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 Resource Development

First Edition 2005

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

Copyright © Ministry of Education and Human Resource Development 2005

All rights reserved.

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

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

ISBN 982-371-086-4

The development of this Teacher's Guide 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.

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.

Curriculum Development Centre Team

Franco Rodi, Director CDC

Jacob Zikuli, PEDP Senior Curriculum Officer

Linda Puia, PEDP Senior Curriculum Officer

David Sokaika, PEDP Curriculum Officer

Ellen Wairiu, PEDP Curriculum Officer

Lionel Damola, PEDP Curriculum Officer

Alison Blaylock, PEDP Project Adviser

Ewa Czernuszewicz, Consultant Adviser

Illustrators

Jackson Onahikeni PEDP Graphic Artist

Lloyd Dauwara

Warren Teho

Desk Top Publishers

Eunice Duna

Linda Puia

Writers

Nguzu Nguzu English Teacher Writers

Staff of School of Education Language Department

Consultant Editors

Annette Woods

Elunid Woyd

Cindy Watson

Anna Kinnane

Funding Agencies

European Union

UK Department For International Development

New Zealand Agency for International Development

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.

Content

Content	Page
Foreword	1
Acknowledgement	2
Introduction	
The English Syllabus	4
The Layout of the Materials	8
Developing Literacy from Standards 4-6	10
Teaching Methods	
Discussion and Oral Work	16
Language Development	17
Teaching Reading	18
Teaching Comprehension	19
Teaching Writing	20
Teaching Handwriting	22
Teaching Spelling	23
Assessment and Record Keeping	25
Assessing Reading – Running Records	26
Assessing Writing – Collecting Writing Samples	29
Assessing Oral Skills – Oral Observations	30
Planning Guidelines	31
Composite Class Applications	33
Glossary of Terms	35

The English Units

Term 1	Unit 9	Local Currency	41
	Unit 10	Health Care	71
	Unit 11	Entertainment	112
	Unit 12	Architecture	151
Term 2	Unit 13	Settlers	197
	Unit 14	Travel & Tourism	232
	Unit 15	Traditional Dancing	273
	Unit 16	Celebrations	320

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 differ 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 wide 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

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, them 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.

features of written text including: the alphabet; phonic sounds; spelling and punctuation conventions; sentence structure; page layout; concepts of print; presentation and formatting.

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 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, 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 interprets 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 below 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 (Opinions)	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 gives more information about how they can be identified. It explains the purpose and focus of each text type and clarifies this by giving examples. It outlines the basic structure of each text type; and it lists the language and stylistic features you might expect to see in each.

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 (Text Type)	**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:** List 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 (Text Type)	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, two days 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 and 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 (Text Type)	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 (Text Type)	**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 (Text Type)	**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 meanings 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 below 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 debates 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

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.

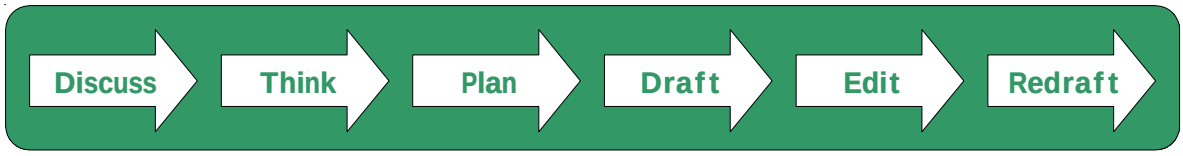
Teaching Methods: Writing

- 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:	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, 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 2004.

The table on the next page shows high frequency words included in the spelling lists for Standa 4, 5 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 ove	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. Mr	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 tellthan 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 assessment 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 the unit. The teacher should have read them once through with the class before doing the running record.
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 s**pelling, 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. S**elect 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 on the following page 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	Has the pupil thought about and planned what they want to say? Does the pupil explain his/her ideas clearly? Are they relevant to the discussion? Is all appropriate information included? Is any irrelevant information included? Is what the pupil has to say interesting?
Presentation	Does the pupil speak clearly and loudly? Do they look at their audience? Do they use expression and appropriate body language to support what they say? Do they speak with confidence?
Speaking Skills	Include comments on: English pronunciation; listening skills; Responding to others; appropriate timing and speed, non verbal skills such as or gesture and appropriate eye contact
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 oral 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 4 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 St 3 pupils and less able St 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**ur**ch** 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 cold.	A word used to make an adjective stronger, such as **very** cross, **extremely**
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** e**nor**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.

Reading and Discussion - The History of Money in Solomon Islands

Background Information

Trade and the use of money are an important part of everyday life. We buy and sell goods to survive. We buy things that we need from others and we sell things that other people need.

Although we now use the modern Solomon Islands' currency, it is important that pupils understand that before the introduction of modern money, different cultural groups in Solomon Islands had their own forms of currency. They traded and bartered for many thousands of years before people began to use notes and coins.

The aim of this unit is to provide general information about the importance of money, the different traditional currencies used in Solomon Islands, the history of modern money and different currencies used in some countries.

Method

- Do a brief brainstorm activity and allow the pupils to investigate their understanding of the word 'currency'. Find out what the pupils already know and understand about money and its use.
- Introduce the unit to the class and explain that they will be learning many interesting things about money.
- Read over the key words. Make sure that pupils understand their meaning.
- Read the text aloud while the class follows the reading in their books. Talk about any new and interesting things they may have found out in the reading.
- Read the text again, asking pupils to read sections of the text. Allow time for the pupils to read the text quietly to themselves.
- Find out the level of understanding of pupils by asking questions around the classroom.

Teacher Led Activities

During the brainstorm activity, write a list of the pupils' suggestions on the blackboard. Encourage pupils to talk about the importance of money to their families and communities.

Read through the key words. Ensure that the pupils understand the meaning of the words. Model the correct pronunciation and ask the pupils to pronounce the words correctly.

Read the text aloud and ask the pupils to follow the reading silently.

Ask pupils to tell you any new or interesting things they have found out from the text. Write their suggestions on the blackboard.

Read the text again and then allow the pupils to read the text themselves.

Ask some brief questions to find out the pupils' level of understanding.

For example

Why did people need to trade?

What were some of the first forms of trading?

How long was the British pound used as currency in Solomon Islands?

Where can people go to see some of the traditional items used for trade?

Do you think it is important for Solomon Islands to have its own currency? Why?

Syllabus link
S4, S8, S11

? Can all the pupils identify the main ideas of the text? (S9)

1 Unit 9: Local Currency

Comprehension

Method and Teacher Led Activities

Ask the pupils to re-read the text about Solomon Islands' currency.

Refer to the Pupil's Book, page 4 and explain the task.

Tell the pupils to identify the main ideas or significant events described within the text and arrange them in sequential order.

Ask some simple questions to help with the explanation.

For example:

1. What are some of the main ideas or significant events found within the text?
2. Which significant event is mentioned first?
3. Which significant event is mentioned last?

Explain that the first and last events have already been included in the sequence. Tell pupils that this activity is similar to forming a time-line.

Syllabus link
S9, S10

? Can all the pupils find main events and identify the sequence of events? (S12)

Language Study

Background Information

Pupils should be familiar with singular and plural nouns. Plurals can be formed in a number of ways. For example by simply adding **s** to a singular noun. However, some nouns do not have a plural form. These nouns are called uncountable nouns and include words like smoke and money.

Method

- Revise the meanings of nouns.
- Revise singular and plural nouns.
- Demonstrate how some nouns do not change spelling when in the plural form.
- Ensure the pupils understand the set task.

Teacher Led Activities

Remind the class that nouns are naming words and they can often have a singular or plural form.

Ask the class to name some singular nouns. Write these on the board.

Using this list, ask the pupils to help you change the words into plurals.

Use the following examples if necessary:

Singular	Plural
chair	chairs
boat	boats
teacher	teachers
island	islands

Write the following nouns on the board and explain to the class that in some contexts these words do not need an **s** added to make them plural, **water, smoke, air,** for example.

Explain that these words refer to things that cannot be counted and they do not have a plural form. These words are referred to as **uncountable nouns**.

Ask the class to suggest other nouns that refer to things that cannot be counted.

Read the instructions in the Pupil's Book and ensure that the pupils understand the task.

Syllabus link
A4

? Can all the pupils use the correct articles for countable and uncountable nouns? (K9)

Spelling

Teacher Led Activities

Introduce the spelling words.

Ask the pupils to identify a similarity in the spelling of some of these words. Pupils should notice that some of the words have similar endings.

Read each word out aloud and model correct pronunciation. Ask the pupils to pronounce the words aloud.

eleven	sixteen
twelve	seventeen
thirteen	eighteen
fourteen	nineteen
fifteen	twenty

Ask the pupils to copy the list into their books, reminding them to use the **Look, Cover, Remember, Write** and **Check** strategy to help them to learn the words.

Oral and Writing

Background Information

Within this unit, there are a number of texts containing factual information. Some of the facts presented in this unit may be new information for pupils. A fact file is a way of presenting interesting facts about a particular topic. It could be one or two pages of facts presented in boxes or bubbles. The creation of a fact file is a novel way to motivate pupils to search for important and interesting facts as they read. It provides them with a fun way to present the facts and it helps them to remember and recall the facts as well.

Method

- Introduce to the pupils to fact files.
- Provide a definition for facts.
- Refer to the reading and ask pupils to identify some facts that are included in it.
- Help pupils decide on how they will record and present their information.

Teacher Led Activities

Ask the pupils to explain the difference between fact and fiction.

Discuss the answers that they give. Ensure that the pupils understand that a fact is something that is true and correct. Fiction is something that is made up and is not necessarily true.

Encourage the pupils to suggest some known facts. List these on the board. Discuss whether or not their suggestions are facts.

Here are some examples you could use:

- Traditional currency items can be found at the Central Bank of Solomon Islands.
- Different countries use different types of currency.
- The British Pound was introduced into Solomon Islands in 1916.

Explain to the class that they will be creating and building a fact file over the next two weeks. The facts will be collected from the texts in this unit.

Tell the class that a fact file is a collection of important facts about a topic.

Explain that their task will be to collect facts about the topic of 'Money'. Demonstrate how these facts can be presented in boxes or bubbles or in some other easy-to-read format.

Demonstrate the correct way to present a fact file using the facts from today's text.

Use the following steps to help explain the task:

1. To start a fact file, reserve two pages in your exercise book.
2. Decorate the page using attractive borders and patterns.
3. Write the heading using big, bold letters.
4. Your heading should be, **"Did you know ..?"**
5. Make sure the information is easy to read and clearly presented.

Explain to the pupils that by the end of this unit, they should have a fact file that has interesting facts about currencies of Solomon Islands and of other countries.

Write some facts from today's reading on to the blackboard. Below is an example to demonstrate to the pupils how they can write up their fact file. Make sure that the pupils understand the task before asking them to begin.

Did you know ....?

Some places in Solomon Islands had their own traditional money before modern money was used.

Our ancestors did not use coins and paper money. They exchanged or bartered goods.

Barter Day

Ask pupils to bring something to class tomorrow for the **Barter Day** activity.

Pupils should bring two items. These items may include hand-made arts and crafts, food or drink. The pupils need to be prepared to exchange what they bring for items brought by other pupils.

Syllabus link
S11, S13

? Can all the pupils identify and record relevant facts without assistance? (K9)

Reading and Discussion - Shell Money of Malaita

Teacher Led Activities

Start with a discussion to find out what the pupils know about Malaitan shell money. Find out if someone has a shell money necklace. The following questions may help to start the discussion.

- Where would we be able to buy a shell money necklace?
- Why do people buy shell money?
- How do you think shell money is made?

Introduce the reading and read through the key words. Explain what the words mean and read them out to the pupils. Make sure they can say them correctly. Ask the class to read the text silently. When everyone has finished reading, ask pupils questions to check their understanding of the text. Ask the pupils to name any interesting piece of information or fact they have found out about in the reading. List these suggestions on the blackboard.

Fact File Up-date

Allow five minutes for pupils to up-date their Fact Files. Ask the pupils to add any additional facts, which they have learnt from today's reading.

Syllabus link: S18, S9

? Can all the pupils identify and select important information for their fact files? (S19)

Comprehension

Background Information

Most of the texts in this unit are report texts. It is important that pupils develop skills in reading reports and that they understand how reports are written. They also need to develop skills to be able to find important information in a text.

Teacher Led Activities

Read through the instructions and complete one of the questions as an example.

Provide the pupils with practice to find the information they need. Make up your own practice questions.

For example:

What are the names of the different types of shell money?

How many tafuliae are equal to two kasa?

Syllabus link: K1, S8, S9

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

2 Unit 9: Local Currency

Language Study

Background Information

Pupils should have learnt about comparatives and superlatives in **Unit 3, My Island.**

Comparatives are adjectives used to show comparison between two items. Comparatives usually end in **-er**. **For example:**

sweeter, warmer and **older** are comparatives.

Superlatives are adjectives that are used when more than two items are being compared.

Superlatives usually end in **-est. For example:**

sweetest, warmest and **oldest** are superlatives.

Adding **-er** and **-est** usually only applies to adjectives, which consist of one or two syllables. Usually, if the adjective has three syllables, then place **more** and **most** before the adjective.

For example:

expensive – **more expensive** (than)

beautiful - **more beautiful**

valuable - **more valuable**

Method and Teacher Led Activities

Refer to Unit 3 - My Island in the Pupil's Book to check what the pupils have already covered.

Revise the work previously covered on comparatives and superlatives.

Write the following adjectives on the board and use this table to revise the comparative and superlative forms.

Adjective	Comparative Form	Superlative Form
old	older	oldest
new	newer	newest
pretty	prettier	prettiest
sweet	sweeter	sweetest
happy	happier	happiest
expensive	more expensive	most expensive
beautiful	more beautiful	most beautiful

Remind the class that when two items are compared **-er** can sometimes be added to the adjective.

For example: John is **older** than Ben.

When comparing more than two items we can often add **-est** to the adjective.

For example: He is the **oldest** of the three boys.

Explain to the class that some words do not use **-er** or **-est** and usually the words **more, most** and **least** are used instead.

Read through the words in the table in the Pupil's Book. Explain to the pupils what they have to do. When they understand let them complete the activity.

Syllabus link

S8

? Can all the pupils use comparatives and superlatives correctly? (K3)

Handwriting

Teacher Led Activities

Ask the pupils to read the paragraph provided for the handwriting task on page 8. Remind the pupils that you expect neat and well-presented work.

Oral and Writing

Background Information

This 'Barter Day' activity is an excellent way to demonstrate the way in which the people of Solomon Islands traded, before the introduction of modern money.

Method

This is a lively activity that could become quite noisy and chaotic. To avoid this, you need to be organised and it is necessary to give the pupils some guidelines to follow in order to ensure the activity is a success. The following procedure should be followed.

- Give the pupils five minutes to organise their goods for trading. It is a good idea if the pupils display their goods on their tables or on mats. You may wish to rearrange the tables in a circle or in lines.
- Allow the pupils at least ten minutes to walk around and look at the goods displayed for trading. No trading is to take place during this viewing time.
- Give the pupils a signal to show that trading can start.
- After 20 minutes, give another signal to indicate that all trading must stop.
- Instruct the class to tidy the area.
- Once everyone has settled, encourage the pupils to participate in a discussion about the trading activity.

Teacher Led Activities

Introduce the activity and discuss the purpose of the activity. Explain the procedure and the ground rules.

Remind the pupils to be courteous and respectful of each other. It is important that they do not ridicule anyone's goods or make fun of them. Tell the pupils that if they do not wish to trade with someone the polite way is to say, 'No thank-you'. It is important that they do not hurt anyone's feelings.

Allow five minutes for the pupils to organise their goods for display.

Give a signal and allow ten minutes for pupils to circulate and inspect all the goods displayed for trading. Tell the pupils that no trading is to take place during this time. At the end of ten minutes give a signal to indicate that everyone needs to return to his or her goods.

Give the signal for trading to start. You need to circulate and make sure that trading is done in a sensible way. It is also a good opportunity to observe the strategies used by pupils to get what they want.

After 20 minutes, give a signal to indicate that all trading is to stop. Ask everyone to tidy the area.

2 Unit 9: Local Currency

Settle the class and encourage the pupils to discuss their trading experiences. Here are some questions you may wish to use to start the discussion:

1. What did you learn about bartering?
2. What would you do differently if we had another 'Barter Day'. Why?
3. Describe the best or worst trade you made during the activity? Why?
4. What are some of the problems people may have come across when they bartered their goods many years ago?
5. What are some of the negative aspects of bartering? (bad things)
6. What are some of the positive aspects of bartering? (good things)
7. What are the advantages of using money for currency?

You will need to decide whether the bartering will be a role play activity and goods will be returned to their original owners after the session, or whether the pupils will be bartering for 'keeps'. Make sure that the pupils know what is decided before they start the activity. Is the bartering 'real' or is it 'pretend'?

Syllabus link
S5, S6, S8

? Can all the pupils use persuading skills when talking and trading with others? (K6)

Reading and Discussion - Making Shell Money

Teacher Led Activities

Introduce the reading and read through the key words. Explain the meaning of the words and demonstrate the correct pronunciation of each of these words.

Talk about the purpose of a procedural text.

Ask the pupils to determine how the presentation of this text may differ to the way in which a narrative or a report is presented.

Ask the pupils to suggest why the reading has been presented in this way. Encourage them to understand the significance of the numbered paragraphs and explain that this is common for procedural texts.

Read through this text as a whole class. Choose different pupils to read a paragraph at a time. Ask questions to check for understanding.

Fact File Up-date

Allow time for pupils to up-date their Fact Files. Ask the pupils to add any additional facts, which they have learnt from today's reading.

Syllabus link: S1, S4

? Can all the pupils read and identify the different stages of the shell money making process? (S12)

Comprehension

Teacher Led Activities

Read through the instructions in the Pupil's Book. Read through the questions and explain the task using the first comprehension question as an example.

Discuss the second activity with the pupils. They are asked to replace the paragraphs in the text with just a title. In order to summarise the text in this way they must understand what they have read.

Syllabus link: S10, S11

? Can all the pupils identify and explain the different parts of the shell money making process? (S12)

Language Study

Method and Teacher Led Activities

Referring to the 'Barter Day' activity, encourage the pupils to discuss the trading process. Talk about the good and bad trades made and encourage the pupils to consider their own 'bargaining skills'. Talk about the concept of trading and the importance of persuasion. Good traders need to be able to persuade another person to buy from them or sell their goods at a good price. Good buyers should be able to persuade sellers to sell something of good quality at a lower or reasonable price.

Refer to the language study activity in the Pupil's Book on page 10. Read through the instructions.

Introduce the term 'bargaining skills' and provide a very clear explanation of what this means. Ask the pupils to suggest ways in which it may be possible to persuade others to sell at a lower or more reasonable price.

Look at the example given in the Pupil's Book and discuss the possible reactions people may have to this situation. Write the pupils suggestions on the board. Using these suggestions, ask the pupils whether or not they show good bargaining skills. Why or why not?

Organise the pupils to work in pairs. Tell them that they are going to take the roles of customer and buyer for each situation. Remind the pupils to be as persuasive as possible to get what they want. Allow 7-10 minutes for the pupils to practise the role-play activity. Allow pairs to act out their role-plays while the rest of the class observe. The pupils should listen for persuasive language and identify both good and poor bargaining skills.

When all pairs have presented their role-plays discuss the types of bargaining skills used. Encourage the pupils to suggest both good and poor bargaining techniques presented. Ensure that the pupils understand why some bargaining techniques are much more successful than others.

Syllabus link
S5, S7

? Can all the pupils demonstrate skills in persuasion, agreement and disagreement? (K6)

Oral and Writing

Background Information

The writing activities for this unit focus on reports. The purpose of a report is to inform and describe. Some characteristics of an information report include:

- An opening generalisation or definition.
- The information presented is factual.
- Logical order and presentation of content.
- Information is presented in paragraphs with one aspect per paragraph.
- Headings and sub-headings can be used.
- The main ideas include supporting details.

Refer to the genre table at the beginning of the Teacher's Guide. This table provides ideas to help you when assisting the pupils with their writing. It may also help you to know what to expect from the pupils' written reports. A flow chart has been included in the Pupil's Book to help the pupils organise their writing.

The aim of this task is to provide the pupils with the opportunity to research a topic, write a report and present the report in the form of a book, poster, chart, brochure or map.

The pupils will be able to get a lot of information from the reading texts provided in the Pupil's Book, however if you have access to other books and resources you should allow the pupils to research more widely.

Method

- Introduce the writing project and explain what it is expected by using the flow chart provided in the Pupil's Book.
- Organise the distribution of topics amongst the groups.
- Allow pupils to read through the texts in the unit to start locating information.
- Move around the class and assist pupils in their research and draft writing.

Teacher Led Activities.

Revise report writing with the class. Explain that the purpose of a report is to inform and describe. Ask the pupils to suggest other characteristics of information reports. List the pupils responses on the board.

Explain the writing project to the class. Tell them that they will be working in small groups to research a topic. They will need to present their research in the form of a report either as a book, chart, poster, brochure or map.

Tell the class that, although the topics are different, they all have one common theme. That is, they all have something to do with the currency and money used in Solomon Islands.

Ask the class to refer to the three topics listed in the Pupil's Book on page 11. Read through each topic.

Organise the class into mixed ability groups of no more than four pupils.

Tell each group to choose a topic and to decide how they will present their report. Record each group's choice of topic and how they will present their research report.

If you have a big class, more than one group may choose the same topic.

Refer to the flow chart in the Pupil's Book on page 12. Explain that the flow chart indicates how the information and facts are to be organised. Go through each step on the flow chart and discuss the information that needs to be included in each section. Make sure the pupils understand each item represented on the flow chart.

Explain to the class that they will need to do some research to locate the required information. They can do this by reading through all the texts provided in this unit.

Allow the pupils to start looking through the texts to find information. Remind the groups to share responsibilities and to make sure that everyone in the group has something to do. Explain to pupils that they need to research and collect information by taking notes.

Syllabus link
S6, S11, S12

? Can all the pupils find appropriate information and organise it in the form of a poster, book or map? (S19)

4 Unit 9: Local Currency

Reading and Discussion - Feather Money of Santa Cruz

Teacher Led Activities

Introduce **Feather Money of Santa Cruz**. Find out what the pupils already know about Feather Money.

Start a discussion by asking pupils whether they have seen feather money. Talk about the location of Santa Cruz and ask the pupils to identify the province to which Santa Cruz belongs.

Ask the pupils to think about how a feather belt might be made and how long do they think it may take to create one.

Read the title of the text and go through the key words. Make sure everyone understands the meanings of the words. Look at some of the local words used in the text and ask the pupils to pronounce the words correctly.

Read through the text aloud and ask the pupils to follow silently in their books. Ask the pupils to identify any new words they may have found within the text.

Read the text again this time asking pupils to read different sections of the text. Ask the pupils some simple questions to check for their understanding of the text.

Fact File Up-date

Allow a short time for pupils to up-date their Fact Files. Ask the pupils to add any additional facts, which they have learnt from today's reading.

Syllabus link
S9, S11

? Can all the pupils answer a range of questions about what they have read? (S4)

Comprehension

Background Information

This cloze passage refers to today's text. Remember a cloze passage is one where certain words are missed out. The activity requires the pupils to fill in each blank space using an appropriate word from the reading. Cloze passages are an excellent way to find out how much of the text the pupils understand. The pupils should not have too much difficulty in identifying the correct missing words, if they have understood the text well.

Method

- Explain the task to the pupils.
- Demonstrate the procedure followed when completing a cloze passage.
- Show an example on the board.
- Correct the exercise as a whole class activity.

Teacher Led Activities

Model the following procedure for completing a cloze activity using some simple examples.

For example:

On _____ day we traded our goods. (barter)

Each day we add _____ to our files. (facts)

Read through the instructions in the Pupil's Book and make sure that pupils understand the task. Complete the first sentence as an example. Do not supply the answer but have the pupils skim through their text to find the right word. Allow the pupils to complete the task.

When everyone has completed the activity, write the same cloze passage on the board. Ask the pupils to swap their books and correct the passage with the whole class.

Answers:

1. Central Bank of Solomon Islands
2. traditional
3. modern
4. Santa Cruz
5. no-one/nobody
6. binder or money binder
7. feather
8. inherits

Syllabus link
S9, S11

? Can all the pupils find appropriate words to complete a cloze passage? (S19)

Language Study

Teacher Led Activities

Ask the pupils to recall some of the words they used during the Barter Day activity when they were using their bargaining skills. Ask pupils to explain how they managed to make a good deal. Explain that the type of language used when buying and selling is called trading language and persuasive language. Provide some examples.

Write the following examples on the board and ask the pupils to identify the persuasive language used.

1. This is good value for the price.
2. I'll give you a discount if you buy five of these.
3. You won't find a fresher product anywhere else.
4. These are the best on the Island.
5. You will regret it if you do not buy these now as they are selling fast.
6. This is such good quality, it will last for many years.

Explain the purpose of persuasive language. Remind the class that persuasive language in bartering includes all words used to convince or encourage someone to buy your goods, or to convince someone to sell you something for a cheaper price.

For example:

I'll buy three of those if you sell them for only $2.

My tomatoes are the freshest.

Refer to the activity in the Pupil's Book on page 15 and read the instructions. Write the headings on the board and explain to the class that you will write their suggestions on the board. Write a list of the suggestions that the pupils come up with.

Syllabus link
S5, S7

? Can all the pupils identify and use a range of persuasive and trading type language? (K6)

Spelling

Teacher Led Activities

Organise pupils to work in pairs and ask them to practise their spelling lists. Explain that one person is to read out the words while their partner spells the words. They will then need to swap over and repeat the activity.

Oral and Writing

Teacher Led Activities

Ask the pupils to move into their groups to continue working on their writing project. Remind the class that they should be researching their topic, collecting information and drafting their work. Move around the room and offer help where necessary. Let the pupils explain to you what they are doing.

Syllabus link
S11, S16

? Can all the pupils use a talk-draft-talk-redraft process in their writing projects? (S17)

Reading and Discussion - Making Feather Money

Background Information

Today's text is a procedural text. Refer to the genre table at the beginning of this Teacher's Guide. Procedural texts are often written as a set of instructions and they usually address the reader directly. Each step or instruction usually begins with a verb, eg. **peel** the fruit, or a conjunction to represent time and sequence, eg. **next,** peel the fruit. Types of procedural texts include recipes and instructions.

Teacher Led Activities

Read through the key words and make sure the pupils understand their meaning before they read the text. Read the text as a whole class or choose individuals to read a paragraph at a time.

Encourage the pupils to participate in a whole class discussion about the text. Ask some questions to see how much of the text the pupils have understood.

- How were scarlet honeyeaters caught?
- Why do they tie a male honeyeater to the tree?
- What other feathers are used to make the belt?
- How are feathers stuck on to the pigeon feather rectangle?
- What new facts have you learnt from this text?

Fact File Up-date

Allow pupils to up-date their Fact Files. Ask the pupils to add any additional facts, which they have learnt from today's reading.

Syllabus link
S9, S7

? Can all the pupils understand and identify a sequence of instructions? (S12)

Comprehension

Teacher Led Activities

If a child can use a text for a specific purpose, this represents a high level of comprehension. In this activity, pupils are asked to read the text to make a list of the materials needed to complete the task that is described in the text. This is an open ended activity that will allow you to assess the general comprehension of the pupils in your class.

Syllabus link
S9, S11

? Can all the pupils read for direct and indirect meaning? (S10)

5 Unit 9: Local Currency

Language Study

Teacher Led Activities

This is a continuation of an activity started on Day 2. It is also revision of a concept that was introduced in Unit 3 My Island. Read through the activity in the Pupil's Book and explain the instructions to the class.

Revise the concept of comparatives and superlatives with a simple exercise. Select five adjectives. Write these on the board. Ask the pupils to suggest the comparatives and superlatives. You may wish to use the adjectives below.

Write the answers on the board.

Adjective	Comparing two things (Comparative)	Comparing three or more (Superlative)
1. happy	happier	happiest
2. young	younger	youngest
3. sensible	more sensible	most sensible
4. sweet	sweeter	sweetest
5. urgent	more urgent	most urgent

When the pupils understand the task, ask them to complete the activity in the Pupil's Book on page 16.

Syllabus link
S8, S5

? Can all the pupils use comparatives and superlatives correctly? (K3)

Spelling

Teacher Led Activities

Give the pupils a simple spelling test using the spelling words for this week. Say each word clearly and ask the pupils to write the word correctly in their books. When the test is finished ask the pupils to swap their books with a partner. Read out the correct spelling for each word and ask the pupils to mark the work in front of them.

Oral and Writing

Teacher Led Activities

Tell the pupils to organise themselves into their report writing groups and ask them to get their materials ready. Tell the class that they are to continue with their research and writing their draft. Take some time to discuss with each group the progress of their draft. Talk with them of ways to improve their draft and make sure that all pupils in each group are involved with working on the report.

Syllabus link
S11, S16

? Can all the pupils read and find relevant details without assistance? (S9)

Reading and Discussion - Bakiha

Background Information

Bakiha is the traditional money used for trading in most parts of the Western Province. These large rings or disks are made from fossilised clamshells. Fossils are the bones or shell remains of animals that have been buried by sand and earth. Over a long period of time they become almost like rocks. When bones or shells slowly turn rock-like, we say they have become fossilised.

Teacher Led Activities

1. Explain to the pupils that today's reading is about another type of traditional money. This is traditional money that was used in Western Province.
2. Read through the key words. Some words such as fossil, may be unfamiliar to the pupils. Read any of these uncommon words and explain the meanings.
3. Read the text out loud and ask the pupils to follow as you read. You may wish to ask certain pupils to read the text, a paragraph at a time.
4. Ask some simple questions to check for pupils' understanding.

For example:

1. How were the shells whitened?
2. When were the shells ready to be cut into Bakiha?
3. Which type of Bakiha was considered the most valuable?

Fact File Up-date

Allow some time for pupils to up-date their Fact Files. Ask the pupils to add any additional facts, which they have learnt from today's reading.

Syllabus link
S4, S8

? Can all the pupils use skimming to find facts in the text? (S11)

Comprehension

Teacher Led Activities

Start a classroom discussion about facts and opinions. Ask the pupils to give you some examples of facts and opinions. Write these on the board and discuss the difference. Remind the class that a fact is something real and true. It has been proven to be correct. A fact cannot really be argued against, as it is has been proven. An opinion is someone's own thoughts or ideas on a subject. It is not necessarily true, factual, or correct. It may even be proven to be incorrect.

Explain to the class that they may hear or read things, which are people's opinions. Different people can have different opinions about a subject. Sometimes people argue because they have different opinions.

Provide the class with some examples to reinforce the difference between fact and opinion.

For example:

1. Bakiha was a traditional currency used in Western Province. **(Fact)**

   We can't argue with this because it is true.

2. It is easier to trade with traditional money than with modern money. **(Opinion)**

   One person may find it easier to trade with traditional money, yet other people may disagree.

Read through the instructions given for the comprehension activity. Use the example given to further explain the task. Ask the pupils to complete the activity.

Syllabus link
S4, S5

? Can all the pupils discuss their ideas confidently in a group discussion? (S7)

Language Study

Teacher Led Activities

Refer to the 'Barter Day' activity held previously. Ask the pupils to recall the words they used to persuade someone to exchange with them. Write a list of the pupils' suggestions on the board. Go through the suggestions given and ask the pupils to identify those, which they think are persuasive. Encourage the pupils to justify their answers. If a pupil identifies someone's suggestion as being persuasive they need to explain why they think that to be the case.

Look at the activity in the Pupil's Book on page 19. Read through each of the scenarios given. Complete the example provided with the class. Ask pupils to suggest other ways to persuade the customer to buy the watermelons.

Read through each scenario. Give the pupils a few minutes to discuss each scenario. Ask them to provide possible persuasive statements that could be used to encourage the buyers in each case. Give a signal for all discussion to stop and tell the pupils to complete the activity in their exercise book.

Syllabus link
S4, S5, S6

? Can all the pupils discuss their ideas and justify their opinions? (K7)

Spelling

Teacher Led Activities

Introduce the new spelling words by reading through them with the class. Pronounce each word clearly and correctly.

currency	equal
cash	quality
shape	quantity
shell	quarter
wash	question

Ask the pupils to identify any words they already know the meaning of. Using a dictionary, ask the pupils to find the meaning of the words listed in the activity. If your class does not have dictionaries, put each word in a sentence and help the pupils to work out the meaning of the word by understanding the sentence.

Have the pupils copy the list into their exercise books.

Allow time for the pupils to use the **Look, Cover, Remember, Write** and **Check** strategy to begin to learn the words for this week.

Oral and Writing

Teacher Led Activities

Organise the pupils into their project groups. Tell the class that at this stage it is expected that they would have collected most of the information required.

Remind each group that they will need to start planning the layout of their project.

Syllabus link
S16, S17

? Can all the pupils organise the information they have collected for their writing project? (S19)

7 Unit 9: Local Currency

Reading and Discussion - Kesa

Background Information

Today's text refers to the traditional currency used in Choiseul, before the introduction of modern money. The kesa were not man-made but were found in the seabed. Kesa are shaped like tall drinking glasses with no bottom. It is believed that kesa were fossils from some sea-animal or from shells that became buried in the sea-bed. The first text in today's reading is a report. This report is followed by a legend of how kesa first came to be used by the people of Choiseul.

Teacher Led Activities

Ask pupils to recall the different types of traditional currencies they have learned about so far. Ask the pupils to identify the islands associated with each traditional currency. List these on the black board.

Introduce the text with a brief discussion about the location of Choiseul. If you have a map, ask the pupils to locate Choiseul. Discuss the location of Choiseul as an island within Solomon Islands. Ask some questions about Choiseul. For example: To which province it is closest? What direction is it from here?

Read through the key words and define any words that may be new to your class. Ask the pupils to read the text silently. It is important that the pupils' develop their silent reading skills. When everyone has finished reading, find out how well the pupils have understood the text. Ask some simple questions about specific information that can be found within the text.

For example:

What does Kesa look like? (paragraph 2)

Ask the pupils to read the text aloud. They could do this in small groups taking turns to read. You could go round the class and listen to some of the pupils read. It is important that you regularly hear all the pupils read aloud.

Syllabus link
S9, S10

? Can all the pupils use skimming and scanning to find appropriate information? (S11)

Comprehension

Teacher Led Activities

Refer to the activity in the Pupil's Book.

Read through the instructions and make sure the pupils understand what is expected. Pupils are to rearrange the sentences and write them in the order in which they appear in the text.

When everyone is clear about the task, allow the class to complete the activity.

Syllabus link
S10, S11

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

Language Study

Background Information

This activity builds on the Barter Day activity as well as the Language Study activity you did yesterday. This activity helps pupils develop their skills of persuasion and it enables pupils to use appropriate persuasive language.

Teacher Led Activities

Read through the instructions for the activity in the Pupil's Book. Explain to the pupils that it is important to persuade people agree with us without hurting their feelings.

Write the examples from the Pupil's Book on the board. Ask pupils to identify why the first example is more appropriate and polite than the second one. How can the first one be improved?

Now write some more examples on the board such as:

1. **I expect everyone to help clean up the village tomorrow.**
2. **Elders in the village should learn to listen to young people.**

Work through some more examples if necessary. When the pupils have a clear understanding of the use of appropriate and polite persuasive language, ask them to complete the task in their exercise books.

Syllabus link
S5, S18

? Can all the pupils write a range of sentences to persuade people? (K6)

Handwriting

Teacher Led Activities

Read through the handwriting passage. It is important to insist on neat and consistent cursive writing. Remind the pupils that a high standard is expected. Spend time at the beginning of each handwriting activity to revise a join that some pupils might be having difficulty with. Always remind pupils of the following:

- The slope of writing must be consistent or the same throughout.
- Writing must be neat and clearly presented at all times.

7 Unit 9: Local Currency

Oral and Writing

Teacher Led Activities

Tell the pupils that by the end of today's lesson it is expected that they will have completed all of their research and collected all of their information.

Move around the class and make sure that all the members in the groups are helping and contributing to the project. Ensure that all members in the groups have a task. Remind the pupils that they should be thinking about and planning the way in which they want to present their report.

Refer to the Pupil's Book and discuss the Helpful Hints that are listed on page 23. Explain that pupils should think about these things when planning the presentation.

Syllabus link
S6, S7, S13

? Can all the pupils choose appropriate language to design a poster or book? (S19)

Reading and Discussion - Traditional Currencies of Papua New Guinea

Background Information

Most places in the Pacific and around the world used to have their own traditional currencies before the introduction of modern money. Papua New Guinea has many different ethnic groups each with their own cultural traditions. Different ethnic groups had their own traditional currencies. This was also the case in Solomon Islands. The three currencies discussed in the text today are just a few of the many traditional currencies used in Papua New Guinea.

Method

- Introduce the text.
- Discuss the location of this country in relation to Solomon Islands.
- Ensure pupils understand the meanings of the key words and demonstrate correct pronunciation of these words.
- Read the text and hold a classroom discussion about the information contained within the reading.
- Provide time for the pupils to up-date their fact files.

Teacher Led Activities

Ask the pupils to locate Papua New Guinea on a map. Allow the pupils to look at the location of Papua New Guinea in relation to Solomon Islands. Ask some simple questions to start discussion.

Read through the key words. Ask the pupils to repeat each word using correct pronunciation. Ask the pupils to give the meaning of the key words. Discuss the meaning of any new words.

Chose pupils to read a paragraph at a time whilst the others follow silently.

Discuss what has been read. Ask some simple questions to check for understanding of the text.

Give the pupils time to up-date their fact files. Remind the class to add any new information they have learned from today's text.

Syllabus link
S8, S9, S10

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

Comprehension

Teacher Led Activities

Refer to the activity in the Pupil's Book on page 25. Explain to the class that these questions require the pupils to think beyond the information contained within the text. Use the first question as an example. Encourage the pupils to suggest possible answers to this question. When everyone understands the task, settle the class and let them start the activity.

Syllabus link
S9, S10

? Can all the pupils discuss their ideas and opinions confidently? (S7)

8 Unit 9: Local Currency

Language Study

Background Information

This activity reinforces the understanding of the vocabulary used within the text. If dictionaries are available, allow the pupils to use them when necessary. Pupils should also be encouraged to use context clues to help understand the meaning of words. That is, the pupils can read through the text passage and look at the way the words have been used in the text. The sentence will usually have indications or clues about what words mean. Other words in the sentences can be used to help with the meanings.

Teacher Led Activities

- Refer to the activity in the Pupil's Book and read through the instructions.
- Use the first exercise as an example.
- Settle the class to complete their task.

Syllabus link
S9, K1

? Can all the pupils demonstrate their understanding of new words by using them in sentences? (S8)

Spelling

Teacher Led Activities

Explain to the class that they are to choose any five words from their spelling list and use each word in a sentence, underlining the spelling word used.

Do one or two examples with pupils. Ask the class for some sentence suggestions.

When pupils understand the task, ask them to complete the activity in their books.

Oral and Writing

Teacher Led Activities

Today the report writing teams should be ready to begin presenting their information in a final draft form. This will require the groups to plan their presentation, write the final draft, illustrate, proofread and edit their final draft.

Revise the processes of proofreading and editing with the pupils.

Also provide the class with ideas and examples of final presentation.

Syllabus link
A3, S15, S16

? Can all the pupils use a talk-draft-redraft process for editing longer texts? (S17)

Reading and Discussion - The History of Modern Money

Background Information

Today's text is a report that refers to the history and origins of modern money.

The first forms of modern money originated in China. Before that, other countries around the world had their own traditional currencies just like Solomon Islands and other Pacific nations.

Method

- Before reading through the text ask the class to refer to the title. Using this title, ask the pupils to predict what they think the text may be about.
- Ensure that pupils understand the meaning of all the key words and help them to pronounce these words correctly.
- Encourage pupils to share with the class any new and interesting information found within the text.
- Give the pupils time to up-date their fact files.

Teacher Led Activities

Ask the pupils to read through the text silently. Once everyone has read the text silently, choose individual pupils to read sections of the text again aloud.

Discuss the reading. Hold a class discussion about the origins of modern money.

Ask the pupils to identify any new facts or information. List the suggestions on the board.

Use this list to check for pupils' understanding of the text and to find out how well they are able to relate what they have already learned to this new information.

Give the pupils time to up-date their fact files, adding any new facts and information.

Syllabus link
S4, S8

? Can all the pupils explain their ideas confidently to a group of people? (S7)

Comprehension

Teacher Led Activities

Refer to the activity in the Pupil's Book on page 26 and read through the instructions. The pupils should have a good understanding of time-lines, as they have used them in other units.

Explain to the class that they need to re-read the text identifying each significant event described. Tell the pupils to arrange the events in the form of a time line, indicating the order in which the events took place. Use the example provided in the Pupil's Book to help explain the task.

Syllabus link
S16, S18

? Can all the pupils organise a sequence of events in the form of a time-line? (S12)

9 Unit 9: Local Currency

Language Study

Teacher Led Activities

This activity helps to develop an understanding of the vocabulary used within the text.

Tell the pupils to use context clues to help them work out the meanings of words. Use the example provided to explain the task.

When all the pupils are clear about what is expected, allow them time to complete the activity in their exercise books.

Syllabus link
K1, S11

? Can all the pupils identify and understand the meaning of new words? (S8)

Spelling

Teacher Led Activities

Refer to the activity in the Pupil's Book and read through the instructions.

Explain that the jumbled words are actually words from their spelling list. Write the first jumbled word on the board and ask the pupils to help you rearrange the letters to form a correct spelling word.

Tell the pupils to complete the rest of the activity in their exercise books.

Oral and Writing

Background Information

All groups should have completed their writing projects by today. Tell the pupils that they will be presenting their work to the class tomorrow.

Teacher Led Activities

Each group will need to plan for their presentation. Make sure the pupils understand that it is important to share the responsibilities for the presentation. Discuss the presentations with the class. Use the following ideas to help the pupils organise their presentations.

1. **Who should present the report?**

   Should one person do all the talking and explaining to the class?

   Should all group members have a turn at introducing different sections of the report?

2. **What sorts of questions do you think the class will ask?**

   Are you prepared to answer questions? Will you know the

   answers? What will you do if you do not know the answer to a question?

3. **How will your work (book, poster, chart) be displayed to the class?**

   Will you hold it up for the class to see?

   Will you pass it around for everyone see?

   Will you hang it on a wall?

4. **When speaking to a group it is important to speak loudly, clearly and confidently. Make sure you look at the class when you are speaking.**
5. **It is a good idea to practise speaking before presenting information to an audience.**

Allow the groups to carry on with their task. If they have completed their final draft, they may use the remaining time to practise their presentations.

Syllabus link
A4, S7, S19

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

10 Unit 9: Local Currency

Reading and Discussion - Currencies of Other Countries

Background Information

Not all countries use the dollar as a unit of currency. It is good for pupils to be aware of this fact. For example, in the United Kingdom the currency unit is the pound, in Japan the currency unit is the Yen.

In many countries paper notes and coins are stamped with pictures of important people as well as significant animals, plants and objects for that country. Pictures shown on the notes and coins usually have some cultural significance to the country. For example, on the Australian dollar coin there is a picture of a kangaroo.

The numerical value of the paper notes and coins is also stamped on them. Countries change the design of their coins and notes from time to time.

If you have any coins or notes from other countries bring them in for the class to see. You could also ask them if they have any at home they could bring in to the class too.

Method

- Read the title of the text and read the key words.
- Make sure that the pupils understand the meaning of any new words.
- Allow the pupils time to read the text silently.
- Allow the pupils to read the text in pairs, taking turns to read sections of the text.
- Ensure that the pupils have fully understood what they have read by discussing the text.
- Ask pupils to up-date their fact files.

Teacher Led Activities

Ask the pupils if they know of any other currency names used in other countries. Write the suggestions on the board.

Use some Solomon Island paper notes and coins and start a classroom discussion. The following ideas may help to generate discussion:

- What pictures are found on the different notes and coins?
- Why do you think these pictures have been used?
- What are the different coins and notes that are used in Solomon Islands?

Read through the key words. Use the words in sentences to make it easier for the pupils to understand the meanings.

Read through the text and make sure that pupils follow the reading in their own books. Discuss the way the key words have been used in the text.

Use the pictures of currency notes in the Pupil's Book to talk about some features that are common in many currencies.

Ask the pupils questions and for them to identify specific information by skimming through the text. Their responses will provide feedback about their understanding of the text.

For example:

What does modern money consist of?

What currency is used in Papua New Guinea?

Give the pupils time to up-date their fact files. At this stage the pupils should have collected a considerable amount of information about currencies.

Tell them that the fact file will be a useful resource when preparing for tests. They can also share the information they have collected, with friends and family members.

Syllabus link
S4, S8

Can all the pupils discuss their ideas and give suggestions with confidence to a group of people? (S7)

Comprehension

Teacher Led Activities

The pupils are asked to summarise the information that they have read in the text today. Revise the skills of skimming and scanning with the class.

Discuss what some of the important information included in the text might be.

As the pupils offer suggestions prepare a list on the board. This list will act as a resource for the pupils as they prepare their own summaries.

Syllabus link
S11, S18

Can all the pupils read a text and identify the main ideas in order to write a short summary of the information included? (S9)

Language Study

Teacher Led Activities

Use this session to reinforce the vocabulary used in today's text.

Write the following words on the blackboard:

features	**modern**	**value**
valuable	**traditional**	**stamp**
currency	**famous**	**represent**

Ask the pupils to suggest a meaning for each word. Encourage the pupils to look at the way the words have been used in the text. Write the meaning beside the word.

Ask the pupils to study the picture of Solomon Islands $50 note shown in the Pupil's Book.

Tell the pupils that they will need to work with a partner to complete this activity. Refer to the task in the Pupil's Book on page 30. Explain that they are to write a paragraph describing the $50 note. Tell them that they need to include as many of the words listed in their paragraph.

When the pupils have written their paragraph, choose some and ask them to read their paragraph aloud to the class.

Syllabus link
S8, S10

Can all the pupils write shorter texts quickly and accurately? (S18)

10 Unit 9: Local Currency

Spelling

Background Information

A dictation test is a good way to evaluate the pupils' progress in spelling. In a dictation test the spelling words are put into sentences and the pupils are required to write the sentences as they are read to them. It is important to read out the sentences slowly and clearly.

Teacher Led Activity

Explain that you will be reading out some sentences containing the spelling words. Tell the pupils to listen carefully and to copy each sentence correctly into their books.

Give the dictation test. You may need to read the sentences several times.

Write the correct sentences on the board. Ask the pupils to swap their books and correct their partner's work. Remember to record the results of each spelling assessment.

Dictation

1. She will **wash** the **shell** to get **cash**.
2. I was paid in Solomon Islands' **currency**.
3. The value of shell-money relates to the **quantity** and the **quality** of the shells.
4. Twenty-five cents is **equal** to a **quarter** of one dollar.
5. Coins can be different **shapes**.
6. The teacher asked a **question** about money.

Oral and Writing

Teacher Led Activities

Organise the class to sit in a position where everybody will be able to see the group presentations. Make sure that all groups have their materials ready and are prepared for the presentation.

Write the following guidelines on the board. Discuss each guideline with the class and ensure that everyone understands what is expected.

1. Make sure everybody can see your project.
2. Presenters must speak clearly and loudly, so everyone can hear.
3. The rest of the class should listen carefully to the presentations.
4. When asking questions, raise your hand and wait for your turn.

Call on the first group to present their project. Use this opportunity to observe the pupils' speaking and questioning skills.

Praise all groups for their hard work and commitment to the project. Display all of the projects in the classroom in a place where they can be easily seen.

Syllabus link
S4, S5, S6

? Can all the pupils present their group's work and ideas clearly and confidently? (S7)

Reading and Discussion - What YOU can do to Control Malaria

Background Information

This unit is about Health Care in Solomon Islands. It deals with a number of diseases including the mosquito borne illnesses of malaria and dengue fever. It contains important information about keeping healthy, preventing diseases and maintaining a healthy environment. In this unit, pupils learn about the causes of some serious health problems in this country and they explore possible solutions.

The unit focuses on expository texts. An exposition is written to express an opinion, to take a stand on a particular issue and justify it, or to convince the reader of a point of view or course of action. Pupils have already studied this genre in Unit 7 where they learned about the difference between fact and opinion, and practised using language to persuade and convince. They also wrote their own expository text in the form of a speech.

Today's text is a leaflet called "What YOU can do to Control Malaria". It is similar to those prepared by the Environmental Health Division to encourage people to take steps towards preventing Malaria. It gives information about where mosquitoes breed and advises people how to prevent this happening. It is similar to a health education poster, but a leaflet has a slightly different purpose to a poster. People will read a poster quickly as they walk past it or as they sit in the waiting room of a clinic. A leaflet can be taken away to be read at home and passed around to friends. More information and advice is included in the leaflet than would be found on a poster.

This leaflet is a form of exposition because it tries to persuade people to do something. It also gives useful factual information about a serious health problem. The facts included are carefully chosen to support the main purpose of the leaflet, which is to make people do something about preventing malaria in their families and communities.

The style of language in this leaflet is very direct. The writer addresses the reader directly and tells him/her what to do to prevent malaria. This is a good example of the strong persuasive language that is typical of an expository text.

Method

- Introduce the unit.
- Introduce the topic **"What YOU can do to Control Malaria".**
- Discuss the purpose of the leaflet.
- Revise the features of an exposition.
- Talk about the key words with the pupils.
- Read the text to the pupils as they follow in their books.
- Discuss the pictures and the text.
- Read the text again, this time have pupils take turns to read a paragraph each.

Teacher Led Activities

Introduction to the Unit - Health Care

Discuss the unit topic with the class and together prepare a concept map on a chart which records what they already know about keeping healthy. Discussing prior knowledge helps readers to make connections between new knowledge and what is already known. A concept map is a way of organising this information into categories. Three categories are suggested, you might think of others.

1 Unit 10: Health Care

Keeping Healthy		
Healthy Bodies	**Healthy Homes**	**Healthy Villages**
Bathe every day Wash your hands before meals Drink plenty of clean water Eat lots of fresh fruit and vegetables	Sleep under a bed net Keep pots and pans clean Keep the kitchen clean and tidy Sweep and mop the floor	Put rubbish in bins Clear areas of long grass Clean up after dogs Keep latrines and toilets clean

In this activity, try not to suggest too much information yourself – write down what the pupils tell you. Encourage all the pupils to take part in the discussion.

You could display your concept map on the classroom wall and add more ideas to it as you go through the unit.

Before reading **discuss the purpose and intended audience of the text. You could use the following questions:**

Look at the pictures. Who do you think might read a leaflet like this?

Where might you find this leaflet?

What is the leaflet trying to explain?

Is the message clear?

Revise the features of an expository text. Focus on the inclusion of important facts to support the purpose of the leaflet and the use of strong, persuasive language. Go through the text with the class and pick out some of the direct advice that is given such as:

- Do not leave pools or containers of water lying around your home.
- Sweep the area around your home regularly.
- Get the community together regularly.
- Buy a bed net for every member of your family and make sure you use it!
- Do not sit outside in the early evening.
- Get a malaria test as soon as possible, if you are sick.
- Make sure that you complete taking all the medicine.

Draw the pupils' attention to how this advice is given. It is worded as direct instructions, which tell the reader exactly what to do. The tone is strong and bossy. Remind pupils that this type of expository text is meant to inform the reader and to persuade him / her to follow advice. It has a very clear purpose.

Syllabus link
S8, S11

? Can all the pupils identify ways in which the style of this text is determined by its intended audience and purpose? (S12)

Comprehension

Background Information

There are two activities in the Pupil's Book. The first gives pupils practice at finding information in the text. The second asks them to respond to the tone of the text by rewriting sentences using stronger language. The teacher led activity helps them with the second, which is more difficult.

Method

- Decide whether pupils will do both activities or split into groups and do one or the other.
- Explain the first activity. Read through the questions before having pupils complete the exercise on their own.
- Practise rewording sentences to make them into direct commands on the board.
- Help the pupils as they complete the second activity.

Teacher Led Activity

Write the following sentences on the board and show pupils how to change them into direct commands as shown in the first one.

1. Pools or containers of water should not be left lying around.

   Do not leave pools or containers of water lying around.

2. The area around your house needs regular sweeping.

   Sweep the area around your home regularly.

4. It is not a good idea to sit outside in the early evening.

   Never sit outside in the early evening.

Explain how the use of words such as **never** and **do not** make the tone of the sentences stronger. Do some more examples with the class before completing the activity in the Pupil's Book on page 30.

Syllabus link
A2, K1

? Can all the pupils use words to persuade and convince in sentences? (S15)

Language Study

Background Information

This activity follows on from the comprehension activity the pupils have just completed. One way of persuading people to do something is to give a direct command. Commands can be more effective, however, if they are backed up with reasons. If people understand the reasons for a command they might be more likely to be persuaded to follow it. This activity looks at using persuasive arguments and reasons to convince people.

Method

- Explain the importance of using reasoned arguments to convince people.
- Demonstrate this by completing practice sentences on the board.
- Play the **Why? Because!** game.
- You could play the game with a group of pupils while the others do the activity in the Pupil's Book. Then change around.
- Complete the exercise in the Pupil's Book.

1 Unit 10: Health Care

Teacher Led Activities

Activity 1

Explain that a command or instruction can be made stronger if a reason is given.

Use these and other examples:

1. Go to bed now.

   Go to bed now, because you have to be up early to get ready for the picnic.

2. Clear the long grass away from around the school.

   Clear the long grass away from around the school, because this will keep the mosquitoes away.

4. Wash your dishes after dinner.

   Wash your dishes after dinner, because dirty dishes attract flies and cockroaches.

Activity 2

Play the **'Why? Because'** game.

Prepare a number of cards with commands on them as shown. You will need one for each person who is going to play the game.

Go and	**Go to bed**	**Do not sleep**
Clean up	**Wash the**	**Take one**

How to play:

1. Sit in a circle. Give one card to each person and allow time to read it silently.
2. The first player then reads out their command to the player on their right.
3. The Second player has to say, '**Why?**'
4. The first player has to respond with a reason for the command starting with **'Because...'** Continue around the circle until everyone has had a turn.
5. You can mix up the cards and play again if pupils need more practice.
6. Try to get them to think of different reasons the second time you play.

Syllabus link
A1, S7, S10

? Can all the pupils use their skills of persuading and give an appropriate reason to follow a command? (S5)

Spelling

Background Information

Learning the different sounds made by letters and groups of letters helps pupils to try to read new words when they meet them. In this activity pupils learn about the soft **g** sound as in chan**g**e.

change	arrange
children	challenge
clothes	uniform
orange	unusual
under	although

Teacher Led Activities

Ask pupils what sound is made by the letter **g**. Write some examples of words with the hard **g** sound on the board such as:

giggle **dug** **pig** **gate** **rag**

Ask if pupils can tell you another sound made by the letter **g**. Write some examples of the soft **g** sound on the board such as:

engine **ginger** **giant** **germ** **rage** **gentle**

Practise saying the different words aloud and make sure the pupils can hear the difference between the two different **g** sounds. Note that the soft **g** sound occurs when the letter **g** is followed by the vowels **i** or **e**. However, **g** can also make a hard **g** sound in this case as in giggle.

Next write the nonsense poems below on the board and read them aloud to the pupils. Make sure you practise so that you can say the poems fluently.

Ask pupils to listen for the sounds made by the **g** in each poem. Ask one pupil to come up and underline all the hard **g** sounds in the first poem, and all the soft **g** sounds in the second poem. Be careful, the soft **g** sound can also be made by the letters **j** and **dg**.

Have the pupils complete the written activity in their Pupil's Book on page 32.

Gusty the greedy gorilla
Was greedy as greedy could be.
He gobbled and guzzled
He gulped and he glugged
And nothing was left for me!

The gentle giant caught a germ
He judged he was in danger.
The giant drank some ginger juice
But that just made him stranger.

Syllabus link
K10, S8

Can all the pupils listen to and differentiate between the sounds of English, particularly the soft and hard sounds? (S3)

Oral and Writing

Background Information

Designing a Leaflet

The pupils are going to write an expository text in the form of a leaflet. A leaflet is one way of giving information and important health advice to the public. This provides good practice for the pupils to consider the purpose and intended audience of their writing.

Their writing should include important facts and strong persuasive language that is typical of an exposition.

1 Unit 10: Health Care

Method

- Read the instructions in the Pupil's Book.
- Explain that pupils are going to work in groups to do this activity.
- Go through the leaflet in the reader again.
- Revise the features of an exposition under the **Reading and Discussion** section.
- Read through the topics in the Pupil's Book.
- Direct the pupils to use the questions listed in the Pupil's Book to assist them to discuss a health problem and plan their leaflets.
- Remind the pupils that writing is a process and that they are writing a first draft. Pupils will proofread and edit their first draft tomorrow.

Syllabus link
A3, S7, S18

? Can all the pupils use a talk - draft - talk - redraft process to write a leaflet? (S17)

Assessment Activity – Running Records

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 pupil read individually and record details of their performance.

This is the third running record you will make this year. Compare the results of this assessment with the records you made on reading during Units 2 and 6. Assess whether each pupil has improved and look for persistent difficulties they may be having. Make sure that you take these into account when planning teaching and learning activities for your pupils.

Method

Pages 26 - 28 of the Teacher's Guide explain how to conduct the running record. Read these instructions again carefully before conducting your assessment.

