Solomon Islands

English

Year 5 Learner's Book

Book 1



Solomon Islands

English

Year 5 Learner's Book 1

The Solomon Islands Ministry of Education and Human Resources Development

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Year 5
Overview

Welcome to your Learner's Book for Year 5 English!

This year you'll be reading and discussing some interesting and exciting texts on a range of topics, from Stories from Our Ancestors to Music Across Cultures. In each topic, your teacher will help you explore different writing styles and practise writing in different ways. You'll learn and use a lot of new vocabulary and start to build your own Word Bank.

Your teacher will help you work through the 16 units in this Learner's Book. Some units explore science topics (e.g., Unit 1: Plant Life), social studies (e.g., Unit 6: My Island), and health (e.g., Unit 7: Taking Care of Ourselves). In each unit you will be reading about and discussing things that are important in the lives of all Solomon Islanders.

The activities in each unit will give you the chance to use this knowledge to improve your reading, writing, speaking, and listening skills.



Year 5
Unit Summary

In the table below you can see all of the topics you'll be reading about this year. The table shows the kinds of texts that are in each topic, such as recount, report, or poetry, and gives outlines of what the topics are about.

	Unit title	Text focus	Outline
Term 1	**Plant Life** Link to Science	Report	Identifying the environment, features, and uses of different plants around the world.
	Cycles of Life Link to Science	Explanation	Explaining the different stages of life.
	Movement and Change Link to Social Studies	Recount	Recounting the movements of people and the influences they have had on Solomon Islands.
	Changes in Our Lifestyles Link to Social Studies	Exposition	Discussing the positive and negative impacts that modernisation has had on Solomon Islands.
Term 2	**Stories from Our Ancestors** Link to Social Studies Literature study	Narrative	Retelling and examining the traditional custom stories from Solomon Islands.
	My Island Link to Social Studies	Exposition	Examining how advertisements are used to persuade visitors to come to Solomon Islands.
	Taking Care of Ourselves Link to Health	Report	Identifying ways we can keep ourselves healthy.
	Using Money Link to Social Studies	Procedure	How to make money and use it responsibly.
Term 3	**Celebrating through Poetry** Literature study	Poetry	Exploring the use of rhythm and rhyme in poetry.
	Modern Heroes Link to Social Studies	Recount	Recounting the lives of inspirational heroes and their contributions to society.
	Community Health Link to Health	Procedure	Learning to keep our communities healthy, clean, and safe.
	Music Across Cultures Link to Social Studies	Explanation	Examining how instruments from various cultures create sound and music.
Term 4	**Marine Resources** Link to Science	Report	Talking about our marine resources and how to use them responsibly.
	Weather Link to Science	Explanation	Explaining how and why different types of weather occur.
	The Land Link to Social Studies	Report	Considering the consequences of land management in Solomon Islands and discussing what needs to happen.
	Celebrating through Story Literature study	Narrative	Reflecting on imaginative stories of different cultural events and celebrations.



Unit 1
Plant Life

Identifying the environment, features, and uses of different plants around the world.



Hello. I'm Joe. Welcome to our English course. In Unit 1, we're going to learn about plant life. We're also going to discuss, read, and write reports about plants. It's going to be interesting to learn how important plants are for life.

In this unit, you will:

- read information reports about plant life
- learn and talk about plant life
- use a Word Bank to learn and record new words
- revise the structure of simple and compound sentences
- use relating and action verbs in sentences
- learn about the organisation and features of reports
- make a graphic organiser showing plant uses
- write an information report.

Lesson 1
Parts of plants

Today, we are reading a report that Joe wrote, called ***What Is a Plant?***.

ACTIVITY 1

Reading: What Is a Plant?

Before reading, look at the **bold words** in Joe's report. They are the names for parts of plants. What do you call parts of plants in your local language?

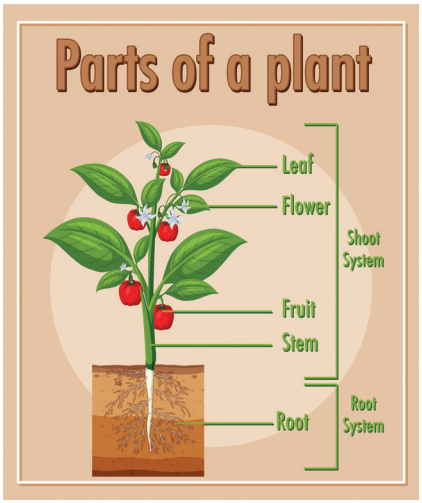
Now, read What Is a Plant? with your teacher.



What do you know about plants?

Read my report about plants that I did at school. I'm very proud of it.

Text: What Is a Plant?



A plant is a living thing. It reproduces, grows, and feeds. Plants need water, air, and sunlight. They take energy from the sun to make food. There are two main kinds of plants: flowering plants and non-flowering plants. Flowering plants have roots, stems, leaves, flowers, and fruit. Non-flowering plants do not have flowers.

The structure of flowering plants

Leaves make food for the plant. They use light, water, and gases to make food. This is called photosynthesis. Leaves can be many different shapes and sizes.

Stems hold up the leaves and other parts, like flowers and fruit. Stems carry nutrients and water from the soil around the plant.

Roots hold the plants in the soil. The roots take water and nutrients from the soil.

Flowers produce **fruit** and **seeds** when they are pollinated. Seeds grow into new plants.

After reading

A. Draw a diagram of a flowering plant. A diagram is a simple drawing. You only show the important things in a diagram. On your diagram show these parts of the plant.

leaves	stems	fruit	roots	flowers

B. Here are some sentences about plants. Look in Joe's report What Is a Plant? to complete the sentences. The first one is done for you.

1. A plant does three things. It reproduces, grows, and feeds.
2. Plants need three things to grow. They need _____.
3. There are two main kinds of plants. They are _____.
4. Flowering plants have main parts. They are fruit, _____.
5. The word that means using light, water, and gas to make food is _____.
6. Another word for plant food is _____.

C. Now, read the sentences in Activity 1B aloud with a partner. Can you pronounce all the words?

D. Joe forgot to write about **non-flowering plants** in his report. Write 2–3 sentences about non-flowering plants to add to Joe's report.



Vocabulary: Using a Word Bank

A **Word Bank** is a place where you keep English words that are new and important to learn.

How to make and use a Word Bank:

- Write new words and their meanings in your Word Bank.
- When you can't remember the meaning of a new word, check in your Word Bank.
- Use your Word Bank to study your words at home or when you have time in class.

There are different ways you can write words in your Word Bank:

- You can write the meaning in English.
- You can write the meaning in your local language.
- You can draw a picture.

A. Choose some words from What Is a Plant? to put in your Word Bank. Perhaps you can play some word games to help you learn the words.

Plant Life Word Bank

roots

nutrients (food)

soil

Lesson 2
Sensible sentences

Today, we are reviewing the structure of a simple sentence.



Reviewing simple sentences

Listen and follow along while your teacher reads What Is a Plant?. Then have a quick quiz to check you know the words in your **Word Bank**.

Simple sentences

A. Let's review what makes a simple sentence. Read the Information Box below.

What is a simple sentence?

A **simple sentence** has one subject and one verbal group and forms a complete thought or idea.

Leaves make food for the plant.

This is a **simple sentence**. It has one subject (leaves), has one verbal group (the verb 'make'), and tells us one idea (Leaves make food for the plant).

B. Here is the paragraph Joe wrote about **leaves** in his project What Is a Plant?.

Leaves make food for the plant. They use light, water, and gases to make food. This is called photosynthesis. Leaves are different in shape and size.

1. Count the simple sentences in the paragraph. How many are there?
2. What are the verbal groups in each sentence? (Remember, verbal groups can have more than one verb.)
3. Find four more simple sentences in What Is a Plant?. Copy them into your book and underline the verbal group in each sentence.

C. Write four more simple sentences. Choose from the word groups and verbal groups.

For example, Leaves ***make*** food for the plant using photosynthesis.

Leaves	make	many different colours.
Stems	grow	under the ground.
Plant roots	are	the nutrients and water around the plant.
Flowers	carry	food for the plant using photosynthesis.

D. Rearrange the word groups to make sentences. Underline the verbal group. Don't forget to begin each sentence with a capital letter and end with a full stop.

For example, Plants get their energy from the sun.

1. get / plants / their energy from the sun
2. bees and insects / flowers / pollinate
3. need / nutrients and water / all plants
4. get their food / plants / from a process called photosynthesis



Making sentences singular or plural

A. When we talk about one thing, we use singular word groups. When we talk about more than one of something, we use plural word groups.

1. Here are some plural nouns that Joe used in his project.

plants	stems	flowers
nutrients	roots	seeds

- How can we know that they are plural nouns?
- Say the nouns aloud, but be careful to pronounce the end 's' sounds!

2. Sometimes plural nouns do not have an 's'. These are called uncountable nouns because we can't count them. Here are three that Joe used.

water	soil	sunlight

Which of the following nouns are uncountable nouns?

milk	sunshine	sand	plant
flower	rain	tree	cow

B. **Reading aloud**

With a partner, take turns to read What Is a Plant? aloud. Look out for the 's' word endings and take care to make the 's' sound. Help each other with the pronunciation of words.

Lesson 3
Plants for life

Today, we are reading a report about why we need plants.

ACTIVITY 5

Reading: We Need Plants

Before reading

You are going to read a report about why plant life is important. First, let's learn some important words about plant life.

A. Practise saying the words in the box aloud. It's easy when you break the words into their syllables. Syllables are often considered the 'building blocks' of words and explain how each part of a word sounds.

environment	en vi ron ment
community	com mu ni ty
the food chain	the food chain
energy	en er gy
living organisms	liv ing or ga nis ms
variety	var i e ty
essential	e ssen tial

You can use any language you know – your local language, Pijin, or English to discuss and understand the ideas in class.

If you used your local language, now try to talk about the same ideas in English.

B. Below are the meanings for each of the words in the box. With a partner or in a group, choose the word that matches each meaning. The first one is done for you.

1. An area, including everything inside of it. Evironment
2. A group of people, animals, or plants that exist together in one area.
3. The order in which living things depend on each other for food.
4. This is what we make from food so we can grow and move.
5. All living things.
6. Many kinds of something.
7. Something that we must have.

C. Now, write the words and their meanings in your **Word Bank**. You can write the meanings from Activity 5B in English or you can write them in your local language. You could also draw pictures to help you to learn some of the words.

Now you are ready to read We Need Plants with your teacher.

Text: We Need Plants

All communities need plants

All **environments** on Earth have plants. There would be no life on Earth without them. In fact, all animal communities need plants to survive. Did you know that humans are an animal **community** too?

Plants give us oxygen

Plants need food to grow. They make their own food from a process called photosynthesis. This is when plants use carbon dioxide, sunlight, and water to create **energy**. Plants use the energy from photosynthesis to grow and make new plants.

During the process of photosynthesis, plants **release** oxygen into the air. You and other animal communities need oxygen to breathe. Without the oxygen from plants, animal communities could not live.

Plants give us food

Plants stay in one place and make their own food. Animals can't make their own food, so they get their food from a **variety** of plants and other animals.

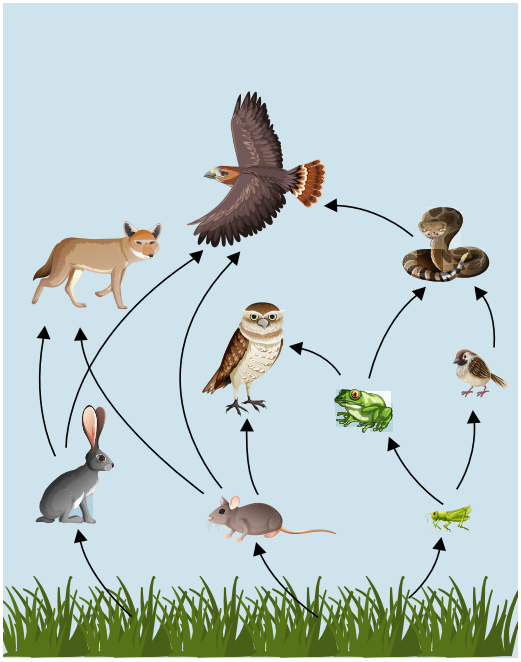
Some animals only eat plants. They are called herbivores. Some animals eat plants and other animals. They are called omnivores. Some animals only eat other animals. They are called carnivores.

Plants and animals belong to the food chain

The **food chain** shows how each **living organism** gets food, and how nutrients and energy are passed from one thing to another. The food chain always begins with plants. They are an **essential** part of the food chain. You can see an example diagram on this page.

Plants are essential for life

Plants are **essential** for every community. We must have plants to live.



ACTIVITY 6

After reading: We Need Plants

After reading

After you have read We Need Plants, complete these activities.

A. Learning vocabulary

Complete the sentences with the bold words from We Need Plants. The first one is done for you.

1. All environments on Earth have plants.
2. The food chain shows how each _____ gets food.
3. Plants are _____ for every community. We must have plants to live.
4. We get _____ and oxygen from plants.
5. Plants make their own food through a process called _____.
6. Animals can't make their own food. They get their food from a _____ of plants and other animals.

B. Facts are true

Facts are things that are true. The sentences below are **not true**. Rewrite them to make them true. The first one has been done for you.

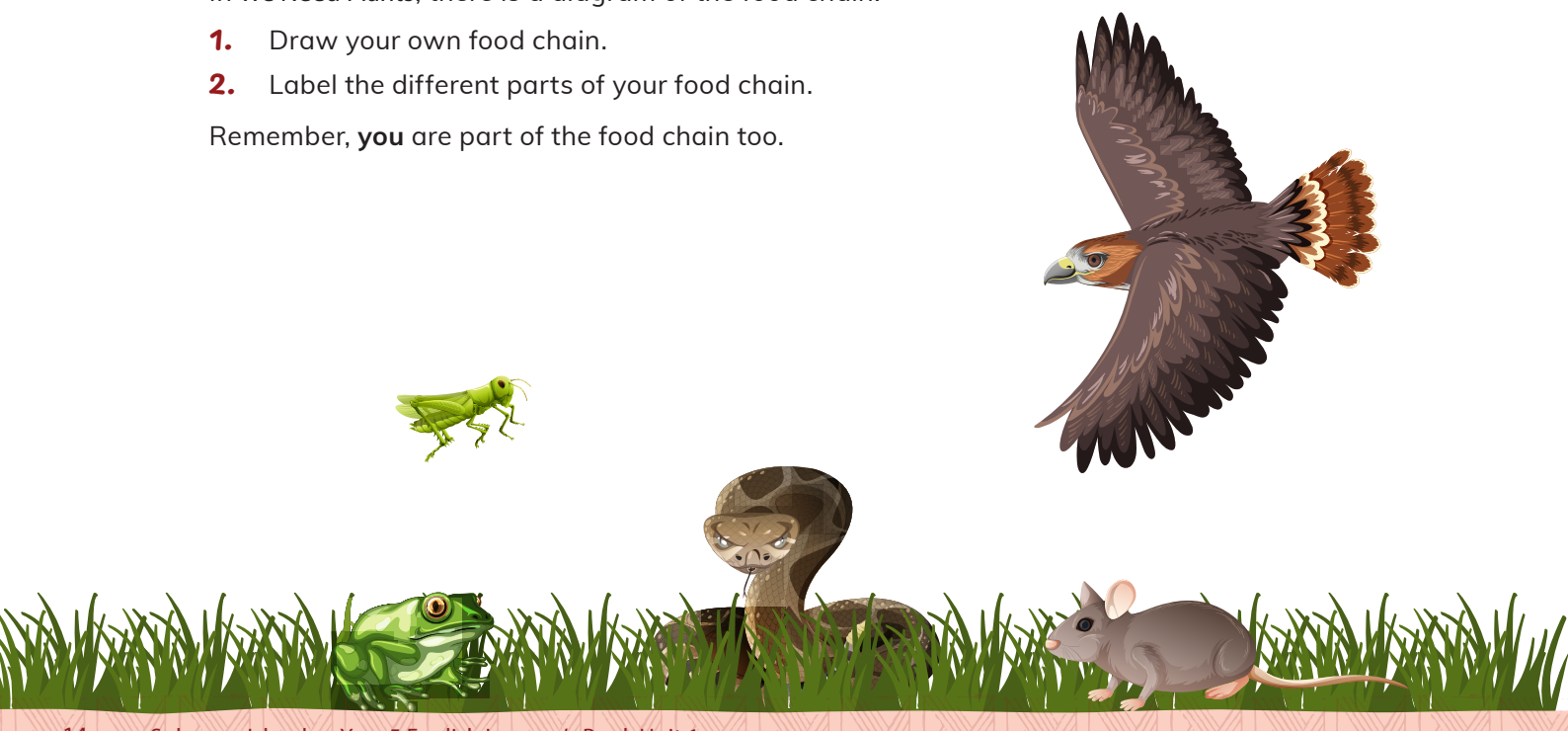
1. There would still be life on Earth without plants.
   There would be no life on Earth without plants.
2. Plants use oxygen, sunlight, and water to create photosynthesis.
3. Plants need oxygen to breathe.
4. Carnivores eat plants and other animals.

C. Draw the food chain

In We Need Plants, there is a diagram of the food chain.

1. Draw your own food chain.
2. Label the different parts of your food chain.

Remember, **you** are part of the food chain too.



Lesson 4
Plant reports

Today, we are practising reading aloud. We are also learning how information reports are structured.

ACTIVITY 7 Reading aloud

Reading aloud

- Pause when you see a comma.
- Stop when you see a full stop.
- Break long words into syllables.
- Say the end sounds on the words.
- Listen carefully and help each other pronounce the words correctly.

A. You are going to reread We Need Plants in a group of three. First, discuss these suggestions for reading aloud with your teacher.

B. Here's how you will read in a group of three.

Read paragraph 1 quietly on your own.

Then:

- Student 1 reads the section 'Plants give us oxygen' aloud.
- Student 2 reads the section 'Plants give us food' aloud.
- Student 3 reads the section 'Plants and animals belong to the food chain' aloud.
- Read the final paragraph on your own.

Did you find that you understand the report better now?

ACTIVITY 8 Understanding the structure of reports

A. We Need Plants is a **report**. It tells us **facts** about plants. First, let's check that you understand the difference between a fact and an opinion.

Facts are things that are true.

Opinions are what we think. Because they may or may not be true or correct, they are not facts.

Which one of these statements is a fact and which is an opinion?

A hibiscus is a flowering plant.



Red flowers are prettier than yellow flowers.

B. With a partner, take turns saying 5 facts about plants.

C. Read and discuss the Information Box with your teacher to learn more about reports.

Report texts

A **report** gives information about a person, animal, or thing. It only states the facts. We do not give our opinion when we write reports.

The structure of a report:

General statement — The general statement identifies the topic (person, animal, or thing) and gives some **general facts** about it.

Description 1
Description 2
Description 3 — Each description tells us **facts** about the topic.

Conclusion — The conclusion is a summary or final statement.

D. Write the subheadings from We Need Plants into the table to show its report structure. One is done for you.

Plants give us oxygen | **Plants are essential for life** | **Plants give us food**

All communities need plants | **Plants and animals belong to the food chain**

Report structure for We Need Plants	
General statement	
Description 1	Plants give us oxygen
Description 2	
Description 3	
Conclusion	

E. Find some report texts in your textbooks. Can you work out the report structure?

Lesson 5
Plants for food

Today, we are listening to some descriptions of plants and the foods we get from them.

ACTIVITY 9 Listening: Descriptions about plants

Here are four pictures of plants that give us food. Their English names are coconut tree, taro plant, banana plant, and pineapple plant.






A. You are going to listen to your teacher describe each plant. Follow these steps:

- Write the names of the four plants in your book.
  coconut tree, taro plant, banana plant, and pineapple plant.
- Listen to your teacher describe each plant. Write the correct number next to the name of the plant.

B. After listening, check your answers with a partner. Then check your answers with your teacher.

ACTIVITY 10 Relating verbs in the present simple tense

A. Your teacher used **relating verbs** to describe the four plants. We use present simple relating verbs in reports. Read and discuss the Information Box below to learn more.

Relating verbs

Relating verbs link two pieces of information in a sentence. They help to define, describe, or classify the characteristics of a person, animal, thing, or idea.

The most common relating verbs we use are:

is and are have and has

The relating verbs have and has show belonging.

For example, A plant has leaves. The leaves **belong** to the plant.

A plant is singular (only one) so we use **is** or **has**.

A plant is a living thing. → The relating verb **is** links two ideas (a plant and a living thing).

A plant has leaves. → The relating verb **has** also links two ideas (a plant and leaves).

Plants is plural (more than one) we use **are** or **have**.

Plants are living things.

Plants have leaves.

B. Here are more descriptions of the plants from Activity 9. Complete them with the correct relating verbs: is, are, have, or has.

1. This plant _____ long thin leaves. The leaves _____ spiky. This plant _____ only one fruit at a time. The fruit _____ a spiky skin too, but it _____ delicious to eat. It is a (name of plant).
2. This plant grows in many places in Solomon Islands. It _____ tall. It _____ a long narrow trunk. It _____ long thin leaves which _____ called palm leaves. It _____ round hard fruit. It is a (name of plant).
3. This plant _____ believed to produce the oldest fruit on Eath. They _____ lots of fruit that hang in bunches from the plant. It _____ large green leaves. It is (name of plant).
4. These plants grow in gardens. They _____ long stems with big wide leaves. These plants _____ a root that people like to eat. They are (name of plant).



Compound sentences

A. We can make **compound sentences** by joining two simple sentences together. Here's an explanation.

Compound sentences

A **compound sentence** has two independent clauses joined together by the words 'and', 'but', or 'so'. These joining words are **conjunctions**.

The plant ***has*** long thin leaves. The leaves ***are*** spiky.

These are two simple sentences with a verb and make sense on their own. We can join them using 'and':

The plant ***has*** long thin leaves, ***and*** the leaves ***are*** spiky.

It is now a **compound** sentence because it has two simple sentences joined by 'and'.

This compound sentence also has two relating verbs. What are they?

B. Join the simple sentences below with the conjunctions '**and**', '**but**', or '**so**' to make compound sentences.

For example, 1. Pineapples are delicious, and people like to eat them.

1. Pineapples are delicious. People like to eat them. (and)
2. Pineapples grow in tropical environments. They don't grow in cold environments. (so)
3. The pineapple plant has one fruit. It grows in the centre of the plant. (and)
4. Taro roots grow under the ground. Pineapples grow above the ground. (but)
5. A coconut has a hard shell. A banana has a soft skin. (but)
6. Coconut trees need lots of sunshine. They only grow in warm countries. (so)

Lesson 6
Action time

Today, we are going to review how to use action verbs in the present simple tense.



Present simple action verbs

A. In Lesson 5 you learned about the **relating verbs** is/are and has/have.

We also use **action verbs** in reports. Read about action verbs in the Information Box.

Below are four sentences. Can you see the **action verbs**? They show the actions that plants do.

Action verbs

Action verbs show action! They express something that a person, animal, or object does.

Can you **do** these things?

jump, swim, grow, eat

Leaves **make** food for the plant. They **use** light, water, and gases to make food. Stems **hold** up the leaves and **carry** nutrients and water from the soil to the plant.

You show the action now! Copy the sentences below into your book and underline the action verbs. The first one is done for you.

1. Plants need food to grow.
2. They make their own food from a process called photosynthesis.
3. Plants use the energy from photosynthesis to grow.
4. Plants release oxygen into the air.

B. Give the sentences below an action verb from the boxes. The first one is done for you.

eat	get	grow	move	shows	stay

1. All animal communities ***get*** their food from a variety of plants.
2. Plants _____ in one place.
3. Animals _____ around to find food.
4. People _____ food in gardens.
5. Carnivores _____ other animals.
6. The food chain _____ how living organisms get their food.



Singular and plural action verbs

We must change the action verb to match singular and plural nouns. We call this **verb agreement**. For example,

A plant **needs** food to grow.
A plant is a noun group. It is singular (one plant) so we add an 's' to the verb.

Plants **need** food to grow.
Now, plants is a plural word group. There is no 's' on the verb when the noun is plural.

A. The underlined nouns in the sentences below are plural. Make the nouns singular and add an 's' to the verb. The first one has been done for you.

1. Communities need plants. A community needs plants.
2. Plants release oxygen into the air. A …
3. People need oxygen to breathe. A person …
4. Animals move around to find food. An …
5. Food chains show how a living organism gets food. The …
6. Plants stay in one place. A …





B. You have been revising **present simple sentences**. You can now use relating and action verbs in simple and compound sentences. Now, show what you have learned.

Write 3–4 sentences to describe an animal or a plant.

For example,

A cow is a mammal. It eats grass. Cows provide us with milk and meat. They are big animals but they are friendly.

Lesson 7
Plants are everywhere

Today, we are going to read a report about different types of plants.

ACTIVITY 14

Reading: Different Types of Plants

You have been talking about plants that grow in Solomon Islands. Many plants can't grow in Solomon Islands, and many Solomon Islands plants can't grow in colder countries. What do plants need so that they can live in different places?

Before reading

A. Look at the different parts of the report you are going to read.

1. First, look at the **title**. Does it tell you about the topic?
2. Now, look at the **pictures and captions**. What do they tell you about the topic?
3. The report has **three main topics**. They are paragraphs 2, 3, and 4. Read the first sentence of each paragraph. Match the paragraph number to the topics below.
   - Different examples of plant adaptations. (paragraph _____)
   - Plants grow in different climates. (paragraph _____)
   - Plants have different adaptations. (paragraph _____)

B. Sometimes the writer helps us understand new words. In this example, the writer helps us understand the word **nutrients**. The words in bold tell us the meaning of nutrients.

Plants get nutrients (**food**) from the soil.

Plants get nutrients, **or food**, from the soil.

The words in the boxes below are in bold in the report Different Types of Plants. How does the writer tells us their meanings?

For example, '***adapt***, or change'

adapt	**adaptation**	**climate**	**humid**	**limited**

Now, you are ready to read the report, Different Types of Plants.





Text: Different Types of Plants

There are many different types of plants that grow in every kind of **environment** around the world. Plants **adapt**, or change, to grow in different places.

Plants grow in **different climates**, or weather conditions. They grow in **humid** (hot and wet) tropical climates. They also grow in **hot dry climates** with lots of sunlight and **limited**, or very little, water. Some plants grow in very cool places with limited sunlight, such as moss and shrubs.

Plants have **different adaptations**, or special features, to suit their environment. Plants have a variety of root systems, stem structures, and leaf shapes to suit their environment. This allows them to take in the right amount of sunlight and water to **survive** in their environment.

Here are three **different plants** that have adapted to their environment:

- **Mangroves** are found in tropical climates. They have adapted to **shallow** water environments. They grow roots that come out of the ground to breathe and move with the water. They also **store** fresh water in their thick leaves.
- **Cactus plants** are found in dry climates, such as deserts. They have **adapted** to climates which don't have much rain. They have thick, fleshy spines to store water.
- **Coconut trees** are found near the ocean in tropical environments. They have thin leaves, **narrow** trunks, and **strong** roots so that they don't blow over when it is windy.



Mangroves adapted to shallow water environments.



Cactus adapted to hot, dry environments.



Coconut trees adapted to windy environments.

There are a variety of different plants for the many different environments around the world. They have all made adaptations to suit their environments.

ACTIVITY 15

After reading: Different Types of Plants

After reading

Look in the report Different Types of Plants to think about these questions.

A. **Paragraph 2 (Description 1):**

The report tells us about three different types of climates. What are they?

1. humid tropical climate **2.** _____ **3.** _____

Can you think of one more type of climate?

B. **Paragraph 3 (Description 2):**

The report tells us about three different plant adaptations. What are they?

1. _____ **2.** _____ **3.** leaf shapes

Can you think of one more plant adaptation?

C. **Paragraph 4 (Description 3):**

1. Here is a table. Most of the information is missing. Find the information in Paragraph 4 and transfer it to the table. Some parts are done for you.

	Plant		
	Mangrove	**Cactus**	**Coconut tree**
Location	shallow water		
Plant adaptations		thick fleshy spines	
Reason for adaptation			to stand strongly

D. **Antonyms**

Words with opposite meanings are called **antonyms**. Here is a list of words from Different Types of Plants. Match them with their **opposite meaning**. Work out the easy words first.

For example, 1. different = f) same

1. different	a) a lot of
2. strong	b) weak
3. store	c) deep
4. limited	d) die
5. shallow	e) release
6. narrow	f) same
7. adapted	g) wide
8. survive	h) stayed the same

Lesson 8
Using plants

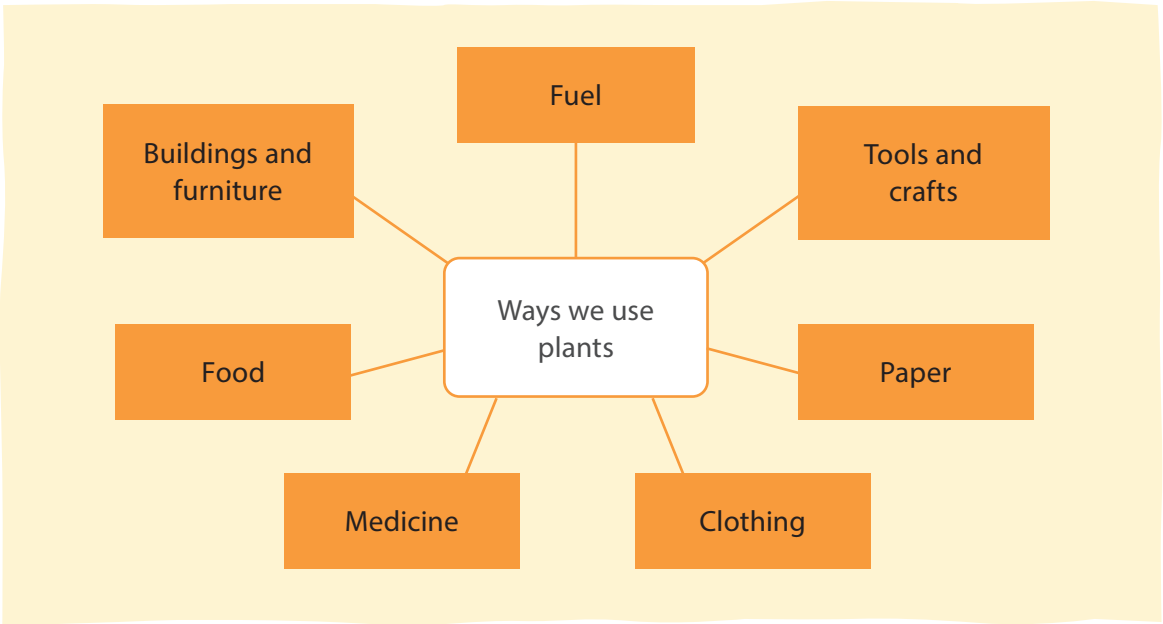
Today, we are going to discuss more ways that we use plants.

ACTIVITY 16

Talking about the ways we use plants

You know that we need plants for oxygen and food. We use plants for many other things too. We are going to show these ideas on a word map called a **graphic organiser**.

A. Work in a group to make a graphic organiser to show ways you and your community use plants.



Use these suggestions to help you make your graphic organiser poster.

Food	Buildings and furniture	Tools and crafts
List the names of foods that we get from plants. Find examples for these food parts: leaves, fruits, seeds, roots.	List the things we use that are made from plants. List the plants and trees we use for buildings and furniture.	List the tools and crafts we make from plants. List the names of the plants we use.

Medicine	Fuel	Clothing	Paper
Do you know any medicines that are made from plants?	List different plants we use for fuel.	Do you have any clothing or shoes made from plants?	What do you use paper and paper products for?

B. Be ready to present your poster to the class. Decide which part each group member will present.

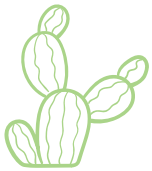
Lesson 9

The cactus plant

Today, you are going to write a report about the cactus plant.

ACTIVITY 17

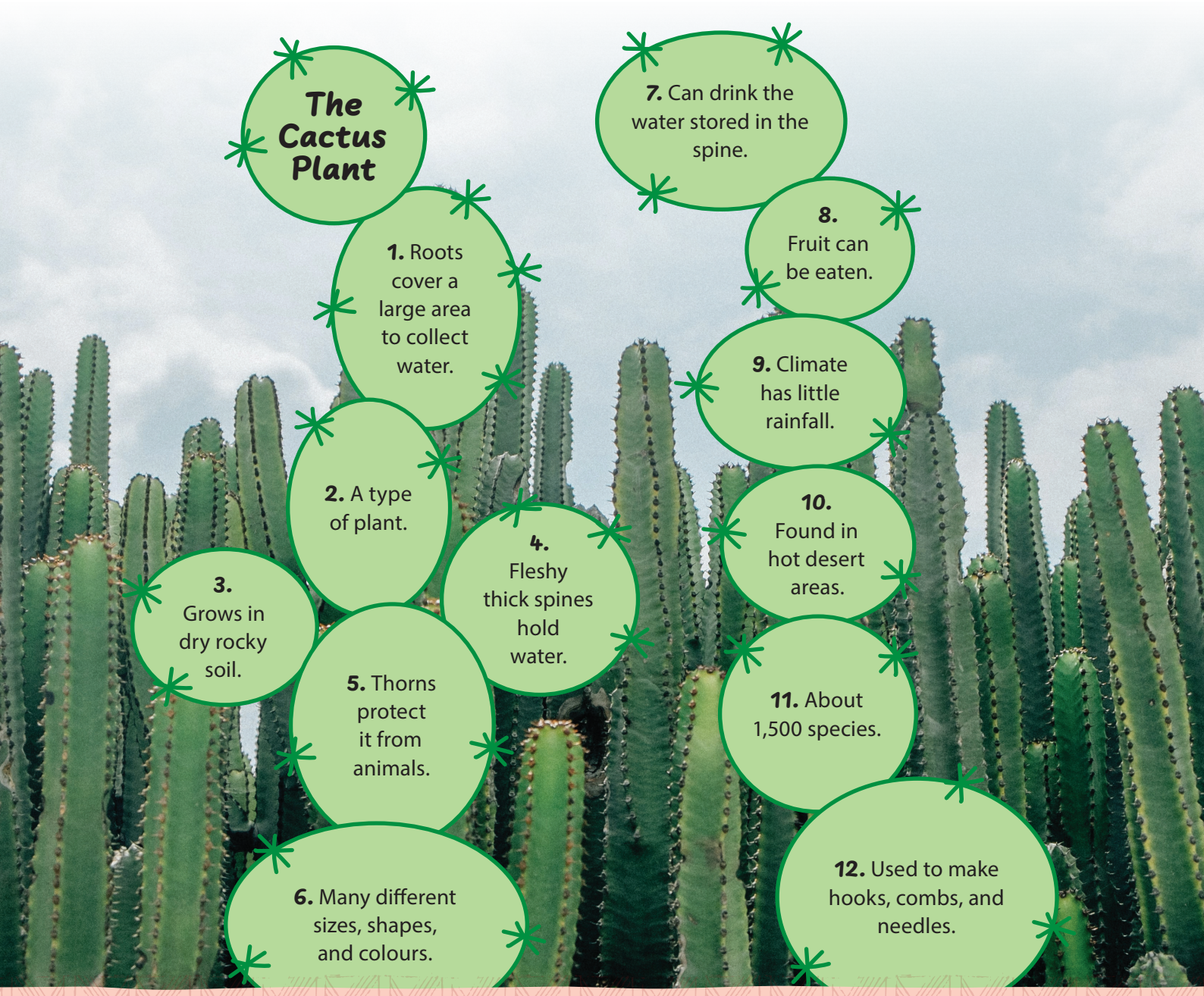
Writing an information report about the cactus plant



In this unit, you have been learning about the structure and features of a report. You have also been learning about plants and their environments. Now, you are going write a report about the cactus plant.

