into the following structure:

1. **Heading (or Title):** This shows clearly what the letter is about.
2. **Statement of Position:** This tells the reader the main purpose of the letter. (first paragraph)
3. **Arguments (Reasons):** Linked paragraphs giving information and arguments in favour of the point of view. (paragraphs 2 – 5)
4. **Conclusion:** This sums up the argument and restates the main purpose of the letter. (paragraph 6)

6 Unit 7: The Land

In groups of three, have the pupils discuss the structure of the second letter. Identify the different parts according to the structure. The framework is written in the Pupil's Book. Use this for reference.

The instructions for the writing activity are included in the Pupil's Book. Pupils must choose one of the suggested lease applications and think of good reasons to justify the application. You decide whether they work in groups or individually for the writing task.

Syllabus link
S16, S17

? Can all the pupils use a framework to construct and write an exposition letter? (S16)

Reading and Discussion – The Effects of Development

Background Information

This is another type of expository text. The text is about development and its effects on people and the environment. A villager from PNG expresses a very strong opinion about the effects of logging on his land. It is a very powerful text because the writer talks in a very personal way about how logging has affected him. This helps the reader to sympathise with him and understand his point of view. The writer convinces us by sharing his own feelings and experiences.

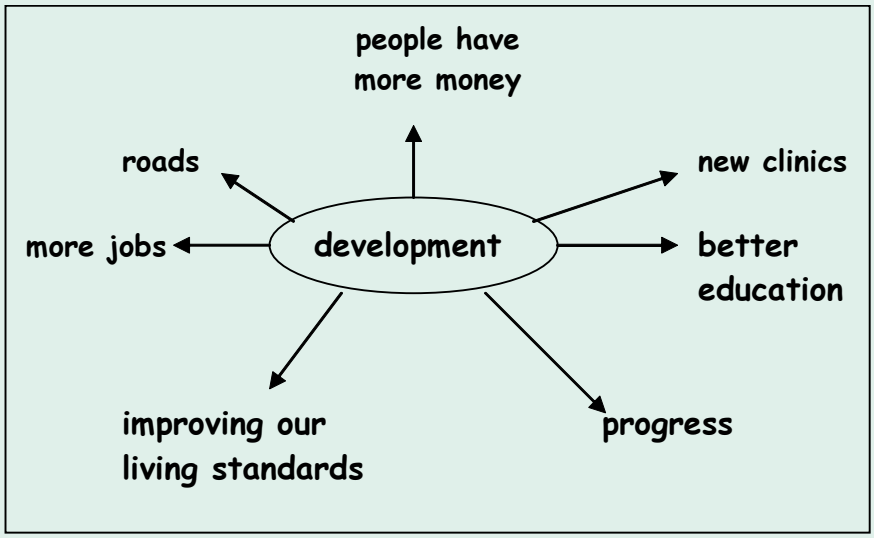
Method

- Brainstorm the word **development** with the pupils.
- Introduce the story to the pupils. Explain that a villager, from Medang, PNG, writes the main part of the text.
- Ask the pupils to listen and follow the text silently as you read it aloud.
- Read the text again, this time asking different pupils to read.
- Ask pupils some questions about the text.
- Discuss the problems caused by Jant logging company as a class.
- Read the instructions in the Pupil's Book together to make sure they understand the task.
- Have the pupils work in group of three to discuss the good and bad sides of development.
- Help them as they complete a concept map to record their discussions.

Teacher Led Activities

Before reading the text find out what pupils already understand about development.

Write the word **development** on the board as shown and ask pupils to think of other words related to it re make up a **word web**.



Syllabus link
K2, A1

Can all the pupils use a wide range of skills to identify and understand new words? (S12)

7 Unit 7: The Land

Comprehension

Method

- Discuss the problems caused by Jant logging company as a class.
- Read the instructions in the Pupil's Book on Page 73 together to make sure that they understand the task.
- Have the pupils work in groups of three to discuss the good and bad sides of development.
- Help them as they complete a concept map to record their discussions.

Teacher Led Activities

Ask the pupils to describe some of the problems caused by Jant Logging Company. Remind them to scan through the text to find the information they need. Help them to see that these are some of the negative effects of development. Explain that, if a developer, such as a logging company does not really care about the community, then they may not always deliver the improvements that they promise.

Organise the pupils into groups and ask them to talk about the good and bad side of development.

Syllabus link
S5, S6, A2

? Can all the pupils read and identify the main ideas of the text? (S9)

Language Study

Background Information

Today the Handwriting and Language Study activities are combined. Pupils are asked to write a passage changing the tense of the verbs, and at the same time practice their handwriting. Read both sections of this guide before the lesson, to ensure that you are well prepared.

Present and Past Tense

Method

- Ask the pupils to read through the passage in the Pupil's Book on page 73. This is based on today's text. It is all written in the present tense:
- Read and explain the instructions in the Pupil's Book.
- Ask the pupils to complete the passage in the past tense in their exercise books

Syllabus link
A4, S3

? Can all the pupils use common tenses correctly in sentences? (K8)

Handwriting

Background Information

Pupils should be developing a consistent cursive style of writing. They should use cursive writing during all writing activities and not just during handwriting lessons. However, there may be some joins, which the pupils still find difficult. It is important that teachers help to improve pupil's skills in writing and encourage them to write neatly.

Teacher Led Activities

Choose a few joins to revise at the beginning of each handwriting lesson.

Demonstrate these on the board and ask the pupils to practise them.

Remind pupils to check that their letters slope the same way, the spacing between letters and words is equal and their letters are equal in size.

Remind pupils about correct posture and pencil grip.

Ask the pupils to write their own paragraph. It may be about logging, or about any other kind of development that has taken place in your area.

Remind them to use their best handwriting.

Check their work.

Assessment Activity - Oral Observation

Background Information

By today you should have almost completed your observations of oral and discussion activities. Spend some time looking at your notes on each pupil. Using the checklist, write your observations in your record book or assessment file. Make a note of areas in which each pupil needs to improve.

Between now and the end of this unit you should sit down with each pupil and explain what you have observed about their oral skills.

Make sure they are clear about their strengths and weaknesses and discuss ways in which they can improve their oral skills. Always be positive and suggest areas that need improvement in a way that builds self confidence in the pupils.

Oral and Writing

Method

- Have the pupils make the final draft of their letter to the Honiara City Planning Board.
- Have them work in pairs or small groups to finish proofreading their letters and to write up a final copy. They can refer to the proofreading checklist in the Pupil's Book to assist them.
- Remind them to use their best handwriting for the final copy and to think about the presentation of their letter. It should be neat, clearly laid out and easy to read.
- Act out a meeting of the Honiara City Planning Board as a class.

Teacher Led Activity

Role Play - Honiara City Planning Board Meeting

When the pupils have finished their writing, finish off this activity with a role-play.

Select four or five pupils to be the Honiara City Planning Board members. Then select the best of the letters written by the class and ask pupils to read them out to the board. Be careful to select at least one letter for each of the different uses of the land that were suggested.

After hearing the letters, the planning board must discuss the arguments and decide who to give the lease to.

Encourage the pupils to argue their case carefully and support their arguments with facts.

If you have plenty of time you could develop this activity into a debate with a number of different speakers as well as reading out the letters.

Syllabus link
S2

? Can all the pupils discuss their ideas and suggest solutions confidently? (S7)

Nguzu Nguzu English

Teacher's Guide 1

Standard 5

Reading and Discussion - And the Story Goes On

Background Information

This is a narrative poem. It is an imaginative account describing what life was like before mining and logging. The main theme of the poem is that our land and environment is like a story, which has been told from one generation to the next, for many generations. The last line of each verse is similar. The author has done this on purpose to give a sense of continuity and to make the point about the importance of looking after our land and environment for the future.

The poem contains many ideas. The language used is descriptive and imaginative. Some pupils may find it difficult to understand the ideas in the poem because of the language and imagery used. You will need to spend quite a lot of time discussing the poem with the class. The questions in the Teacher Led Activities will help you with this discussion.

Method

- Read the whole text aloud to the pupils. Let them hear and enjoy the poem.
- After reading the poem, go through each paragraph individually. Talk about the ideas in the poem with the pupils.
- Ask individual pupils to read each verse.
- Allow the pupils to read the poem to themselves, explaining that they should think about the meaning as they read.
- Discuss the pupil's reactions to the poem using the questions in the Teacher Led Activty.
- Read the poem aloud again stopping after each verse.
- Discuss how the poem makes them feel.
- Explain the activity in the Pupil's book on page 76.
- Help pupils as they write their responses to the poem individually.

Teacher Led Activities

Discuss the poem with the class using the following questions to guide your discussion.

In the comprehension activity today, pupils are asked give their own personal response to the poem. The last question here prepares them for that activity.

1. What pictures does the poem paint in your mind?

   Select some phrases from the poem and see if pupils can describe the image they see in response to the phrases. For example:

   'life overflowing all around'

   'seeing and feeling the beauty of nature'

   'dancing birds'

   'crabs and centipedes scuttling on tiny legs'
2. Look at the structure of the poem. What is the same about each verse? Why do you think the poet made the last line always the same?
3. Which verse do you like the best? Explain why.

Syllabus link
S9, S11

? Can all the pupils read and understand the implied and indirect meaning in the poem? (S10)

8 Unit 7: The Land

Comprehension

Background Information

In this activity you will ask pupils not only to understand the text, but also to respond to it. You will ask them to tell you how the poem makes them feel. Notice from the suggestions below, how the writer takes the reader through a whole range of different emotions in this poem.

Teacher Led Activities

Read the poem aloud again to the class. Stop after each verse and ask the pupils to tell you how the poem makes them feel, make a list of their responses on the blackboard. It might look like this:

Verse 1	happy, nice memories, contented
Verse 2	amazed, lucky
Verse 3	interested, curious, astonished
Verse 4	nostalgic, full of memories
Verse 5	proud
Verse 6	sad, sorry, guilty, regretful
Verse 7	angry, upset, disappointed
Verse 8	hopeful, determined

Look at the activity in the Pupil's Book and study the example together. Help pupils to relate the example to Verse 4 of the poem.

Have them complete the comprehension activity on their own. Remind them that they must write about the way it makes them feel. They can use some of the words written on the blackboard to help them.

Syllabus link
A2, S7, S10

? Are pupils developing an awareness of the many ways in which spoken and written English can differ in terms of style, organisation and appropriate vocabulary? (A4)

Language Study

Background Information

This activity gives the pupils practice in using adjectives to describe nouns, which will help them to make their own writing more interesting.