Use the suggested texts in the box on the right, or prepare your own texts 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: Text 6 **Symptoms of Malaria**

From 'I went to bed early ...' **(Paragraph 6) until** '... go straight to the clinic' **(Paragraph 7)**
(103 words excluding title)

Medium Text: Text 6 **Symptoms of Malaria**

From 'What do you think is wrong ...' **(End of Paragraph 10** until '... I would know it was malaria straight away.' (102 words excluding title)

Difficult Text: Text 2 **Malaria Cases in Solomon Islands**

From 'The anopheles mosquito ...' (Paragraph 4) Until '... the number of deaths caused by Malaria.' (Paragraph 7) (99 words excluding title

Reading and Discussion - Malaria Cases in Solomon Islands

Background Information

This is a factual report about Malaria cases in Solomon Islands from 1995 to 1999. The information in the text is based on research over a number of years from all provinces of Solomon Islands.

The report uses diagrams and a table to make some of the information clearer to the reader. The table helps us to quickly look at the information and to compare the figures for different provinces, and different years. It is easier to understand than if the same information was written in a paragraph.

Reading information from a table is a special skill which pupils need to learn and practise.

Malaria is a good topic to draw on the pupils' own experience as they will all know something about it. Allow plenty of time for the brainstorm discussion before reading so that all pupils have the opportunity to share their knowledge.

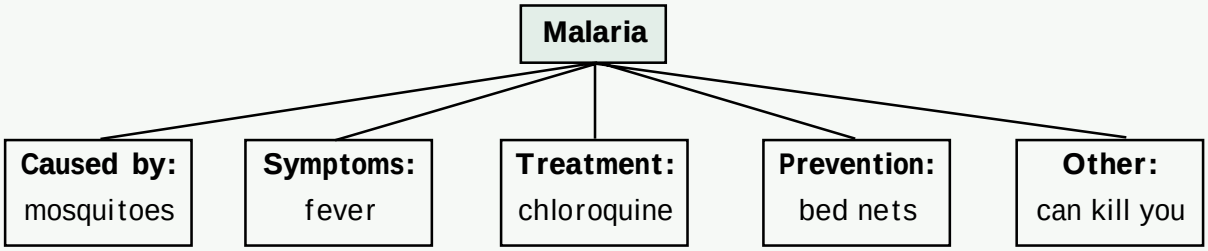
Method

- Before reading, brainstorm what pupils already know about malaria.
- Explain the key words.
- Read the text while the pupils read silently.
- Discuss the information in the text.

Teacher Led Activity

Before reading, ask the pupils to tell you everything they know about malaria. Allow them to suggest any ideas at all and record all of their suggestions on the board as shown. You can organise the information into a concept map as you go along by using different categories such as causes, symptoms, treatment and prevention.

Read the report together. After reading the report, talk about the information it contains to be sure pupils understand what they have read. Explain why the writer has used a table and the diagrams in the text.



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)

2 Unit 10: Health Care

Comprehension

Background Information

The first comprehension activity teaches the pupils how to read information in a table and should be done as a class. The second checks that they have understood this by testing their ability to read the information in the table in today's text.

Method

- Prepare a sample table on the blackboard before the lesson.
- Teach how to read a table.
- Explain the activity in the Pupil's Book and have pupils complete it by themselves.
- Check and mark their work as they go along.

Teacher Led Activity

Draw a table on the blackboard or a chart like the one shown.

	Term 1	Term 2	Term 3	Term 4	Total
Standard 1	5	4	3	8	**20**
Standard 2	2	2	2	7	**13**
Standard 3	1	3	1	4	**9**
Standard 4	2	4	0	5	**11**
Standard 5	3	3	1	4	**11**
Standard 6	2	1	0	3	**6**
Total	**15**	**17**	**7**	**31**	**70**

Number of pupils absent from class due to malaria each term of 2004

Explain the following terms to the pupils, using your table to show examples:

- a **column** is a vertical line of information;
- a **row** is a horizontal line of information;
- the **title** of each row and column tell you what information it contains;
- each **box** tells you information relating to both the column title and the row title;
- the **title of the table** tells you what it is about.

Demonstrate how to read the table as follows:

To find out how many Standard 3 pupils were off school with Malaria in term 2:

Go down the column for term 2 until you meet the row for Standard 3; this box tells you the answer.

To find out the total number of pupils who had malaria in term 4:

Go down the column for term 4 until you get to the totals row at the bottom; this box tells you the answer.

Use as many examples as you need to make sure pupils can use the rows and columns effectively.

Next, ask them some questions comparing and interpreting the figures in the table for example:

1. Which class had the most cases of malaria in the 4th term?
2. Which class had the least cases of malaria in total? Why do you think this might be?
3. Which term had the fewest cases of malaria? Why do you think this might be?
4. Which class had the most cases of malaria in total?

Next, read through the questions in the Pupil's Book together and do some examples before having the pupils complete the activity on their own.

Syllabus link
K1, S7

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

Language Study

This activity gives the pupils more practice using the past tense of verbs. Some of the verbs used are irregular in their past tense form.

Method

- Read the instructions in the Pupil's Book on page 35.
- Ask the pupils to do some examples on the blackboard or orally.
- Have the pupils complete the activity.

Answers:

1. slept
2. threw
3. used
4. bought
5. cleared
6. had
7. rang

Syllabus link
K1, S19

? Can all the pupils change regular and irregular verbs into their past tense form? (K3)

Handwriting

Method

- Read the instructions in the Pupil's Book.
- Read the handwriting passage about mosquitoes in the Pupil's Book.
- Ask the pupils to copy the paragraph into their exercise books.
- Ask pupils to look at their handwriting in their exercise books to check whether their cursive writing has improved.
- Move around the class as they work and discuss how each child can improve their writing.

2 Unit 10: Health Care

Oral and Writing

Background Information

Pupils will continue to work on the health education leaflet they started yesterday.

In this activity pupils will look critically at each other's work and try to offer advice about ways to improve each other's leaflets. They will use what they have learned about why leaflets are designed in a certain way to suggest improvements to make leaflets more effective.

As well as having the pupils look at each other's leaflets, you could make this into a competition and ask a nurse or other health professional to come and judge which leaflet presents the message most effectively.

Teacher Led Activities

Remind pupils of the key points about health education leaflets from the Pupil's Book, and allow them time to complete their leaflets.

Remind pupils that writing is a process so they need to proofread and edit their first drafts. Use the following steps which are also included in the Pupil's Book, to assist in the process.

- Reread your first draft of the leaflet.
- Do you have enough information about this health problem?
- Have you used large subheadings to organise your information?
- Does your writing make sense? If not, make it make sense.
- Circle any words that look wrong. Check the spelling in word lists or the dictionary.
- Check punctuation. Have you used capital letters and full stops?
- Have you used some direct commands to tell people what to do? For example:

  Always eat healthy food.

  Go to the doctor if you have a fever.
- Look for ways to improve your draft. Can you change a sentence to make it sound better?
- Is your message clear?
- Do your pictures help make your message clearer?

When they are finished, display the leaflets around the classroom and allow pupils time to walk around and look at all of them.

Ask pupils to offer support to their classmates by telling them what they liked about each other's leaflets and offering ideas on ways to improve them. Encourage them to think about the purpose of the leaflets and the intended audience. The best leaflet might not be the most colourful, or the one with the best artwork, but the one in which the message is clearest.

Syllabus link
S13, S19, S7

? Can all the pupils respond critically to leaflets, showing awareness of their intended audience and purpose? (A2)

♦ Reading and Discussion – Healthy Homes: Happy Lives

Background Information

Today's reading is a type of exposition. The purpose of this text is to encourage people to follow basic health care practices. It is an educational poster with a strong message about health care. The pictures in the poster are just as important as the words in getting across its meaning.

Healthcare is a topic on which most pupils will already have some ideas. As you introduce today's reading, try to remember to draw on the pupils' own experience and have them share their ideas in discussion and oral activities.

Method

- Make a concept map to document what the pupils know about the topic before looking at the poster in the Pupil's Book.
- Revise the features of an exposition.
- Go through the key words with the pupils. Write them on the board.
- Read the poster and talk about each picture with the class.

Teacher Led Activities

Brainstorm "What makes homes healthy?"

After reading, lead a discussion about the text to make sure pupils have understood the main message of the poster. You could start the discussion with questions like these:

1. Why is it important for people to know how to keep healthy?
2. Where do you think this poster might be displayed?
3. Who do you think it is written for?
4. Who do you think might have written it?
5. Does it tell you anything that you did not know already about health care? What?
6. Do you like the poster? Why?
7. Can you think of ways it could be improved?

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 reinforce pupils' understanding of the key words.

Syllabus link
A1, K1, S10

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

3 Unit 10: Health Care

Comprehension

Background Information

In this activity the pupils are asked to think beyond the text to suggest what might happen if we do not follow the advice on the poster. Pupils must combine their own knowledge with the information in the text to complete this activity.

Method and Teacher Led Activity

- Look at the poster again. This time have selected pupils read one part of the poster each.
- Stop after each part and discuss **why** this advice is given. Ask pupils to think about what might happen if they do not follow this advice.
- Read through the instructions and the example in the Pupil's Book on page 39.
- Ask the pupils to work in pairs to discuss their ideas and complete the activity in their exercise books.

Syllabus link
S11, S15

? Can all pupils understand the implied meaning of the poster? (S10)

Language Study

Background Information

Verbs are very important words. Every sentence must have a verb, and the form of the verb (or the tense) tells us whether the action in the sentence is in the past, present or future tense.

- Past – when something has already happened
- Present – when something is happening now
- Future – when something will happen

This activity gives the pupils practice at changing verb tenses.

Method

- Revise the part of speech – verb.
- Revise the meaning of past, present and future.
- Read the instructions in the Pupil's Book and explain the activity.
- Go through the example in the Pupil's Book before pupils complete the activity.

Teacher Led Activity

Have the pupils explain what verbs are. Write some sentences on the board relating to today's topic and have the pupils come up and underline the verb in each sentence as shown in the box.

Last week I **brushed** my teeth every day.

Sam **will clear** the bush around his house tomorrow.

I **am making** a rubbish pit near my garden.

Next ask the pupils to tell you whether each sentence is in the past present or future tense. These first examples have extra clues such as 'last week' and 'tomorrow' to help them.

Explain that we can sometimes tell the tense of the sentence without these clues just by looking at how the verb is spelt. Put some more examples on the board.

Repeat the activity with these and more sentences checking that they can identify the tense from the spelling of the verb.

I **am washing** my hands.
I **will wash** my hands.
I **washed** my hands.

He **eats** a healthy meal.
He **ate** a healthy meal.
He **will eat** a healthy meal.

Answers:

Verb	Yesterday I (past tense)
hunt	hunted
creep	crept
sleep	slept
eat	ate
keep	kept
throw	threw
walk	walked
clean	cleaned

Syllabus link
A4, K8, S19

Do all the pupils know the meaning of the term verb? (K11)

Spelling

Background Information

This activity gives pupils practice using a dictionary. If pupils do not know how to do this you will see them flipping page by page through the dictionary not knowing where to begin. They need to learn quick strategies to find the word by looking at the first letter and estimating roughly where it comes in the alphabet. For example they need to know that **C** comes near the beginning of the dictionary, or that **M** is found approximately in the middle. This helps them know where to start.

Method

- These are the spelling words for this week.
- Say the words and ask the pupils to repeat them carefully.
- Discuss the meanings of some of the words and use them in sentences orally.
- Have them copy the words carefully into their exercise books and remind them to learn the words before Friday.
- Revise the spelling strategy **Look, Cover, Remember, Write, Check** (LCRWC).

change	arrange
children	challenge
clothes	uniform
orange	unusual
under	although

3 Unit 10: Health Care

Teacher Led Activity

Write the spelling list on the blackboard. Group the words by their first letter as shown.

change	**uniform**	**arrange**	**orange**
children	**unusual**	**although**	
clothes	**under**		
challenge			

Explain that when we look up a word in the dictionary, we need to know where to start. Ask the pupils what the first letter of the alphabet is. Do they know where to look for the **A** words in the dictionary? What about the letter **U**? Can pupils tell you that it is near the end of the alphabet? Repeat with **O** and **C** and then practise with other letters. You could have a race with four children each having a dictionary and see who is the quickest to find a particular letter or word.

There are two activities in the Pupil's Book. Decide whether the class will do one or both activities, or perhaps split into groups and do different activities. If you do not have enough dictionaries you could have a small group do the dictionary work while the others do the second activity.

Oral and Writing

Background Information

In this activity pupils will learn how to design a poster to make it attractive and convincing. To do this they need to be clear about:

- The purpose of their poster: what is its main message?
- The audience: who is it written for?
- The appropriate style of language: is it brief, informative and persuasive?
- What information to include: are important facts included?
- The overall look of the poster: is it attractive and eye catching?

Method and Teacher Led Activities

Look at the poster in the Pupil's Book again and discuss the **purpose** and **intended audience**.

Look at the type of language used. Explain that a poster does not need long sentences. It needs to be easy and quick to read because people might only look at it as they walk past.

Look at the words that are in large letters. These contain the **main message** of the poster.

Look at the pictures and discuss how these make the poster attractive and help us to understand the meaning

Ask pupils to choose one of the topics in the Pupil's Book and design their own poster.

Before they begin talk about ideas that might be suitable for each topic to get them started.

The pupils could work in small groups or pairs for this activity.

Syllabus link
A3, S6, S18

? Can all the pupils design a short text in a poster format showing understanding of how the style and form is influenced by the audience and intended purpose? (A2)

Reading and Discussion - What is AIDS?

Background Information

Today's text is an explanation. It explains the way in which HIV and AIDS affect the body's immune system. Some pupils will already have heard about AIDS or HIV and some will know that one of the most common ways of transmitting this illness is through sexual contact. If pupils raise this in the discussion you should be prepared to deal with their questions in a sensitive way. Here are some guidelines:

- Always try to answer the pupils questions clearly and honestly.
- If you do not know the answer to their questions - say so and refer them to someone who does such as the nurse at your local clinic.
- Never give false information. If pupils are mature enough to ask a question, then they deserve to be given a clear answer.
- Encourage pupils to take the subject seriously. Today's text explains the seriousness of AIDS as an illness which is, as yet, incurable.

Method

- Introduce the pupils to the text.
- Remind the pupils that the purpose of an explanation is to tell the reader how something works.
- Talk about the key words with the pupils.
- Read the text to the pupils as they read silently.

Syllabus link
A2, S3, S10

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

Comprehension

Method

Activity 1 - Answering Questions

- Reread the text. Ask individual pupils to read sections of the text to the class.
- Read through the questions in the Pupil's Book.
- Ask pupils to answer the questions in complete sentences in their exercise books. This activity could also be done orally.

Activity 2 - Matching Meanings

- Read instructions in the Pupil's Book.
- Ensure that pupils can say the words correctly.
- Suggest that pupils go back to the text to help clarify meanings or use a dictionary.

Answers:

1. recover - to get better
2. sick - unwell
3. cure - to make well
4. medicine - tablets, drugs
5. weak - not strong
6. virus - an illness

Syllabus link
A2, S9, S15

? Can all the pupils read and understand implied or indirect meaning of unknown words and phrases? (S10)

4 Unit 10: Health Care

Language Study

Conjunctions

Background Information

This is an activity about linking or joining words (conjunctions). Pupils are expected to select a linking word to join two parts of a sentence.

Method

- Read the instructions in the Pupil's Book and explain to the pupils.
- Do an 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 them on the blackboard.

Syllabus link
A4, S15

? Can all the pupils understand the meaning of the term conjunction and use these linking words appropriately in sentences? (K12)

Spelling

Background Information

Some of this week's words begin with the digraph **ch**.

Some of this week's words begin with the **un** sound.

Some of this week's words begin with the **al** sound.

Method

- Look at the spelling words for this week.
- Remind pupils to use the LCSRW strategy.
- Ask the pupils to say and sound the words then use them in sentences.
- Look at the words containing the letter patterns **un**, **al** and **ch** in the Pupil's Book on page 43.
- 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 **un**, **al** and **ch** in the Pupil's Book. Write these words on the blackboard and brainstorm more words.

Read the instruction in the Pupil's Book. Tell the pupils to copy the table into their books and write the words in the correct column.

Oral and Writing

Method and Teacher Led Activities

Read the instructions in the Pupil's Book and explain that each group will continue with their poster writing, which they began in the last lesson.

Ask the pupils to critically evaluate their own posters using the questions in the Pupil's Book as guidelines. They should consider:

- is it eye catching – does it look good?
- useful pictures - do they add to the main idea of the poster?
- important information – are the main facts clearly presented?
- use of convincing language – do the words chosen persuade the reader?
- size of text – can it be read from a distance?

When they are finished, display the posters around the classroom and allow pupils time to walk around and look at all of them.

Ask the pupils to walk around and look at each other's posters. Encourage positive discussion and feedback.

Syllabus link
A3, S7, S12

? Are the pupils aware of different types of spoken and written English such as posters and the ways in which their form and style is determined by the proposed audience and purpose? (A12)

5 Unit 10: Health Care

Reading and Discussion - Rats

Background Information

Today's text is a poem called **Rats** by Ellen Wairiu. Children enjoy the rhythm and rhyme of poetry. Rhyming words end in the same sound.

For example:

rat rhymes with **sat**

place rhymes with **space**

well rhymes with **smell**

This is an exposition text because the poet gives both facts and opinions about rats as well as advice about getting rid of them. Rats are a nuisance and can spread serious diseases to humans. They can be found outdoors or in homes and other buildings. They enter homes in search of food and shelter. Signs of mice and rats include shiny, dark coloured droppings, chew marks on food containers, nests, tracks and trails.

Method

- Do some brainstorming about rats. Write the pupils' ideas on the board.
- 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 poem with the pupils.

Teacher Led Activities

Before reading the text, write the word **rats** on the blackboard and ask the pupils to tell what they know about rats.

For example:

Rats are dirty animals. Rats are thieves.

Ask the pupils to read silently as you read the text to them.

As a class, talk about the meaning of the words and phrases at the top of the text.

Read the poem again, stopping after each verse. This time ask the pupils to say each verse after you. Listen carefully to the pronunciation of words.

Here are some questions to guide your discussion after reading the poem:

1. Do you think the poet likes rats?
2. What words does the poet use to describe rats?
3. What problems did the poet mention?
4. Why do you think the poet wrote this poem?
5. What do you think is the main idea of the poem?
6. Can you think of another title for the poem?
7. Can you find pairs of rhyming words?

As an additional activity, you might like to make a simple cloze activity for the pupils by writing the poem on the board and leaving out the last word on every second line. Pupils use their understanding of rhyme to work out the missing words. For example:

Rats love to live in dirty places,
Peeping through holes and hiding in small _____,
Looking for food and dirty corners that smell
So make sure that you always clean your house _____.

Syllabus link
K1, S1, S12

Can all the pupils read, listen, discuss and identify the main ideas and relevant details of the text? (S9)

Comprehension

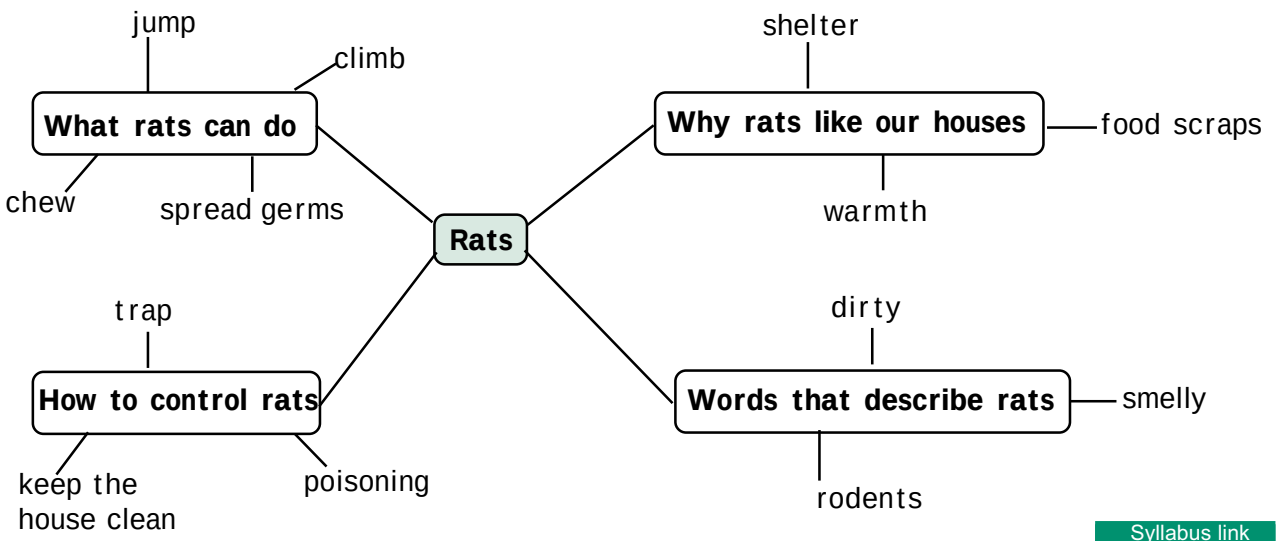
Background Information

Making a concept map is one way to help the pupils to organise ideas and information about a topic. It also helps pupils to understand the concepts presented in the text.

Method

- Read the poem aloud again
- As the class reads begin to prepare a concept map of information in the poem. Do this on the blackboard or a large piece of paper.
- Read the instructions in the Pupil's Book. Encourage the pupils to think about the bad things rats do in their homes.
- Allow the pupils to add important points after each section of the text that has been read and discussed.
- Copy the pupils' ideas on the concept map.
- Summarise the concept map at the end of the lesson.

Your concept map may begin like this:



Syllabus link
S10, S15

Can all the pupils use a range of structures to assist them to identify the main ideas and relevant details of the text? (S9)

5 Unit 10: Health Care

Language Study

Background Information

Asking the pupils to give reasons for any opinions they have is a good way of encouraging them to develop both their comprehension and speaking skills. This exercise asks the pupils to think beyond a simple response. It asks them to draw on their knowledge and experiences.

Method and 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 children to wear a school uniform?

1. I think wearing school uniforms is a good idea because other people know straight away which school pupils belong to.
2. I think wearing school uniforms is not a good idea because uniforms are very expensive for our parents to buy.
3. 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?

1. Everyone should have a supsup garden because then they would not need to spend as much money on food at the store.
2. I think supsup gardens are a bad idea. The ladies at the market do not sell enough of their fruit and vegetables because people grow their own food.

Read the instructions and the other example in the Pupil's Book on page 45.

Ask pupils to complete the activity in their exercise books.

When the pupils have completed the exercise you could ask them to read some of their answers to the rest of the class.

Syllabus link
A2, S7

? Can all the pupils respond to a wider range of cues to talk at length? (K7)

Spelling

Background Information

This activity is a dictation exercise. This exercise is to assess how well the pupils have learned their spelling words.

Method

- Instruct pupils to prepare for the dictation by writing the date and the heading, **Dictation** in their exercise books.
- Read each sentence twice clearly and slowly while pupils write it in their books. Ask pupils to underline the words from this week's spelling list.

1. **Change your clothes every day**.
2. **The children had an orange uniform.**
3. **Our unusual challenge was to swim to the island.**
4. **I did it although I knew it was too far for me.**
5. **Can you arrange to meet them under the tree at lunch time?**

- Tell the pupils to swap books.
- Write each sentence on the board and ask pupils to check each other's spelling.
- Collect the pupils' books and record how many words they spelled correctly.

Oral and Writing

Background Information

The text the pupils are going to write is an information report. Reports are factual texts that give information about a topic. The information report:

- is factual
- is often (but not always) written in present tense
- may use subheadings to organise information
- sometimes uses diagrams and pictures to present information

It is useful to use a framework to write in a particular genre. The skeleton framework in the Pupil's Book gives the pupils clear guidelines to follow as they attempt to write their own report.

Method

- Explain the structure of a report. The structure shows how the text is organised. Reports have a title, introduction, body and conclusion.
- Read the instructions in the Pupil's Book and look at the framework and headings provided as a guide for the pupils.
- Revisit the concept map and discuss what facts could be written under each heading. Ask pupils to expand these notes into sentences orally before they attempt to write their own reports.

Syllabus link
A2, A3, S15

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

6 Unit 10: Health Care

Reading and Discussion - Symptoms of Malaria

Background Information

The next text is a personal recount by Alison Blaylock. In the text Alison recounts the experiences she had when she developed malaria. The purpose of a recount is to tell the reader about events that happened to the writer.

The recount genre:

- is usually written in the past tense
- often has a personal and informal style
- includes some personal responses to the events
- includes details that are of interest to the intended audience

Method

- Lead the pupils into reading the text by introducing the key words. Make sure they understand what the words mean. Ask them to use some words in sentences.
- Prepare questions for your discussion. Talk about the text with the pupils.
- See if the pupils can retell the sequence of events in the recount.

Syllabus link
S4, S9, S10

? Can all the pupils read the recount and retell the sequence of events? (S12)

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 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 reading.

Comprehension

Background Information

There are two activities in the comprehension section of the Pupil's Book. The first activity asks the pupils to match words from the text to their meanings. The pupils should find the meaning of the words by rereading the sentences in which they occur in the text. This is good practise for them to skim and scan when reading for information. 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 literacy skill.

Method

Activity 1 - Finding Meanings

- Read the instructions in the Pupil's Book.
- Read through the words. Demonstrate how to skim through the text to locate a word. Reread the sentence to see if you can work out the meaning of the word.
- Ask the pupils to write the words and their meanings in their exercise books.

Activity 2

Sequencing Events

- 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 to sequence the events.

Syllabus link
S10, S19

? Can all the pupils understand descriptions of events in a recount and identify the sequence of events? (S12)

Language Study

Background Information

There are two activities in this section of the Pupil's Book. Activity 1 involves looking at two parts of speech: nouns and verbs. The second activity asks the pupils to add **-es** to words ending in **-ch** to form plurals.

Method

Activity 1 – Nouns and Verbs

- Revise the meaning of nouns (naming words) and verbs (doing words).
- Ask the pupils to give examples and write their responses on the blackboard.
Remember that some words can be either nouns or verbs depending on how they are used.
- Read the instructions in the Pupil's Book and ask pupils to complete the activity. Here are the answers for this activity:

Answers:

Nouns	Verbs
garden	worked
headache	shivering
pain	walked
mosquitoes	decide

Method

Activity 2 - Plurals

- Explain that to make a word that ends in **-ch** plural, **-es** is added.
- Write these examples on the board:

torch - torches **match - matches** **beach - beaches**

- Read the instructions in the Pupil's Book and explain that the pupils are to write the plural forms of the words in their exercise books.

Syllabus link
A4, K11,S3

? Do all the pupils understand that words that end in the digraph **-ch** form plurals by adding **-es**? (K10)

6 Unit 10: Health Care

Spelling

Method

- Introduce the spelling words for this week.
- Remind pupils to use the LSRWC strategy.
- Ask the pupils to say and sound the words then use them in sentences.
- Look at the words containing the consonant digraphs **ph** as in **graph** in the Pupil's Book.
- Explain the dictionary activity that asks pupils to find words beginning with the digraph **ph**.

always	telephone
also	graph
along	alphabet
almost	photograph
until	dolphin

Oral and Writing

Oral Activity - A Humorous Poem

Background Information

Poetry can stimulate a love of reading. It helps to develop speaking and listening skills in an enjoyable way. The pupils are going to read a humorous poem. This poem is about a child who is telling her parents that she is very sick so she doesn't have to go to school. It is a funny poem that can make people laugh. Some pupils will need your help to understand what happens in the poem.

Method and Teacher Led Activities

You must be confident in reading this poem aloud. Make sure you have practised reading it before the lesson. Try to use a sad, complaining tone of voice when the child is trying to convince everyone that she is sick.

Before you read the poem, ask the pupils if they have ever tried to pretend to be sick to get out of doing something. Tell the pupils that the poet is pretending to be sick to get out of going to school.

Read the poem to the pupils as they read along silently.

After you have read the poem, ask the pupils questions to try to get them to tell you what happened in the poem. With your lead they should be able to work out what happens. These questions might be helpful:

1. What symptoms did the child pretend to have?
2. Do you think a person can have that many symptoms at one time?
3. Why did the child keep adding more symptoms to the list?
4. Do you think her parents believed her?
5. What happened at the end of the poem?
6. Why do you think the poet wrote this poem? (to make people smile, for enjoyment).

After your discussion, put the pupils into small groups and ask them to discuss the questions in the Pupil's Book. Encourage the pupils to take turns speaking and listening to their friends' ideas.

Writing Activity - Proofreading and Editing

Background Information

In this activity, the pupils are going to proofread and edit the short report about rats living in a house that they began yesterday. A number of steps are listed in the Pupil's Book to guide the pupils through the process of proofreading and editing.

Method

- Revise the steps in the Pupil's Book.
- Ask pupils to publish their reports in their exercise books or on cut out shapes of a house or a rat. These would make a good wall display in the classroom.

Writing Activity - Writing a Poem

Background Information

A cinquain is a short, five-lined poem. **cinq** is the French word for five. This form of poetry looks very effective and it is probably more appealing to look at than to read aloud. A cinquain follows this pattern:

1. Line 1 – a noun – the title or topic
2. Line 2 – two adjectives (describing words)
3. Line 3 – three verbs (doing words)
4. Line 4 – four words that tell more about the topic
5. Line 5 – one noun – a synonym or a word that summarizes the topic

Here is an example of a cinquain:

School
busy, interesting
reading ,writing, playing
a place to learn
building

Teacher Led Activities

Before the lesson, write the **school** cinquain on the board or a chart.

Explain that this is a cinquain and it has five lines.

Read the poem aloud as the pupils read silently.

Discuss the structure of a cinquain.

Look at the activity in the Pupil's Book on page 51. Read and discuss the example of a cinquain in the Pupil's Book about mosquitoes.

Read the instructions and ask pupils to write their own poem.

Syllabus link
A4, S15, S17

? Can all the pupils choose appropriate vocabulary to write a short descriptive poem? (S19)

7 Unit 10: Health Care

Reading and Discussion – Dengue Fever

Background Information

This is an information report about dengue fever and the mosquito that transmits it. This disease used to be called break-bone fever because it sometimes causes severe joint and muscle pain. Health experts have known about dengue fever for more than 200 years.

Dengue is spread by the bite of an Aedes mosquito. The mosquito transmits the disease by biting an infected person and then biting someone else. The Aedes mosquito is black with white stripes. Female mosquitoes bite us because they need human blood to help their eggs develop in their body. The mosquito is not trying to give us dengue fever it is trying to take some of our blood. If you kill a mosquito which has bitten someone you can often see the blood.

Method

- Brainstorm with pupils using the questions in Teacher Led Activities to develop a prior knowledge chart.
- 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 and add facts to the prior knowledge chart.

Teacher Led Activities

Before reading the report, draw a prior knowledge chart on the board or a large piece of paper as shown below.

Develop a prior knowledge chart with the class. Ask pupils to tell you anything they already know about dengue fever and record it in the left hand column. Use these questions to guide your discussion:

1. Have you heard of dengue fever? What is it?
2. Do you know anyone who has had dengue fever?
3. Do you know any of the symptoms?
4. What is fever?

Dengue Fever	
What We Know Already	**What the Text Tells Us**
passed to people by mosquitoes makes you feel very sick	dengue mosquito is called Aedes

After reading, ask the pupils to tell you any new information they have learned about this disease to add the prior knowledge chart. Be careful to write only facts about dengue fever on the chart. Do not include opinions.

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

There are two activities to do here. The first asks the pupils to organise the facts they have listed about dengue fever under a number of headings. This activity is a way to help pupils to organise ideas and information about this disease. It also helps pupils to understand the concepts presented in the text.

The second comprehension activity is a cloze activity. It 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.

Activity 1 - Organising Facts

Method

- Ask pupils to reread the text about dengue fever and the mosquitoes that pass it from person to person.
- Direct pupils to use the text and the prior knowledge chart to find facts to complete the table in the Pupil's Book.
- Make sure the pupils understand what each of the headings mean.
- The table is completed below. You may think of more information to add.

Facts about Dengue Fever			
Symptoms	**Treatment**	**The Dengue Mosquito**	**Other Facts**
high fever bad headache joint pain vomiting not hungry symptoms last up to ten days adults are usually sicker than young children	no special medicine or treatment bed rest drink lots of water medicine to reduce fever	called Aedes black with white stripes eggs are laid in containers and other man made items like old tyres	passed from person to person by female mosquito used to be called "break-bone fever" 1999 outbreak in Fiji 2002 outbreak in Solomons Islands

Activity 2 - Cloze Exercise

Method

- Read through the instructions in the Pupil's Book together.
- Explain the exercise and read the paragraph 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 completed text in their exercise books.

Answers:

Dengue fever begins with a **high** fever. Some people have a bad **headache**. Others have pain **behind** the eyes. Many **people** get a rash. This illness can last up to **ten** days.

Syllabus link
S11, S15

Can all the pupils choose the appropriate information to complete the table and cloze passage meaningfully? (S19)

7 Unit 10: Health Care

Language Study

Activity 1 - Prepositions

Background Information

Preposition means 'placed in front'. Prepositionas 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 were mosquito eggs **in** the bucket.

(**in** describes the relationship between the eggs and the bucket)

The rat's nest was **near** the rubbish tip.

(**near** describes the relationship between the rat's nest and the rubbish tip.)

Method

- Explain to the pupils that prepositions are words that describe the relationship between two objects. You can write the examples above on the blackboard.
- Read the instruction in the Pupil's Book and explain that they are going to choose a preposition from the brackets at the end of each sentence.
- Go through the sentences in the Pupil's Book on page 53, with the pupils.
- Ask pupils to complete the activity.

Answers:

Some people have pain **behind** the eyes.

You should put a mosquito net **over** your bed.

The girl with dengue fever had a rash **on** her body.

Please go **to** the clinic if you have these symptoms.

Activity 2 - Adjectives

Background Information

Adjectives are describing words. Adjectives describe nouns, and can tell us about qualities.

For example:

The mosquito laid its eggs in an **old** bucket.

Dengue fever is a **serious** disease.

Adjectives can also tell about how things look by describing their colour, size or shape.

For example:

The man bought a **large** net.

The mosquito had **black** and **white** stripes.

Adjectives can also tell us about how many or how much.

For example:

There were **twelve** people at the clinic.

Many people with dengue fever get a rash.

Method

- Review adjectives with the class.
- Copy the sentences from the background information onto the board or a chart to help.
- Read the instructions in the Pupil's Book.

Teacher Led Activities

Review adjectives with the class and ask pupils to find the adjectives in the sentences you have written on the blackboard.

Rub out the adjectives and ask pupils to suggest other suitable adjectives to describe the nouns.

Read the adjectives and the nouns in the activity in the Pupil's Book. Make sure pupils understand the meaning of the words.

Explain to the pupils that they are going to select the best adjective for each of the nouns. Ask pupils to complete the activity.

Answers:

female mosquito	**beautiful** flower
hairy rat	**green** grass
smelly garbage	**painful** headache
healthy child	**stagnant** water

Syllabus link
K1, K4, S19

? Can all the pupils use prepositions and adjectives appropriately? (K11)

Spelling

Background Information

This activity asks the pupils to make as many small words as they can from each of the five words given in the Pupil's Book.

Method

- Explain the activity in the Pupil's Book.
- Choose another word and do an example on the board.
- Remind pupils that they can change the letters around to make the words.

  For example:

  orange – **age, range, ear, gone, ran**

7 Unit 10: Health Care

Oral and Writing

Background Information

The **Yes and No** game helps pupils to form questions to find out information in an enjoyable way.

Method

Yes/No Game - How to Play

- Write words related to the unit on cards. They could include places, things, people and things that people can do.

rat	dengue fever	malaria	clinic
mosquito	symptom	disease	bed net
medicine	doctor	nurse	patient
clean up	wash hands	sweep	hospital
rubbish tip	tyres	bite	germs

- Place the cards face down on the table in front of the class.
- Choose a pupil to pick one card, and to read the word or words on the card silently. The pupil should not tell the rest of the class.
- The rest of the class then take turns to ask questions to find out what the word or words might be. The questions must only be answered **yes** or **no**.

  For example:

  1. Is it a verb (doing word)? Is it something you can do?
  2. Is it a noun (naming word)?
  3. Is it an animal?
  4. Is it a place?
  5. Is it a disease?
  6. Can you sleep there?
  7. Is it a person?
- The first person to guess the answer correctly will be the next person to pick a card.

Syllabus link
A1

? Can all the pupils ask questions to obtain information? (S4)

Reading and Discussion - Good Advice for Cockroaches!

Background Information

The next text in the Pupil's Book, **Good Advice for Cockroaches**, is a narrative. This is a story about the advice a mother cockroach gives to her children. Before reading the text, it is important that the teacher helps the pupils to revise their knowledge of the structure and main features of a narrative. A narrative:

has an **orientation** - beginning of the story - characters are introduced, tells who, when, where, what

has a **complication** - middle of the story - a problem occurs and then a series of events that attempt to solve the problem

has a **resolution** - ending of the story - the problem is solved

Method

- Ask pupils what they already know about cockroaches.
- Revise the structure of a narrative.
- Go through the key words.
- Read the text with the pupils.
- Read some sentences containing wrong information about the text. Ask pupils to correct the sentences.

Teacher Led Activities

Talk about the key words and use a dictionary to find their meaning. Use the blackboard to write up the words. Ask pupils to use some words in sentences. This is to see if they understand the words.

Do not try to explain all the meanings before the pupils read the text.

Read the text to the pupils. Encourage the pupils to read the text silently as you read.

Talk about the text. Ask questions to check understanding.

Read the following sentences to the pupils. Tell the pupils that the sentences are wrong. Ask them to correct the sentences orally.

Colin's mother advised her children to go out only in the day time.

Clive is Colin's father.

The third piece of advice is 'never, never stand on your toes'.

Syllabus link
A2, S9, S12

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

Comprehension

Activity 1 - Answering Questions

Method

- Read the instructions in the Pupil's Book on page 57.
- 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.

Activity 2 - Story Frame

Background Information

In this activity the pupils are asked to complete two tasks. The first is to draw a picture in each frame to illustrate the sentence from the narrative. The second is to put the frames into the correct order.

Method and Teacher Led Activities

- Read the instructions for the activity in the Pupil's Book.
- Read the five sentences from the text.
- Discuss the order in which the events actually occurred.
- Ask pupils for ideas about how they could illustrate each frame.
- Ask pupils to complete the activity in their exercise books or on a larger piece of paper to be displayed in the classroom.

Here are the events in the correct order:

1. Colin's mother gave her children some good advice.
2. A human came with a red tin that goes hisssss and fired it at Colin's brother.
3. Colin couldn't understand why his Mum had said never to lie down on their backs.
4. The brothers tried very hard but they could not get Clive the right way up!
5. Colin understood all the advice his mother gave them.

Syllabus link
S5, S6

? Can all the pupils understand descriptions of events in a recount and identify the sequence of events? (S12)

Language Study

Background Information

This is an activity about verbs. Verbs are doing, saying, or thinking words. Some verbs involve 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 Activity

Revise the meaning of a verb. Ask the pupils to brainstorm some verbs and record them on the blackboard.

Write the heading: 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, and ask the pupils to complete the activity in their exercise books.

Answers:

1. Melissa **thought** (thinking) about **buying** (doing) a tin of insect spray.
2. Lolo **regretted** (thinking) not **completing** (doing) his homework.
3. Colin **remembered** (thinking) his mother's words of advice.
4. Mark **is sweeping** (doing) the deck of the boat.
5. Cockroaches do not **understand** (thinking) humans.

Syllabus link
K1, S10, S19

Can all the pupils understand the meaning of the term 'verb' and identify differentcorrect types of verb? (K11)

Spelling

Background Information

Children need to know the order of letters in the alphabet. This will help them to find words in a dictionary. It is common to see pupils always starting at the front of the dictionary. They turn over each page until they come to the letter they need. This takes a lot of time.

They need to know that:

- Words beginning with **B** are near the front.
- Words beginning with **W** are near the back.
- Words beginning with **L** are near the middle.

Method and Teacher Led Activities

You should have a chart in your classroom that shows the alphabet. If you do not have a chart write out the alphabet on the blackboard. Ask the pupils to say the letters together out aloud.

Ask some questions about the letters.

For example:

1. Which letter comes third in the alphabet?
2. Which letter comes sixth in the alphabet?
3. Which letter comes after r in the alphabet?
4. Which letters come before and after f?

Go through the example of putting words into alphabetical order in the Pupil's Book to give the pupils some practice.

The pupils need to know that when words begin with the same letters, you must look at the next letter. Sometimes you must look at the third letter and if the third letter in two words is the same then you must look at the fourth letter and so on.

Ask the class to put this week's spelling words in alphabetical order. This can be done as a class on the blackboard or as a written activity in their exercise books.

8 Unit 10: Health Care

Oral and Writing

Background Information

Warning Notice

The pupils are to imagine they are Colin the Cockroach and write a warning notice to his friends. The main intention of this notice is to warn other cockroaches about the dangers of living with humans.

Method and Teacher Led Activities

Read the instructions in the Pupil's Book and discuss.

Go through the example of a notice with the pupils. Draw pupils' attention to these features:

Clear title

1. Simple but effective warning sign
2. Direct commands telling others what to do
3. Short sentences

Ask the pupils to do this activity in pairs.

Syllabus link
S5, S15, S19

? Can all the pupils write and use a talk - draft - talk - redraft process to complete their notices? (S17)

Reading and Discussion - A Letter to the Editor

Background Information

Today's reading is an expository text in the form of a letter to the editor of a newspaper. This letter is written to complain about stray dogs. The writer believes these dogs cause a lot of problems in the streets and also in homes. The main intention of the writer is to make dog owners aware of the problems their dogs might cause to their neighbours. The writer also tries to give suggestions to the dog owners and the City Council about ways to solve the problems mentioned in the letter.

In pre-reading discussions you will ask pupils to make predictions about what the writer may have put in her letter. Predicting means making reasonable guesses about what will be in the text. Making predictions about a passage helps pupils become more active readers, because it engages their attention and gives them a stake in the outcome of the passage.

Talk with the class about why people keep dogs. Why do people have dogs in the village? Why are they kept in the town?

After reading the letter, pupils will be asked to think about their predictions. Revisiting their predictions can help pupils to focus more closely on the contents of the reading.

Method

- Before going through the letter do the questions in the Teacher Led Activity.
- Explain the purpose of expository text.
- Talk about letters to the editor in the Solomon Star.
- Ask pupils to predict what concerns a person might write about in a letter about stray dogs.
- Go through the key words with the pupils.
- Ask the pupils to read the letter together.
- Talk about the purpose of the letter. Prepare questions for your discussion.

Teacher Led Activity

If possible, bring some copies of the Solomon Star to show to the pupils the page containing letters to the editor.

Read some appropriate letters to the pupils.

Ask pupils to tell you why they think people write to the editor of a newspaper.

Ask the pupils the following questions before reading the letter.

1. Who has a dog at home?
2. Where did you get your dog? (From a friend? Was it a stray? etc)
3. Is your dog well trained? Does it obey you?
4. Has your dog ever stolen other people's things? (clothes, food, chickens?)

Tell the pupils today's text is a letter written by someone who is concerned about stray dogs. Ask pupils to predict what the letter might contain. You might use some of these questions to lead discussion:

1. What are some of the things the writer might say about stray dogs in her letter?
2. Why do you think she is writing the letter?
3. What things do you think she might be concerned about?
4. What do you think she might want done?

Lead the pupils into reading the text by introducing the key words. Make sure they understand what the words mean.

Read the text to the class as the pupils read silently.

Talk about the text with the pupils.

Discuss their predictions. Were their predictions correct?

Syllabus link
A1, S2, S4

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

Comprehension

Background Information

Looking at cause and effect helps pupils to understand that one action may result in another action.

- The **cause** tells the reason it happened.
- The **effect** tells what happens.

The pupils are going to look at the causes, effects and possible solutions to the problem of stray dogs.

Method

- Explain the meanings of the words **cause** and **effect**.
- Read the letter from the Pupil's Book 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 on page 62.

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 was bitten by a mosquito and I got malaria.

cause = I was bitten by a mosquito **effect** = I got malaria

Ask the following questions to assist the pupils to identify the causes and effects of stray dog situation.

1. Why do you think people let their dogs roam?
2. Is there more than one reason?
3. What problems do stray dogs cause?
4. Can you think of problems that are not mentioned in the letter?
5. Who else is affected by stray dogs?
6. What else could happen?
7. What can dog owners do to help solve the problem?
8. What can the council do to help solve the problem?
9. Can you suggest other ideas to solve the problem (solutions)?

Ask the pupils to work in small groups to complete the table in the Pupil's Book. Their tables may look like this.

Stray Dogs		
Causes	Problems (Effects)	Solutions
owners don't feed dogs dogs are not well trained people dump dogs dogs roaming streets	tipping over rubbish bins spreading germs in houses and streets stealing things from people's houses digging up gardens	make bins that are hard to tip over build fences to keep dogs in yards fine people who don't look after their dogs properly have laws that make people look after their dogs

Syllabus link
S1, S6, S7

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

Language Study

Background Information

Words that join sentences are called conjunctions or linking words.

Method

- Revise the meaning of conjunctions.
- Ask the pupils to use them in sentences orally.
- Go through the example in the Pupil's Book with the pupils.
- Ask pupils to complete the activity.

Answers:

1. The baby bumped her head **but** she did not cry.
2. The cat saw the dog **and** ran into the house.
3. I went to town **and** I saw lots of dogs tipping over rubbish bins.
4. The councillor tried to catch the dogs **but** he was too unfit to run after them.
5. The police warned people to keep their dogs at home **but** they did not listen.

Syllabus link
S8, S9

Can all the pupils use conjunctions correctly to complete sensible sentences? (S15)

9 Unit 10: Health Care

Handwriting

Method

- Ask the pupils to read the handwriting passage about responsible dog ownership.
- Ask them to copy the sentences from the Pupil's Book into their exercise books.
- Remind them to write it in their best cursive handwriting.
- Notice the capital letters do not join.

Oral and Writing

Background Information

This activity asks the pupils to write a piece of expository text. Letters to the editor are letters that are written to express one's ideas or arguments. The pupils are to choose one topic from the list provided and draft a letter to the editor of a newspaper.

Method and Teacher Led Activities

- Read the instructions in the Pupil's Book and explain the activity.
- Revise the purpose of an exposition.
- Remind the pupils to:
  1. use some strong persuasive language, including verbs such as **should**, **must** and **ought to**.
  2. back up their opinions with reasons and evidence.
  3. use the points raised in the group discussions to argue their case.
  4. Ask the pupils to choose one of the topics in the Pupil's Book. They will discuss the topic in a group before writing a letter to the editor.

Remind the pupils how to set out a letter. See the example in the Pupil's Book.

Using shared writing, show the pupils how to use the letter format in the Pupil's Book. Write your shared letter on the board.

When you are confident that they have understood the task, ask pupils to draft their letter and proofread it in pairs.

Syllabus link
A1, S7

? Can all the pupils compose a letter to express their concerns and point of view clearly and concisely? (S15)

Reading and Discussion – Clean Up Day

Background Information

This is a recount about a cleaning up day that was organised in a village.

Method

- Brainstorm with the pupils using questions in the Teacher Led Activities.
- Go through the key words with the pupils.
- Ask the pupils to read the report silently as you read aloud.

Teacher Led Activity

Before looking at the key words and reading the report, brainstorm ideas using the following questions and some questions of your own.

1. Have you helped at a cleaning up day in your village or school?
2. Who organised the cleaning up?
3. Why was the clean up day held?
4. What did you do during the cleaning up day?
5. Did everyone help?
6. What difference did the clean up make to your village or school?

Syllabus link
A1, S2, S4

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

Comprehension

Activity 1 - Answering Questions

Method

- Read the instructions and questions in the Pupil's Book.
- Ask the pupils to answer the questions in full sentences in their exercise books.

Activity 2 - Story Frame: Retelling Events in the Recount

Method

- Read the instructions in the Pupil's Book on page 66.
- Talk about the pictures of some of the main events from the recount.
- Explain the pupils' task. They must tell what is happening in each picture.
- Look at the guidelines in the Pupil's Book which are outlined below.
- Think about:
  1. **who** is in the picture
  2. **what** they are doing
  3. **where** it is happening
  4. **when** it is happening
  5. the reason **why** this is happening

Choose whether you would like the pupils to do this as an oral or written activity. If the pupils are going to write sentences, talk about each of the pictures and discuss what is happening in each before they write.

Syllabus link
A4, S1, S4

? Can all the pupils identify the main events and relevant details after reading the recount? (S9)

10 Unit 10: Health Care

Language Study

Background Information

This is an activity about using context clues to unjumble words.

Method

- Read the instructions in the Pupil's Book and explain that pupils are going to unjumble the letters in words to find the correct word.
- Tell pupils that reading each sentence to see what the missing word means will help them to do this.
- Do a few examples on the blackboard with the pupils.

Syllabus link
K1, S19

? Can all the pupils guess the meaning of a word from its context within a sentence? (S10)

Spelling

Teacher Led Activities

Weekly Test

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.

Give out blank pieces of paper and ask pupils to write the numbers 1-10 down the page.

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.

Either 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

Activity 1 - Clean Up Day Notice

Background Information

The health committee in today's recount planned their cleaning up day and made a notice to inform the villagers. In this activity, pupils are asked to imagine they are part of the committee and it is their job to help plan the event.

Method

- Read the instructions in the Pupil's Book and explain that they are going to plan a clean up day for their village.
- Ask them to make a list of what to do, how they will be grouping the villagers and arrange for the day and time.
- Tell pupils to work in groups of four to discuss and plan their cleaning up day.
- Ask pupils to refer to the discussion points listed in the Pupil's Book to guide their discussion. They are, as follows:

1. what tasks need to be done?
2. who will do each of the tasks?
3. what date will be chosen?
4. what times will people be working?
5. what will happen after the work is finished?

- Read through the text again and remind the pupils to refer to the recount for ideas.
- Look at and discuss the setting out of the sample notice in the Pupil's Book before pupils begin writing.

Activity 2 - Proofreading and Editing

Background Information

In this activity, the pupils are going to proofread and edit the letter to the editor that they began yesterday. A number of steps are listed in the Pupil's Book to guide the pupils through the process of proofreading and editing.

Method

- Revise the steps in the Pupil's Book.
- Ask pupils to write their letters in their exercise books or in a class book to share with their classmates.

Syllabus link
S7, S10

? Can all the pupils use a talk-draft-redraft process to write their plans? (S17)

Assessment Activity - Running Records

Check that you have completed your Running Records assessment for this unit.

- Have you done a Running Record for every pupil in the class?
- Have you analysed the Running Record to identify strengths and areas of difficulty?
- Have you kept a record of the analysis in your assessment file?
- 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?

1 Unit 11: Entertainment

Reading and Discussion - In Search of Excitement

Background Information

This unit is about entertainment. Entertainment can take many different forms, such as: participating in or watching sport; playing or listening to music; reading; playing games; watching television or videos; or simply going for a walk. In this unit, pupils learn about and compare the types of entertainment available in villages and in towns. Most unit activities deal with types of entertainment found within Solomon Islands although the text on Day 5 is a recount of a holiday in Australia in the form of a letter.

This unit focuses on the recount genre. Pupils are familiar with the structure and features of this genre. The purpose of a recount is to tell what has happened at another time or place. The recount genre:

- is usually written in the past tense
- often has a personal and informal style
- includes some personal responses to the events
- includes details that are of interest to the intended audience

This unit also explores expository text. An exposition is written to express an opinion, to take a stand on a particular issue and justify it, or to convince the reader of a point of view or course of action. Pupils have already studied this genre and have learned about the difference between fact and opinion, and practised using language to persuade and convince.

The reader for this unit is a recount called **In Search of Excitement**. This text, by Alison Blaylock, is a recount about a boy called Ramsay who is bored with village life. Ramsay sets off to Honiara in search of exciting entertainment, but quickly becomes bored again in the city. Finally, he decides to return to the village because he realises that life in the village is more interesting than he first thought.

Teacher Led Activities

Before Reading

Introduce the unit by asking the pupils what **entertainment** means.

Explain that entertainment is something that entertains or amuses people. There are many different types of entertainment. When people are bored, they have no interest in something or feel tired of doing the same things.

Brainstorm ideas related to entertainment. Before leading the pupils into reading the text, discuss types of entertainment. List the pupils' ideas on a chart or on the board. These questions might help to lead your discussion.

1. What things do you like to do in your spare time?
2. What type of entertainment would you choose if you could do anything you like?
3. What types of entertainment don't you like?
4. Does everyone like the same sorts of entertainment?
5. Do your parents enjoy the same sorts of entertainment as you?
6. What sort of entertainment is available in villages?
7. What sort of entertainment is available in towns?
8. Are all types of entertainment free?
9. When would you have to pay to be entertained?
10. What does it mean to be bored?

Explain that anything can become boring if you do it all the time, and that other people's lives sometimes seem more interesting than your own.

Read the introduction in the Pupil's Book to introduce the pupils to the recount.

Read through the key words and discuss their meanings. Ask individual pupils to tell the class the meaning of some of the words. Say the words together. Read the recount aloud to the pupils while they read silently. Then ask individuals or groups of pupils to read paragraphs that you choose.

After Reading

Lead a discussion about the text. You can ask pupils some questions of your own or use the following questions to guide your discussion.

1. Why do you think Ramsay was bored in the village?
2. What were some of the types of entertainment that Ramsay heard about over the radio?
3. What activities did Ramsay take part in when he was in Honiara?
4. Did Ramsay enjoy the entertainment he found in Honiara?
5. Why did Ramsay decide to go back to the village?
6. Do you think Ramsay would get bored again after he returned to the village?
7. Can you retell the events in the recount in order?

Shared Writing

On the board, jointly draft another paragraph about what would have happened if Ramsay tried another form of entertainment.

Try to get the pupils to add their own ideas to make this new paragraph humorous.

Try to use the same style of writing as is used in the reader.

Syllabus link
S9, S10, S15

? Can all the pupils answer a wide range of questions by responding quickly and at some length? (S4)

1 Unit 11: Entertainment

Comprehension

Background Information

This activity aims to assess the pupils' understanding of the recount.

Teacher Led Activities

Read the recount again with the pupils.

Ask some pupils to retell selected parts of the recount in their own words.

Read through the instructions for the activity in the Pupil's Book.

Do the first paragraph as an example together on the blackboard.

Encourage pupils to 'read on' past the missing word to help work out its meaning.

Ask the pupils to copy and complete the activity in their exercise book independently.

Syllabus link
S7, S15

? 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

A noun **is a name of a person or thing**

A **common noun** is the name of an ordinary thing, eg. dog; tree.

A **proper noun** is the special name that belongs just to one person or place. Proper nouns start with capital letters, eg. Honiara, New Zealand.

Teacher Led Activities

Explain the terms **noun**, **common noun** and **proper noun** and use examples of each.

Ask the pupils to read the poem in the Pupil's Book page 72, and tell you all the nouns that they can find. Write them up on the board. Next, ask the pupils to look at the list on the board and decide which are common nouns and which are proper nouns.

Read through the instructions and activity in the Pupil's Book together, and allow pupils to do the activity independently in their exercise books.

Extra Activity

If time permits, write this cloze activity on the board and ask pupils to copy it into their exercise book. They can complete it by filling in the spaces with nouns.

I Like Parties

I like parties. I can eat lots of _____ and play all kinds of _____.
I like parties best when my friend, _____, is there, too.

My favourite game is _____ and my favourite food is _____. Parties are lots of _____.

I wish I had more parties to go to, but one a _____ will have to do.

Syllabus link
S11

? Can all the pupils understand the meaning of the term 'noun' and use nouns correclty in their speaking and writing? (K11)

Spelling

These are the spelling words for this week.

Teacher Led Activities

Ask the pupils to neatly copy the spelling words into their books.

Ensure that all pupils can say the words correctly and understand their meaning by using them correctly in sentences.

Encourage the pupils to use the **Look, Cover, Remember, Write, Check** strategy to learn to spell these words during the week. Remind them that they will be tested on Friday.

brought	daughter
thought	naughty
fought	taught
doughnut	would
ought	should

Read through the exercise in the Pupil's Book and ask pupils to complete it in their exercise books.

Allow pupils to use dictionaries if you have them in your classroom to check their answers.

Answers:

1. brought – the past tense of bring
2. daughter – a female child
3. thought – the past tense of think
4. naughty – badly behaved
5. fought – past tense of fight
6. taught – the past tense of teach
7. doughnut – a round or ring-shaped cake

Oral and Writing

Teacher Led Activities

Read the instructions in the Pupil's Book. Organise pupils to work with a partner to discuss the questions provided.

Explain the writing task outlined in the Pupil's Book.

Look at the style of writing used in today's text.

Point out:

- The use of direct speech;
- The use of linking words to show time;
- The use of repetition, such as, "I'm bored";
- Characterisation of Ramsay – what sort of person is he?
- Humour.

Study the example in the Pupil's Book together carefully before asking the pupils to do the activity individually in their exercise books.

Syllabus link
A2, S12, S9

? Can all the pupils understand the value of talking about their ideas in English before writing a first draft and again before writing an improved final draft? (A3)

2 Unit 11: Entertainment

Reading and Discussion – Entertainment or Education?

Background Information

This is an expository text. It is a speech presented by a school principal to pupils' parents at the school open day. The speech raises some concerns held by the principal about an issue affecting the students' learning at school. In the speech, the principal expresses his/her opinions. He / she believes that entertainment is affecting the students' learning. The Principal says that there are so many types of entertainment taking place that pupils do not have time to concentrate on their school work and homework.

Teacher Led Activities

Revise the difference between fact and opinion.

Facts are statements which are true – you cannot argue about them.

Opinions are statements with which some people agree while other people may disagree, so you can argue over opinions.

For example:

Fact: Four children in Standard Five have a video in their house.