A. Getting the facts

1. Here are some facts about the cactus plant. Your teacher will explain any new words.

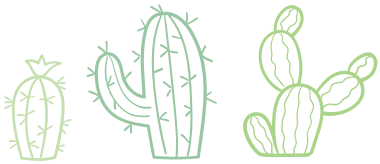


2. Write these headings in your book. Write the number of each fact under the relevant heading. There will be 3 facts for each heading. One has been done for you.

Classification	Environment	Adaptations	Uses
2			

B. Planning your report

Here is the plan for your report.



Title: The Cactus Plant
Introduction: Classification
Description 1: Environment
Description 2: Adaptations
Description 3: Uses
Conclusion

C. Writing your report

Now, write your report. Follow these steps.

Step 1: Write the title in your book.

Step 2: Introduction

Turn the classification ideas into complete sentences. Think about which relating verb to use.

The cactus … a type of plant. There are about … species.

Now miss a line because you are starting a new paragraph!

Step 3: Description 1: **Environment**

Use the environment facts to write simple sentences or compound sentences.

Cactus plants are found …

Now miss a line because you are starting a new paragraph.

Step 4: Description 2: **Adaptations**

Use the facts to write simple sentences or compound sentences.

Cactus plants have adapted …

Now miss a line because you are starting a new paragraph.

Step 5: Description 3: **Uses**

Use the facts to write simple sentences or compound sentences.

Cactus plants have some interesting uses. Their roots cover …

Now miss a line because you are starting a new paragraph.

Step 6: Conclusion

You can copy this sentence for your conclusion.

Cactus plants have made many interesting adaptations to live in their hot, dry desert environment.

D. Checking your information report

When you have finished, take turns with a partner to read your reports aloud and make any corrections.

Lesson 10

Our amazing plant life

Today, you are going to read a report about plant life in Solomon Islands.

ACTIVITY 18

Reading: Plant Life in Solomon Islands

You have read different reports about plant life in Solomon Islands and in other places. In Solomon Islands, we have many species of plants and trees. You are going to read a report about our amazing plant environment.

A. Before reading

Look at each of the bold words in the report. How many of these are already in your Word Bank? You can check the meanings of these words now and again while you read.

B. While reading

Your teacher is going to read this report to you while you read along.

Before you read each paragraph, **discuss** the questions below.
After you read each paragraph, **answer** the questions.

Paragraph 1 – General statement

1. A **plant species** is one type of plant. Guess how many plant species are in Solomon Islands.
2. A **native plant** means it has always grown in Solomon Islands. It wasn't brought here from another country. Guess how many native plant species are in Solomon Islands.

Paragraph 2 – Description 1

3. What names for Solomon Island flowers do you know?
4. Guess how many flowering plants are in our forests.

Paragraph 3 – Description 2

5. We have different kinds of forests in Solomon Islands. What are they?
6. Where will we find most of our species of plants?

Paragraph 4 – Description 3

7. What do you think could be causing problems for our plant species?

Conclusion

8. How do you think we can take care of our plant species?



Text: Plant Life in Solomon Islands

There are about 4,500 **plant species** in Solomon Islands. About 3,200 of these plant species are **native** to Solomon Islands. Some of our native plants are species of palms, orchids, begonia, and ginger plants. Solomon Islands is a place where plants can grow and **survive** because the **climate** is warm and wet.

The **tropical** bush and forest areas have many flowers. There are more than 230 varieties of flowering plants in **forest environments** in Solomon Islands. We often discover new plants. For example, a rare orchid was discovered in 2013. Some of our special flowers are shown on postage stamps.



A mountain forest on Tetepare Island.

The forests of Solomon Islands are divided into lowland, foothill, mountain forests, and freshwater swamps. The forest becomes more **dense** (more trees close together) when you go inland. In these forests, you will see a **variety** of plant life – that means there are many different species of plants.

Unfortunately, some of Solomon Islands' plant species **are threatened**, becoming fewer and fewer. The survival of flowering plants and trees is threatened when the forest is destroyed by farming, logging, and mining. Some **precious**, or very valuable, trees such as rattan, rosewood, and ebony trees are now threatened. That means there are fewer and fewer of them.

Solomon Islands has amazing plant life. Let's hope that we can take care of our plants and trees so that we can always enjoy them.



"Let's take care of our plants and trees so that we can always enjoy them."

ACTIVITY 19

After reading: Plant Life in Solomon Islands

After reading

A. Listen and read along while your teacher reads Plant Life in Solomon Islands one more time, or try reading by yourself.

B. The writer showed you the word meanings for the words below. What explanations did the writer give?

For example, dense = more trees close together.

dense	variety	threatened	precious

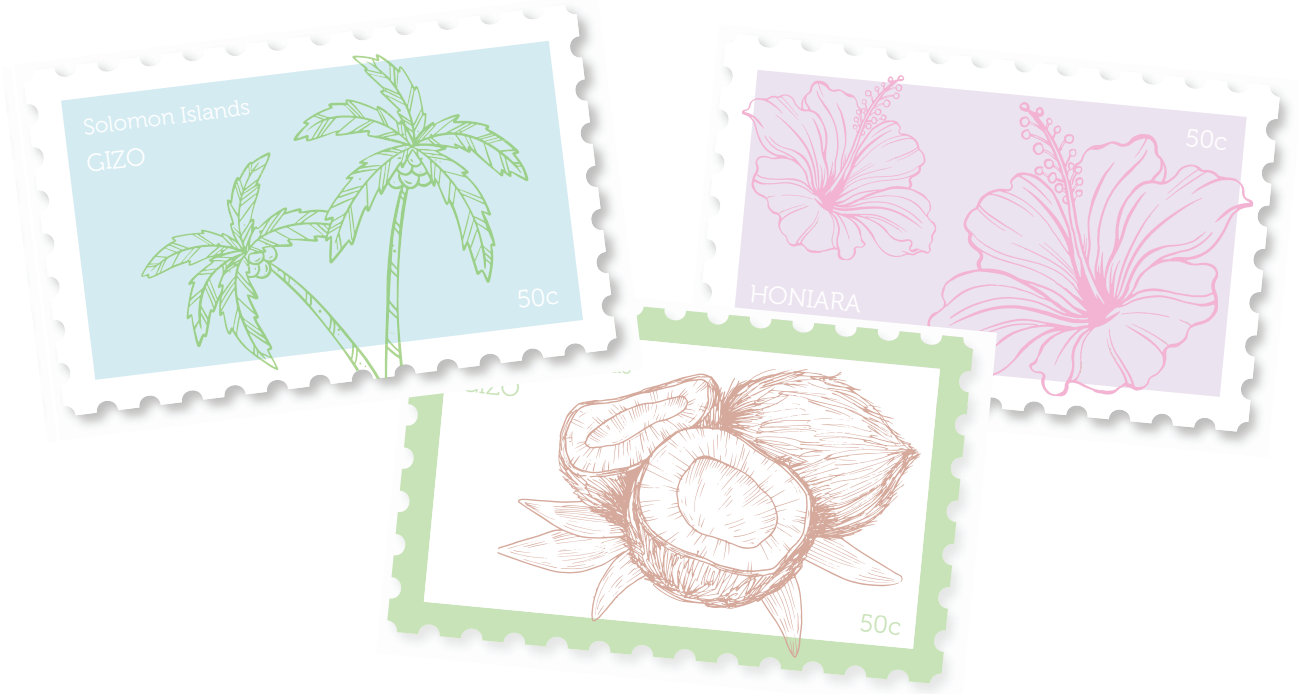
Put these words and any other new words in your Word Bank.

C. The writer gives lists of different things. Look in the text to name the things in the lists.

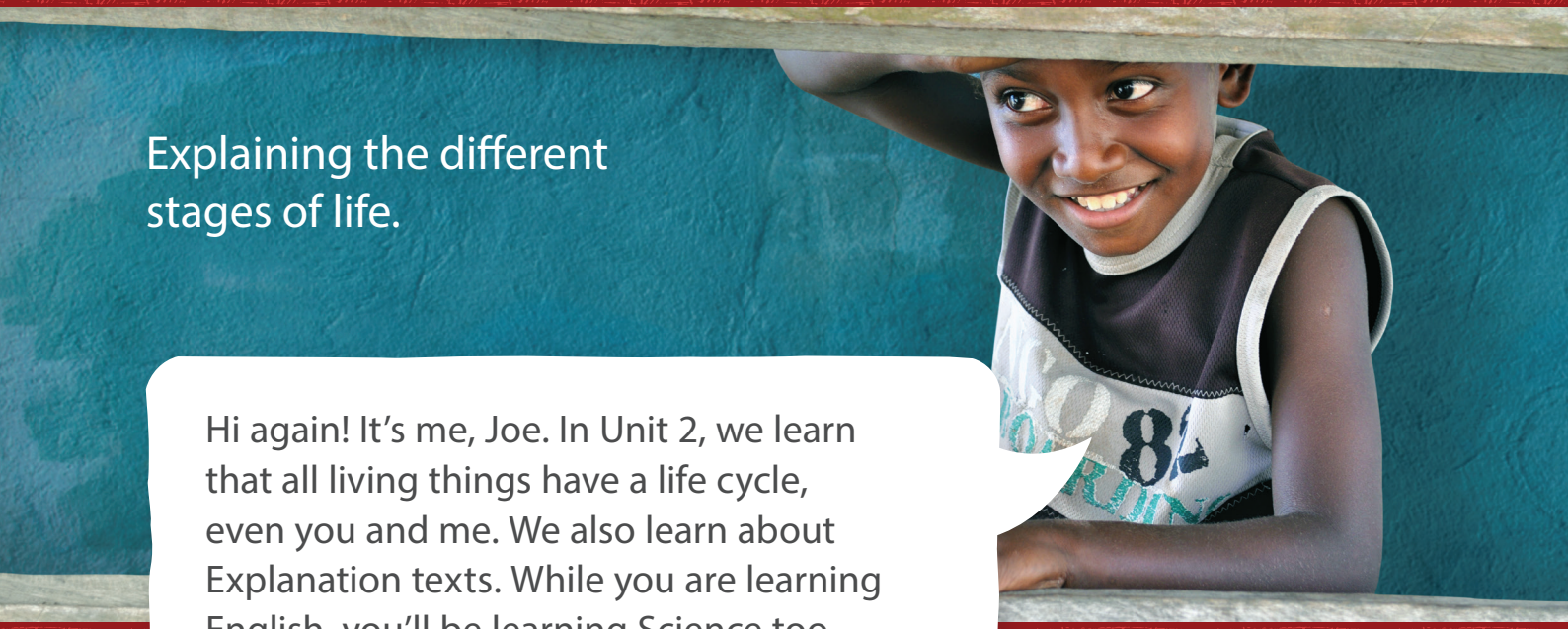
1. Native species to Solomon Islands (4)
   palms, …
2. Types of forests and swamps (4)
   lowland, …
3. Threats to the forests (3)
4. Precious trees (3)

D. **Create a postage stamp**

Choose a Solomon Islands plant species and design a new postage stamp.



Unit 2
Cycles of Life



Explaining the different stages of life.

Hi again! It's me, Joe. In Unit 2, we learn that all living things have a life cycle, even you and me. We also learn about Explanation texts. While you are learning English, you'll be learning Science too. Have fun!

In this unit, you will:

- talk about family relationships
- listen to and talk with others about life stages
- read explanations about the human life cycle
- recognise the structure of explanations
- use sequence connectors to show order
- expand noun groups to show more information
- write an explanation about the coconut tree.

Lesson 1
Family time

Today, we are talking about and comparing our family members.

ACTIVITY 1 Talking about family members

In Unit 2, we will read and talk about the many **stages of life**. We call the order of the stages **a life cycle**.

A. Below is a photo of a family having a meal. With a partner, discuss the questions about the photo. Then discuss them as a class.

1. Describe what you can see in the photo.
2. What is each person doing?
3. Guess how old each person is?
4. What relationship groups are there in the photo? (For example, babies, children, teenagers, adults, grandparents, great-grandparents.)
5. Are there any relationship groups missing from the photo?

You can use any language you know – your local language, Pijin, or English – to discuss and understand the ideas in class.

If you used your local language, try to also discuss your ideas in English.



B. Talk about **your family** with your partner. Here are some things you could talk about:

1. Who are the members of your family? How many are there?
2. How is your family similar or different to the family in the photo?
3. What does each person in your family do?

ACTIVITY 2 Comparing family members

A. We have been talking about different groups in a family. When we talk about differences, we make comparisons. You learned how to do this in Year 4. Read the **Information Box** for revision.

Making comparisons

We use comparative adjectives to compare one person, animal, or thing to another.

For most **short adjectives** we use '**-er than**':

My father is old***er than*** my mother.

For **long adjectives** we use '**more ... than**':

My baby brother is ***more*** curious ***than*** me.

When we compare how ***good*** things are, we often use '***better than***'.

"My sister is ***better than*** my brother at swimming."

B. Below are some **adjectives** that describe people. Discuss the meanings of the adjectives with your teacher. Then add any new words to your **Word Bank**.

Characteristics of people

- old/young
- tall/short
- strong/weak
- quiet/noisy

Behaviours of people

- curious (someone who wants to know everything)
- confident (someone who is not afraid to do things)
- hardworking (someone who does a lot of work)
- helpful (someone who likes to help others)
- naughty (someone who does something they know is wrong)
- patient (someone who is not in a hurry to do things)

C. Draw a table like the one below. Write the adjectives and their comparative forms from Activity 2B in the table. Some have been done for you.

Short adjective	Comparative	Long adjective	Comparative
old	older	curious	more curious

D. Complete these sentences using **short adjectives**. Make sure your sentences make sense.

For example, Jenny's father is ***older than*** her mother.

Jenny's father The grandparents A baby	→ is are	→ old weak quiet	→ an adult. her mother. the children.

E. Complete these sentences using **long adjectives**. Make sure your sentences make sense.

My older brother Grandparents Babies	→ is are	→ more	→ curious patient confident	→ than	→ adults. me. children.

F. Now, write **four** sentences using short adjectives and **four** sentences using long adjectives to compare members of your family. Choose from the family groups in the table below.

Examples: My baby sister, Annie, is ***noisier than*** my brother.

My father is ***more confident than*** my mother.

My grandparents ... My grandfather ... My grandmother ... My parents ... My father ... My mother ...	My brothers ... My sisters ... My sister, (name), ... My brother, (name), ... My baby brother, (name), ... My baby sister, (name), ...



Lesson 2

The human life cycle

Today, we are reading an explanation about the different stages of human life.

ACTIVITY 3

Reading: The Five Stages of Human Life

Before reading

A. Before we read an explanation about the stages of human life, let's talk about the image below. You can see the shapes of people at different stages of their lives. Which images best match the members of **your family**?



B. Here are the words we use for the **five life stages** of humans.

Infancy	Childhood	Adolescence	Adulthood	Old age

1. Practise saying these words aloud.
2. Match the seven pictures to the five life stages.
3. Write the names of the five life stages in your **Word Bank**. Draw a picture beside each word.

Now you are ready to read the explanation about the five life stages of human life.

Text: The Five Stages of Human Life

During our lives, we go through five important stages. You will now read about each of these five stages.

Infancy



The **first** stage of human life is called **infancy**. Infancy begins the day a baby is born and continues for about two years. During this stage, babies grow very fast and learn to walk and talk.

Childhood



After about two years, the **childhood** stage begins. It lasts until a child is about 11 or 12 years old. During this important stage, children learn about the world around them by playing and going to school.



Adolescence

The **next** stage is **adolescence**, which takes place between the ages of about 13 and 20 years old. Young people at this stage of life are no longer children, but they are not yet adults. They are called teenagers. During this stage, teenagers' bodies and minds are getting ready for adulthood.



Adulthood

Then, following adolescence, **adulthood** begins. This is a long stage that continues for about forty years. During this stage, adults start their own families and look after their children.



Old age

Finally, the last stage of human life is **old age**. People who are in the old age stage are called **elderly**. This stage begins at about 65 years old and continues until death. Some people live to 100 years, but only a few.

After reading

C. Draw and complete a table a table like the one below to show the five stages of human life. Some parts have been done for you.

Life stage	Infancy		Adolescence		
Age range		2–12			
Duration	About 2 years			About 40 years	Up to 40 years

D. **Different stages, different activities**

Add a new line to your table from above. Write two things that people might do at each stage of their life. Here are some ideas:

Infancy	Childhood	Adolescence	Adulthood	Old age
Learn to crawl.	Learn to swim.	Listen to music a lot.	Earn money.	Look after grandchildren.

E. **Thinking questions for discussion**

1. Why do you think infancy is the shortest stage?
2. Why do we call adolescents 'teenagers'?
3. Why don't people all move to a new stage of life at exactly the same age?



ACTIVITY 4

Understanding the suffix '-hood'

Did you notice that adulthood and childhood both end with the word part '-hood'? This is called a suffix. A suffix is the word part added to the end of some words. Other suffixes are -ment, -ion, -cy, and -ly.

When you see the suffix -hood you know it is talking about a group of people with something in common, such as their stage of life (for example, childhood) or where they live (for example, neighbourhood).

A. Here are some more words with the suffix -hood, but the letters are all mixed up. What is the correct spelling for each word? The first one has been done for you.

hodoilcod → childhood

thooderhom

loaddouth

ratehoofhad

nodhoation

honhibureogd

B. Write these words and any other new words to your **Word Bank**.



Lesson 3
Green for go

Today, we are going to practise reading aloud.
We are also talking about the life stages of people in our families.

ACTIVITY 5 Reading aloud practice

Reading aloud

A. Practise saying these words aloud.

infancy	childhood	adolescence / adolescent
teenager	adult / adulthood	old age
elderly		

B. Pronounce the end 's' sound on the verbs below.

changes	bodies	stages	lasts	begins
continues	years	teenagers	families	

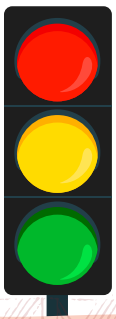
C. Now, read aloud The Five Stages of Human Life in groups of three. The dot points below tell you which parts to read.

- Group member 1 reads the Introduction and Adolescence sections.
- Group member 2 reads Infancy and Adulthood.
- Group member 3 reads Childhood and Old age.

D. Let's reflect

After reading aloud, use the traffic light system to reflect on your reading.
Discuss these questions:

- Did I pronounce the new words correctly?
- Did I say the end 's' sound on words?



Give yourself a **red** traffic light for 'I need more practice'.

Give yourself an **orange** traffic light for 'I sometimes did these things'.

Give yourself a **green** traffic light for 'Yes, I did these things!'

What is one thing you could improve? How will you do this?

Did you notice?

body – bodies
family – families

What is the rule?

ACTIVITY 6 Speaking and listening politely

You are going to talk about life stages for members of your family. First, let's get ready to speak.

A. Choose **one** family member. Write answers to questions 1–4 about the family member. There are example answers to help you.

Questions	Example answers
1. What is the name of someone in your family?	Anne.
2. What is your relationship to them?	She is my mother.
3. At what life stage are they?	She is in adulthood.
4. Why?	Because she cooks for the family.

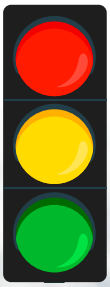
B. Now, talk to a partner. First, decide if you are Partner A or Partner B.

Partner A: Ask the questions from the table in Activity 6A. **Partner B:** Answer the questions.

Next, **Partner B:** Ask the questions from the table in Activity 6A. **Partner A:** Answer the questions.

Do this again with a new partner.

C. Let's reflect



Use the traffic light system to reflect on your speaking. Ask yourself:

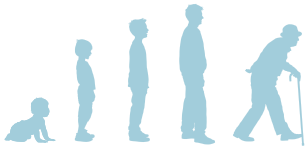
- Did I ask and answer questions with two people?
- Was I polite? Did I say 'thank you' when I finished speaking?
- Did I listen to my partner's answers carefully?

Lesson 4
Knowing why and how

Today, we are learning about the structure and features of an explanation text.

ACTIVITY 7

The structure of explanation texts



The text The Five Stages of Human Life is an **explanation text**. Read the **Information Box** to learn more about explanations.

What does an explanation text do?

- It tells us what happens and how or why it happens.
- It shows the events or actions in sequence (order).

How is an explanation structured?

Identification (This is the introduction. It is the first paragraph.)
It identifies and gives general information about the topic.

Explanation sequence
These are the paragraphs that explain the sequence, or order, that things happen.

A. Look at the text The Five Stages of Human Life.

- Can you see the Identification? What information do you learn?
- Can you see the Explanation sequence? How many explanations are there? Is there a sequence?

B. Explanations use words called **sequence connectors** to show the sequence of events or actions. Read the **Information Box** below.

Sequence connectors

Sequence connectors show **the order** in which events happen. Here are some sequence connectors that we often use.

first, next, then, after, finally

They can be used to show or connect the order of actions **between** sentences in a text. They can also connect ideas **inside** a sentence.

Next is adulthood. (**Next** is at the start of the sentence.)

The adulthood stage comes ***next***. (**Next** is inside the sentence.)

With a partner, look for sequence connectors in The Five Stages of Human Life.
Is each connector **between** two sentences or is it **inside** a sentence?

C. Put the sentences below in the correct order and add sequence connectors.
The answers are in the text The Five Stages of Human Life. The first one is done for you.

1. The first stage of human life is called infancy.
2. _____ about two years, the childhood stage of life begins.
3. The _____ stage is adolescence.
4. _____, following adolescence, adulthood begins.
5. _____, the last stage for human life is old age.

D. Now, talk to a partner about the life stages. Use sequence connectors in your talk.
Try to talk about each stage without reading from the text. Can you do it?



The structure of explanation texts

A. Make present simple sentences from word groups in the box.

Examples:

Infancy ***continues*** for about two years. (Add an **-s** on the verb because the noun is singular.)

Babies ***sleep*** a lot during the day. (Don't add an **-s** on the verb because the noun is plural.)

Singular nouns	Verbs	
Infancy	begin	at about ___ years.
Childhood	end	for about ___ years.
Adolescence	continue	and go to school.
Adulthood	learn	a lot during the day.
Old age	sleep	in High School.
Plural nouns	study	in many different jobs.
Babies	work	how to read and write.
Children		
Teenagers		
Adults		



Something extra!

Can you make some of the sentences into compound sentences, using 'and', 'but', or 'so'?

Lesson 5
Life begins …

Today, we are reading an explanation about the first two stages of life.

ACTIVITY 9

Reading: The Early Years

Before reading

A. Before we read The Early Years, look at the children in the photos below.
Match the children in the photos to the heading that best matches their stage of life.

middle childhood	older baby	early childhood	newborn






Who is someone you know at each of these stages?

B. Below are some specialist word groups. They are in bold in The Early Years. These words are called specialist words because they relate to the same topic.

With a partner, try to match the words with their meanings. Just write the number and letter in your book for now. After reading, you can check if you were right.

For example, 1 = e)

1.	instinctive reflexes	***a)***	ideas that are real
2.	physical activities	***b)***	to spend time with other people
3.	to socialise	***c)***	actions we do with our bodies
4.	to communicate	***d)***	working out problems
5.	vivid imaginations	***e)***	things our bodies do without thinking
6.	fantasy	***f)***	being able to do things on your own without feeling afraid
7.	reality	***g)***	when your muscles work together effciently
8.	co-ordinated	***h)***	ideas that are not real, but in our imaginations
9.	logical thinking	***i)***	when you have lots of interesting ideas
10.	confident and independent	***j)***	to talk with other people

Now, read the explanation text The Early Years.

Text: The Early Years

The first two stages of life are infancy and childhood. Many changes happen during these early years.

Infancy

Newborn babies appear helpless, but they are born with **instinctive reflexes** like sucking, swallowing, and crying. Without these **reflexes**, a baby couldn't survive.

As babies grow stronger, they can do more **physical activities**. First, they learn to hold up their **heavy heads**. Next, they learn to roll over. After about six months, babies can sit up on their own. Later, they learn to crawl. Finally, **older babies** learn to stand up and walk. During this time, babies also learn how **to socialise**. They learn to smile, laugh, and use **simple words** to **communicate**.

Childhood

Childhood begins at 2 years of age and continues until 11–12 years of age. Childhood is divided into two main periods – **early childhood** and **middle childhood**.

During early childhood, **healthy and well-fed children** grow taller and their bodies become leaner. The children learn more words and can speak in **complete sentences**. Most young children become curious about the world around them, so they ask many 'why' questions. Young children have **vivid imaginations**, and they often can't tell the difference between **fantasy and reality**.

The next stage is called middle childhood, which lasts from about 6–12 years old. Children's growth slows down. They become more **co-ordinated** and enjoy sports and games. Now, children have a better understanding of the world around them and can tell the difference between reality and fantasy. They are able to learn to read and write and work things out with **logical thinking**. Older children become **confident and independent** and enjoy socialising with their friends.

After reading

C. Vocabulary

We can work out the meaning of a word by looking at the word groups that come before and after the word.

For example, **Instinctive reflexes**

After this word group we read 'like sucking, swallowing, and crying'. These are things the body does without thinking. So, the answer is:

1. Instinctive reflexes = e) things our bodies do without thinking

1. Check if you matched the correct words with their meanings in the **Before reading** activity.
2. Write any new words and meanings in your **Word Bank**.

D. Questions to explain

Explanation texts tell us **why** and **how** something happens. Answer these why and how questions to explain what happens during infancy and childhood.

1. Why do newborn babies cry? Because …
2. Why can babies eventually do more physical activities? Because …
3. Why can children in middle childhood tell the difference between fantasy and reality? Because …
4. How do older babies socialise? By …
5. How do children in early childhood ask about the world around them? By …
6. How do children in middle childhood work things out? By …



Expanding noun groups with adjectives

We learn more about a **noun** (a person, place, or thing) by the words around it. This sentence doesn't tell us anything about the noun **boy**.

He is a ***boy***.

When we use adjectives before the noun **boy** we will learn more about him. For example,

He is a ***tall, lean boy***.

The adjectives '**tall**' and '**lean**' + the noun '**boy**' make a noun group.

tall + lean + boy = expanded noun group ***tall, lean boy***

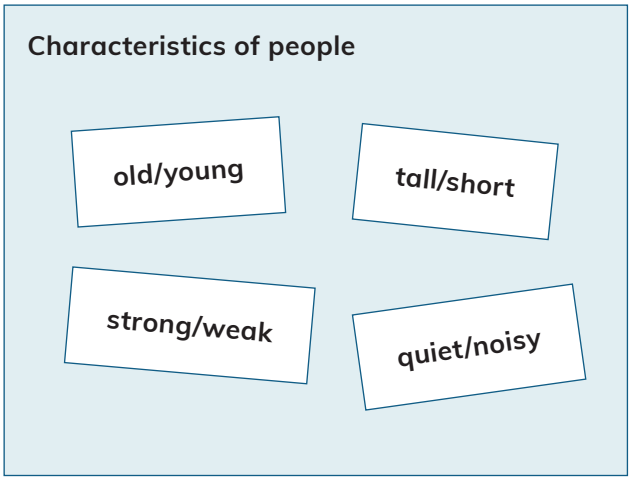
A.

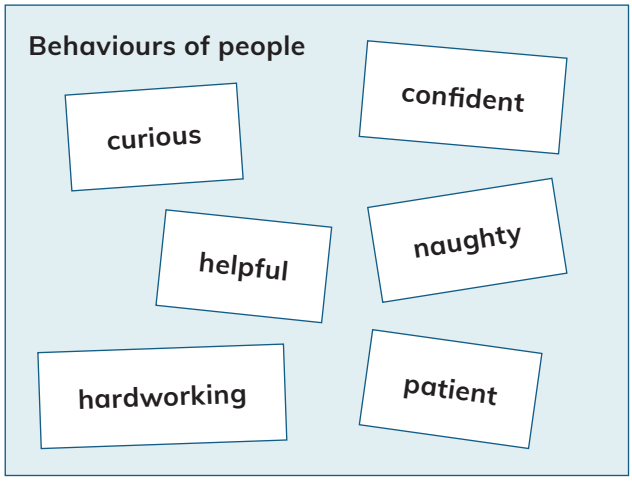
There are more noun groups in The Early Years. They're easy to find because they are in italics. Find six and write them in your book. Put a circle around the noun and underline the adjective for each expanded noun group.

For example, newborn babies

B. Here are some adjectives you used to describe your family members in Activity 1. The meanings are in your Word Bank. Choose **four** family members and make noun groups. There are no verbs in a noun group.

For example, My helpful, patient grandmother.





Lesson 6
First, …

Today, we are talking about how ideas are sequenced in explanations.
We will also look at some expanded noun groups.



Sequencing ideas in explanation texts

Listen to your teacher reread The Early Years while you read along. Then have a quick quiz with your partner or the class, using the words from your **Word Bank**.

A. Make a table like the one below. Then look in The Early Years to find examples of what babies and children can do at the different stages. Write notes only. Some examples have been started for you.

Stage	Age	Actions and skills
Newborn baby	0–6 months	swallow, …
Older baby		hold head up, …
Early childhood		grow taller and leaner, …
Middle childhood		more co-ordinated, …

B. **Sequence connectors to show order**

1. Find these sequence connectors in The Early Years.
Which ones come at the start of the sentence? Which ones are inside a sentence?

First, ...	Later, ...	During this time, ...
Next, ...	Then ...	Finally, ...	The next stage ...
Now, ...	After about ...	During early childhood ...

2. In a group of four, give an **oral explanation**. Follow these steps:

- Choose one life stage each (newborn, older baby, early childhood, middle childhood).
- Explain what happens at the stage you chose. Use sequence connectors to show the order things happen.



More expanded noun groups

A. In Activity 10, you expanded nouns by placing adjectives before a noun (a person, place, or thing). Read and discuss the **Information Box** to learn more about expanded noun groups.

Expanding noun groups

Remember our **tall, lean boy**? Here is more information about the noun **boy**.

He is a tall, lean ***boy*** from Gizo.

- We can add information before the noun: a tall, lean **boy**.
- We can add a preposition to include information after the noun: from Gizo.

A tall, lean boy from Gizo is called a noun group. We expanded the noun **boy**.

To expand a noun group we can use this rule:

Adjectives + **base noun** + preposition + noun

Did you notice that there are no verbs in expanded noun groups?

B. Write each expanded noun group below under the life stages Adolescence, Adulthood, and Old age. Two have been done for you.

Adolescence	Adulthood	Old age
	safe ***homes*** for their family members.	grey ***hair*** on her head.

Expanded noun groups

- Adolescence is an interesting, exciting **time** between childhood and adulthood.
- A woman with grey **hair** on her head.
- Here are some older **citizens** in their final years.
- Adults are responsible **members** of the community.
- Elderly people have interesting **wrinkles** on their faces.
- Adults provide safe **homes** for their family members.
- Elderly people need more caring **help** from the family and community.
- A nice **teenager** with a happy smile.

C. Show that you understand the different parts of the expanded noun groups by using these symbols.

- Underline the **adjectives** before the base noun.
- Draw a rectangle around the **preposition**.

For example, an interesting, exciting ***time*** between childhood and adulthood.

Lesson 7
Grown-ups

Today, we are reading an explanation about life stages that come after childhood.



Reading: Beyond Childhood

Before reading

A. Scan the heading (title), subheadings, photos, and captions.

- What are the topics?
- What life stages will you read about?

Now, read and discuss the explanation.



Text: Beyond Childhood

Adolescence: 13–20 years old

Adolescence is **an interesting, exciting time between childhood and adulthood**. Teenage bodies and minds go through many changes. Often, teenagers will begin to spend more time with their friends. By the end of adolescence, girls become women and boys become men. They leave childhood behind them forever.



The stage of adolescence.



The stage of adulthood.

Adulthood: 20–65 years old

Following adolescence, young people enter adulthood. During adulthood, adults become **responsible members of the community**. Most adults choose a life-long partner and make their own family. It is a busy time. They provide **healthy food and safe homes for their family members**. They raise **young children into responsible citizens**. They also care for **older citizens.**

Old age: 65 years until death



The stage of old age.

The last stage of life for human life is often called 'old age'. The bodies of the elderly become weaker and more tired. However, they still like to help their families. Many elderly people have **grey hair on their heads** and **interesting wrinkles on their faces**. Their grey hair and wrinkles show the **valuable wisdom and experience they gained during their lifetime**. Younger people can learn from their experiences. Gradually, elderly people need **more care from their families and community**.

After reading

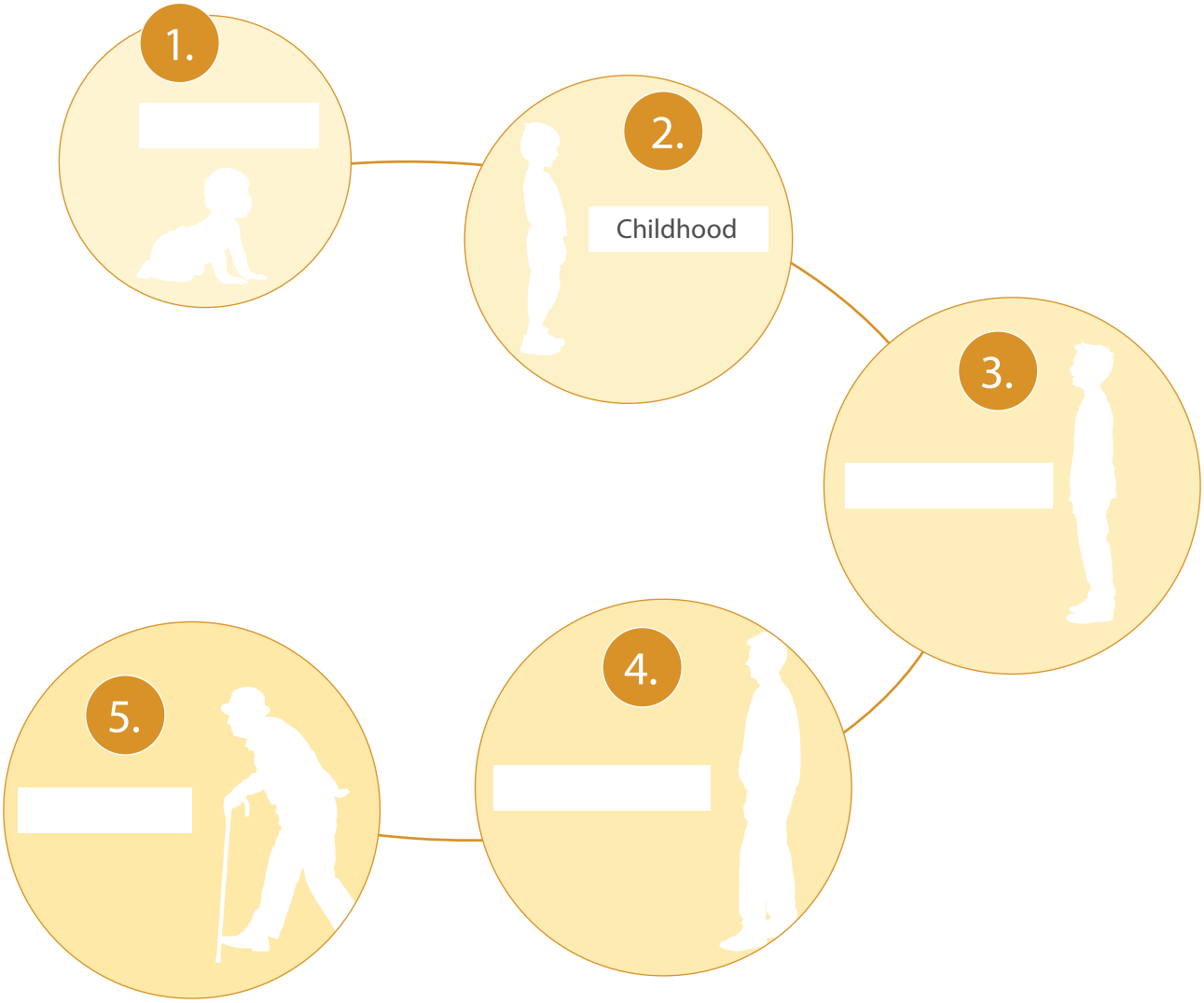
B. Here are three statements. They are **not** true. Rewrite the sentences to make each statement true.