Method and Teacher Led Activities

- Revise the meaning of the word **adjective** and have the pupils give you some examples to show that they understand.
- Read the instructions and example in the Pupil's Book together.
- Have the pupils complete the activity.
- If pupils are having difficulty thinking up their own adjectives you could help them by giving them a choice of three for each sentence and have them choose the best one.

Syllabus link
A4, K1

? Can all the pupils identify and use adjectives correctly? (K11)

Spelling

Method

- Remind the pupils to learn their spelling words for this week, as there will be a spelling test on Friday.
- Explain the activity in the Pupil's Book. Remind pupils that, when words begin with the same two letters they will need to look at the third letter in order to decide on the alphabetical order.
- Have the pupils complete the activity in their exercise books.

Syllabus link
S3, S8

? Can all the pupils use a wider range of vocabulary confidently? (K1)

Oral and Writing

Background Information

The last verse of the poem suggests that it may be possible for grandfather's story still to be heard, even though logging and mining has spoilt the environment that he grew up in.

It suggests that the writer will have to try hard to hear his grandfather's voice. This is another way of saying that it will be hard work to try to restore the place and improve the environment, but that it **is possible**. It is a hopeful ending. In their writing activity pupils will write one or two more verses to add to the poem.

Method

- Discuss the ending of the poem.
- Collect ideas on restoring land after it has been damaged.
- Introduce the writing activity.
- Support individual pupils as they complete their poems.

Teacher Led Activities

Discuss the ending of the poem. Help the pupils to see that the last line is hopeful. It suggests that the beautiful environment described by the writer's grandfather may not be lost forever but that bringing it back may be hard work.

Ask pupils to suggest ideas on what can be done to restore a place after logging, such as planting new trees and leaving the bush to grow back. Write their ideas on the board.

Introduce the writing activity and explain the following instructions.

1. Pupils should use the same format for their verses as in the poem. Each verse will have five lines and the last line will be about grandfather's story.
2. Remember to use descriptive language including adjectives and adverbs.
3. Try to make the ending hopeful.

Extra Activity

If there is time, ask the pupils to complete the following task. It is a good way of reinforcing the use of description and gauging their understanding of the vocabulary used in the poem.

Ask the pupils to think about the images that Jacob has created in his poem.

Ask them to draw a picture of what they think that his Grandfather's forest looked like.

Encourage them to refer back to the poem and read the verses that give a description of the forest.

Syllabus link
A3

? Can all the pupils choose appropriate vocabulary to write verses for the poem? (S19)

Reading and Discussion – Bara the Peace Maker

Background Information

This is another form of narrative text presented in the form of a cartoon. The story is about a land dispute between Ani and Kobe, a man and woman from the same village. In this text the pictures are just as important as the text. All the text is in the form of direct speech (what the characters actually say), organised into speech bubbles. The pictures tell us about the character's actions and the expressions on their faces and their body language give meaning to the text.

Method

- Before reading, discuss the title and look at the pictures. Have the pupils predict what they think the story is about.
- Read the text twice with different pupils reading the parts of the different characters. Focus on tone of voice and expression as they read.
- Discuss the different characters in the text.
- Have the pupils discuss the ending and complete the story.

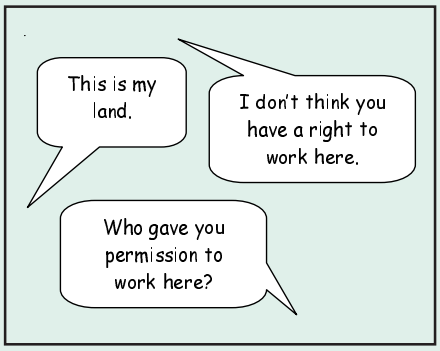
Teacher Led Activities

Write a list of the characters in the story on the board as shown. Choose different pupils to read the part of each of these eight characters and read through the text aloud. The narrator will read the parts of text at the top of each frame of the cartoon.

After the first reading, discuss the characters in the story. You could use the following questions to guide your discussion

1. What sort of person is Kobe?
2. Did he handle the problem well? How else could he have dealt with it?
3. Do you think Ani was brave or stupid to stand up to Kobe? Why?
4. What sort of person is Bara?

Characters	
Sina	A young girl.
Ani	A village woman, Sina's mother.
Kobe	A man from the same village.
Bara	A member of the community
Chiefs	Three local chiefs
Narrator	



Look again at the pictures. Explain that the characters facial expressions and body language show that they are angry or upset. Talk about how people use their voices also to show that they are angry. Write some sentences on the board in speech bubbles as shown. Have some pupils read them out first in an ordinary voice and then in an angry voice, to show the difference.

Read the text again and ask the pupils playing each part to use expression in their voices to make the reading more meaningful.

Syllabus link
K1, K6

? Can all the pupils read and understand a wide range of texts? (S9)

9 Unit 7: The Land

Comprehension

Background Information

The activity today involves multiple-choice questions. This helps pupils to look at details of the story and check their understanding of both the text and the pictures.

Method and Teacher Led Activities

Explain the activity in the Pupil's Book. Read through the questions and possible answers and check that the pupils understand what to do before having them complete the activity on their own or in pairs.

Syllabus link
K6, S2, S11

? Can all the pupils answer a wide range of question types? (S4)

Language Study

Background Information

Words that link parts of a sentence are called conjunctions. A list of conjunctions is included in the box on the right. In this activity pupils have to use conjunctions to join two short sentences.

Note that the last examples in the box are pairs of words. These always go together in a sentence.

and	because	since	but
although	after	yet	though
when	or	unless	where
so	before	either/or	neither/nor
not/but	whether/or	not only/but also	as

Method

- Explain that conjunctions join words or sentences together.
- Show the pupils examples of conjunctions.
- Have the pupils suggest sentences using these conjunctions.
- Read the instructions and examples in the Pupil's Book on page 81 and explain the activity to the pupils.
- Ask the pupils to complete the task in their exercise books.
- Assist pupils who are having difficulty.

Teacher Led Activities

Explain that some conjunctions always go together in sentences e.g. **either/or** and **neither/nor**.

Demonstrate the use of the pairs of conjunctions by writing sentences on the board, such as:

1. **Neither** Kobe **nor** Ani own the land.
2. I don't know **whether** the land belongs to Kobe **or** Ani.
3. We can **either** plant yams **or** taro.
4. It was **not** Kobe's land, **but** Ani's.

Have the pupils make up their own sentences to use these conjunctions.

Extra Activity

Following on from their work with conjunctions, ask the pupils to rewrite the compound sentences as two simple sentences. Go through the example with them in the Pupil's Book on page 81 before they start the activity on their own. Practice identifying the conjunctions in each sentence.

Syllabus link
K1, A4

? Can all the pupils identify and use conjunctions correctly? (K12)

Oral and Writing

Background Information

In this activity, the pupils will act out the story of **Bara the Peace Maker.** They will use the story as their starting point, but will also add some dialogue of their own to make it more interesting.

Method

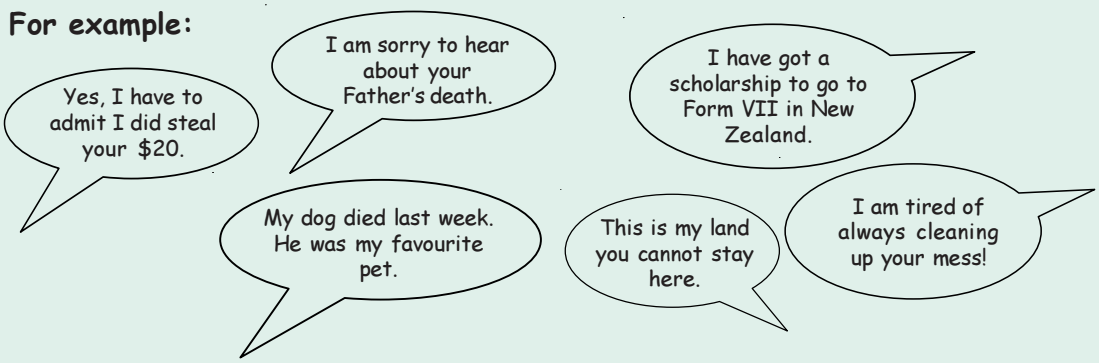
- Continue to look at facial expression and tone of voice.
- Explain the writing activity.
- Split the class into groups of eight.
- Support the pupils as they write and practice their plays.

Teacher Led Activities

Discuss how facial expressions, gestures, body language and tone of voice add meaning to what we say.

1. Write a statement on the board in a speech bubble and ask one of the pupils to read it aloud.

   For example:



2. Ask the same pupil to read it again and this time to sound angry, upset, sad, sorry or excited as appropriate. Next ask them to stand up and say the same thing again, using their face and their whole body to express themselves.
3. Try the same thing again with some more statements. Try to help the pupils to see how you can add meaning to **what** you say by **how** you say it; how you stand and how you look when you speak.

9 Unit 7: The Land

Explain the writing activity.

Tell the class that they will be working together in groups to write extra script for the play and they will be given time to practise it.

Tomorrow there will be time for them to act out their plays for the rest of the class.

Remind them that they can use the script from the story, but that they should add some dialogue of their own too, to make it more interesting.

Move amongst the groups as they prepare and practise their plays.

Remind them about tone of voice, facial expression, gestures and body language.

Syllabus link
A2, S7

? Can all the pupils use expression in their voices to convey the mood of the play correctly, including anger and regret? (S2)

Reading and Discussion – The Treaty of Waitangi

Background Information

This text is a **factual report** about the Treaty of Waitangi. The Treaty was signed in Waitangi, New Zealand, in 1840, between Maori chiefs and the British Governor. It was intended that it would put an end to land disputes between the Maori and the European settlers, but in fact there were many instances of land being taken and occupied illegally even after the Treaty was signed. Only in recent years has the NZ government accepted the wrong that was done to the Maori people by the settlers. The treaty is still used today to settle longstanding land claims.

This factual report is about **historic events**, so it is written in past tense. In today's reading and discussion activity the pupils will practise **skimming**, or **scanning the text** to find out **key information**. This is a useful skill for reading information texts. Plenty of practice with scanning a text helps pupils to identify the main points and key details.

Method

- Explain the title of the report.
- If you have a map of New Zealand, locate Waitangi.
- Ask the pupils to follow the report silently as you read it aloud.

