Solomon Islands

# English

## Year 5 Learner's Book

Book 2



Solomon Islands

# English

## Year 5 Learner's Book 2

The Solomon Islands Ministry of Education and Human Resources Development

The Ministry of Education and Human Resources Development, with the Curriculum Development Division, would like to thank the following people who contributed to the development of this Solomon Islands Primary English Year 5 Learner's Book.

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Funding Support

This resource was developed and published by the Solomon Islands Government with assistance from Australian Government and the New Zealand Aid Programme as part of the Solomon Islands Education Sector Support Program.

Acknowledgements

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Australian Aid

NEW ZEALAND FOREIGN AFFAIRS & TRADE Aid Programme

Solomon Islands Education Sector Support Program

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ISBN 978-982-101-629-2

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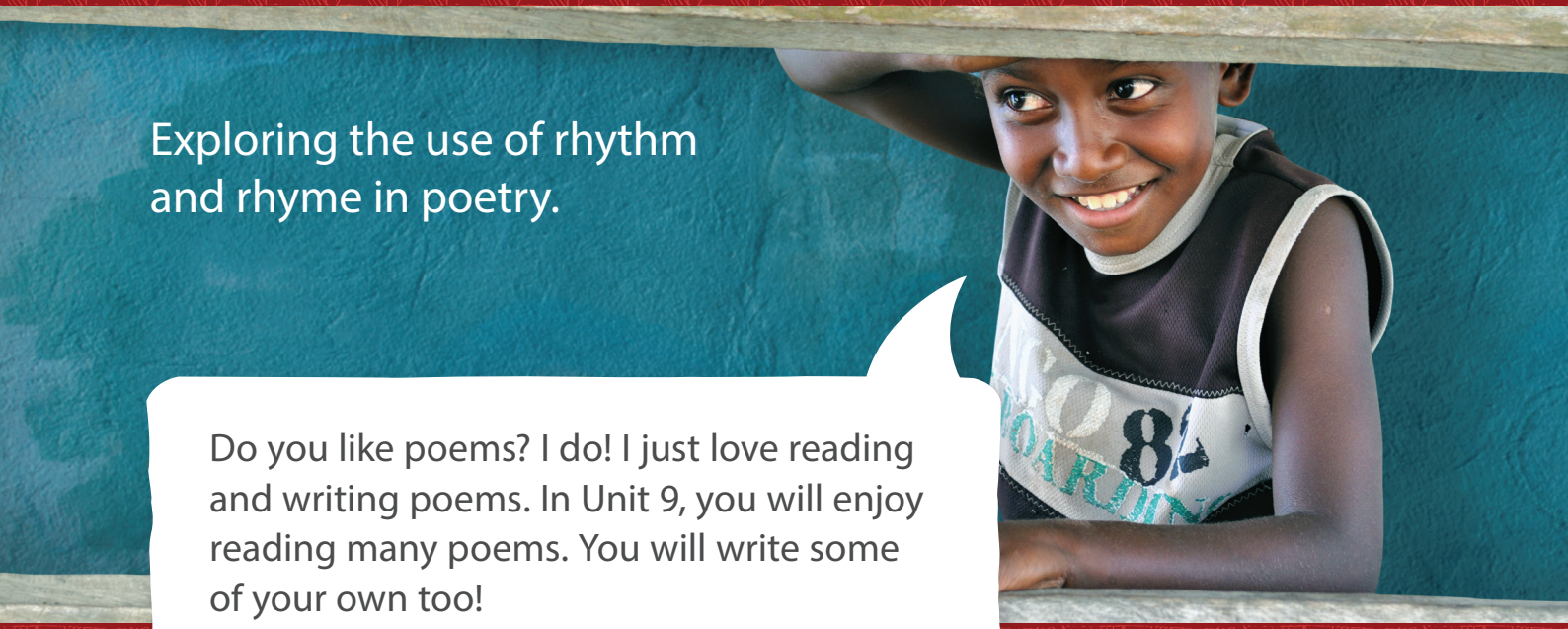
# Unit 9
# Celebrating Through Poetry

Exploring the use of rhythm and rhyme in poetry.



Do you like poems? I do! I just love reading and writing poems. In Unit 9, you will enjoy reading many poems. You will write some of your own too!

## In this unit, you will:

- read and enjoy poems
- use similes and metaphors to compare
- study the rhythm and rhyme in poems
- notice the language feature 'personification'
- recite poems
- write poems
- publish a poetry book.

## Lesson 1
# Let's celebrate

Today, we are thinking about what, how, and why we celebrate, and we will read a poem.

ACTIVITY 1

### What is 'celebrating through poetry'?

In Unit 9, the topic focus is Celebrating Through Poetry. Let's begin by thinking about celebrations.