1. Adolescence is not much fun.
2. Adults only look after themselves.
3. People in old age are no longer useful.

C. Find the adjectives from the text Beyond Childhood to match the meanings below.
Write the adjective and the noun that they relate to. The first one has been done for you.

1. When you do things that are not boring. (Adolescence) = interesting time
2. When you have many things to do. (Adulthood)
3. When you are no longer young. (Adulthood)
4. When you do the right thing. (Adulthood)
5. When you have learned important lessons. (Old age)

D. Make a **life cycle** to show the five life stages. You need to complete each box. One box is done for you. Talk with a partner about what happens at each life stage.



Lesson 8
Life stages

Today, we are listening to and talking about different life stages.

ACTIVITY 14

Listening to and talking about life stages

A. Listening

Here are some people who are at different stages in the life cycle. Your teacher will now explain the life stage of different people in the photos. Listen carefully. Choose the picture that best matches the description and write the number in your book.

a)



b)



c)



d)



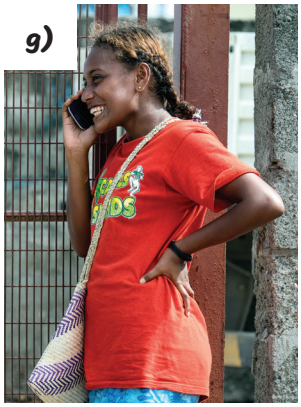
e)



f)



g)



h)



i)



j)



k)



l)



B. Play a game with a partner

Partner B: Choose a person from the photos. Don't tell your partner who it is.

Partner A: Ask the questions below.

Partner B: Give the answers to the questions.

Can Partner A guess the right person?

Now, change your roles. Who can guess the most people correctly?

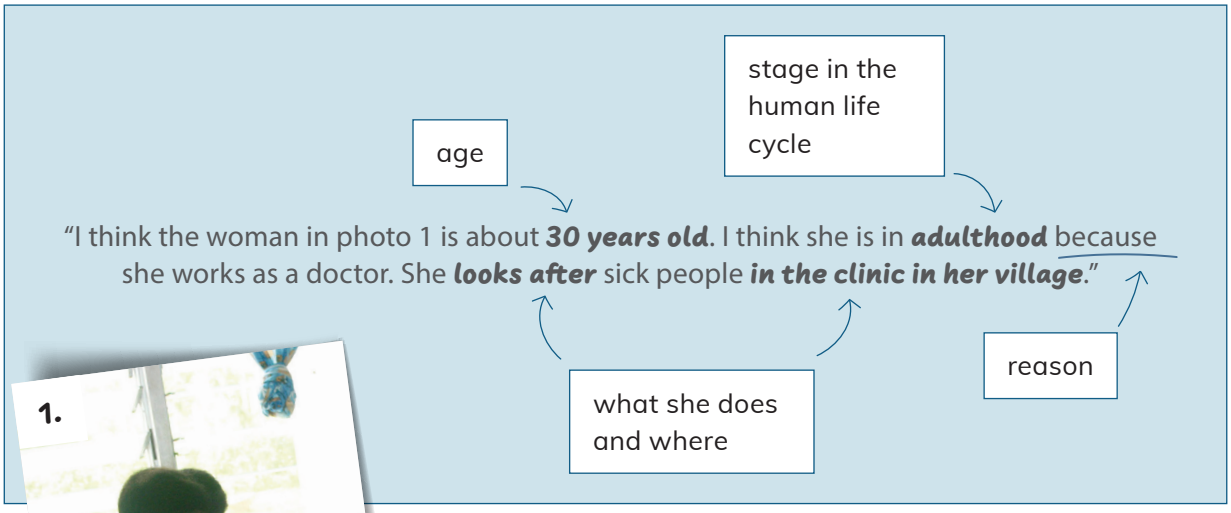
Questions to ask (Partner A)	Answers to give (Partner B)
Is this person male? Is this personal female?	Yes, they are **OR** No, they are not. Yes, they are **OR** No, they are not.
Is this person in (infancy? childhood? adolescence? adulthood? old age?)	Yes, they are **OR** No, they are not.
Is this person about _ years old?	Yes, they are **OR** No, they are not.
Is he/she picture number _?	Yes, they are **OR** No, they are not.

C.

Give an oral explanation about one of the people in the pictures. With a partner, take turns to choose a photo. Be ready to say:

- how old you think the person is
- what stage of life the person is at and **why** you think that (use 'because' in your answer)
- what things the person does and where.

Here's an example for photo **number 1** to help you get started.





Lesson 9

The coconut tree

Today, we are talking about the life cycle of the coconut tree.

ACTIVITY 15

Studying the life cycle of the coconut tree

Plants have a life cycle, just like humans and animals. The plant life cycle describes the stages a plant goes through from the beginning of its life until the end.

A. Look at the diagram below. It shows the life cycle of a coconut tree. With a partner, name the different parts of the diagram.

Heading	Drawing	Explanation	Direction arrows



B. Here are some more facts about the coconut tree life cycle. Match the facts to each stage of the life cycle.

For example, 3. A mature ripe coconut is a seed that falls to the ground = Stage 1

1. Groups of coconuts are called 'bunches'.
2. The coconut is a seed that will sprout and grow.
3. A mature ripe coconut is a seed that falls to the ground.
4. It takes 4–10 years for a seed to grow into a mature coconut tree.
5. Bees and other insects pollinate the coconut flowers.

C. Make **expanded noun groups**. Expand the nouns (in bold) by adding **prepositional phrases**. Be careful: Make sensible sentences. The first one has been done for you.

For example, The coconut seed sprouts seedlings from the three soft spots at the end of the seed.

Sentences about the coconut tree	Prepositional phrases
1. The coconut seed sprouts ***seedlings***	a) from the top of its trunk.
2. The coconut tree grows in hot **places**	b) from the three soft spots at the end of the seed.
3. You'll find coconut trees at **beaches**	c) in climates near beaches or shorelines.
4. The trees grow strong **roots**	d) under the ground.
5. The tree sprouts feather-like **leaves**	e) in hot humid places with sandy soil.

D. With a partner, take turns to give an explanation about the life cycle of the coconut tree. Put your ideas in order and use **sequence connectors**. Remember, the sequence connectors can go **between** sentences or **inside** a sentence. Here are some connectors you can use.

First, | **Finally,** | **After that,** | **The next stage is ...**

Next, | **Before,** | **Before, ...** | **During this time, ...**

Now, ... | **At first, ...** | **The final stage is ...** | **Then ...**

The seed/nut/flower/fruit then ...



Lesson 10
Explaining a life cycle

Today, we are writing an explanation about the coconut tree.

ACTIVITY 16

Writing an explanation about the coconut tree

You are writing an explanation about the life cycle of a coconut tree. You should have lots of ideas from Lesson 9. First, let's remember the structure of an explanation.

Structure of an explanation text

Identification
Identifies and gives general information about the topic.

Explanation sequence
Paragraphs that explain the order in which things happen.



These are the steps to follow to write your explanation.

Step 1: Write a title.

Step 2: Identification

Write 1–2 sentences. Here are some word groups you could use.

What it is: a palm tree.

Where it grows: near beaches/shore lines; sand soil; hot places.



Step 3: Draw a diagram showing the coconut tree at five different stages.

- Draw five small pictures to show the coconut tree at each stage.
- Use arrows to connect each stage.
- Leave lots of space for your writing.

Step 4: Explanation sequence

Under each drawing, write sentences that explain what is happening. Use sequence connectors to show the order of events.

- Use the ideas from Lesson 9 to expand your noun groups.
- Remember, you are using the present tense. Make sure your verbs agree with the nouns.

Step 5: Read your explanation aloud to a partner.

This will help you find and make corrections.

Unit 3
Movement and Change



Recounting the movements of people and the influences they have had on Solomon Islands.

Hello again! In Unit 3, we are learning about events that happened a long time ago and not so long ago.

In this unit, you will:

- learn words we use to talk about movement and change
- read and discuss a personal recount
- read and discuss historical recounts
- recognise the structure of recounts
- learn how to show when and where events happen
- learn how to show time order in recounts
- create a short play about a historical event
- write a guided recount.

Lesson 1
On the move

Today, we are thinking about ways people travel and explore the world.

ACTIVITY 1 Talking about types of transport – past, present, and future

For as long as humans have been on Earth, they have explored. Here are some images of different modes of transportation used by explorers and travellers.











A. With a partner, do these activities:

1. Match the pictures to these types of transport.

spacecraft	outrigger canoe	aeroplane	modern ship	sailing ship

2. Put the transport types in **time order** of invention from earliest to most recent.
3. Describe what you can see in each picture. What do you know about each transport type?
4. Make a sentence about each transport type using the sentence structure below.

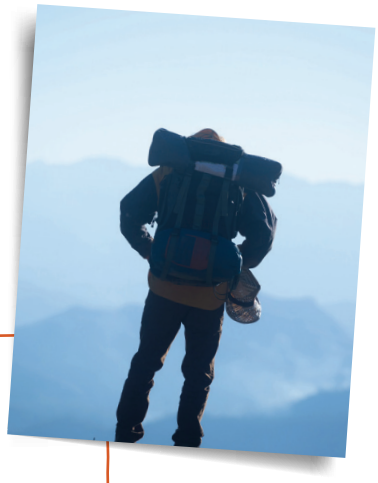
   For example, In the past, people explored the world in outrigger canoes.

In the past, Today, In the future,	→ people humans travellers explorers	→ travelled/explored travel/explore will travel/will explore	→ the world space	→ in/on ____(s).

travel – to go from one place to another **explore** – to look for new places or things

ACTIVITY 2

Vocabulary about movement and change



A. Explore is a base verb. Here is a word family for explore.

explore
explored
exploring
explorer
exploration
unexplored

An explorer is a person who goes exploring.
Exploration is a noun that tells us what explorers do.
Unexplored means that a place hasn't been explored yet.

What happens to the end 'e' on explore when we add a suffix?

B. Let's think a little more about an explorer. We add **-er** to make the verb (**explore**) into the name of an occupation (**explorer**).

Unjumble the letters of these verbs and add **-er** to make occupations.

For example, paint = paint***er***

mraf	antip	**krow**	**hetca**	**ings**	**redgan**

How many more occupations do you know that end in **-er**?

C. We are learning about how things change over time. Here are three **time adverbs** we use to show change.

Approximately = 'about' or 'almost'.
Approximately 100 years ago, aeroplanes were invented.

Gradually = changing over a period of time.
Gradually, aeroplanes became bigger and faster.

Eventually = 'finally', or 'in the end'.
Eventually, humans were able to travel into space.

Pronunciation guide
ah/prok/suh/mit/lee
graj/oo/uhl/lee
ee/ven/choo/uh/le

1. Practise saying the adverbs aloud.
   Use the pronunciation guide to help you.
2. Choose the best adverb to complete these sentences.
   - _____ sailing ships were replaced by fuel-powered ships.
   - People _____ stopped travelling long distances on sailing ships.
   - Today's ships are huge. They can be _____ 250 metres long.
3. Write new words from this lesson into your Word Bank with their meanings.

Lesson 2
Village to town

Today, we are reading a recount about change for a village boy who moves to town.

ACTIVITY 3

Reading: The Brave Explorer

Before reading

You are going to read a **recount**. Do you remember that a recount tells us about something that has already happened, with the events in time order?

A. The **picture** and the **caption** give us clues about the recount. How many sentences can you say about the picture? You can use expanded noun groups like this:

A boy is carrying a large ***bag*** onto the ship.

A mother is standing on the wooden ***wharf*** at Marasa.



Lionel carries his bag onto the ship.

B. Let's make **predictions**. A prediction is saying what you think is going to happen in the recount. With your partner, make **two predictions** about the recount. You can use your local language to make your predictions.

Now, you are ready to read the recount with your teacher.

Text: The Brave Explorer

Adapted from a recount by Lionel Damola

It was three o'clock in the afternoon when the MV Olovi Baro anchored at Marasa, a port in Guadalcanal Province. I was waiting with a group of friends who were travelling with me on the ship to Honiara. We were going away to school. When it was time to board the ship, my mother and father kissed me. They wished me good luck with my studies. My new adventure had begun.

As the ship pulled away from the port, I waved at my parents who stood beside the swaying palms on the beach. Tears streamed down my cheeks and my heart ached as Marasa Bay eventually disappeared from sight.

In the early evening, the blazing sun sank in the west, and gradually it became dark. Sitting alone at the bow of the ship, I felt lonely and afraid. Then one of the older boys sat next to me. He talked about Honiara and the daily life of people there. He told me about the exciting city with many people, buildings, cars, and trucks. He explained that at school I was going to make friends from all over Solomon Islands. Then I felt a little better.

At nine o'clock that night, I was still awake. I couldn't sleep. The moon shone brightly, and the stars twinkled. The sea was like a mirror reflecting the light of the moon and stars. The only noise was the thumping of the ship's engine. I thought about all the stories of explorers who had sailed across the ocean to discover new lands. They were my heroes. I decided that I was a brave explorer too. That also made me feel better.

At four o'clock in the morning, I noticed new twinkling lights that spread across the high hills along the coast. They weren't stars but the lights of Honiara. We were almost there. I hadn't slept at all, but I didn't feel tired. After all, I was an explorer discovering a new land.

At eight o'clock in the morning, the MV Olovi Baro arrived at Point Cruz Wharf. I saw all the things the older boy had told me about. There were tall buildings, trucks, cars, bikes, and so many people rushing around the busy wharf. It was so different. Eventually, the school bus arrived and took us to our new school.

I knew now that I didn't need to feel afraid. I just needed to remember that I was a brave explorer, and I would be all right.

ACTIVITY 4

Thinking about The Brave Explorer

After reading

The recount is a true story about a boy, Lionel, leaving his home to go to school in Honiara. Were your predictions about the recount correct? How were they similar or different?

A. Recounts tell us a **sequence of events**. Rearrange the sentences below to show the correct sequence of events for the recount. Write the paragraph number beside each sentence.

You can start like this:

Number	Sentence	Paragraph
1	The MV Olovi Baro anchored at Marasa.	1
	My friends and I boarded the ship.	
	I couldn't sleep.	
	I went on the bus to my new school.	
	The MV Olovi Baro arrived at the Point Cruz wharf.	
	I cried as I waved to my parents.	
	The lights of Honiara could be seen along the coast.	
	One of the boys talked to me about life in Honiara.	

B. Answer these questions about the recount in your book.

1. In paragraph 2, which word group tells you that Lionel was crying?
2. In paragraph 2, which word group tells you that Lionel was feeling sad?
3. In paragraph 6, what are five different things that Lionel noticed when he arrived at Honiara?
4. Approximately, how long was Lionel on the ship? (Use the sentence connectors to help you work it out.)
5. Gradually, Lionel stopped feeling afraid. What made him feel brave?

C. Talk to your partner about what you do to stop yourself feeling afraid.
Discuss your thoughts in any language you wish.



Lesson 3
Off to school

Today, we are thinking about ways to express past events in English.

ACTIVITY 5 Understanding the structure of a recount

Listen and read along as your teacher rereads The Brave Explorer aloud.

In Year 4, you learned about the structure and features of a recount. Discuss the **Information Box** with your teacher.

Recounts

A recount tells us about something that has happened through a series of events. It is structured like this:

Orientation: The background information about who, what, where, when, why.

Record of events: A description of the events in **time order**, or sequence.

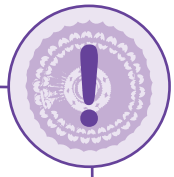
- The events are recorded in the past tense.
- Time sequence word groups are used to show the time and order of events.

Conclusion: An explanation of why these events were important.

A. Orientation

The orientation is usually the first paragraph in a recount. List these orientation features for The Brave Explorer in your book.

1. Who is writing the recount?
2. What was he doing?
3. Where was he going?
4. When was he going?



Challenge!

Can you write all of these orientation features in one sentence?

B. Record of events

Look at the events you put in order in Activity 4. Decide which part of the recount each paragraph belongs to.

- Write **O** (orientation) beside the orientation sentences.
- Write **R** (record of events) beside these sentences.
- Write **C** (conclusion) beside the conclusion sentences.

C. Conclusion

Read the conclusion of The Brave Explorer again. What important thing did Lionel learn?



ACTIVITY 6 Using past tense verbs

Recounts tell us about events that have already happened.
This means that recounts use **past tense verb groups.**

A. Read this paragraph from Lionel's recount. Notice the past tense verb groups (in bold).

In the early evening, the blazing sun **sank** in the west, and gradually it **became** dark. Sitting alone in the bow of the ship, I **felt** lonely and afraid. Then one of the older boys **sat** next to me. He **talked** about Honiara and the daily life of people there. He **told** me about the exciting city with many people, buildings, cars, and trucks. He **explained** that at school I **was going** to make friends from all over Solomon Islands. Then I **felt** a little better.

Now, read and discuss the **Information Box** for how we make past tense verbs.

Past tense verbs

The past tense of most verbs ends with -ed. These are called **regular verbs**.

talk → talked explain → explained

Some past tense verbs do not end with -ed. They have different forms and spellings. They are called **irregular verbs**.

sink → sank begin → began feel → felt

B. Look in the recount. Find **10 regular** past tense verbs and **10 irregular** past tense verbs. Write them in a list like the one below. Two have been done for you.

Regular verbs	Irregular verbs
kissed	were

C. Here is a present tense paragraph about what happens next for Lionel. Change the verbs to the past tense.

The truck **drives** towards the school. The children **talk** excitedly as they **look** at the busy town. I **see** a tall building with four levels. I **notice** two aeroplanes in the sky. I **think** that the world **has** become a noisy place. I **feel** like an explorer in a brave new world.

Lesson 4
Tell me when

Today, we are talking about ***when*** things happen.



Time connectors to say when

A. Recounts tell us about events in time order. We use **time connectors** to show time order. Read the **Information Box** to learn more.

Time connectors

There are many word groups that tell us when an event happened. We call these time connectors. Here is an example:

It was three o'clock in the afternoon when the MV Olovi Baro anchored at Marasa.

- When did the MV Olovi Baro anchor at Marasa?
- It anchored at three o'clock in the afternoon.

B. Read The Brave Explorer one more time. Can you see the time connectors that tell us the order that events happened?

C. Use time connectors from the recount The Brave Explorer to answer these questions.

1. When was Lionel talking to an older boy?
2. When was Lionel thinking about stories of explorers?
3. When did Lionel notice the lights of Honiara?
4. When did the ship arrive at Port Cruz wharf?

D. Lionel's recount tells us what happened over approximately one day and one night. Below are some time connectors we can use to talk about events that happened in the past 24 hours.

Morning	Afternoon
In the morning ... Yesterday morning ... At 8 o'clock in the morning ...	In the afternoon ... Yesterday afternoon ... At 2 o'clock in the afternoon ...
Evening	**Night**
In the evening ... Yesterday evening ... At 6 o'clock in the evening ...	At night ... Last night ... At 9 o'clock at night ...

1. Talk to a partner. Tell them about some events that happened for you yesterday using these time connectors. Remember, you are talking about past events so use past tense verbs.
2. Write four sentences about events that happened **for you yesterday**.
Choose time connectors to begin or end your sentences.



More ways to say when

There are more ways we can say when something happened. In the **Information Box** we can see three more ways to show when things happened in Lionel's life.

Ways we can say ***when***

Here are three more ways we can say when something happened.

- ***When*** I was twelve years old, I went to school in Honiara.
- I went to school in Honiara ***in 1990***.
- ***From 1990 to 1995***, I went to school in Honiara.

A. Here are some more events in Lionel's life. Complete the sentences using time expressions to show when each event happened.

1. **High school**
   - _____ I was 17 years old, I graduated from High school.
   - I graduated from High School _____. (1995)
   - From _____, I went to High School in Honiara. (1990–1995)
2. **Teacher training**
   - _____, I began training to become a teacher. (1996)
   - _____ I was 18, I began training to become a teacher.
   - _____ I trained to become a teacher. (1996–1998)
3. **Village teacher**
   - _____, I returned home to my village to be a teacher. (1999)
   - _____ I was 21 years old I returned home to my village.
   - **Today**, I am a teacher in my village.

B. Make sentences to tell your partner about **when** you attended school.

- When I was _____, I started primary school.
- In _____, I started primary school.
- From _____, I've been going to primary school.

Lesson 5
Where and when

Today, we are learning about ***when*** and ***where*** expressions in recounts.

ACTIVITY 9 Phrases that tell us where

A. In Lesson 4, you learned how recounts tell us when something happened, but they also tell us where. Read the **Information Box** to learn one way we can show where.

> ### Using prepositions of place to show ***where***
>
> We often use prepositions of place to tell where something happens.
>
> ***Where*** did the M.V. Olvio Baro anchor?
>
> The M.V. Olvio Baro anchored ***at*** Masala Port.

B. First, let's revise the **prepositions of place** we already know. Remember, prepositions tell us where something is.

On the water … ***under*** the water … ***above*** the water …

1. How many prepositions do you know? With a partner, in 3 minutes, write down as many prepositions as you can.
2. As a class, share your lists. Who wrote the most prepositions?
3. Do you know all the preposition meanings? If you're not sure, write them in your Word Bank. You can write the meanings in your local language.

C. In Lionel's recount, he tells us where different things happened. Answer these questions to show where. Begin each answer with a preposition.

For example, Where was M.V. Olvio Baro anchored? **At** a port in Guadalcanal province.

1. Where was the ship going? (paragraph 1) To …
2. Where were Lionel's parents standing? (paragraph 2)
3. Where did early explorers go? (paragraph 4)
4. Where were the twinkling lights? (paragraph 5)
5. Where did the MV Olvio Baro arrive? (paragraph 6)
6. Where were the people rushing? (paragraph 6)
7. Where did the school truck take the children? (paragraph 7)



D. You are going to listen to your teacher read a recount about a boy called Isaac. He also went away to school in Honiara. You need to listen for when and where expressions.

First, follow these steps.

Step 1: Copy the recount into your book. Leave spaces for the when and where expressions.

Step 2: Listen to your teacher read the recount. Don't write anything yet.

Step 3: Listen to the recount again. Write the missing word groups in your book while you listen.

Step 4: Sit in a group of four. Together, check your answers.

Step 5: Listen to the recount again. Check your answers again.

Step 6: Help your teacher write the recount on the board. Tell your teacher the missing word groups.

(when), Isaac was born on the Weather Coast at Guadalcanal. He lived (where). It was a peaceful place with no cars and the villagers were always kind and friendly.

(when), he walked many kilometres (where) because there was no school in his village.

When Isaac finished primary school, he went (where). At first, he felt afraid but soon Isaac made many friends and enjoyed his time at high school.

(when), he went home (where). He began to teach some older people how to read and write. They were pleased that Isaac was their teacher.

(when), Isaac met a girl named Jully and fell in love. She came (where). After a few months, Isaac and Jully got married. (when), they still live in the village with their children and grandchildren.

Lesson 6
Long, long ago

Today, we are reading a recount about early settlers of the Pacific.



Reading: The Early Settlement of the Pacific

You are going to read a **historical recount**. A historical recount tells us about important events in the past. The recount you are going to read tells us about the first people who came to the Pacific. Before we read, here are some ideas to think about.

A. The first people

Nobody really knows when the first people lived in Solomon Islands. Today, scientists test the **genes*** of people to find out who our **ancestors*** are and where they came from.

***Ancestors** are our relatives who lived a long time before us.

***Genes** are the cells that are passed on from our parents and our ancestors before them.

This is what scientists say:

> Many thousands of years ago, human life began in Africa. Gradually, these early people moved to settle in different places. Some went north, some went east, and some came south to the Pacific. Two groups of people came south. The first group are the ***ancestors*** of the cultures who live in Melanesia. The second group are the ancestors of the cultures who live in Polynesia.

Share any stories you know about the first people. You can tell the story in your local language or in English.

B. Melanesia and Polynesia

1. Our ancestors came to Melanesia a long, long time ago. The peoples of Melanesia have some similar physical characteristics but there are many different cultures and languages.

Which Melanesian countries do these flags belong to?



2. Travellers also came to Polynesian countries a long time ago. Below are some flags of the countries where the many peoples of Polynesia live. Do you know the countries the flags belong to?

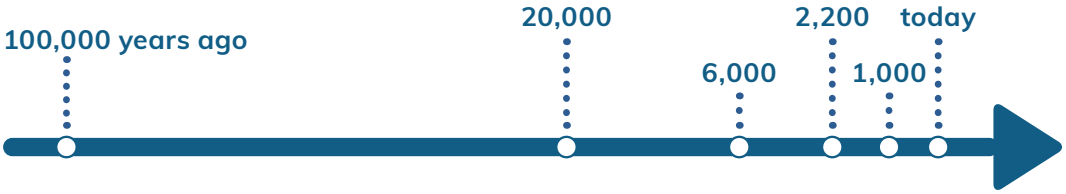


3. Look in the recount The Early Settlement of the Pacific. There are the names of 11 countries. With a partner, scan through the recount to find these countries. Then find the countries on the map of the Pacific, which is at the back of your book.

C. Many years ago

The recount The Early Settlement of the Pacific tells us about time periods from the past. Here is a timeline showing years in the past. We don't know the exact times or dates, so we say 'about' or 'approximately'.

Before today = 'ago'



This is how we say these time periods.

- About one hundred thousand years ago.
- Approximately twenty thousand years ago.
- About six thousand years ago.
- Approximately two thousand two hundred years ago.
- About one thousand years ago.

1. Practise saying the time expressions aloud with a partner.
2. Scan the recount The Early Settlement of the Pacific again. This time, find the time period dates. Are they in the same order as the timeline?

Now, read The Early Settlement of the Pacific with your teacher.

Text: The Early Settlement of the Pacific

The Pacific Islands were populated long ago by two different groups of people.

Settling the islands of Melanesia

The ancestors of the Melanesian people were the first to come to the Pacific. They came from Africa about 100,000 years ago. For many, many years, these people travelled and lived along the coast of South-East Asia.

Approximately 20,000 years ago, early explorers began to settle in Australia, Papua New Guinea, Solomon Islands, Vanuatu, and Fiji. This area is called Melanesia.

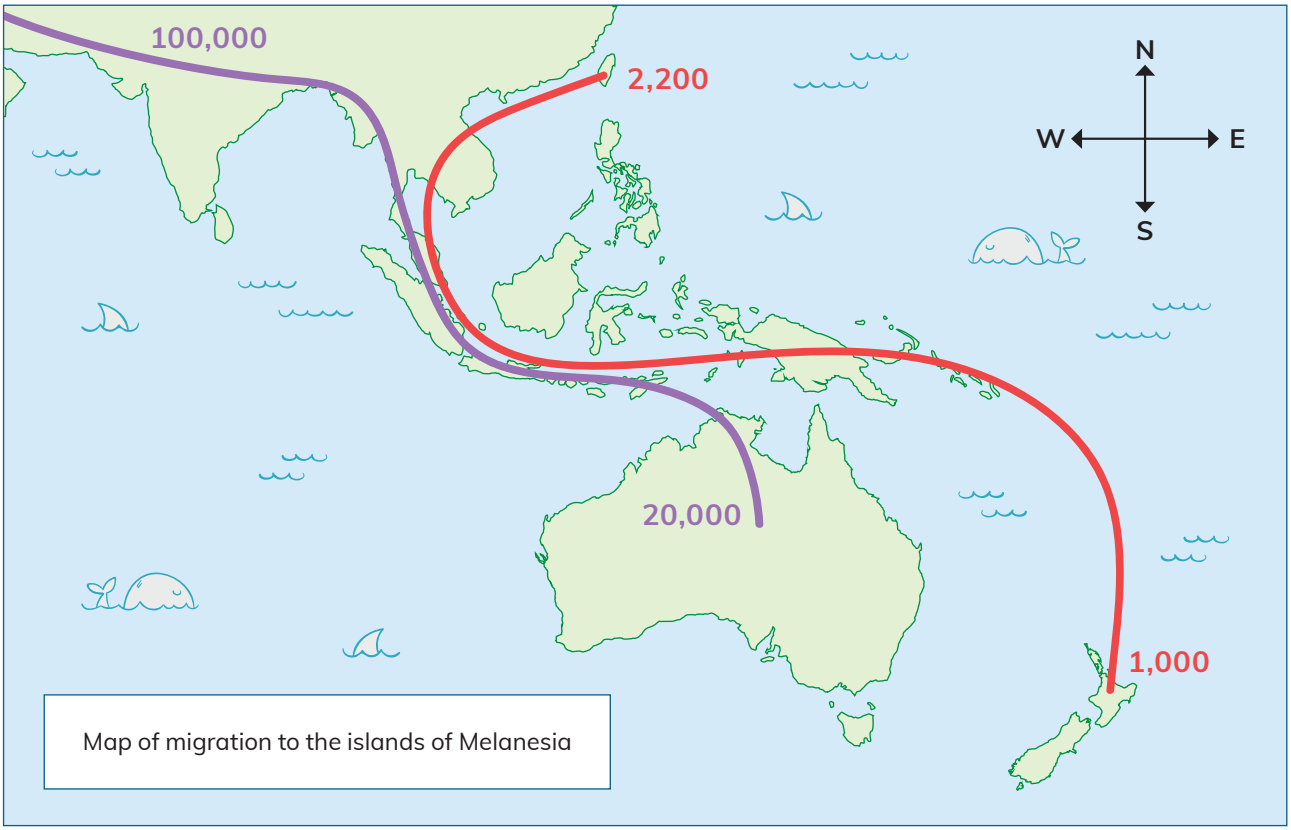
Settling the islands of Polynesia

The first explorers of Polynesia came from Taiwan. Approximately 6,000 years ago, they travelled through South Asia in their outrigger canoes. They stopped and stayed in many different places along the way.

Then about 2,200 years ago, the Polynesian explorers arrived in the Pacific. First, they arrived in Solomon Islands and other places in Melanesia, but they carried on. Eventually, they arrived at islands such as Tonga, Samoa, and Hawai'i. Some historians say that the ancestors of some Polynesian peoples came from the East too.

Later, about 1,000 years ago, some Pacific explorers continued on their adventures. They discovered New Zealand. Today, we know these settlers as the Māori people.

Early explorers did not have maps, so they navigated using the ocean currents, the winds, and the stars. Today, we have already explored Earth. Now, we are exploring space.



Map of migration to the islands of Melanesia

Lesson 7
So long ago

Today, we are showing our understanding of the recount ***The Early Settlement of the Pacific***.

ACTIVITY 11

Thinking and talking about big ideas

Listen and read along while your teacher rereads The Early Settlement of the Pacific.

A. Thinking questions

There are some interesting ideas in the recount The Early Settlement of the Pacific.
Here are some thinking questions to discuss in your group or as a class. Try to give reasons for your ideas.

Remember, you can discuss these ideas in any language you know.

1. Why do you think explorers travelled to different places?

2. Why do you think it took the explorers hundreds of years before they arrived in Solomon Islands?
3. Why do you think the different groups of people in Melanesia developed different languages and cultures?
4. Why do you think the ancestors of the Polynesian peoples didn't stay long in the countries of Melanesia?
5. Why do you think people are exploring space today?

You can use any language you know – your local language, Pijin, or English – to discuss the ideas in class.

If you used your local language, try to also discuss your ideas in English.



Talking about the order of events

The text The Early Settlement of the Pacific is a **historical recount**. It tells us about events in order, or sequence.

A. Complete this table to show the order of events.

100,000 years ago		6,000 years ago		1,000 years ago
	Early explorers settled in Melanesia.		Early Polynesian explorers arrived in the Pacific.	

B. Take turns to say the information in the table as a recount. We don't know the exact dates so start your recount with these adverbs.

About … Approximately …

C. Read the **Information Box** for how to ask questions using 'where' and 'when'.

Asking *when* and *where* questions for past events

We make a when or where question about people, events, and things in the past like this:

Question word	did	name of person, event, or thing	base verb	rest of question
When	did	early explorers	leave	Africa?
Where	did	ancestors of Melanesian peoples	come	from?

1. Look at the table you made in Activity 12A. Use this information to make past tense questions.
   - Make 3 past tense questions using when.
   - Make 3 past tense questions using where.
2. Work with a partner. Take turns to ask and answer the questions. Remember to begin your answers with 'About …' or 'Approximately …'.

ACTIVITY 13 Vocabulary: Past tense verbs for movement and change

A. Below are mixed-up **past tense regular verbs** about movement and change. Work out the words, using the meanings in brackets to help you. The verbs are in the text The Early Settlement of the Pacific.

Introduction + Melanesians

edlauptop (when people stay and live in a place) = p ed

edvetrall (go from one place to another) = t ed

edebivel (think that something is true) = b ed

Polynesians

edvirar (get to a place) = a ed

ednitnouc (keep going) = c ed

eddrivecos (find) = d ed

edgantiva (use signs to find the way to a place) = n ed

B. Write the verbs in your **Word Bank**. Check that you can say the words aloud and spell them correctly.



Lesson 8
Not so long ago

Today, we are reading about past events in Solomon Islands.

ACTIVITY 14

Reading: Welcome and Unwelcome Times in Solomon Islands

You have read about how the very early people arrived in Solomon Islands. Now we are going to read a historical recount about more recent times.

Before reading

A. We get ready for reading by studying **text features** (heading, subheadings, pictures, and captions). Look for the text features in the recount and answer the questions.

Text features	Questions
Heading	1. What does the heading say?
Subheading	2. How many subheadings are there?
Images (pictures, photos, or diagrams)	3. How many photos/pictures are there?
Caption (the words under a photo)	4. What does each caption say?

B. We always think about what we already know before we read. In your group, share what you already know about these subheading topics. (Don't read the recount yet.)

1. Life before Europeans came to Solomon Islands
2. Early Europeans
3. Unwelcome time – 'blackbirding'
4. Colonisation
5. Unwelcome time – World War Two
6. A welcome time – independence
7. Another unwelcome time – tribal rivalries

Now, read the historical recount with your teacher.



Text: Welcome and Unwelcome Times in Solomon Islands

People had lived in Solomon Islands for many years. Then new explorers came to Solomon Islands. As a result, there have been some welcome and unwelcome events in our history. These events **changed the lives of Solomon Islanders forever.**

Early Europeans

In 1568, Spanish explorer Álvaro de Mendaña de Neira sailed to Solomon Islands. Mendaña and his sailors were the first European visitors to Solomon Islands. Mendaña thought that he had **discovered** King Solomon's mines (from the bible story) at Santa Isabel. So, this is how we got our country's name: Solomon Islands.

After Mendaña, a few Dutch and French explorers came to Solomon Islands. Then in the 19th Century, **missionaries**, **traders**, and **whalers** began to trade food, labour, and goods and began to settle here.



Álvaro de Mendaña de Neira

Unwelcome time – 'blackbirding'



Working on sugar plantations in Australia

In the 1870s, Australia had sugar plantations, but there were not enough workers there. People from Solomon Island villages were kidnapped and **forced** to work on the plantations in Australia. This was called 'blackbirding'. It was very unfair and made many Solomon Island families very angry and unhappy.

Colonisation

In the 1880s, some European countries wanted to control the Pacific Islands. In 1886, Germany **created** the **Northern Solomon Islands Protectorate**. In 1893, Great Britain **created** a **British Solomon Islands Protectorate** over the southern islands. Then in 1899, all of the Solomon Islands became a Protectorate of Great Britain.



World War Two in Solomon Islands

Unwelcome time – World War Two

Life settled down in Solomon Islands. There were no more big changes until World War Two (1939-1945). In 1942, Japan **invaded** Solomon Islands. There was fierce fighting between Japan and the Allied countries (USA, Great Britain, Australia, and New Zealand). The Solomon Islands people **fought** on the side of the Allied countries. Many Solomon Islanders were very brave during this time.

A welcome time – independence

On 7 July 1978, Solomon Islands **gained** independence from Great Britain. This was an important day because Solomon Islands was now responsible for their own country. Honiara became the capital of the country. Solomon Islands is still part of the British Commonwealth.