Teacher Led Activities

Discuss the meaning of the word **treaty**.

Make a concept map with the pupils:

1. Write the pupils' ideas in the boxes.
2. Record on the board

Read the text a second time. This time have the pupils take turns to read a paragraph each.

Stop after each paragraph to discuss and explain the content. Refer back to the concept map and change and add ideas throughout the discussion.

Allow the pupils to have some time to find the **key words** in the text. Discuss, as a group, the meaning of the words.

Reading for Information - Scanning

Talk about the information in the text. Ask factual questions based on the text such as those given in the box. Allow pupils time to **scan** through the text to find the answers.

Remind them that when they scan the text they do not have to read every word, they can just look at the start of each paragraph to remind them what it is about, or they can look quickly through the text looking for **key words** to help them find the part that they are looking for.

For example:

In Question 1, it is easiest to scan through the text quickly looking for dates because these stand out easily.

Teacher Led Activities

1. When was the treaty of Waitangi signed?
2. Who were the two parties who signed the treaty of Waitangi?
3. What was the name fo the British Governor of New Zealand at the time?
4. Where was the treaty signed?
5. Which people occupied New Zealand before the European settlers came?
6. Describe some of the illegal practices that were carried out before the treaty was signed.
7. Why did the Maori chiefs approach the British Government for protection of their land?

Syllabus link
S9, S12

? Can all the pupils use skimming and scanning when reading for information? (S11)

Comprehension

Background Information

This activity focuses on the factual information contained in the report. The pupils are asked to correct false statements, finding the true information in the text. They will use the scanning skills they have just practised to complete this activity.

Method and Teacher Led Activities

- Explain the activity in the Pupil's Book. Pupils are asked to re-write the sentences correctly using the information in the text.
- Read through each statement. Correct the first one together with the pupils as an example, on the blackboard.
- Have the pupils work individually to scan through the text again to find the correct information for each statement.
- Assist any pupils who are having difficulty.
- Remember to remind pupils to use their neatest joined up writing.

Syllabus link
K2, A4

? Can all the pupils use skimming and scanning when reading for information? (S11)

Language Study

Background Information

In this activity pupils are asked to distinguish between different types of verbs. Verbs can be categorised as follows:

Doing or action verbs	eg.	dig, run, weed, eat, dance.
Saying or communicating verbs	eg.	speak, reply, explain, shout, remark, answer, whisper
Thinking or feeling verbs	eg.	love, believe, hate, know, understand, feel, want.
Relating verbs	eg.	be, have, seem, appear.

Every sentence must have at least one verb.

Method

- Explain the types of verbs to the pupils.
- Practise using these verbs in sentences to show the pupils how they are used.
- Read the instructions for the activity in the Pupil's Book. Ask the pupils to do the activity in their exercise books.

Teacher Led Activities

Write four sentences on the board, one using each verb type and ask four pupils to come up and underline the verb in each sentence.

For example:

Joshua **weeded** his garden yesterday.

Annie **gossiped** with Martha on the phone.

Armstrong **is** taller than Bill.

John **dreamed** about his trip to Honiara.

Write the four different verb types (see Background Information) in a table as shown. Using the sentences ask pupils to identify the verbs and write them in your table. Repeat this using another four sentences and then ask pupils to make up their own sentences using the different verb types. Add your examples to the table as you go along.

doing	thinking and feeling	saying and communicating	relating
weeded	dreamed	gossiping	is
dancing	wondered	explained	have
play	hates	answer	be
paddle	thought	called	am

You could also construct sentences containing all four verb types and have the pupils identify which is which.

For example:

"I **am** tired," **thought** John.

"Let's **paddle** home now," he **called** to his friend.

In this sentence **am** is a **relating** verb; **thought** is a **thinking** verb; **paddle** is an **action** verb; and **said** is a **communicating** verb.

You could ask pupils to think up their own sentences using all four types of verbs.

When you are happy that the pupils understand the different types of verb have them complete the activity in the Pupil's Book on page 84.

Syllabus link
S5, S6

? Can all the pupils use appropriate verbs in their sentences? (K11)

Spelling

By now your pupils should be able to pronounce, spell and write this week's words correctly with confidence and without assistance from yourself. Today you will test the pupil's spelling. Today's spelling test also checks that they understand the meaning of the words. Remember to mark and record the results of your spelling test each week.

If you notice that some pupils are having difficulty with the spelling words it may be that they are too difficult. If necessary you can give these pupils easier words to learn.

Teacher Led Activity - Spelling Test

Explain that, in today's test, you will not read out the spelling words, but will give the pupils a clue for each word. They will have to guess the word and spell it correctly in their exercise books. There are two parts to each clue. Read out the first one first, then allow a little time before reading out the second part to help pupils who have not got the word after the first part.

1.	Part of a house, rhymes with broom.	**(room)**
2.	Means underneath and rhymes with underneath.	**(beneath)**
3.	To pick, or select. Another double o word.	**(choose)**
4.	The opposite of width. Rhymes with strength.	**(length)**
5.	The opposite of right. Begins with l.	**(left)**
6.	What you do with a broom. A double e word.	**(sweep)**
7.	Not long now. Rhymes with moon.	**(soon)**
8.	Further away than. Another word beginning with be.	**(beyond)**
9.	Not now, not ever. Rhymes with ever.	**(never)**
10.	Allow or permit. Rhymes with pet, vet, set and get.	**(let)**

Oral and Writing

Today's oral activity is to perform the plays that the pupils prepared and practised in their groups yesterday.

Method

- Allow the pupils time in their groups to practise their play once more.
- Remind them about acting out the part they are playing and remembering to use appropriate tone of voice, body language and facial expression.
- Have each group perform their play to the rest of the class.

Teacher Led Activities

After pupils have performed their plays, hold a discussion about the different plays. Encourage pupils to respond to what they have watched. Which one did pupils like best? Why?

Writing

Review what the pupils have learned in Unit 7.

Talk about:

1. the topic, (land)
2. the different reading texts.
3. the text types they have studied, especially narratives and expositions.

Ask pupils to identify some new things that they have learned in this unit.

Ask them to think about which parts of the unit they enjoyed most and which parts they did not enjoy. Ask them to think about reasons for their choices.

Together, read the instructions in the Pupil's Book for the writing activity.

Have the pupils write their own summary of the unit by identifying what they liked best and giving reasons why.

If there is time, you could get them to read out their paragraphs to a partner or a group, or to the whole class.

Syllabus link
A3, S1, S18,

? Can all the pupils write a clear, concise and comprehensive review of their work? (S15)

1 Unit 8: Farming and Fishing

Reading and Discussion – Why People Keep Honeybees

Background Information

This unit is about commercial farming and fishing in Solomon Islands. Subsistence farming, in which people grow enough food to feed their families, has long been practised in the Solomons. More recently, many people have become involved in commercial farming.

The word 'commercial' describes the type of farming that involves money. Commercial farming means growing crops or raising animals for sale. Commercial farmers sell their produce to make a profit. Commercial fishing means catching fish to sell. Copra and fish are two of Solomon Islands' main export industries.

The first text for this unit is the reader, **Why People Keep Honeybees** by Ellen Wairiu. It is an explanation. Explanations are factual texts that tell us how and why things happen as they do. An explanation:

- is factual
- is usually written in simple present tense
- is sometimes accompanied by pictures or diagrams

This text explains why people keep honeybees in Solomon Islands. It also discusses the advantages and disadvantages of beekeeping.

In this unit, the pupils will be introduced to a variety of genres including information report, explanation, procedure, interview, recount and poetry. It is important that pupils understand the structure of different texts and are able to use them in a variety of oral and written activities.

Method

- Introduce Unit 8.
- Ask questions to see what the pupils know about the topic before you turn to the reader.
- Revise the features of an explanation.
- Go through the key words with the pupils. Write them on the board.
- Ask the pupils to read silently as you read the text aloud to the class.
- Talk about the text.

Teacher Led Activities

Introduction to the Unit

Introduce the unit by asking the pupils what types of farming they have seen or know about.

Write the pupils' ideas on the blackboard.

Tell the pupils that farming is important to people in Solomon Islands.

Explain that the word 'commercial' describes the type of farming that involves money.

Read the text as a class, ask different pupils to read one paragraph each while the others listen.

Discussion after Reading the Text

Lead a discussion about the text. Discussion after reading a text helps to improve pupils' comprehension. This text tells about beekeeping in Solomon Islands. Talk about the reasons for keeping honeybees that are listed in the text. You could start the discussion with questions like these.

- What is the main reason that people keep honeybees?
- What other reasons are there for keeping honeybees?
- Are there any problems related to keeping bees?
- Do you think you might like to keep honeybees when you are older? Why? Why not?
- Do you think keeping honeybees is dangerous? Explain your answer.

You could think of some questions of your own. Encourage all the pupils to take part in the discussion. While you are discussing the text make sure all pupils understand the key words. Ask them to use the key words in sentences.

Syllabus link
A1, K1, S10

Can all the pupils read and understand an increasingly wide range of texts and quickly identify the main ideas and relevant details without assistance? (S9)

Comprehension

Background Information

In this activity, the pupils are going to read the text and use the information in it to complete the table. Rereading the text will help them with this activity.

Method and Teacher Led Activities

- Read the text again as the pupils read silently.
- Read through the instructions in the Pupil's Book on page 86 together.
- Explain that they will put each of the listed reasons under the right heading in the table.
- Read through the example with the pupils.

Syllabus link
S11, S15

Can all the pupils choose the appropriate information to complete the table? (S19)

1 Unit 8: Farming and Fishing

Language Study

Background Information

This is an activity about linking or joining words (conjunctions). Pupils are expected to link two sentences using linking words so that they become one sentence.

Method

- Read the instructions in the Pupil's Book and explain the activity to the pupils.
- Do the example with the pupils.
- Read through all the sentences.
- Ask the pupils to do the activity in their exercise books.

Teacher Led Activity

Allow the pupils to explain what they think 'linking words' are.

Ask the pupils to suggest some linking words that they know. Write these on the blackboard.

Make a chart to display these words on the classroom wall so that pupils can refer to it in future writing activities.

Linking Words

and	so	because
but	as	while
then	for	during
yet	or	until

Activity 2 - Animal Similes

Background Information

In English, people sometimes use similes that describe something or someone by saying it is like something else. An example is 'I'm as hungry as a bear.'