Perhaps you thought of celebrations like Christmas, New Year, Easter, or other festivals. When we have special celebrations we dance, sing, laugh, eat, play games, have fun, and much more.

But a celebration is more than a special event. We celebrate in other ways, like celebrating the wonder and beauty of the world around us.

As a class, discuss this question.

What do you think is ***wonderful and beautiful*** about the world around you?

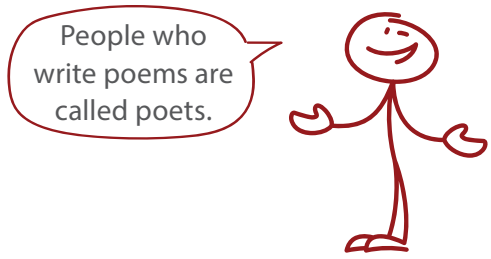
You can use any language you know – your local language, Pijin, or English – to discuss the ideas in class.

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





## ACTIVITY 2 Songs are musical poems




Have you ever looked up into the night sky and wondered about the moon and stars?

A long time ago, a woman called Jane Taylor looked up into the night sky and wondered about the stars.

Read Jane's poem below. It is a song too. Do you know it?

**A.** Listen to your teacher read or sing the poem. Then everyone in the class reads or sings the poem. Use the punctuation to show where to pause or stop.

**B.** Work out the line of the poem that matches each of the sentences below.

1. I don't know what a star is, but I want to know?
2. The stars in the sky are far, far away.
3. Stars look like sparkling precious jewels.
4. Stars look like lights going on and off quickly.

**C.** What was the poet celebrating when she wrote this poem? Did it feel like a celebration when you read or sang the poem with your classmates?

### Twinkle, Twinkle, Little Star

Jane Taylor (1806)

Twinkle, twinkle, little star.
How I wonder what you are.

Up above the world so high,
Like a diamond in the sky.

Twinkle, twinkle, little star.
How I wonder what you are.

## ACTIVITY 3 Understanding rhyme in poetry

Some poems have rhyming sounds. Read the **Information Box** to learn about rhyme.

### Rhyme

Rhyme is when two or more words have the same end sound.

Twinkle, twinkle, little ***star***,

How I wonder what you ***are***.

Star and are have the same end sound. They **rhyme** because the end sound is similar, even when the spelling is different. Say the words aloud to check.

**A.** Which other words rhyme in Twinkle, Twinkle, Little Star? (Go back to Activity 2 to check.)

Write the pairs of rhyme like this: star / are

**B.** Here are three more **stanzas** (or groups of poetry lines) from the poem Twinkle, Twinkle, Little Star. Stanzas are like paragraphs in a story.

Find all the matching rhyme pairs in these stanzas. For example, gone / upon

When the blazing sun is gone,
When he nothing shines upon,
Then you show your little light,
Twinkle, twinkle, all the night.
Twinkle, twinkle, little star,
How I wonder what you are!

Then the traveller in the dark,
Thank you for your tiny spark,
He could not see which way to go,
If you did not twinkle so.
Twinkle, twinkle, little star,
How I wonder what you are!

In the dark blue sky you keep,
And often through my curtains peep,
For you never shut your eye,
Till the sun is in the sky.
Twinkle, twinkle, little star,
How I wonder what you are!

### *Something extra!*

In your class, practise singing/saying, or **reciting**, the whole poem. Perhaps different groups could practise different stanzas.

# Lesson 2
# Rhythm and rhyme

Today, we are learning about rhythm and rhyme patterns in poems.



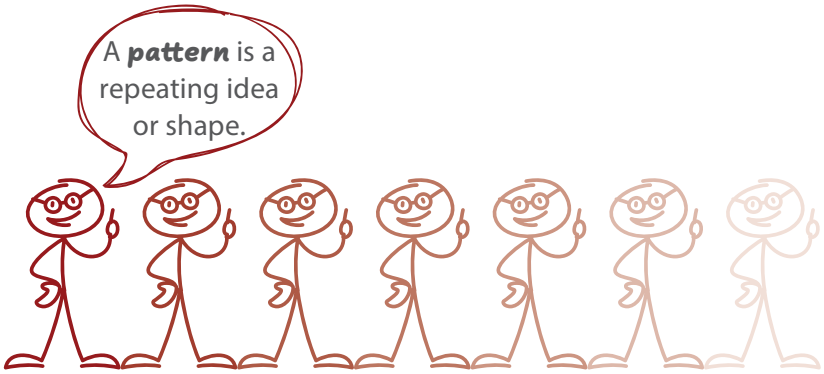

Rhythm and rhyme patterns

## A. Rhyme pattern

In Lesson 1 you found words that rhyme in Twinkle, Twinkle, Little Star. Here are the rhyming words from Stanza 1 and 2. The pattern for the rhyme is shown with letters.