Another unwelcome time – tribal rivalries

Solomon Islands did not remain peaceful. In 1998, there were tribal rivalries with a lot of violence. Other Pacific countries such as Australia and New Zealand helped to keep the peace.

It is important to learn about our history. Then we learn how we can live and work together in a peaceful country.



RAMSI helped keep the peace

ACTIVITY 15

After reading: Welcome and Unwelcome Times in Solomon Islands

After reading

A. Below are verbs, which are in bold in the text. They are in the past tense. Figure out the base verb, then look in the text to help you match them to their meanings. Then write the meanings in your **Word Bank**. The first one has been done for you.

Past tense	Base verb	Verb meaning (in present tense)
discovered	discover	Battle against an enemy.
forced		Find or learn something new.
created		Do something that you don't want to do.
invaded		Get something you didn't have before.
gained		Take over a place or country.
fought		Make something new.

B. Here are four useful occupation names to learn. Match them to the meanings and write them in your **Word Bank**. The first one has been done for you.

Occupations	Meaning
trader	Person who catches and sells whales and their meat.
whaler	Person who wants to help others become Christians.
sailor	Person who sells and buys things.
missonary	Person who sails a boat or ship.

C. **Recount Orientation and Conclusion**

1. In Activity 5, you learned that recounts have an **orientation**. Here is the explanation again.

   Orientation: The background information about who, what, where, when, why.
   There may not be all of this information in the orientation.

   - What is the who, what, where, when in the orientation for Welcome and Unwelcome Times in Solomon Islands?

2. You also know that recounts have a **conclusion**.

   Conclusion: An explanation of why these events were important.

   - Read the conclusion again. Why does the writer think that the events are important for us to know?

Lesson 9
Acting it out

Today, we are thinking about the events in a historical recount and presenting a role-play.



Showing events in sequence

Listen and read along while your teacher rereads Welcome and Unwelcome Times in Solomon Islands.

A. Copy and complete this table to show when and where important events took place in our history.

Important events in Solomon Islands history	
1568	
	Solomon Islanders were forced to Australia to work on sugar plantations.
1899	
	Japan invaded Solomon Islands.
1978	
	There were tribal rivalries that caused a lot of violence.

B. Did you notice that the dates did not use the words 'about' or 'approximately'? That's because we know exactly when the events happened. When we know the exact date, we say:

In 1568 or ***In*** the 1870s or ***On*** 7 July 1978 or ***In*** the 19th century

Here is a question and an answer. Notice what happens to the verb after 'did' in a question.

When ***did*** Mendaña ***sail*** to Solomon Islands? He ***sailed*** to Solomon Islands in 1568.

After 'did' in questions, we use the base verb, and we give the answer in the past tense.

Make 'when' or 'where' questions for the answers below. Some have been started for you.

- Change the verb to its base form.
- Remember the question mark.

1. Mendaña **sailed** to Solomon Islands in 1568. When did Mendaña …?
2. Missionaries **settled** in Solomon Islands in the 19th century. Where did missionaries …?
3. 'Blackbirding' **began** in the 1870s. When did …?
4. Sugar plantation owners **took** workers to Australia.
5. Solomon Islands **became** a Protectorate of Great Britain in 1899.
6. The Japanese **invaded** Solomon Islands in 1942.

ACTIVITY 17

Showing events through role-play

A. Here are some role cards. Your teacher will give your group one role card. Then your group is to prepare a short play to show the event that took place.

There are two rules:

- Speak in English.
- End your play with this sentence: "Our lives had changed forever."

Group 1

Mendaña lands on Solomon Islands. He wants to find King Solomon's gold mines. What does he say to the Solomon Island people?

End with:

"Our lives had changed forever."

Group 2

Some Australians have come to Solomon Islands to take workers back to Australia.

End with:

"Our lives had changed forever."

Group 3

The Japanese have landed on Solomon Islands. You are helping the allies fight against the Japanese.

End with:

"Our lives had changed forever."

Group 4

It is Independence Day in 1978. Show how you are celebrating.

End with:

"Our lives had changed forever."

Group 5

There are tribal rivalries. Some Australians have come to help keep the peace. Show one of the interactions.

End with:

"Our lives had changed forever."

B. Present your play to the class. Can your class work out which role card your group is presenting?

Lesson 10
Rosie

Today, we are writing a guided recount about the singer Rosie Delmah.

ACTIVITY 18 Writing a recount about Rosie Delmah

Do you know this young woman? Her name is Rosie Delmah. She is a talented singer. Here are some facts about Rosie's singing career. You are going to work with your teacher to write a recount about Rosie Delmah. First, read the notes about her life carefully.

Facts about Rosie Delmah



2000	• Rosie is born in Malaita.
2006	• She loves to sing. • Everyone loves her singing.
2012	• Enters a singing competition (Solo Icon). • She comes third in the competition.
2014	• Enters the singing competition again. • She has more confidence and experience. • She gets first place in the competition.
2015	• A famous Jamaican reggae singer visits Solomon Islands. His name is Conkarah. • He records a song with Rosie. 100 million people listen to the song on social media. • Rosie becomes well-known all around the world.
After 2015	• Rosie works very hard. • She records more songs. • She writes her own music. • She becomes a successful and famous singer.

A. Writing a recount about Rosie

Follow the instructions to write your recount. Remember, change the verbs to the past tense.

Orientation (2000, 2006)
Start like this: Rosie Delmah is a famous singer from Solomon Islands. She was born …

Record of events 1 (2012, 2014)
Recount Rosie's first music competitions.

Record of events 2 (2015)
Recount what happened in 2015.

Conclusion (After 2015)
Recount what happened for Rosie next.

B. Checking your work

When you have completed your recount, take turns to read it aloud with a partner.
Have you completed everything on the checklist?

My recount writing checklist	
☐	I followed the recount structure. I missed a line between paragraphs.
☐	My verbs are in the past tense. (Activity 6)
☐	I used time connectors to show time order. (Activity 7)
Other features	
☐	I have used capital letters to start sentences.
☐	I have full stops at the end of sentences.
☐	My words are spelt correctly.
☐	My handwriting is neat and tidy.

Unit 4
Changes in Our Lifestyles



Discussing the positive and negative impacts that modernisation has had on Solomon Islands.

Hi everyone! It's me, Joe. What do you think about the way our world is changing? In Unit 4, we are learning about modern lifestyles and how to express opinions in exposition texts.

In this unit, you will:

- talk about changes in our lifestyles
- build vocabulary through word families
- interview an older person about lifestyle changes
- read facts about plastics
- read expositions that give opinions about plastics
- recognise the structure and features of expositions
- use modal verbs to persuade
- use evaluative language to show feelings
- write a guided exposition.

Lesson 1
Modern living

Today, we are talking about our changing lifestyles.

ACTIVITY 1

Talking about changes in our lifestyle

The way we live is called our **lifestyle**. Our lifestyle is changing all the time. Some changes make our lifestyle easier and more comfortable, while other changes can bring problems.



A. Looking at the picture, discuss these questions:

1. What lifestyle changes can you see in the picture that make our lives easier and more comfortable?
2. What lifestyle changes can you see that bring problems?

Add **lifestyle** and other new words from your discussion to your **Word Bank**.

You can use any language you know – your local language, Pijin, or English – to discuss the ideas in class.

If you used your local language, try to also discuss your ideas in English.

ACTIVITY 2 A survey about modern lifestyles

How important is modern living for you and your friends?

A. Make a table like the one below.

1. From the picture in Activity 1, choose two examples of items from our modern lifestyles and write them in the table. One example, 'Electricity', has been done for you.
2. Tick the box that shows your opinion for each question.

	Example: Electricity		**Example:**		**Example:**	
	You	Friend	You	Friend	You	Friend
How important is it in your life?						
It's very important.		✓				
It's important.	✓					
It's not very important.						
Does it make your life easier?						
Yes, a lot easier.		✓				
A little easier.	✓					
No, it doesn't.						

B. Ask a friend questions to complete the examples for a friend. Ask your friend to give reasons **why**. Here's an example:

"How important is electricity in your life?"

"It's important."

"Why is it important?"

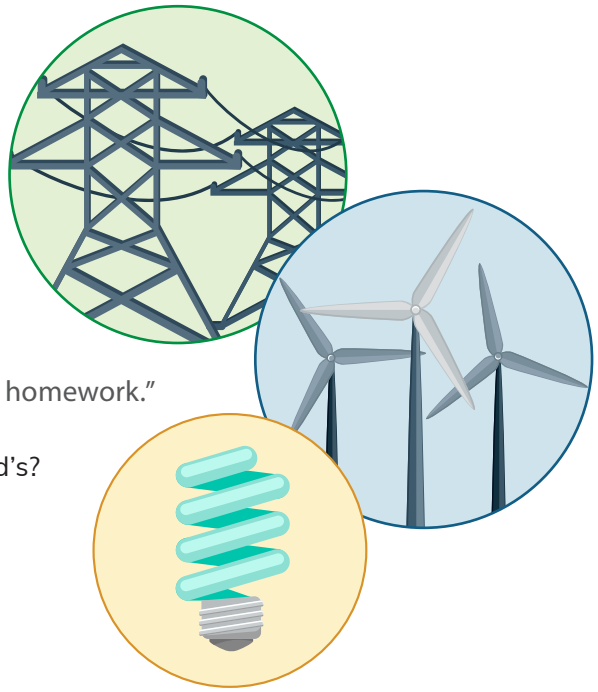
"Because we use electricity to get light at night."

"Does it make your life easier?"

"Maybe a little easier."

"How does it make your life a little easier?"

"The electric light helps me see my books when I do my homework."



C. How are your opinions similar or different to your friend's?

ACTIVITY 3 Using personal pronouns

A. Read and discuss the **Information Box** to review how we use personal pronouns.

Personal pronouns

Subject pronouns: me, he, she, you, we, they, it

We use me, he, she, we, you, or they to take the place of people's names.

We use it to take the place of the name of a thing, e.g., a car

Possessive pronouns: my, his, her, your, our, their, its

We use my, his, her, your, our, their, its to show that something belongs to someone or something.

my life, his books, its wheels

B. Complete these sentences with the correct pronouns.

1. I talked to a boy named Robert. _____ said that soft drinks are not important in _____ life because they are bad for _____ teeth.
2. My sister, Julia, said that music is very important for _____ lifestyle. _____ listens to music all day long.
3. My dog doesn't care about lifestyle changes. _____ sleeps all day or chews _____ bone.
4. Our grandmothers don't care for modern lifestyles. _____ still prepare food following _____ traditional ways.

C. Here are paragraphs some students wrote after they did their survey. The students used because to give a reason. They also used subject pronouns and possessive pronouns.

1. Discuss how the pronouns are used with your teacher.

   Fast food is important to me ***because*** it is delicious to eat. It makes my life easier ***because*** I don't need to cook it.

   Electricity is important to Joe ***because*** he uses it when he turns on the lights at night. It makes his life a little easier ***because*** he can see his books when he does his homework.

2. Write paragraphs about the results from your survey in Activity 2. Follow this structure.





Lesson 2
Word changes

Today, we are revising compound words and word families.

ACTIVITY 4

Vocabulary: Making new meanings with compound words

100 years ago, we didn't have **supermarkets**. We just had markets. Then we got bigger markets and they were called supermarkets. Supermarket is a **compound word**. A **compound word** is created when two words are joined together to create a new word that has its own meaning.

A. Read and discuss the **Information Box**.

Compound words

- A compound word is made when two words are put together to form a new word.
- Each word in the compound word has its own meaning.
- The joined word makes a new meaning.

super = ***big*** market = ***shop*** super + market = ***supermarket*** (big shop)

life = ***being alive*** style = ***the way we do things*** life + style = ***lifestyle*** (the way we live)

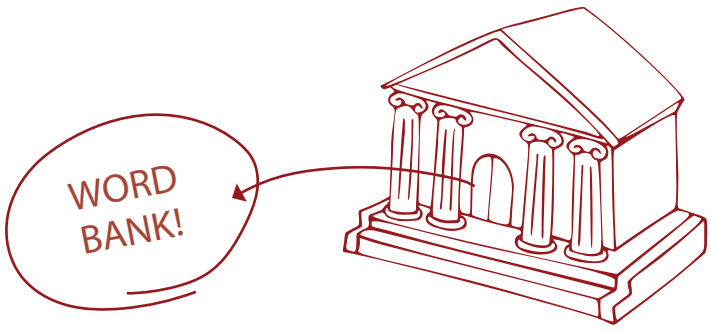
B. Below are mixed-up sets of words. We can join them to make compound words. Notice how the new words have new meanings.

For example, 1. + i) = bookshop

1.	book	***a)***	ring
2.	ear	***b)***	paths
3.	foot	***c)***	paper
4.	mail	***d)***	body
5.	key	***e)***	cup
6.	lap	***f)***	top
7.	news	***g)***	phone
8.	smart	***h)***	box
9.	tea	***i)***	shop
10.	any	***j)***	board

Remember

Put new words in your **Word Bank** and learn their meaning and how to spell them.



ACTIVITY 5 Word families and creating new word meanings

In Activity 4B, you made compound words by combining two smaller words. These new words become part of a word group called a **word family**. Word families are helpful for working out word meanings.

A. Read and discuss the **Information Box** about word families.

Word families

A word family is a group of words that share the same base but have different word beginnings (prefixes) and endings (suffixes).

change ← **The base word.**

changes

chan**g**ing ← **Careful! Before '-ing', we take off the 'e'.**

changed

changer

change**able** ← **The suffix goes after the base word.**

The prefix goes before the base word. → **un**changed

B. Here are some **base verbs** that relate to our **changing lifestyle**.

like	live	manage	comfort	adapt

1. Discuss the meaning of these base verbs with your teacher.
2. Make each base verb into a word family like the word family for change.

C. Changeable is an adjective. When we add the suffix -able to the **base verb** (change) we make an **adjective**, which is a word that describes something.

base verb: **change** = to make different
suffix: **-able** = can do something
adjective: **change + able** = can make different

We can now use the new word to describe something that changes, like the weather. If it is raining in the morning and sunny in the afternoon we can say, "The weather today is very changeable." Can you see how 'changeable' describes the weather?

Complete the sentences with -able adjectives from your list in Activity 5B.

1. The boy is funny, kind, and _____.
2. Please sit in this chair. It is the most _____.
3. We don't have many modern things, but our life is _____.
4. Children are very _____ to change but some older people are not.
5. Learning new words is _____ if you study them at home.

Lesson 3
Learning from our elders

Today, we are getting ready to interview an older person in our community.

ACTIVITY 6 Preparing for an interview about lifestyle changes

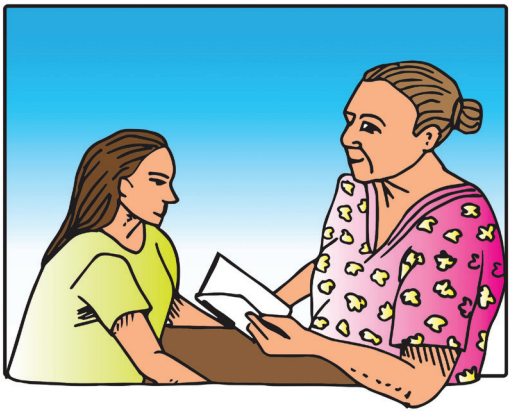
An **interview** is when you ask someone questions to find out about their ideas and experiences.

For homework, you are going to interview an older person about lifestyle changes they have noticed.

You may need to do your interview in your local language, but we will think about how to do the interview in English. We are going to think about:

- how to use polite language and behaviour
- how to prepare for the interview
- how to take notes.

Then we are going to practise our interviews.





A. Polite language and behaviour

It is important that we are polite when we do our interview.

1. What polite words and behaviours are you expected to use in your community?
2. What respectful words do you already know in English?
3. Here is the beginning and end of Joe's interview in English. What polite language and behaviours do you notice?

START

Hello _____. My name is Joe. Our English class is learning about lifestyle changes. May I ask you about lifestyle changes you have experienced?

END

Your information is interesting and helpful for me. Thank you very much for your help.

4. Take turns to express Joe's sentences with a partner. Speak with a polite, friendly voice and a smile.

B. Preparing for your interview

1. As you get ready for your interview, think about these questions:
   - Who will you interview? I will interview _____.
   - Where will you write the answers? I will write the answers _____.

You can add more questions if you wish.

2. Here are the interview questions. Write them in your book.
   - What are some lifestyle changes you have experienced?
   - What is a lifestyle change that you like? – Why do you like this lifestyle change?
   - What is a lifestyle change that you don't like? – Why don't you like this lifestyle change?

C. Taking notes during the interview

An interviewer always takes notes. You do not need to write everything that someone says, only the important information. Here is what Joe's older person said in his interview.

What is a lifestyle change that you like?

I like going to the shop to buy clothes.

Why do you like this lifestyle change?

Well, when I was young, I wore the same clothes every day. I had one dress, and I didn't have any shoes. We had no shops to buy new clothes then.

Here are the notes that Joe wrote:

Go shop, buy clothes. Only had one dress. No shoes. No shops then.

Here is the next question Joe asked.

What is a lifestyle change that you like?

I like our car.

Why do you like this lifestyle change?

Long ago, I walked two hours to school and back again every day. It took a long time to go anywhere. Today, it's much faster with a car. It's a good lifestyle change.

1. What notes do you think Joe should write? Write the notes in your book.
2. Now, listen to your teacher read the answers to more interview questions. While you are listening, write notes. When you have finished, share the notes you made as a class.

D. Practising an interview

Let's practise an interview. One of you is Partner A (interviewer) and the other is Partner B (older person).

Partner A – interviewer	Partner B – older person
• Introduce yourself. • Ask the questions and take notes. • Thank the older person.	Answer the interviewer's questions. You should imagine that you are an older person.

Now, change roles and have another interview.

E. Homework

Your homework is to interview the older person you have chosen. You can do the interview in any language you know. Take notes of the interview and bring them to class for your next English lesson.

Lesson 4
Sharing time

Today, we are presenting what we learned from our interview.



Presenting what you learned from your interview

For homework, you interviewed an older person and made notes from your interview. Today, you are going to prepare a presentation. A **presentation** is when you share what you have learned.

A. Complete these sentences to prepare your presentation in English.

I interviewed (name). He/she is (facts about the person – relationship, age, etc.).

I asked (name) about lifestyle changes he/she has experienced.

He/she told me about (explain the different lifestyle changes).

Next, I asked what lifestyle change he/she likes.

(Name) said that he/she likes (name the lifestyle change) because (give the reasons).

After that, I asked what lifestyle change he/she doesn't like.

(Name) said that he/she doesn't like (name the lifestyle change) because (give the reasons).

I found the interview with (name) interesting because (give the reason).

B. Give your presentation to a group or to the class.

1. Here is a checklist to help you give a good presentation. Copy it into your book.

Speaking presentation checklist
The audience can hear me. I'm not too quiet or too loud.
I pronounce the words carefully and clearly.
I am talking to my group, not reading. I look at the audience.
I look confident. I smile and make my presentation interesting.

2. After your presentation, ask your group to help you decide which traffic lights you should have on your checklist. Show these on your checklist table.

C. Time to reflect

Reflect on your presentation by completing these sentences.

One good thing I did for my presentation was _____.

One thing I want to improve is _____. I will do this by _____.

Lesson 5
Our plastic world

Today, we are reading and talking about plastic.

ACTIVITY 8

Reading: Is Plastic Fantastic?

Plastics have been an important lifestyle change for communities everywhere. Before we read and study the topic of plastics, let's think about what we already know.

Before reading



THEN ...



... and NOW

A. In a group, list all of the ways that you use plastic. Start by looking around your classroom and at the clothes you are wearing. Then share your thoughts as a class.

B. You are going to read **facts** about plastics. Do you remember that facts are about true things? In your group, think and talk about these two questions.

How are plastics useful?

How are plastics a problem?

C. Look at the title of the reading text: Is Plastic Fantastic?

1. **Plastic** and **fantastic** go together because they rhyme. Say the title aloud.
2. Fantastic belongs to the word family fantasy. It means amazing and clever.

   Going into space is fantastic. Building the highest building on Earth is fantastic.

   What else is fantastic?

Now, read the facts about plastics with a partner. Decide if each fact is fantastic or not fantastic.

Text: Is Plastic Fantastic?

1. Since the 1950s, one billion tons of plastic has been thrown away. Today, scientists have found **microplastics** in our soil, tap water, bottled water, and even in the air.
2. Plastic almost lasts **forever**. It can be broken down into tiny pieces called **microplastics**, but it is still there.
3. Many modern clothes are made from plastic products called synthetics. They have **microfibres** that come off in the **wastewater** from washing machines and can end up in the ocean.
4. There are about 50 different kinds of plastics. Most plastic is made from oil. The first plastic was made in 1907. It is used to make things like phones, radios, and jewellery. Plastic changed many people's lifestyles.
5. Half of the plastic we use is **single-use** plastic, like plastic bags. We use them once then throw them away. They end up in the soil, rivers, lakes, or ocean.
6. Plastic is strong and **lightweight**. It can be used to make phones, aeroplane parts, medical equipment, and many more important things.
7. Plastic can be used again and again. It lasts for a long time. We can recycle some plastic and make it into new things. Plastic drink bottles can be recycled. Even some clothes are made from recycled plastic bottles.
8. Plastic is cheap to make and buy. It is cheaper and easier to make things from plastic than natural materials like wood and metals.
9. Around 400,000 marine mammals die every year because of plastic pollution in oceans. Marine animals, like turtles, eat plastic, and it kills them. **Seabirds**, like albatrosses, get caught in plastic fishing nets and die. Even tiny sea creatures eat **microplastics**, which can get passed up the food chain to humans. Microplastics can make people and animals sick.

NOT fantastic?

Fantastic?

A



B



C



D



E



NOT fantastic?

Fantastic?

ACTIVITY 9

Main ideas and supporting details

After reading

A. **1.** Choose the text that best matches each image on the previous page. For example, A = #1

2. Make up a caption for each image.

B. **Main ideas and supporting details**

The facts in Is Plastic Fantastic? are not organised. Did you find this confusing?

We use **paragraphs** to organise ideas so we don't become confused. The information in a paragraph is about **one main idea** and supported with **supporting details**.

> **Main ideas and supporting details in paragraphs**
>
> A paragraph has one **main idea**. It becomes the **topic sentence**.
>
> All other ideas in the paragraph are related to that main idea.
> They are **supporting details**. They tell us more about the main idea.

1. Below are three main ideas, or topics. Decide which fact boxes from Is Plastic Fantastic? belong to each main idea. Write the fact number in the table. Fact number 1 has been done for you.

Main ideas for Is Plastic Fantastic?		
Plastic is useful.	Plastic is a problem.	Plastic is both useful and a problem.
	1,	

2. Write a paragraph. Choose **one** of the main ideas from the table for your **topic sentence**. Write it in your book. Now, use the supporting details (facts) to complete the paragraph. Try to add some sentence connectors to your paragraph.

C. **Compound words**

1. There are 7 compound words in Is Plastic Fantastic?. They are in bold. Write them in your **Word Bank**, using the word parts to help you work out the meanings.

2. Here is a new **prefix**: **micro-**. Micro means small. Unmix these letters to make words that begin with 'micro-'.

- cistmalcrop (very small pieces of plastic)
- scerimcoop (a science tool used to make small things look larger)
- himcropone (small object used to make sound louder)

Don't forget to put any new words and their meanings in your **Word Bank**.

Lesson 6
Not so fantastic

Today, we are reading an exposition that tells us why plastic is not fantastic.

ACTIVITY 10

Reading: Plastic Is Not Fantastic

Before reading

In Lesson 4, you read facts about plastic. You know that facts are true. An **opinion** is what we think about the facts. Different people can have different opinions.

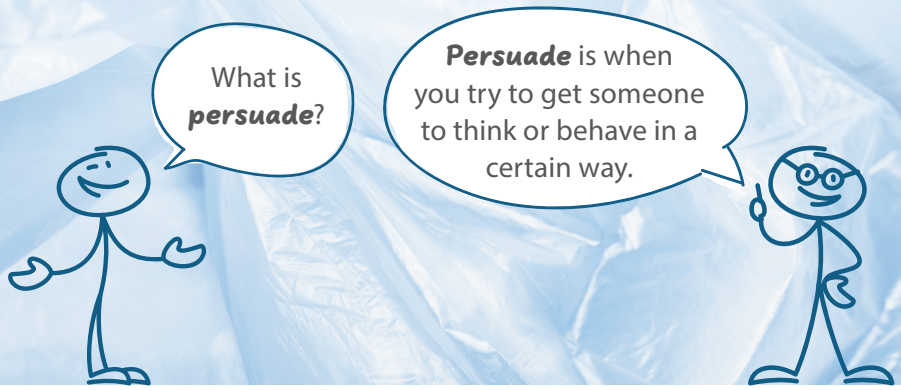
A. Read the two questions below and choose an answer that shows your opinion. Then be ready to give reasons for your opinion.

1. Do you think plastic waste is a problem?
   a) Yes, it's a big problem b) Maybe it's a problem c) No, it's not a problem
2. Do you throw away plastic waste?
   a) Yes, every day b) Sometimes c) No, never!

B. Now, take turns to ask some classmates for their opinion. Ask the two questions from Activity 10A.

- After an answer, you can ask: Why do you say that?
- Begin an answer with: Because …

C. The next type of text you are going to read is called an **exposition**. An exposition tells you an **opinion** about a topic. The writer wants to **persuade** (say per/swade) you to have the same opinion.



Look at the title of the exposition.
What do you think Ian is trying to persuade you to think and do?

Text: Plastic Is Not Fantastic

by Ian



People can be careless with plastic.

I want people to think carefully about how they use plastic. For almost 100 years, people have been careless with plastic, and now it is a huge problem.

We use plastic for many **man-made** things. Plastic is used in aeroplanes, cars, computers, and phones. We use it for chairs, cups, pens, and many more **everyday** things. Plastic is even used to make clothes and shoes. You can see that plastic makes our lives easier. The problem is we are using too much plastic.

Single-use plastic is the biggest problem. It is plastic that you only use once. Single-use plastic is in products **such as** drink bottles, shopping bags, and **takeaway** containers. Single-use plastic is terrible for our environment.



Single-use plastic is the biggest problem.

When people have finished using a single-use plastic container, they throw it away. Where does it go? Eventually, it ends up in the ocean and takes 400 years to break down. The plastic in the ocean is killing sea life, **such as** turtles and **seabirds**, because they think it is food.

When plastic breaks down, it becomes **microplastics**. The microplastics go to the bottom of the ocean. They are poisonous to our smallest sea creatures, **such as** molluscs, crustaceans, and **seaworms**. They eat the microplastics and then it goes up the food chain to humans. Perhaps one day we will turn into plastic people!

The problem of plastics is serious. Please, please think before you buy and throw away any more single-use plastic. Remember – plastic is not fantastic!

ACTIVITY 11

Thinking about the ideas and language in Plastic Is Not Fantastic

After reading

A. Decide if the sentences in the table are **true** or **false**. Make the false sentences true. Write the paragraph number where you found the evidence for each sentence.

Sentences about Plastic Is Not Fantastic	**Paragraph number**
People have always been careful with plastic. false People have been careless with plastic for almost 100 years.	1
Plastic is used in all man-made things.	
Single-use plastic is usually used once.	
Sea life often think that plastic is food.	
Sea life at the bottom of the sea eat plastic bags.	
Plastic takes about 400 years to break down.	
Ian doesn't think the plastic problem is serious.	

B. **More about compound words**

Write the compound words from Plastic Is Not Fantastic in your **Word Bank**. You could include other new words in your **Word Bank** too.

C. **Listing words**

In Plastic Is Not Fantastic we noticed words like such as or like to show an **example**.

- Did you notice that 'and' is used only before the final example?
- Did you notice where the commas are placed?

> Single-use plastic is in products **such as** drink bottles, shopping bags, **and** takeaway containers.

1. Make sentences to show lists of things. Write three correct sentences choosing 'like' or 'such as'.

We use plastic	→ in vehicles as containers for products for household items	→ like such as	→ television, phones, and chairs. food, shampoo, and cleaners. aeroplanes, cars, and motorbikes.

2. Now, write a sentence of your own, using 'like' or 'such as' to give examples.

Lesson 7
Think before you throw

Today, we are learning more about exposition texts and how we use evaluative language in expositions.

ACTIVITY 12 The structure of an exposition text

Reread Plastic Is Not Fantastic on your own, with a partner, or with your teacher.

Plastic Is Not Fantastic is an **exposition text** because Ian is expressing his opinion about plastic. He hopes that he can persuade you to 'think before you buy and throw away single-use plastics'.

A. Discuss the paragraph structure for an exposition with your teacher.

Introduction:
Give the topic and opinion (point of view).

→

Main idea 1:
A topic sentence and reasons (supporting details).

→

Main idea 2:
A topic sentence and reasons (supporting details).

→

Main idea 3:
A topic sentence and reasons (supporting details).

→

Conclusion:
What you think should happen.

B. With a partner, complete these activities.

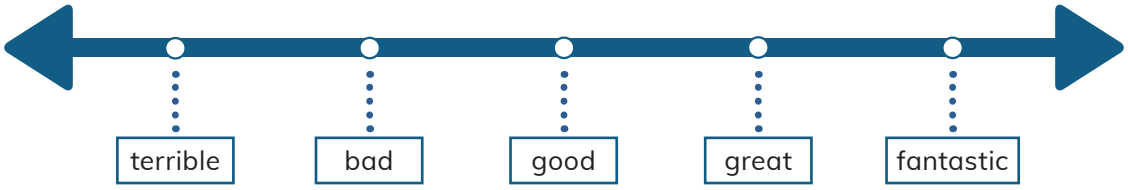
1. Read the introduction. What is Ian's opinion?
2. What is the topic sentence for each main idea (paragraph) in Plastic Is Not Fantastic?
3. How many supporting details can you find in the paragraph for main idea 1?
4. Read the conclusion. What does Ian think should happen?



ACTIVITY 13 Evaluative language to show thoughts and feelings

In Plastic Is Not Fantastic, Ian wants to persuade you to agree with him. He does this by using **evaluative language** to express his thoughts and feelings about plastics.

Here are some evaluative words. When you follow the arrow to the left or right, the words get stronger.



A. Ian used some evaluative words to show his feelings about the plastic problem. Find the evaluative words in Plastic Is Not Fantastic that have **opposite meanings**. The paragraph number shows you where to look. One is done for you.

Ian's evaluative words	Paragraph	Evaluative words with an opposite meaning
careless	1	careful
	1	small problem
	3	fantastic
	4	good
	5	safe
	6	unimportant

B. Below is another paragraph about the problem of plastics.

1. With a partner, find the evaluative word/word groups.
2. Discuss the meanings of the words with your teacher. Then write any new words and meanings in your **Word Bank**.

I think that the amount of plastic found in the ocean is a disgrace. People are so cruel to our environment, and it is just awful. I think it would be fantastic if everyone stopped using plastic bags. It is terrible that innocent sea creatures are dying because humans are throwing plastic away. Why should our poor marine animals have their lives spoilt by our bad behaviour?

Something extra!

Choose some of the evaluative words from this activity to write a paragraph about something you have strong feelings about.



Lesson 8

Say no to plastics

Today, we are reading Ian's exposition about how we can reduce plastic pollution.

ACTIVITY 14

Reading: Reduce, Reuse, Recycle



Before reading

A. Did you notice the poster? It has the words **Reduce, Reuse, Recycle**.

Reduce = to use less of something.

Reuse = to use the same thing again.

Recycle = to make a used product into a new product for using again.

B. Discuss these questions with a partner.

- What is one way people can reduce their use of plastic?
- What is one way people can reuse a plastic product?
- What do we do with plastic that needs to be recycled?

C. Make a word family with each of the words reduce, reuse, recycle. You can start with some of the bold words in the exposition Reduce, Reuse, Recycle.

The boy in the picture is Ian. You read about his ideas in Plastic Is Not Fantastic. Now Ian is writing about what he can do to help reduce plastic pollution. Read his ideas in the text Reduce, Reuse, Recycle.

ACTIVITY 15

After reading: Reduce, Reuse, Recycle

After reading

A. Answer these questions:

1. How are some students careless? (paragraph 2)
2. Ian makes three suggestions for reducing plastic. What are they? (paragraph 3)
3. Ian makes three suggestions for recycling plastic. What are they? (paragraph 4)

B. Ian had different suggestions to persuade students to reduce, reuse, and recycle their waste.

1. With a partner, choose **six** of Ian's suggestions. One is given for you. Choose five more.
   - More clean-up campaigns.
2. Put the ideas in order from most useful idea to least useful idea, **in your opinion**.
3. In your group, explain why you chose your order for the suggestions.

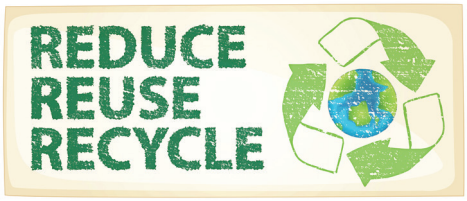
C. In the last paragraph, Ian said "Which action should I do first?"
Write a sentence show which action you would take first and why. You can start like this:
The first action I would take is _____ because _____.

D. Write a paragraph. Explain how you already reduce, recycle or reuse plastic.

Text: Reduce, Reuse, Recycle

by Ian

The plastic problem at our school is terrible and I'm worried. I want students to **reduce** plastic.



It's easy! Reduce! Reuse! Recycle!

We **must show** students how to **recycle** plastic. Some students are careless about where they put their plastic waste. They don't put it into **recycling** bins. We **should have** more clean-up campaigns and recycle the plastic lying around the school.

We should **teach students** how to **reduce** the plastic they use. We **could have** guest speakers talk about how to **reduce** plastics. We **could have** a competition to make the best poster about **reducing** plastic as well. Perhaps we **could go** to the beach and pick up plastics too. It **would be** fun.

Students **must learn** how to **reuse** plastics. I think we **should ban** all single-use plastic containers and single-use plastic drink bottles at school. We **could ask** the **school canteen** to sell food in **recyclable containers**. We **could** ask students to bring **reusable containers** from home too.

There are many ways we **can persuade** students to reduce plastic waste. I think my ideas are fantastic, but I **must start** somewhere. Which action **should** I do first?

Lesson 9
You must try!

Today, we continue to discuss the exposition structure and how we use modal verbs to persuade.

ACTIVITY 16 More on exposition text structure

Reread Reduce, Reuse, Recycle with a partner. Remember, help each other with the parts you are not sure about.

A. Reduce, Reuse, Recycle is an exposition text. Ian tries to persuade people to improve plastic waste habits. Here are some of his **supporting details**, or reasons.

Ban plastic drink bottles and containers.

Careless about recycling.

More clean-up campaigns.

Have guest speakers.

A poster competition about reducing plastics.

Sell food in recyclable containers.

Bring recyclable containers from home.

Pick up plastics from the beach.

Make an exposition structure like the one below. Look in the text Reduce, Reuse, Recycle to decide where you will write the supporting details. One is done for you.

Exposition structure for Reduce, Reuse, Recycle	
Introduction Topic and opinion	The plastic problem at school is terrible.
Main idea 1 Show students how to recycle plastics.	**Reasons/supporting details** • Careless about recycling
Main idea 2 Teach students to reduce plastic use.	
Main idea 3 Learn how to reuse plastics.	
Conclusion	These are fantastic ideas to reduce plastic waste.



ACTIVITY 17 Using modal verbs to persuade

A. When you read Reduce, Reuse, Recycle, did you notice the modal verb groups in italics? Read this **Information Box** to revise these verbs.

Modal verbs

We use modal verbs in expositions to show our opinions about what we want people to do.

We form modal verb groups like this: **modal verb** + **base verb**.

For example, should + have or could + ask.

B. Let's start with a modal verb hunt. Make a list of the modal verbal groups from Reduce, Reuse, Recycle in your book.

C. Let's check that you know the meanings of must, should and could because we use them often in expositions.

Must – tells us what we have to do.
You ***must respect*** your parents.

Should – suggests what is a good thing to do, but we don't have to do it.
You ***should be*** helpful at home.