Method and Teacher Led Activities

Explain what a simile is and give examples.Ask the pupils to make up their own similes before they do the written task. Write these on the board and ask pupils to suggest words to complete them. There are a number of possible answers.

- as angry as _____
- as happy as _____
- as excited as _____
- as mean as _____

Read the instructions in the Pupil's Book and ask pupils to complete the activity in their exercise books.

Answers:

1. as busy as a bee
2. as quiet as a mouse
3. as playful as a kitten
4. as curious as a cat

Syllabus link
A4

? Can all the pupils understand and use a range of appropriate vocabulary? (S19)

Spelling

Background Information

These are the spelling words for this week. It is important that you go through the spelling lists as a whole class activity. At this point, pupils need to be very clear about what the words mean and should hear the correct pronunciation.

bring	mistake
being	stick
going	tractor
coming	weeding
sing	machine

Method

- Introduce the words to the pupils.
- Ensure that all pupils can say the words correctly and understand their meaning.
- Ask the pupils to make up their own sentences using each of the words and give them time to say their sentences aloud to the class. Help them if necessary. Praise them for their attempts.
- Advise the pupils to learn to spell the words during the week.

Teacher Led Activities

Ask the pupils to say and spell the spelling words in pairs. Use the 'Look, Cover, Remember, Write and Check' strategy.

Ask the pupils to copy the spelling words into their exercise books.

Explain the word ending **-ing** found in several of the words from the spelling list.

Explain the activity in the Pupil's Book on page 87.

Ask the pupils to find the right word from the spelling list for each clue.

Oral and Writing

Activity 1 - Bee Poem

Background Information

Poetry can stimulate a love of reading. It helps to develop speaking and listening skills in an enjoyable way. This poem, **Mumbling Bees**, by Daphne Lister, is about bees buzzing around some flowers. Mumbling, humming and bumbling all sound like the humming sound bees make. Words that sound like their meaning are called onomatopoeic words e.g. hiss, thud, splash, sizzle.

Method

- Practise reading the poem before the lesson. You should be confident to read it aloud.
- Explain new words.
- The Pupil's Book contains some questions for the pupils to discuss after reading the poem.

Syllabus link
S4, S7, S9

? Are all the pupils aware of different types of spoken and written English, such as poetry, and the ways in which their form and style is determined by the proposed audience and purpose? (A2)

Activity 2 – Advantages and Disadvantages of Beekeeping

Background Information

This activity is for the pupils to think of the positive (good) and the negative (bad) sides of keeping bees. These points are sometimes called the advantages (good points) and the disadvantages (bad points).

Teacher Led Activities

Explain the words **advantages** and **disadvantages**.

Ask the pupils to read the explanation, **Why People Keep Honeybees** again.

Ask the pupils to tell you some of the advantages and disadvantages and write them on the blackboard.

Ask them to sit in pairs and talk about the advantages and the disadvantages of keeping bees.

Tell the pupils to list their points in their exercise books as they discuss.

Syllabus link
A3, S6

? Can all the pupils write shorter texts quickly, accurately and without assistance? (S18)

Reading and Discussion – Commercial Agriculture

Background Information

This is an information text. It is a factual text that gives information about commercial agriculture in Solomon Islands and how it is different from subsistence agriculture. This report tells about some commercial farming practices that are happening in Solomon Islands. It suggests reasons why people choose to be commercial farmers. The text also gives information about some new farming methods used in commercial agriculture.

Method

- Before reading the report discuss the meaning of the terms agriculture and commercial agriculture.
- Write up the pupils' ideas on the board.
- Ask the pupils to look at the key words and practise pronouncing them. Ask them to use key words in sentences.
- Discuss the meaning of the key words.
- Ask the pupils to read the text silently as you read to the class.
- Discuss the text, using questions to check pupils' comprehension.

Teacher Led Activity

After reading the report, talk about the information it contains. This helps the pupils to improve their comprehension skills. Use the following questions to guide your discussion.

- Why do you think people choose to become commercial farmers?
- Some subsistence farmers also grow some cash crops? Why?
- What animals might you see on a commercial farm? (The answer to this question is **not** in the text)
- What are some reasons that people use new farming methods?
- What are some of the crops that subsistence farmers grow?
- What are some of the crops that commercial farmers grow?

Syllabus link
A2, S1, S4

? Can all the pupils read an increasingly wide range of texts and quickly identify the main ideas and relevant details without assistance? (S9)

Comprehension

Activity 1 – Concept Map

Background Information

Making a concept map is one way to help pupils to organise ideas and information about a topic. It also helps pupils to understand the concepts presented in the text.

Method

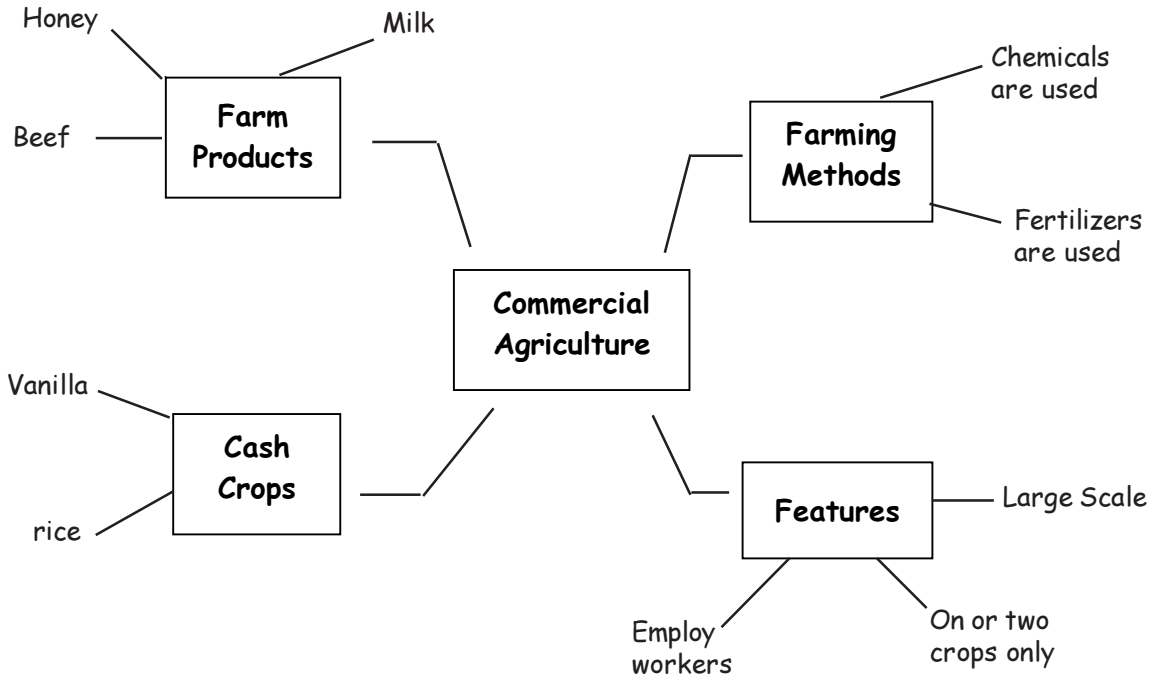
- Read the text aloud a paragraph at a time
- Discuss the information in the text and prepare a concept map to record key points.
- Read the instructions in the Pupil's Book on page 91 before having the class work individually to complete the concept map in their exercise books.

Teacher Led Activity

Start drawing the concept map on the board to show pupils how to lay it out. You could use the structure shown below.

Ask the pupils to select some information from the text to add to each part of the concept map. Do this as a class. You could ask pupils to write their suggestions on the board themselves. Then ask them to think of other information, not in the text, that they could add.

When pupils have understood how to identify appropriate information for each section, tell them to draw and complete their own concept maps, adding as many ideas as they can think of to each part of the map.



Activity 2 - Questions

Method

- Read the instructions in the Pupil's Book and explain that pupils are going to answer the questions in complete sentences.
- Read the questions together as a class.
- Ask the pupils to read silently as you read aloud.
- Ask the pupils to complete the activity in their exercise books.

Syllabus link
A2, K1, S4

? Can all the pupils use a range of sentence types when answering questions? (S15)

Language Study

Background Information

Adjectives are describing words. Adjectives describe nouns. There are different kinds of adjectives.

Adjectives can tell about qualities.

For example:

Jemma is a **keen** gardener.

Mr. Wong is an **excellent** farmer.

Adjectives can also tell about how things look by describing their colour, size or shape.

For example:

The farmer bought a **red** tractor.

The field had a **rough** surface.

Adjectives can also tell us about numbers.

For example:

There were **thirty-two** students on the course.

Many people grow rice in Solomon Islands.

Method

- Review adjectives with the class.
- Prepare a chart showing the information about adjectives above to help with your explanation.
- Read the instructions in Pupil's Book on page 92.
- Read the example with the pupils before they complete the activity.

Teacher Led Activities

Explain to the pupils that they are going to find the adjectives in the sentences in the Pupil's Book.

Use your chart to explain about different kinds of adjectives.

Write these and some of your own examples on the blackboard and do them with the pupils.

Examples:

1. Bill was a **wicked** man.
2. **Hundreds** of people came to the **huge** market.
3. **Three large** pumpkins grew in my garden.
4. The agricultural officer was very **enthusiastic**.

After reading the examples in the Pupil's Book, have the pupils complete the activity.

The words in bold are the answers for the activity.

1. The **old** tractor had trouble ploughing the **new** site for the **rice** farm.
2. **Most** farmers in Solomon Islands plant both **subsistence** crops and **cash** crops.

3. Maclis decided to go into **commercial** farming because he had just built a **huge** house and he wanted some **new** furniture.
4. There were **twenty-six** people training to be **successful** farmers.
5. The **commercial** farmer uses **new** ways of growing plants.

Syllabus link
K1, S19

? Do all the pupils understand the term 'adjective' and can they identify adjectives in a sentence? (K11)

Handwriting

Background Information

Pupils should have developed a consistent cursive style of writing. However, there may be some joins which the pupils still find difficult. Pupils should use cursive writing during all writing activities and not just during handwriting lessons.

Method and Teacher Led Activities

- Choose a few joins to revise at the beginning of each handwriting lesson.
- Demonstrate these on the board and ask the pupils to practise them.
- Remind pupils to check that;
  1. their letters slope the same way
  2. the spacing between letters and words is equal
  3. their letters are equal in size
- Read the handwriting text aloud together. If you know the tune, you might like to teach the pupils to sing 'Old Mark Jason' before they write.
- Ask the pupils to copy the handwriting into their exercise books.