Opinion: Children in Standard Five watch too many videos.

Read the introduction to the reading in the Pupil's Book.

Look at the key words and discuss their meaning.

Allow the pupils to read the text silently. Discuss the text. Read the speech out aloud to the class and ask them to follow it in their book.

Syllabus link
A1, S1, S8

? Can all the pupils understand a range of different types of spoken and written English, such as speeches, and the ways in which their form and style is determined by the proposed audience and purpose? (A2)

Comprehension

Teacher Led Activities

Talk about the points raised by the principal.

Ask pupils what they believe is the main idea or message of the speech.

(to convince parents to control their childrens' free time and make sure they apply themselves to their studies)

Discuss the way he / she tries to convince the audience – use of arguments, persuasive language, emotive language, etc.

Explain that some of the things the principal says in the speech are **facts** and some are **opinions.**

Ask pupils if they agree or disagree with the principal's opinions. Help the pupils to see that there are many different points of view.

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

Fact or Opinion?

Some children are coming late to school.	Fact
We have too much entertainment.	Opinion
Some children don't eat breakfast.	Fact
Parents should believe education is important.	Opinion
Some people watch videos until late at night.	Fact
Children have homework to do after school.	Fact
Children who are away from school miss lessons.	Fact
Parents should be concerned about entertainment.	Opinion
Children watch too many videos.	Opinion

Ask pupils to reread the speech.

Tell pupils to select a paragraph and practise reading it as if they were really giving the speech. Have each child read his/her paragraph to a partner.

Read the comprehension questions together and ask pupils to do the activity independently.

Syllabus link
A2, S1, S2

? Can all the pupils read the text and differentiate between fact and opinion? (S10)

Language Study

Background Information

A verb is an action word. For example: climbed, thought, said, etc. The form of the verb tells us whether the action happens in the past, the present or the future. We call this the **tense** of the verb.

This text is typical of an exposition in that it is written mainly in the present tense, but when the principal calls for action he uses the future tense. He sometimes uses the past tense when he talks about what he has noticed.

Teacher Led Activities

Revise the meaning of the term **verb**. Tell pupils that a sentence must have a verb to make it meaningful.

Use the text to illustrate the different tenses of a verb.

Go through the activity in the Pupil's Book before allowing the pupils to complete it in their exercise books.

Answers:

1. thanked
2. said
3. believes
4. help
5. listened, talked
6. went

Syllabus link
K11, S9, A4

? Can all the pupils understand and use verb tenses appropriately? (K8)

2 Unit 11: Entertainment

Handwriting

Background Information

Most pupils should be using the cursive style of handwriting in all their written work, but all pupils still need regular practise to improve joins. Pupils who have mastered joins still need to be encouraged to develop a fluent style. Today's exercise looks at letters that do not join to other letters.

Method

- Revise some of the more difficult joins on the blackboard.
- Read the handwriting instructions in the Pupil's Book.
- Read the poem together as a class.
- Ask the pupils to copy one verse of the poem into their exercise book in their best joined up writing

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 and discussion activities in their English lessons.

This is the third oral observation you will conduct this year. You should compare your observations with oral assessments completed in units 3 and 7. 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 the Teacher's Guide explain how to conduct your oral assessment.

Read these instructions again carefully.

Before observing each pupil, reread the notes you made at their last oral assessment as a reminder of how they were performing then. This will help you to see progress and persistent difficulties.

The box below suggests some of the activities from this unit that you might use for your observations.

Suggested Activities for Oral Assessments

Day 4	Presentation of speeches to the class.
Day 5	Group discussion about holidays.
Day 8	Discussion of issues relating to sports (Activity 2)

You could also use small group discussion about the daily reading texts for oral observation.

Oral and Writing

Background Information

Writing is a process that involves planning, writing a first draft, proofreading and editing the draft and publishing or presenting a final draft. This exposition writing activity will be developed over a period of three days:

- Day 2 – planning (today)
- Day 3 – drafting
- Day 4 – redrafting and presentation

Teacher Led Activities

Talk about the speech, which is an exposition, in detail. Look at how it begins, what points are raised and arguments used to support them and how the speech ends.

Use the speech exposition framework and the questions in the Pupil's Book on page 78 to guide your discussion.

Ask pupils to read through the speech presented by the School Principal to the parents again and to look at the structure of the speech.

Use the exposition framework to help pupils to break down today's text and identify the different parts of the text.

Tell each pair of pupils to choose one of the following problems or to think of their own:

The community does not support the school.	Parents are not paying school fees.	Pupils always come late to classes.	The school does not have enough text books.

Tell the pupils to use the exposition framework and the questions in their Pupil's Book to help them to write a plan for a short speech. Every child will present a speech to the class about the problem in a few days.

Make sure pupils understand that they just need to list their ideas and main points today. They do not need to write in full sentences in their plan.

Syllabus link
A2, A3, S6

? Can all the pupils use a talk - draft - talk - redraft process for writing longer texts? (S17)

3 Unit 11: Entertainment

Reading and Discussion – Picnic On Bungana

Background Information

Advertising is a way of drawing the public's attention to an event in order to persuade people to come and take part. Posters are often used to advertise events in communities. Other forms of advertising include flyers, newspaper and radio advertisements. These are all forms of exposition because they try to persuade people to do something. They also give useful factual information about an event. The facts included are carefully chosen to support the main purpose of the poster or advertisement. Posters must be quick and easy to read so information in them is short, clear and concise. Posters must also be eye catching so that they are attractive and appealing.

Today's text is an expository text because its **purpose** is to try to persuade people to buy tickets to go on the picnic. This text is quite different from the previous expository text the pupils studied. The principal used reasoned arguments to persuade and convince people of his point of view, but the poster uses colours, attractive language and tempting offers to try to persuade people to buy tickets for the picnic.

Method

- Discuss some advertisements in the form of posters that the pupils have already seen. These questions will help you start the discussion:
  1. Where have you seen such a poster?
  2. What was its purpose? What was the poster trying to persuade people to do?
  3. Do you think it was an effective poster? (Does it persuade people?)

- Look at the key words and discuss their meaning.
- Read the information on the poster to the pupils as they read silently.
- Discuss the style and language features of this poster.

Teacher Led Activities

Before today's lesson, you should collect examples of advertisements taken from newspapers, magazines or recorded from the radio. You may be able to collect old or unwanted posters from shops, churches or clinics that had been used to advertise a local event.

Explain that today's text is an exposition because its purpose is to try to persuade people to do something. Do not tell the pupils the actual purpose. Tell them that they are going to study the poster soon and then they will tell you its purpose.

Discuss the style and language features of this poster. You might ask:

1. What is the poster advertising?
2. Where will the picnic take place?
3. What activities will take place on the island?
4. When will they depart and when will they return?
5. What do the tickets for the picnic include? (food, boat trip, accommodation, entertainment)
6. Where can you buy tickets for the picnic?

7. What is the poster's purpose? (to persuade people to buy tickets for the picnic)
8. Why is large print used? (easy to read and attracts attention)
9. Why is the information brief? (only necessary facts are included)
10. Is it eye catching? How has this been achieved? (use of pictures and colours)
11. Do you think the picnic on Bungana would be interesting? Why or why not?

Syllabus link
S4, S8, S12

? Can all the pupils appreciate the way in which the form and style of a poster is determined by the proposed audience and purpose? (A2)

Language Study

Background Information

Preposition means 'placed in front', so these words are often 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:

- The children are going **to** the island. (**to** describes the relationship between the children and the island)
- The treasure hunt was **on** the beach. (**on** describes the relationship between the treasure hunt and the beach)

Teacher Led Activities

Explain to the pupils that a preposition shows the relationship between things in a sentence. Use the following examples to clarify your explanation. Write the examples on the board for the pupils to see while you explain.

Hundreds of parrots flew **over** the trees.

We swam **across** the lagoon.

The cruise **on** the MV Temotu was great.

Ask the pupils to tell you some sentences of their own using prepositions and write them up on the board.

Go through the sentences in the Pupil's Book together. If necessary, do the first one or two orally on the board as examples, before allowing the pupils to work individually.

Syllabus link
A1, S4, K4

? Do all the pupils know the meaning of the term 'preposition' and can they use prepositions correctly in sentences? (K11)

Spelling

Background Information

This activity groups words according to common visual patterns. Spelling is an important writing skill. Spelling ability grows when spelling is seen as part of the total language programme rather than as isolated spelling lessons.

Method

- Before the lesson, write this week's spelling words on a large sheet of paper and put it up on the classroom wall.

Teacher Led Activities

Study the spelling words for this week together. Ask the class or individual pupils to say the words aloud. Correct mispronunciations.

Emphasise to pupils that they must find time to learn to spell the words using a way which is easiest for them. Some pupils will find it easier to write the words than to spell them out orally.

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 patterns often rhyme.

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

Practise saying the **ough** words so the pupils can hear that some of these words rhyme and some do not.

Next, read through the exercise together in the Pupil's Book. Ask the pupils to copy and complete it in their exercise book.

Oral and Writing

Activity 1 - Creating an Advertisement

Background Information

A poster is a form of exposition and it has the following style and language features:

- The purpose is **to inform** and /or **to persuade**.
- It is easy to read quickly so any written information in a poster is clear and short.
- Notes are often used instead of complete sentences.
- Printing, not cursive writing is used.
- Print is big enough to read from a distance.
- It is eye catching and uses pictures or colour to attract attention.

Teacher Led Activities

Read the instructions for the activity in the Pupil's Book on page 80. Pupils are asked to imagine that their school is going to have a big fundraising picnic trip on MV Lauru to an island next month to raise money for the school's new classroom building.

Make sure that the pupils understand the task. They are asked to discuss these questions in a small group.

Read the tips in the Pupil's Book before allowing pupils to begin to design their advertisement.

Activity 2 - Writing a Speech

Background Information

This activity was begun yesterday when the pupils chose a school related problem and planned a speech. They were asked to consider these questions:

1. What is the problem?
2. Who is affected by the problem?
3. What causes the problem?
4. What are the things that should be done to overcome or solve the problem?

Today the pupils are going to expand the ideas and main points they wrote yesterday into full sentences.

Teacher Led Activities

Read the instructions for the activity in the Pupil's Book. Pupils are asked to look at the plan for the speech that they wrote yesterday.

Review the speech framework from Day 2.

Review the way the principal organised the ideas in his / her speech – the introduction, main arguments and conclusion.

Read the questions in the Pupil's Book that guide pupils to draft their speeches. Ask pupils to write their first drafts.

Remind the pupils that they are going to present their speeches to the whole class tomorrow. Pupils should practise reading their speeches before their presentation.

Syllabus link
S6, S15, S16

? Can all the pupils use a talk - draft - talk - redraft process for writing longer texts? (S17)

4 Unit 11: Entertainment

Reading and Discussion – Football World Cup

Background Information

The text is an historical recount. It gives factual information about the origins of the famous Football World Cup. It tells about:

1. The first Football World Cup in 1931
2. The first president of the Football World Cup and his vision of using soccer to bring countries of the world together in peace after the First World War.
3. The 2002 World Cup competition in Japan and South Korea.

Method

- Introduce the Football World Cup. Develop a prior knowledge chart.
- Explain the key words.
- Read the text aloud as pupils read silently.
- Discuss the information in the text together.

Teacher Led Activities

Before reading the report, draw a prior knowledge chart on the board or a large piece of paper as shown below.

Develop this prior knowledge chart with the class. Ask pupils to tell you anything they already know about the Football World Cup and record it in the left hand column. Use these questions to guide your discussion:

Have you heard of the Football World Cup? What is it?

Do you know of any countries that take part?

Where is the Football World Cup held?

How often is it held?

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

Football World Cup	
What We Know Already	**What the Text Tells Us**
it's a football competition many countries play held every four years	first Football World Cup held in 1930

After reading, ask the pupils to tell you any new information they have learned about this competition to add to the prior knowledge chart. Be careful to write only facts about the Football World Cup on the chart. Do not include opinions.

Explain to pupils that the President's vision at that time was to use soccer to bring countries of the world together in peace after the First World War.

Ask individual pupils to retell selected parts of the text in their own words.

Ask questions about the text to briefly summarise the discussion.

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

Teacher Led Activities

Read through the questions in the Pupils' Book and discuss the answers.

Explain what pupils are required to do for each question.

Encourage pupils to go back to the text if necessary to find the answers to the questions.

Syllabus link
S10, S11, S13

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

Language Study

Background Information

A **common noun** names any one of a large number of things. It does not begin with a capital letter. Common nouns start with small letters.

For example:

The first **ball** of the first Football World Cup **game** was kicked in Pocitos Stadium in Uruguay, South America.

Teams from every **continent** usually come together to play for the highest **trophy** in the **sport**.

A **proper noun** names a particular person, place or event. A proper noun starts with a capital letter.

For example:

The first **World Cup** was played in **Pocitos Stadium** in **Uruguay, South America.**

The first game was between **France** and **Mexico**.

Teacher Led Activities

Explain the term **proper noun**. Write the examples given in Background Information on the board.

Explain the term **common noun**. Write the examples given in Background Information on the board.

Ask the pupils to give you some more examples of common and proper nouns.

Copy the table below on the board and ask the pupils to read through today's text again and find common and proper nouns. Write them in their correct columns.

Proper	Common

4 Unit 11: Entertainment

Read the instructions in the Pupil's Book on page 84.

Read through the passage together.

Make sure pupils understand what to do, and ask them to complete the exercise in their exercise books.

Syllabus link
S11, S13

? Do all the pupils understand the meaning of the terms 'common noun' and 'proper noun' and identify these correctly in sentences? (K11)

Spelling

Background Information

In the English language, some words are commonly confused and misspelt. Two of these commonly confused words contain the **ough** letter combination.

bought	past tense of buy	He **bought** his lunch at the shop.
brought	past tense of bring	She **brought** her hat to school.

Teacher Led Activities

Revise the family of **ough** words that was introduced yesterday.

Go through the list of words making sure that the children are familiar with their meaning, and identify the common visual element in each word.

Introduce the words **bought** and **brought**. Explain that many people confuse these words and use them wrongly. Ask pupils to tell you what each of these words mean.

Write some examples on the board to clarify their meaning. Ask pupils to give you more examples.

Show pupils this easy way to remember which word is which:

buy **bought** **bring** **brought**

Go through the activity in the Pupil's Book and explain what pupils are required to do.

Ask pupils to complete this exercise in their books.

Oral and Writing

Background Information

During the last two days the pupils have been planning and drafting speeches. Today the pupils should be doing the final editing of their draft. At the end of the writing session, the pupils will present their short speeches to the whole class.

You may need to do this presentation session over more than one day if you have a large class.

Method and Teacher Led Activities

Before pupils finish writing and then practise their speeches, revise the steps in the Pupil's Book. Make sure that pupils clearly understand the structure of a speech

- introduction – greet the audience and state point of view
- main arguments – give reasons for point of view
- conclusion – sum up main arguments and thank audience for listening

Tell the pupils that each of them is to present his / her prepared short speech to the whole class.

Revise important aspects of making an oral presentation. Demonstrate these to show pupils why they are important:

- Fluency – speaking clearly and without hesitation. Practise your speech to become fluent;
- Rate – people tend to talk very fast when they are nervous so be careful not to speak too quickly;
- Eye contact – try to look up and make eye contact with your audience;
- Volume – make sure your voice is loud enough for everyone to hear properly.

Syllabus link
A1, S1, S2,

? Can all the pupils present speeches suited to the intended audience and purpose? (A2)

5 Unit 11: Entertainment

Reading and Discussion – A Letter to a Friend

Background Information

The letter is a personal letter from Alice Tuwi to her friend, Sione, at Nenubo village in the Reef islands. In the letter, Alice recounts her experience during her holiday in Australia. The purpose of a recount is to tell the reader about events.

Method

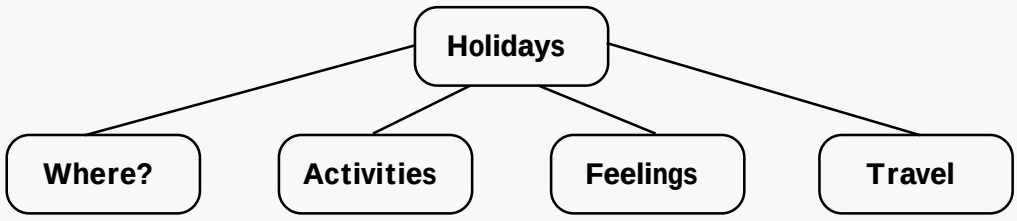
- Before reading the text, ask questions about the topic to see what the pupils already know and begin to develop a concept map. Relating the text to their own experiences helps pupils to understand it. Concept maps provide a useful way to organise ideas or facts.
- Read through the key words together and explain their meaning. Make sure the pupils can say the key words and understand their meaning.
- Read the text together. Ensure the pupils understand the text.
- Ask individual pupils or groups of pupils to read selected parts of the text aloud to the class.

Teacher Led Activities

Before reading the text ask the pupils some questions about holidays to find out what they already know, such as:

1. Who has had a holiday away from home?
2. Where did your holiday take place?
3. How did you get there?
4. Why did you spend your holiday there?
5. What were some of the activities that you did?
6. Was it fun? What was the best part of the holiday?
7. Who else was there?

You can organise this information into a concept map as you discuss the information. Your concept map could like this:



Where?	Activities	Feelings	Travel
beach	swimming	excited	aeroplane
town	surfing	thrilled	canoe
city	sleeping	happy	car
country	visiting	relaxed	train
overseas	movies	peaceful	boat
island		carefree	bus

Lead the pupils into reading the text. Explain that this is a recount and explain some features of a recount, including:

1. The use of past tense when Alice is retelling events that have already happened. Choose some verbs from the text (moved, met, managed, lived, took, went, had, liked, wrecked).
2. Alice also uses the future tense when she is talking about her plans for when she comes back home, and present tense when she describes what she is doing on her holiday.
3. Personal responses are often used. Draw attention to phrases like 'I am having a fantastic holiday at the beach', 'It is great to see my cousins again', 'I'm getting better at surfing all the time', 'It was brilliant', and 'I am really enjoying my holiday'. These are Alice's own thoughts and feelings about the holiday.
4. An informal style is used when writing to a friend. Look for contractions in the text (hadn't, I'm, it's, didn't). Contractions make the text sound more like spoken English, which is often informal. Check that the pupils know what each of these contractions means.

Syllabus link
S8, S9, S10

? Are pupils aware of how the form and style of Alice's letter are influenced by the proposed audience and purpose? (A2)

Comprehension

Method

- Ask pupils to reread the text silently.
- Ask some questions to revise the information from the text.
- Make sure the pupils understand the meaning of 'true' and 'false'.
- Allow pupils to do the exercise independently in their exercise books.

Teacher Led Activities

Ask individual pupils to retell the text in their own words to the class.

Ask some questions about the text, such as:

1. Who wrote the letter?
2. Where was the letter writer holidaying?
3. To whom was the letter written?
4. What did Alice say about her dog?
5. What did Alice say about the family she is holidaying with in Australia?
6. What were some of the things she did in Australia?
7. How do we know that she is really enjoying her holiday in Australia?
8. What did she mention in her letter about coming home?

Go through the exercise together and explain what pupils are required to do. Make sure they understand the meaning of 'true' and 'false'.

You might choose to do this activity orally or ask pupils to complete it in their exercise books.

Syllabus link
A1, S4, S10

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

5 Unit 11: Entertainment

Language Study

Background Information

A pronoun is a word that is used in place of a noun.

For example:

Alice is a young girl. **She** likes swimming.

The word **Alice** is a **noun**. **She** is the **pronoun** used in place of the **noun, Alice**.

Saki is one year old. **He** can walk by **himself** now.

Saki is a **noun**. **He** and **himself** are the **pronouns** used in place of the **noun, Saki**.

Teacher Led Activities

Write the example given in the background information section on the board.

Go through the exercises together in the Pupils' Book on page 86.

Explain what pupils are required to do before asking them to do the exercise in their book. You might choose to ask different groups of pupils to complete different exercises or to do one exercise orally.

Answers:

Exercise A

1. it 2. they 3. her, they 4. she, them 5. her 6. she, her

Exercise B

1. he 2. they 3. it 4. she, her 5. itself, it

Syllabus link

S10, S13

? Can all the pupils understand the meaning of the term 'pronoun' and use this part of speech correctly? (K11)

Spelling

Background Information

This activity is the spelling assessment for the week. All of this week's spelling words are used in the recount in the Pupil's Book. However, they have been misspelt. The pupils have to read the passage carefully and correct the spelling of the underlined words. Remember to record the results of your spelling assessment each week.

Teacher Led Activities

Read the instructions in the Pupil's Book. Draw pupils' attention to the underlined words.

Read the passage aloud as pupils read it silently.

Make sure pupils understand the information in the passage.

Give pupils paper on which to write their answers.

Tell the pupils to read the passage silently again.

They should number the underlined words 1 – 10 as they appear in the passage. They do **not** need to rewrite the whole text.

Ask the pupils to spell the underlined words correctly on their pieces of paper.

Oral and Writing

Method and Teacher Led Activities

Either put the pupils into small groups for this oral activity or hold a whole class discussion. If you choose to have the pupils work in groups, there are questions to discuss in the Pupil's Book.

Discuss the things pupils usually do during school holidays. Here are some questions that might guide your discussion.

- Where did you spend your last holiday?
- Why did you spend your holiday there?
- What were the things that you did during the holiday?
- What things did you enjoy doing best?
- How did you feel about the holiday?

Discuss the layout of an informal letter. Refer to today's text as you talk about the following features:

1. The address of the writer is usually written on the top right-hand corner;
2. The date is added under the address;
3. The letter begins with "Dear _____";
4. Informal, friendly language is used.

Write a letter on the board using shared writing. Show the correct setting out and ask pupils for ideas to help you write the letter. This is done so that the pupils may become more confident in writing their own letters.

Syllabus link
A4, S4, S12

? Do all the pupils understand and appreciate the value of talking about their own ideas in English before writing a first draft and again before writing an improved final draft? (A3)

6 Unit 11: Entertainment

Reading and Discussion – A Great Day Out

Background Information

This text is a telephone conversation between a grandmother and her granddaughter about a trip to the Trade and Cultural Show. It is a transactional text because the two people are exchanging news and ideas. This is different from more formal texts because informal words are used. It involves people talking to each other in an informal or friendly way, because they know each other well. Telephone conversations allow people to exchange information or opinions.

A conversation:

- is one type of transactional text;
- can contain personal recounts;
- is used to exchange information or opinions between people.

During the telephone conversation, the granddaughter, Flory, recounts her visit to the Trade and Cultural Show.

Method

- Before reading the conversation, talk with the pupils about shows. Pupils might like to discuss interesting events they have been to and what they saw and did.
- Enact some simple role plays.
- Lead the pupils into reading the text for today, **A Great Day Out.**
- Ask some questions about the text to find out if pupils understand it.

Teacher Led Activities

Before reading the recount, talk with the pupils about shows or interesting events they have attended. Encourage them to talk about what they saw and did there.

Ask pupils to help you act out a short telephone conversation in which a child is retelling an exciting day out to their grandparent. Help pupils by taking on the role of the grandparent and asking questions to help them think of what to say next.

For example:

1. That sounds like fun. What did you do next?
2. Wow! Did anyone else do that, too?
3. How did you get there?
4. Who went with you?
5. What was the best part of your day?

If you have enough time, you might like to have the pupils work in pairs to take part in a role play. This activity only needs to take a few minutes.

Introduce the pupils to the day's text. Tell the pupils that the text is a telephone conversation between Flory and her grandmother. In the text Flory tells Grandma about all the things she saw and did with her family at the Trade and Cultural Show.

Read through the key words and the recount together. Help the pupils with the pronunciation of new words in the text.

Divide the pupils into two groups so that one group can read Flory's dialogue and the other can read Grandma's lines.

You might ask some pupils to read selected parts of the text aloud to the class. Encourage pupils to try to use a different voice for each character and to be expressive.

Ask the pupils some questions about the text to find out if pupils have understood it.

Syllabus link
A2, K1, S2

Do all the pupils appreciate the style and vocabulary of informal spoken English? (A4)

Comprehension

Background Information

The sentences are not in the correct order. The exercise requires the pupils to put these sentences in the order that they occurred in the visit to the Trade and Cultural Show.

Teacher Led Activities

Ask the pupils to retell what Flory did and saw at the show in order.

Write the events that happened in order on the board as the pupils tell you.

Read them together and then clean the board.

Read through the exercise together in the Pupil's Book on page 89.

If necessary, use the board and decide the first two events together.

When you are sure the pupils know what to do, ask them to copy the sentences in the correct order into their exercise books.

Syllabus link
S4, S6, S11

Can all the pupils identify the sequence of events in the text? (S12)

Language Study

Background Information

Adjectives are describing words that add important details to the nouns in a piece of writing. Adjectives can add information about shape, size, colour, mood and so on.

Here are some examples:

1. These are his **new** toys.
2. My **school** bag was on the **dirty** floor.
3. The **large, new** building is now complete.
4. Here are the **black** cats and there is the **fat, ginger** cat.
5. There are **nine** boxes on the **high** shelf.
6. Alex has the **largest** collection of **beautiful** flowers.
7. This is the **brighter** of the **two** lights.

Teacher Led Activities

Write some examples from the background information section on the board. Discuss and explain these.

Go through the exercise in the Pupil's Book together.

Explain the activity before asking them to complete it in their books.

Syllabus link
A1, S1, S13

Do all the pupils understand the meaning of the term 'adjective' and use this part of speech appropriately? (K11)

6 Unit 11: Entertainment

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 to learn to spell the words.

light	didn't
might	taxi
night	practice
flight	time
different	I'm

Teacher Led Activities

Introduce the pupils to their new spelling words. Make sure that they understand what the words mean. Check by asking them to put the words into sentences and say them aloud to the class. Make sure that all pupils take part in this activity.

Ask pupils to copy the words into their books.

Tell the pupils to learn to spell the words in their own time so that by the end of the week they are able to spell the words correctly without looking at them.

Go through the exercise in the Pupil's Book together, before pupils complete the activity in their books.

Answers:

1. different	2. night	3. didn't	4. light
5. flight	6. taxi	7. time	8. practice

Oral and Writing

Background Information

In the previous lesson, you focused on the structure of a letter and did a shared writing activity. In today's activity the pupils are required to follow the structure studied yesterday to plan and draft their own letters to their friends.

Method and Teacher Led Activities

Revise the structure of the letter together on the board. Briefly review the different parts of a letter (address, the date, how to begin the letter, the body of the letter, signing off.)

Read the instructions in the Pupil's Book.

Good Sentence Starters

When we got here, we ...	My family and I like to ...
Yesterday, we ...	The best part of ...
Every morning, we ...	When I get home ...
After dinner, we ...	Early the next morning ...
The next day ...	Later that day ...

Look at the sample letter provided that shows how the letter should be set out. It also includes a number of different ways that pupils could start their sentences in the recount of the holiday. You might like to display these and others on a chart for pupils to refer to in the future.

Syllabus link
A2, S14, S16

? Can all the pupils use a range of sentence types and linking devices to write an informal letter? (S15)

Assessment Activity - Oral Observation

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 on page 30, 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 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.

7 Unit 11: Entertainment

Reading and Discussion - Exercise is Good for You!

Background Information

This text is a narrative. It tells the story of a young man called Benjamin who decides he needs to do some exercise to get fit. Benjamin joins a fitness class but things don't happen the way he expects.

A narrative:

- is a story containing specific elements that work together to create interest for the author and the reader;
- encourages readers to feel as if they are a part of the story and as if the story is being told directly to them;
- enables readers to 'jump inside' the story and experience what the characters are doing or what is being done to them;

In pre-reading discussion you are going to ask pupils to make predictions about what may happen in the narrative. Predicting means making reasonable guesses about what will be in the text. Making predictions about a text helps pupils become more active readers, because it catches their attention and they are interested in what happens in the story.

After reading the narrative, pupils will be asked to think about their predictions. Revisiting their predictions can help pupils to focus more closely on the content of the text.

Method

- Before reading, talk about why exercise is good for people. Brainstorm different types of exercise.
- Ask pupils to make predictions about the text.
- Read the narrative aloud as the pupils read silently.
- After reading the text, review the basic elements of narratives:

1. **Plot** – what the story is about, the events that happen in the story;
2. **Characters** –the people in the story;
3. **Setting** – where the narrative takes place, the author must create a picture for his or her readers;
4. **Complication** – the problem that must be overcome or resolved;
5. **Theme** – the overall message of the narrative.

Teacher Led Activities

Before reading the text talk about why exercise is good for people.

Ask the pupils to name some types of exercise that people choose to do.

Tell the pupils the title of today's text and read the introduction in the Pupil's Book. Ask pupils to make predictions about what events they think might happen in the story.

Read through the key words and explain the meaning of some of the words.

Read the narrative while the pupils read silently before asking them to read aloud together.

Discuss their predictions. Were their predictions correct? If not, where did they guess wrong?

Choose groups of pupils to read selected parts of the text aloud to the class.

Ask pupils to retell the narrative to the class in their own words.

Ask some questions about the text to find out if pupils understand the story.

Syllabus link
A2, K1, S1

? Can all the pupils appreciate the ways in which spoken and written English differ in terms of style, organisation and appropriate vocabulary? (A4)

Comprehension

Background Information

This is a cloze activity. It requires the pupils to complete a passage by writing appropriate words in the spaces provided. 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. Pupils do not have to choose a word from the text.

Teacher Led Activities

Read the instructions for the cloze exercise in the Pupil's Book on page 93.

Read through the passage with the pupils.

Tell the pupils to 'read on' past the missing word to the end of the sentence to help work out the meaning of the word.

Tell the pupils to work in pairs to discuss the missing words, before writing the words in their exercise books.

You may choose to have them write the whole passage if you think this is appropriate. You may also choose to do this activity orally.

Answers

1. buttons	4. join	7. girl
2. trousers	5. right	8. jumping
3. chair	6. others	9. hospital

Syllabus link
A4, K1, S11

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

7 Unit 11: Entertainment

Language Study

Background Information

Adverbs are words that tell us more about verbs.

For example:

Elisa talked **sadly**. (The adverb **sadly** tells us how Elisa **talked.**)

Method and Teacher Led Activities

Write some examples on the board to introduce and explain adverbs. Here are some sentences you could use:

1. We worked **cooperatively** to find an answer to the Maths problem.
2. Joan whispered **softly** to me.
3. The teacher walked **slowly** around the school.
4. John shouted **angrily**.

Choose some pupils to come out to the board and underline the verbs and **circle the adverbs.** Ask them to substitute the adverbs in the sentences with any other appropriate or sensible adverbs.

Explain that exercise A asks them to choose the most appropriate adverb from the list to complete each sentence in their books. Exercise B requires them to copy the sentences into their books, then underline the verb and circle the adverb.

Read the instructions for exercises A and B and ask pupils to complete both exercises.

Answers:

Exercise A

1. loudly
2. carefully
3. enthusiastically
4. madly
5. quickly

Exercise B

Verbs	Adverbs
1. dressed	happily
2. signed	happily
3. followed	uneasily
4. carried	safely
5. moared	locally

Syllabus link
A1, K1, S13

? Can all the pupils understand the term 'adverb' and use and identify adverbs correctly in sentences? (K11)

Handwriting

Background Information

The pupils should by now be joining all their letters correctly and neatly. However, some pupils may still need some help with this.

Teacher Led Activities

Focus on one idea for each handwriting lesson. You might choose to revise:

1. Consistent size of letters
2. Letters that do not join
3. One or two difficult joins

4. Keeping all letters on the line
5. Slope of handwriting
6. Spacing between words

Tell the pupils that the handwriting exercise is a poem about a person who loves sport.

The title of the poem is **Sports Fanatic**.

Explain what fanatic means. A fanatic is a person who enthusiastic about something.

Read through the poem together and explain the ideas in the poem.

Ask them to copy the poem into their exercise books in their best cursive writing .

Oral and Writing

Background Information

In yesterday's lesson, the pupils were asked to plan and draft a letter to their friend. In this lesson the pupils are asked to proofread their draft and to add adjectives and adverbs to their sentences to make them lively and interesting.

Method

- Revise the different parts of a letter (your address, the date, how you can begin letter, the body of the letter - one idea, one paragraph)
- Read the instructions and guidelines in the Pupil's Book.
- Brainstorm adverbs and adjectives and write up pupils' suggestions on the board.
- Edit a letter and redraft after editing.

Teacher Led Activities

Briefly revise the different parts of a letter. Remind pupils of some extra things they could put in their letters.

- Is the whole family enjoying the holiday?
- What is the best part of the holiday?
- What unusual things have they seen?
- Are they looking forward to coming home?

Spend a few minutes brainstorming adverbs and adjectives that could make sentences more interesting. Remember that writing is a process that takes time. You should assist the pupils:

- to check for spelling mistakes;
- to use punctuation properly;
- to help improve and expand their writing by adding more sentences and words;
- to redraft their text with clear and neat handwriting.

Pupils could write out the letter on a piece of paper. The letters could be put up on the wall or you could make a class book of holiday letters.

Syllabus link
S14, S16, S17

? Can all the pupils understand and appreciate the value of talking about their ideas in English before writing a first draft and again before writing an improved final draft? (A3)

8 Unit 11: Entertainment

Reading and Discussion – Rugby Incident

Background Information

Today's reading presents two examples of expository text in the form of letters to the editor of a newspaper. Both letters try to persuade readers by presenting one side of an argument. By taking a point of view and justifying it, we aim to convince others to see only that side of an issue.

This text presents two different points of view about an incident in a rugby game. In the first letter by James, titled **Rugby Shame,** the writer expresses his belief that fighting on the rugby field has brought shame on the sport and on the whole country.

The second letter by D. Tohahenua, entitled **Foreigner's Views on Rugby Incident**, is written in reply to James' letter. This letter is written on behalf of the Solbrew Rugby Club and states that the club does not condone (support or agree with) fighting on the football field. The writer explains that the players involved will be disciplined. He / she also argues that James has over reacted to the incident and that he should be concerned about far more important issues of national importance than a fight in a football game.

Method and Teacher Led Activities

Similar letters to the ones in the text often appear in newspaper columns in the 'Letters to the Editor' section. Before today's lesson, you should try to collect some other examples of people expressing their opinions in this forum. Be careful to choose letters that deal with issues that are appropriate for pupils to discuss.

Before reading the text, ask the pupils to tell the class if they have seen a game where players have behaved badly. Ask the pupils:

1. What type of game was being played?
2. What did the players do that was inappropriate?
3. What should the players have done?

Explain that all games have rules that people need to follow. Discuss why rules are important. You might ask:

1. Why do games have rules?
2. What would happen if there were no rules?
3. What should happen when someone breaks the rules?

Read the introduction to the text in the Pupil's Book. Read and discuss the key words together.

Read the text aloud as the pupils read silently. Stop reading after you have finished the first letter and discuss it with pupils before beginning the second letter.

Talk about each of the writer's arguments with the class.

Syllabus link
A4, K1, S1, S7

? Can all the pupils appreciate the way in which the form and style of these letters is determined by the proposed audience and purpose? (A2)

Comprehension

Teacher Led Activities

Allow the pupils time to read both letters to the editor again.

Ask some questions about the text to assess pupils' understanding of what they have read. Ask questions such as:

1. Why do you think James wrote the letter?
2. Who does James think brings shame on Rugby?
3. What did James say to people who bring shame to Rugby?
4. What was James' advice to Rugby Officials?
5. Which Rugby club does Solbrew Company sponsor?
6. Who replied to James' letter?
7. Do you think D. Tohahenua is a member of Solbrew Rugby club? Why?
8. Why do you think D. Tohahenua tells James to be concerned about more important issues than football? What are these issues?

11. Do you think D. Tohahenua might be trying to draw attention away from the issues James raised?

12. Do you think James has a right to be concerned about fighting on the football field?

13. Which writer do you agree with? Do you agree with everything he / she says?

Read and discuss the questions in the Pupil's Book. Answer some questions orally together.

Ask pupils to answer the questions in their exercise books.

Check and mark their finished work.

Syllabus link
K1, S10, S13

? Can all the pupils read the letters to the editor, and quickly identify the main ideas and relevant details? (S9)

Language Study

Teacher Led Activities

Explain that adverbs can tell us how or when an action is done. Remind the pupils of the exercise involving adverbs that they did yesterday.

Use the explanation and examples in the Pupil's Book on page 97 to explain the **how**, **when** and **where** adverbs to the pupils.

Make some more examples of your own and write them on the board for the pupils to see. You may also ask the pupils to think of their own sentences using adverbs.

Read the instructions in the Pupil's Book and ask pupils to complete the exercises in their exercise books.

Syllabus link
A4, S11, S13

? Do all the pupils understand the meaning of the term 'adverb' and can they identify adverbs in sentences? (K11)

8 Unit 11: Entertainment

Spelling

Teacher Led Activities

Write the spelling words on a large sheet of paper and put it up on the classroom wall. Study the spelling words for this week again together.

Ask the class or individual pupils to say the words aloud. Correct mispronunciations.

Remind the pupils that they must find time to learn to spell the words. Some pupils will find it easier to write the words than to spell them out orally.

Tell the pupils to look for letter patterns in the list of words.

Tell them that words that end in the same letter patterns often rhyme.

Ask the pupils to say and spell the first word on the spelling list (light). Write it on the board and underline the letters **ight**.

Ask the pupils to find other words in the list with the letters **ight** 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 **ight** words so the pupils can hear that these words all rhyme.

Ask pupils to look for other words in their spelling list with common letter patterns.

Next, read through the exercises together in the Pupil's Book. Ask the pupils to complete these in their exercise books.

Oral and Writing

Background Information

There are two activities in this section. In the first, the pupils are going to compare and contrast the two letters to the editor. They will focus on identifying and comparing:

- Main idea
- Intended audience
- Purpose
- Writer's opinions

In the second activity, pupils will discuss a controversial sporting issue (one that people have different opinions about). Then they will begin to write a letter to the editor to persuade people to agree with their point of view on the issue.

Activity 1

Teacher Led Activities

Tell the pupils that they are going to look more closely at letters to the editor and examine the author's intentions.

Put the pupils into small groups to discuss the questions in the Pupil's Book.

When they have completed their discussion, ask pupils to help you complete this table on the board.

Compare and Contrast		
Letters to the Editor		
	James' Letter	D. Tohahenua's Letter
Main idea – what is the main point the writer is making?	Fighting in rugby games is disgraceful and should be addressed by clubs and their sponsors. It brings shame on the sport and the entire country.	Solbrew Rugby Club doesn't approve of fighting and is dealing with the incident. James should concern himself with more important problems.
Intended audience - who does the writer want to read this letter?	Editor Newspaper readers Football fans Rugby players and clubs Club sponsors Local people	Editor James Newspaper readers Football fans Rugby players and clubs Club sponsors Local people
Purpose – Why did the writer write this letter?	To share his opinion and express his concern. To tell fighting players how their behaviour affects others. To tell clubs that they must control their players. To tell sponsors to rethink supporting clubs if players behave badly.	To respond to James' letter. To defend Solbrew Rugby Club. To inform James and the public that the club disapproved of fighting and would discipline the players. To criticise James and to challenge him to worry about more important issues. To change the topic from football problems.
Writer's Opinions – what does the writer think about this issue?	Fighting brings shame on the players, the club and the country. Players who fight should be ashamed of themselves and leave the sport. Clubs should control their players. Sponsors shouldn't support teams that behave badly.	Solbrew Rugby Club is a good club that promotes fair play. Every person is in charge of his or her own behaviour. James has over reacted to the incident. There are more important issues to be concerned about than a fight on a football field.

Encourage pupils to make some compare and contrast statements, following a discussion of their findings.

For example:

James thinks fighting brings shame on the whole country but D. Tohahenua thinks there are more important issues that need to be addressed.

Activity 2

In their small groups, ask pupils to choose one of the following statements to discuss.

a) Children should not be allowed to do boxing.

b) Football players who fight should be banned from playing.

There are questions to discuss in the Pupil's Book. You might ask pupils to list their ideas during the discussion to help with the writing activity.

Now ask pupils to draft a letter to the editor of a newspaper to express their opinions on the issue they have discussed. Remind pupils that the **purpose** of their writing is to **convince the reader of their point of view.**

Ask pupils to look at the example in the Pupil's Book. This shows correct setting out for a formal letter and shows pupils how to organise their arguments and suggestions.

Syllabus link
A4, S5, S7

? Are pupils aware of the value of talking about their ideas in English before writing a first draft? (A3)

Reading and Discussion – Favourite Radio Programmes

Background Information

In Solomon Islands there is a national radio station called Solomon Islands Broadcasting Corporation, SIBC, as well as several FM radio stations. The reading today is presented in the form of speech balloons. In this text, a number of people talk about their favourite radio programs. Although there are many programmes available on the radio, most people are not interested in listening to every programme.

Teacher Led Activities

Before reading the text ask the pupils the following questions:

1. Why do you listen to radio programmes?
2. What is your favourite radio programme? Why?
3. What programmes do your parents like to listen to?
4. When is your favourite programme usually played?
5. Do you learn anything from listening to the programme?

List all the programs mentioned by the pupils on the board.

Which of these programmes would also be liked by; parents, teachers, younger children, grandparents?

Read the text aloud as pupils read silently.

Ask individual pupils or small groups to read selected parts of the text.

Discuss each person's favourite programme in the text.

Syllabus link
A1, S1, S4

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

Comprehension

Background Information

There are two exercises in this section. The first asks pupils to copy and complete the table in their exercise books. The second asks pupils to name their favourite programme and to give reasons for their choice.

Teacher Led Activities

Explain that each person in the text gave reasons for their listening choices. In this activity, pupils must list these reasons in point form in a table.

Discuss the table in the Pupil's Book on page 101. An example has been done as a guide. Discuss the answers before pupils begin to write.

Read the instruction in the Pupil's Book that asks pupils to write and talk about their favourite programme. You may choose to do this as an oral or written activity.

Syllabus link
A1, S1, S4

? Can all the pupils read the text and identify relevant details without assistance? (S9)

9 Unit 11: Entertainment

Language Study

Background Information

There are two activities in this section. Activity 1 deals with prepositions and asks the pupils to select prepositions that have an opposite meaning from the ones underlined in sentences. Prepositions are found in front of nouns and pronouns. They are words like in, to, up, in, on, across, like, at, before, underneath.

Activity 2 deals with pronouns. A pronoun is a word used instead of a noun.

Personal Pronouns, which follow prepositions, are known as objects.

Singular: me, you, him, her, it

Plural: us, you, them

Teacher Led Activities

Read through the activities together in the Pupil's Book.

Use the explanations above to explain the two parts of speech use some examples of your own.

Make sure the pupils understand what to do.

Ask pupils to complete the activities independently in their books.

Answers:

Exercise 1

a. up **b.** above **c.** off **d.** outside **e.** before

Exercise 2

a. me **b.** him **c.** us **d.** them **e.** him

Syllabus link
A1, S9, S13

? Do all the pupils understand the meaning of propositions and pronouns and can they use them in sentences appropriately and confidently? (K11)

Spelling

Background Information

This activity groups words according to common visual patterns or phonic elements. There are many patterns, which can help us with the spelling of words, although these should not be learnt as rules. Learners must become aware that 'sounding out' a word may not always give them the correct spelling.

Teacher Led Activities

Put this week's spelling words into the groups below. Add any other words the pupils can suggest. Display this list on a chart on the classroom wall.

i words			
short i sound	**long i sound**	**igh**	**i making an ee sound**
different	time	light	taxi
didn't	I'm	might	
practise	kind	night	
fill	find	fight	
list	bite	fright	
think		flight	
		high	
		sight	

Go through the activity in the Pupil's Book and ask pupils to do it in their exercise books.

Oral and Writing

Proofreading and Editing

Background Information

In this activity, the pupils are going to proofread and edit the letter to the editor that they began yesterday. A number of steps are listed in the Pupil's Book to guide the pupils through the process of proofreading and editing.

Method

- Revise the steps in the Pupil's Book.
- Ask pupils to write their letters in their exercise books or in a class book to share with their classmates.

Syllabus link
A3, S6, S7

? Can all the pupils use a talk - draft - redraft process to write longer texts? (S17)

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?

10 Unit 11: Entertainment

Reading and Discussion – A Campfire Chat

Background Information

Today's text recounts the campfire conversations enjoyed by some boy scouts and village boys. In the text, the children discuss different types of entertainment that are offered in towns and villages. They share their thoughts and give their opinions about the entertainment they have experienced.

Method and Teacher Led Activities

Before reading, revisit the **Types of Entertainment** chart you made on Day One.

Ask the pupils to tell you some of the differences between entertainments available in villages and towns. For example, there are more types of entertainment offered in towns, but people often have to pay to be entertained there.

Lead the pupils into reading the text by introducing the key words. Make sure they understand what the words mean. Ask them to use some words in sentences.

Read the text aloud while the pupils follow in their books.

- Ask the pupils to read aloud together and assist them where they find difficulties.
- Ask some pupils to read selected parts of the text aloud to the class.
- Ask the pupils some questions to assess their understanding of the text.

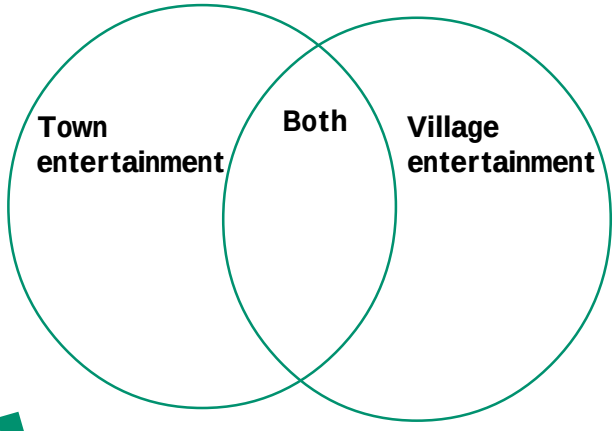
Syllabus link
K1, S1, S4

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

Comprehension

Background Information

A venn diagram is a visual representation of information. Like graphs, venn diagrams allow people to set out information in a way that is easy to see and different from just using words. Today the pupils are going to use a venn diagram to show where different forms of entertainment are found.



Teacher Led Activities

Ask the pupils to skim through the text to tell you all the different kinds of entertainment that are mentioned. List them on the board.

Read through the exercise in the Pupil's Book together and explain what they are required to do. You might choose to model an example of using a venn diagram.

Ask pupils to do the activity in their exercise books.

Syllabus link
S4, S9, S10

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

Language Study

Teacher Led Activities

Begin the lesson by explaining to the pupils that tense refers to time and tells us when the action is taking place. It can be:

Present tense (happening now)

Past tense (has happened in the past) or

Future tense (will happen in the future)

Write the examples below on the board to explain whether an action is written either in the past, present, or future tense. Use your own examples, too.

For example:

1. I **play** soccer. (Present tense)
2. I **played** soccer last year. (Past tense)
3. I **will play** soccer next year. (Future tense)

Read through the exercise in the Pupil's Book together and explain that the pupils are required to choose one word from the brackets to complete each sentence.

Ask the pupils to complete the exercise in their books.

Syllabus link
A1, S11, S13

? Can all the pupils use all common verb tenses correctly in sentences? (K8)

Spelling

Background Information

All of this week's spelling words are used in the passage, **Welcome Home, Dad**, in the Pupil's Book. This is a spelling assessment, so pupils are not allowed to look back at the spelling list or to work together.

The pupils will write the words in the order that they appear in the passage on the paper you give them. You will collect and mark the words they have written after the lesson to see how many of the words they have learned to spell correctly. Remember to record the results of the spelling assessment.

Teacher Led Activities

Read the short text, Welcome Home, Dad aloud as the pupils read silently.

Discuss the short story and make sure pupils understand it.

Give pupils paper on which to write their answers. Tell the pupils to read the passage silently again and to write the misspelt list words correctly on the paper.

Pupils do not need to rewrite the whole text. They should just write the spelling list words and number them 1 – 10 in the order that they appear in the passage.

Collect and mark the pupils' finished work.

10 Unit 11: Entertainment

Oral and Writing

Background Information

Poetry can encourage a love of reading in children. It is a useful tool in teaching reading and writing skills because it helps to develop both speaking and listening skills in an interesting way. Today the pupils are going to read a humorous poem called **Today is Very Boring** by Jack Prelutsky. The boys in today's reading disagreed about whether some activities were boring or not. Some children think lots of things are boring. This is a funny poem written by someone who thinks **everything** is boring – even when he sees giants riding rhinos and a flying saucer lands in the yard!

Method and Teacher Led Activities

You must be confident in reading this poem out aloud. Make sure you have practised reading it before the lesson. Try to use a bored, complaining tone of voice when you read the poem.

Before you read the poem, ask the pupils if they have ever felt bored. Tell the pupils that the poet is bored with absolutely everything.

Read the poem to the pupils as they read along silently.

After you have read the poem, ask the pupils questions to try to get them to tell you what happened in the poem. You might ask:

1. What exciting things did the poet see?
2. Why do you think the poet said he was bored when such exciting things were happening?
3. Do you think he would have found **anything** interesting?
4. Have you ever complained to you parents that you were bored?
5. Do you think some people are bored too easily?

Put the pupils into small groups to discuss the questions in the Pupil's Book on page 107, before they begin the writing activity.

Read the instructions for the **Boredom Busters** writing activity. Remind pupils to refer to the venn diagram that they completed earlier today to help them with ideas.

Syllabus link
S6, S16, S17

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

Reading and Discussion - Choosing a Site for your House

Background Information

This unit is about architecture which is the art and science of designing and constructing buildings. The aim of the unit is to think about different buildings and how and why they were built. It looks at both traditional and modern buildings in Solomon Islands as well as in the Pacific region.

The unit begins with the reader text which is a procedure text entitled **Choosing a Site for your House**. It is a procedure text since it tells you step by step how to do something. It tells you how to choose the place, or site to build a house. There are many things to consider before a house is built. The text points out things to look for and things to think about before you start building.

A procedure text is also sometimes called an instruction text. Its purpose or goal is to tell someone how to do or make something - to give instructions. Usually the title of the text states the goal. The requirements, materials or ingredients are then listed. The method follows. This is a list of steps that have to be followed to get to the goal. These steps follow a particular order or sequence. The focus of the text is on this sequence of actions.

Usually the text is written in short sentences which are easy to follow. There are usually many action verbs which are in the present tense (beat, hold, twist, cut, mix). There are usually linking words in the text to do with time i.e. (first, then, when, next).

Procedure or instruction texts are very important in our lives. These instruction texts can be written or spoken. They tell us how something is done.

Method

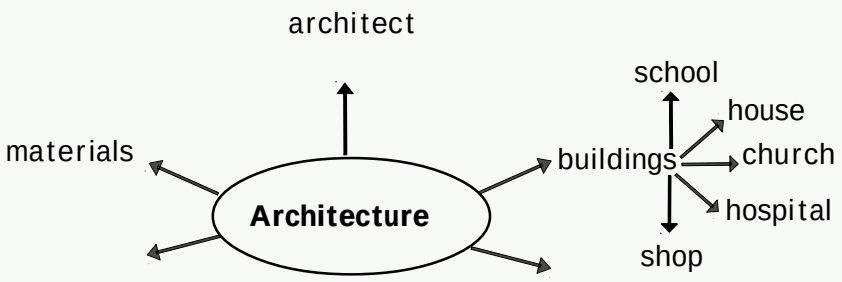
- Introduce the unit topic **Architecture**.
- Revise the features of a procedure text.
- Read over the key words for the reader text and make sure that pupils understand the meanings so that they will be able to understand the text.
- Read the text choosing different pupils to take turns to read a few sentences out loud.
- Discuss the pictures and the text.
- Re-read the text aloud while the class follow the reading in their books.

Teacher Led Activities

Discuss the word **architecture** with the class.

With the class build up a concept map on the blackboard to show what the pupils already know about **architecture**.

Here is an example of how your concept map could start:



1 Unit 12: Architecture

Tell the pupils that the text in their reader is a procedure text. Ask the pupils to tell you what a procedure text is. Build up the features of a procedure text on the board.

Discuss the types of procedure texts the pupils have already come across before and give some examples e.g. how to cook something (recipe), directions of how to get somewhere, how to make a new garden, how to make a rain gauge, how to make a cup of tea, how to make a canoe, how to play a game. You and the class will be able to come up with other examples.

Introduce the reading and read through the key words. Go through the meaning of the words and make sure the pupils can say them correctly. You could ask the pupils to use them in sentences.

Choose pupils to read out aloud. Keep stopping the reading and ask simple questions check for understanding. Talk about the text with the class. You could use questions like these to start your discussion.

- Why is it important to look at the land where you want to build?
- Why should the ground be firm?
- Why do you think it is important to have clean water nearby?
- If you want to build your house near the beach what do you think you have to be careful of?
- How could the weather affect where you plan to build?

If any pupils have helped to build a house or have seen a house being built, build on their information. Ask them where the house was. Ask them if they think it was a good place and ask them why they think that.

After your discussion read the text out aloud to the class. Ask them to follow the text in their readers as you read.

Syllabus link
K1, S10, S12

? 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)

Comprehension

Method

- Expand concept map on the blackboard.
- Build on the discussion after reading the text to check that all pupils have a good understanding of the text.
- Read the instructions in the Pupil's Book and complete one of the questions as an example.
- Read through the questions and let the pupils complete the task.

Teacher Led Activities

Refer back to the concept map on the blackboard. After the discussion and reading the text the pupils may come up with more information that could be added. This unit concept map on Architecture could be an on-going unit focus. Each day when you have read the new text you could build on it. It may be helpful if, at the end of the session today, you transfer the information onto a large piece of paper that you put up on the classroom wall and add to each day. However if you have plenty of blackboard space you could use that.

Ask some practice questions before the pupils complete the exercise on page109 of their Pupil's Book. Then answer the first question on the blackboard. Emphasise the use of complete sentences. Before the pupils start the exercise read through all the questions. Some of these are quite long and some pupils may have difficulty here.

Syllabus link
A2, K1

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

Language Study

Background Information

This is an activity, which asks the pupils to complete a sentence by adding a phrase. A phrase is a group of words without a verb. Some phrases do the same work as adverbs. They are called adverbial phrases. The pupils do not need to know this term. The phrase here tells you more about the verb. It does the same job as an adverb. It tells how, when or where something was done. The phrase will start with a preposition.

Here is the **Preposition Bank**, which is also in the Pupil's Book on page 108.

Preposition Bank

about	above	across	after	along	among
around	at	before	behind	below	beneath
beside	between	by	down	during	for
from	in	into	near	of	off
on	onto	out	outside	over	past
since	through	to	toward	under	underneath
until	up	with			

1 Unit 12: Architecture

Method

- Revise the use of adverbs in a sentence.
- Introduce the use of a group of words or a phrase, which does the same job as an adverb.
- Build up a word bank of prepositions on the blackboard.
- Introduce the exercise in the Pupil's Book and talk about what the pupils must do to complete their task.

Teacher Led Activities

Revise the use of adverbs by putting some simple examples on the blackboard and asking the pupils to point out the verb and the adverb in each one. You could use sentences like these.

For example:

The puppy **ate** his food **greedily**. How did the puppy eat? He ate greedily.

verb adverb

The choir **sang sweetly** at the concert. How did the choir sing? It sang sweetly.

Explain to the pupils that a group of words or a phrase can be used to tell you more about the verb. This group of words does the same job as an adverb.

For example:

Put some extra life jackets **in the canoe.**

Where will you put the life jackets? **In the canoe.**

Let's go and visit your uncle **in a few days time.**

When shall we go? **In a few days time.**

Top up the petrol tank **with the funnell** before you go.

How will you top up the tank? **With the funnell.**

Ask the pupils to look at the first word of each of these phrases. The words are 'on', 'in' and 'with'. The pupils should be able to recognise these words as prepositions. Write them up on the blackboard and see if you can build up a preposition word bank. Do not let the pupils look at the preposition bank in the Pupil's Book before you do this activity.

Introduce the exercise in the Pupil's Book by giving the pupils some practice completing sentences which tell you how, why or when something is done. Tell them they must use a phrase and that their phrase will start with a preposition.

I went to church _____ . (when?)

I went to church on Sunday.

I went to the football match _____. (how?)

I went to the football match by bus.

I made a new garden _____. (where?)

I made a new garden in my grandfather's village.

When you are sure all the pupils know what to do ask them to complete the exercise. Make sure that you mark all their work. The pupils will have come up with many answers. If some pupils are having difficulties, go around the class and help them as they work.

Syllabus link
K4, S13

? Do all the pupils understand the meaning of the term 'preposition' and use prepositions in adverbial phrases? (K11)

Spelling

Teacher Led Activities

Introduce the new spelling words by reading through them with the class. Pronounce each word clearly and correctly. Make sure that all pupils understand what the words mean. Here are the spelling words for this week.

huge	love
bridge	above
edge	stranger
below	cabbage
engine	able

You could ask the pupils to put the words into a sentence to check if they understand them. You could also ask the pupils to look up the meaning of some of the words in a dictionary.

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). Remember to check every pupil's lists. Many pupils will make copying mistakes.

The exercise in the Pupil's Book on page110 will help the pupils to use this week's spelling words by working out the clues. The clues are definitions of the words. Ask the pupils to copy out the meaning as well as the word.

Oral and Writing

Background Information

In this session the pupils will use the information from the reader text to assess the best site to build a house. The picture in the Pupil's Book on page 111 shows where four villages are located. The pupils are asked to look at the land, the resources available, the weather and climate as well as safety aspects for each village.

Method

- Organise the pupils into groups of 4 or 5.
- Read through the discussion pointers and the instructions with the class as a whole.
- In their groups the pupils will discuss the problems and work out the best solution.
- Each pupil will write a paragraph to explain why they have chosen A, B, C or D as their site. A class discussion based on their choices and reasons will finish off the lesson.