Could – gives an idea or suggestion.
You ***could ask*** your mother how you can help.

Write your opinion, using modal verbs.

1. In your opinion, what is one thing people must do to improve our plastic problem?
   For example, People ***must recycle*** plastics.
2. In your opinion, what is one thing people should do to improve our plastic problem?
3. In your opinion, what is one thing people could do to improve our plastic problem?

Something extra!

With a partner, go back to the text Reduce, Reuse, Recycle and take turns to read the sentences that have modal verbs. Read with expression and pronounce the modal verbs very clearly. Remember, you are trying to persuade your partner to share your opinion.

Lesson 10
Persuading others

Today, you are writing an exposition as a class.



Planning for writing an exposition

You have been learning about exposition texts. Now, let's work as a class to write an exposition to persuade people to stop plastic waste.

A. Before you start, work with your teacher to make a plan. Leave spaces to write the ideas in your plan.

Exposition plan			
Step 1:	**Title** (write your topic here)		
Step 2:	**Introduction**: The topic and your opinion about the topic.		
Step 3:	**Main idea 1**	**Step 4:**	Two reasons (supporting details)
	Main idea 2		Two reasons (supporting details)
	Main idea 3		Two reasons (supporting details)
Step 5:	**Conclusion**: What you think should happen.		

B. Follow these steps to complete your plan.

Step 1 – Title

Choose one of the topics below. This becomes the title for your exposition. Write it in your plan.

1. We should ban single-use plastic bottles from our school.
2. We should clean up the plastic from our beach.
3. We should have a poster competition to teach about plastic recycling.

Step 2 – Introduction

Write the topic and give your opinion.

Step 3 – Choose three main ideas

These main ideas are your topic sentences. They are at the beginning of each main paragraph. Here are some examples. What other ideas do you have?

Our oceans will be cleaner.

We will save our marine life.

People will learn to respect the environment.

There will be less rubbish.

Step 4 – Supporting details

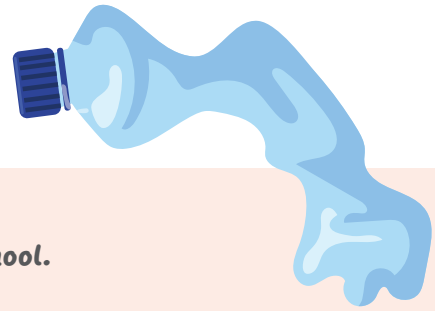
You need to write two supporting details for each main paragraph. There are many ideas in this unit that you can choose. You can write examples too. Only write notes in your plan.

Step 5 – Conclusion

Say what you think should happen.

C. Now you are ready to write your exposition. Before you start, think about how the example exposition below can help you.

- Does the introduction state the topic and give an opinion?
- Are there reasons using because?
- Does the conclusion say what should happen?
- Can you find the supporting details?
- Are there any examples given?



We should ban single-use plastic bottles from our school.

Single-use plastic bottles are a problem at our school. I think that we should ban them.

There will be less rubbish when we ban single-use plastic bottles at school. It takes hundreds of years for the bottles to break down. Most of them end up in places such as oceans, lakes, or rivers. Then they make plastic pollution.

People should bring their own drink bottles to school. They can use the same bottles every day. Then there will be no single-use plastic bottles in the rubbish at our school.

We have got fresh drinking water at our school. People don't need to bring single-use plastic drink bottles to school because we have fresh drinking water.

I think that we don't need single-use plastic drink bottles at our school.



D. After writing

Read your writing aloud to a partner, then listen to them read theirs to you.

Use the checklist to decide what you have done well with your writing and what you need to do to improve.

Exposition checklist	
Exposition structure and features	**Other features**
☐ I have an introduction that gives my opinion.	☐ I have five paragraphs.
☐ I have three main paragraphs. Each main paragraph starts with a topic sentence.	☐ I used capital letters and full stops.
☐ Each main paragraph has supporting details.	☐ My spelling is correct.
☐ I say what should happen in my conclusion.	☐ My writing is neat and tidy.
☐ I used the present tense for my writing.	



Unit 5
Stories from Our Ancestors

Retelling and examining traditional stories from Solomon Islands.



Hello there. I love our custom stories! Don't you love them too? In Unit 5, we are going to read some traditional custom stories. Perhaps you already know them.

In this unit, you will:

- read, mime, and listen to traditional custom stories
- talk about the plot, characters, setting, and lesson of a story
- retell a traditional story
- express likes and dislikes about stories
- work out word meanings and use a **Word Bank** to learn new words
- use speech marks to show how people talk in narratives
- write a custom story.

Lesson 1
Stories from the past

Today, we are listening to a story and talking about the ideas in the story.

ACTIVITY 1 Developing good listening skills

Are you a good listener? Do you listen carefully when people talk to you? Read what good listeners do.

What does a good listener do?

When we listen to others, we:

- put our pens down
- look at the speaker
- nod, smile, and look interested
- **listen**
- wait for our turn to speak.



A. **Listen to your teacher tell a custom story.** A custom story is a story from long ago, and they teach us about our culture and customs.

Put your pen down, look at your teacher and listen to the story.

B. After you have listened to the teacher's story, use **Think-Pair-Share** to talk about it. Follow these steps.

Think on your own.
"When and where did the story happen?"

Pair with a partner.
Take turns to share your ideas. Remember, be a good listener.

Share with the class.
Your teacher will choose some students to share their ideas with the class.

C. Now, use **Think-Pair-Share** to talk about these questions.

1. What did we learn about the characters (people) in the story?
2. What lesson could we learn from this story?

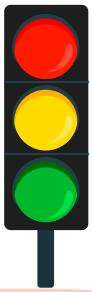
You can use any language you know – your local language, Pijin, or English – to discuss the ideas in class.

If you used your local language, try to also discuss your ideas in English.

D. Did you know that you have been talking about the **features of a story**? Discuss these features with your teacher. Then copy the table and show the features for the story your teacher read.

Features of a story		
Setting	When and where the story happens.	
Characters	The people who are in the story.	
Plot	What happens in the story.	
Lesson	What we learn from the story.	

E. Let's reflect



Today, you used **Think-Pair-Share** and practised good listening.

- What traffic light should you have for your listening today?
- What can you do to become a better listener?

Lesson 2
What a fool!

Today, we are reading a narrative called ***The Foolish Chief***.



Reading: The Foolish Chief

Before reading

We're going to read The Foolish Chief, which is a traditional custom story. This story has an important lesson for readers. First, let's get ready to read.

A. Use **Think-Pair-Share** to discuss these questions.

1. Imagine that you are a chief. You are choosing a new site, or place, to live.
   "What should a good site or place have?"
2. Look at the pictures and read the captions. Then discuss this question:
   "Can you suggest why the chief was foolish?"
3. We learn an important lesson from reading this story.
   "What do you think the lesson could be?"

Now, read the story with your teacher.

Text: The Foolish Chief

From a retelling by Jacob Zikuli

Once there were some small **scattered** villages on an island. The small friendly villages had their own gardens and there was food for everyone.

One day, the chief from the biggest village called everyone from the villages together.

"Listen to me!" he **demanded**.

"It's not **sensible** for us to be neighbours. We'll make one village near the beach so that we can live together as one people."

The villagers did not like to argue with the chief, so they packed up their belongings and set up a new village together near the beach. For a while everyone was happy. But soon, people began to **complain**.

"There's not enough space for us to plant our gardens," they **grumbled**.

"There's not enough space for our houses," they **moaned**. "Our village is too **crowded**."



The villagers came together to make one big village.

So, the chief called the villagers together.

"Listen to me!" he **demanded**.

"It's not sensible for us to argue. I know a place in the hills where there's plenty of land for everyone. We'll go there."

The villagers did as they were told. They packed up their belongings and followed the chief into the hills. It was a beautiful site with many fine trees and space for everyone. However, it wasn't long before the villagers began to complain again. "It's hard work clearing the bush," they **grumbled**.



"There's not enough space for our houses. Our village is too crowded."

"We're too far from fresh water," they **moaned**.

So, the chief called the people together again.

"Listen to me!" he **demanded**.

"It's not sensible for us to work so hard. I know a place near a big river. There's water for everyone and the land is flat. We'll go there."

Of course, the villagers didn't like to argue with the chief. They packed up their belongings and followed the chief to the new site beside a river. But the unhappy villagers did not stop their **complaining**.

"The rain has rushed down the valley and washed our houses away," they **grumbled**.

"Our gardens are ruined," they **moaned**.

But the chief was sick of all the **complaints**. He was too old and frail to care. He wouldn't listen to the moaning and grumbling anymore. It wasn't long before the old chief died and was buried.

Soon after, the villagers held a meeting, but they couldn't decide what to do.

"Why don't we all move back to our old villages?" **suggested** a small girl in a quiet voice.

Everyone thought that this was a wonderful idea. So, they packed up their belongings and moved back to their old villages. At last, there was no more grumbling and moaning from the small scattered villages. And forever after, the villagers always talked together before they made important decisions.

ACTIVITY 3

Working out word meanings from the story

After reading

A. These words are in bold in the story. Read the meanings and write the words in your **Word Bank**. Then look for the words in the story.

- A **foolish** person – someone who has silly ideas.
- A **sensible** person – someone who has wise ideas.
- **Scattered** villages – villages far apart.
- **Crowded** villages – villages with too many people.

B. Here are some verbs from the story to show how a character feels.

demand – tell someone what they must do.

complain – words you use to show that you are not happy about something.

grumble – speak in a complaining voice.

moan – speak in a complaining voice.

Grumble and ***moan*** are synonyms. This means they have similar meanings.

1. **Complain** to your partner in a grumbling and moaning voice about something.
2. Make a **demand**. Tell your partner something they **must** do. How does your voice sound?
3. Make word families for these words. Some are in the story. Can you write more?
   complain, demand, grumble, moan

C. Here are some adjectives to describe the different **characters/groups of characters** in the story.

1. Match the adjectives to the characters.
   For example, ***The chief***: foolish, …

Choose 3 adjectives for each character/group of characters	
The chief:	complaining, foolish, obedient
The villagers:	sensible, silly, unhappy
The little girl:	unwise, wise, thoughtful

2. Write three **compound sentences**, describing the characters. Use the adjectives from above.
   For example, The villagers were unwise, ***but*** they were obedient.

Lesson 3
Say it again

Today, we are retelling the story ***The Foolish Chief*** and giving reasons for what happened in the story.

ACTIVITY 4 Identifying regular and irregular past tense verbs

Stories are about events that have already happened, so we use past tense verbs.

> The villagers **packed** up their belongings and **set** up a new village together near the beach.

Packed is a regular past tense verb because it ends in -ed. The base verb is pack.

Set is an irregular past tense verb because it doesn't end in -ed. The base verb is also set, but we don't say setted.

A. Listen and read while your teacher reads The Foolish Chief aloud. Look for the past tense verbs in the story.

B. Look carefully through the story The Foolish Chief.

- Find **eight** regular past tense verbs.
- Find **four** irregular past tense verbs.

ACTIVITY 5 Retelling the story of The Foolish Chief

Interesting to know

We don't change the past tense verb form for singular and plural. It's always the same.

We never say: The man ~~begans~~ (began) to grumble again.

We say: The man began to grumble again.

A. **Retell the story as a class**

The class is going to **retell** the story together in English. Retell means telling the story again. With your teacher, follow the guide below to help you retell the story. Remember, you need to use past tense verbs.

Setting 1: At the beginning

1. We can start the story with Once … or Long ago … Now, retell who, what, and where.
2. What did the chief want? He wanted …
3. What did the villagers do? So, they packed up …

Setting 2: At the beach

4. Why did the villagers grumble and complain? Soon, the villagers grumbled and complained because …
5. Where did the chief order the villager to go? Next, the chief ordered the villagers to go to …
6. What did the villagers do? So, they packed up …

Setting 3: In the hills

7. Use the same question from Setting 2 to tell what happened after the villagers went to the hills.

Setting 4: At the river

8. Why did the villagers grumble and complain? Soon, the villagers grumbled and complained because …

9. Why didn't the chief listen to the villagers? The chief didn't listen because …

10. What happened to the chief? Soon …

Setting 5: In the end

11. What did the villagers do? The villagers moved back …

12. What did the villagers do forever after? Forever after …

B. Retell the story with a partner

Do you think that you can retell The Foolish Chief with a partner? Take turns to retell different parts of the story.

Partner A: retell At the beginning.

Partner B: retell At the beach.

Partner A: retell In the hills.

Partner B: retell At the river and At the end.



Showing what happened

A.

When you told the story of The Foolish Chief you used because to give a reason why things happened. Match the sentences below and join them with because.

For example, The chief ordered everyone to live together at the beach ***because*** it was not sensible to be neighbours.

What happened	Why it happened
The chief ordered everyone to live together at the beach.	They moved back to their old villages.
The villagers were unhappy at the beach.	He was old and frail.
The villagers moved to the river.	They had to work too hard.
The villagers were unhappy at the river.	It was not sensible to be neighbours.
The chief stopped listening to the villagers.	Their homes and gardens were ruined.
The villagers stopped grumbling and complaining.	There was not enough space.

Lesson 4
"Listen to me!"

Today, we are learning how 'saying verbs' show characters' feelings and thoughts. We are also thinking about the lesson in ***The Foolish Chief***.

ACTIVITY 7

Saying verbs show how the speaker talks

On your own, reread The Foolish Chief silently. Remember, reading takes place in the head, not on your lips.

A. In the speech bubble, read the words that the chief said. Can you work out how he is speaking? Is he polite? Is he angry? How can you know?



Saying verbs

We have saying verbs to show **how** someone speaks.

"Listen to me!" the chief ***demanded***.

Demanded is a saying verb. It comes after the speech marks to show how someone is speaking. Saying verbs are always in the past tense.

We now know that the chief is using a firm voice and people must listen to him.

B. There are **four** more saying verbs in The Foolish Chief. Find and list them in your book. Can you work out what each one means?

C. With a partner, make a small play, saying the speaking parts of the story aloud. Remember, you only say the parts inside the speech marks. The saying verbs show how to speak.

Partner A: You are the chief and the small girl.

- You say the chief's speaking parts.
- You also say the small girl's part.

Partner B: You are the villagers.

- You say all the parts said by the villagers.

ACTIVITY 8 Thinking about the lesson of the story

The **lesson** is what we learn when we read a story. Here is the last sentence of the story. It tells us the lesson of The Foolish Chief.

> And forever after, the villagers always talked together before making important decisions.

A. Use **Think-Pair-Share** to think about and discuss these questions.

- Why were the villagers always complaining?
- What do you think the chief should have done?
- Why should communities make important decisions together?

B. Use **Think-Pair-Share** to think about and discuss these questions about **your** community.

- What is an important decision your community has made?
- How did your community make the decision?
- Were all the people in your community happy with the decision?

C. **Make a community poster or advertisement.**

On your poster, show the lesson from the story.
Try to use some of the words from your **Word Bank** too.

How will you get people to read your poster?

What will your poster say?

How will you style your words?

Will you have a picture?

Lesson 5
Brave explorers

Today, we are reading another traditional custom story called ***Kaitu'u and Taupongi Come to Mungiki***.

ACTIVITY 9 Reading: Kaitu'u and Taupongi Come to Mungiki

In Unit 3, we learned about early settlers who came from the West. It is believed that some settlers came from the East too. Today we are going to read a legend about some settlers from the East.

A. **Before reading**

1. Read the introduction to the story. It is about early settlers to Rennell and Bellona. Do you already know this story?

Introduction: Kaitu'u and Taupongi Come to Mungiki

Adapted from a retelling by Jacob Zikuli

RenBel is a province in Solomon Islands many kilometres south of Guadalcanal. The province is made up of two raised atoll islands: Rennell and Bellona. The ancestors of the people of these islands came from islands in Polynesia long ago, and they called the islands Mugava (Rennell) and Mungiki (Bellona). This legend tells how these islands were settled.

2. Read the title, look at the pictures and the captions.

- Who are the two main characters in the story? Can you see them in the pictures?
- Can you see two stone figures? How do you think they are important to the story?

B. During reading

You know that asking questions **before**, **during**, and **after reading** is an important reading skill. Let's practise while we read the story. Before you read each part, discuss the questions with your teacher **before** and **after** you read.

Hundreds of years ago → suggested Kait'u'u's mother. (Remember you learned 'ago' in Unit 3.)

1. An old woman, the mother of Kaitu'u, has a dream. What did she dream about?

2. What does Kaitu'u decide to do and why?

Kaitu'u met with his friend → found our new home.

3. Some of the clan are worried. What do you think they are worried about?

4. How does Kaitu'u plan to keep the clans safe?

Soon Kaitu'u and Taupongi and their clans → "... protected most of us," said Kaitu'u.

5. How did the travellers know which way to go?

6. How do you think that the stone gods helped the travellers?

Early one morning → They're not happy here.

7. Where did the travellers land?

8. Did they stay there? Why or why not?

So, the clan returned → descended from these two clans.

9. How did the travellers know that they had found their new home?

10. What happened to Kaitu'u and Taupongi?

Text: Kaitu'u and Taupongi Come to Mungiki

From a retelling by Jacob Zikuli

Hundreds of years ago, on the island of Uvea in the Wallis and Futuna Islands, an old woman had an amazing dream about a **small distant island far to the west**.

"My son, I dreamt of a beautiful island surrounded by white sand," she described to her son, Kaitu'u. "We have to go there."

"Well, we do need to find an island with more space," Kaitu'u agreed.

"I think we should take Taupongi and his **clan** too," suggested Kaitu'u's mother.

Kaitu'u met with his friend Taupongi and their clans **on the sandy beach near his home**.

"My mother knows of a place where there's **enough space** and food for us all," said Kaitu'u. "We should go there."

"How will we keep safe on the wide open seas?" asked a worried woman.

"We'll take our two **stone god figures** to keep us safe," advised Taupongi.

"Yes," Kaitu'u said. "And the gods will tell us when we have found our new home."

Soon Kaitu'u and Taupongi and their clans set off in seven large double-hulled canoes, carrying their two stone god figures. Kaitu'u was an **experienced sailor** and a strong leader. He knew how to use the stars and sea currents to **navigate the wide open seas** towards the southwest.



Kaitu'u navigates the wide open seas.

One day, the travellers hit some **wild stormy weather**. A large wave swamped the canoes and many people were struggling in the stormy sea.

"Help me! Save me!" cried the drowning people. Luckily, Kaitu'u and Taupongi managed to save most of the people but now they had just two boats.

"At least the stone gods protected most of us," said Kaitu'u.



"The gods won't stay sitting on the beach. They're not happy here."

Early one morning, Kaitu'u was woken by shouting.

"Land ahead!" shouted Taupongi, pointing into the distance. There was land at last. The **weary travellers** came ashore on the south-eastern end of Mugava. They set down the god figures on the sand and began to **explore the hilly island** with an inland lake.

"Shall we settle here?" asked Taupongi.

"No," answered Kaitu'u. "Look! The gods won't stay sitting on the beach. They're not happy here."

So, the clan returned to their canoes and set off for **the smaller island of Mungiki**. Immediately, the two stone gods jumped off the boat onto the beach, so Kaitu'u knew he had found their new home. It was just like his mother's dream.

Kaitu'u became a powerful chief who controlled the East of Mungiki and Mugava. Taupongi and his clan settled on the Western part of Mungiki. It is believed that everyone who lives on the islands of Rennell and Bellona today is descended from these two clans.



Lake Tegano, Rennell Island

Lesson 6
More about Kaitu'u

Today, we are thinking about the ideas and language in ***Kaitu'u and Taupongi Come to Mungiki***.

ACTIVITY 10 Working out word meanings

Read along and listen while your teacher rereads Kaitu'u and Taupongi Come to Mungiki aloud.

A. The word groups (1–10) below are in bold in the story Kaitu'u and Taupongi Come to Mungiki. Look in the story and your **Word Bank** to work out the meanings.

1. distant island	**a)** came from
2. clan	**b)** someone who has done a lot of travelling at sea
3. enough space	**c)** sailing across the ocean where there is no land around
4. stone god figures	**d)** very bad wind and rain
5. experienced sailor	**e)** tried people
6. navigate the wide open seas	**f)** looking around the island
7. wild stormy weather	**g)** lots of room
8. weary travellers	**h)** an island that is far away
9. explore the hilly island	**i)** stones that are carved to look like gods
10. descended from	**j)** a group of family members

B. Choose the words you want to learn and write them in your **Word Bank**. Perhaps you can use some of them when you write your own story in Lesson 10.

ACTIVITY 11 Understanding the narrative structure

A. In Year 4, you learned about the **structure of a narrative**. Do you remember this narrative diagram? Discuss it with your teacher.

Orientation	→	**Complication**	→	**Resolution**
The way things are		Something happens or there is a problem		How things are fixed or end up

B. Below are sentences about Kaitu'u and Taupongi Come to Mungiki. Write them in the correct parts of the narrative structure.

Orientation 1.

Orientation 2. Kaitu'u and Taupongi, their families and two stone gods set off to find the new islands.

Complication 1.

Complication 2.

Resolution 1.

The clans found Mungiki, and the gods showed this was a good place to settle.

Long ago, an old woman had a dream about a faraway island.

It was a dangerous journey with some wild stormy weather.

Kaitu'u and Taupongi, their families and two stone gods set off to find the new islands.

Eventually they found land, but the gods didn't like it.

C. Below, there are some **expanded noun phrases** that tell us more about the **setting**, or the places where the story happens. Write the expanded noun phrases in your book. Show how they have been expanded. Here is an example.

A dream about a small distant **island** far to the west.

adjectives added before noun	main noun	prepositional phrase added after noun
small distant	island	far to the west

1. A meeting on the sandy **beach** near his home.
2. The clans are on two boats sailing on the wide open **seas** towards the southwest.
3. They explored the hilly **island** with an inland lake.
4. Landing at the smaller **island** of Mungiki.

D. Kaitu'u is the main character in Kaitu'u and Taupongi Come to Mungiki. Discuss these questions about Kaitu'u.

- Why do you think Kaitu'u wanted to find the new island? Because …
- Why do you think he took Taupongi and his clan? Because …
- Why do you think he took the two stone gods? Because …
- How do you think he felt when the storm came? I think he felt … because …
- How do you think he felt when he found his new home? I think he felt … because …

Lesson 7
Retelling the story

Today, we are going to use mime to retell a story.

ACTIVITY 12 Listening to and miming the story of Kaitu'u and Taupongi

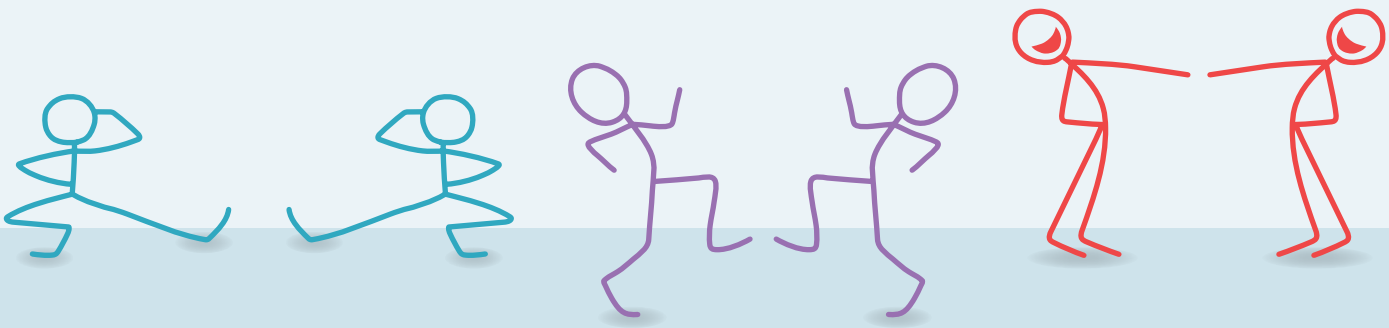
A. Do you know what a mime is? Read and discuss the **Information Box**.

> ### What is a mime?
> A mime is the acting out of an event or story without using words.
> We use our face, hands, and body to express our actions, thoughts, and feelings.

B. Imagine that you are Kaitu'u. What will your **face**, **hands**, and **body** do when your teacher reads these sentences aloud?

- Your mother tells you about the island in her dream.
- You tell the clans about the island and your plans to go there.
- You are a great sailor and leader at sea, navigating by the stars.
- You are rescuing people during the storm.
- You wake up and hear "Land Ahead!"
- You see the beautiful lake.
- You notice that the stone gods are unhappy.
- You discover the stone gods are happy.

C. Now, listen to your teacher read the story Kaitu'u and Taupongi Come to Mungiki.
You are Kaitu'u. Mime his actions while your teacher reads.



ACTIVITY 13

More practise with direct speech

A. Narratives often have characters speaking in them. We call it direct speech. Read the **Information Box** carefully to learn about direct speech. Then explain the information to a partner.

Direct speech

Speech marks end when the speaking finishes. They look like '99'.

"Help me! Save me!" **cried** the drowning people.

Speech marks begin before the speaking starts. They look like '66'.

Saying verbs for **how** the speaker speaks.

Who is speaking.

The words inside the speech marks are in the present tense.

B. Copy the **Information Box** into your book so that you can refer to it.

C. Find **three** examples of direct speech from the story. Show **what** was said, **who** said it, and **how** it was said. One example is done for you.

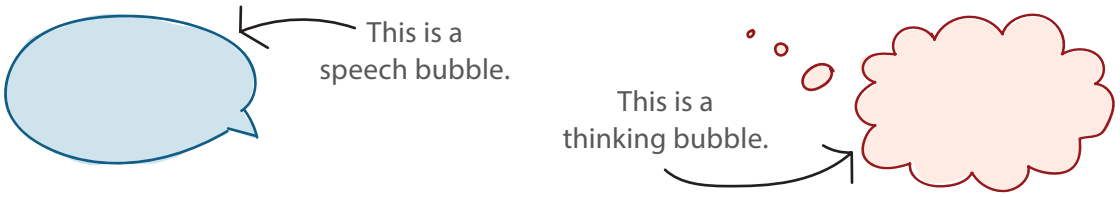
What was said	Who said it	How it was said (saying verb)
"Help me! Save me!"	The drowning people	cried

D. **What happened next?**

In the legend, there were other people already living on the island.

On Mungiki, Kaitu'u discovered a group of small hairy people, called the Hiti. Kaitu'u and his clan fought and killed the Hiti people and settled on the island.

1. Draw a simple picture showing what happened. Use speech or thinking bubbles to show the speaking or thinking in your picture.



2. Write the words in the speech bubbles as direct speech.

- Use speech marks.
- Show who said it.
- Show how it was said.

Lesson 8
Makahikihi the explorer

Today, we are reading another custom story.

ACTIVITY 14

Reading: The Story of Nendo

The Foolish Chief and Kaitu'u and Taupongi Come to Mungiki are traditional custom stories about people travelling and exploring new places. This next story is also about an explorer. His name was Makahikihi.

Before reading

A. Look at a Solomon Islands map to find the setting for the story.

- Find Aua Island, which is in the Taumako group.
- Find Nendo, which is part of the Santa Cruz Islands in the Te Motu province.

Do you know these places? Perhaps you live on one of these islands.

B. Did you know that good readers make pictures in their head while they are reading? Is this what you do? Read these four descriptions about the story and make pictures in your head. Share your ideas with a partner. Perhaps you could draw your pictures too.

1. Imagine this!

It's a long time ago. There are two young men collecting things for a sea voyage.

What can you see them collecting?

2. Imagine this!

A man is fishing from a boat in a stormy sea.

What expression can you see on the man's face?

3. Imagine this!

The two men are still on the boat.
One man is still fishing. He has caught something dark and large.

What does the dark large shape look like to you?

4. Imagine this!

What picture can you see at the end of the story?

Text: The Story of Nendo

From a retelling by Jacob Zikuli

Long ago, Makahikihi lived on Aua Island, part of the Taumako group. He was restless and wanted to go on a sea adventure. He asked his cousin, Kave, to come with him. Kave agreed.

Makahikihi and Kave made their **preparations**. Kave collected the supplies like food and water for their long **voyage** at sea. Meanwhile, Makahikihi went into the bush and collected fibre to make a long **rope** for fishing. Then he cut a piece of hardwood and made it into a large, strong fishing **hook**. Soon, they were ready to leave.

One day, after many weeks at sea, Makahikihi was fishing with his long rope and hook. Suddenly, he felt a huge **tug** on the rope.

"It's a fish! It's a big one," Makahikihi called out to Kave. He **heaved** and heaved on the rope, but the fish was not easy to catch. Makahikihi continued to heave and heave, but the rope only came up very slowly.

Makahikihi began to sing:
"Lee, a fish takes my hook. Lee, take the line of Makahikihi, show me Nendo. Lee, a fish takes my hook. Lee, take the line of Makahikihi, show me Nendo."

On and on Makahikihi sang as he pulled on his rope. While he heaved and pulled, the boat began to shake. The sea began to **tremble**. The canoe shook and rolled on the **turbulent** sea. Makahikihi didn't stop. He continued to heave on his line and sing to the sea.

Suddenly, a dark **shape emerged** from the turbulent, trembling **sea**. "A monster," cried Kave. "You've caught a terrible **monster** from the deep!"

Makahikihi continued to heave and sing. He wasn't going to give up. The dark shape grew and grew. It grew larger and larger.

"It's land!" cried Kave, at last. "It's not a fish! It's not a monster! It's the pointed **peak** of a mountain! It's a new land!"

"It's Nendo!" shouted Makahikihi. "Just like in my song. I've caught Nendo. This will be our new home."

Brave Makahikihi had pulled and heaved on his rope, never giving up. He had discovered Nendo, the largest of the Santa Cruz Islands in the Te Motu province. He named the mountain Matepapa, and Kave and Makahikihi settled on the wonderful **island** of Nendo for the rest of their lives.

ACTIVITY 15

After reading: The Story of Nendo

After reading

A. Answer these questions in your book.

1. Why did Makahikihi go on a voyage?
2. What preparations did Makahikihi make for the voyage?
3. How did Makahikihi pull on the rope?
4. What words in the story tell us that the sea is very rough?
5. What emerged from the sea?
6. How do we know that Makahikihi and Kave liked the island of Nendo?

B. **Pictures in your head**

When you read The Story of Nendo, you made pictures in your head. Did you know that movie makers draw pictures before they make a movie? They call it a storyboard.

Make a storyboard for The Story of Nendo. Draw three pictures to show the structure of the story. Write a caption under each picture.

Orientation	→	Complication	→	Resolution
The way things are		Something happens or there is a problem		How things are fixed or end up

C. There is a lesson for us to learn in this story. Can you work it out? This sentence from the last paragraph will help you.

> Brave Makahikihi had pulled and heaved on his rope, never giving up.

You can show how this lesson is important for you too. In your group, take turns to talk about a time you were successful because you never gave up.



Lesson 9
More about Nendo

Today, we are thinking about the structure of ***The Story of Nendo*** and expressing our opinions about stories.



Building vocabulary and sentences

On your own, reread The Story of Nendo silently. It is important that you learn to read silently because reading happens in the head, not on the lips.

A. Vocabulary

1. Match the words from the story with their meanings. Look at the word groups **before** the word and **after** each word to help you work out its meaning. The first one is done for you.

Words from the story	Word meanings
1. restless (rest/lus)	**a)** getting ready for something
2. preparations (preh/puh/rei/shns)	**b)** a sea trip or journey
3. voyage (voy/udj)	**c)** come out
4. heaved (heevd)	**d)** pulling on a rope
5. tremble (trem/bl)	**e)** bored and want to do something exciting
6. turbulent (tuh/byoo/luhnt)	**f)** sea water is very rough
7. emerged (uh/murjd)	**g)** moving backward and forwards quickly

2. Break these words into syllables and practise saying them aloud. The pronunciation guide in italics will help you.

3. Now write the words in your **Word Bank**. They are useful words to know and use.

B. Compound sentences

Below are the main events from the story. They are all simple sentences with one verbal group. Make the sentences **compound sentences**, using 'and', 'but', or 'so'. One is done for you.

- **and** for similar ideas
- **but** for contrasting, or different ideas
- **so** for what happens as a result.

1. Makahikihi became restless. He went on a sea voyage with his cousin Kave.
Makahikihi became restless so he went on a sea voyage with his cousin Kave.

2. Makahikihi thought that he had caught a fish. He heaved on his line.

3. The sea became turbulent. He kept heaving and pulling on the line.

4. A dark shape emerged. Kave thought it was a monster.

5. Makahikihi had pulled a new land out of the sea. He named the new land Nendo.

C. Expanded noun phrases

Find these nouns in the story. They are in italics. Write the sentences that include these nouns. Then show the expanded noun phrases like you did in Activity 11.

voyage	rope	hook	tug	shape	monster	peak	island

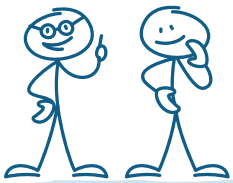
- Show the adjectives before the noun.
- Show the prepositional phrase after the noun.

For example, Kave collected the supplies like food and water for their long voyage at sea.

main noun

adjective added before noun

prepositional phrase



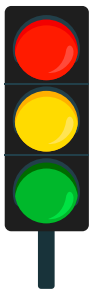
ACTIVITY 17

Expressing opinions about stories

A. You have now read three stories. Did you have a favourite? Share what you thought about the three stories that you read. Follow these sentence starters to tell a partner about the one you liked best and why.

- A story I enjoyed reading is ...
- It is a retelling by ...
- It is a traditional custom story.
- The story is about ...
- The story setting is ...
- A character I liked is ... because ...
- I enjoyed this story because ...

B. Let's reflect



After you have expressed your opinion about your favourite story, use traffic light colours to reflect on your speaking.

- I gave my opinion about the story and said why.
- I spoke clearly and fluently.



Lesson 10
Your custom story

Today, you are retelling and writing a traditional custom story.



Planning and writing a traditional custom story

Step 1: Planning to write a narrative

As a class, choose a traditional custom story that everyone knows. With your teacher, talk about what happens in the story. Do you know the settings, characters, plot, and lesson?

Setting	Where and when the story happens.
Characters	The people who are in the story.
Plot	What happens in the story (say 1–2 sentences).
Lesson	What we learn from the story (say 1–2 sentences).

Now, as a class, make notes about your story on the board.

Orientation
The way things are

- Who
- What
- Where
- When

Your story is a custom story so you can start with 'Once, ...', 'Long ago, ...', or 'Hundreds of years ago, ...'.

Complication
Something happens or there is a problem

What is the problem in the story? Use dot points to show details.

-
-
-

Resolution
How things are fixed or end up

How does the story end up? What is the lesson?

Step 2: Writing your narrative

You are now ready to write your narrative. Perhaps you can write the story together with your teacher or perhaps you want to try writing your own story.

Here is a checklist. Talk about the checklist with your teacher before you write.

Structure
☐ Did I follow the narrative structure?
☐ Does each part of the story have a new paragraph?
Adding details
☐ Have I expanded some nouns to give more detail?
☐ Have I used speech marks and saying verbs to show how people are speaking and thinking?
Sentences
☐ Do my sentences have a verb?
☐ Have I used past tense verbs?
☐ Have I made some compound sentences using 'and', 'but', or 'so'?
Spelling and punctuation
☐ Have I checked the spelling of my words?
☐ Have I used a capital letter and and a full stop for each sentence?

Step 3: Checking your narrative

Your teacher will take you through the checklist to help you check your writing.

Step 4: Publishing your writing

Now you are ready to publish your story.

- Use your best handwriting.
- Give your story a title.
- Include some pictures and captions in your story.

Share your story with your family. You could read it aloud to them.

Include your story in a class book. Then everyone can take turns to read each other's stories.

Unit 6
My Island

Examining how advertisements are used to persuade visitors to come to Solomon Islands.



Hi, everyone. In Unit 6, we are learning how to persuade people to do something. We will learn how advertisements persuade people to visit our beautiful islands. We'll even look at how some talking animals try to persuade!