Oral and Writing

Activity 1: Poems – Just for Fun

Background Information

Poetry can stimulate a love of reading. It helps to develop speaking and listening skills in an enjoyable way. These farm poems are included for enjoyment.

Method

- Make sure you have practised reading them before the lesson so that you can read these poems aloud with confidence.
- You may need to explain new words.
- Allow pupils to say poems aloud to a partner.
- Encourage pupils to choose one poem and learn it.
- As an optional activity, pupils could try to write another verse for one of the poems.

Activity 2

Research – Note Taking

Background Information

This is a research activity. Research is a careful and detailed study to find new facts or learn more about a subject. This activity is a note taking activity. The pupils will take notes from a report about an industrial timber company. They do not have to use full sentences and should be encouraged to write short notes.

For example:

Solrice Company

- formed 1985
- located in Honiara
- employs 50 people
- exports to Japan

Method

- Explain what research means.
- Read the instructions in the Pupil's Book.
- Put the pupils in groups of three.
- Ask them to do the research and write notes in their exercise books.

Teacher Led Activities

Explain that pupils are going to study the information about two companies in the Pupil's Book.

Read the text about each company with the pupils.

Read the instructions in the Pupil's Book.

Ask pupils to discuss the questions listed in the Pupil's Book on page 93.

Explain that notes are not written in full sentences. Write a few notes on the board as shown in Background Information. Show the pupils an example of how notes may be written.

Tell the pupils they will use their notes tomorrow to write a short report on the company.

Syllabus link
A2, S5, S9

Can all the pupils write shorter texts quickly, accurately and without assistance? (S18)

Assessement Activity - Writing Sample

Background Information

During this unit you will collect a writing sample from each pupil and keep it as a record of his or her writing ability at this point in time.

This is the second writing sample you will collect this year. Keep the writing sample in your assessement file so that you can compare it with samples of pupils' work and other assessments that you will do in other units.

2 Unit 8: Farming and Fishing

Method

- Pupils should write the sample by themselves.
- Clearly name and **date** each writing sample.
- Keep the samples together so that you can monitor each pupil's progress during the year.
- Suitable activities from this unit to use for writing samples are suggested in the box on the right.
- Use other writing activities if you think they would be useful.
- Over the year, try to collect samples that cover a range of text types for each pupil.

Suggested Activity for Writing Sample:

8.3 Report writing about a Solomon Islands' company.

8.4 Writing a procedural text explaining steps involved in growing a vegetable.

8.5 and 8.8 Writing a description of a farm. Keep the first draft from Day 5 and the final edited draft from Day 8.

Reading and Discussion - Why Coral Trout is so Expensive

Background Information

Today's text is an explanation. Explanations are factual texts that tell us how and why things happen as they do. This text explains what makes coral trout so expensive. Coral trout is a species of fish found in Solomon Islands. The text discusses how these fish are caught and the best times of the year to catch them.

Method

- Revise the features of an explanation. (Teacher's Guide Day 1)
- Talk about the key words with the pupils.
- Read the text slowly to the pupils as they read silently.
- Ask questions about the pictures and the text.

Teacher Led Activities

Before Reading:

Ask the pupils to use the dictionary to check the meaning of the key words and encourage them to make up sentences using the words. This is to see whether they understand the words.

Ask the pupils what they know about coral trout. Have any pupils eaten it? Have any pupils ever caught a coral trout? Can they think of reasons why it is an expensive fish to buy? Record their responses on the blackboard.

Ask the pupils to look at the pictures of the coral trout in the Pupil's Book. Ask if anyone can describe the differences between the two species.

After Reading:

Discuss the text. Ask some questions to see if pupils have understood the report.

Syllabus link
A2, S8, S11

Can all the pupils read an increasingly wide range of texts, including articles with pictures? Can pupils identify the main ideas and relevant details? (S9)

Comprehension

Teacher Led Activities

Read the instructions in the Pupil's Book and explain that the pupils are going to list the reasons why coral trout is so expensive.

Go through the two reasons that are written in the Pupil's Book on page 97.

Ask the pupils to read one paragraph and then stop and write down any reasons they find. Then they can look at the next paragraph. Breaking the text into paragraphs makes it easier for pupils to locate information.

Discuss what the pupils have written after each paragraph. Do not wait until the end of the activity.

Syllabus link
A2, K1, S19

Can all the pupils use skimming and scanning when reading for information? (S11)

3 Unit 8: Farming and Fishing

Language Study

Background Information

A suffix is a word part which is added to the end of a word. It changes the class (part of speech) of words. We can form adjectives from other words by adding:

-y; -ful; -al; and **-ous.**

-y	means **like** or **characterised by**	**sandy** means **like sand**
-ful	means **full of**	**joyful** means **full of joy**
-al	means **like** or **related to**	**natural** means **related to nature**
-ous	means **full of**	**poisonous** means **full of poison**

Method

- Explain that adding a suffix changes the part of speech of a word. In this case, when a suffix is added to the noun, it will become an adjective.
- Read the instructions with the pupils.
- Write the example in the Pupil's Book on the blackboard and do it with the pupils.

Teacher Led Activities

Write up these examples on the blackboard and clearly explain them to the pupils.

We can form adjectives from other words by adding suffixes to the end of the word

- add -y — rain + y = rainy — health + y = healthy
- add -ful — forget + ful = forgetful — joy + ful = joyful
- add -al — coast + al = coastal
- add -ous — danger + ous = dangerous

For example:

Today will be rain**y**. (rain)

Honiara is a coast**al** town. (coast)

It is a danger**ous** road. (danger)

I am a bit forget**ful**. (forget)

Answers

Add y	Add ful	Add ous	Add al
sandy	wonderful	poisonous	musical
cloudy	colourful	dangerous	traditional
hairy	playful	furious	natural
sleepy	beautiful	nervous	cultural

Syllabus link
K1

? Can all the pupils change nouns into adjectives by adding suffixes? (K11)

Spelling

Method and Teacher Led Activities

- Look at the spelling words for this week and ask the pupils to say and spell them.
- Remind them to use the LCRWC strategy.
- Ask the pupils to use the spelling words in sentences.
- Read through the groups of words listed in the Pupil's Book that contain the same sound. Write them on the board.
- Add any other words that the pupils are able to suggest to the lists.
- Explain that the pupils will use picture clues to write three more words containing these sounds.

Oral and Writing

Method

- Read the instructions in the Pupil's Book.
- Put the pupils in groups of four to discuss the fish sold in their locality.
- Ask them to make a list of different kinds of fish.
- Ask pupils to name their favourite type of fish and to write three reasons explaining their choice.

Teacher Led Activities

Tell pupils to look at the notes they made in their exercise books yesterday about the two Solomon Islands' companies. The pupils are going to use this information to write a factual report.

Read the instructions in the Pupil's Book. Ask the pupils to choose one of the companies and write about it. Pupils will have to expand their notes into complete sentences. Write some examples like the ones below on the board. Ask the pupils to help you.

For example:

Note	Sentence
formed 1988	The Solomon Islands Rice Company was formed in 1988.
located Honiara	This company is located in Honiara.

Show the pupils how two or three sentences can be grouped together to make a paragraph. Revise the report framework in the Pupil's Book on page 98.

Read the example provided in the Pupil's Book with the class. Tell the pupils that they can also include diagrams and drawings to make their text easier to understand.

Syllabus link
A3, S17, S18

? Can all the pupils use paragraphs to organise their writing? (S16)

4 Unit 8: Farming and Fishing

Reading and Discussion - Growing Rice

Background Information

This procedural text tells us about how rice is grown. It talks about the steps of planting, growing, harvesting and processing rice. A procedural text:

- tells how things are done or made;
- gives directions or instructions;
- has a goal or aim which is sometimes the title of the text for example - How to Grow Rice;
- often, but not always, lists materials needed;
- is written in a series of steps or instructions in order;
- is usually accompanied by diagrams or illustrations;

Method and Teacher Led Activities

- Introduce the pupils to the text by telling them that it is a procedural text about how to grow rice.
- Remind the pupils that the purpose of a procedural text is to instruct or to give information on the general way to do things or to enable something to be done.
- Ask the pupils to tell you what they know about growing rice before looking at the key words and the text.
- Talk about the key words with the pupils.
- Look at the pictures and discuss them before you read the text.
- Ask the pupils to read the text.

Syllabus link
A2, S8, S10

? Can all the pupils read a range of texts, including procedures, and identify the main ideas and relevant details? (S9)

Comprehension

Activity 1 - Answering Questions

Method

- Reread the text. Ask individual pupils to read sections of the text to the class.
- Read through the questions in the Pupil's Book on page 101.
- Ask pupils to answer the questions in complete sentences in their exercise books. This activity could also be done orally.

Activity 2 – Incorrect Statements

Method

- Talk about the incorrect statements written about growing rice in the Pupil's Book.
- Encourage the pupils to go back to the text to find the correct information.
- Tell pupils to correct the statements and rewrite them in their exercise books.

Syllabus link
A2, K1, S4

? Can all the pupils answer the questions in clear and complete sentences? (S15)

Language Study

Background Information

This is an activity about verbs. Verbs are doing, saying, or thinking words. Verbs can also be about being and having.

In this activity the pupils are going to decide whether each verb in the activity involves doing, saying or thinking.

Teacher Led Activities

Revise the meaning of a verb. Ask the pupils to brainstorm some verbs and record them on the board.

Write the headings: **Doing, Saying** and **Thinking** on the board.

Look at the verbs that the pupils suggested and help them decide under which heading each verb belongs. Read the examples provided in the Pupil's Book.

Ask the pupils to complete the activity in their exercise books. Assist pupils who are unable to do the task by themselves.

Syllabus link
A4, K1

? Can all the pupils understand and use the term 'verb' and write the correct type of verb at the end of the sentences? (S12)

Spelling

Background Information

Rhyming words end with the same sound.

Method

- Explain that rhyming words end with the same sound. Help the pupils to pronounce the words and ask them to think of other rhyming words.
- Read the instructions in the Pupil's Book.
- The second activity asks pupils to choose six words from the spelling list for this week and write each word in an interesting sentence.

Oral and Writing

Background Information

The pupils are going to write a procedural text about how to grow a vegetable.