1 Unit 12: Architecture

Teacher Led Activities

Organise the pupils into groups of 4 or 5. Do not let the same pupils always work together. It is a good idea to regularly change the composition of groups. Mixed ability groups as well as boys and girls in the same group should be encouraged.

Read the information and instructions in the Pupil's Book before spliting into groups. The groups have to talk about all the different influences including land, resources, climate and safety before they come to an informed decision as to where to build their house. They have to weigh up all the information and decide which village site is the best.

As the pupils are discussing their problem go around the groups and listen to the pupils talking. This gives you a good opportunity to assess their oral skills. Do they all take part in the group discussion? Are some pupils taking the lead? Is everyone given a chance to say what they think? Are the pupils good listeners? All these things will help you when you are putting pupils into groups for group work. You should encourage and listen as well as take part in the group discussions.

After the group discussion ask the pupils to write a paragraph in their exercise books. They must choose one village A, B, C or D as a site to build their house. They must write down all the things they have considered to come to their decision. The pupils must explain the reasons for their choice. Remind the pupils they are writing about their own choice. Everyone in each group may not agree with each other.

A whole class group discussion would be a good way to finish off the lesson. Which village was chosen the most? What were the reasons given for the choice? Did all the pupils in each group agree? A class vote on the most popular village site would be interesting.

Syllabus link
A3, S6

? Can all the pupils discuss their ideas competently? (S7)

Reading and Discussion - How to Build a Leaf House

Background Information

This text is another procedure text. It is a practical step by step set of instructions of how to build a leaf house. The text shows its goal in the title. The title is followed by a list of necessary materials to complete the goal. Each step in the construction is clearly explained with a diagram to help the explanation.

Method

- Brainstorm on building leaf houses
- Discuss key words and introduce text
- Paired reading
- Shared reading
- Whole class discussion

Teacher Led Activities

Build on the pupils' knowledge and find out what they already know about building leaf houses. Remember that there are many different ways that leaf houses can be built. Your pupils may know different ways than the way described in the text. You could build up a word bank on the blackboard as the pupils tell you their information. Here are some words you could come across.

frame	**timber**	**saw**	**axe**	**bush knife**
bush rope	**weaving**	**coconut fronds**	**nails**	**string**
vines	**chopping**	**sago palm**	**betel nut**	**grass**

Ask the pupils to read the key words at the beginning of the text. Go through these with the class and make sure all the pupils understand what they mean and can say them correctly. Encourage the pupils to use a dictionary to check the meaning of some words.

Introduce the text by telling the class that this is another procedure text. Revise yesterday's list of features of a procedure text. Put the class into pairs. The pupils will work with a partner taking turns to read the text out aloud to each other. Tell them to talk about each diagram too. Select your pairs carefully. You could put a good reader with a weaker reader this time since this is their first reading of the text. Go around the class and listen to some of the pupils read. This is a good opportunity for you to assess their reading progress.

Bring the class together and read the text out aloud while the pupils follow. Discuss each step as you go to make sure the pupils understand the procedure.

Lead a whole class discussion. Here are some questions you could use to start.

- Do you think there is enough information in the text?
- Is there anything else you would need to know?
- Do you think there is too much information in the text?
- What do you think could be left out?
- Do you think you could follow these instructions if you had never built a leaf house before?
- Do the pictures help you to understand the text?

Syllabus link
A2, K1, S10

? Can all the pupils read and understand instructions and identify the sequence of steps? (S12)

2 Unit 12: Architecture

Comprehension

Background Information

The purpose of this activity is to give the pupils the chance to recap on some of the information in the text. In a practical activity the use of pictures makes the procedure easier to follow. This comprehension activity asks the pupils to label materials used in building a leaf house.

Method

- Oral recall of materials used
- Oral recall of sequence of steps in construction
- Pupils label diagram in Pupil's Book

Teacher Led Activities

Without looking back at the text, ask the pupils to remember what they would need to build a leaf house. Just ask them to remember the materials themselves not all the measurement details and numbers.

Now with the class build up a sequence of how a house is constructed on the board. Your list could begin like this.

1. Plan is marked out on the ground
2. Frame or skeleton of the walls is made
3. Roof timbers are put up
4. Roof is completed
5.
6.

When you have finished your sequence ask the pupils to compare the blackboard plan with the text. As a whole class activity edit the blackboard plan.

Look at the exercise in the Pupil's Book with the class. Make sure everyone understands what they have to do. Do not ask the pupils to draw the picture. This exercise could be marked in class.

Syllabus link
K1, S9, S10

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

Language Study

Background Information

A conjunction joins two single words or a group of words together. Here two sentences are joined to make one longer one. The two events in the sentences have happened in sequence. One sentence happening is dependant on the other having happened. We put **when** in front of the part that has happened first.

Method

- Work through examples as a whole class activity
- Pupils complete the exercise in the Pupil's Book page 115

Teacher Led Activities

Write up these examples on the blackboard.

1. Mother paid for the meat. Mother put the meat in her basket.
   Mother put the meat in her basket **when** she **had** paid for **it**.
   or **When** Mother **had** paid for the meat, **she** put **it** in her basket.

Explain that the two things happen in order. **When** is put in front of what happened first. The verb is changed to **had paid** because Mother had done that already. Notice that to make a better sentence the nouns are not repeated but replaced with pronouns. **Mother** becomes **she** and the meat becomes **it**.

2. It started to rain. Salome and Ruth went inside the house.
   Salome and Ruth went inside the house **when** it started to rain.
   or **When** it started to rain, Salome and Ruth went inside the house.

Go through the example in the Pupil's Book on page 116 too. When the pupils understand what to do ask them to complete the exercise.

Syllabus link
A2, S12

? Can all the pupils link two short sentences using 'when' to make a complex sentence which is easy to understand? (S7)

Handwriting

Method

- Encourage the pupils to copy the text using their best cursive handwriting.
- Tell the pupils to pay special attention to the **slope lines** which should all run the same way, the **letters** which should all be of equal size and the **spacing** between letters and words which should be the same throughout their work.
- Remind the pupils that they should be using cursive writing in all their work now.

2 Unit 12: Architecture

Oral and Writing

Background Information

The purpose of this session is to use the pupils' own experiences and compare these to the information they have learnt in today's text. Do you have a leaf house close to your school or at your school? A good way to start this session would be a visit to a leaf house.

Teacher Led Activities

Use the questions in the Pupil's Book on page 117 to compare a leaf house the pupils know with the one in the text. Read through the questions together.

Are They Alike?

After your class discussion ask the pupils to draw a sketch of a leaf house. If you have visited a leaf house ask the pupils to draw that. Ask them to annotate or label their drawing with information. In these notes ask the pupils to point out things which are similar and things which are different to the leaf house in the text. Remind the pupils that their notes do not need to be in sentences. Also remind them that when they label a diagram they should print neatly and not use a cursive script.

Ask the pupils to draft their notes first and then edit them before putting them around their sketch. These drawings would make a good classroom display.

Syllabus link
S8, S17,S19

? Are all the pupils aware of the value of talking about their own ideas in English before writing a first draft and again before writing an improved final draft? (A3)

Assessment Activity – Writing Sample

Background Information

During this unit, you will collect a writing sample from each pupil. This sample is a record of the pupils' writing abilities at this point in time. Try to collect samples of writing that cover a range of text types for each pupil during the year.

In this unit you could use the narrative text the pupils will write on Day 9 and 10.

Make sure that you date the sample and store it safely in your assessment file. Read each sample closely and make notes about each pupil's ability to spell, structure sentences, use grammar correctly, as well as their use of language and vocabulary.

Refer to the instructions on page 29 of this Teacher's Guide.

Suggested Activities for Writing Samples:

Days 3 and 4	My Dream - Paragraph about what pupils want to do when they grow up.
Day 5	Annotated diagram of a design for a house.
Days 9 and 10	Narrative Story based on a story starter.

Reading and Discussion - Architecture

Background Information

This text is a factual report, which gives information to the reader about architecture. The pupils have already studied two procedural texts which will serve as an introduction to the information in this report. The procedural texts dealt with topics which the pupils will have had some knowledge of already and they would be able to build on that knowledge.

Method

- Hold a discussion or brainstorming session to find out what pupils know about architecture 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

Introduce the text by a brainstorming session. Go through the text again one paragraph at a time and discuss the different areas of information that it covers:

1. Definition of **Architecture**
2. Types of architecture
3. Design for purpose
4. Choosing a site
5. Climate
6. Materials used and available
7. Safety features
8. Environmentally friendly
9. Conclusion

Talk about the **purpose** of a report, that is, to give information. You could make a list on the blackboard of all the new information that the report contains. Ask the pupils what new things they have found out by reading this report.

Syllabus link
A2, S1, S9

? Can all the pupils read a factual report and identify the main points? (S9)

Comprehension

Background Information

As well as asking questions about the text, comprehension exercises should also ask pupils' opinions about things. The pupils should try to think critically about what they have read. Pupils should be encouraged to give reasons for their opinions. They should also be able to listen to other pupil's opinions and accept that they may not always be the same as their own. Opinions are not right and wrong. The important thing is to be able to justify an opinion. This means give reasons for having that opinion.

3 Unit 12: Architecture

Method

- Discuss how your school is built and how this design relates to the purpose of the building.
- Talk about how your school is built to help keep it cool.
- Complete the exercise in the Pupil's Book.

Teacher Led Activities

With the class, write down on the board all the different parts that there are to your school e.g. classrooms, hall, head teacher's office, teachers' staffroom, library, store room, toilets, verandas, clinic, etc.

Each different room has a different purpose. Talk about what each room is used for. Ask the pupils if they had to add another room to their school what would it be? Why do they want to add that room?

Talk about how their classroom is designed to keep cool. Ask these questions

1. Does it have an overhanging roof to give shade?
2. Does the sun come into your classroom?
3. Does it have a roof made of natural materials to keep the room cool?
4. Is the classroom in a breezy place?
5. Are there lots of windows which open to allow the breeze in?
6. If your school has electricity, is there a ceiling fan?
7. What is the floor made of?
8. Does the floor help to keep the room cool?
9. How could you make your classroom cooler? What could you add or change?

Ask the pupils to complete the exercise in the Pupil's Book. The three questions asked cover the three topics discussed. The pupils should be well prepared to answer these questions in their exercise books.

Syllabus link
K1, S7

? Can all the pupils use a range of sentence types to answer questions? (S15)

Language Study

Background Information

In a sentence, the subject must agree in number with the verb. If the subject is singular then the verb must be singular. Pupils often find this confusing when a sentence is more complex. The purpose of this session is to give the pupils practice in identifying a subject in a sentence and then matching the verb.

Method

- Identify the subject in some sentence examples. Then look at the verb and match the subject with the verb in terms of number in each of the examples.
- Explain that the pupils are going to choose the correct word (verb) from the brackets to complete the sentences correctly.
- Ask the pupils complete the exercise on page 119 in the Pupil's Book.

Teacher Led Activities

Write up these examples on the blackboard.

1. Grandfather (lives, live) in the new house he (has, have) built.

   Tell the pupils they must first find the subject of the sentence. What is the sentence about?

   The subject is grandfather.

   Now decide if the subject is singular or plural.

   The subject is single.

   Now choose the verb.

   Grandfather **lives** in the new house he has just built.
2. Aunty Ruth and Uncle Sam (lives, live) in the new house they (has, have) built.

   Aunty Ruth and Uncle Sam **live** in the new house they **have** just built.
3. The timber posts (was, were) cut on the plantation.
4. The new houses in our village (is, are) built next to the stream.

When you think the pupils have had enough practice to understand this concept ask them to complete the activity on page120 of the Pupils Book in their exercise books.

Syllabus link
A1, K1, S13

? Can all pupils write sentences in which the subject and verb agree? (K8)

Spelling

Method

- Identify the words in the spelling list which have a **soft g** in them.
- Build up a word bank on the blackboard of other words which have the same **soft g** sound.
- Let the pupils complete the exercises in the Pupil's Book.

3 Unit 12: Architecture

Teacher Led Activities

Ask a pupil to say and spell the first word on their spelling list (huge). Write it on the board and underline the letter **g**. Ask the pupils to find other words in the list with the letter **g** in them which sound the same.

huge **bridge** **edge** **cabbage** **engine**

Ask the pupils if they can think of other words with a **g** in them where the g sounds different.

Here are some words they may come up with. Of course there are many more.

garden **gift** **egg** **sago** **grandmother**

Tell them that the **g** in the words in their spelling list is a **soft g** sound.

Can they think of more words which have a soft **g** in them? Build up a word bank on the blackboard. Here are some examples.

orange **savage** **energy** **imagine** **engineer** **judge**

gentle **sponge** **page** **cage** **stage** **ginger**

germ **dungeon** **charge** **manage** **change**
general

Read through the pupils' exercises together. The question on alphabetical order should be revision for the pupils. Ask the pupils to copy and complete the exercises in their exercise books.

Oral and Writing

Method

- Work in small groups to build up a list of occupations and the name of the person who has that occupation.
- Play a game of charades as a whole class activity.
- Ask the pupils to draft a paragraph describing what occupation they would like to have and why.

Teacher Led Activities

Put the pupils into groups of four. Read through the instructions in the Pupil's Book with the class. Go through the examples. Ask the groups to come up with a list of as many different jobs as they can think of and next to those write what that job is. You could set a time limit and tell the groups that it is a competition to see which group can think of the most examples. Bring the class together and build up a list on the blackboard. Let each group report back to the class as a whole. Here are some of the occupations you could come up with. You will be able to think of some more.

An athlete excels in outdoor games and sports.

An announcer introduces radio and television programmes.

A carpenter works in wood especially in building.

A chemist sells medicines, pills and ointments.

A dentist fills and pulls out teeth.

A detective investigates crimes.

A judge is an official being in charge in a court of law.

A journalist writes articles for newspapers and magazines.

A librarian is in charge of a library.

An optician makes and sells spectacles and tests eyesight.

A pilot takes ships into a harbour or controls an aeroplane.

A referee sees the rules are obeyed in football, boxing etc.

Play the Game – Charades

This is a game the whole class can play together.

Prepare a set of cards. Each card must have an occupation written on it. Here are some you could use.

doctor	nurse	teacher	pastor	taxi driver	pilot
chauffeur	policeman	florist	shopkeeper	optician	mother
dentist	father	chemist	gardener	referee	sailor
athlete	detective	carpenter	jockey	judge	soldier

Rules

Put the pupils in pairs.

Choose one pair to start. Let them choose one card from the pack. On the card they will see the name of an occupation. They must act out what that person does in front of the rest of the class. They are not allowed to speak. They must mime. For example if they pick the card which says **dentist** one of them must act the part of the dentist while the other one could act the part of a patient. If they choose **gardener** then both pupils can act out working in a garden.

The other pupils must guess the occupation. They must put up their hands when they think they know the answer. If they guess correctly it is then their turn to choose a card and act out another occupation.

My Dream

Ask the pupils to draft a paragraph describing what they would like to do when they grow up. They must give reasons for their choice. Here are some questions you could use to start them thinking about their dream

1. What would you like to do when you grow up?
2. Do you think it is likely that you will fulfil your wish?
3. What will you do to make it happen?
4. Where will you train to do your job?
5. Why do you want to do this job?
6. Do you know someone who does this job already so you could find out more about it?

Tell the pupils that they should complete the first draft in this lesson. They will complete their work tomorrow.

Syllabus link
S1, S14, S15

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

4 Unit 12: Architecture

Reading and Discussion - Traditional House Building in the Pacific

Background Information

The text today is a factual report which compares different types of traditional architecture in the Pacific region. The information is descriptive as well as represented in pictures. Diagrams and pictures are a good way of enriching written text.

Method

- Introduce the report and what it is about.
- Pupils read the text in small groups.
- Encourage the pupils to talk in their group about the meaning of words they do not understand.
- Help the pupils with the pronunciation and the meaning of the key words.
- Help pupils to make up sentences with the key words.
- Whole class discussion about the text.
- Read the text while the pupils follow it in their books.

Teacher Led Activities

Briefly introduce the text. Tell the pupils that they are going to read a report about houses in the Pacific region. Revise with the pupils what a report is.

Put the class into small groups of no more than five. Tell them to take turns in reading the text out aloud to each other. Tell them to read a paragraph each. Encourage them to help each other with difficult words. Tell the pupils that they will be able to work out the meaning of some words they do not know by reading them in the text. Other parts of the text will give them clues. Tell them they can also use a dictionary in their group to work out the meaning of some of the words. Encourage the pupils to talk about the pictures and describe what they see in their own words. While the class are doing this work with one of the groups. This guided reading activity will enable you to help individual pupils as well as give you a time to assess how each pupil in the group is progressing in reading. Remember to try and hear every one in your class read aloud at least once a week.

Bring the class back together and check that the pupils now understand the meaning of the key words. Make sure the pupils can say them correctly. Encourage the pupils to put the key words into sentences of their own. These words are difficult. The pupils will need your help here.

Discuss the text with the class. If you have a map of the Pacific put it up so that all the pupils can see it. Lead the discussion with questions like these:

1. How many different countries are mentioned in the text?
2. Can you find the countries on the map?
3. Look at the pictures. Which house do you like the best and why?

Finish off this part of the lesson by reading aloud the text to the whole class while they follow in their books. When you get to each picture, stop and choose a pupil to describe what they see.

Syllabus link
A2, S4, S8

? Can all the pupils read a comparative report and identify main ideas and relevant details? (S9)

Comprehension

Method

- Check understanding of the text by asking some questions orally.
- Compare the materials used and styles of architecture in different countries by building up a comparison chart.

Teacher Led Activities

Ask the pupils some questions about the text. These will follow on from your Reading and Discussion session. Try to ask questions which ask the pupils opinions. Get them to use the information in the text rather than just recall it. Here are some questions you could use.

1. Why do you think a chief's house is often different from other houses?
2. Materials are now imported into many countries. Why do you think materials found on the islands are also popular building materials?

Read through the questions in the Pupil's Book with the class. You could get the pupils to answer these orally too.

A good way to compare pieces of information is to put the information together on a chart. It is often easier to see a pattern then. It also makes it easier to make comparative statements.

Draw up the chart from the Pupil's Book on the blackboard. Explain to the pupils what they have to do. Refer back to the text with them and fill in some more information. The pupils could work in pairs for this activity. Ask them to complete the activity in their exercise books. Remind the pupils that they do not need to write in complete sentences, short notes will make comparisons easier to see. Go round the classroom and help any pupils who are having difficulties.

Syllabus link
K1, S4, S11

? Can all the pupils read a comparative report and quickly identiy the main ideas and relevant details? (S9)

Language Study

Background Information

There are two different activities today. You can choose which one you want your pupils to complete. The first is revision work on conjunctions. The second is vocabulary work looking at how the letter **e** changes the sound of other letters in a word.

Using conjunctions in sentences makes a simple sentence more interesting. The conjunction allows you to add more information. More practise is given in today's lesson to the use of these common conjunctions.

so **unless** **because** **when** **after** **although**

Method

- Ask the pupils to make up sentences using conjunctions.
- Revise the use of conjunctions by working through examples as a class activity.
- Let the pupils complete an individual activity from the Pupil's Book on page 124.

4 Unit 12: Architecture

Words and the Power of 'e'

- Look at examples of words where letters change their sound when an **e** is added.
- Let the pupils complete the exercise in the Pupil's Book.

Teacher Led Activities

Write the list of conjunctions on the blackboard. Ask the pupils to put each one into a sentence of their own. Write some of their examples on the blackboard.

Now write up these examples and ask the pupils to choose one of the conjunctions or joining words to complete each sentence.

1. He is a good runner _____ he is very short. (although)
2. We had to build a bigger house _____ my grandparents came to live with us. (because)
3. I couldn't find Stan ____ I went by myself. (so)
4. I love swimming _____ it is very hot. (when)
5. I am not going to the picnic _____ my best friend goes too. (unless)
6. I always play outside _____ I have done my homework. (after)

Read through the example in the Pupil's Book with the class. Tell them to complete the sentences in their exercise books. Make sure that you mark everyone's work.

Words and the Power of 'e'

Write up these words on the blackboard.

hat rat rag

Ask the pupils to read them out aloud. Now add an **e** to each word. Ask the pupils to read the new words. What do they notice about the letter 'a' in the word? The pupils should be able to tell you that the short **a** sound in hat is changed to a long **a** sound in hate. The same is true of rat and rate and rag and rage. Emphasise that adding **e** makes a different word with a different meaning and a different sound.

Ask the pupils to complete the exercise in the Pupil's Book. Here are some words they could come up with. You will be able to think of some more.

a		e		i		o		u	
fat	fate	her	here	kit	kite	hop	hope	cut	cute
rat	rate			dim	dime	do	doe	hug	huge
pan	pane			din	dine	ton	tone		
bar	bare			rip	ripe	to	toe		
at	ate								
scar	scare								

Syllabus link
K1, S3, S13

? Can all the pupils use conjunctions to link the main parts of a sentence? (K12)

Oral and Writing

My Dream

During this session, allow time for the pupils to finish editing, redrafting and writing out a good final copy of their paragraph **My Dream**. Tell the pupils to work in pairs to help edit each others' work.

When they have finished, allow each pupil to read their paragraph aloud to the class. Encourage the other pupils to listen carefully and ask questions about what they hear.

Syllabus link
S1, S14, S15

? Can all the pupils respond to questions by giving more information and explaining their ideas? (S4)

5 Unit 12: Architecture

Reading and Discussion – Church Buildings

Background Information

This text is a factual report. It describes and compares three church buildings in Solomon Islands. Although the three church buildings have the same purpose, that is a place of worship, they are different in size as well as in style and design.

Method

- Read the text together and discuss and compare the three buildings as you read with the pupils.
- Study the key words.
- Ask pupils to use them in good sentences.
- Revise report text features.

Teacher Led Activities

Use a shared reading approach to read through this text. Lead the whole class through the text. Stop after each paragraph and discuss the content as well as the vocabulary used. You could then ask a pupil to read the same paragraph aloud before you move on to the next part of the text.

Discuss the photographs too as you read about each building. Encourage the pupils to compare the buildings. As you come across words the pupils do not understand try to encourage the pupils to work out their meaning by looking at them in the context of the text. Point out the key words when you come across them.

Look at the key words again after you have read through the whole text. The pupils should now know what they mean. Make sure they can say them correctly. Ask the pupils to put these into sentences of their own.

Finally ask the pupils what kind of text this is. Make sure you have not told them beforehand. They should be very familiar with reports now. Ask them why they think this is a report. What features lead them to define this as a report? They should come up with these points.

- The purpose of this text is to give information about church buildings.
- It is written in the present tense.
- The language is descriptive but factual.

Syllabus link
A1, S7

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

Comprehension

Method

- Brainstorm session to talk about church buildings the pupils know.
- Ask some oral questions to check understanding of the text.
- Complete the concept map in the Pupil's Book.

Teacher Led Activities

Ask the pupils to describe a church that they know. You could write up notes on the blackboard as they speak. Relate their information to the type of information that is in the text they have read.

Ask some oral questions about the text to check their understanding. Here are some you could use.

- What is the purpose of a church?
- What would you expect to find in every Christian church?
- Why do you think the Cathedral in Honiara is so large?
- Where are you more likely to find a church made out of local materials?
- Which of the three churches described today would you like to visit and why?

With the whole class read through the instructions in the Pupil's Book as to how to complete the concept map. When the pupils understand what they have to do let them draw it out in their exercise books.

Syllabus link
S4, S9, S10

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

Language Study

Background Information

A word which shows the relationship between a noun, or a pronoun, and another word in a sentence is called a preposition. A preposition begins a phrase and almost always has a noun or pronoun after it.

Method

- Work through some examples with the whole class.
- Go through the instructions in the Pupil's Book, before the pupils complete the activity.

Teacher Led Activities

Remind the pupils that a word which shows the relationship between a noun, or a pronoun, and another word in a sentence is called a preposition. Write up these sentences on the blackboard. Ask pupils to come up to the board and underline the prepositions. Let the other pupils decide if the underlining is right or not. Here are some examples you can use. The prepositions have been highlighted for you.

1. Janet played **on** the beach.
2. The boy **near** me is fishing.
3. **In** the evening the fishermen **from** Marovo sat **by** the fire **for** many hours.
4. **At** the corner **near** the church we watched the owner **of** the store climb **on** the roof.
5. **Beneath** the tree the children **with** colourful flags danced **across** the grass **towards** the church.

Read through the instructions in the Pupil's Book with the class. Ask them to complete the exercise.

Answers:

1. before	2. from	3. of, of	4. of
5. through	6. for	7. beside	8. in

Syllabus link
S10, S13

? Can all the pupils use prepositions correctly in sentences? (K11)

5 Unit 12: Architecture

Spelling

Method

- Ask the pupils to say and spell the spelling words in pairs as revision.
- Read the instructions and explain the exercise to the pupils.
- Ask the pupils to complete the exercise in the Pupil's Book on page 127.

Teacher Led Activities

Today's exercise is an assessment activity. Let the pupils revise their spellings with a partner before you set them their task. Remember to assess how well the pupils have learnt their spellings every week. Keep a record for each pupil.

Today the pupils are given a clue and the answers are the spelling words. They have to arrange the letters in the brackets in the right order to get the right word. Set a time limit for the pupils to do this exercise. If they have learnt their spellings they should be able to do this exercise quickly. Do not ask the pupils to write out the clue. They need only number 1 – 10 and write the correct word by each number. Make sure the pupils work on their own.

Oral and Writing

Method

- Class discussion to recap over what the pupil's have learned this week.
- Work in pairs to design a house.
- Sketch and label their design and display for other pupils to see.
- Answer questions about the design they have chosen.

Teacher Led Activities

Ask the puipls to tell you what they have learned so far in this unit about designing houses. Write their ideas upon the board and encourage them to use some of the new vocabulary they have learned. Try to get them to think for themselves and explain their own ideas rather than just repeating information from the texts.

You could guide the discussion with questions such as:

- Why is planning important?
- What factors should an architect consider in designing a house?
- What makes a good architect?

Explain that, in today's lesson, pupils are going to work in pairs to design their own house. They must discuss their ideas, agree on a suitable design and draw a sketch of their house which should include a floor plan and a view of the outside.

Expain that a floor plan is like a map of the house showing the size and shape of the different rooms.

Tell the puipls to label their sketches clearly with details about the design such as what materials they will use and why they have chosen certain features of their design.

When they have finished, display all their designs around the class and allow time for all the pupils to look at the different designs. Allow time for pupils to ask each other questions about their designs and to explain why they have chosen them.

Syllabus link
S1, S14, S15

? Can all the pupils use appropriate vocabulary to label their designs? (S9)

Assessment Activity – Writing Sample

Make sure that you have planned to collect your writing samples from this unit.

Over the next few days you need to assess the samples using the checklist on page 29 and make a record of your judgment about the pupils' strengths and weakness.

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.

6 Unit 12: Architecture

Reading and Discussion - Modern or Traditional Houses? Which do You Prefer?

Background Information

Today's texts are exposition texts. The purpose of an exposition text is to express an opinion, to take a stand on a particular issue and justify it, or to convince the reader of a point of view or course of action. Pupils have already studied this genre in Unit 7 where they learned about the difference between fact and opinion, and practised using language to persuade and convince. They also wrote their own expository text in the form of a speech. In Unit 10 they studied a leaflet which was written to persuade people to take special action to prevent malaria. This too was an exposition text.

In this text two writers express their preference for traditional or modern houses. One writer prefers a traditional house while the other prefers a modern house. Both argue their case. This means they put forward all their reasons for making their choice. It is left for the reader to decide which writer has put forward the most convincing argument. Which one does the reader agree with?

Method

- Introduce the text.
- This text was written by two different writers. Discuss this.
- Discuss the pupils' opinions before they read the text.
- Revise the features of an exposition.
- Talk about the key words with the pupils.
- Read the text to the pupils as they follow in their books.
- Read the text again, this time choose different pupils take turns to read a paragraph each out aloud.

Teacher Led Activities

Introduce today's text by writing up the title **Modern or Traditional Houses? Which do You Prefer?** on the blackboard. Ask the pupils to predict what they think the text will be about. Lead on to explain that in fact this text has two writers. Can the pupils come up with a reason why this is the case? The pupils should be able to deduce that one writer thinks a traditional house is the best while the other writer prefers a modern house.

Ask the pupils which sort of house they prefer. Ask them to justify their opinion. This means give reasons for their opinion. You could take a vote and see which is the most popular house in your class. It would be interesting to take another vote when the pupils have read the text to see if any have been persuaded to change their opinion.

Revise the features of an exposition text by referring back to other ones they have read. Go through the key words. Make sure all the pupils understand what they mean and can say them correctly. Encourage the pupils to look the words up in a dictionary. Can they use the words in a sentence of their own? This would be a good way to check if they understand them.

Read the text to the class. Make sure the pupils follow in their books as you read. Allow the pupils to ask questions about the text. Ask them questions to check for understanding. Read the text through a second time this time choosing different pupils to read a paragraph each.

Syllabus link
S5, S8, S11

? Can all the pupils identify ways in which the style of this text is determined by its intended audience and purpose? (A2)

Comprehension

Method

- Get the pupils to recall each argument
- Discuss words used to compare things
- Compare traditional houses to modern ones

Teacher Led Activities

On the blackboard, draw two columns. Label one **Traditional House** and one **Modern House**. Ask the pupils to recall different reasons which were given for choosing each one. Build up the information on the blackboard.

Your columns could start something like this.

Traditional House	Modern House
cool in day	can screen it
warm at night	easy to clean
nice to look at	strong
made of local materials	waterproof

When your pupils have remembered as much as they can ask them to look back at the text. Tell them to read the text silently to themselves and put up their hands when they find something to add to the blackboard columns which has been left out.

Write up these words on the blackboard.

darker **cheaper** **more comfortable**

Ask the pupils to make up a sentence using these words.

For example

1. My bedroom is **darker** than yours.
2. The small window was **cheaper** than the big window.
3. Your house is **more comfortable** than mine.

Explain to the pupils that these words are used to compare two things.

In **1.** bedrooms are compared.

In **2.** the price of windows is compared.

In **3.** how comfortable the two houses are is compared.

Look at the exercise in the Pupil's Book with the pupils. There is a table of many words used to compare things. They are called **comparatives**. Read through the instructions of the exercise with the pupils. Read the example there too. Make sure all the pupils understand what they have to do before you set them the task.

Syllabus link
A4, S5, S13

? Can all the pupils correctly use comparatives in sentences both in speech and writing? (K3)

6 Unit 12: Architecture

Language Study

Background Information

With the pupils, you have been comparing different or opposite points of view. In this session words which are opposite in meaning are paired together. A word which is opposite in meaning to another word is called an antonym. The pupils do not need to know this technical language.

Method

- Revise the meaning of 'opposite'
- Go through the instructions for the task with the class
- Let the pupils complete the exercise

Answers:

1. love – hate	5. modern – traditional	9. night – day	13. cheap – expensive
2. ugly – beautiful	6. possible – impossible	10. noisy – quiet	14. often – seldom
3. sad – happy	7. broad – narrow	11. insecure – safe	15. wet – dry
4. easy – difficult	8. bright – gloomy	12. warm – cool	16. inside - outside

Syllabus link
K1

? Can all the pupils use a range of antonyms or words with opposite meanings? (K2)

Spelling

These are the spelling words for this week.

gone	these
morning	concrete
dog	snake
goes	those
fever	open

Method

- Say the words and ask the pupils to repeat them carefully.
- Use the words in sentences orally to check for understanding.
- Ask the pupils to copy the words carefully into their exercise books and remind them to learn the words each day for an assessment at the end of the week.
- Revise the spelling strategy **Look, Cover, Remember, Write, Check** (LCRWC).
- Ask the pupils to complete the missing words exercise in the Pupil's Book page 132.

Assessment Activity - Writing Sample

Make sure that you date the sample and store it safely in your assessment file. Read each sample closely and make notes about each pupil's ability to spell, structure sentences, use grammar correctly, as well as their use of language and vocabulary.

Refer to the instructions on pages 29 of this Teacher's Guide.

Oral and Writing

Background Information

A debate is a discussion where two opposing sides of an issue are discussed. Once pupils are familiar with how a formal debate is organised it becomes a very good way of getting them to put forward opinions and discuss them together.

A formal debate should be run by a chairperson. While the pupils are learning to debate the teacher would make a good chairperson. The issue to be debated is called the 'motion'. In this instance it could be 'We believe that traditional houses are better than modern houses'. Usually there are two people who speak 'for' the motion and two people who speak 'against' the motion.

The debate is then open to the 'floor' for anyone to ask questions of the speakers or put forward their opinions. The 'floor' is the audience or in a classroom the rest of the class. Then the audience votes 'for' or 'against' the motion. The pupils should be told that when they vote in a debate they should vote for the side that put forward the best argument. This may not necessarily be what their own opinion is. The art of debating is a very special skill. The pupils should be taught to be able to put up good arguments 'for' or 'against' any motion.

Method

Either

- a class debate **Traditional Houses Versus Modern Houses**

or

- Pupils make notes about which type of house they prefer
- Pupils discuss their choices and the reasons for them with a partner

Teacher Led Activities

Debate

You could organise a formal debate. You should choose the motion. The motion could be either 'We believe that traditional houses are better than modern houses'.

or 'We believe that modern houses are better than traditional houses'.

Write the motion you have chosen on the blackboard. Divide the class in half.

Tell one half of the class they are **for** the motion. This means they think the motion is true.

Tell the other half of the class that they are **against** the motion. This means that they disagree with the motion. They think it is not true. Tell them to think of reasons for their opinions. Let them make some notes of their reasons. Choose four pupils and conduct the debate as outlined in the Background Information.

Pupil's Book

The Pupil's Book sets out a discussion activity where pupils talk about their opinions in pairs. Go through the instructions with the pupils. When they are discussing their reasons with a partner go around the classroom and listen to the pupils talking. It may be best to pair pupils of similar ability in this instance.

Syllabus link
K6, S7

? Can all the pupils agree and disagree appropriately in different ways during one to one debates? (S6)

7 Unit 12: Architecture

Reading and Discussion – Unusual Modern Buildings

Background Information

This text is a report which looks at four buildings in Australia and New Zealand. These famous modern buildings are also well known for their special designs. They are all quite different to look at and have been built for different purposes.

Method

- Find out what the pupils already know about any of these buildings
- Group reading activity
- Whole class discussion about the text content
- Review report features
- Study and discuss the key words
- Read the text aloud to the class

Teacher Led Activities

Write the names of the four buildings on the blackboard. If you have a map, show the pupils where these buildings can be found. Ask the pupils if they have ever heard of any of them. If they have let them share with the class what they know. Tell the class that they are going to find out more about these buildings from today's text.

Put the pupils into small reading groups of five or six. Tell them to take turns in reading the text out aloud to each other. Let them read through the text twice. Tell them to look at the photographs and discuss these in their group too. As the pupils are taking part in this group reading activity it is a good opportunity for you to hear some of the pupil's read. Remember to record who you hear so you can make sure you hear everyone read regularly.

Bring the class together and discuss what they have learnt from the text. You could ask them some questions like these. You will be able to think of some more.

- What happens in the Sydney Opera House?
- What famous structure is near the Sydney Opera House?
- Where did the architect of the Sydney Opera House come from?
- What is the tallest structure in the southern half of the world?
- Why are some of the floors in The Sky Tower made of glass?
- What sports take place at the Sydney Football Stadium?
- What is The Beehive?
- What materials were used to build The Beehive?

Ask the pupils what kind of text this is. The pupils should be familiar with reports. This is a factual report since it gives information. It uses photographs to illustrate the information.

Go through the key words, after the pupils have read through the text. They should be able to work out what the words mean from the rest of the text. Pupils should be used to discussing words they do not know and using a dictionary to help them.

Read the text aloud to the class. Let the pupils follow in their books as you read.

Syllabus link
S1, S4, S12

? Are the pupils aware of the ways in which the form and style of a factual report is determned by the proposed audience and purpose? (A2)

Comprehension

Background Information

The use of a concept map enables the pupils to extract information from the text and present it in a different way. This activity gets the pupils to show their understanding of the text by mapping the information correctly. A completed concept map is also a useful tool from which the pupils can compare and summarise the information they have found out.

Method

- Discuss the framework of the concept map in the Pupil's Book on page 134.
- Let the pupils be guided by the questions to fill in the concept map

Teacher Led Activities

Put the pupils into pairs. For this activity try and put a more able pupil with a less able pupil. Both pupils should complete the concept map in their exercise books.

Talk about the framework which has been drawn in the Pupil's Book with the class. Read through the questions which are written to guide the pupils. You could answer these orally for one of the buildings as an example. Remind the pupils they need only write short notes in the boxes. When the pupils understand what to do let them complete the activity. When you have finished you could mark this exercise as a whole class, building up the concept map on the blackboard.

Syllabus link
A4, S9, S11

? Can all the pupils select and read materials which are of interest to them? (S13)

Language Study

Background Information

A **simile** is a comparison between two things, using **like** or **as**. It compares two things because they are similar in some particular way. They may be completely different in others. It is a statement that says one thing is like another.

For example: The man was **as strong as a horse**.

As strong as a horse is a simile. The man and the horse are totally different but they both have something in common, that is strength.

Method

- Introduce similes by looking at examples.
- Let the pupils make up some similes of their own.
- Use similes when looking at today's text.
- Become familiar with similes that are often used.

Unit 12: Architecture

Teacher Led Activities

Write up the example 'The man was as strong as a horse' on the blackboard.

Explain to the pupils how the man is compared to the horse. Point out the use of the words **as** and **like** which are used to compare the two. Tell them that this kind of comparison is called a simile.

Write up some more examples on the blackboard. Can the pupils explain the simile? Here are some you could use.

- My baby sister is as light as a feather.
- The house was as clean as a new pin.
- My grandfather is as old as the hills.
- He held the flagpole as steady as a rock.

Ask the pupils to try and make up some similes of their own. Let them think about things around them or people they know and see if they can come up with a simile. Write these up on the blackboard.

For example:

The floor was as slippery as a wet fish.

The cupboard was as empty as a hollow tree.

My friend ran as quickly as lightning.

He was as noisy as a parrot.

Read through the instructions for Activity A in the Pupil's Book with the class. This uses **like** to compare the buildings to something. Activity B uses similes which are common in the English language. The pupils are likely to come across these in their reading. When they know some of these similes they are also very useful for the pupils to use in their own writing. Ask the pupils to complete both these exercises. They may need extra help to complete Activity B since some of these may not be familiar to them. Explaining these similes would be a good oral whole class activity.

Answers

1. as cool as a cucumber	2. as dead as a doornail	3. as good as gold
4. as quick as lightning	5. as steady as a rock	6. as thick as thieves
7. as sweet as honey	8. as hard as nails	9. as poor as a church mouse
10. as busy as a bee		

Syllabus link
A2, S9, S13

? Can all the pupils understand similes used to compare or liken something to something else? (K1)

Handwriting

Teacher Led Activities

Choose a few joins which your pupils still have difficulty with 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 slope lines run the same way
- their letters are equal in size
- their spacing between letters and words are equal

Read through the handwriting passage with the class. Can the pupils retell what the passage is about in their own words?

Ask the pupils to read the instructions in their book. Ask them to copy the passage into their exercise books in their best cursive writing. Check each pupil's work.

Oral and Writing

Background Information

Writing poetry is a specialised skill. There are many strategies you can introduce to your pupils to encourage them to create a poem. Their written work should still be drafted, edited and a final good copy written out. The pupils will read a short poem today. They will use the style of the poem as a template to write a poem as a whole class activity. By doing this as a whole class activity the pupils will go through the process of creating a piece of writing and producing a final copy.

Method

- Read and discuss **The Egg in the Nest**.
- The poem is made into a song.
- A poem using the same style is written as a whole class activity.

Teacher Led Activities

Read through the poem with the class. When you have read it through once choose different pupils to read it out aloud. You could do this two or three times.

The Egg in the Nest

The egg was in the nest,
The nest was on the twig,
The twig was on the bough,
The bough was on the tree,
The tree was in the wood,
And the green grass grew all around, all around,
And the green grass grew all around.
Anon

Ask the pupils to tell you what the poem is about in their own words. Can they see a pattern to how the lines are written? They should be able to see that the last word in each line is then used to start the next line and so on. They should also notice that the two lines at the end are different. One line is written and then it is repeated.

Put the pupils in pairs and tell them to read the poem out aloud to each other.

Tell them to try to put a tune to their poem and sing it as a song.

Write a poem as a whole class activity. Talk about different animals and where they live choose one and then ask the pupils for suggestions to build up the lines. Write the poem up on the board as you develop the lines. Finish the poem with the same two lines as in **The Egg in the Nest**. Ask the pupils to come up with a title. Tell them to notice where **The Egg in the Nest** title comes from.

Here is another example.

The Lion in the Den

The lion was in the den,
The den was in a cave,
The cave was in a rock,
The rock was in the jungle,
The jungle was in Africa,
And the green grass grew all around, all around,
And the green grass grew all around.
by Ewa

When your class poem is finished edit it with the whole class. This is a good opportunity for you to teach the editing process. Look at improvements that could be made by looking at the vocabulary used, spelling, grammar and punctuation. When this has all been done ask the pupils to copy the poem into their exercise books in their best cursive handwriting.

Syllabus link
A4, S14, S10

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

Reading and Discussion - Jean-Marie Tjibaou Cultural Centre

Background Information

This text is a report. It is about the Cultural Centre in New Caledonia. New Caledonia is colonised by the French. The French have governed there since 1853. The report describes how modern building design can reflect traditional design. This successful building was designed to bring together both French and Kanak cultures. If possible have a map ready to show the pupils where New Caledonia is located. The pupils should know what a Cultural Centre is before they read the text. Explain that this is where artefacts, handicrafts and art are often displayed. Books about the country and culture are likely to be found there. This is a place where cultural activities take place. These might include entertainment, skills workshops and meetings.

Method

- Discuss what a cultural centre is
- Look at the meaning and pronunciation of the key words
- Shared reading activity
- Discussion about the content of the report
- Paired reading activity

Teacher Led Activities

Introduce the text by talking about Cultural Centres. There is a Cultural Centre and Art Gallery in Honiara. Some pupils may have visited there. Talk about what you would expect to find at a Cultural Centre and what kinds of activities might take place there.

Go through the key words at the beginning of the text. Make sure all the pupils can say the words correctly. Use a dictionary for the pupils to find out the meaning of any words they do not know. Ask the pupils to make up sentences containing the key words and phrases to check for understanding. You could write some of their sentences up on the blackboard.

Read through the text as a shared reading activity. Lead the class and stop and discuss the text as you go. Ask questions about each paragraph which require the pupils to recall the facts. You could repeat each part of the text you have just read by asking a pupil to read it out aloud after you.

When you have read the text through ask some questions which require the pupils to look back at the whole text again. Here are some you could use.

- Who was Jean-Marie Tjibaou?
- What happened to him?
- Where did the architect come from?
- What do the cone shaped structures represent?
- Why are the cones arranged in three groups?
- What does this building look like from a distance?
- Why was this building designed and built?

After your discussion let the pupils read the text once more. Put them into pairs and let them read aloud to each other. Listen to some of the pupils read in this time.

Syllabus link
A4, S4, S8

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

8 Unit 12: Architecture

Comprehension

Background Information

There are two exercises in the Pupil's Book to use as comprehension activities. You can decide if your pupils do one or both of the exercises.

In the first, the pupils read statements and decide if the statements are **true** or **false**. In order to answer correctly the pupils must be able to read the statements and they must have understood both the statements and the text.

In the second exercise the pupils are asked to link words together by putting them in a sentence. In order to link them correctly they must have understood how they fitted into the text.

Method

Exercise A

- Read through the statements. Do this to make sure the pupils can read them correctly.
  Don't tell them if the statements are true or false.
- Let the pupils complete the exercise in their exercise books.

Exercise B

- Read and work through the example.
- Let the pupils complete the exercise in their exercise books.

Teacher Led Activities

You could run this session in groups. Some groups could do Exercise A and some Exercise B and then they could change over.

If you have pupils of the same ability in each group it gives you a chance to work with the groups in turn. Your more able pupils may not need your help in working through Exercise A and they could do this on their own. You could sit with a less able group and lead them through the exercise.

Because the pupils are working in groups this does not mean they should be helping each other. They can be in a working group but do their work individually.

Syllabus link
S11

? Can all the pupils select and read materials which are of interest to them? (S13)

Language Study

Background Information

Idioms are short phrases which mean something quite different from what might be expected. The use of idioms in pupils writing will shows that they have a working knowledge of English. It also makes their creative writing more interesting and descriptive.

Method

- Introduce some examples of idioms and explain what they mean.
- Let the pupils complete Activity A.
- Work through Activity B as a class activity.

Teacher Led Activities

Write these sentences on the blackboard.

- Alison was **over the moon** about passing her exam.
- The dancers in the concert **brought the house down**.
- I **got into hot water** over my homework.
- Sam was **a wet blanket** at the party.
- Karina said I took her book but I told her she was **barking up the wrong tree.**

Underline the idiom in each. Work with the pupils to get them to explain what the idioms mean. When you have been through them all let them complete Activity A in the Pupil's Book. Tell the pupils to choose an idiom from their list and draw a sketch to illustrate it.

Work through these idioms as a class.

1. To **hit the nail on the head** means to get straight to the point.
2. To have **a bee in your bonnet** means to have a crazy idea which you go on and on about.
3. To **put all your cards on the table** means tell everything you know about something.
4. To **live from hand to mouth** means to live only for today and not plan for tomorrow.
5. To **blow your own trumpet** means to boast about yourself.
7. To see things **through rose-coloured glasses** means to only see the good side of something.
8. To **smell a rat** means to be suspicious.

When you have completed them talk about what they mean and put them into sentences. There is a short exercise in the Pupil's Book that the pupils can complete.

Syllabus link
K12, S12, S15

? Can all the pupils recognise and understand idioms in everyday speech? (K1)

Spelling

Teacher Led Activities

Read through this week's spelling list. 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 pupil to give the meaning of the word. Now ask another pupil to use the same word in a sentence. Do this until you have been through the whole list.

Ask the pupils to find words in the list which have a hard **g** sound in them.

There are three all together. Can the pupils think of more words which have this same hard **g** in them? Do not write their suggestions on the blackboard since this will be part of their exercise in the Pupil's Book. Read through the instructions in the Pupil's Book with the class and ask the pupils to complete the activity.

8 Unit 12: Architecture

Oral and Writing

Background Information

Drawing is a good way of getting pupils to transfer information from one form to another. This activity asks the pupils to use factual information they have gained from the text and then to use their imagination in putting it onto a plan. They have a framework. They have ten round buildings grouped in three areas. They know the Cultural Centre must house a museum, an art gallery and an area for cultural activities. They do not know the fine details of what other things there could be there. This is where they can talk with a partner, make sensible suggestions and add them to their plan.

Method

- Introduce the task and revise with the pupils how to draw a plan.
- Draft the plan with a partner
- Edit the plan
- Make a good final copy

Teacher Led Activities

Read the instructions in the Puils Book on page 142 together.

Now ask the pupils what they already know about the building. Look at the text again. Tell the pupils to draw the circles for the ten buildings which make up the Centre first. Tell them to group them correctly. Now they are ready to annotate their plan and decide what each building is used for.

In the Pupil's Book there are some questions to guide them.

Tell the pupils to check their draft when they have finished it. They should look at spelling, information, the notes they have made as well as punctuation and grammar. When you have edited their plan tell them to make a good final copy. These plans would make a good display in your classroom.

Syllabus link
S1, S13, S15

? Can all the pupils choose appropriate vocabulary to label diagrams and complete charts, posters and maps? (S19)

Reading and Discussion – The Pineapple House

Background Information

This text is a report. It could also be described as a historical recount. Sometimes these genres blend into each other. This actually happened. It gives information like a report but it also has a sequence of events as in a recount.

Pineapples do not grow in Scotland. It is much too cold. This sign of putting out a pineapple could only be done by someone who had brought the pineapple back from far away. It proved that the sailor had visited a tropical place.

Method

- Introduce the pupils to the text.
- Make sure the pupils are familiar with the key words.
- Pupils read out aloud to the whole class.
- Discuss the content of the text.

Teacher Led Activities

Write the title **The Pineapple House** on the blackboard and let the pupils guess what they think today's text will be about. Guessing or predicting is a good way to try and get pupils to think imaginatively. The title is used to give them a clue or to stimulate their imagination.

Lead the class through the key words. Get the pupils to practise pronouncing the words correctly and encourage them to use some of the words in their own sentences. Ask them to find the meanings of the words they do not understand by using a dictionary. Make sure that all the pupils understand what the key words mean.

Choose pupils to read paragraphs of the text aloud. You could read it through twice like this. Reading to the whole class makes pupils become more confident in speaking out in front of the whole class.

Discuss the content of the text by asking questions such as these.

- Where did Lord Dunmore come back from?
- What was he doing there?
- Why did Lord Dunmore put a pineapple on the roof of his house?
- Was it a real pineapple?
- Why do you think people go and visit the Pineapple House?

Syllabus link
A2, S4, S8

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

9 Unit 12: Architecture

Comprehension

Background Information

By answering questions after reading a text, pupils develop a better understanding about what they have read. The purpose of this activity is to teach the pupils how to answer correctly. This will be done by working through a set of questions orally as a whole class activity.

Method

- Answer the questions in the Pupil's Book as a whole class activity.

Teacher Led Activities

Look at the questions in the Pupil's Book with the whole class. Go through the questions one at a time. Ask the pupils to answer the questions orally. Write up the first answer you get on the blackboard. Ask the opinion of the other pupils.

- Is this answer correct?
- Can this answer be improved?
- Is it a complete sentence?
- Is the grammar, spelling and punctuation correct?

When you have edited the answer go on to the next question. Make sure you choose different pupils each time. Make sure all pupils take part. Talk about each of the answers and help the pupils construct good answers to the questions. In this way you are teaching them how to answer questions.

Syllabus link
A1, S11

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

Language Study

Background Information

An interesting sentence is usually descriptive. A good sentence in a piece of writing builds on the previous sentences and keeps the pace of the text going. One way to create good sentences is to expand, or add to them during editing. The purpose of this session is to teach the pupils how to expand their simple sentences to make them more interesting.

Method

- Work through an example with the pupils.
- Give guidelines for a step by step process.
- Pupils expand simple sentences based on today's text.

Teacher Led Activities

On the blackboard write this simple sentence.

The house was built.

This is a complete sentence. The word **house** is the noun, and the verb **was built** shows the action. However, this sentence can be changed into a very interesting, detailed sentence. Here are some guidelines.

1. **Describe the house.**

   The **two-storey** house was built.

2. **Describe when the house was built.**

   Last year the two-storey house was built.

3. **Describe where the house was built.**

   Last year the two-storey house was built **in Honiara**.

4. **Describe how the house was built.**

   Last year the two-storey house was built **very quickly** in Honiara.

Tell the pupils to look at the simple sentences in the Pupil's Book page 143. They are all about today's text. Ask the pupils to work on each sentence and make it as interesting as possible. They can look back at the text for ideas. Tell them to build up their sentences and then write their complete expanded sentence in their exercise books.

Syllabus link
A4, K12

? Can all the pupils build up an interesting sentence? (S15)

Oral and Writing

Background Information

The pupils are set the task of writing a story. They are given two story starters which set the scene. They are asked to write about what happens next and then a conclusion. The story starter information must be incorporated in their story too. Pupils must be taught the writing process. In this session they are given some ideas to start them off. They must then use their imagination to plan the next part of their story. They will write the plan out in note form. They will then write the first draft of their story. Here are the story starters.

Method

- Read through the story starters with the pupils.
- Talk about the writing process and explain their task today.
- Pupils write a plan, notes and the first draft of their story.

9 Unit 12: Architecture

Teacher Led Activities

Tell the pupils they are going to write a story. Read through the story starters with the class. The pupils must choose one of the story starters to work on. Tell them they should write plan of what happens next in their story. Tell them to make notes of their ideas. When they have a plan developed tell them to draft their story. The beginning of their story is planned out in the story starter. They must write this first. Remind them to write in full sentences. They must use all the information which is in the story starter. They can add to this if they want to.

Tell the pupils that by the end of this session the first draft of their story should be complete. Give the pupils some idea of how much time they have.

Syllabus link
A3, S7, S15

? Can all the pupils use a talk-draft-talk-redraft process for writing longer texts? (S17)

Reading and Discussion – The Three Little Pigs

Background Information

This text is a narrative. There is a setting, a complication and then an ending when the complication is sorted out. There are characters in it. In this case the characters are three pigs, their mother and a dog. The narrative is written in the past tense. This is a traditional fairy story which has been slightly modified to be more relevant in Solomon Islands. A fairy story is like a custom story. In the original story the dog is a wolf and it does not take place in Makira. The ending of the story also varies. In some versions the wolf climbs down the chimney of the third little pig's house and falls into a big pot of food which is cooking on the fire. That is the end of him. The purpose of a story is to entertain the reader. This story is specially written for children.

Method

- Introduce the story.
- Read the story as a whole class activity with pupils taking the parts of the characters.
- Revise the key words.
- Revise the features of a story or narrative text by looking at the story.

Teacher Led Activities

Tell the pupils that they are going to read a traditional fairy story. The pupils may already know this story. Tell them there is a lot of **direct speech** in the story. Remind them that direct speech means the actual words which were spoken.

Explain to the class that you are going to read this story in a special way. Write up the characters on the blackboard. Remind the pupils the meaning of the word **characters.** The characters are mother pig, first pig, second pig, third pig and a dog. Give five pupils those parts and tell them they must read and act what happens in the story. Tell the pupils you are going to be the narrator. This means you will read all the parts in between.

Make enough room at the front of your classroom. Make sure all the other pupils can see well. Tell the pupils who have not been chosen the first time they must listen carefully because they are going to read the story through two or three times with different pupils playing the different roles, including the narrator.

Read through the story. Encourage the pupils to act as well as to read their part. As they become familiar with the story the second and third time through the acting should improve. Try to get as many pupils as possible to be involved. Let a pupil read the narrator's part too after you have done it the first time.

Revise the key words and any other words that the pupils do not understand. You will have explained some of these as you read through the story. The pupils will need to know what they mean to act them out.

Ask the pupils some questions to revise the features of a narrative text. Here are some you could use.

- Who are the characters in the story?
- Who is your favourite character and why?
- Where is this story set?
- Can you explain what happened to the first little pig in your own words?

- Which do you think is the cleverest pig and why?
- Did all the little pigs listen to their mother's advice?
- What happens to the dog in the end?
- What happens to the third little pig?

Syllabus link
A2, S2, S4

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

Comprehension

Background Information

A cloze procedure is a good way to check if the pupils have understood the text. Usually a cloze exercise is where a paragraph is taken from the text and a word is missed out every few words. So every seventh word say, in the text is missed out. The pupils have to put in an appropriate word to keep the sense of the text. As long as the word is grammatically correct and has the same meaning as the one in the text that word is correct. The pupils should not look back at the text when they do this exercise.

Method

- Talk about a summary.
- Explain how to complete the activity in the Pupil's Book on page 146.
- Let the pupils complete the activity individually

Teacher Led Activities

Write the word **summary** on the blackboard. Ask if any pupils know what a summary is. Explain that a summary is a short version of a text. It must contain all the key points and have the same meaning.

Go through the instructions in the Pupil's Book on page 146. Explain what the pupils have to do to the class. This would be a good exercise for the pupils to do without looking back at their story. It will give you an assessment of their comprehension. If they can complete it all correctly they must have and be able to read this exercise and have understood the text in the Reading and Discussion session. Make sure that you mark the pupils' work. This could be marked as a whole class activity. Do not ask the pupils to copy out the whole exercise. They only need to write the numbers and the correct word alongside each number in their exercise book.

Syllabus link
K1, S4, S12

? Can all the pupils complete the cloze passage by finding relevant information in the text? (S11)

Language Study

Background Information

Verbs have what is called a **voice.** Verbs may be **active** voice or **passive** voice.

The two different voices allow the same idea to be expressed two different ways.

For example:

The big bad dog	**ate**	**the pigs.**
the doer of the action **(subject)**	ate is in the **active voice**	the things acted upon **(object)**

The pigs	**were eaten**	**by the big bad dog.**
the things acted upon **(object)**	was eaten is in the **passive voice**	the doer of the action **(subject)**

Sentences can be written in different ways without changing the meaning.

The pupils do not need to know all these technical terms.

Method

- Teach the pupils to rewrite sentences by working through examples.
- Let the pupils work through the exercise in the Pupil's Book on page 147.

Teacher Led Activities

Write up the sentences from the Background Information on the blackboard. Go through these explaining how they can be written in a different way. You will be able to think of some more examples.

Ask the pupils to complete the exercise in the Pupil's Book on page 147.

Answers

1. The pigs were eaten by the big bad dog.
2. The leaf house was blown down by the dog.
3. Bricks were made from cement by the third little pig.
4. The exhausted dog limped home.
5. The dog's favourite breakfast food was pork.
6. The door was opened by the third pig on a beautiful day.

Syllabus link
A4, S13

? Can all the pupils use a range of sentence types which are clear and concise? (S15)

10 Unit 12: Architecture

Spelling

The words which the pupils have been learning this week need to be assessed. The exercise in the Pupil's Book could be used as an assessment activity. Remember to make sure the pupils do their work on their own. Mark their work and record the scores.

Oral and Writing

Background Information

Editing and improving a piece of writing is an important skill to learn. It is part of the writing process and the pupils should be taught how to do this and be given enough time to do it. Working with a partner is a good way to edit. The pupils can edit each other's work. In this session the pupils will work on their draft. By the end of the lesson they will have produced a final copy of their story.