In this unit, you will:

- read a fable and study its persuasive features
- read and identify persuasive features in advertisements
- read and share jokes
- create and share a spoken advertisment
- design an advertisement.

Lesson 1
"It's my island!"

Today, we are reading a fable about three talking animals and an island.

ACTIVITY 1

Reading: Whose Island?

Before reading

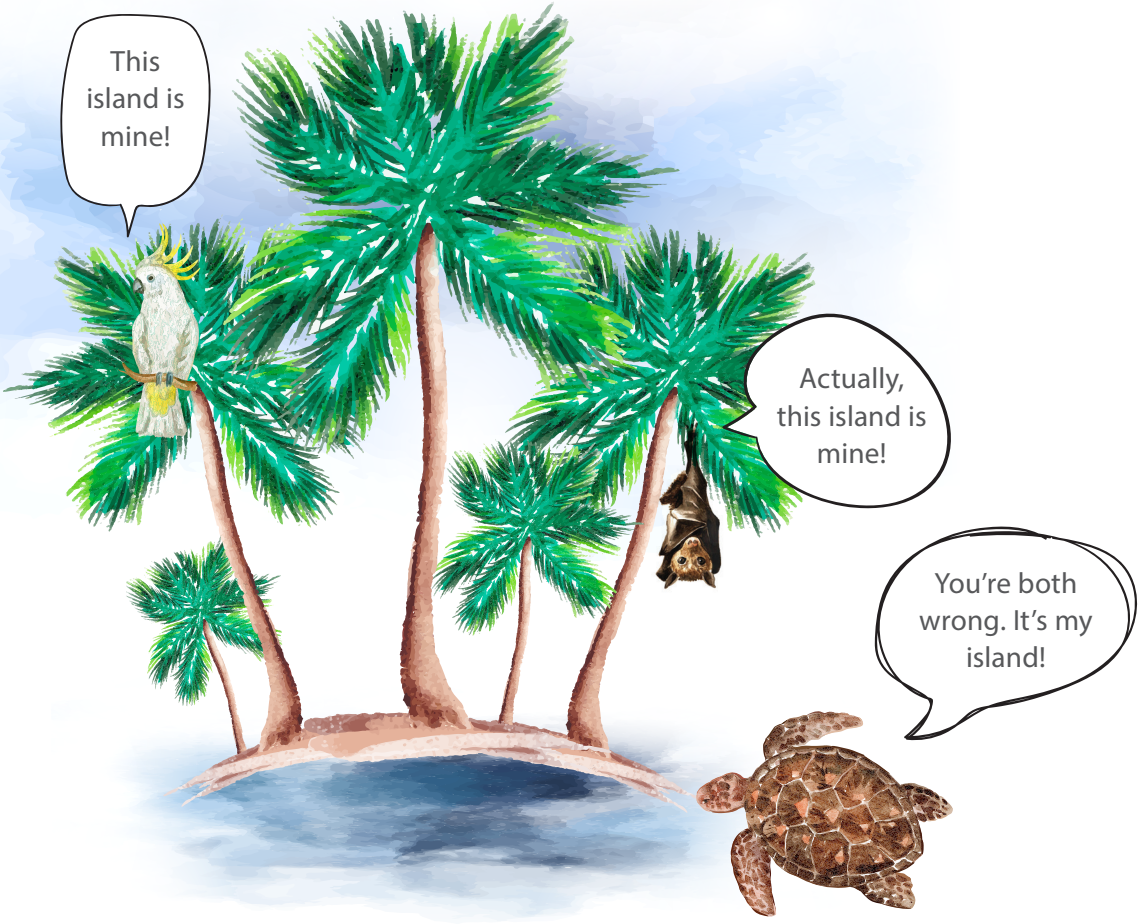
We are going to read a fable called Whose Island? A **fable** is a story with animal characters that teaches us a lesson. In this story, three animals are having an argument because they each think the island is theirs. What do you think their reasons will be?

A. Work together. **Predict** each character's reason for thinking why the island is theirs. Write your predictions in your book.

Cockatoo: "This island is mine because ..."

Fruit Bat: "Actually this island is mine because ..."

Turtle: "You're both wrong. It's my island because ..."



B. Scan the speaking parts in the story. The spoken words are in colour. Were your predictions similar?

C. Read the whole story. Try to read it on your own, silently.

Text: Whose Island?

Adapted from Whose Island? by Ellen Wairiu

In the lagoon, a small island with a white sandy beach and tall trees floated peacefully on the calm blue sea.

On this peaceful day, a large turtle heaved herself onto the beach and rested in the shallow water.

"Oh, it's good to be back on my island," sighed the tired turtle.

"Your island?" squawked a cockatoo in a nearby coconut tree. "What are you saying? This island belongs to me!"

"How can you say that?" replied the turtle. "I've been coming here for nearly twenty years. Every year, I lay my eggs right on this beach. It's my island!"

"You're just a visitor to the island, but I live here. I build my nest and make it my home. This island is mine!" screeched the angry cockatoo.

Before the turtle could reply, a small voice spoke up from high in a tree.

"Why are you disturbing me when I am trying to sleep," growled a fruit bat crossly. "Actually, this island is mine! Besides, I spread seeds so that new trees can grow. The island needs me!"

"The island needs me too!" squawked the cockatoo. "Anyway, my father's great-great-grandparents flew here and discovered the island. So that gives me a claim to the island."

"So what!" answered the fruit bat. "My ancestors were born here and lived here long before yours arrived."

"You're both wrong!" interrupted the turtle in an angry voice. "Long ago, this island was used by my ancestors to lay their eggs. My great-grandmother told my grandmother about this island, and my grandmother told my mother, and my mother told me to come here and lay my eggs. So you see, I own this island."

"No! No! No! No!" the cockatoo and the fruit bat shouted together.

The argument went on and on, until suddenly, a deep, powerful voice spoke above the noise of the other animals. It was the voice of the island ...

ACTIVITY 2

After reading: Whose Island?



After reading

The cockatoo made a **statement**. She stated that "This island is mine". However, no one is going to listen to the cockatoo or any of the animals unless they give a **reason**.

A. Each animal gave **two reasons**. Write the reasons in a table. Use dot points. Two have been done for you.

Cockatoo	Fruit bat	Turtle
1. I build a nest and make it my home. 2.	1. I spread seeds so that trees can grow. 2.	1. 2.

B. The animals are trying to **persuade** each other that the island belongs to them. Read and discuss the structure we use when we try to persuade others to agree with our point of view or opinion.

> How to persuade others to agree with you
>
> 1. Say what you think (your point of view).
> 2. Give reasons why you have that point of view.

1. **Point of view (what you think):** The fruit bat believes that the island belongs to him.
2. **Reasons:** The first reason is that his ancestors were born there. Another reason is that he looks after the island by spreading seeds.

C. Imagine you are the cockatoo or the turtle. Follow the structure in Activity 2B to say or write sentences to persuade the others to agree with you.



Lesson 2
It's no one's island!

Today, we are reading the ending of ***Whose Island?*** and thinking about the lesson it teaches us. We are also reading the speaking parts of the story.

ACTIVITY 3 Predicting and listening to the ending of Whose Island?

Read Whose Island? again. Perhaps you can read and listen while your teacher reads, or perhaps you can read the story silently on your own.

Here's the last part of the story you read.

> The argument went on and on, until suddenly, a deep, powerful voice spoke above the noise of the other animals. It was the voice of the island ...

Did you feel like this wasn't the end of the story? You're right! The end of the story is missing.

What do you think the voice of the island said?

A. Draw an island and write a speech bubble to show what you think the island said.

B. Listen while your teacher reads the end of the story. It is also written below but some noun groups are missing. Listen carefully to find the missing noun groups. Then, in a group, work together to write the end of the story.



"_____ owns me!" growled _____. "_____ do not own _____, _____, or any part of _____."

The _____ listened in _____ while _____ continued.

"_____ belong to _____. The _____ does not belong to _____."

The _____ felt very silly. _____ was right. The _____, _____, and _____ did not feel like arguing anymore.

C. The island had a **lesson** for the animals and for us. Can you work it out?

1. Discuss what you think the island's lesson is.
2. After your discussion, complete this statement to show your point of view and reasons.

   Point of view: I think the island's lesson is that _____.

   Reasons: My first reason is that _____. Another reason is that _____.
3. Take turns to share your point of view in your group.



Using saying verbs to show how characters speak

A. In Unit 5, you learned that **saying verbs** show **how** characters speak.

Say the character's speaking parts below. Use the saying verbs to help you speak with expression. Only say the words in the speech marks.

"Oh, it's good to be back on my island," **sighed** the tired turtle.

"Your island?" **squawked** a cockatoo in a nearby coconut tree. "What are you saying? This island belongs to me!"

"Why are you disturbing me when I am trying to sleep," **growled** a fruit bat crossly. "Actually, this island is mine!"

"You're both wrong!" **interrupted** the turtle in an angry voice.

"No! No! No! No!" the cockatoo and the fruit bat **shouted** together.

B. Now, go back to the story. In groups of three, read all the speaking parts. You each take the part of one of the characters.

Lesson 3
Still arguing

Today, we are reading and enjoying some jokes.

ACTIVITY 5

Reading and saying jokes

A joke is a short story to make you laugh. We need to look at ideas and words in different ways to understand jokes.

A. One day the cockatoo, the turtle, and the fruit bat had a competition to see who could tell the funniest joke about themselves. Read the jokes and talk about their meanings with your teacher.



My jokes are the funniest!

What did the tree say to the cockatoo?

Leaf me alone.

How did the turtle get off his back?

He did 'rock and roll'.

What is a cockatoo's favourite game?

Hide and speak.

Actually, my jokes are the funniest!



What kind of turtles are easy to see?

Green see turtles.

Why do cockatoos fly?

Because it's faster than walking.

What do you call a turtle that flies?

A shell-i-copter.

What's the best way to hold a bat?

By the handle.



You're both wrong! My jokes are the funniest!

What keeps fruit bats going?

Batteries.

Why don't fruit bats live alone?

Because they like to hang out with their friends.

B. Work in a group of three. Be the character of the cockatoo, the fruit bat, or the turtle. Take turns to tell your jokes with each other.

C. Share some more animal jokes that you know.

You can use any language you know – your local language, Pijin, or English – to discuss and understand the ideas in class.

If you used your local language, try to also discuss your ideas in English.



Superlative adjectives

A. The animals were trying to say **the funniest** joke. The word **'funniest'** is a superlative adjective. Discuss the **Information Box** to learn more about superlative adjectives.

Superlatives

We use superlative adjectives when we are talking about the most of something. Advertisers often use superlatives to claim that their products are the best.

For **short** adjectives the superlative ends with '-est'.

funny → the **funniest**

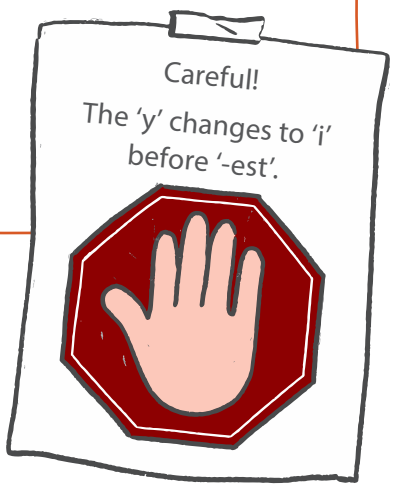
For **long** adjectives we use **most**.

hilarious → the most hilarious

(hilarious means very funny)

Careful!

The 'y' changes to 'i' before '-est'.



B. The animals were always trying to be **the most** of something. Make sensible sentences to show more things they argued about. Think carefully and use the correct form of the superlative adjective.

For example, I'm the ***most foolish*** because I make the most noise.

I'm	**the**	**smart** **clever** **important** **foolish**	**because**	**I can see at night.** **I am the Earth.** **I make the most noise.** **I swim across oceans.**

C. What is one thing that you are the most of? Tell your classmates, using a superlative adjective. Don't forget to give your reasons too.

For example, I am ***the fastest swimmer*** because I always win swimming races.

Lesson 4
They're our islands!

Today, we are thinking about ways advertisements persuade us to do something.

ACTIVITY 7

Features of advertisements

Whenever you go to town, open a magazine or newspaper, listen to the radio, or watch television, you will hear and see **advertisements**. Advertisers try to persuade you to do something.

Advertisers use words and images in special ways to persuade us to do want they want.

In the advertisement below, you can see some of the special ways words are used to persuade visitors to come to Solomon Islands. Can you work out what these ways are?



Perhaps you talked about these persuasive features:

- Superlative adjectives
- Evaluative adjectives
- Personal pronouns
- Rhetorical questions
- Command verbs

Let's learn more about the ways these words are used.

A. Superlative adjectives

We often see superlative adjectives in advertisements because advertisers are trying to persuade us that their product is the best.

1. Can you spot the three superlative adjectives in the advertisement?
2. Write **five** more superlative statements about Solomon Islands. Remember:
   - Use 'more than' for long adjectives, and '**-est**' for short adjectives.
   - The end 'y' becomes 'i' on the adjectives. For example, funny = funniest.

Our beaches Our pineapples Our diving spots Our people Our seafood	→ is are the	→ juicy tasty interesting welcoming clean	→ in the world

3. Choose from the adjectives below to complete two superlative sentences about your place.

large | small | interesting | distant | hardworking

beautiful | friendly | good (best)

- Our village/town _____ in Solomon Islands.
- Our school _____ on our island.

B. Command verbs

When we tell people what to do, we use **command verbs**. Here is how we write sentences with command verbs.

Come to Solomon Islands! ***Don't forget*** to make your booking today!

1. Can you find one command verb in the advertisement?
2. Write one more sentence that begins with a command verb for the advertisement.

C. Personal pronouns and rhetorical questions

We like it when people to talk to **us**. This is why advertisements ask questions and use personal pronouns. Although advertisers don't expect you to give an answer, they want to talk to **you**.

1. Can you find the **question** in the advertisement?
2. How many different **personal pronouns** can you find in the advertisement?
3. Write a question that asks visitors to visit your village. Underline the personal pronouns in your question.

D. Evaluative adjectives

Do you remember learning about evaluative adjectives in Unit 4? They can be positive or negative.



Advertisements use positive adjectives to persuade us to buy their product.

1. Can you find the positive adjectives in the advertisement?
2. Choose positive adjectives to describe these nouns.

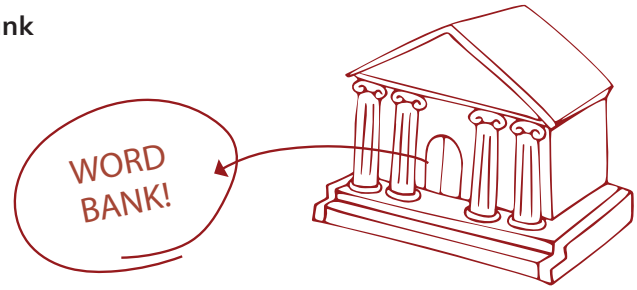
_____ Solomon Islands seas.

_____ seafood.

_____ forests.

_____ people.

Remember to add new words to your **Word Bank** and revisit them every day.



ACTIVITY 8 The suffix '-ment'

A. **Advertise** is a base verb. How many more words can you include in its word family? Did you include **advertisement** in your word family? Advertisement is a noun. The suffix -ment changes the **verb** advertise to the **noun** advertisement.

- We advertise products to persuade people to buy them.
- We use advertisements to persuade people to buy things.

B. Add -ment to the verbs below to make nouns. Then match the nouns to their meanings.

For example, 1. amaze***ment*** = e) A feeling of great surprise.

1. amaze	**a)** Something that is better than before.
2. agree	**b)** Same opinion or feeling.
3. employ	**c)** A change of position.
4. enjoy	**d)** A person's job or work.
5. move	**e)** A feeling of great surprise.
6. improve	**f)** A feeling of happiness and fun.

Something extra!

How many more nouns do you know with the **suffix** '-ment'?

Lesson 5
You must visit

Today, we are reading and talking about an advertisement that persuades people to visit Solomon Islands.

ACTIVITY 9

Reading: Why You Must Visit Solomon Islands

Before reading

You are going to read an advertisement that comes from the Internet. It persuades visitors to come to Solomon Islands for a holiday.

A. **Skim** your eyes over the advertisement. ('**Skim**' means that you read quickly, not looking for details.)

1. What did you notice first? Ask your partner what they noticed first.
2. Of course you noticed the photos, but did you notice the size, shape, and colour and shape of the word groups? We call the size, shape, and colour of letters and words the **font**. Why do you think the fonts would be different sizes, shapes, and colours?

B. **Subheadings**

1. There are **eight subheadings**. Did you notice that the subheadings are all adjectives and they all have a suffix that rhymes?

   Match the base words below to the adjective and meanings. The first one is done for you.

   For example, nature – natural – not made by people

Base word	Adjectives	Meanings
nature (noun)	immers**ible**	Not made by people.
culture (noun)	soci**able**	Always remembered.
explore (verb)	**un**forgett**able**	Belonging in the past.
history (noun)	cultur**al**	Able to be underwater.
immerse (verb)	explor**able**	Able to be discovered.
social (adjective)	histor**ical**	Made or experienced by people.
enjoy (verb)	natur**al**	Friendly.
forget (verb)	ejoy**able**	Fun.

C. Study the suffixes (ends) on the adjectives in Activity 9B carefully. Which adjective does these things?

- The base word loses an 'e' before '**-al**' to make an adjective (find two words).
- The base word changes the 'y' to an 'i' when the suffix is added.
- The base word does not lose its 'y' when the suffix is added.
- The base word adds an extra 't' before the suffix. It also has a prefix to make 'not'.

Now you can use these words to help you read and understand the advertisement.

Text: Why You Must Visit Solomon Islands



1. Cultural

Would you like to visit an ancient land? A land with unchanging village life? Travel our most secluded islands and live as our ancestors lived. A land rich with traditional culture and art. Welcome to our land, where many different cultural groups share their lives together.

2. Natural

Who doesn't love the sound and smell of the sea? Wiggle your feet in remote white sandy beaches and relax in the Solomon sun.

Who doesn't love the sounds of nature? Listen to the peaceful hum of insects and calls of birds in our unspoiled forests. Beauty is everywhere and at every turn. Painted sunsets and magnificent waters are just some of the delights waiting for you.



3. Explorable

Incredible adventures are waiting for you. Come with us to explore some of our 900 islands. We'll take you to grand waterfalls. We'll hike up beautiful mountains. Explore our lands! Explore our home! Let's do it together!



4. Historical

Our nation had some of the fiercest and bloodiest WW2 battles in the fight for freedom. Visit museums that share the time when people bravely sacrificed their lives. Our museum will also take you back through 10,000 years of Solomon civilisation.

5. Immersible

Dive into our unique underwater universe. Snorkel amongst the most colourful corals and darting fish. Swim amongst the turtles. Explore our WW2 wrecks. You'll discover so much!

6. Sociable

Now there's one thing that makes us very proud. We just love to smile and share. There is nothing like a Solomon smile. Our home is as bountiful as God's gifts to us, and we just can't keep it all to ourselves. Please visit us and we'll share our blessings with you.



7. Deliciously enjoyable

When you're in the South Pacific, nothing can compare to the most delicious seafood fresh from the ocean. Indulge in the freshness and tastiness of our local food.

8. Unforgettable

When the time comes for you to leave us, we hope that you'll always keep us in your hearts as you remember the smiles, the laughs, the adventures, and the wonderful memories of Solomon Islands.

ACTIVITY 10

After reading: Why You Must Visit Solomon Islands

After reading

A. Here are some ideas from the advertisement. Match each idea to its subheading.

1. There are many things to do in the sea.
2. You can listen to birds and insects.
3. There are museums to visit.
4. You'll never forget your Solomon Islands holiday.
5. Solomon Islanders are friendly people.
6. An unchanging village life.
7. There are hundreds of islands to explore.
8. The food is delicious.

B. Choose a phrase from the text that matches the statements below. You are choosing word groups from the text, so use quote marks. The first one is done for you.

1. Solomon Islands has delicious seafood = 'freshness and tastiness'
2. Solomon Islands is a beautiful place.
3. Solomon Islands has friendly people.
4. Solomon Islands has an interesting history.
5. There are exciting things to do.

C. Write a caption for each picture. If you choose a quote from the text for your caption, remember to use quote marks around the words.

For example, Picture 1: 'Magnificent waters' or 'The sea is sparking blue'.



Lesson 6
Positive persuasion

Today, we are learning about positive word groups that persuade people to do things.



Using positive adjectives

We are going to have some more practice at using positive word groups that advertisers use.

A. **Superlative adjectives**

1. In Why You Must Visit Solomon Islands there are **four** superlative adjectives. Find them and write them in your book.
2. Make your own superlative sentence about these ideas.

   For example, Our sunsets are the most beautiful in the world.

   - The sunsets (natural) – beautiful
   - The waterfalls (explorable) – incredible
   - The sandy beaches (natural) – white
   - The Solomon smile (sociable) – friendly

B. You are going to play a game in a group of five. Follow these steps.

- Each student finds the **opposite meaning** (antonym) for three words from the list below. These words are from the advertisement Why You Must Visit Solomon Islands. The number in brackets tells you the paragraph number.

Student 1	Student 2	Student 3	Student 4	Student 5
changing (1) crowded (1) poor (1)	nearby (2) spoiled (2) noisy (2)	terrible (3) tiny (3) ugly (3)	everywhere (5) colourless (5) ashamed (6)	empty (6) tasteless (7) not fresh (7)

- Each student takes three pieces of paper. On one side of the paper, write the word from the list. On the other side, write the antonym from the advertisement. Here is an example.



- Take turns to place one paper on the table, so you can only see the word from the list. The group members find the opposite meaning in the advertisement. Who can find the word first? Continue this process for all of the words in the list.

C. Write any new words in your **Word Bank**. You'll be able to use some of them when you write your own advertisement in Lesson 10.

Lesson 7
Rap an ad

Today, we are finding more word features that advertisers use.
We are also making our own advertisement.

ACTIVITY 12 Using command verbs to create a rap

A. Below are some mixed-up command verbs from the advertisement Why You Must Visit Solomon Islands.

Rearrange the letters for each word. Then find the command sentences in the advertisement. Use the paragraph numbers in brackets to help you.

For example, veralt = travel = Travel to our most secluded islands and live as our ancestors did.

veralt (1)	giwgel (2)	tensli (2)	pelorxe (3)	emoc (3)
sitvi (4)	ievd (5)	miws (5)	dgeluin (7)	

B. Advertisements are often made into songs or raps to get our attention.

1. In a group, make up a **rap advertisement** to share with the class. Include questions, personal pronouns, and commands in your rap. Here's an example of how you could start.

   Would you like to visit paradise?
   Travel to our islands.
   Wiggle in the sand.
   Relax …

2. When all the groups are ready, take turns to present your advertisement rap to the class.



C. Let's reflect

After you have presented your rap, think about how well you worked in your group.

Group cooperation checklist
 We all shared our ideas.
 We completed our rap.
 We are proud of our rap.

What is one way that your group could improve? How could your group do this?

Lesson 8
Surf, fish, dive

Today, we are reading another advertisement and studying its features.



Advertisement: Vavaghio Guest House

When people see an advertisement, first they just skim it quickly. If they want to know more, then they will read it carefully.

A. Skim the advertisement Vavaghio Guest House and discuss these questions.

- What three features did you notice first? Can you say why?
- Where could this advertisement be seen? What are your reasons?
- What groups of people do you think it would attract? Why do you say this?

B. The **font** in the advertisement is organised in different ways. Tell your partner what you notice. You could talk about these features. For example, position of the words on the page, capital letters, italics, size, bold, colour, etc.

C. When you read an advertisement, you don't have to understand every word. However, here is a **glossary** to help you with word meanings. A glossary is a set of words about a topic.

Read the words and meanings. Then practise saying the words aloud.

abundance (n) a lot of something

accommodation (n) a place to stay

expat Kiwi (n) a person from New Zealand (Kiwi) who is working in another country (expat, expatriate)

guest (n) someone who stays at your place for a short time

intrepid surfers (adj, n) surfers who have no fear

paradise (n) a perfect place

pristine sea (adj, n) unspoiled sea

remoteness (n) being far from somewhere else

residential property (n) a place where people live

ultimate (adj) the best

undisturbed (adj) quiet and peaceful (remember: -un is a prefix for not)

well-equipped bungalow (adj, n) a one level house (bungalow) that has everything you need (well-equipped)

Now, read the advertisement Vavaghio Guest House carefully. While you are reading, make a list of reasons why visitors might want to visit.

Vavaghio Guest House
SURF, FISH, DIVE

Escape to undisturbed paradise at Vavaghio Guest House
… your ultimate surfing, fishing, and relaxing holiday!

Vavaghio Guest House was established on Vakao Island in Solomon Islands in 2012 and it is the only residential property on the island. The local Habotu family built the guest accommodation and facilities with expat Kiwi, Gary King, to share this wonderful part of the world with guests, and have welcomed visitors from many different countries.



The well-equipped bungalows stand back from the beach in the cool of the mangroves. There is a walkway leading out through the trees and across the pristine sea, with perfect surf breaks, wonderful marine life, and an abundance of fish.







Vavaghio offers many incredible features for visitors, but the highlights would have to be its remoteness, the beautiful environment, and the warmth of its people.

This is truly a paradise for intrepid surfers, fishers, and those wanting an escape from the stress of Western life.

Visit us on Facebook – @solomonsurfdivefish http://www.facebook.com/solomonsurfdivefish

ACTIVITY 14

After reading: Vavaghio Guest House

After reading

A. While reading, you looked for reasons why people might want to visit Vavaghio Guest House. Check your list with others in your class. How many reasons did you notice?

B. Here is a conversation between Gary King and a guest who has just arrived at Vavaghio Guesthouse. Look in the advertisment to work out the answers Gary gave to the guest.

Gary: Good morning, Sir. Welcome to Vavaghio Guest House.

Guest: Thank you. It is a beautiful place. When was it established?

Gary:

Guest: Oh, and did you build it yourself? Did you have any help?

Gary:

Guest: Is there anywhere else where people can stay on this island?

Gary:

Guest: How do I go down to the sea?

Gary:

Guest: What sea activities can I do?

Gary:

Guest: In your opinion, what are the three best things or highlights on this island?

Gary:

Guest: Thank you for your information. It's going to be a wonderful stay.

C. With a partner, have the conversation between Gary King and the guest, following the dialogue in Activity 14B.

D. Now, what are some more questions you could ask Gary? Write two more questions. Then ask a friend, who pretends to be Gary.





Lesson 9
Search and find

Today, we are locating more advertising features and planning for our own advertisement.

ACTIVITY 15 Understanding advertising features

A. You have been learning about ways advertisers persuade people to do something. Have an advertisement hunt to find these ways.

Get ready by sitting with a partner or group and race to search and find the answer to each question below.

1. Exclamation marks

An exclamation mark means "Stop and take notice!" Who can be first to search and find:

- **1** exclamation mark in Vavaghio Guest House.
- **2** exclamation marks in Why You Must Visit Solomon Islands.
- **3** exclamation marks in Whose Island?.

2. Modal verb – must

The modal verb must is used in **one** of the advertisments. It is a strong way to tell someone to do something. Who can find it first?

3. Command verbs

There are two sentences that begin with command verbs telling us what to do in Vavaghio Guest House. Who can find them first?

4. Superlatives

Who can be first to find a superlative adjective that tells us that the South Pacific has the best seafood? (Look in Why You Must Visit Solomon Islands.)

5. Evaluative word groups

Who can be first to find the word groups to show these meanings in Vahaghio Guest House? Use the glossary to help you.

- A lot of seafood.
- The best surfing.
- Rooms with everthing you need.
- Far away from people.
- People who like an adventure.



6. Compound sentences

In Vavaghio Guest House, find:

- a compound sentence that uses the conjunction 'and'.
- a compound sentence with the conjunction 'but'.

ACTIVITY 16 Planning to design an advertisement

In Lesson 10, you are going to write an advertisement to persuade people to visit the place where you live. Let's start planning.

A. In a group, talk about what types of visitors would enjoy your island, village, or town. Look at the advertisements to get ideas.

Make a list of the ideas and choose the best ideas for your advertisement.

B. Start thinking about ways you can persuade people to visit.

- Choose **adjectives** from your **Word Bank** and from the advertisements to make positive noun groups.

  For example, 'Peaceful forests', 'Pure white sandy beaches'
- Write a **superlative adjective** to show that you have the most of something at your place.

  For example, 'The quietest beach', 'The tastiest seafood'
- Write a **question** asking visitors to come. Use **personal pronouns** in your question.

  For example, Why don't you come to visit us?
- Write a **command sentence** beginning with a command verb.

  For example, Enjoy our beautiful island!

Something extra!

Smart people think carefully when they hear and see advertisements. They ask:

- Is this really true?
- Do I really need this?

What do you do?

Lesson 10
My ad

Today, we are designing our own advertisements.



Designing an advertisement

You are designing an advertisement to persuade visitors to your island, town, or village. You have already got some good ideas. You can use your notes from Lesson 9 to help write your advertisement.

Step 1: What will your advertisement say?

- What will your main heading say?
- What will your middle heading(s) say?
- How will you be persuasive?

Here is a checklist of features you can use to persuade people. How many can you include in your advertisement? (You don't need to use all of the features.)

Persuasive features for advertisements
☐ A question
☐ Personal pronouns
☐ Positive adjectives
☐ Superlative adjectives
☐ Command verbs
☐ Exclamation marks

Step 2: The layout of your advertisement

Layout is the way images and words are organised on the page. Here are some good questions you can ask when you plan your layout.

- What do I want people to look at or read first?
- What is my image? Where will it go on the page?
- Where will my main heading, middle heading and words fit on the page?
- What will my font look like? What colour will it be?

With a pencil, plan where and how everything will fit on your page.

Now, make your advertisement and display it. Have fun!

Unit 7
Taking Care of Ourselves

Identifying ways we
can keep ourselves healthy.



Hi there. In Unit 7, we are learning about ways we can keep healthy and happy. We are also learning more about report texts. There are some really interesting reports that I know you'll enjoy reading and discussing.

In this unit, you will:

- build vocabulary about the topic of health
- talk about how to keep healthy
- learn how to wash hands correctly
- read reports about germs, ears, and healthy minds
- show how report texts are structured
- work out meanings of specialist words
- identify simple, compound, and complex sentences
- write a report
- play a healthy mind game.

Lesson 1
Staying healthy

Today, we are thinking and talking about treating and preventing illness and learning words about health.

ACTIVITY 1

Treating and preventing illness



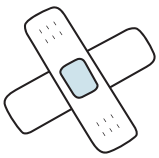





A. We all want to be healthy, but sometimes we get ill, or sick. Discuss these questions in your group or with your teacher.

1. What is happening in each photograph?
2. Which photographs show:
   - treating an illness
   - preventing an illness
3. Talk to your partner about:
   - five things we should do to stay healthy. "We should …"
   - five things we shouldn't do if we want to stay healthy. "We shouldn't …"

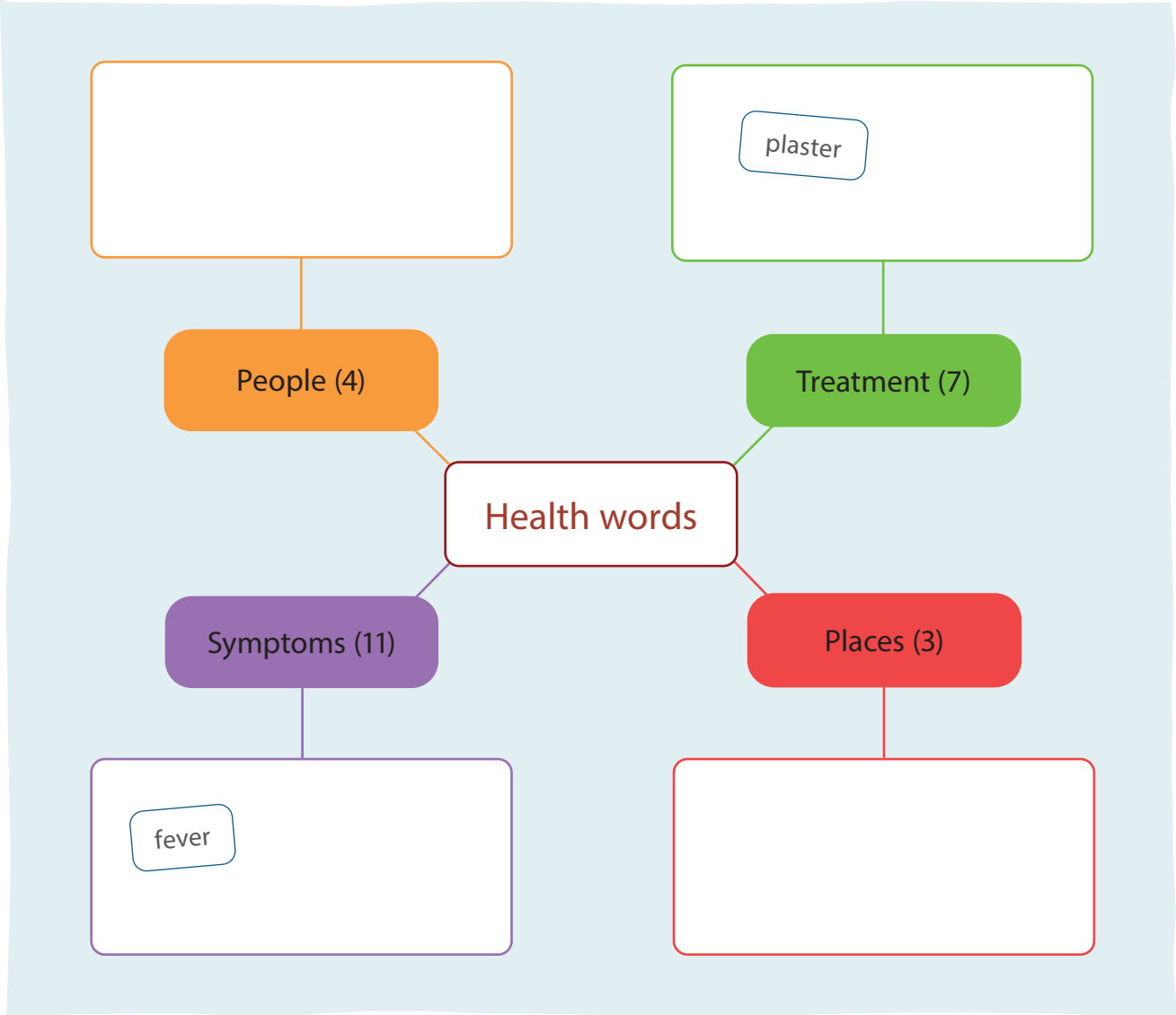




B. Here are some words we use when we talk about health. Make a graphic organiser like the one below and place the words under the correct headings. The number in each box tells you how many words you need to find for that box. Talk to a partner and use a dictionary to help you. Two have been done for you.

Health words

clinic
doctor
dizzy
fainting
itchy skin
pain
medicine
nurse
operation
patient
pharmacy
pills
plaster
rash
surgeon
tablets
temperature
tired
unconscious
hospital
vaccination
vomiting
fever
injection
bruise



C. Three patients (Jason, Angela, and Peter) aren't feeling well and have gone to see the doctor. Here is what the doctor told them. Choose words from the word list in Activity 1B to complete his sentences.

Jason, you have a high t _____ and I think you have a virus. Here is some m _____ to reduce your f _____. Rest and drink lots of water and you'll feel better soon.

Angela, you seem very well but your v _____ are not up to date. I'm going to give you an i _____ now and this will protect you from getting some nasty viruses.

Peter, you are still v _____ and d _____ so I am going to admit you into h _____. Then the n _____ can treat you until you feel better.

D. **Think** about a time when you had an illness. Think about these questions.

- When were you ill?
- What symptoms did you have?
- Where did you go for treatment?
- Who treated you?
- How were you treated?

Pair and take turns with your partner to talk about the questions.

Share – listen to some students share their ideas with the class.

E. Choose 10 new words and meanings to add to your **Word Bank**.



Lesson 2
Get out, germs!