Method

- Ask pupils to work with a partner.
- Pupils should choose a vegetable and discuss the steps they would follow to grow it.
- Revise the structure and features of a procedural text. (Teacher's Guide Day 4, Reading and Discussion).

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Write the following procedure framework on the board and talk about each section with the class.

Read the example of a procedural text in the Pupil's Book called **'Growing Tomatoes'**.

Tell the pupils to use this example to help them write their own procedure.

Remind the pupils that writing is a process and that they are writing a first draft. Pupils will proofread and edit their first draft next week.

Title of Procedure

Goal or Aim

What is to be done? Sometimes the goal is written in the title.

Materials

What is needed to complete the task? tools, instruments,

Method (steps)

Steps tell what and how tasks are to be done and listed in order. Each step begins with a verb (doing word).

Syllabus link
A3, S4, S12

? Are all the pupils aware of different types of written English and the way in which their form and style is determined by their purpose? (A2)

Reading and Discussion - Different Types of Farming

Background Information

This is a report. It provides factual information about the different types of farming. Subheadings are used to help organise information.

Method

- Do some brainstorming about farming. Write the pupils' ideas on the board.
- Prepare some word banks related to farming. Display them on the wall so pupils can refer to them.
- Go through the key words with the pupils.
- Ask the pupils to read the text silently as you read it to them.
- Talk about the different types of farming with the pupils.

Teacher Led Activities

Before reading the text, write the word **farming** on the blackboard and ask the pupils to tell what they know about farming.

Farm Animals	Farm Crops	Other Farm Products
pig	rice	eggs
hen	yams	milk
duck	cocoa	honey
cow	corn	
horse	tomatoes	
	cassava	
	taro	
	potatoes	

When you have a number of words, show pupils large charts like those above. Each chart should have a heading. Headings could include: Farm Animals, Farm Equipment, Crops, Other Farm Products, People, Tools etc.

Ask pupils to help you decide on which chart to write each word from the board. Display these word banks. If you do not have paper, you could use the blackboard.

Ask the pupils to read silently as you read the text to them.

Syllabus link
K1, S1, S12

? Can all the pupils read, listen, talk and identify the main ideas and relevant details of the text? (S9)

Comprehension

Background Information

There are two comprehension activities in the Pupil's Book. The first asks the pupils to match words to their meanings.

The second activity, PMI, is more difficult and asks the pupils to consider the topic of farming more carefully. PMI is a way of explaining a topic or an idea. It helps pupils to organise their thoughts about a topic.

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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

The pupils are asked to think of good, bad and interesting things about different types of farming. They are asked to organise their information in a grid or table. The first row of the table about subsistence farming has been completed in the Pupil's Book. Discussion is an important part of this activity.

Activity One – Matching Meanings

Method

- Read the instructions in the Pupil's Book. Encourage the pupils to use the text to work out the meanings of the words and phrases.
- Remind pupils not to use dictionaries until they have completed the activity. A dictionary is used is to check if they have chosen the correct meaning.

Activity Two - PMI

Method

- Read the explanation of PMI in the Pupil's Book on page 105.
- Ask questions to make sure pupils understand what they have to do.
- Put pupils into groups of three or four to discuss and complete the activity.
- Move from group to group and give assistance where necessary.

Syllabus link
A4, K1, S5

Can all the pupils read and understand implied and inferred meaning? (S10)

Language Study

Background Information

This is an activity about linking or joining words (conjunctions).

Method and Teacher Led Activities

- Remind pupils that some words link other words and phrases together.
- Read the instructions in the Pupil's Book .
- Write the example in the Pupil's Book on the blackboard and go through it.
- Make sure that pupils understand that they are going to take one linking word out of each long sentence. This will make two shorter sentences.
- Ask the pupils to do the activity in their exercise books. Help pupils who cannot complete the activity by themselves.

Syllabus link
A4, S14, S18

Can all the pupils remove linking words from a long sentence to make two shorter sentences? (K12)

Spelling

Background Information

Ask pupils to revise this week's spelling words. Give a spelling test to check that pupils have learned the words. Recording the results of weekly spelling tests helps you to monitor the progress of pupils' spelling skills.

Teacher Led Activities

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

Say the spelling words in random order and ask pupils to write them down.

Pupils exchange papers and mark each other's work by checking against the list in the Pupil's Book.

Collect the papers for recording purposes or do a quick count to find out how well each pupil did in the test.

Oral and Writing

Background Information

The pupils are going to write a description of a garden or farm.

A factual description:

1. describes something - an object, an event, a feeling, a scene;
2. usually begins with a topic sentence (for example: This farm is a small, dairy farm.);
3. gives details;
4. uses descriptive words to create a picture for the reader.

Method

- Prepare a list of questions on the board or on a chart.
- Use the questions to guide the pupils through a shared writing activity.
- Write a description together.
- Explain the guidelines for drafting a description.
- Have the pupils work individually to make their first draft.

Teacher Led Activities

You are going to **model the process of writing** a description.

Select a type of farm or garden with which the pupils are familiar.

Ask the pupils to help you to brainstorm words that tell about or describe the farm or garden. Write the words on the board.

When you have finished brainstorming ideas, write the following questions on the board:

1. What type of farm or garden are you describing?
2. Is the farm or garden near your house?
3. Is the farm or garden very large or very small?
4. Does the gardener or farmer sell any of the food that he or she produces?

5. What crops are grown?
6. What animals are kept?
7. Do people work at the garden or on the farm?
8. What tools or machines are used?

Read each question and ask the pupils to suggest a sentence that answers it. Write the sentences on the board. Ask the pupils to read them with you.

Tell the pupils that they are going to choose a garden or farm that they have seen or know of and write a description of it.

Remind the pupils that writing is a process and involves a number of steps. These guidelines can be used to help the pupils write their description:

Guidelines for Writing First Draft of Farm Description

1. Write the name of the farm.
2. Write as many words and phrases as you can think of that describe the farm. Use word banks to help you.
3. Read the questions on the chart.
4. Answer the questions in sentences.

The pupils will need more than one lesson to proofread and edit this draft of a description. You will need to allow time for this writing activity to be completed next week.

Syllabus link
A2, A3, S15

? Can all the pupils write a short descriptive text without assistance? (S18)

Reading and Comprehension - An Interview with a Beche-de-mer Diver

Background Information

This text is an interview about harvesting and selling beche-de-mer in Solomon Islands. Interviews are used to exchange information or opinions between people. The interview:

- is one type of transactional text;
- is the basis of articles, documentaries;
- can contain personal recounts;
- is used to exchange information or opinions between people;

The interviewer is Silasi, from SIDT. He talks to Hou, from Su'u village in Guadalcanal, to find out about his beche-de-mer business. In this interview, Hou discusses his business and describes the procedure he follows from harvesting to selling sea cucumbers.

Method

- Prepare the pupils for reading the text by introducing the key words. Make sure they understand what the words mean. Ask them to use some words in sentences.
- Ask the pupils to read the interview in pairs. One will read Hou's part and the other will read Silasi's part.
- Prepare discussion questions and talk about the text with the pupils.

Syllabus link
S4, S9, S10

? Can all the pupils read the interview and retell the sequence of events? (S12)

Comprehension

Background Information

There are two activities in the comprehension section of the Pupil's Book. In the interview, Hou tells how he collects sea cucumbers and what he has to do to them before he can sell them. The first activity asks the pupils to locate the steps Hou follows in the text and list them. The second activity asks the pupils to think of three more questions that they would like to ask Hou.

Listing Steps

Method

- Tell the pupils to work with a partner. They are going to list the steps of the procedure that Hou follows from harvesting until he sells his beche-de-mer in Honiara.
- Read the instructions in the Pupil's Book.
- The first **Steps in Sea Cucumber Harvesting and Processing** are written in the Pupil's Book. Read these and ask the pupils to use the text to help them complete the steps.

Interview Questions

Method

- Read the instructions in the Pupil's Book. Pupils are asked to imagine they have the chance to ask Hou three more questions about his business.
- Tell the pupils to think carefully about what else they'd like to know about farming beche-de-mer.
- Put the pupils into groups of two or three to share their ideas before they write.

Syllabus link
A1, S12

? Can all the pupils ask and answer questions to obtain and give information? (S4)

6 Unit 8: Farming and Fishing

Language Study

Background Information

Homonyms are words that sound the same but are spelt differently and have different meanings. For example, ate and eight are homonyms.

Method and Teacher Led Activities

- Review the meaning of the word homonym.
- Brainstorm as many homonyms as the pupils can suggest and write the pairs of words on the blackboard. This is another good opportunity to make a word bank to display in the classroom.
- Read the examples and instructions in the Pupil's Book on page 109 and make sure pupils understand the task.
- Do some more examples on the blackboard.
- Ask the pupils to do the activity in their exercise books.

Answers

1. allowed
2. aloud
3. led
4. blew, blue
5. caught
6. court
7. him, hymn
8. hole
9. whole

Syllabus link
A4, K1, S19

? Can all the pupils use a range of words which sound the same but are spelt differently? (K2)

Spelling

Background Information

These are the spelling words for this week.

Some of this week's words end in the consonant blend **-nk**.

sit	cocoa
think	coconut
thing	harvest
pink	collect
inside	contain

Method

- Look at the spelling words for this week.
- Remind pupils to use the LCRWC strategy.
- Ask the pupils to say and sound the words then use them in sentences.
- Look at the words containing the letter pattern **-nk** in the Pupil's Book.
- Explain the activity.

Teacher Led Activities

Go through the spelling words for this week with the pupils. Write them on the blackboard or a chart.

Ask the pupils to say and spell the words.

Look at the words containing the letter pattern **-nk** in the Pupil's Book. Write these words on the blackboard and brainstorm more **-nk** words.

Read the instruction in the Pupil's Book . Tell the pupils to copy the clues into their exercise books and write an **-nk** word beside each clue.

Oral and Writing

Cause and Effect

Background Information

Looking at cause and effect helps pupils to understand that one action may result in another action.

- The **effect** tells what happens.
- The **cause** tells the reason it happened.

The pupils are going to look at the causes, effects and possible solutions to the problem of over-fishing beche-de-mer.

Over-fishing is when too many of one species is harvested so that they no longer breed. This leads to a reduced number available for harvest, or in extreme cases may lead to the species dying out.

Method

- Explain the meaning of the words **cause** and **effect**.
- Read the problem from the Pupil's Book on page 110 together.
- Ask questions to help pupils identify the causes and effects of the problem.
- Encourage pupils to think of possible solutions.
- Assist the pupils to complete the table in the Pupil's Book.