Method

- Discuss the editing process with the class.
- Give the pupils a checklist for editing
- Let the pupils work in pairs to edit their work
- After editing their stories each pupil will write out a good final copy.

Teacher Led Activities

Tell the pupils that they will be working on the story draft they wrote last lesson. Tell the pupils that they are going to work in pairs to edit their stories. Guidelines for things they should check are included in the Pupils Book on page 148.

Encourage the pupils to read their draft out loud to their partner. Tell them to discuss the stories. Tell them to come up with ideas to improve them. Remind the pupils they can use a dictionary to check their spellings. While the pupils are editing their work go around the pairs and help them. If they are not able to find words they need in the dictionary help them to spell the words correctly.

Tell the pupils that their story must be completed today. Tell them a good final copy must be written out in cursive script. After the pupils have finished their stories you could ask some of them to read them out to the whole class. This would be a good piece of writing to have for your assessment file.

Follow-up Activity

There is an extra text in the reader. This is the story of the Three Little Pigs with a twist. It is written from the dog's side. Get the pupil's to work in small groups of four or five. Ask them to take turns in reading paragraphs aloud. Tell them to talk about the text in their group.

Which version of the same story do they believe? What do they think really happened? Which is most likely? Why do they have these opinions?

Syllabus link
A3, S7, S15

? Can all the pupils use a talk-draft-talk-redraft process for writing longer texts? (S17)

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 and made a record of your analysis in your assessment 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?

Reading and Discussion - The Foolish Chief

Background Information

This unit is about settlers. In this unit, pupils learn about the settlement of some areas of Solomon Islands and other Pacific Island nations. Most unit activities deal with settlement of different groups of people in Solomon Islands. Pupils will also explore the problems that sometimes arise when people of different cultures live together in one community.

This unit focuses on the narrative genre. Pupils are familiar with the structure and features of this genre. Narratives are made up stories that include novels, legends and traditional tales. Remember that a narrative is usually:

- imaginative;
- written in the past tense;
- about people or animal characters;
- about a series of events.

In this unit, pupils will reinforce their knowledge of the structure of both narrative and report texts and be able to apply their knowledge to writing activities.

As well as narrative texts, the pupils will look at other genres including reports and recounts. It is important that pupils understand the structure of different text types and are able to use them in their own writing activities.

The reader for this unit is a narrative called 'The Foolish Chief'. In this story, the chief tries to make decisions about the best place for his people to settle together and build one large village. The chief makes a number of poor choices and finally the people go back to live in their small scattered villages.

In pre-reading discussion ask the pupils to make predictions about what events may occur in 'The Foolish Chief'. Predicting means making sensible guesses about what might be in the text. Making predictions about a text helps pupils become more active readers. It catches their attention and makes them take part and think about what happens next.

After reading the narrative, pupils will be asked to think about what they thought would happen. In this way pupils will look more closely at what happens in the story.

Method

- Introduce the topic for Unit 13, Settlers.
- Ask questions to see what the pupils know about the topic before reading the story.
- Ask the pupils to follow as you and some pupils read the text aloud to the class.
- Stop during the first read through and ask the pupils to predict what will happen next.
- Go through the key words with the pupils.
- Talk about the text.
- Revise the features of a narrative, such as characters, tenses, language features, style, etc.
- Allow the pupils time to read the text.
- Lead a discussion about the main events in the narrative. Encourage pupils to give their opinions and also to listen to the opinions of others.

1 Unit 13: Settlers

Teacher Led Activities

Introduce the reading by asking the pupils what they know about the role of chief of a village or island. List the tasks that a chief might do in a community on the blackboard. Write the title of the narrative on the blackboard and ask the pupils to predict what the story will be about.

Explain that across Solomon Islands there are different kinds of chiefs who have different roles. Tell pupils that in some provinces a female can become chief and head of a tribe while in some provinces, only males can become chief.

Read the story aloud to the class while they follow in their readers. You could ask some pupils to read a paragraph aloud too. Stop sometimes and ask the pupils what they think will happen next. This is a prediction.

Lead pupils through the key words and ask them to find the words in the text. Make sure that the pupils can say all these words correctly. Make sure that they understand what all the key words mean. Are there any other words in the text which the pupils do not know?

Discussion after Reading the Text

Lead a discussion about the story after reading it through. This will help to improve pupils' comprehension. Discuss their predictions. Were their predictions correct? Review the basic elements of a narrative. Discuss each of these in relation to 'The Foolish Chief':

- **Plot** – what the story is about, the events that happen in the story;
- **Characters** -the people in the story;
- **Setting** – where the narrative takes place;
- **Conflict** – the problem that must be overcome or resolved;
- **Theme** – the message of the narrative;
- **Style** – the language, imagery, vivid verbs, strong sentences, dialogue and point of view that makes each author unique (special, different from others, a 'one off').

Ask the pupils to read through the story again with a partner. Let them take turns to read aloud paragraph at a time to each other. This is a good opportunity for you to go round the class and hear pupils read. Remember to record who you hear.

Discuss the sequence of events in the story with the whole class. Show pupils how some phrases are used to link events in the story. These tell us when things happened and help us to understand the sequence of the story. Here are some examples:

As time passed …

It wasn't long …

So, once again …

Pretty soon …

Encourage all the pupils to take part in the discussion. While you are discussing the text make sure again that all the pupils understand the key words. You could ask them to use the key words in sentences.

Syllabus link
K12, S3

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

Comprehension

Background Information

One way to help the pupils understand what they read is to deconstruct, or take apart) different parts of the text and identify main ideas and relevant details from the story. In this activity, the pupils are going to read through the story again and find the problems that the village people came across as they moved from one place to another.

Method

- Read the text again with the class. Ask individual pupils to read a paragraph.
- Read through the instructions in the Pupil's Book.
- Explain that pupils will copy the table from the Pupil's Book and complete the missing information in the table.
- Read through the example with the pupils and ask them to complete the activity in their exercise books.

Syllabus link
K1

? Can all the pupils use a range of skills to identify relevant details of a story without assistance? (S9)

Language Study

Background Information

This is an activity to help pupils understand the correct articles for countable and uncountable nouns. In this activity, pupils are asked to choose either a countable or uncountable noun or the correct article for countable or uncountable nouns to complete a sentence.

Before the pupils begin the activity, it is important that they understand and know the difference between countable and uncountable nouns as well and their correct articles. Some articles like **some** can be used by either countable or uncountable nouns.

1. Go and get **some** coconuts ('coconuts' is a countable noun)
2. Go and get **some** water ('water' is an uncountable noun)

However there are some articles that cannot be used with uncountable nouns.

Countable nouns are things, people and animals that we can count and they have a plural.

For example: coconut, bird, stone

Countable nouns use articles such as: **those, these, a, an** and **many**

Uncountable nouns are things like water, milk, butter, sand, sugar that we cannot count. They do not have a plural form and do not use **a** or **an**.

Uncountable nouns cannot use the articles: **those, these, a, an** or **many**

They use only articles such as **some, much** and **any**.

1 Unit 13: Settlers

Method

- Remind pupils of the meaning of countable and uncountable nouns and their correct articles.
- Read the instructions in the Pupil's Book and explain the activity.
- 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

Talk through the examples in the Background Information with the pupils. Use the examples in sentences. Allow the pupils to give other examples of countable and uncountable nouns and use them in sentences. Try not to make your explanations too technical. Remember that the Background Information is written for you. The pupils do not need to know all the technical terms.

Introduce the activity to the pupils. Go through the examples. Read through the sentences and ask the pupils to complete the activities in their exercise books.

Answers:

1. water	6. much
2. food	7. many
3. much	8. some/many/any
4. any	9. many
5. much	10. some

Syllabus link
S15

? Can all the pupils understand and use uncountable and countable nouns and their correct articles in writing? (K9)

Spelling

Background Information

Here are the spelling words for this week.

These words are suitable for teaching phonic elements such as the **or** sound as in st**or**m and the **er** sound as in w**or**k.

In spelling activities this week you will help pupils to recognise and pronounce these sounds.

storm	thirsty
work	assistant
word	mystery
wish	estimate
shelter	breakfast

Method

- Introduce the words to the pupils.
- Do some phonic work on sounds made when these letters are found together in a word, **br, or, sh, th, ea.**
- Make sure that all pupils can say the spelling words correctly and understand their meaning.
- Advise the pupils to learn to spell the words using the spelling strategy - **Look**, **Cover**, **Remember**, **Write**, **Check**. Remind the pupils to study the words during the week.

Teacher Led Activity

Ask the pupils to copy the spelling words into their exercise books and work in pairs to say and spell the spelling words. Use the **Look, Cover, Remember, Write** and **Check** strategy. Make sure that you check the words the pupils have copied. Pupils often make copying mistakes. Remind the pupils that you will be checking if they have learnt their words at the end of the week.

Oral and Writing

Background Information

In this activity, pupils will use information from the text and their own prior knowledge to work out something that is not directly stated in the text. Pupils will find the actions or dialogue of different characters in the narrative and use this to make an inference about the character. (This means to use the information to work out something else about the character.)

These boxes contain some words and phrases that might be used to describe the characters in **The Foolish Chief**.

Words and phrases to describe the chief			
foolish	selfish	old	silly
unwise	reckless	rash	
demanding	careless	irresponsible	

Words and phrases to describe the villagers		
loyal to the chief	upset	hardworking
obedient	trusting	dissatisfied
frightened	worried	concerned

Method

- Build up a character table as a whole class activity.
- Ask pupils to write descriptions of a chosen character using the table.

Teacher Led Activities

Draw this table on the blackboard before the lesson.

Character	Character's actions or words	What this tells us about the character
The Chief		
The Villagers		

Explain that authors often tell us things about the characters through detailing what the character did or said in the story, rather than just describing the character in words.

For example:

A writer might **demonstrate** that a character is lazy by writing;

'Kia sat by the stream all day and watched the others work,'

rather than **tell** the reader that 'Kia was lazy'.

Ask the pupils to find some things that the chief did or said that tell you something about what sort of person he is. Discuss the pupils' suggestions and write them on the chart.

Ask the pupils to find some things that the villagers did or said that tell you something about what sort of people they are. Discuss the pupils' suggestions and write them on the chart.

Below are some ideas that might be included in your completed table:

Character	Character's actions or words	What this tells us about the character
The Chief	The chief said, "Listen to me!" and told the people to move.	He is bossy.
	The chief told everyone to leave even though they were happy in their villages.	The chief is unwise.
	The chief didn't ask the villagers what they wanted to do.	He is not a good leader. He is selfish or silly.
	The chief moved the people to sites that were not suitable for a large village.	The chief does not think things through carefully. He makes rash decisions. He is irresponsible.
The Villagers	"The people did not like to argue with the chief, so they did as he said."	The villagers are obedient. They are not confident enough to say what they think.
	The people began to grumble and argue in the new village.	The villagers are upset and dissatisfied with the new village.
	The villagers cleared the bush and made new gardens.	The people are hard working.
	The people moved to each new place when they were told to.	The villagers are loyal to the chief.

Writing a Character Description.

Ask the pupils to work in groups of two or three. Tell the pupils that they are going to use the table that you have just completed to write a character description of either the chief or the villagers. Ask the pupils to write a paragraph describing the chief or the villagers. Pupils must use examples of what the characters have said or done in the narrative to justify their descriptions. They must give a reason for their opinion.

Syllabus link
S4, S5

? Can all the pupils use the talk-draft-talk process for their writing of longer texts? (S17)

Reading and Discussion – Village Settlements

Background Information

Today's text is a report about village settlements on two different islands. The report describes the location and landscape of the villages. It tells why the people chose to live in each of these settlements. These villages are not real villages. Instead the report describes settings where villages might be located.

Reports are information texts. They are factual texts that give information about a topic. The information report:

- is factual;
- is often (but not always) written in present tense;
- may use subheadings to organise information;
- sometimes uses maps, diagrams and/or pictures to present information.

Reports often have three parts. These are:

- Introduction;
- Factual information (usually organised in paragraphs);
- Concluding statement.

Method

- Discuss local settlements.
- Introduce the text to the pupils.
- Ask the pupils to look at the key words and practise pronouncing them with the pupils. Ask them to use key words in sentences to check that they understand their meaning.
- Ask the pupils to read the text to themselves. They should make a note of any words that they do not understand as they read. Take the time to discuss these words. Read the text again, perhaps asking different pupils to take turns to read sections of the text.

Teacher Led Activity

Begin by asking the pupils to talk about village settlements in their local area. Use these questions and some of your own to guide your discussion:

- Where is your village located?
- Why did people choose to settle in this place?
- How many people live there?
- How do they access water?
- Are there clinics and schools in the village?

Introduce the title of the text and go through the key words with the pupils. Ask them to use these in sentences to check that they understand their meaning. Ask pupils to read the text quietly. Discuss the text. Read the report again with the class.

Before reading the section of the report that gives information about Nakisi village, explain the map and key to the pupils.

Syllabus link
A2, S3

? Can all the pupils read and quickly identify the main ideas and relevant details? (S9)

2 Unit 13: Settlers

Comprehension

Background Information

In this activity the pupils are asked to use their imagination and the information in the report about Nukai village settlement to make a map of the village. Based on the description and information from the report, pupils will draw the map and label important landmarks such as:

1. clinic
2. bank
3. primary school buildings
4. water supply
5. houses
6. river
7. river mouth
8. gardens
9. coastal cliffs
10. steep valley

Teacher Led Activity

Go through each paragraph from the text about Nukai Village settlement again. Ask pupils to find the sentences that tell us about important landmarks. Write important facts in note form on the board to record what pupils tell you.

For example:

- on the coast of Piru Island
- spreads 2 km along the coast and 1 km inland
- coastal cliffs both ends of village
- 150 houses

After listing the important facts, begin to draw a sketch of the Island of Piru on the blackboard or a chart. Encourage pupils to complete the drawing by adding important landmarks such as those listed in Background Information. Look at the key in today's reading.

Help pupils to begin to develop a key of symbols to represent important landmarks on their sketches. Allow pupils to use their imaginations to select the symbols that they will use.

Syllabus link
S10, S11

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

Language Study

Background Information

In this activity, the pupils will use the **comparative** and **superlative** forms of adjectives.

Comparatives are used when we compare two people or things.

We add **'er'** to the base word. mean > meaner slow > slower fast > faster

Superlatives are used when we compare more than two people or things.

We add **'est'** to the base word. mean > meanest slow > slowest fast > fastest

Method

- Explain comparatives and superlatives.
- Read the instructions in the Pupil's Book on page 10.
- Read the examples with the pupils and ask them to do the activity.

Teacher Led Activity

Explain that comparatives and superlatives are adjectives that are used to compare things. Write some of the words from the Background Information section on the blackboard and use them in the sentences.

For example: tall - taller

I am **tall** but Peter is **taller** than me (comparing 2 things or people).

tall - tallest

Ann is the **tallest** girl in the class (comparing more than 2 things or people).

Explain the examples in the Pupil's Book on page 9 and ask the pupils to complete the activity in their exercise books.

Answers:

1. smaller 2. wider 3. largest 4. furthest 5. longer 6. fewer

Syllabus link
S18

? Can all the pupils use comparatives and superlatives correctly in sentences? (K3)

Handwriting

Background Information

Pupils should use cursive writing for all their writing, not just during handwriting lessons. However, there may be some joins that the pupils still find difficult. It is important that teachers help to improve pupils' skill in writing and encourage them to write neatly. Check that pupils sit up straight and hold pencils correctly before they begin.

Method

- Choose a few joins to revise at the beginning of each handwriting lesson.
- Demonstrate these on the blackboard and ask the pupils to practise them.
- Read the poem about waves.
- 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
- Ask the pupils to copy the poem, **'There are Big Waves'** by Eleanor Farjeon into their exercise books.

2 Unit 13: Settlers

Oral and Writing

Background Information

Pupils will continue to develop confidence in their writing when they have the opportunity to discuss what to write and the vocabulary that they need to use in their writing. Discussion will also help the pupils to develop their speaking and listening skills.

In this activity, you will help the pupils to understand the structure of a report and assist them to write a report about their own village or town settlement. Remember that reports are usually descriptive, factual and precise.

Method

- Read the reports about the two village settlements again.
- Revise the structure of a report.
- Identify and explain language features used.
- Organise the pupils into groups to discuss different kinds of settlement.
- Have the pupils draft a report about their village or town settlement.

Teacher Led Activity

In groups ask the pupils to discuss their villages or towns. Use questions like these to lead a discussion;

- What sorts of homes do they have in their village?
- Where are they located?
- How many houses are there?
- Why are there more houses in some villages than in others?
- What important landmarks and facilities can be found in these villages? Clinics? Schools? Churches?

Writing

Help the pupils to understand the structure of the reports they read today. Show pupils the structure of the report including the title, introduction, body and conclusion.

It is useful to use a framework to write in a particular genre. The skeleton framework in the Pupil's Book gives the pupils clear guidelines to follow as they attempt to write their own report.

Explain the structure of a report. The structure shows how the text is organised.

Read the instructions in the Pupil's Book and look at the framework and headings provided as a guide for the pupils.

Syllabus link
S7, S8, S15

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

Reading and Discussion - Why the People of Nui Speak a Different Language

Background Information

Today's text is a narrative based on a tale from the Micronesian Island of Tuvalu. The tale, **'Why the People of Nui Speak a Different Language'**, is retold by Maseiga Ionatana. It tells a story that explains why the people of Nui speak a different language from the rest of the Tuvaluan group of islands.

In this narrative, the people of Nui are holding a feast to celebrate the birth of the chief's first child. An old man sees strangers from Kiribati approaching in canoes and warns the people at the feast. A fierce battle takes place in which all the young men of Nui are killed. The invaders settle on the island with the women and children and teach them about their culture and their language.

Method

- Revise some features of a narrative with the class. You can use the information in the Teacher's Guide Unit 13 Day 1, page 161 to help you with this discussion.
- Lead a discussion about any traditional tales the pupils know. Talk about ways that languages might have spread between different island communities.
- Talk about the key words from the story with the pupils.
- Have the pupils read the text in pairs, with each pupil reading sections of the text. Discuss the text as a class. Ask pupils to read sections of the text as you discuss it with the class.
- Ask questions about the pictures and the text.

Teacher Led Activity

Lead a discussion with the pupils before reading the text. Discussing prior knowledge helps readers to make connections between new knowledge and what is already known. Ask the pupils to share any tales they have heard about why some people may have come to speak the languages of other countries or island groups. If pupils are not familiar with any traditional stories, ask them to suggest ideas that could explain how languages might spread to other countries. They might be able to suggest trade, exploration, fighting and taking over other lands.

Introduce the title of the narrative. On a map, show pupils where Nui is located. Ask the pupils to use the dictionary to check the meanings of some of the key words. Have them make up some sentences using the words to check their comprehension. Read the story with the pupils. Show pupils where Kiribati is located.

Prepare some questions about the story and use them to see if the pupils understand the story. Encourage the pupils to skim through the paragraphs and look for information in the text to answer your questions.

Syllabus link
S12, S13

? Can all the pupils read a text and quickly identify the main ideas and relevant details? (S9)

Comprehension

Method

- Read and explain the instructions for the comprehension activity in the Pupil's Book on page 13 together.
- Go through the examples with the pupils.
- Encourage the pupils to look back at the text to find the correct answers.

Syllabus link
S9, S13

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

3 Unit 13: Settlers

Language Study

Background Information

In this activity, pupils will increase their vocabulary by learning about words of opposite meaning.

Method

- Build up a word bank of opposites as a whole class activity.
- Go through instructions in Pupil's Book page 14.
- Ask pupils to complete the exercise individually in their exercise books.

Teacher Led Activities

Check that pupils understand opposites and can use them appropriately in sentences.

Make a list of opposites on the blackboard.

For example:

up - down weak - strong old - young

Use some of these in sentences.

For example:

The **old** dog sat quietly in the sun.

The **young** dog ran and played with the ball.

Build up a word bank of opposites with the pupils on the blackboard. Here are some examples. You and your class will be able to think of many more.

fat – thin	narrow – wide	black – white
fine – coarse	dawn – dusk	sour – sweet
wet – dry	high – low	fresh – stale
fast – slow	soft – hard	rough – smooth
cheap – expensive	quiet – noisy	sunrise – sunset

Read and explain the instructions in the Pupil's Book and do an example together.

Ask the pupils to complete the activity in their exercise books.

Answers:

1. late, evening, morning 2. young woman, always 3. short, down
4. young, slowly 5. short, easy, none

Syllabus link
K1, S15

? Can all the pupils understand opposites and use them correctly in sentences? (K2)

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.
- Talk about words with **'or'** and **'er'** in them and practise pronouncing the words.
- Ask the pupils to listen to the different sounds that **'or'** can make.
- Look at different letters which can make an **'er'** sound.
- Read through the instructions in the Pupil's Book and ask the pupils to complete the activity in their exercise books.

Oral and Writing

Background Information

In this activity, the pupils will be asked to choose a site for a village settlement using a map of the island in the Pupil's Book.

Ask the pupils to imagine that they have just discovered an uninhabited island. There are rivers, hills, valleys, flat lands, forests and swamps etc. The pupils have to decide the best place for locating two villages, one large and one small.

Method

- Organise the pupils into small groups.
- Read through and explain the instructions in the Pupil's Book on pages 15 -16.

Teacher Led Activity

Displaying Maps

Once the maps are completed, you may choose to ask the pupils to present their settlement plans to the whole class. The pupils need to explain why they chose certain locations for different purposes.

Proofreading and Editing

In this activity, the pupils are going to proofread and edit the report about their village, that they began yesterday. A number of steps are listed in the Pupil's Book to guide the pupils through the process of proofreading and editing.

- Revise the steps in the Pupil's Book.
- Ask pupils to write and illustrate their reports on a piece of paper. This would be a good opportunity to collect a writing sample to keep in the pupils' assessment folders.

4 Unit 13: Settlers

Reading and Discussion – Kaitu'u and Taupongi come to Mungiki

Background Information

Today's text is a narrative. The legend, **Kaitu'u and Taupongi come to Mungiki**, is retold by Jacob Zikuli. It explains how the first people came to settle on Rennell and Bellona Islands.

According to the legend, a woman tells her son of her dream of a distant island surrounded by white sand. A group of seven families set out in canoes to find the island. After a long and eventful voyage, the survivors of the journey reach the islands, fight the people who live there and take over the islands.

Method

- Before the lesson begins, write the sentences below on the board.
  1. Rennell has the largest fresh water lake in the Pacific.
  2. Kaitu'u, his six brothers and their families set sail in seven large canoes.
  3. The party stopped at a place called Henuatai where a god was carved.
  4. On Mungiki they found a race of small, hairy people called Hitis.
  5. Everyone who lives on Rennell and Bellona Islands today is a descendant of these travellers.
- Introduce the text to the pupils.
- Talk about the key words.
- Read the text aloud while the pupils read silently. Allow the pupils time to read the text quietly. Discuss the text.
- Use the sentences above to introduce the concept of the true orfalse activity.
- Complete the true or false activity.

Teacher Led Activities

Revisit yesterday's discussion about ways that languages may have spread to different countries. Introduce the text by explaining that pupils are going to read a traditional story that explains how the islands of Rennell and Bellona were settled by polynesians.

Read the text aloud while the pupils read silently. There are several difficult words and phrases in the text, so you may need to spend extra time ensuring the pupils can pronounce the words correctly. Read through the sentences on the board and ask pupils to refer to the text to tell you whether these statements are true or false.

Syllabus link
A1, S13

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

Comprehension

Background information

There are two activities for the pupils to complete in this section. The first asks pupils to create a story map and the second involves using synonyms (words of similar meaning) to replace words from today's text. A story map is a way of retelling a story by drawing pictures of the main events and using arrows to show the sequence of events. The Pupil's Book contains an example. Mapping a story can provide the reader with a summary of the plot, setting and characters in a narrative. The pupils are provided with step-by-step guidelines for producing a story map in the Pupil's Book on page 17.

Method

- Go through the Pupil's Book guidelines with the pupils.
- Build up a story sequence on the blackboard as a whole class activity.
- Study the story map.
- Pupil's make a story map.

Teacher Led Activities

Story Map

Tell the pupils that they are going to retell the legend, 'Kaitu'u and Taupongi come to Mungiki', in pictorial form. Read the introduction to the activity and the guidelines provided in the Pupil's Book.

Ask the pupils to list the main events of the story in their own words while you write them on the board. Discuss the example of a story map provided in the Pupil's Book. Ask pupils for ideas and suggestions of other ways to set out their story maps.

Ask pupils to begin their story maps. This may take the pupils quite some time to complete so you may need to allow additional time on other days.

Synonyms

Before explaining the activity to the pupils, talk about synonyms with the pupils. Use some of these synonyms in a sentence.

quicker / faster	answer / reply	frightened / scared
sound / noise	save / keep	allow / let

For example:

We should **keep** our traditions for future generations.

We should **save** our traditions for future generations.

My mother did not l**et** me go to the dance.

My mother did not **allow** me to go to the dance.

Explain the activity in the Pupil's Book and read the sentences. Ask pupils to complete the activity in their exercise books.

Answers:

1. statues 2. far-away 3. find 4. journey

Syllabus link
A2, K1, S12

Can all the pupils understand a range of synonyms and use them in sentences? (K2)

4 Unit 13: Settlers

Language Study

Background Information

This is an activity about linking or joining words (conjunctions). Pupils are expected to select a linking word to join two parts of a sentence.

Method

- Read the instructions in the Pupil's Book and explain the activity to the pupils.
- Do an 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 them on the blackboard.

Here are some examples;

and, because, so, although, but, before.

Make up some sentences using some of these linking words. Encourage the pupils to make their own sentences. Go through the examples in the Pupil's Book with the pupils and ask them to complete the activity in their exercise books.

Answers:

1. but	2. and / before / so	3. because	4. so	5. before / and
6. while	7. although	8. but	9. until	10. so

Syllabus link
K12

? Can all the pupils wirte a range of sentence types using linking devices? (S15)

Oral and Writing

Background Information

In this activity pupils are asked to discuss the events that happened in the story of Kaitu'u and Taupongi. They will also be looking at how the story was written. This will help the pupils to understand the structure of the narrative. A legend is a type of narrative. A narrative is often:

- imaginative;
- written in the past tense;
- about people or animal characters;
- about a series of events.

The skeleton framework in the Pupil's Book gives the pupils clear guidelines to follow to write their own narrative. The following story frame will assist you to discuss the legend.

Title:	**Kaitu'u and Taupongi came to Mungiki**
Beginning: Setting	Woman in the Wallis and Futuna Islands dreamt of an island
who?	Her son, Kaitu'u, and six families set out to find it
when? what? where?)	they took statues of gods with them
Body:	The seven families faced a dangerous voyage
Series of events	A storm hit and destroyed all but 2 canoes
	One god statue was lost overboard
	They stopped at a place called Henuatai to make another god statue
	Finally landed on Mugava, but gods made them leave
	Moved on to Mungiki, gods were happy, so went ashore
	Found a race of small hairy people, called the Hitis
Conclusion:	Killed the Hitis and settled on the island
Resolution	Kaitu'u and his followers settled on Mungiki and Mugava
What happened in the end?	Taupongi and his followers settled on Western Mugava

Teacher Led Activities

Revise the features and structure of a narrative. Read through the instructions in the Pupil's Book. Direct the pupils to use the questions to help them to discuss the legend in small groups.

Ask the pupils to think of other similar stories from their own village, town or island and to share these with their groups. Pupils may choose to retell a legend that they know or perhaps you might ask them to make up one of their own. Read the instructions for the writing activity in the Pupil's Book and make sure they understand how to use the framework to structure their writing.

Remind the pupils that writing is a process and that they are writing a first draft. Pupils will proofread and edit their first drafts tomorrow.

Syllabus link
S1, S7

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

5 Unit 13: Settlers

Reading and Discussion – Brave Pioka

Background Information

Today's text is another narrative about a brave boy who helped his friend during the ethnic tension in Solomon Islands. The boy's friend was kidnapped and blindfolded by a group of militants. In this unit, pupils should become aware of the importance of living together peacefully in a community that is made up of different ethnic groups. In the oral activity, pupils have the opportunity to discuss positive ways to encourage people to co-operate with each other and live together with tolerance for and appreciation of differences.

Method

- Explain the title of the story.
- Go through the key words with the pupils.
- Place the pupils into groups and allow them to read the text together. Encourage the pupils to discuss the text with their group once they have read the text.
- Ask questions to see if the pupils understand the story.

Teacher Led Activities

Explain to the pupils that this is a narrative. The story is set in a time of unrest in Solomon Islands, but the characters and events in this story are fictional. Make sure that the pupils understand the features of a narrative.

Study the key words and read the text. Lead a discussion about the different events of the story and ask questions to see if pupils understand the story.

Syllabus link
K1, S4, A2

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

Comprehension

Background Information

In this activity the pupils are asked to discuss the characters in the story. They are asked to match the characters in the text to particular descriptions or actions during the events of the story. Then they are asked to write their own sentences using adverbs to describe the characters' actions.

Teacher Led Activities

Read the instructions in the Pupil's Book and put pupils into groups to talk about the discussion points provided. After the discussion, bring the class back together and ask pupils to help you list all of the characters from the narrative on the board. Explain to the pupils that they are going to find characters in the text who match the clues in the grid.

Read through the statements in the Character Hunt grid with the pupils. Ask the pupils to copy the grid into their exercise books and complete the activity.

When pupils have completed the Character Hunt, direct them to the examples of sentences containing adverbs in the Pupil's Book. Tell the pupils to use the table to assist them to write six sentences. They should include an adverb that tells how an action was done.

Syllabus link
K7, K11

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

Language Study

Background Information

Giving pupils enough opportunities to investigate grammar in a variety of activities will help them improve their English skills. Adverbs tell **how, when** and **where** an action takes place. Many adverbs end in **'ly'**.

Teacher Led Activities

Introduce the activity in the Pupil's Book. Read through the examples and do some more on the board. Read the sentences with the pupils. Ask the pupils to complete the activities in their exercise books.

Answers:

1. hopefully 2. joyfully 3. quickly 4. gratefully 5. quietly 6. fearfully

Syllabus link
K1

? Can all the pupils select appropriate adverbs in their writing? (S11)

Spelling

Teacher Led Activities

Allow pupils time to revise this week's spelling words. The jumbled up letters exercise in the Pupil's Book could be used for this.

Give a spelling test in the form of a short dictation to check that pupils have learned the words. Collect and mark each pupil's dictation. Record the results of weekly spelling tests to help you to monitor the progress of pupils' spelling skills.

Dictation Spelling Test

Slowly dictate these or other simple sentences containing the spelling words for the week.

1. We took **shelter** from the **storm** in an old shed.
2. The students could not **work** out how to spell the **word**.
3. "I'm **thirsty**. I **wish** I had something to drink," said the old man.
4. "It is a **mystery**," said my **assistant**.
5. We **estimate** that the cost of the **breakfast** will be about ten dollars.

5 Unit 13: Settlers

Oral and Writing

Background Information

In this activity, pupils will talk about the way people of different ethnic groups who live together in one community or island can work toward living in peace. Concept maps like the one below are a useful way to help organise ideas. Pupils will also make a peace poster.

Method

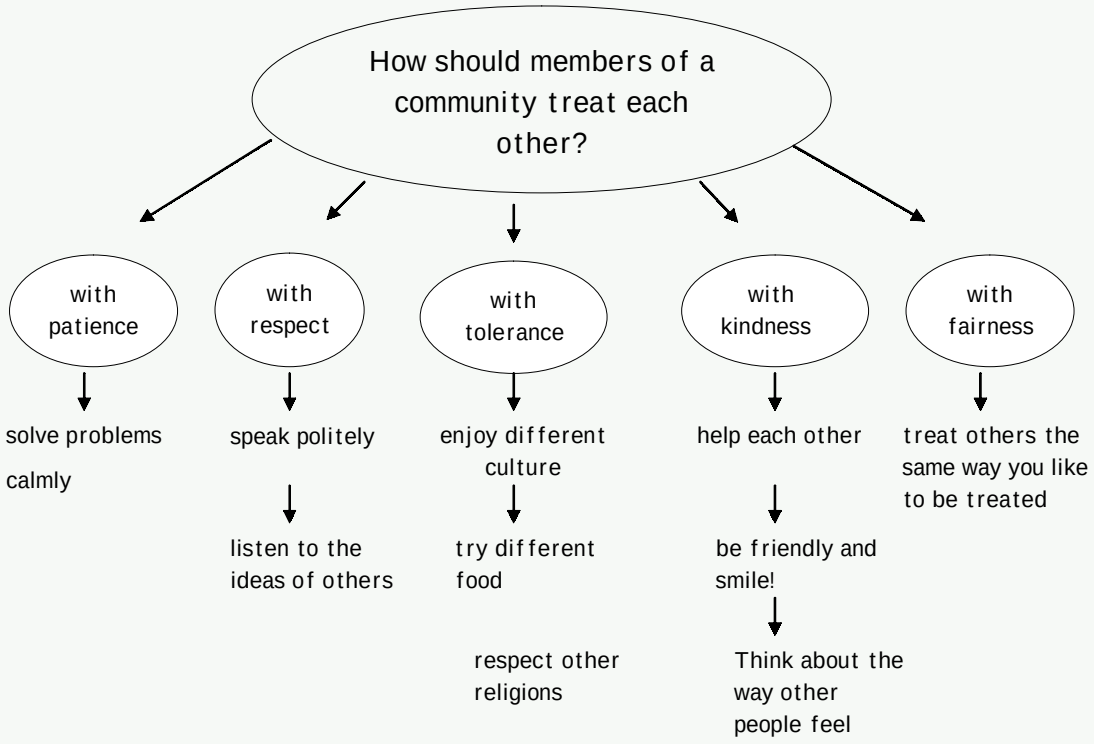
- Discuss different ethnic groups living together.
- Build up a concept map as a whole class activity.
- Pupils make a poster.

Teacher Led Activities

Put pupils into small groups to talk about Pioka's experiences in the narrative. Use the questions below as a starting point.

- Did he enjoy living on the Guadalcanal Plains before the militants chased his family away?
- Did he live happily with groups of people from other provinces?
- Did children from different ethnic groups play happily together?
- Do you think children can teach adults about getting along with people who are different from themselves?

Then ask pupils to discuss the way people of different ethnic groups who live in one community should treat each other. Encourage the pupils to explain what they think and record their group's ideas in a concept map. When the pupils have finished mapping their ideas, bring the class together and combine their suggestions on one large map to display in the classroom. Your concept map could look something like this. You will be able to think of other things to include.



Writing

Read the instructions in the Pupil's Book and discuss the examples of peace posters provided. Make a word bank of useful words and phrases that the pupils might like to use on a chart.

Peace Words				
harmony	patience	kind	kindness	tolerance
care	caring	respect	unity	together
love	live	peaceful	different	difference

Proofreading and Editing

In this activity, the pupils are going to proofread and edit the legend that they began yesterday. A number of steps are listed in the Pupil's Book to guide the pupils through the process of proofreading and editing.

- Revise the steps in the Pupil's Book on page 25.
- Ask pupils to write and illustrate their legends on a piece of paper.
- Make a class book of legends.

Syllabus link
S4, S5, S16

? Can all the pupils use a talk-draft-redraft process to complete their legend? (S17)

6 Unit 13: Settlers

Reading and Discussion – Songs of the Settlers

Background Information

Today's text contains a short report about why some people were relocated from the Gilbert Islands (Kiribati) to settle in Phoenix Islands. It also gives details of a programme to resettle people in Solomon Islands in the 1940's. The report is followed by a song that is thought to have been written by the Gilbertese settlers of Phoenix Island. It tells about the experience of moving to a new land. The Gilbertese told their stories of moving to a new land through songs and poetry.

Method

- Introduce the text and key words.
- Pupil's read the text out aloud.
- Discuss the text with the class.

Teacher Led Activities

Explain the title of the text. Go through the key words with the pupils. Ask the pupils to skim through the text to find the key words. Discuss how the words are used within the text. Read the text with the class. Ask different pupils to read sections of the text out aloud.

Lead a discussion by asking questions to see if the pupils understand the report and song. Here are some questions you could start with.

1. What are the Gilbert Islands known as now?
2. What is another name for Hull Island?
3. Is Kiribati like Solomon Islands? How is it different?
4. What are 'settlers'?

Syllabus link
K1, S4, A2

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

Comprehension

Background Information

In this activity the pupils are asked to write two or three sentences to explain what the songwriter tries to convey in each verse of the song. Pupils will read their sentences to the class when they have finished.

Method

- Ask the pupils to read the song again.
- Discuss the song with them.
- Ask them to do the activity in their exercise books.

Teacher Led Activities

Lead the pupils through the song verse by verse. Discuss what the songwriter was trying to convey in each verse. Talk about how the Gilbertese may have been feeling as they left their home for an unknown place. Explain the activity in the Pupil's Book. Ask the pupils to complete the activity in their exercise books. If time permits, ask pupils to share their sentences with the class.

Syllabus link
A2, S10

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

Language Study

Background Information

A verb is a doing or action word. The form of the verb tells us whether the action happens in the past, the present or the future. We call this the tense of the verb.

We sailed to the island. (past tense)

We sail to the island. (present tense)

We will sail to the island. (future tense)

Teacher Led Activities

Introduce the activity in the Pupil's Book. Write the examples in the Pupil's Book on the board and go through them with the pupils. Read through the activities. Look at the example that has been done in the Pupil's Book. Ask the pupils to complete the activity in their exercise books.

Answers:

1. Ann will paddle to the island.
2. I waved my hands.
3. The cleaner is sweeping the floor. The cleaner will sweep the floor.
4. I am dancing all night I will be dancing all night
5. We wrote to mum We are writing to mum

Syllabus link
K1

? Can all the pupils use appropriate verb tenses in their writing? (K8)

Spelling

Background Information

Here are the spelling words for this week.

fast	both
best	than
last	establish
step	drink
walk	shore

Go through the spelling words with the pupils. Point out the consonant blend **'st'** in fa**st**, be**st**, la**st**, **st**ep, and e**st**ablish. Ask pupils to think of more words that contain this phonic element.

Tell them to note the **'th'** in bo**th** and **th**an and **'sh'** in establi**sh** and **sh**ore. Can they think of more words with **'th'** and **'sh'** in them?

Introduce the activity in the Pupil's Book, page 28. It asks the pupils to match spelling words to their meanings. Read through the meanings and ask pupils to complete the activity.

Answers:

1. shore 2. establish 3. best 4. walk 5. fast 6. drink 7. last 8. both

6 Unit 13: Settlers

Oral and Writing

Method

- Introduce the activity in the Pupil's Book.
- Discuss the instructions for writing a verse of the song.
- Pupils work in groups to complete the activity.

Teacher Led Activities

In this activity the pupils are asked to study the way in which the settlers' song has been written. Following discussion, pupils will write a third verse for the song from the perspective of a child living on Orona today. Both verses follow the same structure, so a framework has been provided to enable pupils to write a third verse in the same format. The pupils will use present tense.

Read through the instructions in the Pupil's Book on page 28, with the class and explain what they are to do. Put the pupils into groups of three to discuss the questions. Read through the verse framework with the class and ask pupils to suggest what they could write before they begin the written activity. Make sure they draft their work first before they proofread, edit and write out a good copy.

Syllabus link
A4, S7, S15

? Can all the pupils demonstrate their writing ability by writing the third verse of the poem? (S18)

Reading and Discussion - How the Gilbertese Came to Solomon Islands

Background Information

Today's text is an information report called, '**How the Gilbertese Came to Solomon Islands**'. This is a difficult text and you may have to explain some parts to pupils. By 1952, there were too many people living in the Gilbert Islands. They had become overpopulated. The poor land could not produce enough food to feed so many people. The government began making plans to move or relocate some of its people to Solomon Islands. From 1955 to 1958 a total of 564 settlers moved to Wagina and Gizo from Gilbert Islands.

Method

- Ask pupils if they have any relatives or friends who have come from Kiribati (known before as Gilbert Islands) to settle in Solomon Islands.
- Introduce the text to the pupils.
- Ask the pupils to look at the key words and practise pronouncing them with the pupils.
- Ask the pupils to listen and follow as you read the report to the class. Read the text again stopping to discuss difficult sections of text.

Teacher Led Activities

Ask the pupils if they know anyone whose family is from Kiribati. There might be pupils who are I-Kiribati in your class. There might be pupils whose parents or grandparents came from Kiribati in your class. Do people from Kiribati look different? How do they look different?

Ask questions to see what pupils already know about this topic. Did any of your pupils relatives move to the Solomons or move to another province in the Solomons? Do pupils know why these relatives moved and how they felt about leaving their homes? On which islands did they settle?

Introduce the title of the text and go through the key words with the pupils. Write the key words on the board and discuss them. Ask pupils to use key words in sentences to check that they understand their meanings. Read the report to the whole class while the pupils listen and follow as you read. Talk about the text after each paragraph to ensure pupils understand.

Syllabus link
S1, S11

? 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

There are two activities in this section. In the first, events from the text are not in the correct order. The exercise requires the pupils to put these sentences in the order that they occur in the report. The second activity involves using synonyms (words of similar meaning).

Teacher Led Activities

Ask the pupils to retell the events from the report in order. Write the events that happened in order on the board as the pupils tell you. Read them together and then clean the board. Read through the exercise together in the Pupil's Book. If necessary, use the board and decide which is the first event together. When you are sure they know what to do, ask pupils to copy the sentences in the correct order into their exercise books.

Activity 2

Read through the instructions in the Pupil's Book for the second activity. Explain to the pupils that they will select one word from the list in the Pupil's Book to replace the words in brackets. Look at the example that has already been done for them. Ask the pupils to use the dictionary to help them find the correct word for each sentence.

Answers:

1. gradually	2. contracts	3. population
4. talks	5. joined	6. increased

Syllabus link
S10, S12, S19

? Can all the pupils use a range of words with similar meanings? (K2)

Language Study

Teacher Led Activity

In this activity the pupils are going to choose the correct **homonym** from the brackets to complete the sentences.

Homonyms are words like **bear** and **bare**, which sound the same but are spelt differently and have different meanings.

Revise the term, homonym. Ask the pupils to think of some homonyms and write them on the board. Ask the pupils to use the words in sentences. Read the instruction and explain the activities in the Pupil's Book. Do the example in the Pupil's Book and some of your own examples on the blackboard. Then ask the pupils to complete the activities in their exercise books.

Answers:

1. pair	2. principal	3. blue	4. sore
5. stairs	6. stationery	7. sew	

Syllabus link
K1

? Can all the pupils select suitable homonyms to complete the sentences? (K2)

Handwriting

Background Information

Pupils should have developed 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 pupils' skill 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. Read the handwriting paragraph in the Pupil's Book. Ask the pupils to copy the paragraph into their exercise books. Let them work with a partner to evaluate each others work. This means they can talk about their handwriting, decide how well it is done and comment on ways to improve it.

Oral and Writing

Background Information

In this activity the pupils are asked to imagine that they were Gilbertese people who moved to Solomon Islands in the 1950's.

Method

- Pupils discuss problems settlers might have faced.
- Pupils work in small groups to build up a chart for and against resettlement.
- Each group feeds back as a whole class activity.

Teacher Led Activities

Read the instruction in the Pupil's Book on page 32 with the class. Put the pupils in groups of three or four to discuss the questions given.

Give each group a large piece of paper and ask them to rule up a table. They are to list reasons for and against moving to Solomon Islands. Listed below are some of the reasons the pupils might add to their charts. You and the pupils will be able to think of some more.

Reasons to move to Solomon Islands	Reasons to stay in Gilbert Islands
• there are more jobs • enough land to build houses and gardens • enough food for the family • some family and friends are going to relocate too • good land to grow lots of food	• like living in Gilbert Islands • family and friends all live here • my home • my parents and great grandparents were born here • I'm worried about what this new island will be like • maybe the local people won't accept us

Bring the class back together and put all their reasons on the board. You could ask the pupils to write a few sentence giving reasons why they would or would not have liked to move to Solomon Islands if they were born in the Gilbert Islands.

Syllabus link
S4, S5, S18

? Can all the pupils use the discussion skills of persuading, agreeing and disagreeing in small groups? (S6)

8 Unit 13: Settlers

Reading and Discussion – Mutiny on the Bounty

Background Information

This is an historical recount of a famous mutiny that happened hundreds of years ago during the time of the European explorers in the Pacific. The purpose of an historical recount is to retell events from the past. It usually has the following structure:

Introduction: This section introduces the reader to the particular time in history that will be the focus of the recount;

Retelling of events: A series of sentences or paragraphs, in order, that retell what happened;

Conclusion: A statement that shows this is the end of the historical recount. Sometimes a comment is made about the importance of these events.

Method

- Find out what the pupils already know about this topic.
- Introduce the text.
- Pupils read text to identify the sequence of events.
- Lead a whole class discussion about the text.

Teacher Led Activities

Before reading, ask pupils if they are familiar with the famous story about the mutiny on the Bounty. If so, ask them to share what they know. If not, introduce the recount by telling the pupils that this is the recount of a real event that took place hundreds of years ago in the South Pacific region. Use a map of the South Pacific to show pupils the location of Tahiti and Pitcairn Island and refer to these during the reading.

Review the structure of a recount. Ask the pupils to look at the key words and practise pronouncing them in pairs. Ask them to use the key words in sentences to check that they understand their meaning. Ensure that the pupils understand what 'mutiny' means.

Ask the pupils to read through the text and to note down the major events that occurred. Discuss these lists with the pupils. Ask the pupils to listen and follow as you read the text to the class.

After reading the text talk about the events that happened in the text. Use the following questions to start off your discussion and add some more of your own.

1. When did this recount begin?
2. Why did the crew want to go back to Tahiti?
3. What was the ship's mission?
4. How do you feel when someone is cruel and unfair to you?
5. What do you think about the mutiny? Was it the right thing to do?
6. Where was the Bounty going to when the mutiny happened?
7. How did this recount end?
8. What do you think might have happened next?

Syllabus link
A4, S3

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

Comprehension

In this activity the pupils are asked to complete two tasks. The first is to put the events from the recount 'Mutiny on the Bounty' in order. The second is to draw a picture in each frame to illustrate the sentence.

Teacher Led Activities

Read the instructions for the activity in the Pupil's Book. Read the five sentences from the text. Discuss the order in which the events actually occurred. Ask the pupils for ideas about how they could illustrate each frame. Ask pupils to complete the activity in their exercise books or on a larger piece of paper to be displayed in the classroom.

Here are the events in the correct order:

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

Syllabus link
S11

? Can all the pupils read descriptions of events and identify the sequence in which they happen? (S12)

Language Study

Background Information

A pronoun is a word used in place of a noun.

Christian was the first mate on the HMS Bounty. **He** led a mutiny.

The word **Christian** is a noun. The word **he** is used in its place. **He** is a pronoun.

In this activity the pupils are going to look at the examples in the right column and write four more sentences using any of the pronouns in the left column.

Teacher Led Activities

Read the instructions and explain the activities in the Pupil's Book to the class. Do the example in the Pupil's Book and some of your own examples on the blackboard. Revise the meaning of pronouns. Use the examples in the Background Information section and make up some others. Ask the pupils to think of other pronouns and write them on to the board. When the pupils have had enough practice ask them to complete the activity in their exercise books.

Syllabus link
K2

? Can all the pupils use pronouns appropriately? (K11)

8 Unit 13: Settlers

Spelling

Spend some time discussing the spelling words. Focus on either the visual or sound elements of the words. Write a few words on the board and discuss elements of these words. Introduce the activity in the Pupil's, Book page 37. This activity asks the pupils to make as many words as they can from the spelling circle and write down their words in their exercise books. The first one has been done for them. Show them how to use the spelling circle and remind them that they can only make words in a clockwise direction.

Oral and Writing

Background Information

In this section, the pupils are asked to discuss the recount in a small group. Then they are asked to write a summary of the text. A summary should include only the main events in the recount. The summary has been started in the Pupil's Book.

Method

- Pupils discuss Pupil's Book questions in groups.
- Pupils write a summary of the text.

Teacher Led Activities

Read the instruction in the Pupil's Book with the class and explain what they have to do. Put the pupils in small groups to talk about some of the important events in the recount, 'Mutiny on the Bounty'. There are questions in the Pupil's Book to guide their discussion.

After the discussion, ask the pupils to write a short summary of the important events in the recount in their own words. Write the example in the Pupil's Book on the board and go through it with the pupils before they start.

Syllabus link
S1, S7

? Can all the pupils write a short summary of the events in the text? (S18)

Reading and Discussion – Unrest on Pitcairn

Background Information

Today's text is a continuation of the historical recount the pupils read yesterday. It tells what happened after Fletcher Christian and the mutineers arrived on the island in 1790. As the title suggests, there was conflict amongst the settlers. In 1974, serious fighting broke out and Fletcher Christian and four other mutineers were killed. The others remained hidden from the rest of the world until an American whaling ship discovered them in 1808. By this time, only one of the original mutineers was still alive.

Method

- Introduce the text to the pupils.
- Ask pupils to predict what happened to the mutineers.
- Ask the pupils to look at the key words and to pronounce them. Ask the pupils to use the key words in sentences to check that they understand the meaning of the words.
- Ask the pupils to listen and follow as you read the text to the class.
- Discuss the text and revisit the pupils' predictions.

Teacher Led Activities

Begin by briefly revising the last text with the pupils. Ask pupils to make predictions about what they think happened to the mutineers and their companions after they arrived on Pitcairn. Write their predictions on the board. After reading, lead a discussion about the recount. This will help to improve pupils' comprehension. Discuss their predictions. Were their predictions correct? If not, where did they guess wrong? Were they surprised by the events that befell the settlers of Pitcairn?

Syllabus link
A2, S3

? Can all the pupils read the text and quickly identify the main ideas and relevant details? (S9)

Comprehension

Background Information

In this activity the pupils are asked to copy the paragraph into their exercise books and fill in the correct words. The paragraph is from the text so the missing words can be found in the text. The more able pupils should try to complete this exercise without looking back at the text. Remember that if they do this there may be more than one correct answer for each gap. Mark their work carefully. As long as the sentences make sense and keep to the same facts as in the recount they are correct.

Teacher Led Activities

Read the instructions in the Pupil's Book and explain what they mean. Read through the cloze paragraph. Ask pupils to copy the paragraph into their exercise books and fill in the correct words. Another alternative is for the pupils to write down the answers only in their exercise books rather than copying the whole paragraph. You may also choose to have the pupils do this activity orally rather than in written form.

Answers:

1. crew	2. full	3. mild	4. homesick	5. making
6. children	7. leader	8. community	9. servants	10. grow

Syllabus link
A2, S8

? Can all the pupils complete the cloze passage by finding relevant information from the text? (S10)

9 Unit 13: Settlers

Language Study

Introduce the activity in the Pupil's Book. Read the instructions to the pupils and explain that they are going to copy the sentences into their exercise books and write **and** or **but** in the empty spaces. Ask the pupils to write four more sentences using these conjunctions and then ask them to read their sentences to the class.

Answers:

1. but 2. and 3. and 4. but 5. and 6. but

Syllabus link
K1, S10, S19

? Can all the pupils use 'and' and 'but' appropriately to link elements of a sentence? (S15)

Oral and Writing

Background Information

In this activity the pupils are going to talk about any unrest or conflict about settlement in their communities, neighbouring islands or other parts of the country. They are going to outline these problems and discuss ways to resolve them.

Method

- Read the instruction in the Pupil's Book and explain the activity to the class.
- Discuss the questions in the Pupil's Book.
- Read through the ideas for the writing activity in the Pupil's Book. You can ask pupils to give you sentences orally before they write.
- Ask pupils to read their sentences to the class.

Teacher Led Activity

Lead a whole class discussion about any examples of conflict within communities with which pupils are familiar. Use the questions in the Pupil's Book on page 38 to guide your discussion. Tell pupils they are going to write a short paragraph about the ways unrest can be avoided or calmed down in a community. Ask pupils to use the ideas listed in the Pupil's Book and tell you a sentence orally about one way that unrest can be addressed. After pupils have written a few sentences explaining their ideas, ask them to follow the guidelines to proofread and edit their work.

Syllabus link
A3, S15

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

Reading and Discussion – Pitcairn Today

Background Information

Today's text continues the Pitcairn Island theme but is written in a different genre. This information report looks at Pitcairn Island in modern times. It tells about how the current population of about fifty people live in such an isolated part of the world.

Method

- Before reading the report, develop a prior knowledge chart on the board or a large piece of paper as shown in the Teacher Led Activity.
- Explain the key words.
- Read the text aloud as pupils read silently.
- Discuss the information in the text and add to the knowledge chart as a class.

Teacher Led Activities

Develop a prior knowledge chart with the class. Ask pupils to tell you anything they already know about Pitcairn Island and record it in the left hand column. Use these questions to guide your discussion:

1. What have you learnt about Pitcairn from the two recounts you have read?
2. Who settled at Pitcairn? Why?
3. When did outsiders learn about their settlement? How?
4. What do we know about the island?

Next read the text with the pupils as described in the method section and put them into pairs to read it a second time.

What We Know Already	What the Text Tells Us
first settled by Fletcher Christian and companions in 1790 settlement discovered by outside world in 1808 isolated, volcanic island located in the Pacific Ocean steep cliffs along shore no good landing places for ships rugged countryside	area = 4.7 kilometres halfway between NZ and Peru population is 50 people capital is Adamstown grow own food including yams, beans, watermelons, bananas, sugarcane and citrus fruits language is a mixture of Tahitian and eighteenth century English, unique to Pitcairn no doctors or clinic

After reading, ask the pupils to tell you any new information they have learned about Pitcairn Island to add the prior knowledge chart. Write only facts about Pitcairn Island. Do not include the pupils' opinions about the life style of residents of this island.

Syllabus link
A1, S4

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

10 Unit 13: Settlers

Comprehension

Background Information

In this activity the pupils are going to read through the report again and make a **fact file** about the island of Pitcairn today. Because this text is a report, the information in it is factual.

Method

- Read the instructions in the Pupil's Book and explain them. Read through the fact file headings in the Pupil's Book.
- Tell pupils to refer to today's text and the prior knowledge chart to find the information that they need.
- Ask the pupils to copy the fact file into their exercise books and complete the activity.

Syllabus link
S12, S18, A4,

? Can all the pupils use skimming and scanning to find information to complete the fact file? (S11)

Language Study

Method

- Revision of commonly used punctuation marks.
- Pupils complete the exercise in the Pupil's Book on pages 41-42

Teacher Led Activities

Introduce the activity. Revise punctuation marks including commas, full stops, capital letters, speech marks and question marks. Read the instructions in the Pupil's Book and make sure the pupils understand they are going to write the correct punctuation marks in the sentences. Do an example on the board with the pupils.

Syllabus link
A2, S4

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

Spelling

Teacher Led Activities

Ask pupils to revise this week's spelling words. They could do this by working through the exercise in the Pupil's Book. This asks them to complete sentences where a spelling list word is missing. The pupils are given the first letter of each word as a guide.

Give a spelling test to check that pupils have learned their words. Recording the results of weekly spelling tests helps you to monitor the progress of pupils' spelling skills.

1. Give out blank pieces of paper and ask pupils to write numbers 1-10.
2. Say the spelling words in random order and ask pupils to write them down.
3. Pupils exchange papers and mark each other's work by checking against the list in the Pupil's Book.
4. Either 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

In this activity, the pupils are going to make a fact file about a town, village or island in Solomon Islands.

Method

- Pupils work in small groups to build up a fact file.
- Pupils illustrate their work.
- Group work is shared with the class and displayed if possible.

Teacher Led Activities

Read the instructions in the Pupil's Book and explain the activity to the class. Ask the pupils to work in groups of two or three to make a fact file for one of the following that they know well:

- a village settlement;
- a town;
- an island or province.

Pupils might need to find some information about the place they choose. If possible provide them with magazines or resource books to help them find more information.

Go through the example in the Pupil's Book. If pupils have an atlas, you could ask them to trace a map that shows the location of the town, village or island. Pupils can add the map to the fact file.

After pupils finish writing the information, they can draw some illustrations that might include houses, transport, local costumes or craft, or farm products from that area. Remind the pupils to draft their work first. Ask the pupils to complete their fact files on a sheet of paper. When pupils have finished their fact files, they can share them with the class and make a display in the classroom.

Syllabus link
S7, S11

? Can all the pupils write factual texts quickly without assistance? (S18)

1 Unit 14: Travel and Tourism

Reading and Discussion – A Nightmare Journey

Background Information

Today's text is a **narrative** called a **Nightmare Journey**, written by Alison Blaylock. A narrative is a text that tells a story, or narrates events.

The main purpose of a narrative is to entertain, but also to inform and teach. Other examples of narratives include novels, shorts stories, folk tales, fairy tales, traditional or creation stories, mysteries, science fiction, fables, moral tales, ballads, story poems, myths and legends.

In this unit the pupils learn about how narrative texts are structured. In additon, the pupils will also be introduced to a variety of other genres, including procedudres, explanations and organised lists and tables. It is important that pupils understand the structure of different text types and are able to use them in their own writing activities.

Method

- Introduce the topic for unit 14, Travel and Tourism.
- Ask questions to see what the pupils know about the topic before you turn to the reader.
- Revise the features of a narrative, such as characters, tenses, language features, style, etc.
- 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 Activity

Introduce the reader and the purpose of the unit asking the pupils if they have ever travelled to a different place or travelled overseas. Ask them how they travelled to their destination – walked, cycled, boat, canoe, car, bus, plane, train.

Brainstorm - Write a list of these places and ways of travel on the blackboard. Ask the pupils to retell details of their trip briefly to the class.