Today, we are reading a report about germs. We are also learning about the structure of a report.



Reading: The War Against Germs

Before reading

You are going to read a report. Do you remember that a report tells us facts about people, places, and things?

A. Look at the title and the topic sentences in the report The War Against Germs. Can you work out what the report is about?

B. You are right! The report is about how we can protect ourselves from germs. Below are some statements about **germs**. With a partner, decide if you think the information is **true** or **false**. After you have read the report, you can check to see if you were right.

1. Germs can make us sick.
2. Germs only live in dirty places.
3. Germs get on our hands when we touch things.
4. Germs can only get in our body through our mouth.
5. You only need water to destroy germs.
6. You only need to wash hands when they are dirty.
7. We should cough or sneeze into our hands.
8. When we protect ourselves, we are protecting others too.



Text: The War Against Germs

There is a group of tiny invaders that make us sick. They are **micro-organisms, or germs**. They are so small that they can get into our bodies without being noticed. Most of these germs are harmless, but some are harmful. If we are careful, we can protect **ourselves** from harmful germs.

Germs are everywhere. Every day, our hands touch surfaces like door handles or handrails that are **covered with germs, or contaminated**. Germs enter our body when our hands touch our nose, mouth, or eyes. We do this hundreds of times a day without noticing.

Germs fear soap and water. Washing hands carefully is the best way to beat germs. We should wash our hands every time we cough, sneeze, eat, or prepare food and after going to the toilet. Washing hands with soap removes germs from our hands.

There is a right way to wash hands. Even doctors and nurses learn how to wash their hands carefully. We need to use soap and water and rub our hands together for 20 seconds. Washing hands properly with soap and water can reduce our chances of getting sick by 80%. It also protects other people from getting germs too.

There are more ways we can protect people from germs. We should cover our mouth with our inner elbow when we cough or sneeze. This stops the germs from getting passed on.

When we protect **ourselves** from germs, we protect our family and friends too. We are fighting the war against germs every day. You can see why it is important to wash hands.

ACTIVITY 3

After reading: The War Against Germs

After reading

A. After reading the report, check the Before reading questions in Activity 2B. Which ones are true and which ones are false? Were you right?

Make the false sentences correct and write them in your book.

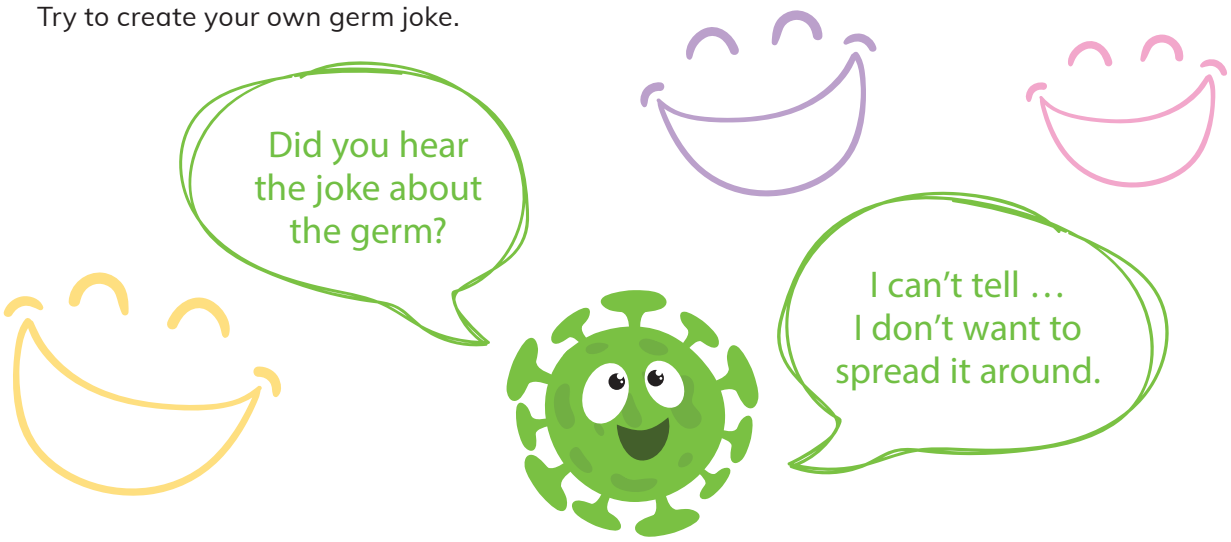
B. In Unit 1: Plant Life, you learned that a **report** gives **facts** about a person, animal, or thing. You also learned how we structure a report.

Complete the table to show how The War Against Germs is a report. Write the first sentence (topic sentence) for each description paragraph.

Report structure for The War Against Germs	
Identification	Germs can make us _____, but we can protect ourselves from them.
Description 1 Topic sentence	Germs are …
Description 2 Topic sentence	Germs fear …
Description 3 Topic sentence	
Description 4 Topic sentence	
Conclusion	When we protect _____ from germs, we protect our family and friends too.

C. Here is a germ joke. Do you know why it is funny?

Try to create your own germ joke.



Lesson 3

Winning the war with water

Today, we are learning how to wash our hands correctly.
We are also building our vocabulary about germs.

ACTIVITY 4

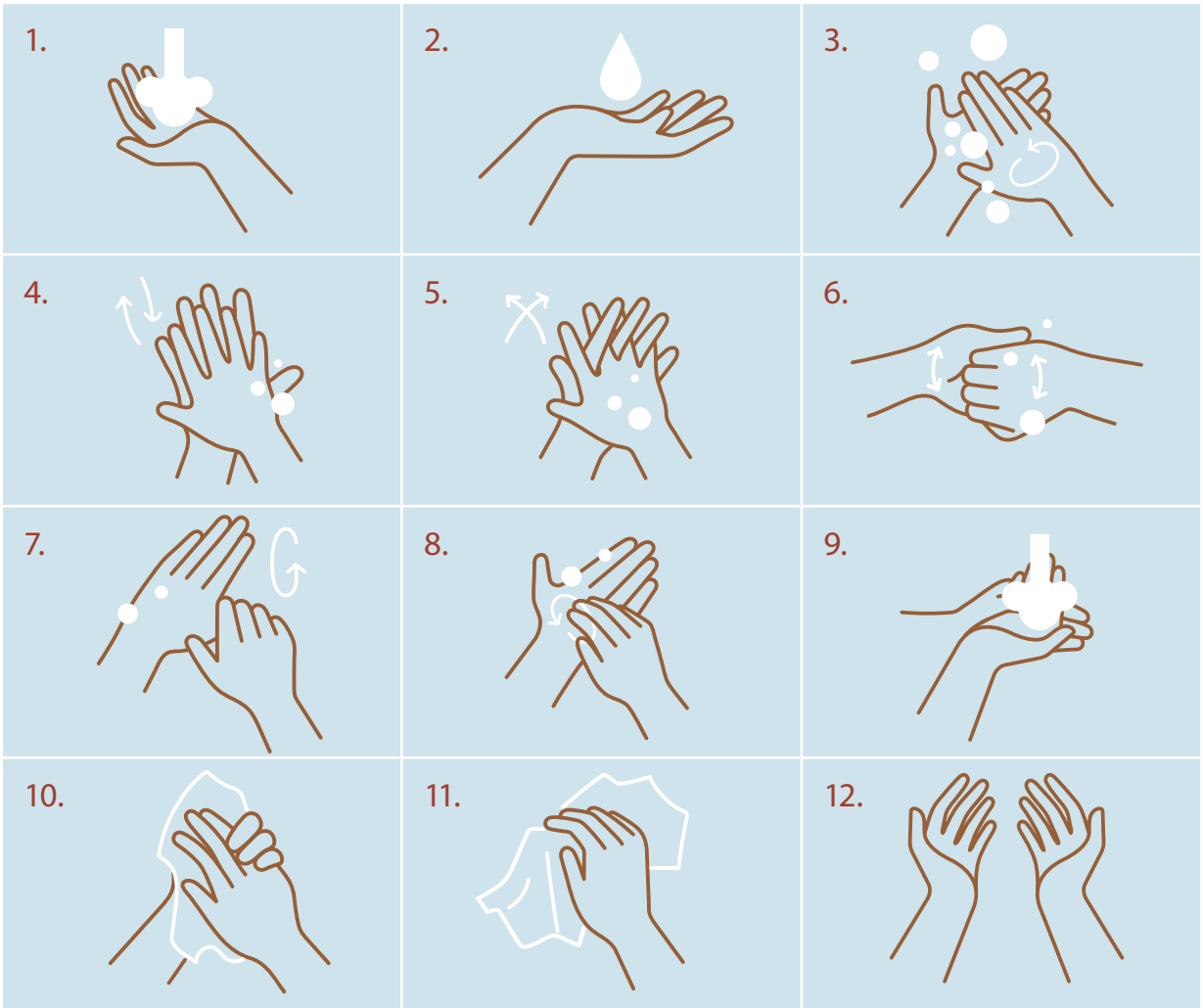
Listening to instructions and miming handwashing

Reread The War Against Germs. Read it silently if you can. Try to break the sentences up into word groups as you read.

Below are 12 diagrams showing how we should wash our hands. It should take 20 seconds – that's about as long as it takes to sing the song 'Happy Birthday' twice.

A. Listen as your teacher reads each instruction. You do the actions that you hear.

B. Listen again. This time, your teacher will read the actions out of order. You choose the number of the action and write it in your book.



ACTIVITY 5 Noticing the language and vocabulary in a report

Reports tell us **facts** about people, places, and things. We use the timeless present tense because facts don't change. Do you remember that we use **relating verbs** (is/are, have/has) and **action verbs** when we use the present tense?

A. Look in The War Against Germs.

- Find 3 sentences with the relating verb is.
- Find 3 sentences with the relating verb are.

B. Choose the correct **action verbs** to complete this summary of the report The War Against Germs.

protect	cough	touch	remove	cover	wash

Germs get onto our hands when they _____ objects. We can _____ ourselves from germs if we wash our hands often. We _____ the germs when we _____ our hands with soap and water. We can also protect others if we _____ our mouth and nose when we _____ or sneeze.

C. There are some **specialist words** in The War Against Germs. The specialist words are related to the topic of health. Sometimes, a synonym, or similar word, is given before or after a specialist word to help us work out its meaning.

For example, surgeon, or doctor. We can also say, doctor, or surgeon.

1. Find **two** more specialist words and their synonyms in the report.

2. Below are some more specialist words. Match the words to their synonym. You may need to use a dictionary. The first one is done for you.

1. antibiotics, or	**a)** immunisation
2. fever, or	**b)** shake
3. illness, or	**c)** medicine
4. infection, or	**d)** poison
5. injection, or	**e)** small tube
6. vibrate, or	**f)** sickness
7. syringe, or	**g)** needle
8. vaccination, or	**h)** temperature



Don't forget to add new words and their meanings to your **Word Bank**.

Lesson 4
Vanishing viruses

Today, we are reading another report about germs.
These germs are called viruses.

ACTIVITY 6

Reading: Vaccines for Viruses

In Lesson 2, you learned how germs can cause illness. Today, you are going to read about special germs called **viruses** and how you can protect yourself against them. First, let's get ready for reading.

Before reading

A. This is what you know already about main paragraphs in reports.

- There is one topic, or main idea, for each main paragraph, which we call a **topic sentence**.
- There are **supporting details** about each topic.

Usually the topic sentence is the first sentence in a main paragraph. Read the first sentence for each main paragraph in the report Vaccines for Viruses to find the topic sentences and write them in your book. The first one is done for you.

Topic sentence 1 (main paragraph 1):
A ***vaccine*** is a substance that gives ***immunity, or protection***, against a virus.

Topic sentence 2 (main paragraph 2):

Topic sentence 3 (main paragraph 3):

B. Reports are about facts, so they include **specialist words**. Here are two specialist verbs from the report Vaccines for Viruses. These words each have their own word family.

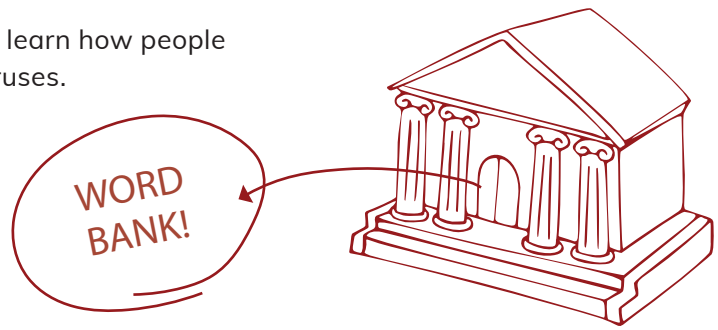
vaccinate **immunise**

Scan through Vaccines for Viruses to find more words to make up word families for these verbs.

C. **Five specialist words** in Vaccines for Viruses have got synonyms next to them. This helps you to work out the meanings. Find the words (they are in bold) and write the word and its synonym in your **Word Bank**.

For example, ***immunity***, or protection

Now, you are ready to read the report to learn how people can protect themselves against some viruses.



Text: Vaccines for Viruses

Some germs are called viruses. They cause nasty illnesses like chicken pox, measles, and mumps. We can protect **ourselves** against these viruses by using **vaccines**.

A **vaccine** is a substance that gives **immunity, or protection**, against a virus. You are given a tiny piece of a weak or dead germ. You don't get the whole germ because it would make you sick. Your body doesn't like this weak or dead germ, so it makes antibodies. These antibodies will kill the germ if it gets into your body.



A young boy receives a vaccination.

You get vaccines through an **injection, or needle**, into your arm. **A syringe, or small tube**, holds the liquid of the vaccine. When the **plunger** is pressed, the liquid squirts through the needle, but it doesn't hurt. People who are **vaccinated, or immunised**, have a certificate that shows that they are protected from the viruses.

When most people in a country have had a **vaccination, or immunisation**, it is called herd immunity. It means that the nasty virus cannot find a way to spread in the community. Once, many people became ill with diseases like measles or mumps and died. These days people are much safer because there is herd immunity.

No one likes getting an injection! However, you need to remember that by having **vaccinations**, you are keeping **yourself** and the people around you safe.



ACTIVITY 7

After reading: Vaccines for Viruses

After reading

A. Name the parts shown in the picture below. All the words are in bold in the text.



B. Look in the report to help you answer the questions below.

1. What are three examples of viruses we vaccinate against?
2. What is in a vaccine?
3. How is the vaccination given?
4. After vaccination, what happens if a real germ gets into your body?
5. What do you feel when you get a vaccination?
6. How can people show that they have been vaccinated?
7. What is 'herd immunity'?
8. Have you been vaccinated? If you don't know, check with your family.

C. How many more words can you make from these words?

vaccine **immunisation**

For example, Vaccine: in, cave

Immunisation: sat, summon

Lesson 5
Complex sentences

Today, we are learning how to identify complex sentences.



Learning about complex sentences

Reread Vaccines for Viruses. After you have finished reading, take turns with your partner to quiz each other on the new words that you've added to your **Word Bank**s.

A. Revising simple sentences and compound sentences

1. A **simple sentence** has one verbal group.

   With your partner, find **five** simple sentences in Vaccines for Viruses. If you can't find five, you could look in The War Against Germs too.

2. A **compound sentence** has two independent clauses joined together by the words and, but, or so.

   Scan through Vaccines for Viruses and The War Against Germs. Find compound sentences with the conjunctions and, but, and so.

B. Learning about complex sentences

There is one more important type of sentence. It is a **complex sentence**. Discuss the **Information Box** with your teacher.

Complex sentences

A **complex sentence** is a sentence that has at least two parts, called clauses, which each have a verb group.

- There is one clause that makes sense by itself. It is called an **independent clause**.
- There is also one clause that **doesn't** make sense by itself. It is called a **dependent clause**. It only makes sense when we read or say it together with the independent clause.

These antibodies will kill the real germ ***if*** it gets in your body.

independent clause | dependent clause

We start the dependent clause in a complex sentence with some special words:

before after if when while although so because

Here's an example of a **complex** sentence from the text:

You don't get the whole germ / because it would make you sick.

You don't get the whole germ.

This is an **independent clause** because it has a verb group don't get and it makes sense.

- Say the sentence now. Can you hear that it makes sense?

because it would make you sick.

This is a **dependent clause** because it has a verb group would make. But, if we say it out loud, it doesn't make sense by itself.

- Say the clause now. Can you hear that it doesn't makes sense?
- Now, say the **whole sentence** out loud. Can you hear how the **dependent** clause depends on, or needs, the independent clause to make sense?

C. Here is a nasty germ. Even though it's little, it's rather clever and has created some c**omplex sentences**. However, they're a little muddled. You can destroy the germ by writing the correct complex sentences correctly into your book.



For example, I hate it most when people get their vaccinations.

Independent clause	Dependent clause
1. I hate it most	**a)** if you've been vaccinated.
2. I like it best	**b)** ***when*** people get their vaccinations.
3. You can't see us	**c)** when children don't wash their hands.
4. I'm so scared of soap	**d)** because it kills me.
5. I'll make you sick	**e)** because we're tiny micro-organisms.
6. I'm a measle germ and I can't get to you	**f)** if you don't wash me away.

D. You can also begin a complex sentence with a dependent clause, but you need to use a comma before the independent clause.

Because it ***would make*** you sick, you ***don't get*** the whole germ.

Use a comma before the independent clause

Choose **three** of the sentences you wrote in Activity 8C and write them again with the dependent clause first.

E. Below are some more complex sentences from The War Against Germs and Vaccines for Viruses. Copy each sentence into your book. Show the independent clause and dependent clause and the special word for each sentence like this.

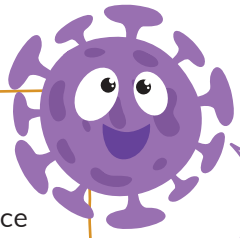
Although we wash our hands, we can still get sick.

independent clause — dependent clause

1. Mostly, children get injections while they are very young.
2. When most people in a country have had a vaccination, it is called herd immunity.
3. These days people are much safer because there is herd immunity.
4. If we are careful, we can protect ourselves from the harmful germs.
5. After our hands touch our nose, mouth, or eyes, germs enter our body.
6. We are also protecting our family and friends if we protect ourselves from germs.

Something extra!

Draw your own germ. Write your own complex sentence in a speech bubble to show what the germ is saying.



I like it when you touch your face.

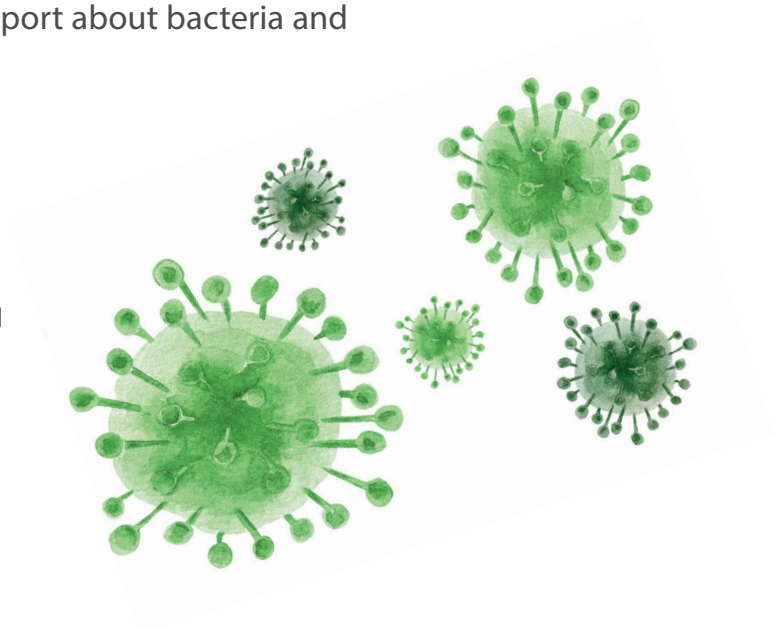
Lesson 6
Back off, bacteria

Today, we are talking talking and writing a report about bacteria and writing a report about bacteria.

ACTIVITY 9

Talking about bacteria

In Lesson 4 you learned how some germs are called viruses. There are germs called **bacteria** too. There are good bacteria, but there are nasty bacteria too. Some nasty bacteria cause diseases like ear infections, sore throats, and tooth decay. On the next page are some facts about bacteria.



A. Read the topics in the boxes below. What do you think is the best order for these four topics?

Be careful with antibiotics

- If used too much, they stop working.
- You must only take them when the doctor says so.
- You must always finish all antibiotics, even if you are feeling better.

What are bacteria?

- Tiny little organisms.
- Single-celled / all shapes and sizes.
- They are found in all environments (in the ground, on plants, in human bodies).
- 1 trillion found on the human body.

There are some bad bacteria

- Bad bacteria are unhelpful.
- They enter the body through the nose, mouth, and cuts in the body.
- They can cause an infection.
- The body usually fixes itself, but sometimes needs help.

Antibiotics fight infections

- Antibiotics fight infections caused by bacteria.
- They only work against bacteria, not viruses.
- They kill bacteria or stop them multiplying.

B. The facts in the boxes are notes, not sentences. Work together to make them into sentences. Follow these steps.

- Work in a group of four. Choose one of the facts from each box.
- Write sentences for the facts from your box.
- Join your group of four again. Each group member says the facts from their box as sentences. Help each other make good sentences. Perhaps you can try to make complex sentences.

Example notes: Are used too much, stop working

Example sentence: When antibiotics are used too much, they stop working.



Writing a report about bacteria

You are now going to use the ideas from Activity 9 to write a report about bacteria. Follow these steps:

Step 1: Choose a **title** and write it in your book. You should include the words bacteria and antibiotics in your title.

Step 2: Write your **introduction**. You could use these mixed-up ideas for your introduction or you could write your own.

/ and / good bacteria / there are / bad bacteria

/ have got / can kill bad bacteria/ antibiotics / we / fortunately, / that /

Step 3: Describe each topic in a main paragraph. You have got four paragraphs to write. Before you begin, here is an example for main paragraph 3.

Antibiotics fight infections caused by bacteria. They work against bacteria, but they don't work against viruses. When you take antibiotics, they kill bacteria or stop them multiplying.

Use the report checklist to check this paragraph.

Report checklist
☐ Is it in the present simple tense?
☐ Does it describe facts, not opinions?
☐ Are there any specialist words?
Sentences
☐ Is there a topic sentence?
☐ Does every sentence have a verb group?
☐ Are there any compound or complex sentences?

Now, write the four main paragraphs in order. Start each paragraph with a topic sentence.

Step 4: Write a short **conclusion**. You only need to write 1–2 summary sentences.

Step 5: Check your writing.

- Use the checklist from Step 3 to check each paragraph. Then read your report aloud to a partner for more checking.
- Think about how you can present the good copy of your report. Perhaps it needs some subheadings, pictures, and captions.

Lesson 7
Ear talk

Today, we are reading a report that appears to have been written by an ear!



Reading: A Report by an Ear

We have been learning about ways to take care of ourselves by keeping healthy. There are many things we can do such as eating healthy food, getting plenty of exercise, keeping clean, and cleaning our teeth – every day. We should also take care of our ears.

Before reading

A. In this report, an ear is talking to you. Before you read, have you ever had an earache? Talk to your partner about it.

- What did it feel like?
- How was it treated?

Now, read what the ear is saying.



Hello. I'm an ear. If you take good care of me, I'll keep working for you. Let me tell you how.

I hate loud noise! It hurts. Loud noise takes my hearing away until I can't hear much at all. You won't like that, will you?

I can look after myself, you know. In fact, both my partner and I can look after **ourselves**. I don't need you to poke sticks and small things into me. So please, if you keep the outside of my ears clean, I'll keep the inside of my ears clean.

Sometimes, I need your help! You'll know, because I'll make you hurt. This can happen when a germ gets into me after a cold. It can also happen when you've been swimming. When I hurt, you need to take me to the doctor or the health clinic to get some medicine. If the doctor gives you medicine, please take it until it's finished. Then the nasty germs will be gone for good!

So you can see, I don't need much help. If you care for me, I'll care for you. Can you remember that? Then, you'll always be able to hear, even when you're old.





After reading

B. The report written by the ear needs a **title**. What title will you give this report?

C. Below are some statements, some of which are true and some of which are false. Check in the report to make the false statements true.

1. Loud noise improves our hearing.
2. If you don't look after your ears, you can lose your hearing.
3. We should always clean our ears with a small clean stick.
4. Ears can't clean themselves.
5. Germs can't get inside ears.
6. You should go to the health clinic if your ears are painful.
7. You only take medicine for your ears while they are hurting.
8. Ears don't need much help.

D. When you are speaking to an elder, you use your best behaviour and best language. You are being **formal**.

When you are playing with your friends, your behaviour and language is more relaxed. You are being **informal**.

1. Think about the language used by the ear in the report. Is it formal or informal?
2. Look at War Against Germs and Vaccines for Viruses. Is the language in these reports formal or informal?
3. Look carefully at the way the ear wrote its report. Look for 5 expressions that make the report informal.

E. Although the report uses informal language, it still follows a report structure. Read the three main paragraphs again. Rewrite the topic sentences as formal sentences. Don't use the pronoun 'I' in your sentences, because your writing is formal.

For example, **Informal:** I hate loud noise!

Formal: Loud noise harms ears.

Something extra!

Make some more compound words using 'ache', like earache.

head stomach tooth



ACTIVITY 12

Reading aloud

A. When we read aloud, we want people to enjoy listening to us. The checklist below shows how you can read aloud so that people enjoy listening. Talk about the checklist with your teacher.

Reading aloud checklist
☐ Read at a good speed.
☐ Make sure your voice is loud enough.
☐ Pause at the end of sentences.
☐ Sound the end letters on the words.
☐ Try to pronounce the words correctly.
☐ Have good **expression**.

B. **What is expression?** Expression is when we say some words in a sentence a little louder and firmer than the other words. It helps to give an up and down rhythm, like in songs.

Practise reading the introduction aloud. Take turns with a partner. You can say the bold words more firmly. This will give expression.

Hello.
I'm an **ear**.
If you take good **care** of me.
I'll keep working for **you**.
Let me tell you how.

C. Now, read all of the 'ear report' aloud with your partner. One person reads paragraphs 1, 3, and 5. One person reads paragraphs 2 and 4.

D. Let's reflect

Use the traffic lights to reflect on your reading aloud. Choose a colour for each part of your checklist. Decide **one** thing you need to improve. How will you do this?

Reading aloud checklist
 You read at a good speed.
 Your voice is loud enough.
 You pause at the end of your sentences.
 You sound the end letters on the words.
 You pronounce the words correctly.
 You have good expression.

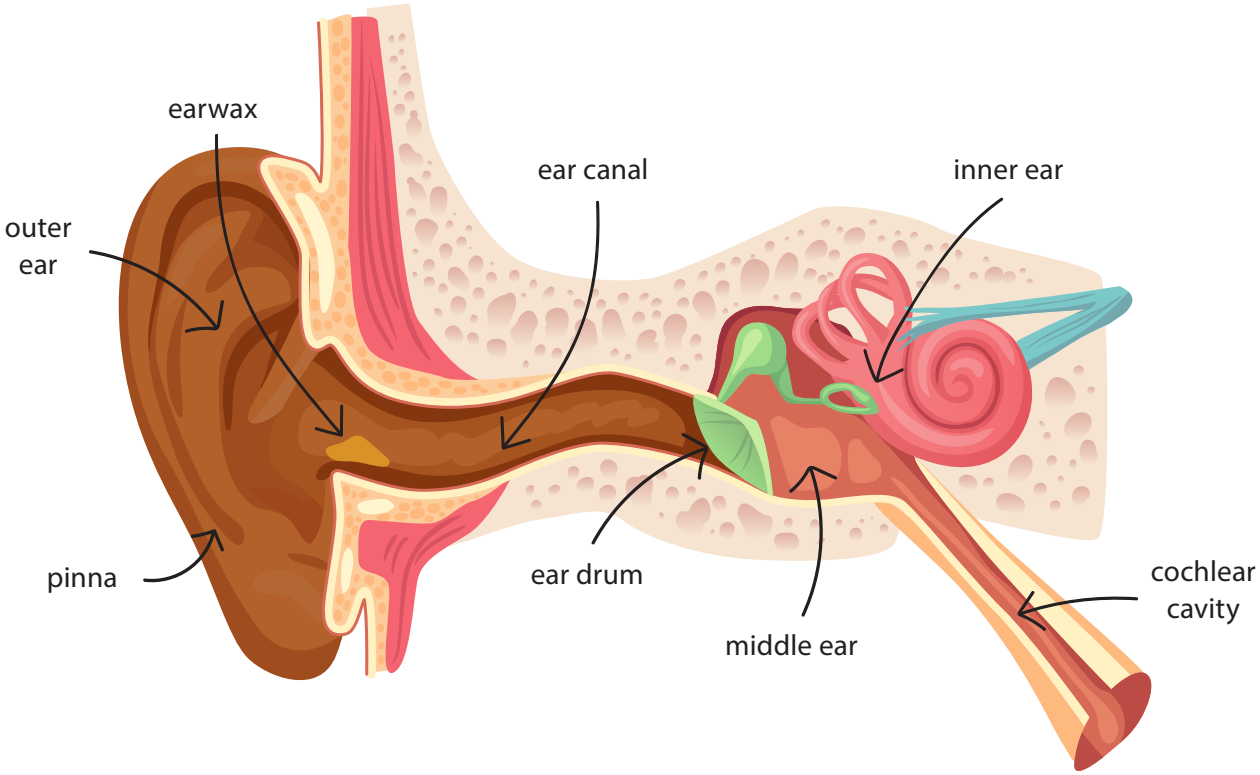
Lesson 8
Inside the ear

Today, we are reading a different report about ears.

ACTIVITY 13

Reading: Parts of the Ear

In Lesson 7, you read about how to look after your ears. Let's learn more about our ears. Here is a diagram showing the different parts.



A. Match the ear parts in the diagram to their meanings below. The first one is done for you.

Cleans the ear canal and prevents infections	ear canal
A small area filled with air	eardrum
Gathers sounds	earwax
Sends messages along nerves to the brain	middle ear
Carries sounds along a canal	cochlear
A tight cover like a drum that divides the middle and outer ear	outer ear

B. You are going to read a **science report** about the ear, but the paragraphs are in the wrong order. Skim your eyes over the paragraphs to work out the correct order for Parts of the Ear.

C. Read the report. Be careful! Read the paragraphs in their correct order.

Text: Parts of the Ear



The inner ear is filled with fluid and has the **cochlear, or hearing nerve**. The sound vibrations travel along the cochlear to reach the brain and your brain hears. Amazing! When noise is too loud, we can damage the cochlear and our hearing.



Our ears are very important to us and it is important for us to look after ourselves and take care of them.



The ear is made up of three different sections that work together to collect sounds and send them to the brain. These parts are the outer ear, the middle ear, and the inner ear.



The middle ear is a **cavity, or small hole**, filled with air. It sends sound to the inner ear. The middle ear is divided from the middle ear by an **eardrum**. It is stretched tight like the covering of a drum. It **vibrates, or shakes**, when sound hits it. It is important not to poke things into your ear because it will damage the eardrum.



The outer ear carries sounds to the inner ear. The outer ear has a pinna and an ear canal. The **pinna** is the part of the ear you see on the side of your head. It gathers sounds and send them to the **ear canal**. Your ear canal is the pathway to the middle ear. It is lined with **earwax**, which protects the canal by cleaning out dirt and preventing infections.

ACTIVITY 14

After reading: Parts of the Ear

After reading

A. The three main paragraphs each need a **subheading**. Write a subheading for each of these paragraphs.

B. In a table, show where you would find each of these ear parts.

Outer ear	Middle ear	Inner ear

cochlear | eardrum | pinna | ear canal | earwax | fluid | cavity

C. Rearrange these actions by the ear in order.

- Next, the sound enters the cavity of the middle air.
- Amazing! You can hear.
- The sound reaches the ear drum and it vibrates.
- Hearing starts when sound enters the ear canal.
- Finally, the sound is sent to the brain.
- Then the sound arrives at the cochlear in the inner ear.

D. Now, look at both ear reports (A report by an ear and Parts of an Ear) to answer the questions.

1. Why shouldn't you poke things in your ear?
2. How does the ear clean itself?
3. What part of the ear is damaged by loud noises?
4. What should you do if you have an earache?

Something extra!

Did you notice how the two reports (Activity 11 and 13) are written in different ways. Make a table that shows how they are similar and different. Try to find two more reasons for each column.

Ear reports	Similar	Different
	Both reports are about ears. • •	There are more specialist words in ***Parts of the Ear***. • •

Lesson 9
Looking back

Today, we are learning about reflexive pronouns and revising learning.



Reflexive pronouns to show what we do to ourselves

The ear said, "I can look after ***myself***, you know."

A. The ear used the **reflexive pronoun** – myself. Read and discuss the **Information Box** to find out why.

Reflexive pronouns

The **ear** said that **it** can look after **itself**. It doesn't want your help. 'Itself' is a reflexive pronoun.

Reflexive pronouns tell us about things that people and things do to themselves. You can look back to see the subject that it relates to.

The ear said, "***I*** can look after ***myself***, you know."

B. Reflexive pronouns have a subject pronoun partner. Make a singular/plural pronoun organiser and match the reflexive pronouns to their subject pronoun partners.

For example, I = myself

Singular pronoun		Plural pronoun	
I	himself	we	yourselves
he	itself	they	ourselves
she	myself	you	themselves
you	herself		
it	yourself		

C. Unit 7 is called Taking Care of Ourselves. Each report you read includes one or more reflexive pronouns. Look through the reports. Choose three sentences with reflexive pronouns and write them in your book.

Circle the reflexive pronoun and underline the subject it relates to.

For example, ***We*** should look after ***ourselves***.

D. Complete the paragraph with the correct **reflexive pronouns**. Look for the subject the reflexive pronoun relates to. You can just write the answers. The first one is done for you.

Last week I was sick. This is what my mother said: "You're sick because you don't wash your hands properly. You need to look after yourself better."

My mother is right. I don't look after _____ properly. While I was lying in bed, I was reading about other people who haven't looked after _____ properly. I read about a footballer who hurt _____ when he kicked a goalpost after he missed a penalty. Silly man. He broke his leg. Then I read about a woman who hurt _____ after she fell out of a tree. Do you know why? She was trying to rescue her cat! Silly woman! The cat jumped down on its own and didn't hurt _____. What a clever cat!

My mum is right. We all need to take care of _____ if we want to stay healthy.



Revisiting what we have learned

In this unit, you have been focusing on different kinds of sentences and specialist words in reports. In this activity, show what you have learned.

A. Look in the **two ear reports** to find: 3 simple sentences; 3 compound sentences; 3 complex sentences.

B. **Compound words** are two words that have been joined together. Find **three** compound words in the ear reports.

C. You have been learning many **specialist words** for keeping healthy. Look in the reports and your **Word Bank** to find specialist words for the meanings below.

1. Food that is covered with germs = c
2. Another name for germs = m
3. What we have after a vaccination = i
4. It is used to give a vaccination = i
5. The tight covering inside our ear = e
6. It keeps our ears clean = e
7. The medicine for killing bacteria = a
8. A type of germ = v
9. It happens when sounds hit our eardrums = v
10. Small hole in the middle ear = c



Lesson 10

A healthy body + a healthy mind = a healthy life

Today, we are looking at how we keep a healthy mind.

ACTIVITY 17

Reading: Looking After Our Minds

Before reading

A. Your mind is the part of your brain that thinks and feels. We need to look after our minds to keep healthy too. Discuss the photo.

1. How are the children looking after their minds?
2. What do you think are some more ways we can keep our minds healthy?

B. Read the subheadings in the report Looking After Our Minds. They will help you get ready for reading.

While reading

Try reading Looking After Our Minds on your own or with a partner. Think about the questions below before and after reading each section. It will help you think about what you are reading.

Do your best
Do we have to be good at everything we do? Why/why not?
What do we feel when we do our best?

Don't worry, be happy
What or who makes you happy?
What makes you feel worried, or not-so-happy?