Teacher Led Activities

Write the following sentences on the blackboard. Discuss:

The **effect** tells what happens.

The **cause** tells the reason it happened.

Give some simple examples like this one.

I sat in the sun and I felt hot.

cause = I sat in the sun **effect** = I felt hot

Ask the following questions to assist the pupils to identify the causes and effects of Hou's situation.

- What is the problem?
- What do you think has caused the problem?
- Is there more than one cause?
- Could there be other causes?
- What effects have there been?
- Who else is affected?
- What else could happen?

Ask the pupils to suggest some ideas to solve the problem (solutions) to make sure there will always be beche-de-mer in this area.

Ask the pupils to work in small groups to discuss the questions and complete the table in the Pupil's Book.

Syllabus link
S1, S6, S7

? Can all the pupils read and understand implied meaning in the text? (S10)

7 Unit 8: Farming and Fishing

Reading and Discussion – Fishing for Tuna in Solomon Islands' Waters

Background Information

This is a report about Solomon Taiyo Limited. It is the biggest fishing company in Solomon Islands. The company has a large fleet of fishing boats as well as land-based factories for processing fish.

Method

- Brainstorm with pupils using the questions in Teacher Led Activities.
- Ask the pupils to look at the key words at the top of the text. Can they use them in sentences?
- Ask the pupils to read the report silently as you read it aloud.
- Discuss the text.

Teacher Led Activities

Before reading the report, brainstorm the topic using these questions and add some of your own.

1. What is tuna?
2. Has anyone tasted tuna? What does it taste like?
3. Can you describe how tuna are caught?
4. Have you ever caught a tuna?
5. Can you describe any other type of fishing method?

Explain that tuna fishing is done commercially in Solomon Islands by a large fishing company called Solomon Taiyo.

Tell the pupils that today's text is a report about how Solomon Taiyo fish for tuna.

Read the key words with the pupils. Ask them to use the dictionary to find their meanings. Discuss them. They can use the key words in sentences too. Read the text aloud as the pupils read silently.

Here are some questions to ask the pupils after reading the text.

1. Why do you think a light is used in the water when fishing for bait?
2. Describe pole and line fishing in your own words.
3. Why are payments made to traditional owners?
4. Explain why it is important for Government fisheries officers to monitor baitfish stock.
5. What happens to the tuna after they are caught?

Syllabus link
A2, S1, S10

? Can all the pupils read an increasingly wide range of texts and quickly identify the main ideas and relevant details? (S9)

Comprehension

Method

- Ask the pupils to read through the text again in pairs.
- Read the instructions in the Pupil's Book.
- Explain that they are going to complete the table in the Pupil's Book using the information from the text.
- Go through the information in the table.
- Ask the pupils to copy the table in their exercise books and complete it.

Syllabus link
A4, S11, S15

? Can all the pupils write in appropriate information to complete the table? (S19)

Language Study

Background Information

Synonyms are words with similar meanings. **For example:**

bump - knock, bang, tap
evil - wicked, bad, sinful

Method

- Explain what a synonym is using the examples above.
- Brainstorm some more examples with the pupils on the blackboard.
- Read the instructions in the Pupil's Book .
- Explain that pupils are going to choose a synonym from the list to replace the underlined words in the sentences.
- Go through the first sentence that has been done for them.
- Ask the pupils to do the activity in their exercise books.

Answers

1. leap
2. big, refrigerated
3. stop
4. price, increased
5. glad
6. begin

Syllabus link
K1, S19

? Do all the pupils know the meaning of the term 'synonym' and use a range of words with similar meanings? (K2)

Handwriting

Method

- Read the instructions in the Pupil's Book.
- Read the rhyme to the pupils as they read silently.
- Ask the pupils to copy the cursive handwriting into their exercise books.
- Remind them to use their best handwriting.

7 Unit 8: Farming and Fishing

Oral and Writing

Background Information

There are two activities in this part of the Pupil's Book. The first involves a discussion about tuna and listing tuna products. The second activity is proofreading and editing the procedural text about growing a vegetable that pupils wrote last week.

Tuna Products Discussion

Method

- Bring tins of different type of taiyo to the class to show pupils examples of tuna products.
- Read the instructions in the Pupil's Book and explain.
- Ask the pupils to work with a partner or in a small group
- The Pupil's Book contains a number of questions about tuna products which pupils can discuss.

Syllabus link
S5, S6

? Can all the pupils discuss ideas confidently and take turns in a discussion? (S7)

Proofreading and Editing

You need to allow time for pupils to proofread and edit the procedural text about growing a vegetable that they wrote last week.

Method

Revise the proofreading steps in the Pupil's Book on page 113. Explain each step and allow pupils time to check and improve their work.

If you have access to card paper, you could ask pupils to publish their procedure on a cut out shape of the vegetable they have written about. These would make a good wall display in the classroom.

Syllabus link
S5, S15

? Can all the pupils use talk - draft - talk - redraft process to complete their procedural text? (S17)

Assessment Activity - Writing Sample

The class should by now have almost completed their written work for this unit's writing sample. If they have finished, collect their work, making sure that it is dated and has their name on it.

Over the next few days you need to assess the samples using the checklist on page 29 and make a record of your judgement about the pupil's strengths and weaknesses.

You must also meet with each pupil to discuss his or her writing sample. Make sure they are clear about what they have done well and which areas they need to work on to improve.

Reading and Discussion - Seaweed Farming

Background Information

This text recounts or retells a story of a young man called Martin who enjoys paddling his canoe out to sea to catch fish. Martin's life changes after he attends a seaweed workshop and he becomes a successful seaweed farmer.

Method

- Explain the purpose of the text.
- Ask pupils what they already know about seaweed farming.
- Go through the key words with the pupils.
- Read the text with the pupils.

Teacher Led Activities

Allow the pupils to explain what they think a **recount** is.

Talk about the key words and use a dictionary to find their meaning. Ask pupils to use some words in sentences. This is to see if they understand the words. Talk about the text. Here are some questions to help you with your discussion. Add some of your own.

1. Have you ever seen a seaweed farm?
2. What do you think seaweed might be used for?
3. What are some other things you can think of in the sea that we can farm in order to earn money?
4. Can you describe how you could farm them?

Read the text aloud with the pupils.

Syllabus link
A2, S9, S12

? Can all the pupils read and understand the literal meaning in the text? (S10)

Comprehension

Background Information

There are two activities in the comprehension section of the Pupil's Book. The first asks the pupils to answer questions about the text. The second activity asks pupils to rearrange a series of events from the text that is written in the wrong order. Being able to put things in order, or sequence, is an important skill.

Answering Questions

Method

- Read the instructions in the Pupil's Book on page 115.
- Read through the questions. Discuss the answers with the pupils before you ask them to write. Some of the questions are quite difficult.
- Ask the pupils to answer the questions in their exercise books.

Syllabus link
S4, S10

? Can all the pupils answer the questions in complete sentences? (S15)

8 Unit 8: Farming and Fishing

Sequencing Events

Method

- Events from the recount are listed in the wrong order. Ask pupils to read them aloud.
- Read the directions in the Pupil's Book with the pupils.
- Tell the pupils to go back to the text to help them sequence the events.

Here are the events in the correct order.

1. The local Fisheries Officer invited Martin to attend a workshop on seaweed farming.
2. Martin went to the workshop in Honiara.
3. Then Martin was given a bag full of seaweed and some nylon ropes.
4. Martin checked his seaweed farm three times a day.
5. Petero was impressed with what he saw.
6. They decided to hold a workshop in the village.
7. Martin became a supervisor and helped other local seaweed farmers.

Syllabus link
A2, K1

? Can all the pupils identify the sequence of events in a recount? (S12)

Language Study

Background Information

This is a punctuation activity. Proper knowledge of punctuation helps pupils to produce meaningful writing and helps them to understand information in a text when reading.

Teacher Led Activities

Write some punctuation marks on the blackboard and ask the pupils to explain when they use each mark.

full stop	.	at the end of a sentence
question mark	?	after a question is asked
exclamation mark	!	shows something is exciting, scary etc.
speech marks	"... "	around the exact words someone says
comma	,	to make a pause in a sentence
		before speech marks
		between two or more adjectives
capital letters	ABC	first word of a sentence
		first word of direct speech
		proper nouns (people's names, place names)

Write some sentences on the blackboard and ask the pupils to suggest what punctuation marks are missing.

For example:

martin lived on guadalcanal island

no im taking a day off replied martin

Read the sentences to the pupils as they read with you. Ask the pupils to rewrite the sentences in their exercise books with the correct punctuation.

Answers for Pupil's Activity

1. The farmers are loading their bags of dried seaweed onto the M.V. Atebimo.
2. "I have to make sure that turtles do not eat the seaweed," Martin explained.
3. "Who will buy your dried seaweed?" asked Timo.
4. Alex exported some of the seaweed to New York.
5. "I can pay for my childrens' school fees," said Manrou happily.
6. "Good morning, Legu," called Humphrey.

Syllabus link
A2, A4

Can all the pupils put punctuation marks in the appropriate places? (S14)

Spelling

Method

- Say and spell the spelling words with the pupils.
- Ask pupils to read the sentences aloud.
- Do one as an example on the blackboard.
- Ask the pupils to complete the sentences using the words from the spelling list.

Oral and Writing

Background Information

Writing chain stories allows pupils to practise reading and writing skills in an enjoyable way. Chain stories can often be humorous because they sound silly and don't make sense. They are fun!

Method

- Ask the pupils to sit in groups of five and play the game 'chain stories'.
- Explain and demonstrate how to play the game.

Teacher Led Activities

How to Play

1. Each player must have a pencil and a piece of paper.
2. The teacher prepares a list of questions or instructions.
3. The teacher calls out each question in turn and pupils write their answers at the top of their pages. Pupils must write complete sentences.
4. When the pupils finish answering one question, they fold over the paper so that their sentence is hidden. Then each pupil passes his or her piece of paper on to the next person in the group.
5. The papers are passed around until all the questions have been answered.
6. Each child opens a piece of paper and reads the sentences.

For example: This is a list of seven questions.

1. What sort of small business do you want to start?
2. Why?
3. What will you produce?
4. What equipment will you need?
5. How will you harvest your product?
6. How will you process your product?
7. Where will you sell your finished product?

This is how one of the stories might look.

I want to start a small business keeping honey bees.

Because I love eating fish.