Tell the pupils that in this unit different aspects of travel and tourism are going to be studied and that they will be writing a variety of texts about the topic.

Ask the pupils to predict what the text in the reader might be about by thinking about the title of story. (This enables the pupils to bring their previous knowledge to a new text.) Read the whole text (pupils follow along silently in the reader).

After reading the text, discuss the story with the pupils asking focus questions to help pupils understand the story. Encourage all pupils to take part in the discussion.

Discuss the main character:

- What is the name of the main character?
- What does the story tell us about him?
- Describe what he did.
- Describe how he felt.
- Why do you think he behaved the way he did?
- If you were Silas, what would you have done? Explain why.

Discuss the events that take place in the narrative:

- In this story many unfortunate mishaps happen to the main character.
- Ask the pupils to find some examples from the text of these events.
- List them in sequence on the blackboard or on a chart.

At this stage focus on the key words. Ask the pupils to find the words in the reading text.

Ask them to find some words in their dictionaries and to discuss the meanings. Another task may be to ask the pupils to use these words in their own sentences.

Syllabus link
A4, S3, K1

? Can all the pupils understand narrative texts and quickly identify the main ideas and relevant details without assistance? (S9)

Comprehension

Background Information

To set the scene for the theme of the unit, ask the pupils to brainstorm what they know about travel and tourism. Continue to refer back to, add to, change and use these ideas for later unit activities.

Making a concept map is one way to help pupils organise ideas and information about a topic. It also helps pupils understand the concepts presented in texts.

Method

- Help pupils to answer the questions in Pupil's Book on page 44.
- Reread text.
- Start to build a concept map as a whole class activity.

Teacher Led Activities

After discussing and introducing the topic of the unit, ask pupils to think about the theme of 'Travel and Tourism' and record their ideas. Help them to answer the questions, in the Pupil's Book, as they write them in their exercise books.

Reread the text aloud again. Ask different pupils to read the text a paragraph at a time and discuss with all the class the information included. As the class reads, begin to prepare a concept map of the information in the story. Do this on the blackboard or on a large piece of paper. Allow pupils to add important points after each section of the text has been read and discussed.

Guide the pupils in setting up their own Concept Maps and help them to add ideas. Encourage pupils to add facts that they know are not included in the text. You may end up with a concept map as shown in the Pupil's Book on page 44.

1 Unit 14: Travel and Tourism

Remember to ask pupils to keep referring to this page in their exercise books and ask them to add more ideas and facts as they study later texts during the unit.

This activity will develop new vocabulary, spelling and ideas. It will also bring together the issues and ideas presented in the various texts and the theme of this unit.

Syllabus link
A1, S5, S7

? Can all the pupils use a range of structures to assist them to identify the main ideas and relevant details of a text? (S9)

Language Study

Background Information

There are two activities in the Pupil's Book. You could do one orally with the class. and ask the pupils to do the other in their exercise book. In the first activity, the pupils use some of the key words in sentences. Tell them to reread the paragraphs from the text in which the words are found to help them understand their meaning.

Method

- Go through the instructions for both activities in the Pupil's Book page 45 with the class.
- The pupils complete the exercise.

Teacher Led Activities

Activity A

Read the text again as the pupils read silently. Read through the instructions in the Pupil's Book on page 45.

Explain that they must use the key words in sentences to show their meanings. Remind them that the sentences should be written in their own words, and not just copied straight from the text. Ask them to reread the paragraphs in which the words are found. Work through one word as an example. Here are some sentences using the word **whispered**.

1. I **whispered** because I didn't want to wake the baby up.
2. "Keep very quiet and you'll see the mouse," **whispered** Mary.
3. Joel **whispered** so quietly I couldn't hear what he said.

Ask them to complete the activity in their exercise books.

Activity B

In the second activity pupils will substitute **'said'** or **'say'** for other words. The words in the box on page 45 of the Pupil's Book are words that can be used instead of **'said'** or **'say'.** Sometimes pupils use **'said'** too much in their writing. Different ways of saying **'said'** can make their writing make interesting.

Read through the instructions in the Pupil's Book and explain the activity. Do some examples with the pupils:

"I'm thirsty," **said** the little boy.

"I'm thirsty," **cried** the little boy.

(**said** is changed to **cried**)

Write the following sentences on the blackboard then ask the pupils to think of some other words that can be used instead of **said** or **say**.

1. "I don't want this pencil, that's my pencil," **said** Tim.
2. "You look nice," **said** Angela.
3. "Which building is the ANZ bank?" **said** the tourist.

Remind the pupils that when they do their own writing they can exchange words in this way when they edit their work. Read through all of the sentences in the Pupil's Book. Ask the pupils to write the completed sentences in their exercise books.

Syllabus link
A4, S15, K1

? Can all the pupils use a range of skills to identify, understand and pronounce new words? (S8)

Spelling

Background Information

Here are the spelling words for this week.

money	every
chief	thief
number	very
fly	funny
often	flower

Learning different sounds made by letters and letter clusters helps pupils when reading new words in other texts. In this activity pupils learn about the following sounds:

y - 'ee' (as in ver**y**)

f (as in chie**f**)

u (as in f**u**nny, n**u**mber)

Practise pronouncing these words yourself to be sure that you are saying them correctly to the pupils.

Method

- Introduce the spelling words to the pupils.
- Draw the pupil's attention to the vowel sounds to be studied.
- Make sure all pupils can say the words correctly and understand their meaning.
- Remind the pupils to learn to spell the words.
- Let the pupils complete the activity in the Pupil's Book.

Teacher Led Activities

Read through the spelling words with the class. Ask the pupils to copy the spelling words into their exercise books. Check their copying. Talk about vowels and the sounds they make in the words.

Ask the pupils to work in pairs to practise pronouncing and spelling the words. Make sure they are using the **Look**, **Cover**, **Remember**, **Write**, **Check**, strategy during the week to learn their words.

Explain the activity in the Pupil's Book on page 45. The pupils will need to use their spelling lists and dictionaries to help them to do this activity.

1 Unit 14: Travel and Tourism

Oral and Writing

Background Information

Today the pupils will role play the recount about the **Nightmare Journey.** They will then write a list of things which Silas needed to take on his trip.

Method

- Read the instructions in the Pupil's Book with the pupils and explain them.
- Organise the pupils into groups of four to plan their role play.
- Read the text together and ask the pupils to give an example of some direct speech that they could use in their role plays.
- Allow time for the pupils to prepare.
- Present the role plays.

Teacher Led Activities

Ask the pupils to read the focus questions and use these to help them start planning the play. Ask the pupils to record what the characters will say using speech bubbles. Encourage them to write down lots of ideas and to then discuss and choose the best ones. Remind them that the play should be a sequence of events, just as it is in the reader text.

Move around the classroom and help groups as they work on their plans. If you find that some groups or individuals are having difficulty, the following procedure may be helpful in redirecting the focus for the task:

How to re-enact an event (Role Play)

- Reread the text, then brainstorm ideas about the play as a group.
- Make a summary of main events and details of who, what, when, where and why.
- Decide roles (that is, who will play the parts.)
- Characters practise their parts as all group members offer comments and suggestions to tighten up the dialogue and actions.
- When the group is satisfied the actions and dialogue are organised, present your play to an audience.

You could write these guidelines a chart on a large piece of paper and display it for the class to follow.

Ask the pupils to perform their plays for the rest of the class when they have practised. If there is time, allow the groups to reflect on their performance and the comments made by the rest of the class.

Syllabus link
S11, S16

? Can all the pupils write short dialogues quickly and without assistance? (S18)

Assessment Activity – Running Record

Background Information

During this unit, over the next two weeks, you will make an assessment of each pupil's reading skills. You will do this by carefully conducting a running record for each pupil.

Compare the results of this assessment with the notes you made for each pupil during your previous assessments. Assess whether each pupil has improved and look for persistent difficulties they may be having with reading in English. When you plan your follow up activities, help them with these difficulties. Instructions for completing running records are included on pages 26 - 28 of this Teacher's Guide.

Suggested Texts for Running Records

Easy Text: **Text 2: Excess Baggage**

From: **'The pilot taxied... .'**

To: '.... **heavily into the air.'**

Medium Text: T**ext 6: The Angry Tourist**

From **"This is outrageous!"**

To **'... no room on the plane for any more.'**

(108 words)

Difficult Text: **Text 9: Letters To the Editor**

From **'First educate the tourists..."**

To **'... transport for local people"**

(111 words)

2 Unit 14: Travel and Tourism

Reading and Discussion - Excess Baggage

Background Information

This is a recount text. The purpose of a recount is to tell the reader about something that has happened, focusing on a sequence of events relating to a particular occasion.

This recount tells us how airline passengers could not board a plane due to excess baggage or the weight being beyond the normal weight that the plane should carry.

Method

- Ask the pupils to look at the key words and practise pronouncing them in pairs. Ask them to use the key words in sentences to check that they understand their meaning.
- Read the text with the class.
- Talk about the text and the pictures.

Teacher Led Activities

Before reading the text have a guided discussion with the pupils using questions like these:

1. What does overweight mean?
2. What might cause some ships to sink or aeroplanes to crash?
3. What might happen if a truck is overloaded?
4. Do you think aeroplanes provide good, reliable transport for our people? Why? Why not?
5. Name some other means of public transport.

Ask pupils to read sections of the text in turn. Then ask the pupils to read the text silently again. Talk about the pictures with the class.

After reading, talk about the events in the text. You could use the following questions to guide your discussion:

1. Why was the pilot so concerned about the weight of passengers and luggage?
2. What are some things you think the passengers may not have needed to take on board?
3. Which items may have weighed more than others?
4. If you were the pilot what would you have done?
5. Why were the villagers curious about what was happening?
6. How do you feel about the whole text?
7. How was the recount made interesting for the reader?
8. What would you add to the text to make it more interesting? Exciting? Funny? Dramatic?

Syllabus link
A4, S3

? Can all the pupils quickly identify the main ideas and relevant details from the text? (S9)

Comprehension

Background Information

In this activity the pupils are going to explain the selected sentences used in the text in their own words.

Method

- Read the text together again.
- Pupils retell parts of the text in their own words.
- Read the instructions in the Pupil's Book with the class.
- Pupil's complete the activity.

Teacher Led Activities

Choose some parts from the text to discuss with the pupils. Ask different pupils to retell these in their own words. Encourage the other pupils to check that all is included and that events are in the right order.

Look at the exercise in the Pupil's Book on page 49 with the pupils. Do the first sentence as an example with the class. Ask the pupils to complete the activity in their exercise books.

Syllabus link
S9, S15

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

Language Study

Background Information

In this activity the pupils are going to choose the correct **homonym** or **homophone** to complete each sentence. **Homonyms** are words like **fair** and **fare**, which sound the same but are spelt differently and have different meanings; or words like **row** (a noise) and **row** (to row a canoe), which have the same spelling but sound different and have different meanings.

Homonyms like **fair** and **fare** are also called **homophones** because they sound the same; homonyms like **row** and **row** are also called **homographs** because they look the same.

Method

- Revise homonyms.
- Complete some examples with the pupils on the blackboard.
- Pupils complete the exercise in the Pupil's Book.

Teacher Led Activity

Use the chart below to help you with this activity. Ask the pupils to think of some examples of homonyms that they know and write them on the blackboard. Have them use dictionaries to find out and explain the different meanings.

Do the example from the Pupil's Book on page 49 with the pupils. Ask the pupils to complete the activity in their exercise books.

Some examples of homonyms include:

hear, here;	hezard, herd;	heal, hell, he'll;	higher, hire;
him, hymn;	hole, whole;	hour, our;	in, inn;
its, it's	key, quay;	knew, new;	knight, night;
knot, not;	knows, nose;	lead, led;	lessen, lesson;
mail, male;	mare, mayor;	meat, meet;	medal, meddle
metal, mettle;	might, mite;	missed, mist;	muslces, mussels;
naval, navel;	oar, or, ore;	one, won;	pail, pale;
pair, pare, pear;	pain, pane;	passed, past;	pause, paws
poor, pore, pour;	peace, piece;	peal, peel;	rain, reign

Syllabus link
K5, S15

? Do the pupils know and understand words, which sound the same but are spelt differently? (K2)

Handwriting

Pupils should be developing a consistent cursive style of writing. They should use cursive writing for all writing activities, not just during handwriting lessons. However, there may be some joins, which the pupils still find difficult.

Choose a few joins to revise at the beginning of each handwriting lesson, according to the needs of the pupils. Demonstrate these on the blackboard. 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 the correct posture and pencil grip.

Ask the pupils to copy the handwriting poem into their exercise books. When they have finished encourage them to evaluate each others' work.

Oral and Writing

Background Information

Make a List

For this activity the pupils will take on the role of one of the passengers and make a list or draw items that they would take out of their luggage and give to the people at the airport. Read the instructions and explain the activity in the Pupil's Book to the class. Ask the pupils to complete the activity in their exercise books.

Who Should be Thrown off the Flight?

This activity gives the pupils the opportunity to develop confidence in speaking in front of a group or the class and expressing their own opinions in order to persuade others.

The pupils will be representing seven different passengers who are all booked on an airline flight. However, the flight is too heavy to take off so one of them has to stay behind. The pupils will present a speech to explain their situation and convince the others that they should not be the one to be left behind.

Method

- Organise the pupils into groups of seven.
- Read the instructions in the Pupil's Book and explain to them what they have to do.
- The groups hold their debate and vote for who should be left behind.

Teacher Led Activity

Ask the pupils to take on one of the roles of the plane passengers and give a short speech **explaining why** they should not be the one left behind.

Passenger List

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

Go through the example of the first passenger in the Pupil's Book. The pupils will then have time to think about what to say before presenting their speeches. Allow the pupils time to present their speeches. The rest of the group will listen and vote to decide who has to remain behind at the airport based on the persuasiveness of the speeches given by the other pupils. You could organise this as a whole class activity too.

Syllabus link
S1, S7

? Can all the pupils use persuasive speech to convince others to agree with their point of view? (S6)

3 Unit 14: Travel and Tourism

Reading and Discussion - Planning a Trip Overseas

Background Information

Today's text is a procedure. It outlines the steps to follow when planning for a trip overseas.

A procedural text:

- tells how things are done or made;
- gives instructions or information on the general way to do things;
- gives directions;
- has a goal or aim which is sometimes the title of the text (for example - Planning a Trip Overseas);
- often, but not always, lists materials needed;
- is written in a series of ordered steps.

Method

- Introduce the pupils to the text by telling them that it is a 'procedural text' about planning for a trip overseas.
- Remind the pupils about the purpose of a procedural text.
- Pupils read through the text.
- Ask questions about the text as a whole class activity.

Teacher Led Activities

Lead a discussion to prepare pupils for reading. Use these suggested questions to start your discussion. Add some of your own.

1. What does 'overseas travel' mean?
2. Do you think travelling to Makira by plane is also travelling overseas? Why? Why not?
3. If you want to go to another island by plane, what do you need to enable you to board your flight?
4. What do your parents usually do to prepare for a journey?
5. Make a list of some of the things that need to be done before leaving for somewhere.

Allow the pupils time to read the text with a partner. Discuss the text as a whole class. Perhaps ask particular pupils to read sections of the text to the class.

Ask questions to see if pupils have understood the text.

You could also ask the pupils to make up their own comprehension questions, based on the text, to ask each other.

Syllabus link
A4, S3

? Can all the pupils read and understand a procedure and identify the main ideas and relevant details? (S9)

Comprehension

Background Information

Map reading and interpretation require pupils to approach text in a different way.

Pupils will be asked to use thinking and reasoning to organise this information from the text to complete the task.

Method

- Talk about the map in the Pupil's Book as a whole class.
- Discuss the relevant places on the map with the class.
- Practise finding different places on the map and describing their location.
- Read and explain the instructions for the comprehension activity in the Pupil's Book.
- You could ask the pupils to do this activity in their exercise books or do it together orally.

Teacher Led Activity

While studying the map in the Pupil's Book on page 53, write some useful words on the board for giving directions and finding locations. For example:

- turn left	- in front of
- turn right	- next to
- cross the road	- opposite
- go straight on	- in between

Ask pupils to use these to describe places on the map.

For example:

Immigration division is opposite the Post Office.

The Pharmacy is next to Tradco Shipping.

NBSI Bank is next to ANZ Bank.

Syllabus link
S12, S19

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

3 Unit 14: Travel and Tourism

Language Study

Background Information

A compound word is formed by combining two (or more) existing words to make a new word (football, windmill). Sometimes they are joined with a hyphen (e.g pen-friend, ice-cream). Some compound words contain a preposition (e.g. brother-in-law, mother-in-law).

Method

- Revise compound words.
- Ask the class to think of as many compound words as they can.
- Build up a word bank on the board.
- Read and explain the instructions in the Pupil's Book on page 53.
- Ask the pupils to complete the activity in their exercise books.

Answers:

1. postcard	2. letterbox	3. notebook	4. waterfall
5. matchbox	6. handwritten	7. raincoat	8. overnight
9. airport	10. noticeboard	11. toolbox	

Syllabus link
K1, S11

? Can all the pupils understand and identify compound words? (K1)

Spelling

Pupils have to find spelling words to match the clues. 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 throughout the week. Read and explain the instructions in the Pupil's Book. Explain to the pupils that they are going to match the clues with the words from the spelling list. Ask the pupils to complete the activity in their exercise books.

Oral and Writing

In this activity pupils are going to be involved in giving directions. The pupils will use procedural texts to give and follow instructions. They will do this activity with a partner.

Method

- Put the pupils in pairs.
- Explain how to give and follow directions orally.
- Pupils complete the oral activity in the Pupil's Book.
- Explain the writing activity to the pupils.
- Tell the pupils to use the procedural text that they read earlier as a model for completing this activity.
- Ask the pupils to copy the format for the procedure into their exercise books.

Teacher Led Activities

After putting the pupils in pairs practise some examples of following directions with the class. You could make this part of the lesson into a fun game for the pupils.

For example:

1. Alison, walk to the blackboard.
2. Draw a picture of your favourite animal.
3. Write the name of the animal underneath.
4. Now walk back to your seat.
5. Sit in your seat.

1. Get out of the classroom and turn left.
2. Follow the corridor to the end.
3. Turn right at the principal's office.
4. Go straight across the netball court.
5. The staff room will be ahead of you.

Your can changes these instructions to make them fit your school.

Read and explain the instructions in the Pupil's Book. Write the example given in the Pupil's Book on the blackboard. Ask the class to read it together. Discuss the example.

Ask each pupil to take turns to give their partner a set of directions to help them find their way to a different place.

Make a List

For this activity, pupils are going to make a list of things that they would need to plan to do when organising a trip to Tulagi.

Remind the pupils that when we are talking or writing about 'doings' and 'happenings' we use action verbs. Generally, these indicate physical actions, which we can observe around us. Useful verbs to this activity might include buy, prepare, visit, pack, walk, book, and so on.

Procedures are mainly about actions in the form of commands:

Underline action verbs in the directions you have written on the board and discuss how they are used in the text with the pupils.

Ask the pupils to complete the activity from the Pupil's Book in their exercise books. Ask them to keep checking the example texts while doing this activity.

Syllabus link
A3, S4, S12

? Are all the pupils aware of different styles of procedure text and the way their form is determined by the proposed audience and purpose? (A2)

4 Unit 14: Travel and Tourism

Reading and Discussion - How to Apply for an Australian Visitor's Visa

Background Information

Today's text is another procedure text. It outlines how to do something to achieve a stated goal. There is a particular order or sequence of instructions to follow so that the goal can be reached. It tells us How to apply for an Australian Visitors' Visa. This text is an official document that might have been written by the Australian High Commission.

A visa is a stamp or sticker placed inside a person's passport which allows them to enter a particular country.

Method

- Introduce the title of the text to the pupils. Talk about the key words.
- Read the text aloud while the pupil's listen and follow in their books.
- Discuss the text with the pupils.

Teacher Led Activity

Before reading the text, ask the pupils to explain some other things we need to apply for. Make a list on the board. These could include a place in a primary school, a driving licence, a claim for expenses when doing a job.

After reading, discuss and ask the pupils some of your own questions about the text.

Syllabus link
A1, S12

? Can all the pupils read an official procedure text, and identify the main ideas and relevant details? (S9)

Comprehension

Method

- Ask the pupils to read the text silently to themselves. Now read through the text again while the pupils follow silently.
- Read and explain the instructions in the Pupil's Book. Tell the pupils that the sentences explain the procedure of how to obtain a Solomon Islands passport, but they have been jumbled up.
- Read the sentences carefully, and then ask the pupils to rewrite them into their exercise books in the correct order.
- Do the first sentence with the pupils as an example.
- Ask the pupils to look back at and use the visa application procedure as a model to help them complete the task.

Syllabus link
S14

? Can all the pupils arrange the sentences in the correct order? (S19)

Language Study

Background Information

In this activity the pupils study synonyms. **Synonyms** are words with similar meanings. Using different words with similar meanings makes a text more lively and interesting for the reader.

For example:

bump – knock, bang;

evil – wicked, bad, sinful

Method

- Revise synonyms.
- Ask the pupils for some examples of synonyms.
- Write them on the blackboard.
- Read the instructions in the Pupil's Book.
- Explain that they are going to write the synonyms for the words in the Pupil's Book.
- Do the first one as an example.
- Ask the pupils to complete the activity in their exercise books.

Syllabus link
K11

? Can all the pupils understand a range of words with similar meanings ? (K2)

Spelling

Background Information

Nouns can be written in singular or plural form. When written in the plural form, a suffix is usually added to the word. Generally **s'** is added to the end of the noun (e.g. horse**s**, writer**s**, tree**s**). The following are some rules for making plurals.

- If a noun ends in **x, s, ss, sh, ch** or **z**, then **es'** is added (e.g. box**es**, bus**es**, loss**es**, brush**es**, branch**es**, quizz**es**)
- When a noun ends in a consonant followed by **y**, the y is dropped and **'ies'** is added (e.g. pon**ies**, stor**ies**)
- Some nouns ending in **f** or **fe** are made plural with **ves** (e.g. hal**ves**, wi**ves**, wol**ves**)

  Some others only need **s** added (e.g. belief**s**, chief**s**)
- Most nouns ending in **o** have **es** added (e.g. potato**es**, hero**es**, mosquito**es**)

  Some only need **s** added (e.g. photo**s**, video**s**, radio**s**)
- Some nouns have an irregular plural form (e.g men, women, mice)
- Some nouns have the same form for singular and plural (e.g deer, sheep, aircraft, fruit)
- Some nouns are always written as plurals (e.g scissors, trousers, glasses)

Method

- Look at the spelling words for this week and ask the pupils to say and spell them together.
- Remind them to use the **LCRWC** strategy to learn their words.

Teacher Led Activity

Revise the rules for making plurals. List some words on the blackboard as examples, and ask pupils to think of other words to add to your list.

Ask the pupils to say and spell the plural form of the example words – practise this together.

Read and explain the instructions in the Pupil's Book on page 56.

Explain that they must write the words in the plural form.

Ask the pupils to complete the activity in their exercise books.

4 Unit 14: Travel and Tourism

Oral and Writing

Background Information

In this activity the pupils are asked to copy an example of a **Visa Application Form** into their exercise books and fill in the appropriate information.

PMI – Overseas Travel

This activity asks the pupils to consider the topic of 'Travel and Tourism' more carefully. PMI is a way of treating a topic or an idea. It helps pupils to organise their thoughts about a topic.

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

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

I stands for **Interesting** – the interesting things about a topic

The pupils are asked to discuss good, bad and interesting things about 'Overseas Travel'. They are asked to organise their information in a grid or table. The first row of the table about 'Organising the trip' has been completed in the Pupil's Book. Discussion is an important part of this activity. You should let the pupils work in groups for discussion as they complete the activity.

Method

- Discuss what the application form is for.
- Discuss the layout of the form and the type of information that is needed to fill it out.
- Read and explain the instructions in the Pupil's Book.
- Explain to the pupils that they are going to study the Visa Application Form, copy it into their exercise books, then fill in the form as if they were applying for a visa.
- Tell pupils to make up any informaiton that they do not know such as a passport number.
- Ask the pupils to complete the task.

Teacher Led Activity

Read the explanation of PMI in the Pupil's Book.

Read through the headings in the grid. Discuss these with the pupils. Read and discuss the information in the first row (already completed). Ask the class what they would have written in this section. 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.

Syllabus link
S10, S15

? Can all the pupils choose relevant details to complete the application? (S19)

Reading and Discussion - In the Event of an Emergency

Background Information

Today's text is another procedural text. It explains safety procedures and gives instructions on what to do in case of an emergency when travelling on a plane. The text is from a card we might find in the pocket of the seat in front when travelling on a plane.

Method/Teacher Led Activity

- Before reading, explain that this is a procedural text.
- Make sure that the pupils understand the purpose of a procedure.
- Read and talk about the text.
- Discuss the pictures.
- After reading the text you might lead a discussion and ask questions about the text with the pupils.

Syllabus link
K1, S5, A2

? Can all the pupils identify the main ideas and relevant details of the text? (S9)

Comprehension

Background Information

In this activity the pupils are asked to answer questions in complete sentences and write them in their exercise books.

Method

- Read and explain the instructions in the Pupil's Book.
- Explain to the pupils that they are going to answer the questions in complete sentences.
- Read the questions to the pupils.
- Ask the pupils to complete the task in their exercise books.

Syllabus link
A2, K1, S4

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

5 Unit 14: Travel and Tourism

Language Study

Background Information

Adverbs: **are words that add meaning to verbs** Adverbs explain **how, when, where** or **why**.

Slowly is an adverb in: I walked **slowly**. **Slowly** tells **how** I walked.	**Very** is an adverb in: It is a **very** hot day. **Very** tells **how hot** the day is.	**Too** is an adverb in: You ate the food **too** quickly. It tells **how fast** I ate the food.

In the first example, **slowly** adds meaning to the verb, **walked**. In the second example, **very** adds meaning to the adjective, **hot**. In the third example, **quickly** adds meaning to the verb, **ate**.

Using adverbs is a good way of adding interesting description to a text.

For example:

"A strange, old man walked into the village and asked for food."

Can be made more interesting by adding adverbs as follows:

"A strange, old man walked **wearily** into the village and asked **desperately** for food."

One of the features of a procedural text is that it tells you exactly how to do things. The use of adverbs makes these instructions clearer and easier to follow.

In this activity pupils are asked to study the text, make a list of the adverbs and write good sentences using them.

Method

- Revise the use of adverbs with the pupils.
- Write some examples on the blackboard and discuss.
- Ask the pupils to think of some examples. Write their list of adverbs on the blackboard. You could ask the pupils to use some of these adverbs in sentences.
- Read and explain the instructions in the Pupil's Book on page 60.
- Explain that they are going to look for adverbs in the text.
- Ask the pupils to make a list of these in their exercise books, or you could write them on the blackboard.
- Ask the pupils to write these words in their own sentences.

Syllabus link
A4, S5

? Do all the pupils understand the meaning of the term 'adverb' and can they use adverbs appropriately? (K11)

Spelling

Method

- Allow pupils time to revise this week's spelling words.
- There is an exercise in the Pupil's Book which you could use to revise the words.
- Give a spelling test in the form of a short dictation.
- Collect and mark each pupil's dictation.
- Record the results of weekly tests to help you to monitor the progress of pupils' spelling skills.

Teacher Led Activities

Dictation

Slowly dictate these sentences (or you can prepare your own sentences containing the spelling words for the week).

I keep my money hidden in the roof of my house high up, away from any **thief**.

My daughter loves listening to **funny** jokes.

The **chief** from the next village found a large sum of **money** near his favourite **flower** in the garden.

I can't eat this soup because it has a **fly** in it.

For **every** dollar I spend on the tickets, I get a lucky **number**.

Father **often** drinks **very**, hot tea with his bread.

Oral and Writing

Background Information

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

Other examples of everyday instructional texts are washing instructions, plans, tourist maps and rules.

Method

- Read through each of the instruction samples in the Pupil's Book on page 61.
- Discuss each one. Where might you expect to see a set of instructions like this?
- Ask the pupils to work with a partner and discuss the purpose of each instruction. (What does it tell the reader how to do?)
- Ask them to copy the table from the Pupil's Book into their exercise books.
- Tell them that they will write a brief explanation for each instruction in the table.
- The pupils should begin each answer with 'How to'.
- Ask the pupils to complete the task.

Safety Card

Background Information

This extra activity asks pupils to prepare a safety card to give to all the passenger ships of Solomon Islands. It should explain to passengers what they should and shouldn't do on board to prevent accidents.

Teacher Led Activity

Lead a discussion about the safety rules aboard ships or boats. Ask the pupils to offer suggestions about how safety rules might be different for ships or boats with outboard motors? Ask them to consider what situations may cause accidents and need to be prevented.

Explain to the pupils that they are going to write down the "safety dos and don'ts" for passengers on board a ship. Read and discuss the example with the pupils. Ask the pupils to do this activity on a separate piece of paper and to set it out to look like a safety card, using the reading text and the example as models.

Syllabus link
S5, S6, S7

? Can all the pupils write a short procedure text without assistance? (S18)

Reading and Discussion - The Angry Tourist

Background Information

The 'Angry Tourist' is a narrative. The focus of a narrative is on a sequence of actions or events. The tense used is usually past tense.

Method

- Introduce the text through discussion using focus questions.
- Lead the pupils in reading the text. Ask different pupils to read sections of the text. Stop and discuss the text as you read it together.
- After reading the text, ask your own questions about the text.

Teacher Led Activities

Before reading the text, use these and other questions to prepare pupils for reading.

1. Have you ever flown in a plane? Tell us about what it was like.
2. Have you ever faced any problems while on board? If so, briefly retell what happened.
3. Have you seen people arguing about sea fares, overloading of ships or there being no seats left on a plane or ship? If so, briefly retell about what the argument was about.

Syllabus link: S5, S6

? Can all the pupils read and understand the text and pick out the main ideas? (S9)

Comprehension

Background Information

The pupils are asked to answer questions that are beyond the meaning actually given within the text. The author **implies** information without stating it directly.

Method

- Read the text again with the pupils.
- Explain and complete the activity in the Pupil's Book on page 64.

Teacher Led Activity

Read through the questions together. Explain the idea of implied meaning - something the author suggests but does not state directly. Look for examples of this in the text, such as the way in which the characters are potrayed. By making the tourist so rude and angry, the author suggests that sometimes visitors to Solomons are rude and impatient.

The last line is another good example. Discuss what the author **implies** by the check in clerk's comment after the tourist has left. "Good."

Explore this with the pupils.

Read through the questions in the Pupil's Book. They also ask the pupils for their reactions to and opinions about the text.

Syllabus link: A2, K1, S4

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

6 Unit 14: Travel and Tourism

Language Study

Background Information

Antonyms are words with opposite meanings. This activity asks the pupils to rewrite the sentences and change the words in bold print to their opposites.

For example:

pack/unpack **take-off/land** **pick-up/drop-off** **up/down**

Method

- Revise antonyms with the pupils.
- Write some words on the blackboard and ask the pupils to tell you their opposites.
- Read the instructions in the Pupil's Book and make sure that pupils understand the task before they complete it in their exercise books
- Work with any pupils who are having difficulty.

Syllabus link
K1, S19

? Do all the pupils understand the term 'antonym' and use a range of words with opposite meanings? (K2)

Spelling

Background Information

This week, the pupils will learn new spelling words. The focus of today's spelling work is on understanding the words and pronouncing them correctly.

jungle	bus
during	friend
afraid	often
float	month
find	museum

Method

- Read the instructions in the Pupil's Book.
- Tell the pupils that they are going to write five sentences using words from the spelling list. Tell them that they will use two or three words in each sentence.

Teacher Led Activity

Look at the spelling words for this week. Write the words on the blackboard or a chart. Go through the spelling list for this week with the pupils. Ask the pupils to say the words and check their pronunciation. Have them use the words in sentences.

Write this example on the board and read it together with the pupils.

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

Ask the pupils to copy the spelling list into their exercise books. Remind them to use the LCRWC strategy and to spend time learning the words before the spelling assessment.

Oral and Writing

Role Play "The Angry Tourist"

Background Information

In today's oral activity the pupils will role play the narrative about the 'Angry Tourist'.

Teacher Led Activities

Read the instructions in the Pupil's Book and explain them to the pupils.

Ask them to work with a partner to plan their role play.

Read the text together and ask the pupils to give an example of some direct speech that they could use in their role plays.

Write their suggestions and responses on the blackboard.

Ask them to read the questions (in the Pupil's Book) and use these to help them start planning the play.

Ask the pupils to perform their plays for the rest of the class.

Syllabus link
A3, S4, S12

? Can all the pupils agree and disagree both politely and rudely in their role play? (S5)

Writing a Complaint Letter

Background Information

In this activity the pupils are going to take on the role of the angry tourist to plan and draft a complaint letter about the incident that happened at the Solomon Airlines Check-in desk. This activity will help the pupils to express their unhappiness and opinions about services provided.

Method

- Read and explain the instructions in the Pupil's Book.
- Ask the pupils to consider how they would react if they were the angry tourist.
- Go through the format of the letter with the pupils.
- Assist the pupils with their writing.

Teacher Led Activity

Ask the pupils to read the text aloud again either in pairs or in small groups. Tell them that they are going to imagine that they are the angry tourist. Discuss the ideas for writing the letter provided in the Pupil's Book.

Ask the pupils to write a complaint letter about the incident that happened to them at the airport, using this format. Tell them to address the letter to the Manager of Solomon Airlines.

Syllabus link
S16

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

7 Unit 14: Travel and Tourism

Reading and Discussion - How Tourism can Help People in Solomon Islands

Background Information

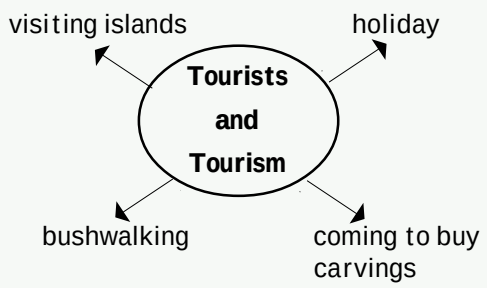
This text is an explanation. It explains how tourism can help people in Solomon Islands.

Method

- Introduce the topic and discuss the genre of explanation with the pupils.
- Ask the pupils to follow the text silently as you read it aloud. Allow the pupils time to read the text with a partner. Discuss any parts of the text that the pupils found difficult to read.
- Ask the pupils some questions about the text.

Teacher Led Activities

Before reading the text, write the words 'Tourists' and 'Tourism' on the blackboard and brainstorm with the pupils about what they think these two words mean. You could record their ideas on the blackboard like this.



Remind the pupils to return to where they created their concept maps in their exercise books earlier in this unit, and to add new ideas and information from the brainstorming activity.

Remind them that they can also change or improve on any of the ideas and information that they have already written in their concept maps.

Syllabus link
A1, S1,

? Can all the pupils identify the main ideas from the explanation text? (S9)

Comprehension

Method

- Read the text to the pupils again.
- Read the instructions in the Pupil's Book and explain what the exercise is about.
- Ask the pupils to complete the activity.

Teacher Led Activities

Go through the list of things that the pupils need to find from the text. Tell them that they can add any ideas they can think of that are not in the text, to their lists. You could do the first list together as a whole class activity.

You might prefer to have the pupils work in groups to prepare just one list.

Syllabus link
S1, S9, S19

? Can all the pupils use skimming and scanning to obtain information? (S11)

Language Study

Method

- Read the instructions in the Pupil's Book and explain to the pupils that they are going to choose one of the roles.
- Ask pupils to imagine they are one of the people and tell them to write two short paragraphs explaining how visiting tourists have helped them to earn money.
- Ask pupils to complete the task.
- Help those who find this activity difficult.

Teacher Led Activities

Allow pupils some time to scan through the text again. Introduce the activity by telling pupils that there are many people that can benefit from tourism. Read the list from the Pupil's Book and discuss the roles that these people have in the tourist industry.

Ask pupils to explain what they would do with the money they have earned. Have a class discussion about the pupils' answers.

An Extra Activity

Each pupil works at a different pace in the same class. It is always helpful to have some extra activities for those pupils who have finished any work that you set.

In this activity pupils will create a diagram with captions to explain the role of the person from the above activity. Read and explain the instructions in the Pupil's Book. Discuss the format presented in the Pupil's Book. Ask the pupils to create their diagram using this format and the ideas from the previous activity.

Ask the pupils to complete the activity in their exercise books. If there is time, the pupils could share these with the rest of the class

Syllabus link
A4, S11, S15

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

7 Unit 14: Travel and Tourism

Spelling

Method

- Remind the pupils to learn their spelling words for this week, as there will be a spelling test later in this unit.
- Set the pupils the task of arranging the spelling words in alphabetical order.
- Pupils who have finished the spelling task play a game of Bingo.

Teacher Led Activities

If you have cards prepared and counters, those pupils who finish their spelling activity, could play the game 'Bingo' in small groups, using the spelling words.

One pupil in each group or the teacher will need to be the caller to read out the words and give instructions.

Bingo

Small grid cards will need to be prepared with the words in various positions on the card.

jungle	museum
every	friends
number	often

bus	money
chief	afraid
every	fly

during	flower
friend	afraid
every	chief

month	often
bus	during
museum	money

find	flower
friend	afraid
every	chief

The caller will need a list of all the spelling words from this unit.

Oral and Writing

Final Draft of Complaint Letter

Background Information

Today's activity is for the pupils to complete their final draft of the complaint letter, which they started yesterday.

Method/Teacher Led Activity

- Read and explain the instructions for completing the final draft of the complaint letter.
- Ask the pupils to discuss their drafts with a partner before writing the final copy.
- Walk around and check pupils' texts while they discuss and work on their final draft.
- Ask pupils to complete the final drafts of their letters.

- Ask the pupils to read their letters aloud to the class or they might display their letters on the wall so that everybody can read and comment on each other's work.
- If there is time, you could also provide time for review and sharing of ideas with the whole class.

Syllabus link
A3, S17, S18

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

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 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.

8 Unit 14: Travel and Tourism

Reading and Discussion - Why Some People are Against Tourism

Background Information

This is an explanatory text. It explains why some people think tourism is not good for our country.

The text looks at particular areas of opposition including **environmental** reasons, **social** reasons, **economic** reasons and **cultural** reasons.

Method

- Discuss the topic with the pupils.
- Allow the pupils time to read the text themselves.
- Discuss the key words and their meanings.
- Read the text to the pupils. Let the pupils identify any parts of the text that they find difficult to understand. Discuss these sections with the class.

Teacher Led Activities

Start a discussion about why some people are against tourism. Write the pupil's responses on the blackboard or a large piece of paper.

Let the pupils read the text for themselves first. Ask pupils to read the text in pairs, taking turns to read sections of the text aloud.

After reading, ask the pupils if there are any words in the text that they do not understand. Explain these words.

Start a discussion using the questions below. Add some questions of your own.

1. What do you think about tourism in our country?
2. Do you think it is helping us? Why? Why not?
3. Some people say tourism could harm the environment. What do you think?
4. Some people say having foreign visitors in a village could change the way people behave. Do you agree? Do you disagree?
5. What ideas do you have for tourism in Solomon Islands?

Syllabus link
A1, S1

? Can all the pupils read an explanation text and quickly identify the main ideas and relevant details? (S9)

Comprehension

Background Information

The text talks about different reasons why people might be against tourism. These reasons include **environmental** reasons, **social** reasons, **economic** reasons and **cultural** reasons.

In this activity you will ask pupils to read and study the sentences in the Pupil's Book and then match them to the correct categories (the four reasons) mentioned above.

The pupils will need to use the skill of scanning the text in order to check the information and locate the particular issue concerned.

Method

- Reread the text with the pupils.
- Read and explain the instructions in the Pupil's Book.
- Revise the four reasons mentioned in the text – environmental, social, economic and cultural.
- Ask the pupils to complete the activity in their exercise books.

Teacher Led Activities

Discuss what the four categories mean, using the following questions (you may also add some of your own):

Explain why some people use;

- **environmental issues** as reasons for not wanting tourism in Solomon Islands.
- **economic issues** as reasons for not wanting tourism in Solomon Islands.
- **cultural issues** as reasons for not wanting tourism in Solomon Islands.
- **social issues** as reasons for not wanting tourism in Solomon Islands.

What do you think are the most important issues for not wanting tourism in Solomon Islands? Why?

Encourage the pupils to scan the text for ideas and answers to the discussion questions above.

Do an example with the pupils before they begin sorting out the statements on their own. You may choose to do the task orally with the whole class. If you choose this option, copy the grid onto the blackboard or a large piece of paper. As the discussion takes place, ask the class to categorise the statements on the grid. Complete the grid as the answers are supplied by pupils.

Syllabus link
A4, S7, S10

? Can all the pupils categorise information from the text and organise it in the grid? (S12)

Language Study

Background Information

Prepositions show the relationships 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 prepositions, giving examples of context to help pupils become familiar with how they are used.

For example:

on the beach	near the tree	before John
near him	from the car	on the mat
in the canoe	over the baby	after lunch

8 Unit 14: Travel and Tourism

These are some common prepositions

across	beneath	into	over	onto	after	between
of	past	down	among	during	like	to
into	around	from	near	up	with	before
in	on	for	off	along		

Prepositions can be used to show relationships between things both in **time**, and in **place**.

For example:

	Time	**Place**
on	on Tuesday	on the bus
in	in a week	in the garden
from	from six o'clock	from the house
before	over an hour	over there by the trees

Method

- Revise the meaning of the word preposition and have the pupils give you some examples to show that they understand.
- Read the instructions and explain that they are going to copy the sentences in their exercise books and underline the prepositions.
- Complete the activity.

Syllabus link
A4, S10, S19

? Do all the pupils understand the term 'preposition' and identify prepositions of place in sentences? (K4)

Spelling

Background Information

Ask the pupils to study and learn their spelling words for this week as there will be a spelling test in a few days time. Remind them to learn to spell the words using the **Look, Cover, Remember, Write, and Check** strategy.

Ask the pupils to work in pairs. One partner may read the words as the other writes them down.

Read and explain the instructions for the spelling task in the Pupil's Book. Ask the pupils to complete this activity in their exercise books.

Oral and Writing

Background Information

For today's lesson the pupils will work on an **explanation text** referring to both Text 7 How Tourism Can Help People in Solomon Islands and Text 8 Why Some People are Against Tourism. Text 7 talks about the **advantages and positive aspects of tourism** and Text 8 talks about the **disadvantages, problems and issues associated with tourism**.

The pupils are to reread both texts and then plan and write their own explanations about tourism in Solomon Islands. They are asked to write a balanced explanation including reasons both for and against tourism.

Method

- Discuss the issues raised by these two texts.
- Read and explain the instructions in the Pupil's Book.
- Ask the pupils to complete the task in their exercise books.

Teacher Led Activities

Discuss the issues raised by these two texts.

Issues for discussion (you may add some of your own):

- Is it better for people to make money from tourism even though they may not be happy with how tourists behave?
- Does having foreign visitors keep local traditions (such as carving and dancing) alive or change them and spoil them?
- Do tourists have a right to expect to visit private land and tabu places?

Explain that pupils are going to plan and write an explanation. Discuss the setting out and structure of the text/plan. Ask the pupils to begin making their own plans for writing the explanation. Remind the pupils that they will need to give reasons for the points they make.

Syllabus link
A3, A4, S12

? Can all the pupils use a talk-draft-talk-redraft process for writing an explanation? (S17)

9 Unit 14: Travel and Tourism

Reading and Discussion - Letters to the Editor

Background Information

This is an expository text. An exposition is a text that is written to convince or persuade the reader (or listener) to agree with the author or speaker's point of view. This text is a collection of **Letters to the Editor** published in the Solomon Star. The authors of the three letters wrote about their points of view or opinions on tourism. They sent their letters to the Solomon Star to be published in order that the public could read about what they had to say about issues that were important to them.

You can see that the first writer is opposed to tourism. She gives reasons why she doesn't like tourists being in Solomon Islands. The second writer is in favour of tourism. The third writer has a more balanced view. She summarises what the other two writers say and suggest some ways to solve the problems and issues raised. These are difficult texts and may be too difficult for your pupils to read for themselves in the first instance. Pupils can still learn by reading them with you.

Method

- Introduce the title of the text (Letters to the Editor).
- Read the letters to the pupils while they follow silently in their Pupil's Books.
- Discuss the issues and opinions mentioned with the pupils.

Teacher Led Activities

Explain that letters to the editor are usually written because the author feels very strongly about a particular issue. The texts are usually quite emotive. They use strong language to persuade and convince the readers to agree with the author's point of view.

Read the texts aloud with the class. Stop after each one to discuss how the author uses emotion in his or her letter.

Information is usually provided as support for the points of view being raised. Ask the pupils to state what information is being provided about tourism by these three authors.

Discuss the structure and format of the text with the pupils. Discuss how the language used is different to other types of texts that they have studied in this unit.

Syllabus link
K8, S2

? Can all the pupils read and understand a wide range of texts including this type of letter writing? (S9)

Comprehension

Point of View

Background Information

The writers of the three letters each have a different point of view on tourism. In this activity the pupils are asked to read the descriptions of each writer and match them to the correct letter.

Method

- Read and explain the instructions in the Pupil's Book on page 75.
- Read the sentences together with the pupils.
- Ask the pupils to copy the sentences and match them with the correct letter title from the text.
- Ask them to complete their work in their exercise books.

Focus on Opinion

Background Information

This activity is about expressing opinions.

The pupils read statements then write whether they agree or disagree with each one.

Method

- Read and explain the instructions in the Pupil's Book.
- Go through the examples with the pupils.
- Ask the pupils to complete the activity in the Pupil's Book.
- Ask the pupils to only write their opinions in their exercise book.
- Assist pupils who are having difficulty.

Teacher Led Activities

Discuss different phrases people use to express their opinions and try to persuade other people to agree with them. Put some examples on the board and ask pupils to suggest some more. Such as:

I can see your point, but... **In my opinion...**

I disagree, I believe that... **Yes, but I see it differently...**

Practice expressing opinions orally. Write up the following statements on the board and ask pupils to agree or disagree with them using some of the phrases you have discussed above.

'If we are not careful our country will be taken over by tourists.'

'Tourists are good for Solomon Islands. They bring lots of money into our country.'

'Tourists are ignorant of our customs. They don't show any respect.'

Ask pupils to add some more statements and then ask others to agree or disagree with them.

When all the pupils have had a turn have them complete the activity in the Pupil's Book on page 75 individually.

Syllabus link
A3, S15

? Are pupils developing an understanding a of range of phrases used to agree and disagree? (K5)

9 Unit 14: Travel and Tourism

Handwriting

Background Information

Read the instructions in the Pupil's Book with the class. Ask the pupils to read the poem 'Tourist' by Ellen Wairiu. Ask them to copy the poem into their exercise books using their best joined-up writing.

Remind them to use correct pencil grip and posture.

When the pupils have finished writing ask them to work in pairs to discuss each others work. Tell them to evaluate each others work. They must look at things which their partner does well and also point out what could be improved. This type of peer evaluation is a good learning strategy.

Make sure you check the pupils' work. Discussing a pupil's work on a one to one basis is a good way to diagnose strengths as well as weaknesses which the pupil can work on under your direction.

Language Study

Background Information

Knowing the precise letter where one syllable ends and the next one begins is a useful strategy to use when trying to spell a word. In this activity, the pupils are asked to work out the number of syllables in each word and group them accordingly.

The rules for syllables can be remembered with two easy tricks:

1. The vcv (very clever vowel) trick. Split vowel/consonant + vowel like this: v/cv
2. The vccv (very clever and cunning vowel) trick. Split vowel + consonant/consonant + vowel like this: vc/cv

Hint: Find the vowels first and then look for the consonants.

Method/Teacher Led Activities

- Read and explain the instructions for the activity in the Pupil's Book.
- Say the words aloud for the pupils and have pupils repeat them.
- Discuss the rules for finding syllables in the Background Information above.
- Do some words as examples with the class.
- Ask the pupils to complete the task in their exercise books.

Syllabus link
K1,

? Can all the pupils identify the number of syllables in a given word? (S8)

Oral and Writing

Activity A: All about Letters

Background Information

In this activity the pupils will be asked to match each of the letters to their purposes.

Method

- Read and explain the instructions for the activity in the Pupil's Book.
- Read through each of the letters with the pupils.
- Discuss the example with the pupils.
- Ask them to copy the table from the Pupil's Book into their exercise books and complete the task.

Teacher Led Activities

Ask the pupils to think about why letters are written.

Write their suggestions on the board. Ask the pupils to explain why some letters may need a reply. Discuss what ort of letters would need a reply.

Point out the different types of language used in different kinds of letters. Some are formal and official while others are friendly and relaxed. Can pupils explain why?

Read the letters in the pupils book on page 77 together before asking the pupils to complete the activity.

Activity B: Final Draft of Explanation

Background Information

Today's activity asks the pupils to complete their final draft of the explanation which they started yesterday.

Method

- Read and explain the instructions for editing and completing the final draft of the explanation.
- Ask the pupils to discuss their drafts with a partner before writing the final copy.
- Walk around and check pupil's texts while they discuss and work on their final draft.
- When they have finished, ask the pupils to read their texts aloud to the class.

Syllabus link
S7, S9

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

10 Unit 14: Travel and Tourism

Reading and Discussion - Travel Itinerary

Background Information

Today's text is an informative list. It is a travel itinerary.

Travel means to make a journey.

An **itinerary** is a plan for, or an organised list for a journey.

So a travel itinerary is an organised list or a plan for a journey. Itineraries are usually made by Travel Agents following a request by someone who wishes to travel.

This travel itinerary shows the travelling dates, times and places that Mr. and Mrs Hati will follow as they make a trip to Australia and travel back home to Solomon Islands.

Method

- Introduce the title 'Travel Itinerary'.
- Allow the pupils time to read the text.
- Ask the pupils to follow silently in their Pupil's Books as you read it aloud.
- Discuss the text after the reading.

Teacher Led Activities

Discuss the meaning of the words 'travel' and 'itinerary'. After reading the text discuss with the pupils how this travel itinerary is laid out. You could use the questions below to start your discussion. You can add some more questions of your own:

1. Why do people who want to travel need a 'Travel Itinerary'?
2. Do we need one when travelling on a ship or in a truck? Why? Why not?
3. Which company issued this itinerary to Mr & Mrs Hati?
4. What information does the Travel Itinerary provide for Mr & Mrs Hati?
5. What does the statement at the bottom of the itinerary mean?

   Reservations Confirmed, Economy Class
6. How is this text organised differently to other texts you have read and studied?

   Make a list of special features of this text on the blackboard.

   Discuss other organised lists that could be written in a similar way.

Syllabus link
A1, S1

? Can all the pupils read an itinerary and quickly identify the key information and relevant details? (S9)

Comprehension

Background Information.

This activity asks the pupils to answer questions by using skimming and scanning skills to find the right information. Skimming and scanning are ways of reading text when you are looking for specific details, and not necessarily wanting to know all that is included in the text. Pupils need to learn to read texts in different ways for different purposes.

Method /Teacher Led Activities

- Read the 'Travel Itinerary' again.
- Read and explain the instructions for the activity in the Pupil's Book.
- Ask pupils to answer the questions by referring back to the text and scanning and skimming for information.
- Ask them to write the answers in their exercise books.
- Assist any pupils who are having difficulty.

Syllabus link
S9, S11

? Can all the pupils answer the questions in complete and easy to understand sentences? (S15)

Language Study

Comparatives and Superlatives

Background Information

Comparing adjectives are adjectives that tell us about the **amount** or **quality** of something. They are used to compare and contrast different types of things, people and places.

For example:

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

Comparing adjectives are often called **comparatives** (e.g. **smarter***)* or **superlatives** (e.g. **smartest)**.

Comparatives are words, which show the difference between two things

(e.g. bigger).

Superlatives are words comparing three or more things (e.g. biggest).

This activity is designed to provide opportunities for the pupils to understand and use comparatives and superlatives.

Teacher Led Activities

Revise the terms **comparatives** and **superlatives**.

Write 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.
For example:

There are some very **old** people living in my village. My grandmother is **older** that my grandfather, but the **oldest** person in my family is my uncle. He is 99 years old.

Read and explain the instructions for the activity in the Pupil's Book.

Ask the pupils to complete the task in their exercise books.

Syllabus link
A4, K1, S10

? Can all pupils identify comparatives and superlatives and use them in sentences? (K3)

10 Unit 14: Travel and Tourism

Spelling

Assessment

Background Information

By now your pupils should be able to pronounce, spell and write their spelling words correctly with confidence and without assistance. Today you will test the pupils' spelling to check that they have learned the words correctly. 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 each week it may be that they are too difficult. If necessary you can give these pupils easier words to learn.

Method

- Conduct the spelling test by reading the clues to the pupils.
- Encourage the pupils to check the words they have written and to correct any errors that they have made
- Mark the pupils' work and record results.

Teacher Led Activities

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 need to work out which word from the spelling list matches each clue and spell it correctly in their exercise books. Allow each pupil enough time to think about the clue, match the meaning and write the spelling word correctly.

1. Some one you know very well and like.	**(friend)**
2. Feeling fear.	**(afraid)**
3. To locate something after searching.	**(find)**
4. A place where rare and valuable old things are kept.	**(museum)**
5. A rainforest with thick tangled trees and vines.	**(jungle)**
6. Throughout a period of time.	**(during)**
7. It happens many times.	**(often)**
8. A long passenger vehicle.	**(bus)**
9. One of the twelve parts into which the calendar year is divided.	**(month)**
10. To rest on the water or be held up by air currents.	**(float)**

Oral and Writing

Background information

Today the pupils will create an information leaflet for tourists as suggested by Jilly Kaniotoko in her Letter to the Editor (Day 9, Reader Text).

Working with a partner, pupils will discuss what information they would need to include in their leaflets about the following aspects and plan what they would write:

- **How to Dress**
- **Custom and Culture**
- **Taking Photographs**
- **Transport in Honiara**

Method

- Read and explain the instructions for the activity in the Pupil's Book.
- Ask the pupils to plan and write an information leaflet for tourists.

Teacher Led Activities

Remind the pupils that the leaflet should include information about the aspects listed above.

Allow the pupils time to show their first draft to their partner and discuss it with them before creating their final copy.

Ask the pupils to draw pictures to make their leaflets look attractive and eye-catching.

Syllabus link
A1, S2, S10

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

10 Unit 14: Travel and Tourism

Writing

Method

- Review what the pupils have learned in Unit 14.
- Talk about:
  1. the topic, (Travel & Tourism).
  2. the different readings.
  3. the text types they have studied.
- 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
S14, S18

? Can all the pupils write a clear, concise and comparative review of their work? (S15)

Assessment Activity – Running Records

- Check **that you have completed your Running Records assessment for this unit.**
- Have you done Running Records assessment for every pupil in the class?
- Have you analysed the results 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 Running Records assessment?
- Does each pupil understand what he /she needs to work on to improve his / her reading abilities?

Reading and Discussion - Traditional Dancing in Solomon Islands

Background Information

This text is a report by Lionel Damola. 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

In this unit, the pupils will be introduced to a variety of genres including information reports, narratives, letters, expositions and poems. 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.

In this report bullet points are used to clearly show some reasons why people dance. This is a helpful way of making information easy for the reader to read and understand. Some reports use numbered lists to present important points.

Method

- Introduce the pupils to the topic.
- Read the text and ask questions about the topic to see what pupils already know. Relate the text to their own experiences.
- Look at the key words at the top of the reader. Use the blackboard to write up the words. Some of these new words are difficult. Discuss them and ask the pupils to try to use them in sentences. Do not try to explain all the meanings before the pupils read the text.
- Explain that bullets make it easier for the reader to see important points in the text. Ask the pupils to read silently as you read the text aloud to the class.

Teacher Led Activities

After reading the report, talk about the information it contains. This report tells about some traditional types of dances performed in Solomon Islands. It suggests reasons why people dance. The text also gives information about the instruments and costumes used and some dances that are unique to a particular island community.

Use the following questions to guide your discussion.

1. Why do you think we still keep our traditional dances?
2. Do you think some of our traditional dances have been lost? Why?
3. On which occasions do people normally perform dances?
4. What are some of the traditional instruments described in the report?
5. What are the instruments used in modern dances?
6. What are some of the traditional dances that are used by different communities in Solomon Islands?

Talk about dancing in Solomon Islands. Ask pupils from different provinces to tell about the kind of dances performed in their communities. They could tell about the costumes used and the instruments played.

Syllabus link
S1, S4, S7

? Are pupils aware of the different types of texts such as reports and the ways in which form and style are determined by proposed audience and purpose? (A2)

1 Unit 15: Traditional Dancing

Comprehension

Background Information

Two types of comprehension activity are included here. The first one asks pupils to pick out factual information from the text while the second asks them to think more deeply about issues suggested by the text. Thus they have to think about the literal meaning of the text and also the implied meaning. The second activity also asks pupils to give their own opinions about some of the information in the text. Thinking about a text in this way helps them to become **critical text users**.

The second activity is more difficult. Perhaps you could ask only the more able pupils to do this activity. Alternatively you could do it as a Teacher Led Activity with the whole class so that you can help pupils to think beyond the text.

Method

Read through the questions with the pupils. Ask pupils to answer some of the questions orally. Then write some answers on the blackboard in complete sentences. When you are satisfied that the pupils understand the task, ask them to re-read the report silently. The comprehension activity can be done in their exercise books in pairs or individually.

Supervise and provide assistance if necessary.

Check and mark the pupils' work.

Syllabus link
S4, S7, S11

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

Language Study

Background Information

Countable nouns are things, which can be counted. **For example:** six apples, three books or four teachers.