Be kind
What are some kind things you do or say to others?
Why should we be kind?

Keep active and rest well
Why do we need to move?
Why do we need to rest?



After reading

C. Answer the while reading questions in your book.

D. Share in a group:

- One way that you do your best
- One thing that makes you happy
- One way you show kindness towards others
- How many hours of sleep you get most nights

Text: Looking After Our Minds

Happy, healthy minds need to be looked after. Here are some ways to look after your mind.

Do your best

A happy and healthy mind wants to work hard. It's like a car. If it doesn't get used for a long time, the battery goes flat. Your mind doesn't care if it is good at doing things or not. It just wants the chance to try. When you work hard and do your best, we feel pride, or happiness. This is very good 'food' for your mind.

Don't worry, be happy

A happy and healthy mind needs to feel enjoyment. When you play, laugh, sing, and have fun with your friends, positive energy gets sent to your mind. This creates feelings of happiness. So, remember to look after your mind by having fun.

Be kind

A kind mind is a happy, healthy mind. When you help other people, good feelings rush into your mind. Sometimes, kindness is doing simple things such as saying 'please' and 'thank you'. Using kind words and showing kind actions makes your mind happy, and you make other people happy too.

Keep active and rest well

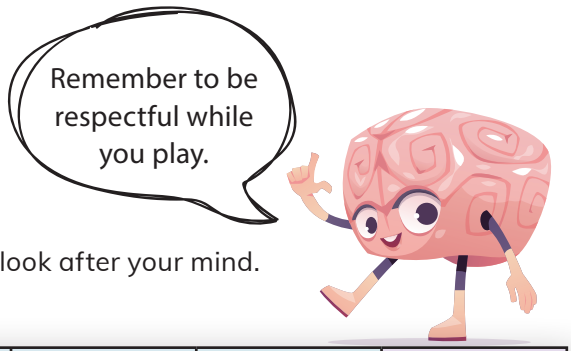
Your mind needs food, just like a car needs fuel to go. The best way to get food to your mind is to move. When you move during play and sport, you are sending food to your mind. However, you need to remember that your mind is growing, so it gets very tired. You can help your mind grow when you get plenty of rest, especially at night.

So, there you are. Now you know four ways you can keep your mind healthy and happy.



ACTIVITY 18

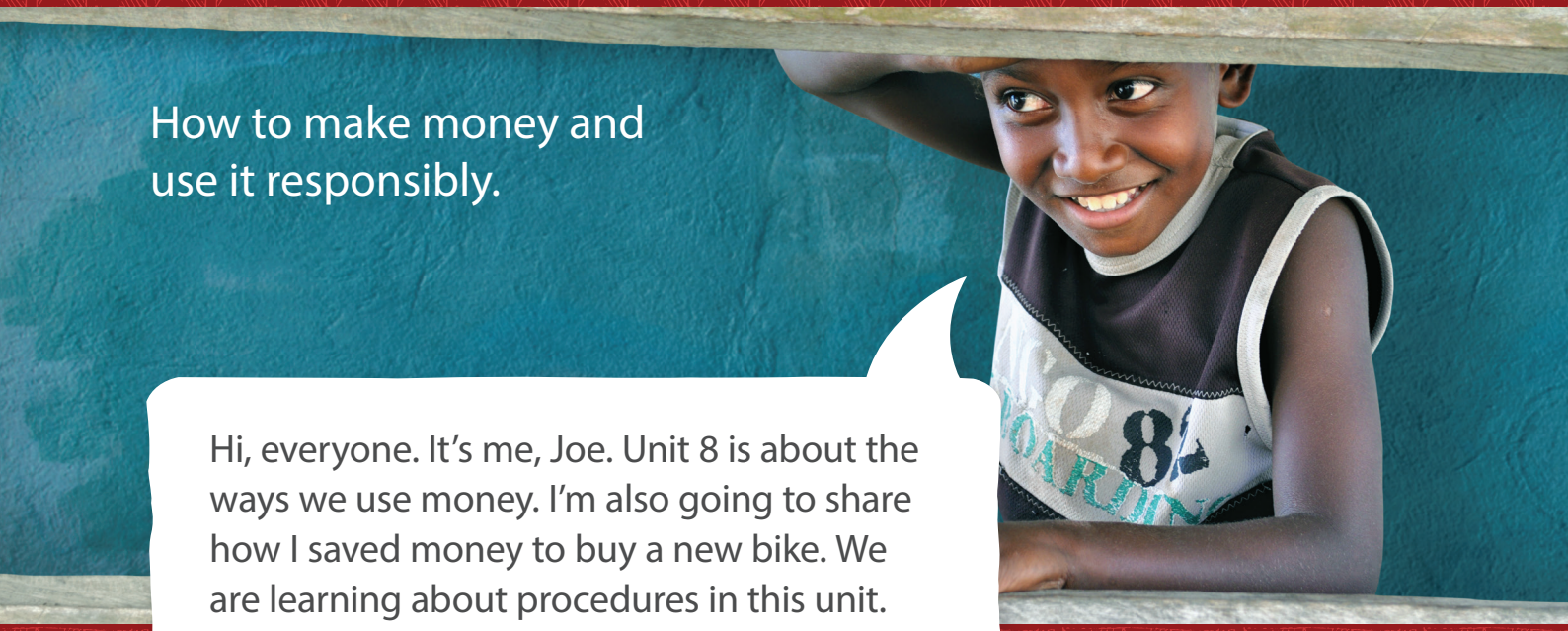
Playing a mind game



Play this game. It will help you think about ways you can look after your mind. You need to play in a group and use dice.

START Today is going to be a good day. Feed your mind!			1	2	3	4 You stayed up too late. Your mind is exhausted. Get some sleep! Back to start
11 Your task was hard, but you never gave up. Well done! Forward 5 spaces	10	9	8	7 You've been sitting all day. Your mind is hungry. Get some exercise! Back to start	6	5
12	13	14 You are worried and stressed. Talk to someone about your problems. Back 4 spaces	15	16	17 You've finished your project. It looks great. Your mind is so proud. Forward 7 spaces	18
25	24	23	22 You haven't done your homework. Do it now! Back 5 spaces	21	20	19 You said some cruel words to a girl in your class. Please say 'sorry'. Back 4 spaces
26 You're singing and dancing with friends. Your mind is smiling. Forward 3 spaces	27	28 Thanks for being kind to a lonely child. Forward 3 spaces	29	30 You gave up instead of finishing your work. Try again! Back 4 spaces	31	32
39	38 You shouted and yelled and disturbed others. Apologise now! Back 3 spaces	37	36 You didn't go out to play. Go and have some fun! Back 6 spaces	35	34	33 You were exhausted, so you went to bed early. Forward 2 spaces
40 You've been running and throwing a ball. Your mind says 'thanks'. Forward 4 spaces	41	42	43 You are almost there! Roll a 6 to achieve a healthy mind.	**END** Congratulations! Your mind is healthy. Always remember: a healthy body + a healthy mind = a healthy life		

Unit 8
Using Money



How to make money and use it responsibly.

Hi, everyone. It's me, Joe. Unit 8 is about the ways we use money. I'm also going to share how I saved money to buy a new bike. We are learning about procedures in this unit.

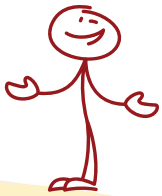
In this unit, you will:

- build vocabulary about money
- talk about money and the ways we use it
- use the present continuous tense to talk about pictures
- use adverbs to show how
- use complex sentences with if
- read a report about traditional money
- read instructions for making, selling, counting, and following recipes
- listen to the biography of an entrepreneur
- write a recipe, giving instructions.

Lesson 1
Notes and coins

Today, we are looking closely at Solomon Islands' banknotes and coins.

ACTIVITY 1 Talking about banknotes and coins



You can use any language you know – your local language, Pijin, or English – to discuss the ideas in class.

If you used your local language, try to also discuss your ideas in English.

Here are some images of Solomon Islands' currency. The currency includes **banknotes** and **coins**. Each of the notes and coins tells us something special about Solomon Islands.

A. With a partner, look closely at the images of banknotes.

- What can you see on each note?
- How do you think each image is special to Solomon Islands?



B. Here are descriptions of the banknotes. Match the descriptions to the banknotes.

1. An image of coconut growing with plantation harvesting. There are also images of an open coconut and a necklace.

2. Images of a shell, snake, lizard, iguana and fungi. It represents our special natural environment.

3. A musician is playing bamboo panpipes, and female dancers are performing a ceremonial island dance. It represents our unique culture.

4. A man is holding a traditional tool used to drill shell money. There is also a string of shell money. It represents our traditional money system.

5. There is a spear fishing scene. It represents how we work together as a community.



ACTIVITY 2 Using money every day

Some people use money every day, and some people don't use money very much at all. Some people use **bartering** to get the things they need. They exchange things, not money.

Something extra!

Design your own banknote or coin. Then write sentences saying why your design is special to Solomon Islands.

A. Use **Think-Pair-Share** to think about how you and your family use money or barter.

- **Think:** What things do you and your family buy with money or barter? Make a list.
- **Pair:** Take turns to share your list with a partner.
- **Share:** Now, share with the class. Can you add more things to your list?

B. You can see and touch pencils, so they are called **goods**. You can't see or touch your school fees, so it is called a **service**.

Divide the list you made in Activity 2A into two lists. Make one list for **goods** and one list for **services**.



Lesson 2
Joe's new bicycle

Today, we are learning about the verbs we use when buying and selling. We're also learning more 'money' words.



ACTIVITY 3 The verbs we use when buying and selling

Joe's been saving his money for a long time. Today, he's going to buy a bike.

A. First, let's learn some important words related to money. Discuss the words with your teacher. Write the verbs and their meanings in your **Word Bank**. Then choose two of the verbs to make word families.

sell (past tense sold) – give someone something in exchange for money.

"I'm a salesperson. I ***sell*** bicycles. Last Tuesday, I ***sold*** three bikes."

buy (past tense bought) – get something by paying money for it.

"I want to ***buy*** a bicycle." "I ***bought*** a new bike yesterday."

spend (past tense spent) – give money as payment for something.

"I ***spent*** $550 yesterday on a bike. Next, I'm going to ***spend*** my money on a helmet."

pay (past tense paid) – give money to someone for something.

"I ***paid*** the salesperson $550 for my bike." "I will ***pay*** the salesperson for my helmet, too."

cost (past tense cost) – show how much you must pay for something.

The ***cost*** of the black bicycle is $550.00.

B. Here are two dialogues. Read them and choose the correct verb above to complete the gaps.

In the bicycle shop (All verbs are in the present tense. Think about when you need to add an end -s)

JOE	Hello, I'm Joe. I would like to _____ a new bike, please.
SALESPERSON	Hello, Joe. I _____ many bikes. How much do you want to _____?
JOE	I've saved up $600.00. Do you _____ bikes for $600.00?
SALESPERSON	Sure do. Do you like this blue bike? It _____ $600.00 exactly.
JOE	Hmm, it's nice, but it's a bit small, I think. Do you have anything else?
SALESPERSON	What about this black one? It _____ just $550.00. It's on special. Take it for a ride.
JOE	I like it. Yes, I'll _____ this bike please.
SALESPERSON	Would you like a helmet too? It'll keep you safe. It is only $50.00.
JOE	That's a good idea. After all I still have $50.00 to _____.

Later at home (some verbs are present tense and some verbs are past tense, so think carefully)

PETER Hey, Joe, I like your new bike. How much did you _____ for it?

JOE Thanks, Peter. It was on special. I _____ the salesperson $550.00. Then I _____ the rest of my money on a bike helmet. It's black too.

PETER Great. When I _____ my bike, I didn't get a helmet. Maybe I'll _____ one too.

JOE Good idea. Come on, let's go for a ride!

C. Practise reading the dialogues aloud with a partner. It will help you learn how to use the verbs correctly.



More words related to money

A. All of the nouns below are words about people or places. They are all related to money. Sort them into their correct lists. The number in brackets tells you how many words to find.

- Remember: people's jobs often end in -er. This will help you.
- Use your dictionary to check the meanings of any words you don't know.

Places where things are sold (5)

People who sell or buy things (7)

Places where we keep money (6)

ATM | bank | cash box | customer | buyer | purse | seller | salesperson | handbag | shopper | stall | supermarket | shop | trader | shopping centre | market | wallet | stall holder





Lesson 3

Buying and selling

Today, we are reviewing the present continuous tense.

ACTIVITY 5

Using the present continuous tense to talk about photos

Below are images of different places where people buy and sell things. How are they similar or different to the places where your family buys or sells things? Can you think of other places?









A. We are going to use the **present continuous tense** to talk about the photos. Read and discuss the **Information Box** and the description to learn how to make the present continuous tense.

Present continuous tense

We use the present continuous tense to talk about what is happening **now**.
We also use it when we describe what is happening in photos.

It is formed like this: name/pronoun + 'be' verb (is/are) + verb + -ing

The customer ***is buying*** some fish.

name — 'be' verb — verb + -ing

B. **1.** Read the description below. Which photo does it relate to?

A woman ***is sitting*** on the floor at the market. She ***is selling*** taro. She ***is talking*** to a customer. The customer ***is buying*** one kilo of taro. The woman ***is putting*** the taro into a plastic bag. Many people ***are buying*** taro today.

2. With a partner, make sentences to describe what is happening in the other photos using the present continuous tense. Try to include these verbs.

buy | sell | spend | pay | cost

3. Choose one of the photos and write your sentences as a paragraph.

C. We also ask questions using the present continuous tense. Read the **Information Box** to see how present continuous questions are formed.

Present continuous questions

You can make present simple tense questions with wh- + how question words.

It is formed like this: wh- question + 'be' verb (is/are) + noun/pronoun verb + -ing + ?

The 'be' verb and noun/pronoun change positions in questions.

What ***is*** the customer ***buying***?

Use **Think-Pair-Share** to ask and answer present continuous questions about the photos.

Use these verbs:

buy | sell | spend | pay | cost

Think: On your own, choose one photo and write three questions.

Pair: Take turns to ask and answer the questions with a partner.

Share: As a class, ask and answer some of the questions.

D. Work with a partner. Choose a photo and **write a dialogue** between the seller and the customer. Use some present continuous questions and sentences.

When you have finished, read your dialogue to a group or the class.

Lesson 4
Traditional money

Today, we are reading an information report about feather money.

ACTIVITY 6

Reading: Feather Money from Santa Cruz

People didn't always use banknotes and coins to pay for goods and services. Some groups of people used currency like feather money and shell money. Today, some people still use these traditional forms of money.

Before reading

A.
1. What kinds of traditional money do you know that are not banknotes and coins?
2. What do you think people bought with traditional money?
3. Scan the information report Feather Money from Santa Cruz. Find examples of how people from Santa Cruz used feather money.

Read the information report about Feather Money from Santa Cruz.

After reading

B. Here are some questions. Look in the report to help you answer the questions.

1. What is special about feather money makers?
2. Could anyone become a feather money maker? Give a reason.
3. What are four things feather money paid for?
4. Which word tells us the name of the shape that feather money is rolled into?
5. How did people decide the value of a feather money belt?
6. Why is feather money still important today?

C. The verb pay is written in three different ways in the text. Pay is the base verb.

1. Can you work out the part of speech (for example, noun, verb, adjective) for payment?
2. In Unit 5, you learned that the suffix '-ment' makes a verb into a noun. Can you think of things your family makes regular payments for? Examples: school fees, electricity.
3. Write three sentences to show what your family members make payments for. For example, My father makes payments for …

D. Imagine that you lived a long time ago. You don't have money in your community yet. You have been chosen to create a form of money.

- What will your traditional money be made from?
- How will you make it?
- What will it look like? Draw pictures of your money.

Take turns to tell your group about your money invention.

You can use any language you know – your local language, Pijin, or English – to discuss and understand this activity.

You will talk about your new money invention in English in Lesson 5.

Text: Feather Money from Santa Cruz

Long ago, before there were banknotes and coins in Solomon Islands, people on Santa Cruz used feather money. In the local language, the feather money is called **tevau**.



Scarlet honeyeater

Feather money, or **tevau**, is a ten-metre long belt rolled into a coil. It is made from about 60,000 red feathers of the tiny scarlet honeyeater bird, or **manga**. It takes about 600 hours for three men to collect the feathers and make a **tevau**. Feather money was made on Ndende Island by men who were believed to have special skills that came from spirits. These skills were passed down from father to son.

Traditionally, people **paid** for things such as land, pigs, canoes, and bride prices with feather money. Red feather money was also used as **payment** to settle fights. The different types of feather money had different values based on the rich colour of the tiny red feathers.

Nowadays, people from Santa Cruz use modern Solomon Islands dollars and cents to **pay** for goods and services. However, feather money is still an important part of the traditional culture of Santa Cruz.



Feather money

Lesson 5
Feather money

Today, we are reading instructions for making feather money and learning about procedures.



Reading: How Feather Money Is Made

People don't make feather money anymore. In fact, it is believed that spirits will be angry with anyone who makes feather money and does not know the magical secrets. Still, we are allowed to know the procedure for making feather money – just don't try it out!

Read the procedure, or instructions, and discuss it with your teacher.

After reading

A. Did you notice that the texts Feather Money from Santa Cruz and How Feather Money Is Made are about the same topic, but they are written in different ways? Discuss with your teacher how they are different.

B. There are some action verbs in this text. Match these action verbs below with the correct meanings. For example, 1. peel = d) Take the skin off something, like a banana.

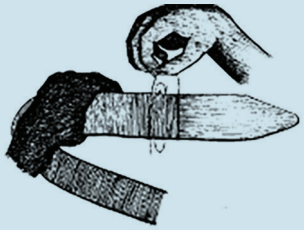
1. peel	**a)** Cover up to hide something, like a present or gift.
2. pluck	**b)** Make a thin layer on something, like jam on bread.
3. release	**c)** Pull out of something, like feathers off a bird.
4. roll up	**d)** Take the skin off something, like a banana.
5. spread	**e)** Let something go, like putting a fish back in the sea.
6. stick	**f)** Join two things together with glue.
7. tie	**g)** Make a long thing into a small circle, like a rope.
8. wrap	**h)** Join two things together with a string or rope, like a boat to the wharf.

C. Your teacher or a group member is going to read the procedure How Feather Money Is Made aloud. Mime each of the actions with your hands as your teacher or group member reads.

How Feather Money Is Made

1.

Peel and cut off a strip of tree bark. Wrap it with string to make a belt about ten centimetres wide and ten metres long.



2.

Cut and stick brown pigeon feathers together to make flat rectangles.



3.

Make glue from tree sap and spread it on the branches of a tree. Tie a male scarlet honey-eater to a branch to attract other birds. Other birds will get stuck to the glue.



4.

Pluck a few red feathers from each bird's breast, head, and back. Then release the bird. Wrap the feathers in leaves and smoke them so they are protected from insects.



5.

Stick the red feathers along one edge of each pigeon feather rectangle. Place the rectangles one by one on the belt. Wrap string around the belt so that only the red feathers show.



6.

Roll up the finished red feather money in a coil and keep it in a safe place.



ACTIVITY 8

Understanding procedure texts and command sentences

A. How Feather Money Is Made is a **procedure text**. It gives **instructions** on **how to make** feather money. When we give instructions, we use **command verbs** to make command sentences. Read and discuss the **Information Box**.

Command sentences

When we say or write **instructions** we put the action at the beginning of the sentence and take out the names of people.

In this present simple sentence the man is doing the action.

The man peels a strip of bark off a tree.

In this command sentence, we don't read about any person. We just read about the actions that we must do. The action verb (peel) comes first.

Peel a strip of bark off a tree.

We only use the **base verb** in command sentences. It does not change.

B. These sentences have the **command verb** missing. Look in How Feather Money Is Made to complete the sentences. They are not exactly the same as the sentences in the text, so you'll have to think carefully! The first one is done for you.

1. Peel and cut off a strip of tree bark.
2. _____ string around the bark.
3. _____ rectangles with pigeon feathers.
4. _____ glue onto some branches.
5. _____ a honeyeater bird onto a branch.
6. _____ red feathers from the honeyeater birds.
7. _____ the red feathers onto the pigeon feathers.
8. _____ the feather money belt into a coil.



C. Find **two** compound sentences (joined by and) in How Feather Money Is Made. Underline the command verbs in these sentences.

D. In Activity 7, you imagined that you were living a long time ago and you created a new kind of traditional money.

Write a list of command sentences to show how you made your new money. Then use these sentences to tell your group how to make your new money.

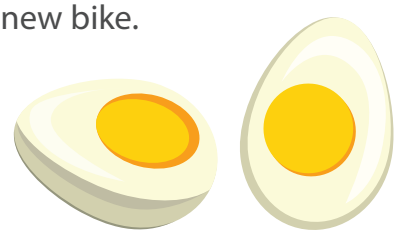


Lesson 6
Making money

Today, we are learning how Joe earned money to buy his new bike.

ACTIVITY 9

Reading: Steps for Selling Boiled Eggs



Joe wanted a bike for a long time, but he couldn't decide how to earn the money. His father suggested that he sell boiled eggs at the market. So that is what Joe decided to do.

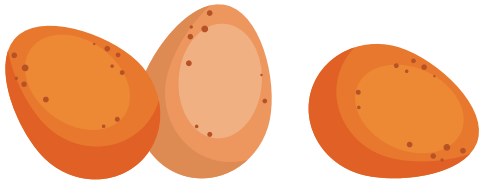
A. Preparing and selling things is hard work and there are many things to do. Joe wrote instructions, or a procedure, for preparing and selling eggs. Read his instructions and complete the activities on the next page.

Text: Steps for Selling Boiled Eggs



- Get up early.
- Collect the eggs and put them in a basket.
- Take the eggs home.
- Wash the eggs **thoroughly**.
- Put the eggs in a pot of water.
- Boil the eggs for 10 minutes.
- Take the eggs out of the pot. **Gently** put them in cold water.
- Put the eggs on a tray.
- Carry the eggs **carefully** to the market.
- Write a price of $5.00 each **neatly** on a card.
- Sell the eggs to the customers. Always speak to the customers **politely**.
- Collect the money and put it **safely** in a bag.
- Tidy up and go home after the eggs have all been sold.
- Count the money **correctly** and put it in a bank account.

1. How many steps are there?
2. How many different command verbs can you count?
   (Careful! There are some compound sentences with two commands).
3. How many steps are about:
   - collecting the eggs?
   - preparing the eggs for selling?
   - selling the eggs?
   - after selling?
4. Can you think of any missing steps?



B. In your group, choose **one** thing that you could prepare and sell. List each of the steps beginning with a command verb.

- How many steps did you say or write?
- How many different command verbs did you use?



Using adverbs to give more information

A. Did you notice the bold words in Joe's command sentences in Steps for Selling Boiled Eggs?

Carry the eggs ***carefully*** to the market. Collect the money and put it ***safely*** in a bag.

These words are called **adverbs**. Adverbs give us more information about **how** Joe prepared and sold the eggs. Read the **Information Box** and discuss how we use adverbs.

Adverbs

Adverbs go with verbs and tell us **how** somebody does something. They are often made by adding '-ly' to an adjective.

Carefully is an adverb that tells us **how** Joe carried the eggs. It is made from the adjective careful + -ly.

Adverbs can go in different positions in a sentence.

- ***Carefully*** carry the eggs to the market. (next to the verb)
- Carry the eggs ***carefully*** to the market. (after the noun/pronoun subject)
- Carry the eggs to the market ***carefully***. (at the end of a clause)

B. There are **seven** adverbs in Steps for Selling Boiled Eggs that tell us how Joe did things. They are made from a base adjective + -ly. Look closely to find them and write them in a table like this.

Adjective	Adverb
careful safe	carefully …

C. Below are suggestions for how to be a successful salesperson. Change the words in the list from adjectives to adverbs to complete the sentences. Then underline the verb they relate to. The first one is done for you.

careful	careless	correct	fair	polite	respectful	wise

1. You should always treat your customers respectfully.
2. Greet your customers _____.
3. Don't charge too much, but price your product _____.
4. Take care and don't handle your product _____.
5. Count out the customer's change _____. Don't be a cheat.
6. Save your money _____ and spend it _____.

Lesson 7
Counting money

Today, we are practising how to use the language of instructions.
We are also learning more about complex sentences.

ACTIVITY 11

Reading: How to Count Coins

In Lesson 6, we used adverbs to show that we should count our money **carefully** and treat customers **fairly**.

After a long day of selling, you are sometimes left with a lot of coins to count. The instructions in How to Count Coins show how to count them quickly and accurately.

A. Read the instructions on the next page. Mime each action as you read.



Text: How to Count Coins

1. Gather all the coins. Be careful not to miss any.
2. Spread the coins out on a flat surface like a table.
3. Separate the coins into groups based on their value.
4. After they have been separated, work with one coin group at a time. Sort the $2 coins first if there are some.
5. Create stacks of 10 coins. If there are not enough for a stack of 10, put the extra coins aside. Count them last.
6. Do the same for each coin value: $2, $1, 50c, 10c.
7. When the sorting is complete, count each pile of coins. It's easy.

   2 piles of 10 $2 coins = $20.00
   + 1 small pile of 3 $2 coins = $6.00.
   This pile has $26.00 altogether.

   A calculator can be used if you have one.



8. Write the total number for the $2 coins down.
9. After you've counted the $2 coins, do the same for the other coin groups.
10. Finally, add up the total for all of the coins.

After reading

B. Here is a summary of the instructions in the procedure text How to Count Coins, but the instructions are in the wrong order. Rearrange the steps into the correct order.

1. Add up the total amount for all of the coins.
2. Separate the coins into groups of the same kind.
3. Write down the total for each group of coins.
4. Make coins into piles of 10.
5. Gather the coins.
6. Count the piles of coins.





Complex command sentences

Some of the command sentences in How to Count Coins are complex sentences.

Remember: a complex sentence has:

- an independent clause which makes sense by itself.
- a dependent clause that must go with the independent clause to make sense.

For example,

After they have been separated, ***work*** with one coin group at a time.

dependent clause — independent clause

Here is another example. Can you see the independent clause and the dependent clause?

When the sorting is complete, ***count*** each pile of coins.

A. Look carefully in How to Count Coins and find one more command sentence that is a complex sentence.

B. Add an independent clause so that these sentences about Joe's boiled eggs make sense. Begin each clause with a command verb.

1. When the eggs are collected, take _____.
2. After the eggs have boiled for 10 minutes, _____.
3. _____ after the eggs have boiled for 10 minutes.
4. When the eggs are all sold, _____.



Something extra!

Make a complex command sentence about one of the steps in How Feather Money Is Made.

Lesson 8
Making dreams come true

Today, we are learning how to make sentences with '***if***' to show what can happen.

ACTIVITY 13 Using 'if' to show what can happen

Read the instructions for How to Count Coins one more time. Try to see what is happening in your mind as you read each step.

A. Did you notice three sentences with if in How to Count Coins? Find them now, then read and discuss the **Information Box** with your teacher.

If in complex sentences

We sometimes use 'if' when we are giving instructions. It means that one action depends on another action or thing for it to happen.

Independent clause + if (dependent clause)

This can happen only if this happens

A calculator can be used ***if*** you have one.

independent clause	if (dependent clause)
This can happen	only if this happens

After all, you can't use a calculator if you don't have one.

The if **clause** can go before or after the independent clause.



B. Let's practise with some of Joe's sentences from Steps for Selling Boiled Eggs.

1. Write sentences that make sense. The first one is done for you.

Independent clause	Dependent clause
1. Remember to smile	if the eggs have all been sold.
2. Wash the eggs carefully	if you want many customers.
3. Take the eggs to the market to sell	if they are dirty.
4. You can go home	if you want to sell many eggs.
5. Make the display attractive	if there are enough.

2. Choose three sentences. Rewrite them so that if is the first word. Remember to use a comma to separate the clauses.

C. For a long time Joe daydreamed about his new bike. Here are his daydreaming thoughts.



Notice the parts of Joe's sentences: **if + verb group + comma + verb group**

Think about something that you want and daydream about. Talk about it with a partner. Then write **three** 'if' sentences like Joe's to show what can happen.

Here are some ideas to get you started.

If I have a _____, I can have _____.

If I sell _____, I can buy _____.

If I save _____, I can buy _____.



Lesson 9
The 'Bee Sweet Lemonade' kid

Today, we are listening to a true story about a young entrepreneur.
We are also reading a recipe for making lemonade.



ACTIVITY 14 Listening to Mikaila's story

An **entrepreneur** is a person who starts a business. Anyone can be an entrepreneur – even you and Joe.

You are going to listen to your teacher tell you about a young entrepreneur from the United States of America (USA). Her name is Mikaila Ulmer.

A. Before listening

Read the statements about Mikaila's business. Four of the statements are correct and four are incorrect. You won't know the correct statements until after you have listened to your teacher tell Mikaila's story.

1. Mikaila Ulmer began selling lemonade when she was eight years old.
2. She used her great-grandmother's secret lemonade recipe.
3. The lemonade tastes really delicious after sugar is added.
4. Mikaila wants to help bees because they are important for pollination.
5. Mikaila called her product 'Bee Sweet Lemonade'.
6. She donates all of her profits towards saving bees.
7. Today, about 360,000 bottles of 'Bee Sweet Lemonade' are sold every week.
8. The 'Bee Sweet Lemonade' recipe is still a secret.

B. After listening

1. Decide which answers in Activity 14A are true and which are false.
2. Make changes to the false statements to make them true.

Now, check your answers with your teacher.

ACTIVITY 15 Reading: A Recipe for Homemade Lemonade

Mikaila used a very old secret recipe from her great-grandmother to make her lemonade.

Recipes are one type of procedure text. They have two parts:

- The things we need to make the recipe (ingredients and equipment)
- A list of instructions

Here is a recipe for lemonade. Perhaps you would like to try to make it at home.

Homemade Lemonade

Ingredients

1 1/4 cups sugar

6 cups water

5 to 8 lemons

Mint leaves or lemon slices

Ice cubes (optional)

Equipment

A pot

Lemon squeezer

Stirring spoon

Glasses



Steps to make lemonade



1. Combine sugar and 1 cup of the water in a medium-sized pot.
2. Bring to the boil over medium heat. Stir continuously until all the sugar is dissolved.
3. When the sugar has dissolved, carefully remove the pot from the heat. This mixture is called syrup. Let the mixture cool down before you put it in the fridge (refrigerator). If you don't have a fridge, store the syrup in a cool place.
4. Next, squeeze the lemons with a lemon squeezer until there is 1 cup of fresh lemon juice. If you don't have a lemon squeezer, you can squeeze the lemons tightly with clean hands.
5. Add the 1 cup of lemon juice to the other 5 cups of cold water. Then gently stir syrup (sugar and water mixture) into the lemon juice.
6. Pour the lemonade into glasses and garnish with lemon slices or fresh mint. If you have ice cubes, add these to keep it cool.
7. When it is ready, enjoy this refreshingly delicious drink with your friends and family.



After reading

A. Answer these questions. They will help you practise the language skills you have been learning.

1. Find words that match these meanings in the recipe. They are in bold.

- A place where you keep things cool.
- Decorate or make it look nice.
- Is melted.
- Not big and not small.
- Very tasty
- Without stopping.
- You don't need to use it.

2. How many different **command verbs** can you count in the recipe? Write them in your book.

3. Find **two** complex sentences with a dependent clause beginning with when. Rewrite **one** of these sentences in your book. Change it so that it starts with the independent clause.

4. Find **three** complex sentences using if. Write **one** of these sentences in your book. Change it so that it starts with the independent clause.

5. Find **four** sentences with an **adverb** that ends in -ly. Write each adverb and the verb it relates to in your book. For example:

Adverb	Verb it relates to
continuously	stir

B. Work with a partner. You have been invited to teach some children how to make lemonade.

Partner A: Mime and say the instructions for Steps 1–3.

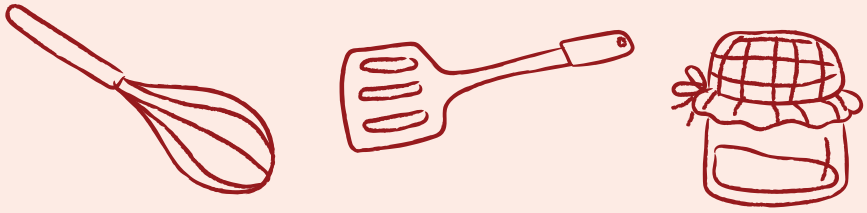
Partner B: Mime and say the instructions for Steps 4–6.

Together: Mime and say the instructions for Step 7.

Become an entrepreneur!

Imagine that your class wants to earn some money to buy something the class or community needs. Your class has decided to open a stall to sell food. Each member of your class needs to make something to sell at the stall.

What could you bring to the stall? In Lesson 10, you are going to write a recipe for a product for the class stall. Talk with your family and choose a recipe. You will need to know the ingredients and the steps for making the recipe.



Lesson 10
Cakes for the stall

Today, we are writing a recipe.



ACTIVITY 16 Writing a recipe

Planning your writing

For homework, you chose a recipe for something you want to make for a class food stall. Now you are going to write the recipe. Before you start, plan your writing by drawing pictures.

Draw about 6 simple pictures showing how to make your recipe. Write the command verbs that go with each picture. These pictures are your plan. Use them to help you write your recipe instructions.

Writing your recipe

Step 1: Write the **title**. What is the name of your recipe?

Step 2: Write the heading **Ingredients**. List all the food items that go in your recipe. Show how much of each one is needed.

Step 3: Write the heading **Equipment**. List all the things you use to make your recipe.

Step 4: Write the heading **Steps to make** (name of recipe).

Follow the pictures in your plan. Remember, you are writing instructions, so use command sentences.

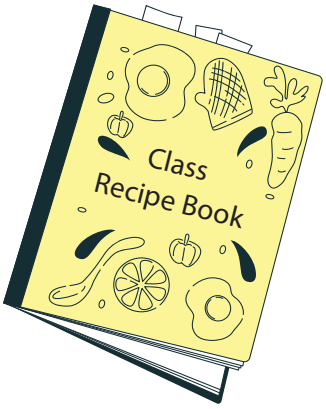
Here is a checklist of the language features to include.

Recipe checklist	
Instructions	**Writing features**
☐ Have I used command sentences?	☐ Did I use capital letters and full stops?
☐ Did I include some adverbs to show how?	☐ Was I careful with the spelling?
☐ Did I include a complex sentence using if?	☐ Did I have neat, tidy handwriting?

Publish your work

After you have checked your writing, make a good copy of your recipe. You could include a picture of the food. Put all the recipes together to make a class recipe book.



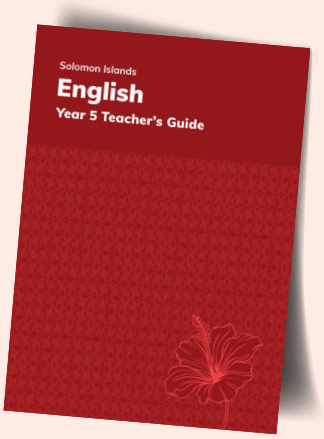


Solomon Islands
English Year 5 Learner's Book

English is the official language of Solomon Islands and the recognised medium of instruction in schools. English language proficiency in speaking, listening, reading, and writing enables learners to communicate and express ideas with confidence across all areas of the curriculum and beyond the classroom. English language learning is strongly linked to learners' culture, local languages, and experiences. The prior knowledge and experiences that learners bring to the classroom become their platform for learning English.

The Solomon Islands English Year 5 Learner's Book has been developed to support the General Learning Outcomes of the Primary English Syllabus. In Year 5, learners will read and discuss some interesting and exciting texts on a range of topics, from Stories from Our Ancestors to Music Across Cultures. In each topic, they will explore different writing styles, practise writing in different ways, and start to build their own Word Bank. In each unit, learners will read about and discuss things that are relevant to and important in the lives of all Solomon Islanders. The activities will give them the chance to use this knowledge to improve their reading, writing, speaking, and listening skills.

This Learner's Book is supported by the **Solomon Islands English Year 5 Teacher's Guide**.



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