I will make lots of woven mats and baskets.

I will need a fishing line and plenty of bait.

I will harvest using a tractor.

I will dry my crop in a hot air drier

I will sell it in Japan.

Proofreading and Editing

In this activity, pupils are going to proofread and edit the description of a type of garden or farm that they wrote last week.

Revise the steps which are written in the Pupil's Book on page 116.

When pupils have rewritten their draft, ask them to draw a picture to illustrate the garden or farm and label the items in the picture.

Syllabus link
S5, S15, S19

? Can all the pupils use a talk - draft - talk - redraft process to complete their description? (S17)

Reading and Discussion – Cocoa Buying Company

Background Information

Advertising

Advertisements are used to:

- give information
- persuade people to do or buy something

Advertising is a way of drawing the public's attention to something. Advertisements are a form of exposition because they try to persuade people to do something. They can also give useful factual information. The facts included are carefully chosen to support the main purpose of the advertisement.

Today's text is an expository text. This text is an advertisement from a cocoa company. The writer uses facts to try to convince the public to sell cocoa beans to this company.

Method

- Bring advertisements from newspapers and magazines to share with the pupils.
- Ask the pupils to discuss each advertisement. This would be a good small group activity. Pupils should look for common features in the advertisements that they are discussing.
- Explain the purpose of expository texts.
- Go through the key words with the pupils.
- Ask the pupils to read the advertisement together.
- As they read, ask pupils to look for words that the writer uses that might convince the public to sell their cocoa beans to the company.
- List their suggestions on the blackboard.

Syllabus link
A1, S2, S4

Can all the pupils read a wide range of texts including advertisements and identify the main idea? (S9)

Comprehension

Background Information

Questions allow you to check to see if the pupils fully understand the passage.

Method

- Explain that pupils are going to write the answers to the questions in the Pupil's Book in their exercise books.
- Read through the questions. Discuss.
- Remind pupils to answer the questions in complete sentences.

Syllabus link
A2, S8, S4

Can all the pupils answer a wide range of question types? (S15)

9 Unit 8: Farming and Fishing

Language Study

Background Information

Prepositions means 'placed in front', so they are usually found in front of a noun or pronoun. Prepositions are words used before a noun or pronoun to show, for example: place, position, time or period. They often describe the relationship between two nouns.

For example:

There was a fly **in** the soup.

(**in** describes the relationship between the fly and the soup)

The tabu site was **near** the village.

(**near** describes the relationship between the tabu site and the village.)

Method

- Explain to the pupils that prepositions are words that describe the relationship between two objects. You can write examples on the blackboard.
- Read the instruction in the Pupil's Book and explain that they are going to write four sentences using any of the prepositions in the box. Explain that pupils must try to use two prepositions in each sentence.
- Go through the example in the Pupil's Book with the pupils.
- Ask pupils to complete the activity. Assist pupils who are unable to complete the activity independently.

Syllabus link
A1, K1, S10

? Can all the pupils use a range of prepositions in different contexts? (K4)

Spelling

Teacher Led Activities

Ask the pupils to say and spell the spelling words in pairs. Use the **Look, Cover, Remember, Write** and **Check** strategy.

Explain the activity in the Pupil's Book on page 118. There are two columns. The spelling words are on the left and meanings (in a different order) are on the right.

Ask the pupils to find the right word from the spelling list for each of the meanings, and record both in their exercise books.

Oral and Writing

Method

- Ask the pupils to do this activity with a partner.
- Read the CB company text again to the pupils.
- Read through the instructions in the Pupil's Book.
- Have the pupils work in pairs to design and draw their advertisement.

Teacher Led Activities

Pupils have to imagine that they own a company which provides a service to the public. They can choose a service suggested in the Pupil's Book or they might like to think of their own. Remind them of the purpose of an advertisement. It must be attractive and eye catching so that it will convince the public to use their services. Remind them of the language used in advertisements. They should use only short sentences and a few words to get the message across simply and clearly.

Ask the pupils to help you with some words and phrases that they could use to convince the public to use their service. Write the words on the blackboard.

For example: reliable, dependable, fast service, trustworthy, honest,

You might like to ask pupils to present their finished advertisements to the class.

Syllabus link
A1, A4, K1, S1

? Are the pupils aware of advertisements and the ways in which their form and style is determined by the proposed audience and purpose? (A2)

Assessment Activity – Writing Sample

- Check that you have completed your writing assessment for this unit.
- Have you collected a writing sample for every pupil in the class?
- Have you analysed the writing samples to identify strengths and areas of difficulty?
- Have you kept a record of the analysis in your assessment file?
- Have you had time to meet with each pupil to discuss his / her writing sample?
- Does each of the pupils understand what he /she needs to work on to improve his / her writing?

10 Unit 8: Farming and Fishing

Reading and Discussion – The Use of Chemicals in Commercial Farming

Background Information

This is a report about the use of chemicals in the commercial farming. The information report:

- is factual;
- is often (but not always) written in present tense;
- may use subheadings to organise information;
- sometimes uses diagrams to present information.

Method

- Brainstorm with the pupils using the questions in TLA.
- Go through the key words with the pupils.
- Ask the pupils to read the report silently as you read aloud.

Teacher Led Activities

Before looking at the key words and reading the report, brainstorm using the following questions and add some of your own.

1. Do you have pests in your garden at home?
2. What does your family do to control the pests?
3. Do you know how commercial farmers deal with pests that damage their crops?
4. Do you know what chemicals are?
5. Have you ever seen someone add chemicals or fertiliser to their gardens?
6. Why do you think farmers want to use fertiliser in their gardens?
7. What is commercial farming?

Syllabus link
A1, S2, S4

? Can all the pupils read a factual report and quickly identify the main ideas and relevant details? (S9)

Comprehension

Background Information

There are two comprehension activities to choose from. The first activity involves synonyms. Synonyms are words that have a similar meaning. In this activity the pupils are going to find a synonym for the word(s) underlined in the sentences.

Activity 1 - Synonyms

Method

- Review synonyms. (Day 7 Language Study activity)
- Read the instructions in the Pupil's Book on page 120.
- Read the sentences in the Pupil's Book.
- Read the text with pupils again and tell them to find a synonym or the word(s) underlined in the sentences.
- Do the first one together with the pupils on the blackboard.

Answers

1. consider, long term
2. kill, insects
3. quantity, quality
4. organic, damage
5. farmers, quickly

Activity 2 - Advantages and Disadvantages

Method

- Revise the terms advantages (positive aspects) and disadvantages (negative aspects).
- Ask pupils to reread the text to find the advantages and disadvantages of using chemical fertilisers on farms.
- Direct pupils to work in small groups to discuss their ideas and complete their tables.
- Share ideas with the whole class and complete the table on the board together.

Teacher Led Activities

Draw the table below on the blackboard and have pupils copy it into their exercise books. Tell the pupils to work with a partner to list the advantages and disadvantages in the table.

After pupils have had time to write, share and discuss what pupils have written with the whole class. Fill in the table on the board.

Using Chemicals and Fertilisers	
Advantages	**Disadvantages**
Increase the crop yield.	Cause pollution to the soil

Syllabus link
A1, S6

? Can all the pupils discuss their ideas confidently and take turns in a discussion? (S7)

Language Study

Background Information

This is an activity about countable and uncountable nouns. The word **much** is always used when the noun is uncountable. **Many** is used with countable nouns. This activity asks the pupils to decide whether to use **many** or **much** in different sentences.

We use **many** when we talk about things we can count.

For example:

How **many** apples?

How **many** plants?

We use **much** when we talk about things we cannot count.

For example:

How **much** water?

How **much** food?

Mixing up **many** and **much** is common.

Many people use the wrong word in their every day speech.

Method and Teacher Led Activities

Explain to the class how **many** and **much** are used. Write some examples on the blackboard. Ask the pupils to read the examples together from the blackboard.

For example:

Some farmers use too **much** fertiliser on their crops.

How **many** sea cucumbers did Hou collect?

How **much** time do we have to pick the beans?

Ask the pupils to read the instructions for the activity in the Pupil's Book. Ask them to do the exercise in their exercise books.

Answers

1. much	2. much	3. many	4. much
5. much	6. many	7. much	8. many

Syllabus link
K1, S19

Can all the pupils use the correct articles for countable and uncountable nouns? (K9)

Spelling

Background Information

The spelling activity asks pupils to put spelling words into alphabetical order.

Teacher Led Activities

Alphabetical Order

Remind the pupils that they have learned to put words into alphabetical order in other units. They looked at the first letter in each word. Then they looked at the alphabet. They could then put the words in alphabetical order.

Put four words on the board and ask pupils to put them in alphabetical order.

Remind pupils that when words begin with the same letter, pupils must look at the second letter in the word. They have used the second letter in a word to put words in the right alphabetical order.

In today's activity, several of the words begin with **co** so pupils must look at the third letter to put these words into alphabetical order.

Read the explanation and directions in the Pupil's Book and ask pupils to complete the activity.

Correct this exercise on the blackboard with the whole class.

Dictation Test

Method

- Instruct pupils to prepare for their dictation by writing the date and the heading, **Dictation** in their books.
- Read out each sentence twice clearly and slowly while pupils write it in their books.

I help my father **collect coconuts.** We sell the copra.

I **think** father likes it when I help him **harvest** the **cocoa.**

Cocoa fruit **contain** many **seeds**.

I like to **sit** and look at the **pink** seeds **inside** the fruit.

- Tell the pupils to swap books.
- Write the dictation paragraph on the board and ask pupils to check each other's spelling.

Oral and Writing

Teacher Led Activities

Role Play

Tell pupils to work with a partner to discuss the situation in the Pupil's Book on page 122.

Discuss what might happen, using the questions in the Pupil's Book.

Help the pupils to think about what the two farmers will say to each other.

Ask the pupils to write the argument in speech bubbles. An example is provided in the Pupil's Book. The local farmer will write in the first speech bubble then the commercial farmer will answer the other farmer in the next speech bubble.

After the pupils complete filling in the speech bubbles, ask them to take turns pretending to be each of the farmers.

Syllabus link
A3, A4, S7,

? Can all the pupils write clear and concise sentences as dialogue for the farmers? (S15)

NOTES

NOTES

First Edition 2005

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

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ISBN 982-371-085-6

The development of this Teacher's Guide 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 Teacher's Guide was completed with assistance from the New Zealand Agency for International Development.

Nguzu Nguzu English
Standard 5