Uncountable nouns cannot be counted. They refer to substances, such as:

- Solids, e.g. butter, wood, iron, glass;
- Liquids, e.g. oil, water, milk;
- Gases, e.g. smoke, air.

Countable nouns go with the word 'many'. **For example**

How **many** teachers are there at your school?

There were **many** books for sale.

Uncountable nouns go with the word 'much'. **For example**

There wasn't **much** wood left for the carvers.

The old engine used too **much** oil.

Method and Teacher Led Activities

Give examples of countable and uncountable nouns using **'many'** and **'much'**. Draw a table on the board as shown:

Countable Nouns	Uncountable Nouns
apples	water
books	sand
	oil

Ask the pupils to tell you all the countable nouns that they can think of while you write them in the countable nouns column. Do the same with uncountable nouns. Remind the pupils about the use of **'many'** and **'much'** with countable and uncountable nouns.

Ask the pupils to read through their activity in the Pupil's Book on page 81.

Check that they understand the activity then ask them to do it individually in their exercise books. Then check and mark their work.

Syllabus link
S1, S4, S7

? Can all the pupils use the words 'many' and 'much' correctly for countable and uncountable nouns? (K9)

Spelling

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 each aloud to the class. Help them if necessary. Praise them for their attempts.

Advise the pupils to learn to spell the words using the spelling strategy - **Look**, **Cover**, **Remember**, **Write**, **Check**, during the week.

invited	sat
high	danced
jumped	played
thump	amplified
simple	run

Teacher Led Activity

Explain the activity in their Pupil's Book on page 82. There are two columns. The spelling words are on the left and their meanings (in a different order) are on the right. Ask pupils to write each word next to its correct meaning in their exercise books.

1 Unit 15: Traditional Dancing

Oral and Writing

Background Information

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, such as a fundraising event, in order to persuade people to come and take part. Posters are often used to advertise events in communities. Other forms of advertising include newspaper, television and radio advertisements. These are all forms of exposition because they try to persuade people to do something. They also give useful factual information about an event. The facts included are carefully chosen to support the main purpose of the poster or advertisement, which is to make people want to come along. Posters must be quick and easy to read so information in them is clear and concise. Posters must also be eye catching so that they are visually attractive and appealing.

Method

Read the instructions for the activity in the Pupil's Book. Pupils are asked to imagine that the school is going to have a big fundraising dance night to raise money for the new school library. Make sure that the pupils understand the task. They are asked to discuss these questions in a small group.

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

Teacher Led Activities

Show the pupils some examples of advertisements taken either from the newspaper or magazines. If you cannot find examples, prepare a poster to show the pupils. There is also an example of a poster in the Pupil's Book on page 83.

Explain the style and language features of a poster as follows:

1. The purpose of this poster is **to inform** people about the dance night and **to persuade** them to come.
2. Posters must be **easy to read quickly** so any written information on them must be clear and concise. Use notes or point form rather than complete sentences.
3. Use printing, not cursive writing.
4. Make the words big enough to read from a distance.
5. Posters must be eye catching and use pictures and colours if possible to attract attention.

Pupils may choose to design one of these forms of advertisement:

- a script for a radio message
- a newspaper advertisement
- a flyer to send home to parents
- a poster to display in a local shop

Syllabus link
A2, S1, S18

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

Reading and Discussion - Panpipe Dancing in Solomon Islands

Background Information

Today's text is a factual report giving information about 'Panpipe Dancing in Solomon Islands'.

This text shows clearly how a factual report is organised. Subheadings are used to organise the information. There is a general introduction followed by a series of linked paragraphs. The paragraphs give descriptive information about how panpipes are made, the custom costumes worn by dancers and how the dances are performed.

The last paragraph is a summary which briefly describes the reaction of overseas visitors to this distinctive form of dancing.

Method

First ask the pupils to talk about panpiping from their own experience using the questions in the Teacher Led Activity.

Read the key words to the pupils. Ensure the pupils can pronounce and understand them. Ask them to look up words they do not understand in the dictionary.

Read the text aloud with the pupils. Ask individual pupils or groups of pupils to read selected parts or paragraphs of the text aloud to the class.

Teacher Led Activities

Encourage the pupils to participate in the class discussion. Build on what the pupils already know by asking them some questions about panpipe dancing, for example:

1. Have you ever seen panpipe dance being performed?
2. What was the occasion?
3. Where did the dancers come from?
4. Describe the dancers and their dancing.
5. What kinds of instruments did they use?
6. What were the musical instruments made from?
7. What kinds of costumes did they wear?
8. How did you feel when you saw them performing the panpipe dance?

After reading the text, ask the pupils some similar questions. This time their answers should come from the text.

Syllabus link
A4, S1, S9

? Can all the pupils answer a wide range of question types by responding quickly? (S4)

2 Unit 15: Traditional Dancing

Comprehension

Background Information

This exercise is made up of multiple-choice questions. Only one of the answers is correct. Pupils should be encouraged not to make guesses. They should read and understand both the questions and the answers carefully. It is important to look back at the text to find the best answer for each question.

Teacher Led Activities

Introduce the pupils to the multiple choice comprehension exercise in the Pupil's Book on pages 85-86. Explain the exercise to them. Then, read it through together. Do the first one together on the board before pupils complete the exercise individually in their exercise books. Remind the pupils to:

1. read each question carefully;
2. read all possible answers carefully;
3. check the text;
4. choose the best answer.

Syllabus link
A2, S11, S13

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

Language Study

Activity 1 - Articles for singular and plural nouns

Background Information

Remind the pupils that nouns are words that name objects, things, events people etc. Many nouns have singular form and plural forms.

A noun is sometimes qualified in a sentence by an **article** (such as a, an, the, some). These vary according to whether the noun is singular or plural. The table shows articles that go with singular nouns and those that go with plural nouns. Notice that any of the singular articles can go with any of the singular nouns and any of the plural articles can go with any of the plural nouns

Singular nouns and their articles				**Plural nouns and their articles**			
noun examples		article		noun examples		article	
pig,	rat	a /an	every	canoes	children	some	few
table	house	each	either	people	dogs	enough	several
person	chair	any		trees	books		both

Method

- Tell the pupils that some special words known as articles, are used with nouns or naming words. There are different words that can be used as articles for plural and singular nouns.

Words to use before singular nouns		**Words to use before plural nouns**	
• a	• every	• some	• several
• each	• one	• enough	• both
• either	• an	• few	

- Make a list on a chart to put on the wall so that pupils can refer to it in the future.

Teacher Led Activity

Write a list of singular words and a list of plural words on the board. Read through them with the pupils. Choose one word to use in a sentence and select the correct word to use in front of it. Do this orally.

For example:

I am giving some **drinks to the boys.**

Do you want a **drink?**

Ask the pupils to choose a word and put it into a sentence orally as you have done. When the pupils understand this idea, ask them to read the instructions for the next activity in the Pupil's Book. This can be completed orally or written in exercise books.

Activity 2 - Word Building

Background Information

Adjectives are describing words. When comparing two things, we add 'er' to the adjective (comparative form). When comparing more than two things we add 'est' to the base word (superlative form).

Method and Teacher Led Activities

Explain to the pupils that the ending 'er' is added to adjectives when they are used to compare two things. The ending 'est' is added when comparing three or more things. Give some examples in sentences.

For example:

Natasha is **tall**.

John is **taller** than David.

Allan is the **tallest** child in the class.

Now copy this table on the board and ask the pupils to help you complete it.

Base Word	Comparing 2 things (add er)	Comparing 3 things (add est)
old		
young		
rich		
slow		
fast		
high		

You might decide to ask the pupils to copy and complete the similar activity in the Pupil's Book on page 86.

Syllabus link
K1, S8

? Can all the pupils use the correct articles for singular and plural countable nouns? (K9)

2 Unit 15: Traditional Dancing

Handwriting

Teacher Led Activities

Pupils should by now have developed a consistent cursive style of writing. However, there may be some joins which the pupils still find difficult. 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
- their letters are equal in size

Read the handwriting passage aloud together. Ask some pupils to retell the passage in their own words.

Ask the pupils to read the instructions in their book. Allow them to copy the passage into their exercise books in their best cursive writing. Check on each pupil's work.

Oral and Writing

Bingo Game

The purpose of the Bingo game is to help pupils to learn to recognise, pronounce, understand and spell new words. The vocabulary used is selected from today's text. It should reinforce their understanding of the text and assist them with their writing activity.

Writing Activity

Note that the writing activity is a letter to a friend, therefore the language used is quite informal. The writer uses contractions such as:

- 'Aren't **they good?'**
- 'It's **really clever'**
- 'I'll **write again soon'**

It also includes lots of personal responses to what she is writing about, such as:

- 'I think **it's really clever'**
- **'Panpiping is** my favourite'
- 'I love **listening to the music'**

These things make the letter sound informal and make the style of writing appropriate to a letter to a friend.

Teacher Led Activities

Bingo

Explain the bingo game to the pupils. Make sure they understand the rules, can follow the instructions in the Pupil's Book and play the game correctly. You could play this game as a whole class or in groups. If playing in groups, select one good reader in each group to call out the words.

Writing a Letter

Introduce the pupils to the writing activity in the Pupil's Book.

Read the instruction together and make sure that pupils understand that they are to write a short letter to their friend in Australia telling him or her about panpipe dancing in Solomon Islands.

Read through the sample letter together. Explain to the pupils that each paragraph talks about a different idea. Ask some pupils to read parts of the letter. Ask one or two pupils to retell the information in the letter to the rest of the class in their own words.

Look at the example in the Pupil's Book and explain what informal writing means.

Ask the pupils to follow the layout or format of a letter in the Pupil's Book. Ask them to do the activity individually in their exercise books.

Ensure that they are making use of the new vocabulary they have learned so far in this unit. You can encourage this by making word banks of new words to display around the room. For example;

Words about panpipe dancing	
panpipe	colourful
dance	traditional
dancer	perform
dancing	music
costumes	
bamboo	

Remind the pupils that writing is a process and involves a number of steps.

The pupils will need more than one lesson to complete this process. You will need to allow time for this writing activity to be completed later in the week. Move around the class and assist individual pupils. Check the pupils' completed work.

Syllabus link
A4, S1, S9

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

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 and discussion activities in their English lessons.

This is the fourth and final oral observation you will conduct this year. Compare the results of this assessment with the notes you made during Unit 11. Assess whether each pupil has improved and look for persistent difficulties they may be having with speaking and listening.

At the end of the year you should hand your assessment file on to the Standard 6 teacher so that they can read about each pupil's progress over the year and develop an idea of each pupil's needs and abilities.

2 Unit 15: Traditional Dancing

Method

Page 30 of the Teacher's Guide explains how to conduct your oral assessment. **Read these instructions again carefully before planning your assessment.**

Before observing each pupil, reread the notes you made at their last oral assessment as a reminder of how they were performing then. This will help you to see progress and persistent difficulties.

The box below suggests some of the activities from this unit that you might use for your observations.

Suggested Activities for Oral Observation

Day 3 Language Study – agreeing and disagreeing politely

Day 4 Language Study – agreeing and disagreeing, using persuasive language

Day 5 Oral Activity – Agree/Disagree

Day 7 Small group work - Preparing for the class debate

Day 8 Class Debate

Reading and Discussion - Cultural Costume Parade and Dancing Competition

Background Information

Adults are often asked to fill out forms to give information about themselves. Schools, clinics, sporting associations, government departments, and other organisations use forms as a way to gather the information they need.

Forms are used to gather information about many different things. Examples include: school enrolment forms; job application forms and bank withdrawal and deposit forms.

Today's text is an entry form for a cultural dancing competition. It is a factual text asking for and giving information and is a type of transactional text. Transactions involve an exchange of information. This entry form was created by the competition organisers. The purpose of this form is to give information to people who want to enter the competition and to ask those people to give information to the competition organisers.

Method and Teacher Led Activities

Ask pupils if they have ever filled in a form. Ask them to brainstorm a list of different types of forms. Show the pupils some examples of job application forms, medical forms or forms for enrolment in school and discuss the information these contain. If you cannot find an example, make up your own and draw it on to the blackboard before the lesson.

First, read through the keywords together and explain their meaning to the pupils. Find the meaning of some words in the dictionary. Then read and discuss the information in the entry form together.

Ask questions about the text to ensure that the pupils understand all the information in the form.

Syllabus link
S1, S4, S7,

? Can all the pupils understand the purpose, form and style of forms? (A2)

Comprehension

Activity 1

Method and Teacher Led Activity

Read through the questions with the pupils. The answers to questions 1 - 6 can be found in the text. Questions 7 – 9 ask the pupils to think about the purpose of the text and explain their own ideas. Ask pupils to answer some of the questions orally. Then write some answers on the blackboard in complete sentences. When you are satisfied that the pupils understand the task, ask them to re-read the text silently. The comprehension activity can be done in their exercise books in pairs or individually.

Supervise and provide assistance if necessary.

Check and mark the pupils' work.

Activity 2

Background Information

In this activity, the pupils are asked to imagine they are helping to organise the Cultural Costume Parade and Dancing Competition. They want to attract lots of people to watch the competition. Their task is to plan special attractions to try to get more people to come to this event. Pupils should try to think of two special attractions that would appeal to children and two that would appeal to adults.

Method and Teacher Led Activity

Read the instructions in the Pupil's Book with the class. Ask the pupils to think of the attractions that they really enjoy at festivals and other events. Do their parents enjoy the same sorts of attractions or do they like different things?

Ask pupils to write their ideas in their exercise books.

Activity 3 - Question and Answer Matching Game

Background

This activity is not in the Pupil's Book. It must be prepared by the teacher. If there are pupils in your class having difficulty understanding and selecting factual information from the text, this activity can help to practise that skill. Because it is a game, pupils can play it a number of times which provides repeated practice and helps them to remember the information they are working with. It also helps them to practise reading words from the text aloud.

You could use this as an activity for those having difficulty with the comprehension activity, before they do the questions, and it could also be a good game for early finishers to play.

Method and Teacher Led Activity

Prepare a set of 14 flash cards as shown – or more if you wish.

venue	date	arrival time	maximum 12	title of competition	Davidson Devi
Town Ground	7th July	Poro Youth group leader	dance category for Poro group		
How many participants per group?	panpipe	8 am	Cultural Costume Parade and Dancing Competition		

Read the information on the cards with the pupils.

Place all the cards face down on the desk.

Take turns to turn over and read out two cards. If the question and answer match, that player keeps the pair and tries again. If not they are replaced face down and the next player has a turn.

The 'winner' is the player to collect the most pairs when all the cards are finished.

Syllabus link
A4, S4, S9

? Can all the pupils scan the text to find relevant information quickly? (S11)

Language Study

Background Information

In this activity pupils learn forms of speech, which help them to agree and disagree politely with another person's opinion. The phrases being taught are useful in conducting an argument, debate or discussion. These phrases can help the pupils to do a number of things such as:

- acknowledge that another person's point of view is valid;
- show that they have listened to what the other person has said;
- politely and respectfully state a different opinion.

It is important for pupils to learn polite ways to express their opinions and conduct a debate in English.

Method

- Explain the purpose of the activity to the pupils as described in Background Information. Discuss why it is important to be polite.
- Demonstrate the difference between polite and rude ways to agree and disagree using the Teacher Led Activity.
- Go through the examples on page 90 of the Pupil's Book with the class before having them complete the activity in their exercise books.

Teacher Led Activity.

Ask two pupils to come to the front of the class. Explain that you are going to do a role-play in which one of them is going to be polite and the other is going to be rude.

Write the statements below on cards and ask the pupils to read them out in response to your statements. Write some statements of your own too.

Teacher	Polite pupil	Impolite pupil
Dancing is a waste of time.	I understand why you think so, but I think it can be enjoyable and help people to relax.	That's rubbish – it's really good fun and it keeps you fit.
Pupils should be studying not dancing.	Of course I agree that it is important to study, but I think we can also learn about our traditions and culture through dancing.	I'm fed up with study all the time it's so boring. Dancing is fun!

Ask the pupils to put expression into their voices as they read so that they sound rude or polite.

Ask the rest of the class to listen and say whether each pupil is being rude or polite. How could they tell? (tone of voice, the words used, facial expressions)

When you are sure that the pupils have understood the difference between polite and impolite disagreement, ask them to disagree politely with some statements you make using one of the sentence starters given. You can write these on the board.

3 Unit 15: Traditional Dancing

Sentence Starters for polite disagreement

I can see your point but...

I do not agree. I think...

Yes, but...

I understand what you are saying but...

Isn't it also true that...?

Now do the exercise in the Pupil's Book pages 90 to 91 . Read the instructions with the pupils first. This activity may be completed orally or as a written exercise.

Syllabus link
S5, S6, S15

? Can all the pupils use a range of structures to agree and disagree politely? (S5)

Spelling

Method and Teacher Led Activities

Look at the spelling words for this week again together. Ask the class or individual pupils to say the words aloud. Correct mispronunciations. You could have the words written on a large sheet of paper to put up on the classroom wall. Emphasise to the pupils that they must find time to learn to spell the words using the '**Look, Cover, Remember, Write, Check**' strategy.

Next, read through the spelling activity together in the Pupil's Book on page 91. Ask pupils to find the best words for each sentence from the week's spelling list and complete the activity in their exercise books.

Oral and Writing

Background Information

In this activity, the pupils will practise filling in information on a form. The form is an application to join a cultural competition similar to the one in today's reading. It is set out differently so that the pupils have to read carefully and think about where to put their information.

Method and Teacher Led Activities

Begin with a class discussion about an imaginary cultural dancing competition. Ask the pupils to consider:

- Where could the competition be held?
- Who would take part?
- What sort of prizes could be given?
- Who would judge the competition?

Now, place pupils in small groups and tell them that they are going to enter the competition. They should discuss the following questions that are also listed in the Pupil's Book.

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

After the discussion, read the instructions in the Pupil's Book. Now look at and discuss the entry form. Tell the pupils to copy the entry form and fill in the information they have discussed with the group.

Syllabus link
S12, S15, S18

? Can all the pupils choose appropriate vocabulary to complete their form? (S19)

4 Unit 15: Traditional Dancing

Reading and Discussion - Fact File: Melanesian Arts Festival

Background Information

This is a factual text. It gives information about the 'Melanesian Arts and Cultural Festival', which was held in July 1998 in Honiara, Solomon Islands. This Fact File is adapted from Solomon Airlines in-flight magazine. The purpose of the text is to give information about the festival to visitors arriving in the country. It also gives information about hotel accommodation.

Method and Teacher Led Activities

Begin the reading lesson with some discussion about festivals. Give pupils an opportunity to talk about what they know. Pupils are better able to understand a text if they can relate it to something they already know.

This is not an easy text for pupils to understand. There is not a lot of text in the Fact File but many of the words are new. Use the blackboard to write up the words. Some of these new words are difficult. Discuss them and ask the pupils to try to use some of the words in sentences. Do not try to explain all the meanings before the pupils read the text.

Ask the pupils to read through the Fact File silently as you read it to them. Ask questions about the text to check the pupils' understanding of the information.

1. When was the Melanesian Arts Festival held?
2. Which countries took part?
3. What were some of the highlights of the Melanesian Arts Festival?
4. What were the main venues for the festival?
5. Why is there information about transport in the file?
6. What other information could have been included?
7. For whom do you think the Fact File was written?

Syllabus link
S4, S9, S12

? Can all the pupils discuss the form and style of this text and understand how these are determined by the audience and purpose ? (A2)

Comprehension

Background Information

The aim of this activity is to help the pupils understand how the style of this text is determined by its purpose and intended audience.

The purpose of the text is to give basic information about the festival to visitors to Honiara. The intended audience of the text is visitors to Honiara from the provinces and also those from overseas.

Note the following features:

- lists are used to give information, not full sentences;
- only key information is included;
- no details or descriptions are given;
- designed to be quick and easy to read;
- written for visitors to Honiara.

(We know this because the text was taken from the Solomon Airlines In-flight magazine and it gives information about accommodation and transport which Honiara residents would not need.)

There are two comprehension activities in the Pupil's Book. The first activity tests the pupils' factual understanding of the information in the text. The second asks them to look at the style of writing and distinguish between simple facts given in note form and more descriptive sentences giving the same information.

Method

Discuss the purpose and intended audience of the text. Talk about the features of this text as outlined in the Background Information section. Tell them that it was taken from the Solomon Airlines Magazine. Discuss who reads this magazine.

Decide which pupils will do which activity in the Pupil's Book. The second activity is more difficult and you may ask more able pupils to complete it. Alternatively, you may choose to do the second activity with the whole class as a teacher led activity.

Work with pupils who are having the most difficulty.

Teacher Led Activities

Read the instructions for the first activity in the Pupil's Book. Read the statements to the pupils as they read silently. Remind pupils to check in the text of the 'Fact File' to see if the information is correct. Revise the meanings of 'true' and 'false'.

The second activity asks the pupils to write facts in note form and to expand these notes into sentences. Ask the pupils to re-tell some of the facts given in the text using full sentences. Read the instructions with the pupils and give several examples orally before the pupils complete the task in their books.

Syllabus link
S9, S11, S13

? Are all the pupils aware of how form and style are determined by the proposed audience of a text? (A2)

4 Unit 15: Traditional Dancing

Language Study

Activity 1 - Vocabulary Categories

Background Information

Words can be put into groups or categories depending on what they mean.

Method

Write the names of five pupils on the blackboard. Ask the pupils what all of these words have in common. Try to get them to tell you that these words are all names of people. Tell them that these words all belong in the 'Name' group or category.

Now direct the pupils to the Categories activity in the Pupil's Book. Ask the pupils to read the instructions silently as you read them aloud.

Make sure that the pupils understand what each of the categories mean: Country Names; Venues; Entertainment and Transport.

Now, ask the pupils to copy the table into their exercise books and to put the listed words into the correct group or category. Most of the listed words come from the text of the Fact File that the pupils have read this week. Here are the answers.

Answers:

Country Names	Venues	Entertainment	Transport
Solomon Islands	Kukum Tama	dancing	bus
Fiji	Town Ground	music	plane
Vanuatu	Rove Field	stage shows	car

Activity 2 - Persuasive Arguments

Background Information

This exercise builds on the work done yesterday about polite ways of disagreeing with people in a discussion or argument. As well as disagreeing, pupils need to learn how to express their own opinion and try to convince others of their point of view. In English, a number of different sentence structures are used to persuade people to agree. For example:

Don't you think the Melanesian Arts Festival should be held every year?

Do you accept that the Melanesian countries should take part?

Wouldn't you agree that this kind of event brings communities together?

Method and Teacher Led Activities

Write the following sentence starters on the board and explain how they are used to change a statement into a question. Explain that they are ways of trying to get other people to agree with you

Don't you think.....?

I believe that ..... don't you?

Wouldn't you agree that....?

Can you see that..... ?

Do you accept that..... ?

Would you agree with the point.... ?

Demonstrate how they can be used to persuade people to agree with opinions expressed during discussions. Put some examples on the board as follows, and think of more examples of your own.

Don't you think we should encourage young people to be more involved in traditional activities?

I believe that music and dance are a very important part of our culture, **don't you**?

Wouldn't you agree that our culture and customs are worth celebrating?

Ask the pupils to make their own sentences using the structures and to say these aloud to the whole class. Give them a statement (some examples are given below) and ask them to rephrase it by using a sentence starter.

Statement	Persuasive Question
• It is good to encourage foreign visitors to come to the Solomons. • Regional events are good for cooperation between different countries. • Music is an important part of our culture.	• Wouldn't you agree that it is good for us to encourage foreign visitors? • I believe that regional events are good for cooperation between countries, don't you? • Don't you think that music is an important part of our culture?

Look at the activity in the Pupil's Book on page 95. Explain to the pupils that they will all have different answers; the important thing is for them to be able to use the structures correctly Complete one or two of the questions and answers orally together before asking them to do the exercise alone.

Syllabus link
S6, S7, S14

Can all the pupils use a range of structures to persuade people to agree during small group discussions? (K6)

Spelling

Teacher Led Activities

Write the spelling words for the week on the board and ask pupils to idenitfy words with the consonant blend 'mp' in them. Check that they can pronounce this sound correctly.

Ask pupils to suggest other words containing this sound. List their ideas on the board.

For example: jump, empty, imp, bump, bumpy, compare, simple, tamper, sample, amp, umpire

Ask the pupils to complete the activity in the Pupils Book on page 96.

Remind them to revise their words as they will be tested on them tomorrow.

4 Unit 15: Traditional Dancing

Oral and Writing

Activity 1 - Performing a Traditional Dance

Background Information

Teach the pupils one or two traditional dances or invite someone from the community to do so. Some pupils may be in dance groups themselves, in which case they can teach the class some dances. This can be done during class time and during playtime. Perhaps you can invite the pupils' parents to the school for a special afternoon display and have pupils perform this dance for them. You could also show them the writing, posters and artwork pupils have made during this unit about traditional dancing. This dance could be performed during the closing day celebration at the end of the school year.

Activity 2 - Writing a Flier

Background Information

Remember that **writing for a real purpose** is often more effective than writing about an imaginary event. The poster in the Pupil's Book is giving factual information about an event. Its purpose is to give factual information about the dance display morning to parents. It is simpler than the Melanesian Festival Fact File but it is a similar type of text.

Method and Teacher Led Activities

Discuss and make a decision about when to hold the parent morning. Read the instructions in the Pupil's Book. Now look at and discuss the flyer or poster in the Pupil's Book together. Ask the pupils to tell you about the purpose of this text. Ask them who they think the text is written for? The intended audience might include parents, past pupils, community members and members of the public.

Go through the poster line by line. You may use shared writing to plan another example of a similar poster with the pupils. Ask the pupils for ideas and suggestions and draft a new form on the blackboard. Then ask the pupils to design and create their own flyer or poster. Remind the pupils to include all the important factual information such as the date and time, the venue and the highlights of the event.

Remind pupils not to use full sentences, but to use lists or bullet points to present the facts in a way that is easy to read and understand.

Syllabus link
S9, S12, S14

? Can all the pupils choose appropriate vocabulary to complete information posters? (S19)

Reading and Discussion - The Importance of Traditional Dance

Background Information

This text is an exposition or persuasive text. The writer believes that it is important that traditional dance and music should be maintained. He/She gives reasons for this belief and tries to convince the reader that his/her opinion is right by making a structured argument. The type of language used is designed to convince the reader. Auxiliaries such as **should**, **must** and **ought to** are used to emphasise the argument and, in the last paragraph, the writer is calling for action. The author's aim is to make people agree that traditional dance is important and to encourage them to do something to promote their culture.

Method

Ask the pupils to tell you the difference between a fact and an opinion. Ask pupils to give their opinions on different topics (eg. most interesting subject at school, best sport). Stress the importance of respecting the opinions of others. No-one's opinion is wrong. It is okay to disagree with other people as long as it is done politely.

Tell the pupils that this text is written by a person expressing an opinion on a certain topic. Discuss the topic, 'The Importance of Traditional Dance in Solomon Islands'. Before reading the text, find out what the pupils already think about the value of local customs and traditional dance. Read and explain the key words to the pupils. Ask the pupils to use some of the words or phrases in a sentence of their own.

Read the text aloud to the class while the pupils follow in their books. Talk about the information and ideas in the text with the pupils. Discuss the intended purpose of the text with the pupils. Ask them to tell you in their own words what opinions the writer is expressing.

Teacher Led Activities

Lead a discussion about the text before and after actually reading it. Encourage the pupils to express their own ideas freely and confidently. Here are some questions you could use to guide the discussion:

Before Reading

1. What is the difference between traditional music and modern music?
2. Where does most traditional music come from?
3. Where does most modern music come from?
4. What instruments are used when performing your local traditional dances?
5. What instruments are used for modern music and dance?
6. Do you think that it is important to keep traditional dance and music alive? Why? Why not?

Now, read the text together with the pupils. Explain the ideas contained in each paragraph.

Ask individuals or groups of pupils to read selected parts of the text to the class. Ask the pupils some questions about the message of the text. Here are some questions you can use to guide the discussion:

After Reading

1. What does the author think about traditional dance?
2. What does he or she think about modern music? How can you tell?
3. Do you agree with the author? Why? Why not?

Syllabus link
S1. S8. S13

? Can all the pupils answer a range of question types and requests for information by responding quickly and at some length? (S4)

5 Unit 15: Traditional Dancing

Comprehension

Background Information

The comprehension exercise today helps pupils to think about the difference between facts and opinions. It also encourages them to think more about what the author's views and purpose in writing the text might be.

Method

Decide which pupils will do which activity. You may decide to split the class in half and work with one group on activity 1, while the others do activity 2 on their own, then change over.

Explain the activities in the Pupil's Book before the pupils do them.

Teacher Led Activity

Ask pupils to tell you the difference between fact and opinion. Use these examples and others on the board to help pupils see the difference.

A useful way to test whether a statement is a fact or an opinion is to say "some people think...." at the beginning of the statement. If it is an opinion it will still make sense, if it is a fact it will not.

1. Solomon Islands is located in the Pacific Ocean.
2. The Melanesian Cultural Festival was an enjoyable event.
3. The Melanesian Cultural Festival took place in Honiara in July 1998.
4. Solomon Island is a beautiful country.
5. Honiara is an unsafe place for visitors these days.
6. There has been an increase in crime in Honiara since the June 2000 coup.

Ask pupils to suggest their own statements as follows:

Give me a fact/opinion about Honiara.

Give me a fact / opinion about dogs etc.

When you are sure pupils understand the difference, they can go on to do the activities in the Pupil's Book, page 98. Read through the instructions with the pupils first.

The first activity involves deciding whether the ten statements given are facts or opinions and recording them in the appropriate column in a table. The second activity asks pupils to answer questions about the author's purpose and opinions. It is a difficult activity and the pupils may benefit from discussing the questions in a small group before attempting to write.

Syllabus link
S9, S11

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

Language Study

Background Information

When talking and writing in English we use a number of different phrases to describe periods of time. These are useful for writing about a sequence of events such as in a narrative or recount and they are also important for historical writing. The phrases in today's activity describe both short and longer periods of time. Note that some are specific and some are general.

years	ages ago, years ago, last year, a long time ago
weeks	a few weeks, a fortnight, next week
days	tomorrow, yesterday, half a day, three days later
hours	half an hour, a couple of hours
minutes	just a minute, a moment ago, just now, a couple of minutes
general	too long, not long, later, soon, a while, immediately

Method and Teacher Led Activities

Make a word bank of time words and phrases to display in the classroom. Pupils can refer to these if they want to include time words in their writing.

Ask pupils to use some of these words and phrases in sentences. Write some sentences on the board. Explain that some of these describe longer periods of time like weeks or years, while others are about very short periods of time such as minutes.

Go through the sentences in the Pupil's Book orally and discuss the answers. When you are sure pupils understand the task, allow them to work alone on the exercise.

Answers:

1. half an hour late
2. a long time ago, or ages ago
3. a few weeks ago, or a couple of weeks ago
4. a couple of minutes
5. a fortnight
6. Next week
7. tomorrow
8. soon/immediately

Syllabus link
A4, S12, S13

? Can all the pupils use words to explain a period of time correctly in sentences? (K4)

Spelling

Method and Teacher Led Activities

Ask pupils to revise this week's spelling words. Give a short dictation to check that pupils have learned the words as follows:

> Last week my friend Kimi **invited** me to a party. We **played** our favourite music. Kimi turned the volume up high and the **thump, thump** of the **amplified** beat could be heard all **across** the village.
>
> We **jumped** up and **danced** all afternoon. By 4 o'clock I had **run** out of energy so I **sat** down and rested for the rest of the party.

5 Unit 15: Traditional Dancing

Oral and Writing

Background Information

Today's activities help the pupils to practice important exposition skills. The oral activity helps them to agree or disagree politely with someone else's opinion. The writing activity helps them to think about and express their own opinion.

Method

Prepare several sets of cards with statements on them. Some examples are given and you can think up some more of your own.

Examples of statements:

- Modern music is spoiling our traditional music.
- Traditional music is boring and old fashioned.
- Traditional dance should be taught in primary schools.
- Old people have a responsibility to teach younger people about custom.
- Young people know more about the world than older people.
- It is important that traditional culture is kept alive.
- Panpipe dancing is the best Solomon Island dance.

Play the game as a class to begin with to make sure that pupils understand what to do. Then split into groups of 5-6 and have the pupils play the game again. You will need enough sets of statement cards for each group.

Teacher Led Activity

Play the game **Agree / Disagree** with the class. One pupil selects a statement card and reads it out to the class. The next pupil has to agree with the statement and give a reason. The next player has to disagree and give a reason. Make sure each player starts with 'I agree', or 'I disagree' in turn. An example of the game might look like this:

Player 1 It is important that traditional culture is kept alive.

Player 2 I agree because our culture is part of our identity.

Player 3 I disagree because we need to adapt to the modern world, not keep on living in the past.

Player 4 I agree because this is the 21st century after all!

Player 5 I disagree because there is a lot we can learn from the past.

and so on….

When the next player cannot think of a new reason to agree or disagree, they may choose another statement card. When everyone understands how to play the game divide the class into groups of five or six. See if the pupils can go all around the circle putting forward different arguments.

Activity 2 - Writing an Exposition

Background Information

The **purpose** of writing expository text is to **convince the reader of your point of view**. An exposition should have three main parts.

Part One: Statement of Opinion

The author tells the reader what opinion they are putting forward. This section includes some background information on the subject.

Part Two: Reasoned Argument

Explains reasons to support the argument. Each paragraph contains a different point or idea.

Part Three: Summing Up

One or two sentences briefly retelling the main points, argument or reasons. A short conclusion.

Method and Teacher Led Activities

Pupils are asked to choose **one** of the titles below and write a short exposition giving an opinion about the subject in the title.

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

Talk about each of the titles and make sure that pupils understand what they mean. Help the pupils to choose a title to write about. Perhaps pupils who choose the same title could sit together to share their ideas before they write.

Go through the guidelines for the exposition, making sure the pupils are clear about what to put in each paragraph or section.

Explain the sentence starters by giving examples of how they can be used.

Remind pupils that writing is a process and that this is their first draft. You will have to allow time later in the week for pupils to undertake the important process of proofreading and editing.

Syllabus link
S5, S6

? Can all the pupils use a range of structures to persuade people to agree with their opinion? (K6)

6 Unit 15: Traditional Dancing

Reading and Discussion - Custom Dancing in Isabel

Background Information

This text is a report about 'Custom Dancing in Isabel'. The purpose of a report is to give factual information. This report describes how traditional dancing is a way of learning about the past. It tells us that we can learn about different aspects of life from traditional dance including:

- important past events (such as wars and head hunting)
- ordinary life in the past (such as gardening and digging for turtles eggs)
- custom beliefs and ideas (such as religious stories)

In the Teacher Led Activity the teacher helps the pupils to understand and analyse how this text is structured. This will help them when they come to plan and write their own factual texts.

Method

Read the key words with the pupils. Help them to pronounce and understand them. Ask the pupils to follow the text as you read it to them. Next, ask some pupils to read selected parts of the text aloud to the class.

Invite pupils to ask questions if they are unsure of the meaning of any parts of the text.

Discuss the information in the text using some of the questions below:

1. How does dancing teach us about the past?
2. What does the Gragi Glave dance tell us about?
3. Why was day-to-day living dangerous in days gone by?
4. Why do you think axes and shields are used in some dances?
5. Why do you think people passed stories down through dance instead of writing about them?

Teacher Led Activity

Write the framework for an information report on the blackboard.

The Structure of a Factual Report

- Title;
- General Introduction;
- Factual Information;
- Concluding Statement.

Go through today's text again and ask pupils to suggest how each section or paragraph fits into the framework.

Title: Custom Dancing in Isabel.

General Introduction: Paragraphs 1 and 2. These tell us a little about what dancing is like in Isabel, and introduce the **main idea** of the text, which is that we can learn a lot about the past from watching custom dances.

Factual Information: Paragraphs 3 – 5. Paragraphs 3 and 4 are about war dances. Paragraph 5 describes dances that show what ordinary life used to be like.

Concluding Statement: The last sentence sums up the importance of dance as a way of recording history.

Syllabus link
S8, S9, S11

? Do all the pupils understand how this text is organised? (A4)

Comprehension

Background Information

There are two comprehension exercises in the Pupil's Book. The first asks pupils to **think beyond** the information given in the text and write some descriptive sentences of their own. The second asks them to look for factual information in the text, but to rewrite it in their own words. Asking pupils to retell information that they have read in their own words is a very good way of making sure that they have understood the text.

Method and Teacher Led Activities

Discuss the content of the text to make sure that pupils understand the information it contains. Ask some pupils to retell parts of the text to the class in their own words.

Read and discuss the questions in the Pupil's Book together. If necessary, answer one or two questions together on the board.

Have the pupils complete the activities in their exercise books. You might choose to have different groups do different exercises. Exercise two is the easier of the two activities. You might also choose to do these activities orally. It is not always necessary to ask pupils to write their answers. Completing activities orally allows pupils to share and clarify their ideas and opinions.

Syllabus link
K1, S4, S10

? Can all the pupils read a report text and quickly identify the main ideas and relevant details without assistance? (S9)

Language Study

Background Information

This activity develops the work you have done already on agreeing and disagreeing politely. It gives the pupils more practice using the phrases they have learned orally as well as in written form. They will need lots of practice before they feel comfortable and natural using these phrases in everyday speech.

Method

Before the lesson begins, prepare a word bank (like the one below) of sentence starters that pupils can use to agree or disagree with another person's opinion.

Phrases used to disagree politely	Phrases used to agree politely
I have a different point of view ...	I agree. I think ...
I don't agree with you because ...	You are right ...
I can see you point, but ...	Yes, that's what I think too ...
I understand what you are saying but I think ...	Of course ...
I cannot agree with you, because ...	I have the same opinion ...
In my experience, I have found ...	
What you say may be true, but ...	

6 Unit 15: Traditional Dancing

Use the word bank to revise the phrases you have taught in this unit. Ask pupils to tell you the sentence starters they remember.

Ask two pupils at a time to come to the front of the class. Make a statement of opinion and ask the first pupil to agree with it and the second to disagree with it, using phrases from the list. Some suggestions for statements you could use are provided below.

1. Honiara is a horrible place.
2. It's much better to live in a village than in town.
3. Life in the village is boring.
4. Young people should not live in Honiara unless they have a job.

Read the instructions for the activity in the Pupil's Book. Make sure the pupils understand that they have to agree or disagree using the phrases you have just practiced. Have the pupils copy and complete the activity in the Pupil's Book.

Those who finish early can work in pairs to read out their speech bubbles for further practice.

Syllabus link
S5, S7, S15

? Can all the pupils use a range of structures to agree and disagree while talking in small groups? (K5)

Spelling

Method

- Go through this week's spelling words.
- Remind the pupils to learn the words several times during the week.
- Write the words up on a large piece of paper to display on the classroom wall. Remember to put up a new spelling list on the wall each week.

simple	long
purple	double
eyes	whistle
does	couple
own	gentle

Teacher Led Activities

Read the words clearly. Ask the pupils to repeat them using correct pronunciation. Use a dictionary to find meanings of unfamiliar words. Check the pupils' understanding by asking them to use each of the words in a sentence.

Remind the pupils of the spelling strategy (LSRWC). Tell them to use the strategy to learn to spell the spelling words.

Look at the first spelling exercise in the Pupil's Book on page 103 with the class. Pupils are asked to match each spelling word to its meaning. Read the meanings to the pupils as they follow silently. Pupils may complete the activity independently. Check their work.

Look at the word study activity. Read the instructions. Have the pupils complete the activity independently.

Oral and Writing

Background Information

As the Christmas holiday approaches, schools everywhere plan their closing ceremonies. Today's writing activity involves pupils in planning a closing ceremony. It is helpful to base writing activities on real events, because this helps pupils to see the **purpose** of their writing. In this activity they are asked to proofread and edit a letter written to invite a dance group to perform at the school's closing ceremony.

Method and Teacher Led Activities

If you are currently planning a closing day ceremony, the class may be able to send a letter to a dance group at the end of this activity. Look at the exercise in the Pupil's Book. Pupils are asked to read a letter that a classmate has written to a local dancing group, asking them to participate in the school's closing day.

Pupils are asked to discuss these questions in a small group. Read the questions and explain the purpose of the discussion before pupils begin:

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

Read the letter with the pupils and then divide them into groups to participate in a discussion about ways to improve the letter. Make sure that pupils realise that they should look for errors to correct and for ways to improve the text too. Note that the letter does not state the date of the closing ceremony. Examples of improving the text could be:

Text to be changed	New text
We want your cultural dancing group to take part ...	We would like to invite your cultural dancing group to take part ...
We want your group to perform five good dances.	We would like your group to perform five custom dances for us.
Wear good costooms too.	We are looking forward to seeing your wonderful costumes.
Don't be late!	If you are able to take part, please have your group at school by 8.30am.
Make sure you let us know if your groop is coming.	Please let us know if you are able to come.

6 Unit 15: Traditional Dancing

Here is a copy of the letter with spelling and punctuation errors in bold.

Nagolau Primary School
Bugotu
Isabol Province

24 November 2003

Dear Sir/ Madam,

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

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

Here is some information:

Time: 9:00a.m (dancers to arrive by 8.30)

Venue: School Playground

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

Yours sincerely

Johnny Lano

Syllabus link
S12, S15, S17

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

Assessment Activity - Oral Observation

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 on page 30, 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 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.

Reading and Discussion - A Letter from Kio

Background Information

This text is a personal letter from Kio to his friend, Leiau, in Honiara. In the letter, Kio recounts his experience at an end of term dance. The purpose of a recount is to tell the reader about events. The recount genre:

- is usually written in the past tense;
- often has a personal and informal style;
- includes some personal responses to the events;
- includes details that are of interest to the intended audience.

Method

Before reading the text ask questions about the topic to see what the pupils already know. Relating the text to their own experiences helps pupils to understand it. These questions may help guide your discussion:

- Who has been to a dance?
- Was it fun? What was the best part of the night?
- Who else was there?
- Where was it held?
- Has anyone seen a live band play at a dance?
- Which do you prefer to listen to – a band or recorded music? Tell why.

Read the key words to the pupils. Ensure the pupils can pronounce and understand them. Ask them to look up words they do not understand in the dictionary.

Read the text aloud with the pupils. Ask individual pupils or groups of pupils to read selected parts of the text aloud to the class.

Teacher Led Activities

Explain the features of this text that are typical of a personal recount:

Informal style: Look for contractions in the text (I'm, I'd, didn't, he'll, it's, I'll, you'd). Contractions make the text sound more like spoken English which is often informal. Check that the pupils know what each of these contractions means.

Personal responses: Draw attention to phrases like 'We had a really good time', 'I think they are brilliant' and 'I wish you'd been here'. These are Kio's own thoughts and feelings about the event. Personal responses are included in this type of text.

Past tense: Pick out some of the verbs in the text (went, had, began, danced, met, promised, enjoyed). Notice that they are usually in the past tense. Kio only uses the future tense when he is talking about his plans for another dance.

Details to add interest: Kio has written details in his letter that he thinks will be of interest his friend (eg. mentioning his cousin Eddie and his friend John, telling about the band because his friend might have seen them in Honiara).

Syllabus link
K8, S8, S12

? Are all the pupils aware of how the form and style of Kio's letter are influenced by his audience and purpose? (A2)

7 Unit 15: Traditional Dancing

Comprehension

Background Information

Both of today's activities help the pupils to think beyond the immediate meaning of the text. The activity in the Pupil's Book asks them to complete a reply to Kio's letter by filling in missing words. They must choose a word to make the sentence meaningful so they have to understand both the meaning of the word and the context of the word within each sentence. The second activity is an oral activity which can be done by the teacher with groups of pupils. It asks pupils to explain the purpose of the text.

Method

- Decide how you will use the two activities. The activity in the Pupil's Book could be done independently while you work with groups on the Teacher Led Activities which is more difficult. They could swap over when they have finished.
- Explain the exercise in the Pupil's Book and read through the reply with the class. Pupils will work in pairs to discuss the missing words, before writing the completed letter in their exercise books.
- Work with the group completing activity two, which can be done orally.
- Write the four 'why?' questions on the board.
- Remind pupils of the purpose and style of Kio's letter.

Teacher Led Activities

This activity is discussion based and is not written in the Pupil's Book. Look back at Kio's letter. Talk about **why** he wrote it as he did. Lead the discussion about the following questions.

1. Why did Kio write this letter?
2. Why do you think that Kio tells Leiau about going to the dance with Eddie and about meeting John?
3. Why doesn't Kio mention the names of any other people at the dance?
4. Explain why Kio uses words like 'I'll', 'you'd' and 'he'll' in his writing.

Syllabus link
A4, K1, S18

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

Language Study

Background Information

In this activity pupils will revise the work done on the first day of the unit about uncountable nouns. Uncountable nouns (also called mass nouns) are nouns which cannot be quantified by a number; they are often substances such as:

Solids: water, meat, sugar, butter, wood, rock, iron, glass;

Liquids: oil, water, milk, petrol, kerosene;

Gases: smoke, air, butane, steam.

Method and Teacher Led Activities

Before the lesson, copy this table onto a chart.

Uncountable nouns and their articles		
Uncountable nouns		**articles**
money	air	some
smoke	meat	enough
butter	water	any
wood	petrol	much
sugar	milk	no

Notice that many of these plural articles can be used with plural countable nouns also.

Use the examples below to explain to the pupils how the articles are used, note that some sentences can have several possible answers.

1. I haven't got_____ milk to give you. (enough, any, much)
2. _____ water has flowed under the bridge. (much, some,)
3. There is_____ ice in the fridge. (some, no, enough)
4. We had_____ rain all day yesterday. (some, much, no)
5. There was_____ bread left in the supermarket. (no, some,)

Ask pupils to complete the activity in the Pupil's Book.

Syllabus link
A1, A4

? Can all the pupils use the correct articles for uncountable nouns? (K9)

Handwriting

Teacher Led Activities

Pupils should by now have developed a consistent cursive style of writing. However, there may be some joins that the pupils still find difficult. 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;
- their letters are equal in size.

Read the handwriting passage about closing day celebrations in Solomon Islands aloud together. Ask pupils to copy the passage into their exercise books in their best cursive writing. Check on each pupil's work.

7 Unit 15: Traditional Dancing

Oral and Writing

Background Information

In this unit the pupil's have been learning about agreeing and disagreeing with other people's opinions. In the next two days they are going to hold a debate as a way to practise some of the skills they have learned. This activity will help them to form and justify their own opinions, as well as to express their opinions clearly and politely.

They will plan their argument today and make notes about the points they want to raise. The debate itself will be held tomorrow.

Method

- Explain how a debate is conducted (see Teacher Led Activities). Tell pupils the title of the debate and start a list of arguments on the board.
- Divide the class into two groups to plan their arguments. One group must prepare an argument for the motion and the other group must prepare an argument against.
- Select a key speaker and a second speaker to argue for each side of the debate. You should choose pupils who are confident at speaking in front of a group.
- Spend a little extra time working with the four speakers making sure that they know what they have to do in the debate tomorrow. Divide the arguments each group has come up with between the speakers.

Teacher Led Activities

Class Debate

Topic: Custom Dancing Should be Included in the School Curriculum

Explain that tomorrow you will be holding a debate in the class about the above issue. Explain that some pupils will argue in favour (i.e. they will say that custom dancing SHOULD be included in the school curriculum) and some will argue against (i.e. they will say that custom dancing SHOULD NOT be included in the school curriculum).

Explain steps in holding a debate as follows: **You need**:

- A chairperson (the teacher)
- A key speaker from each side
- A second speaker from each side

1. First each key speaker makes a short speech explaining his or her team's argument.
2. Then the second speaker from each side makes a speech with some more arguments or information.
3. Allow all pupils to make comments or ask questions.
4. Next the key speakers are asked to "sum up" their arguments. They should try to convince the class to vote for them in this part of the debate.
5. The chairperson will ask for a vote. Pupils can vote in favour of, or against the motion according to which arguments they thought were best.

Make sure that the pupils understand the process of the debate.

Start the pupils thinking about their argument by reading the instructions and suggested arguments in the Pupil's Book.

Tell the pupils that they are to discuss the arguments in their groups. As they talk, they are to try to think of as many arguments as they can for or against the motion and continue these lists on a large sheet of paper.

Proofreading and Editing

You need to allow time for pupils to proofread and edit the exposition that they wrote last week. Pupils chose to write about one of these topics:

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

Revise these steps with your pupils:

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

Copy these steps onto a chart to display on the wall so that pupils can refer to them when necessary.

Syllabus link
K6, S5, S6

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

8 Unit 15: Traditional Dancing

Reading and Discussion - The Melanesian Arts and Cultural Festival

Background Information

This text is a **recount** called, 'The Melanesian Arts and Cultural Festival'. A recount describes what happened at another time or place. This recount tells about what happened at the festival in Honiara. This text could have been published as a newspaper report or a magazine article.

The purpose of a recount is to tell the reader about events. The recount genre:

- is usually written in the past tense;
- often has a personal and informal style;
- includes some personal responses to the events;
- includes details that are of interest to the intended audience.

Method and Teacher Led Activities

Before reading the text, use the following questions to introduce the topic to pupils:

- Do you know the names of any traditional dances from your own or other provinces? Can you describe these to the class?
- Are you proud of your cultural dances? Why? Why not?
- Have you ever been to a dance festival or dancing competition? Can you describe what it was like?

Read through the key words together. Check that the pupils understand them. Read the text in the Pupil's Book aloud as the pupils read silently. As you read, ask pupils to imagine that they are a part of the crowd lining the streets of Honiara at the opening of the cultural festival.

Ask the pupils to take turns to read parts of the text aloud. Listen for any words they find difficult to pronounce. Help them with their pronunciation after they have finished reading.

Ask individuals or groups of pupils to retell selected parts of the text in their own words to the whole class.

Syllabus link
K1, S4, S8

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

Comprehension

Background Information

There are two comprehension activities in the Pupil's Book. The multiple choice questions on page 110 of the Pupil's Book test the pupil's comprehension of the events recounted in the text. Only one of the answers is correct. Pupils should be encouraged not to make guesses. They should read and understand both the questions and the answers.

The purpose of the second activity is to develop the ability to extract specific information from the text and present it in a different format. It involves designing a programme to tell people in the crowd about each group of dancers. Pupils must develop a list of the performers in the order they appear and tell what dance they presented.

Method and Teacher Led Activities

Decide how you will use the two activities. Have different groups do different activities if appropriate. Plan which groups you will work with on the basis of which pupils need most help understanding and using information from the text.

Read the multiple-choice questions with pupils and make sure they understand the instructions. Ask the pupils to read the text silently again before answering the questions.

Remind them that their answers should not be guessed but based on their reading of the text. Pupils may need to go back to reread the text as they complete the activity.

Read the instructions for the second more challenging activity. Pupils must use the information in the text, 'The Melanesian Arts and Cultural Festival', to plan a programme for the parade. Ask questions to ensure the pupils understand the task. The Pupil's Book suggests how the programme might begin. Ask pupils to complete the activity.

Syllabus link
S1, S4, S13

? Can all the pupils identify the main ideas and relevant details after reading the recount? (S9)

Language Study

Background Information

In this activity pupils will practice using the phrase 'yes, but…' as a means of both agreeing with a speaker and also suggesting a different point of view.

The word **yes** suggests that the speaker has heard and understood what the other person has said, and the word **but** follows to show that the speaker has a different view to put forward.

For example:

"I liked the New Caledonia Dancers at the Festival."

"**Yes, but** the Vanuatu firewalkers were more exciting."

Using this phrase will help pupils to disagree politely and put forward their own opinions in their debate later today. The pupils need plenty of oral practice to be able to use such phrases with confidence. Do not always practice in the class group, as pupils who are shy may find it hard to speak up in front of the class. Sometimes it is good to practise oral skills in small groups too.

Method

- Revise the importance of being able to express a point of view and being able to disagree with someone else's opinion politely. Explain the use of the phrase "yes, but…" in a discussion or an argument.

  yes means 'I have heard what you are saying and you have made a valid point'

  but means 'I have a different opinion or point of view'.
- Use the statements in the Teacher Led Activities to practise using this phrase. Have the pupils practise in small groups by playing the 'yes, but…' game
- Read through the instructions in the Pupil's Book together. Have the pupils complete the activity on page 111 of the Pupil's Book.

8 Unit 15: Traditional Dancing

Teacher Led Activities

Use these and some other examples to show how 'yes, but…' can be used in a discussion or argument.

"I think we should have a Melanesian Arts Festival in Honiara every year."

"Yes, but that would be very expensive to organise."

"The Vanikoro Dancers had the best costumes at the festival**."**

"Yes they were impressive, **but** I liked the PNG Highlanders' costumes better."

Notice that in the second example a statement of agreement splits the 'yes' and the 'but'. This helps to soften the disagreement that is coming and makes the challenge to another person's opinion less direct.

Remind the pupils that where matters of opinion are concerned, two people's opinion might be different, but they may both be valid. It is important to respect other people's points of view. Phrases like this help us to acknowledge other people's opinions.

Use the statements below to demonstrate the use of 'yes, but…' in an argument or discussion. Read out one statement at a time and ask different pupils to respond to it with a 'yes, but….' statement. See how many ways they can respond.

1. I thought the festival was very disorganised.
2. I thought the cultural village was the best venue.
3. Solomon Islands had the best dancers of all of the Melanesian countries represented.
4. There were too many people at the festival, so it was really crowded.
5. I think we should have more events like this to encourage tourists.
6. I don't like dancing, it's so boring to watch.

Write a few good examples on the board. Have them play a game in groups of four or five. One pupil makes a statement or reads one from a card prepared by the teacher. The next child responds with "yes, but…." and adds a different view. Continue until everyone in the group has made one "yes, but…" statement.

Read the instructions for the activity in the Pupil's Book on page 111. Ask pupils to complete the activity in their exercise books. Assist less able pupils.

Syllabus link
S5, S6, S10

? Can all the pupils use the structure 'Yes, but...' to agree and disagree while talking in small group discussions? (K5)

Spelling

Method and Teacher Led Activities

Read the spelling words together with the pupils. Give them time to practise spelling the words in pairs using their preferred strategy.

Some pupils will find it easier to write the words than to spell them orally.

Read the sentences in the Pupil's Book together. Ask the pupils to read the sentences after you. Tell the pupils to write out the sentences and put in the missing words from the list. If you prefer you could do this exercise orally.

Oral and Writing

Background Information.

Today the class will hold the debate that they prepared for yesterday. To complete this properly you will need most of the time in this lesson. A short writing activity is included if you have time, but if not, concentrate on the debate as it develops very important reasoning, speaking and listening skills. Try to make sure that all the pupils have a chance to speak in the debate. Encourage questions.

Method

Class Debate:

- Remind the pupils of the topic for the debate. **'Custom Dancing Should be Included in the School Curriculum'.**
- Review the procedure for conducting a vote (see Teacher Led Activities Day 7). Check that the speakers have all planned what they have to say.
- Remind pupils that they have to disagree politely using phrases that they have learned. They should also use words to try to persuade others to listen to their point of view.
- Use the word banks you have created to review these words and phrases. Hold the debate with the class.

Writing Activity

- After the pupils have heard all the arguments in the debate they have to decide whether they agree or disagree with the motion.
- The pupils should explain their reasons for their decision in three or four sentences.

Syllabus link
S2, S6, S18

? Are all the pupils able to agree and disagree appropriately in different ways during one-to-one and small group debates? (S5)

9 Unit 15: Traditional Dancing

Reading and Discussion - Tamure Dancing

Background Information

Reading can be interesting and enjoyable if the pupils understand the information in the text. This text is an interview about 'Tamure Dance'.

An interview:

- is one type of transactional text;
- is the basis of articles and documentaries;
- can contain personal recounts;
- is used to exchange information or opinions between people.

The interviewer is Walter, a Solomon Star reporter. He talks to a Tamure Dancer called Naomi to find out about this form of traditional dance. The text in the Pupil's Book is a transcript of their conversation.

Method

- Brainstorm what the pupils already know about Tamure Dance. Make a list of key words on the board as pupils share their experiences under the heading 'What we already know about Tamure Dance'.
- Look at the key words. Explain their meaning and practise correct pronunciation. Have some pupils use the words in sentences of their own.
- Read the text aloud with the class. Then choose two pupils to take on the roles of interviewer and interviewee. After they have read the text aloud, split the class into groups of two so that all pupils can adopt a role.
- Circulate amongst the groups as they read and listen to the pupils read.

Teacher Led Activities

Tell the class that this is a form of **transactional text** because it involves an exchange of information. Check that the pupils can identify the key information in the text by asking them to brainstorm new facts they have learned about Tamure Dance. This is a very good activity to help develop comprehension skills. You could record the points they make on the board beside the information you recorded before the text was read.

Facts about Tamure Dance	
What we knew already	**What the text tells us**
• A Tamure Dance group from Kira Kira performed at the cultural festival. • The Gilbertese are the main people to dance Tamure.	• Tamure started in Polynesian countries. • Both men and women dance Tamure.

Syllabus link
S4, S8, S9

? Can all the pupils listen and identify the main points and relevant details of this interview? (S1)

Comprehension

Teacher Led Activities

There are two activities provided in the Pupil's Book. In the first activity, pupils are asked to answer questions about the text. This may be done orally or as a written exercise. Read the questions with the pupils. Ask the pupils to read the interview silently again and then answer the questions in their exercise books.

The second activity is quite difficult and you may choose to ask only the more able pupils to complete or to use it as a Teacher Led Activity. In this activity, pupils are asked to compare two forms of custom dance: Tamure Dancing and Panpipe Dancing. Pupils have to find information in the texts about each of the dances to complete a table like the one below.

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

When pupils have completed the table, they are asked to list similarities (things that are the same) and differences (things that are different) between the two forms of dance. You will need to explain these terms. Pupils may also find it easier to work in a small group.

Syllabus link
K1, S11, S13

? Can all the pupils read the text and identify the main ideas and relevant details? (S9)

Language Study

Background Information

This activity is for revision and consolidation of the work done on day 5. Pupils should now be familiar with the following phrases:

a long time	half an hour	later	soon
before	after	in a year's time	just now
many years ago	a couple of days	just a moment	not long

9 Unit 15: Traditional Dancing

Method and Teacher Led Activities

Review time words and phrases with the pupils using the word bank you have displayed on the wall. Look at some of the examples that pupils used on Day 5.

Make up some more examples of your own using the time phrases and words and write them up on the board. Some suggestions are given below. Also ask the pupils to make up their own sentences.

1. "Where is Robert?"

   "He was here **just now**, but I think he's gone out."
2. I may go and visit my friend at the hospital **after** school.
3. In Solomon Islands school children spend about **half a day** in school.
4. In the primary school timetable, children go for break or recess for about **half an hour.**
5. I waited **a long while** for a bus, but in the end I had to walk.

Read the instructions in the Pupil's Book on page 115. Read some of the examples together and complete them orally.

Ask pupils to complete the activity in their exercise books. Here are the answers.

Answers:

1. many years ago	4. couple of days/not long
2. later	5. a long time
3. half an hour	6. soon, before/after

Syllabus link
A4, K1, S13

? Can all the pupils use phrases to explain a period of time correctly in sentences? (S15)

Spelling

Background Information

In this activity you will help pupils to hear and pronounce the different vowel sounds contained in their spelling words. Being able to recognise the different ways in which phonic sounds are spelt helps pupils to read unfamiliar words by sounding them out.

Method

- As a class, study the short and long vowel sounds in the spelling words for this unit.
- Work together to find examples of these sounds and identify the different ways in which they can be spelt.
- Complete the activity in the Pupil's Book on page 115.

Teacher Led Activities

Write the following words lists up on the board and ask the pupils to read each list out loud and see if they can tell you anything about the vowel sounds in each list.

List 1	**List 2**
j**u**mped	bl**ue**
fath**er**	d**u**ty
th**u**mp	f**ew**
d**ou**ble	y**ou**
c**ou**ple	q**ueue**

They should be able to hear that the first list all contain the **short u** sound (pronounced **uh**) and the second list all contain the **long u** sound (pronounced **oo)**.

Ask the pupils to identify which letters in each word make the long and the short u sounds. Go through each word and point out that these sounds can be spelt in several different ways. The short u is spelt with a **u**, an **er**, or an **ou** and the long u with **ue**, a **u,** and **ew**, an **ou** and a **ueue**. Make sure that the pupils can hear that the sound is the same even though the spelling is different.

Ask them to suggest more examples of words containing the long and the short u sound. These might include:

Short u	**u**ncle, b**u**tter, c**u**pboard, t**u**b, w**o**nder, f**u**n, b**u**s, c**o**me, d**o**es, th**e**
Long u	thr**ough**, tw**o**, fr**u**it, j**u**icy, sh**oe**, wh**o**, vi**ew**, bl**ew**, mus**eu**m, kn**ew**

Then ask them to complete the activity in the Pupil's Book on page 116.

Oral and Writing

Poem - The Tamure Dancer

Background Information

This poem uses **similes** to describe the Tamure dancers. A simile is an image that likens or compares one thing to another. In this case the dancers are compared to dolphins in the second verse, to frigate birds in the third verse and to butterflies in the last verse. Imaginative similes make the poem more interesting and help to create a lively picture of what the dancers look like in the mind of the reader.

Method and Teacher Led Activities

You must be confident in reading the 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. As you read the poem remember to use expression and vary the tone of your voice.

Explain some of the language features of the poem such as:

- The use of adjectives and adverbs. These descriptive words add interest to the poem.
- Remind the pupils that adjectives describe a noun and adverbs describe a verb. Pick out some adjectives and adverbs from the poem such as: graceful, playfully, great, highest, colourfully, crimson.

- The use of images, (similes) comparing the dancers to other things helps the reader imagine what they look like.

Look at the similes used: **'Like dolphins dancing on the waves'**
'Like frigate birds they dance on high'
'Like butterflies flying high and low'

Ask the pupils what they think of when they read each of these phrases. Do they understand how the images help them to picture the dancers?

Use **shared writing** to complete another poem. First make lists of some adjectives and adverbs to describe dancing. Ask the pupils to help you. Next make a list of similes for dancers.

Adjectives	Adverbs	Similes
light	daintly	like a bird in flight
quick	delicately	like a feather on the breeze
graceful	slowly	like a whirling cyclone
lively	quickly	swirling like the sea
agile	lightly	like a cloud in the wind
beautiful	swiftly	
colourful		
dramatic		

Then write a poem of two verses together, asking the pupils to select from the words on the board as they compose.

Your poem should follow the format of the poem in the Pupil's Book. Write two verses, each of four lines. Each line should start with a simile.

Explain the writing activity in the Pupil's Book on page 117. Read and discuss the two examples and the writing guidelines.

Tell the pupils to draft their poems first, then proof read and check each other's work. You could ask them to rewrite poems neatly and illustrate them for a display on the classroom wall.

Syllabus link
A4, S10, S16

? Are all the pupils aware of the value of talking about their ideas before writing a first draft and again before writing an improved final draft? (A3)

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?

Reading and Discussion - Nightclubs

Background Information

The last text for this unit is about 'Nightclubs'. It is a factual report. It tells about what people do at nightclubs. The text describes the interior of a nightclub and gives some information about the type of music that is played for the dancers.

Note: Some parents may regard this topic as sensitive. Be sure that you give a balanced account of the function of nightclubs. It is important that pupils are aware that it is not appropriate for children to go to nightclubs.

Nightclubs provide adult entertainment. Do not encourage pupils to go and see for themselves, and make sure that they understand the age restrictions. This topic is included here because this unit is about dance in Solomon Islands. The dances in which people take part at nightclubs are currently a popular form of dance in this country.

Method and Teacher Led Activities

Discussion prior to and during reading is an excellent way to help develop comprehension skills. Go through the key words. Read the report aloud to the class as they read silently. Explain any words that the pupils do not understand. Ask some questions about the text to check for understanding.

Lead a discussion about the text and encourage the pupils to start thinking beyond the basic information it includes:

1. Why do people go to nightclubs?
2. Are nightclubs good places for children to be?
3. Do you enjoy listening or dancing to Western music?
4. Do you think it's possible to like more than one type of music or dancing? Do you like more than one type of dance?
5. Why do you think nightclub lighting is dim and coloured lights are used on the dance floor?

Make sure that all pupils participate in the oral activity. Try to give all pupils a chance to respond to questions. Help them to see that people have different opinions about nightclubs. People who go there to dance think they are exciting places where they can go to relax and enjoy themselves. Other people dislike nightclubs. They think they cause problems in a community.

Syllabus link
A4, S1, S8

? Can all the pupils answer a wide range of questions and requests for information? (S4)

Comprehension

Background Information

The comprehension activity is testing literal comprehension of the text. Pupils can find all the answers in the text, except for the final question which asks them to make an inference about why nightclubs enforce strict rules.

Method and Teacher Led Activities

This activity can be used as either an oral or written activity.

Read the instructions and the questions with the pupils. Make sure that the pupils understand the questions. Encourage pupils to check the text to find the answers to the questions. Ask pupils to answer the questions orally before they attempt to write.

Syllabus link
A2, S11, S13

? Can all the pupils read the report and identify the main ideas and relevant details? (S9)

10 Unit 15: Traditional Dancing

Language Study

Background

It is important that pupils are able to distinguish between statements of fact and opinion. This skill has been developed during this unit of work. Pupils have practised expressing opinions and responding to the opinions of others in an appropriate manner.

Method and Teacher Led Activity

- Review the difference between statements of fact and statements of opinion. Make some statements and ask the pupils to decide if you are stating a fact or an opinion. Remind them of the activities in which they took part on Day 5 when they took turns expressing opinions on different topics. Stress the importance of respecting the opinions of others. No-one's opinion is wrong. It is okay to disagree with other people as long as it is done politely. Remind pupils of the activity they took part in on Day 6 in which they had to disagree politely with another person's opinion.
- Read the statements about nightclubs in the Pupil's Book with the pupils and then ask them to copy the table into their exercise books. They must decide whether each statement belongs in the facts or opinions column.
- When pupils have completed this written activity, they can work with a partner and practise disagreeing politely with the statements of opinion listed in the table.
- Move around the class and provide assistance to the pupils who need your help.

Syllabus link
S5, S6

? Can all the pupils use a range of structures to agree and disagree while talking in small group discussions? (K5)

Spelling

Background Information

Today you should test the spelling words for the week and check that all pupils have learned to spell them correctly. The activity has two parts, a revision of the meaning of the spelling words and then a test. Record the results of your spelling tests each week and check whether any pupils are having problems learning the words. If they are, you should provide them with extra support and practice. You could also choose some easier words for them to learn from the high frequency word lists on page 25 of this Teacher's Guide.

Teacher Led Activities

Ask some pupils to choose a spelling word from the list and use it correctly in a sentence. Continue until all the class have had a turn and all the words have been used. You could write the words on cards and have pupils pick a card.

Test the pupil's spelling words for the week. Dictate the following sentences and have them write these on paper. They must not refer to their spelling lists.

1. The women wore **simple, purple** dresses.
2. The **couple** danced to the **gentle** Tamure music.
3. 'How **long does** it take to learn Tamure?' asked Wendy.
4. I saw with my **own eyes** how talented the dancers were.
5. I heard a boy **whistle** at the dancers.
6. The dancers were tired out after a **double** performance at the show.

Oral and Writing

Background Information

In this activity the pupils will continue to practice their reasoning and debating skills. After group discussion and reporting to the class, pupils will write a short expository text in the form of a letter to the town council expressing their views.

Method and Teacher Led Activities

- Divide the class into two groups. Choose a leader for each group. One group is to brainstorm and write down the advantages of nightclubs. The other group is to brainstorm and write down the disadvantages of nightclubs. Look at the ideas in the Pupil's Book before pupils begin their discussion. One child from each group will report on his/ her group's points. List the advantages and disadvantages on the board in two columns as pupils present them to the class.
- Read the instructions for the writing activity in the Pupil's Book on page 120.
- Explain what the pupils are required to do. Tell them that this is a form of exposition because they are writing to express their opinion, and trying to convince the town council that their point of view is correct.
- They should use some strong persuasive language, including verbs e.g. 'should', 'must' and 'ought to'. They should back up their opinions with reasons and evidence. Remind them to use the points raised in the group discussions to argue their case.
- Using shared writing, show the pupils how to use the letter format in the Pupil's Book. Write your shared letter on the board.
- When you are confident that they have understood the task, ask pupils to draft their letter and proofread it in pairs. Move around the class as they write to help them with their ideas.

Syllabus link
S6, S16, S17

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

1 Unit 16: Celebrations

Reading and Discussion - The First Independence Day

Background Information

Different cultural groups have their own special occasions which they celebrate.

The aim of this unit is to provide general information about different types of celebrations. The text in the reader for this unit is a recount. The purpose of a recount is to retell what happened at another time or place. The events in the recount are in sequential order.

A personal recount is a personal record of events, feelings or reactions. The writer writes about events in which he or she was involved and it is often written in the first person. The first person pronouns (I, we, us) are used.

The text 'The First Independence Day' has been written in the first person. The writer has reflected upon personal memories and has retold events in the form of a recount.

Method

- Introduce the unit topic **'Celebrations'.**
- Revise the features of a recount.
- Read over the key words and make sure that pupils understand their meaning so that they will be able to understand the text.
- Read the text aloud while the class follows in their books.
- Discuss the pictures and the text.
- Re-read the text and allow the pupils to take turns to read a paragraph at a time.

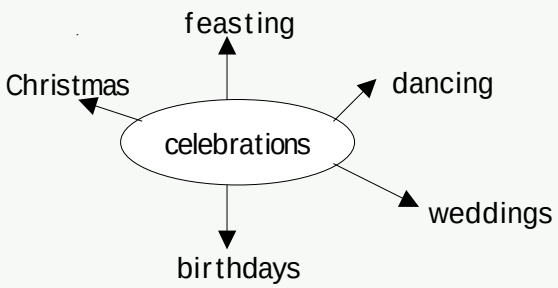
Teacher Led Activities

Discuss the word 'celebration' with the class.

As a whole class activity, create a concept map to record what the pupils already know about 'celebrations'.

Draw the concept map on the board and encourage the pupils to suggest words or events that could be included when talking about 'celebration'.

Here is an example of a concept map:



Ask the pupils to recall the features of a recount and write these on the board.

Discuss the types of recounts and provide some examples. You may wish to use the examples given below:

Personal Recount Describe your trip to Tulagi.
Write an account of your visit to Honiara.
Retell 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	Imagine that you visited the moon. Write an account of what happened to you when you were there.
	Imagine what it was like when you had a ride in a submarine. Retell your adventures.

Introduce the reading and read ct pronunciation.

Ask the pupils to use the words in sentences.

Read the text aloud and ask the pupils to follow in their books.

Ask the class some simple questions to check for understanding.

Ask the pupils to re-read the text silently.

Syllabus link
S8, S11

? Can all the pupils identify the features of a recount text ? (A2)

Comprehension

Background Information

This activity gives pupils practice locating information from the text.

Method and Teacher Led Activities

- Provide the pupils with practice locating relevant information.
- Make up some practice questions to ensure the pupils have a good understanding of the text.
- Read the instructions and complete one of the questions as an example.
- Read through the questions and allow the pupils to complete the task.

Syllabus link
A2, K1

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

Language Study

Background Information

This activity is about conjunctions or linking words. A conjunction joins words, phrases or sentences together.

The following words are examples of conjunctions:

and, because, as, since, although, but, therefore.

Method

- Revise the purpose of conjunctions.
- Show how conjunctions are used in sentences.
- Make sure the pupils understand the set task.

1 Unit 16: Celebrations

Teacher Led Activities

Remind the class that conjunctions are words that are used to join words in sentences.

Ask the class to name some conjunctions. Write these words on the board and add any others that may not have been suggested. Use the following examples:

because, as, since, when, while, before, after, unless, although, if.

Write the following sentences on the board and ask the pupils to identify the conjunctions.

1. We went to Honiara **because** we wanted to attend the Independence Day celebrations.
2. She came to my birthday celebration, **but** she did not stay all night.
3. He was a good man **therefore** he was respected.

Choose pupils at random and ask each one to make up a sentence using a conjunction as a joining word. Write the pupils' suggestions on the board.

Read the instructions in the Pupil's Book and work through the example provided with the class so that they know what to do.

Make sure everyone understands the task before they start.

Syllabus link
A1, K1, S19

? Can all the pupils link two sentences using conjunctions to make a longer sentence? (K12)

Spelling

Method

- Introduce the spelling words.
- Read each word aloud to show the correct pronunciation.
- Ask the pupils to pronounce the words aloud.
- Working in pairs, ask the pupils to say and spell the words aloud to each other. Remind the pupils to use the strategy, **Look, Cover, Remember, Write** and **Check** to help them to learn the words.
- Tell the pupils to copy the words correctly into their exercise books.
- Use the example provided in the Pupil's Book. Write the sentence on the board and explain the task.

Mr.	wasn't
Mrs.	you're
bad	fruit
couldn't	built
can't	biscuit

Oral and Writing

Background Information

This activity requires the pupils to interpret what has been read by drawing a picture. They will then need to describe their drawing in their own words.

Method

- Explain the task to the class.
- Organise the class into groups.
- Make sure the pupils discuss and plan their illustrations and their writing before they commence.
- Make a mobile video using all the groups' work.

Teacher Led Activities

Tell the pupils that they are going to illustrate one paragraph from the text.

Explain that they will also need to write about their pictures using their own words.

Arrange the class into groups and give each group a paragraph from the text.

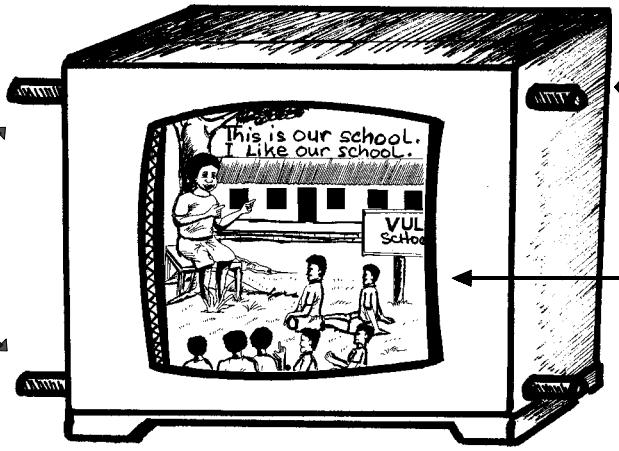
Tell the pupils to read the given paragraph carefully.

Tell the pupils to plan and discuss their illustrations before they start their drawings.

Give the pupils time to draw their pictures and write their descriptions.

When the pupils have finished, ask them to arrange their pictures in a sequential order from the first paragraph to the last one. Ask one member from each group to read out loud the written descriptions.

Make a mobile video using all the groups' work



Smooth sticks to wrap paper round and move pictures from one to the next by turning.

Cardboard box

Pupils' work stuck in correct order on long strip of paper.

Syllabus link
A3, S7, S18

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

2 Unit 16: Celebrations

Reading and Discussion - Funny Night in Kilusakwalo Village

Background Information

This recount is about how the people of Kilusakwalo celebrated the 2003 New Year.

Method

- Lead a classroom discussion about New Year.
- Explain the meaning of the key words.
- Choose individual pupils to read the text out aloud.
- Discuss the text.

Teacher Led Activity

Lead a classroom discussion about New Year.

Ask questions to find out what the pupils already know about New Year and New Year celebrations. Here are some example questions:

1. On what date do we celebrate New Year's Eve?
2. Why do we celebrate the New Year?
3. What is the date of New Year's Day?
4. What are some ways in which people celebrate the New Year?
5. Would New Year's Eve 1999 have been a special celebration?
6. Why?

Introduce the reading and read through the key words and explain the meanings of the key words and make sure the pupils can say them correctly.

Choose different pupils to read a section of the text aloud and ask the other pupils to follow silently.

Make up some simple questions about the reading to check for understanding.

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

Background Information

This activity requires the pupils to find information from the text.

Method

- Read the instructions in the Pupil's Book and explain the task.
- Do the first question as an example to help the pupils understand what is expected.
- Settle the class and allow the pupils to complete the activity.
- Check and mark each pupil's work.

Syllabus link
K1, S18

? Can all the pupils identify relevant details to complete the sentences? (S9)

Language Study

Background Information

This is another activity involving the use of conjunctions (linking words).

Pupils are expected to link two or more sentences using specific conjunctions.

Method

- Revise conjunctions.
- Explain what the pupils have to do using an example.
- Help those pupils who may need extra support to do the exercise.

Teacher Led Activities

Ask the pupils to help you write a list of conjunctions.

Write the list on the board.

Read the instructions in the Pupil's Book and explain the task to the pupils. Remind the pupils that some sentences may need more than one conjunction.

Write the example provided on the board and explain what the pupils have to do.

Read through all of the sentences.

Ask the pupils to complete the activity in their exercise books.

Syllabus link
A1, K1, S19

? Can all the pupils link two sentences using conjuctions? (K12)

Handwriting

Teacher Led Activities

Read the handwriting passage in the Pupil's Book together.

Ask the pupils to copy the joke into their exercise book using their best cursive handwriting.

Ask the pupils to look back at the handwriting in their exercise book. Ask them to check whether their cursive writing has improved.

Move around the class as the pupils write. Show individual pupils ways in which they could improve their handwriting.

2 Unit 16: Celebrations

Oral and Writing

Background Information

It is important that pupils learn to plan and organise their thoughts before they actually begin to write. During this lesson the pupils are going to plan a recount.

Method

- Revise the features of a recount.
- Read the recount, 'Funny Night in Kilusakwalo Village' again with the class.
- Encourage the pupils to discuss their own experiences of New Year celebrations.
- Arrange the class into pairs to draft their plans.

Teacher Led Activities

Ask the pupils to tell you what a recount is.

Write their ideas on the board and explain each feature. You may wish to refer to the Background Information on day one of this unit.

Read the recount 'Funny Night in Kilusakwalo Village' again with the class.

Ask the pupils to share with the class what they did on New Year's Eve, or another celebration that they went to.

Encourage all pupils to take part in the discussion.

Explain to the pupils that they will be working in pairs planning to write a recount recalling their own experiences of New Year celebrations.

Use an example to show how the pupils can plan their writing.

Ask the pupils to suggest some items that should be included when writing a recount about a celebration.

The following items may be used as examples:

1. Where did the celebrations take place?
2. When?
3. Who was involved?
4. How did you feel during the celebrations?
5. What were some of the most memorable events?
6. What happened first?
7. What happened next?
8. How did the celebration end?

Organise the class into pairs and ask the pupils to start drafting their plan.

Syllabus link
S7, S18, S19

? Can all the pupils use a talk - draft - talk - redraft to plan their recount? (S17)

Assessment Activity – Writing Sample

Background Information

During this unit, you will collect a writing sample from each pupil. This sample can be kept as a record of the pupils' writing abilities at this point in time. Try to collect samples of writing that cover a range of text types for each pupil.

Here are some examples of suitable activities to use for writing samples in this unit.

- Planning and writing a recount. Days 2 - 4
- Planning and writing a procedural text. Day 6
- Writing a condolence message. Day 7

Make sure that you date the samples and store them safely in your assessment file. Read each sample closely and make notes about each pupil's ability:

- to spell;
- to structure sentences;
- to use appropriate language and vocabulary.

3 Unit 16: Celebrations

Reading and Discussion - A Kava Ceremony in Fiji

Background Information

Today's reading is a personal recount about a traditional Fijian ceremony. It is called a kava ceremony. Kava is a drink made from the roots of a pepper plant. Drinking kava is an important part of many Fijian celebrations, including weddings, funerals, and the installation of a chief.

The writer writes about her attendance at a kava ceremony.

Method

- Read through the key words and make sure the pupils understand their meaning before they read the text.
- Read the text out aloud to the class or choose different pupils to read parts of the text. Make sure everyone in the class has a turn to read aloud during the week.
- Encourage all the pupils to take part in the discussion about the text.
- Find out the level of understanding of pupils by asking them to act out the text.

Teacher Led Activities

Read through the key words and make sure the pupils know how to say the words correctly.

Ask the pupils to pronounce the words correctly.

Help the pupils to find the meanings of the words and ask them to use the words in sentences to show they understand them.

Read the text out aloud to the class and ask the pupils to follow the reading silently or choose pupils to read a section at a time.

Reinforce the pupils' understanding of the key words by showing how the words have been used in the text.

Start a classroom discussion about the text and get all of the pupils to take part. Here are some questions you could use to help start your discussion:

1. Where is Fiji?
2. What is Kava?
3. When do Fijians drink Kava?
4. Why do they drink Kava?
5. How do we know that this is a formal ceremony?

Help the pupils to act out the text.

Tell the pupils to sit on the floor in a circle and re-enact the ceremony as described in the text.

Syllabus link
A1, K1, S10

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

Comprehension

Method

- Tell the pupils to read the text again.
- Ask the pupils to answer the questions in the Pupil's Book on page 127 using complete sentences.

Syllabus link
A2, K1, S4

? Can all the pupils use a range of sentence types when answering questions? (S15)

Language Study

Background Information

This activity gives the pupils practice in using past and present tenses.

The verb in the sentence indicates the tense.

For example:

Verb: Walk

Today	He walks to the shop.	(Present tense)
Yesterday	He walked to the shop.	(Past tense)
Tomorrow	He will walk to the shop.	(Future tense)

Method

- Revise tense.
- Give examples to show the difference between the past and present tense.
- Explain what the pupils have to do.
- Help the pupils who are experiencing difficulty.

Teacher Led Activities

Write the following verbs on the board and explain that the verb can be written in the past, present or future tense.

Show the pupils that an easy way to help them change tense is to use the words today and yesterday to indicate present and past.

Present tense	Past Tense
am	was
do	did
awake	awoke
grow	grew
sing	sang
ring	rang
hear	heard
write	wrote

The following examples may be used to help reinforce this concept.

1. (Today)	I am very happy.	(Present tense)
2. (Yesterday)	I was very happy.	(Past tense)
3. (Today)	He sings a new song.	(Present tense) **or**
4. (Today)	He is singing a new song.	(Present tense)
5. (Yesterday)	He sang a new song.	(Past tense)
6. (Today)	She celebrates her birthday.	(Present tense) **or**
7. (Today)	She is celebrating her birthday.	(Present tense)
8. (Yesterday)	She celebrated her birthday.	(Past tense)

Write the following sentences on the board and ask the pupils to change the sentences to present tense.

- He ate a healthy meal. (eats, is eating)
- Ronnie washed his hands. (washes, is washing)
- I brushed my teeth. (brush, am brushing)

Write the answers on the board and emphasise that the verb is the word in the sentences that needs to change.

Look at the exercise in the Pupil's Book.

Explain to the pupils what they have to do using the first two sentences as examples.

Ask the pupils to complete the activity.

Syllabus link
A1, K11, S19

? Can all the pupils use the common tenses correctly? (K8)

Spelling

Background Information

A contraction is a shortened form of speech where two words are combined to make one word. The apostrophe is used to show that a letter or letters have been omitted or left out of a word. The resulting word is called a contraction. Contractions are very widely used in spoken English but are rarely used in formal written English.

This activity requires the pupils to write the longer form of the words.

Method

- Explain the formation of contractions and their use.
- Give examples and show where an apostrophe is put and why it is there.
- Explain the task and make sure that all pupils understand what to do.

Teacher Led Activities

Write some contractions on the board and explain the formation of the words.

Remind the class that the apostrophe is always placed where the letter or letters have been left out.

For example:

I am - I'm	is not – isn't	I will – I'll
should not – shouldn't	was not – wasn't	he would – he'd

Write the following words on the board and ask individual pupils to come forward and write the contracted form of the words on the board.

has not **have not** **could not** **does not** **can not** **are not**

Read through the spelling words pronouncing each one slowly and clearly.

Ask the pupils to identify which of the spelling words are contractions.

Write these words on the board and ask the pupils to suggest the two words that make the contraction.

Organise the pupils to work in pairs and ask them to practise spelling the words.

Remind the pupils to use the strategy, **Look, Cover, Remember, Write** and **Check** to learn the words.

Look at the activity in the Pupil's Book. Use the example provided to explain the task then ask the pupils to complete the activity.

Oral and Writing

Background Information

During today's lesson the pupils are going to write the first draft of their recount.

Method and Teacher Led Activities

Working in pairs, ask the pupils to discuss their plans to see if any improvements need to be made.

Read the instructions in the Pupil's Book and explain the activity.

Remind the pupils to follow their plans when writing the recount.

Move around the class and provide help when necessary.

As they work, remind the pupils of the key features of a personal recount.

You may wish to write these features on the board as a reminder:

- Recounts are usually written in past tense;
- The events are described in the order in which they occurred;
- Personal recounts use the first person pronouns (I, me, we); and
- They can include personal thoughts, reflections and opinions.

Syllabus link
A3, S6, S18

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

4 Unit 16: Celebrations

Reading and Discussion - Preparing for Chinese New Year

Background Information

This text is a report explaining the Chinese New Year Celebrations. Chinese New Year, also known as the Spring Festival, is celebrated at a different time to Solomon Islands' New Year.

The purpose of a report is to inform and explain. It contains factual information and it usually gives the reader information about the following:

who, what, where, when and **why?**

Method

- Introduce the pupils to the text.
- Talk about the key words with the pupils and help them understand their meaning.
- Revise the purpose and characteristics of a report.
- Ask the pupils to read the text silently.
- Discuss the text to ensure that the pupils have understood what they have read.

Teacher Led Activities

Use an atlas or a wall map to show the pupils the location of China in relation to Solomon Islands.

Undertake a brainstorm activity to find out what the children already know about China and the Chinese New Year celebrations. Remind the pupils that there are many people who were originally from China who have settled in Solomon Islands, particularly in Honiara.

Ask questions and encourage all of the pupils to take part in the discussion. The following questions may help to start your discussion:

1. What do you know about China?
2. How big is China compared to Solomon Islands?
3. Have you ever eaten Chinese food?
4. Do you know any Chinese words and their meanings?
5. Do you know about any Chinese traditions, customs or beliefs?
6. Have you ever seen any Chinese New Year ceremonies?

Introduce the reading and read through the key words. Ask the pupils to use dictionaries to find the meaning of these words.

Ask the pupils to tell you what a report is and what are the characteristics of a report.

Write these on the board.

Ask the pupils to read the text silently.

Find out the pupils' level of understanding by asking some simple questions.

For example:

1. Are the Chinese New Year preparations the same as those of Solomon Islands?
2. If not, how are they different?
3. Why do the Chinese believe it is important to give their houses a good clean?
4. Do we prepare our food for our New Year's celebration in the same way?
5. Why are flowers so important to the Chinese during this time?
6. Why do they put their brooms away before the New Year?
7. What is something special that Chinese parents do for their children?
8. Why do the Chinese use red paint and red envelopes?

Syllabus link
S4, S8, S10

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

Comprehension

Teacher Led Activities

Re-read the text, choosing pupils to read sections of the text out aloud to the class.

Read the instructions in the Pupil's Book and explain the task.

Organise the class into four groups and give out the topics to each group.

Tell the class that they will need to re-read the information under their topic title and re-tell or explain this information to the rest of the class using their own words.

Allow time for each group to read and discuss their topic.

Ask each group to choose a group leader to re-tell and explain the information.

Syllabus link
K1, S4, S9

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

Language Study

Background Information

Every sentence contains a verb. A verb is a 'doing' word as it describes an action.

This activity helps the pupils to understand that different verbs can have similar meanings.

Method

- Explain that a number of verbs can have similar meanings.
- Demonstrate this concept using examples.
- Provide the pupils with the opportunity to use a dictionary or thesaurus to find words similar in meaning.
- Give the pupils practice using verbs similar in meaning.

Teacher Led Activities

Revise the meanings and purpose of verbs and give some examples.

Write the following sentences on the board and ask the pupils to tell you which is the verb in the sentence.

Ask the pupils to think of another verb that could be used instead of the one given. Allow the pupils to use a theaurus to find other verbs for this activity.

1. We **tested** the new canoe. (tried)
2. Rain **falls** from the sky. (drops)
3. Our celebrations came to a **stop** because it was raining. (halt, end)
4. The doctor will **help** his patient. (aid, assist)
5. The villagers will **unite** to continue the New Year celebrations. (join)
6. The animal **wandered** along the beach. (roamed, walked)
7. The Chinese **buy** a lot of food during New Year celebrations. (purchase)

Write the new sentences on the board using the replaced verb.

Explain that these new verbs do not change the meaning of the sentence.

Refer to the task in the Pupil's Book on pages 130 and 131.

Use the example given to explain the task.

If you have dictionaries and thesauruses in your classroom let the pupils use them to help them complete the exercise.

Check all the pupils' work when they have finished the exercise. You could go through the exercise as a whole class activity when they have all written their answers.

Syllabus link
A1, K8, K2

? Do all the pupils know the meaning of the term 'verb'? (K2)

Spelling

Method

- Go through the spelling words with the pupils.
- Read the instructions in the Pupil's Book and explain the task.
- Ask the pupils to complete the activity in their exercise books.

Oral and Writing

Method

- Provide the pupils with time to continue writing their recounts.
- Allow the pupils to share their work with a partner for editing purposes.
- Provide encouragement and assistance to the pupils and help with the editing process.

Teacher Led Activities

Tell the pupils that during today's lesson they will need to start writing the final draft of their recount.

Organise the class into pairs and ask the pupils to read their partner's first draft.

Explain that you would like each pupil to help edit his or her partner's writing.

Move around the classroom and assist with the editing.

When everyone has finished editing, allow the pupils to begin writing their final draft.

Remind the pupils to use cursive writing when writing their final draft.

Continue to give help where necessary during the rest of the lesson.

Syllabus link
S9, S12, S18

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

5 Unit 16: Celebrations

Reading and Discussion - Chinese New Year

Background Information

This is a report about the actual celebration of the Chinese New Year.

Method

- Introduce the reading and read through the key words.
- Explain the meaning and tell the pupils how to say the words correctly.
- Read the text.
- Discuss the report with the pupils.

Teacher Led Activities

Revise the last text about the Chinese preparation for New Year.

Talk to the class about the Chinese New Year explaining that it begins at a different time to our New Year.

Ask the class some simple questions to find out what they already know about Chinese New Year celebrations. You may wish to refer to the reading on Day 4.

Read the text and ask the pupils to follow along silently.

Ask the pupils to suggest any new or interesting things they may have discovered after reading the text. Write these suggestions on the board.

Ask some questions to find out how well the pupils have understood the text.

Allow the pupils to read the text aloud in pairs.

Syllabus link
K1, S1, S12

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

Comprehension

Background Information

This is a multiple-choice activity. Pupils will need to choose the best ending for the sentence beginnings.

Teacher Led Activities

Read the text again in small groups or choose pupils to read a paragraph at a time aloud to the whole class.

Read the instructions in the Pupil's Book and explain the activity.

Ask the pupils to complete the activity in their exercise books.

Answers:

1. a 2. c, 3. a, 4. b, 5. b, 6. c

Language Study

Background Information

This activity provides the pupils with practice writing short and meaningful sentences.

Method

- Revise conjunctions. (Day 1)
- Provide the pupils with examples of longer sentences.
- Show the pupils the way in which sentences can be combined, using conjunctions and other ways.
- Provide examples and work through these to help explain and reinforce this concept.

Teacher Led Activities

Ask the pupils to suggest some examples of conjunctions. Write these on the board.

and, as, but, so, therefore, or, because.

Remind the class that conjunctions can be used to join two or more sentences to form one sentence.

Write the following sentences on the board and ask the pupils to help you combine the sentences to form one sentence.

Remind the class that they may need to use conjunctions when combining the sentences.

1. Martha is cooking some pumpkin soup. She is cooking some pumpkin soup for her baby, her daughter and her two sons who are hungry.
2. Mr. Chan showed the people of Isabel how to plant rice. He also showed them how to harvest the rice. Everybody was really happy that he was able to do this.

Answers

1. Martha is cooking some pumpkin soup because her children are hungry.
2. Mr. Chan made the people of Isabel very happy as he showed them how to plant and harvest the rice.

Remember that there is more than one way to put these sentences together. There is more than one right answer.

Write the new sentences on the board.

Ask the pupils to identify why the new sentences seem better. Point out that the newly formed sentences are simpler and easier to understand.

Look at the activity in the Pupil's Book. Explain the task to the pupils.

Use the example to show them what to do.

Ask the pupils to rewrite their sentences in their exercise books.

Syllabus link
A3, S7, S10

? Can all the pupils restructure long, confusing sentences into shorter, easy to understand ones? (S15)

5 Unit 16: Celebrations

Spelling

Background Information

A dictation test is a good way to evaluate the pupils' progress in spelling. In a dictation test the spelling words are put into sentences and the pupils are required to write the sentences word for word. It is important that you read out the sentences slowly and clearly.

Method and Teacher Led Activities

Tell the class that you will be giving them a dictation test to see how well they have learnt their spelling words.

Explain that you will be reading out some sentences containing the spelling words.

Ask the pupils to write the date and the heading 'Dictation' in their exercise books.

Tell the pupils to listen carefully as you read out each sentence clearly and slowly.

Read each sentence twice.

Write the sentences on the board and ask the pupils to swap books and correct their partner's work.

Dictation

Mr. and **Mrs**. Ron own a biscuit bakery, which Mr. Ron **built**.

Each morning Mrs. Ron wakes early to pick **fruit** from their garden.

One morning Mrs. Ron **couldn't** get out of bed. She had a **bad** cold and **wasn't** feeling well.

"**You're late** this morning, what's the matter?" asked Mr. Ron.

"I **can't** get up, I feel sick," replied Mrs. Ron.

"Have a good rest dear," said Mr. Ron and he walked to the kitchen to start the baking.

Record how many of this week's spelling words each pupil has spelt correctly.

Oral and Writing

Background Information

The Chinese people celebrate their New Year for 15 days as explained in today's reading. Each day has particular significance. This activity requires the pupils to choose and illustrate the events described on one of the 15 days.

Teacher Led Activities

Ask the pupils to re-read the text, 'Chinese New Year'. Tell them to choose one day from the 15 days of celebration. Explain that their task is to draw a picture showing the events that take place on that day as described in the text.

When they have completed their drawings ask them to write a few sentences explaining why they chose to illustrate that particular day.

Ask the pupils to compare the Chinese New Year celebrations with the Solomon Islands New Year celebrations.

Ask them to find and write down ways in which the Chinese New Year celebrations are similar and ways that they are different. Use the example given below to show what they have to do.

When everyone has completed the activity ask the pupils to share their work with the rest of the class. Ask them to explain their drawings and give reasons for their choice of day.

I prefer the eighth day of the Chinese celebration because it is similar to how my family celebrates the New Year's Day.

The Chinese family has dinner and prays to the God of Heaven at midnight. My family usually has dinner together with close family members or other friends in the hours before midnight. We usually prepare a BBQ of fish and chicken.

We think that the New Year starts at midnight. Midnight is the time that we put everything away and pray. We thank God for looking after us and leading us into the New Year.

Syllabus link
A3, S15, S18

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

6 Unit 16: Celebrations

Reading and Discussion - Making a Chinese Lantern

Background Information

Today's reading is a procedural text. Procedural texts are often written as a set of instructions and they usually address the reader directly. This text explains how to make a Chinese lantern. Chinese lanterns are used during a parade to mark the end of the New Year festival.

Teacher Led Activities

Read through the key words and make sure the pupils understand them before they read the text. Ask the pupils to use the words in sentences.

Revise the features of procedure texts and ask the pupils to help you create a list of the characteristics of procedure texts.

Write the list on the board. You may wish to include the following characteristics of procedure texts:

- Often written as a set of instructions;
- The purpose is to explain how to do something;
- The instructions are the steps to help us make something or carry out an activity;
- The instructions are in logical order and are usually numbered;
- They can be followed easily and each instruction often begins with a verb.

Read the text as a whole class or choose individuals to read one instruction at a time.

Explain the purpose and significance of Chinese Lanterns, then prepare the materials required for the Chinese lantern activity.

Syllabus link
S4, S9, S12

? Can all the pupils read and understand the procedure text? (A2)

Comprehension

Background Information

This activity allows the pupils to demonstrate how well they can follow a set of instructions.

The pupils can do this activity in pairs. Each pair could make one Chinese lantern.

Method

- Arrange the class into pairs.
- Read through the procedure with the pupils.
- Encourage the pupils to work co-operatively.
- The pupils make the lanterns.
- Display the finished lanterns around the classroom.

Teacher Led Activities

Ask the pupils to find a partner. Make sure that each pair has the correct materials required to make a Chinese lantern. Read through the procedure with the pupils.

Ask the pupils to make their own lanterns. Encourage the pupils to work co-operatively.

Move around the room and help where necessary.

The finished lanterns make a good display to decorate the class. Tie a piece of string across the classroom on which to hang the lanterns. Display the finished lanterns.

Syllabus link
S7, S10

? Can all the pupils read and follow instructions to complete the lantern? (S12)

Language Study

Background Information

This activity requires the pupils to think of different ways to greet people at New Year. A well known Solomon Islands' greeting for the New Year is 'Happy New Year to You.'

Teacher Led Activities

Tell the pupils that our well-known way of greeting people on New Year's Day is **'Happy New Year to you'.**

Read the instructions in the Pupil's Book on page 136 and explain the task.

Write the examples given in the Pupil's Book on the board and ask the pupils to read them aloud.

Ask the pupils to complete the task.

Syllabus link
A4, K1, S15

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

Spelling

Method

- Look at the spelling words for this week.
- Have the pupils say the words correctly and use them in sentences.
- Show different ways of learning the spelling words.

once	invitation
us	direction
bush	action
builder	competition
any	guitar

Teacher Led Activities

Read through the spelling words.

Ask the pupils to repeat the words after you, using correct pronunciation.

Ask the pupils to identify any words that they do not understand.

Explain the meanings of these words.

Organise the class into pairs and give the pupils time to practise spelling the words correctly.

Remind the pupils of the spelling strategy, **Look, Cover, Remember, Write** and **Check**.

Refer to the task in the Pupil's Book on page 136.

Ask the pupils to select five spelling words and use each of these words correctly in a sentence.

Oral and Writing

Background Information

This writing activity provides the pupils with practice writing a procedural text.

The pupils are required to write a set of instructions explaining how to make something or how to undertake a set task.

6 Unit 16: Celebrations

Method

- Revise the features of procedural texts.
- Go through the writing of a set of instructions with the class.
- Provide the pupils with time to write their own set of instructions.
- Give help and assistance where necessary.

Teacher Led Activities

Ask the pupils to suggest the characteristics of a procedural text.

Write these on the board.

Refer to the instructions in the Pupil's Book and explain the task.

With the class, use shared writing to write out a set of instructions together on the board.

During this activity continue to refer to the characteristics of a procedural text.

Remind the class that the instructions need to be written in a logical order and they can be numbered. The instructions should be easy to follow and they often begin with a verb.

Ask the pupils to think of something for which they can write a set of instructions.

Tell the pupils to write their set of instructions.

When the pupils have finished writing, tell them to give their instructions to a partner. Tell the pupils to read their partner's instructions and to evaluate the instructions to see if they are easy to follow and understand or not.

Syllabus link
S1, S6, S7

? Can all the pupils write a clear concise procedure text? (S15)

Reading and Discussion - A Sad Christmas

Background Information

This text is a personal recount. It refers to the fact that not every one celebrates Christmas as a happy time. Some people feel sad during the festive session.

Method and Teacher Led Activities

Read through the key words and ask the pupils to use dictionaries to find the meaning of any difficult words. Help the pupils to understand the meaning of all the words.

Start a classroom discussion about Christmas and encourage the pupils to talk about what Christmas means to them.

Lead the pupils to understand that Christmas can be a sad time for some people.

You may wish to use the following questions to help start the discussion:

1. Why do we celebrate Christmas?
2. Why is Christmas regarded as a time of celebration?
3. Why do people like to spend Christmas with their family and friends?
4. What do you like about Christmas?
5. Is there anything that you don't like about Christmas?
6. Is it possible that some people may be sad during Christmas? Why?

Ask the pupils to follow, as you ask individuals to read sections of the text. After reading, discuss the text and explain that this is a personal recount.

Ask some simple questions to find out how well the pupils have understood the text.

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

Teacher Led Activities

Look at the activity in the Pupil's Book on page 138 with the class.

Read through the instructions and make sure the pupils understand what they have to do.

Read through all of the questions.

Ask the pupils to do the exercise and remind them to write their answers using complete sentences.

Syllabus link
A4, S9, S10

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

7 Unit 16: Celebrations

Language Study

Teacher Led Activities

Look at the instructions in the Pupil's Book with the class.

Explain that the text, 'A Sad Christmas' is a personal recount. The writer has written about a personal experience.

Ask the class to identify the ways in which this recount is sad. Use the example given in the Pupil's Book to explain to the pupils what they have to do.

Ask the pupils to read the text again.

Tell them to write down any words, phrases or sentences that show that this recount is sad.

Syllabus link
S10, S19

? Can all the pupils read and identify the main ideas and relevant details? (S9)

Spelling

Teacher Led Activities

Say each of the spelling words and ask the pupils to repeat them after you.

Organise the class into pairs and ask the pupils to practise spelling the words.

Remind them to use the spelling strategy, **Look, Cover, Remember, Write** and **Check.**

Ask the pupils to copy the words correctly into their exercise book in alphabetical order.

Tell the pupils to select five words to use correctly in sentences. These will need to be the five words that were not used in the previous spelling activity.

Ask the pupils to write their sentences into their exercise book.

Oral and Writing

Background Information

A condolence message is a short note telling somebody how sorry you are to hear about sad news. Usually a condolence message is written and sent if there has been a death.

A message of condolence usually offers sympathy and support.

Teacher Led Activities

Explain the purpose of a condolence message.

Ask the pupils if they have heard messages like this read out on the radio.

Ask the pupils if anyone has had to write a condolence message before.

Discuss the type of language that is used when writing messages at these sad times.

Refer to the instructions in the Pupil's Book and explain the task.

Syllabus link
S10, S12, S15

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

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 30 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.

8 Unit 16: Celebrations

Reading and Discussion - Passing Exams

Method

- Introduce the text.
- Ensure the pupils understand the meaning of the key words and that they can say them correctly.
- Encourage the class to take part in a classroom discussion about exams.
- Read the text with the pupils and ask questions to find out how much of the text the pupils understand.

Teacher Led Activities

Write the word 'examination' on the board and ask the pupils what they think the word means. Discuss the word and talk about the purpose and importance of exams.

Start a classroom discussion about exams. Ask the pupils some questions to start the discussion. The following questions may help:

1. Why do we need to do exams?
2. How do pupils feel about exams?
3. Is it necessary to have a good friend to help you study for exams? Why?
4. Why do you think pupils would celebrate when they finish exams?

Talk about the key words and use a dictionary to find their meaning. Ask pupils to use some of the words in sentences. Allow the pupils time to read the text quietly to themselves.

Choose two pupils to be Ben and Ivy. Read the text and ask the two chosen pupils to read the dialogue for Ben and Ivy, while you, or another pupil, read the rest of the text.

Discuss and ask simple questions to check for understanding.

Syllabus link
A2, S9, S12

? Can all the pupils read and understand the literal meaning in the text? (S9)

Comprehension

Background Information

This activity requires the pupils to recall and arrange events in the correct order in which they have been described within a text.

Teacher Led Activities

Read the text again with the pupils then read the instructions in the Pupil's Book on page 140.

Tell the pupils that the sentences from the text have been rearranged so they are not in the correct order. Explain to the pupils they have to rearrange the sentences so they are in the correct as they are in the text. Use the example given to show the pupils what they have to do. When pupils are clear about the activity, settle them to complete it in their exercise books.

Syllabus link
S7, S10, S16

? Can all the pupils rearrange the sentences in chronological order? (S12)

Language Study

Teacher Led Activities

Ask the pupils to think of words that would describe how they might feel during the time leading up to the Standard 6 Exam. Write the words on the board. Suggested words could include: confident, excited, nervous, anxious, stressed, scared, tired, and worried.

Ask the pupils to suggest ways in which they would like to celebrate after the exams.

Write these suggestions on the board.

Look at the task in the Pupil's Book with the class and write the following heading on the board: My After Exam Celebration.

Explain the task and ask the pupils to start to write down their ideas .

When finished, ask the pupils to share their ideas with the class.

Syllabus link
S10, S16

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

Spelling

Teacher Led Activities

Working in pairs, give the pupils time to practise learning the spelling words.

Write the word 'builder' on the board and ask the pupils to help you make small words using the letters from the word builder.

Write these words on the board.

Look at the activity in the Pupil's Book with the class and read the instructions.

Read through the other words and ask the pupils to complete the exercise in their exercise books.

Oral and Writing

Background Information

Dramatising or acting out a story is a good way of finding out if the pupils have understood what they have read.

During today's lesson the pupils will plan to dramatise the text 'Passing Examinations'.

Method

- Re-read the text.
- Explain what is meant by dramatisation.
- Talk about possible feelings that people may experience when waiting for special or important news.
- Help the pupils to understand acting in role.
- Give the pupils time to write their scripts and practise their role play.

Teacher Led Activities

Ask the pupils to read the text again.

Refer to the activity in the Pupil's Book on page 141 and explain the task.

Explain that they are to imagine that they are characters in either Ben's family or Ivy's family.

Tell them that their task is to dramatise the time leading up to the actual announcement of the exam results.

Ask the pupils the following questions to help prepare for this activity:

1. How would Ben and Ivy feel during the time leading up to the announcement of the exam results? (nervous, anxious, worried, confident)
2. How would the parents be feeling? What could they say to their children during this time?
3. What are some things that Ivy's brother and sister might say during this time? (offer words of encouragement and support, share in the excitement when the results are announced)
4. How would the characters feel after the announcement? (relieved, happy, excited, confident)

Ask the pupils to think about the feelings of each character in the family.

For example:

Ben would probably be much more nervous than his brother or sister.

Organise the class into groups of six if possible. If some groups have less than six pupils they will need to work with one less character. Give each group a family – either Ben's family or Ivy's family.

Make sure each member of the group has a character to play.

Explain the role of the narrator.

Tell the pupils that they will need to plan and write a script for their drama.

Encourage all members of the group to become involved and remind the class that everyone must have a speaking part.

Give the pupils time to write their script and practise their drama.

Remind them that they need to refer to the events that were described in the recount 'Passing Examinations'.

Syllabus link
A2, S7, S10

? Can all the pupils use expression to convey their feelings in a role play? (S2)

Reading and Discussion - A 100th Birthday Celebration

Teacher Led Activities

Ask the pupils some questions to find out what they already know about birthday celebrations. Some helpful questions may include:

When do people celebrate birthdays? Why?

Do you know some very special ages when some people think birthday celebrations are very important?

Have you attended any older birthday celebrations? (21st 50th 100th)

What sorts of things can we learn from older people?

What are the things that you enjoy about a birthday celebration?

Read through the key words and make sure everyone understands their meaning.

Look at the way the words have been used in the text.

Introduce the text.

Read the text together or choose pupils to read a paragraph at a time.

Ask the pupils some simple questions to check for their understanding of the text.

Syllabus link
A1, S2, S4

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

Comprehension

Method

- Ask the pupils to read the text again silently.
- Read the instructions and questions in the Pupil's Book on page 144.
- Ask the pupils to answer the questions using complete sentences.

Syllabus link
A1, S6

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

Language Study

Background Information

A mime is a form of acting when no words are spoken. The actor uses body movements and facial expressions during the performance.

Method

- Explain the meaning and purpose of mime.
- Demonstrate the way in which we can use body movements and facial expressions to convey a message.
- Give the pupils an opportunity to practise miming.
- Explain the task and help the pupils get started.

Teacher Led Activities

Write the word 'mime' on the board and ask the pupils to tell you what they think it might mean.

Help them to understand that a mime involves the use of facial expressions, body and movements to convey a message. No words are used.

Ask the pupils to identify facial expressions or body movements that may be useful when miming. Write their ideas on the board. You may include the following:

smiling, frowning, mimicking laughter, rubbing your eyes or head, placing hands on hips, opening eyes wide, closing eyes, nodding head, folding arms, crossing legs, mimicking crying or sobbing.

Demonstrate by miming an emotion or an action.

You may wish to act like you are looking for something that has been lost. While you are acting ask the pupils to guess what you are doing. Use your facial expressions and body movements to show what you are doing. Look around the room; look under furniture and behind doors. Frown and look concerned as you are searching. You may even shake your head indicating that you are almost ready to give up the search. When you have found your imaginary item you can show excitement and relief. Use as many facial expressions and body movements as possible.

Ask for a volunteer from the class to have a go at miming another action. While the pupil is acting, ask the rest of the class to guess what he or she is doing. Remind the class to put up their hands and not to call out.

Look at the activity in the Pupil's Book on page 144 with the class. Explain the task and give the pupils time to practise their mimes before performing them in front of the class.

When each pupil is performing, ask the rest of the class to guess what emotion or feeling is being expressed.

Syllabus link
A1, K1, S6

? Can all the pupils watch and identify different emotions mimed by the actors? (S2)

Handwriting

Method

- Read the poem about birthday wishes.
- Ask the pupils to copy the poem using their best cursive handwriting.
- Remind them that the slant of their writing must be consistent throughout.
- You could demonstrate by writing the first sentence on the board using neat, cursive writing.

Oral and Writing

Teacher Led Activities

Allow the pupils time to practise their drama.

Explain that this time should be spent preparing the scripts and the presentation, as each group will need to present their drama to the class in the next lesson.

Remind the pupils to follow the sequential order of the recount.

Move around and offer assistance where necessary.

Syllabus link
A1, S1, S10

? Can all the pupils play a role, speak clearly and with confidence? (S7)

10 Unit 16: Celebrations

Reading and Discussion – Pakotianga Rauru

Background Information

Different cultural groups have their own traditions and ceremonies. Today's text is a report that refers to a tradition observed by Cook Islanders. The 'Pakotianga Rauru' or hair cutting ceremony is conducted to celebrate a young boy's passage from boyhood to adulthood.

Method

- Refer to the text title and find out if the pupils know anything about the 'Pakotianga Rauru' ceremony, or other ceremonies like it.
- Make sure the pupils understand the meanings of the key words and are able to say them correctly.
- Read the text.
- Check that the pupils have understood the text.

Teacher Led Activities

Ask the class if anyone knows what the title of this text means. If not, explain that it refers to a traditional custom observed by Cook Islanders.

Using an atlas or a wall map, show the class where the Cook Islands are in relation to Solomon Islands.

Ask the pupils questions to find out what they already know about the Cook Islands.

Start a classroom discussion about celebrations.

Ask the pupils to name occasions when there is a celebration. List these on the board and ask the pupils to suggest how these occasions are celebrated.

For example:

Birthdays - the child's parents prepare lots of food. Invited people bring presents for the child. People eat food.

Weddings -

Graduation days -

Blessing of a baby -

Births -

Enthronement of a new chief -

Enthronement of a new priest -

Passing exams -

Read through the key words and ask the pupils to repeat each word using the correct pronunciation.

Ask the pupils to use dictionaries to find the meaning of the key words. Discuss the meaning and ask the pupils to try to use each word in a sentence of their own.

Read the text out aloud or choose pupils to read a paragraph at a time whilst the others follow silently. Ask some simple questions to check for understanding.

Syllabus link
A2, S2, S4

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

Comprehension

Background Information

This activity requires the pupils to retell a report in their own words. It is an excellent way to find out how well the pupils have understood the text.

Method

- Read the instructions in the Pupil's Book and explain the task.
- Organise the class into pairs and ask the pupils to read the text again silently.
- Tell the pupils to retell the report using their own words.
- Each pupil will retell the report to his or her partner.

Syllabus link
A1, S6

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

Language Study

Background Information

Reports and recounts are very different text types. The aim of this activity is to give the pupils the opportunity to re-write a report as a personal recount.

Method

- Read the report again.
- Revise the features of a report.
- Show the ways in which this text is characteristic of a report.
- Talk about the differences between a report and a recount.
- Use the texts within this unit to help the pupils understand the difference between a report and a recount.
- Show how a report can be re-written as a recount.
- Give the pupils enough time to re-write the report as a recount.
- Give help to pupils during the writing stage.

Teacher Led Activities

Read the text again, out aloud to the pupils and ask them to follow along silently.

Ask the pupils to suggest ways in which this text is characteristic of a report.

Write the suggestions on the board.

Ask the pupils to tell you the features of a personal recount.

Create two lists on the board identifying the characteristics of a report and the characteristics of a personal recount. You may wish to use the following example.

Reports	Personal Recounts
Are factual	Retell events
Provide a clear description or explanation	Are written in the first person
Are impersonal	The author uses personal responses to the events (I enjoyed the day; I was tired).
Do not tell a story.	Can include description of feelings
Inform, explain and describe	The author is actually involved in the events described.
	The language used is informal.

Ask the pupils to look at the texts used within this unit and ask them to identify which ones are recounts and which ones are reports.

Recounts:

- The First Independence Day;
- Funny Night in Kilusakwalo Village;
- Kava Ceremony from Fiji;
- A Sad Christmas.

Reports:

- Preparing for Chinese New Year;
- Chinese New Year;

Look at the activity in the Pupil's Book and explain to the pupils what they have to do.

Use the example provided in the Pupil's Book to explain what the pupils have to do.

Show what is expected by writing the first line together as a whole class. Remind the class that the recount needs to be written in the first person so they need to imagine that they were part of the Pakotianga Rauru celebrations.

Encourage the pupils to suggest words or sentences that they can use when writing a personal recount. Here are some suggestions:

I remember my first 'Pakotianga Rauru' ceremony.

When I was a small girl....

I will never forget....

Let the pupils to start the task.

Move around the classroom and help pupils when necessary.

Syllabus link
S7, S10

? Can all the pupils read and understand the text, then retell it in their own words? (A3)

Spelling

Background Information

Recording the results of weekly spelling tests helps you to monitor the progress of pupils' spelling skills.

Method

- Revise the spelling words for the week.
- Provide pupils with strategies to help them practise their spelling words.
- Give a spelling test to check that the pupils have learned the words.

Teacher Led Activities

Give the pupils time to practise spelling their spelling words.

Hand out blank pieces of paper and ask pupils to write the numbers 1-10.

Say the spelling words in random (mixed up) order and ask pupils to write down the words.

Tell the pupils to exchange papers and mark each other's work by checking against the list in the Pupil's Book.

Either collect the papers for recording purposes or do a quick count to find out how well each pupil performed in the test.

Oral and Writing

Teacher Led Activities

Read through the text again with the pupils.

Explain to the class that each group will have a turn performing their drama in front of the class.

Remind the pupils that when they are in the audience they will need to watch and listen carefully.

Syllabus link
S1, S7, S10

? Can all the pupils select appropriate vocabulary and use English clearly and with confidence in their drama acitivity? (A4)

Assessment Activity – Writing Sample

Check that you have completed your Writing Sample for this unit.

- Have you collected a writing sample for assessment from every pupil in the class?
- Have you analysed the writing sample 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 assessment?
- Does each of the pupils understand what he /she needs to work on in order to improve his / her writing skills?

First Edition 2005

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

Copyright © Ministry of Education and Human Resource Development 2005

All rights reserved.

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

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

ISBN 982-371-086-4

The development of this Teacher's Guide 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.