Can you see the pattern?

| Stanza 1 | | Stanza 2 | |
|---|---|---|---|
| star | A | gone | C |
| are | A | upon | C |
| high | B | light | D |
| sky | B | night | D |
| star | A | star | A |
| are | A | are | A |




Each set of rhyming words is given a letter. Each time there is a new rhyme, there is a new letter. This gives us the **rhyme pattern** for a poem.

- Stanza 1 rhyme pattern is **AABBAA**
- Stanza 2 rhyme pattern is **CCDDAA**

It's your turn. Work out the rhyme pattern for the other stanzas in Twinkle, Twinkle, Little Star.

## B. Syllables

**Syllables** are sound parts. Some words have one sound part, like star. 'Star' has one syllable. Some words have more than one sound part like twin/kle. 'Twinkle' has two syllables.

We can work out the syllables in a poem by clapping each sound we hear. Try it out. Clap out the syllables as you say the words of Twinkle, Twinkle, Little Star.



## C. Rhythm

You have learned about rhyme and rhyme schemes. Poems also have a **rhythm**.
Read the **Information Box** to learn about rhythm.

### Rhythm

Rhythm is the use of stressed and unstressed syllables to make a sound pattern.
In music, it is called the beat.

***twin*** / kle / ***twin*** / kle / ***lit***/ tle / ***star***

The bold syllables have more stress than the other syllables. This means we say them strongly and that creates a rhythm. Say the lines aloud to try it out. Can you hear that each syllable has a vowel sound?

Now, write the first stanza into your book. Draw a slash between each syllable and underline each stressed syllable. Remember, clapping the sounds will help.

***twin*** / kle / ***twin*** / kle / ***lit*** / tle / ***star***




## Poem: The Moon

## A. Before reading the poem

1. Tell your partner what you know about the moon and its different shapes.
2. Do you know what shape the moon will be tonight? Look in the sky tonight to check.
3. Here is a poem about the moon. Read it with a partner and answer the questions below.

### The Moon

Emily Dickinson (circa 1850)

The moon was but* a chin of gold
A night or two ago –
And now she turns her perfect face
Upon the world below –

*'but' has a different meaning here. It means 'only'.

**B.** **Understanding the poem**

Discuss these questions with a partner.

1. What shape is your chin? When does the moon have a shape like a 'chin of gold'?
2. When does the moon have a shape like a 'perfect face'?
3. The poet uses two words that make us think that the moon is like a person. What are they?
4. The poet uses words that makes us think the moon is female. What are they?

**C.** Copy the poem into your book and complete these activities.

- Show the syllables in each line with a slash / (see Activity 3).
- Count the number of syllables in each line. Can you see a pattern?
- Work out the **rhythm** by saying the poem aloud. Underline the stressed sounds.
- Find the two end words that rhyme.
- Use letters to show the rhyme pattern in the poem (see Activity 4).

## Lesson 3
# It's raining, it's pouring …

Today, we are reading a poem about rain.




Poem: Rain in Summer

We are reading another poem that celebrates the wonder of our world.
This poem was also written a long time ago.

### Before reading

**A.** With a partner, discuss these questions.

- What does rain look like? Sound like? Feel like? Smell like? Taste like?
- Do you think rain is beautiful? Give a reason for your answer. Remember to use 'because' in your answer.

Your teacher is going to read the poem to you. Feel the rhythm of the poem as your teacher reads. Don't worry if you don't understand all of the words for now. Just enjoy the sound of the poem.

## Rain in Summer

Henry Wadsworth Longfellow (circa 1845)

How beautiful is the rain!
How it clatters along the roofs,
Like the tramp of hoofs;
How it gushes and struggles out
From the throat of the overflowing spout!
Across the window-pane
It pours and pours;
And swift and wide,
With a muddy tide,
Like a river down the gutter roars;
The rain, the welcome rain!

## After reading

**B.** Below are quotes from the poem. Match them with the pictures.

1. "the tramp of hoofs"
2. "across the window-pane"
3. "the overflowing spout"
4. "down the gutter roars"









**C.** What different sounds does rain make? Make the sounds of the actions below with a partner.

- Falling on a roof ("how it clatters along the roofs").
- Hitting a window-pane ("across the window-pane it pours and pours").
- Rushing like a river ("like a river, down the gutter pours").
- Like a waterfall ("from the throat of an overflowing spout").

**D.** Answer these questions about the poem.

1. What animal does the rain on the roof sound like?
2. The rain is flowing down an "overflowing spout". What is the spout compared to?
3. Which word tells us that the "rain river" is flowing fast?
4. Which word tells us that the "rain river" is dirty?

**E.** **Rhyme**

1. There are five sets of rhyming words in the poem. What are they?
2. Work out the rhyme pattern. You will need to use the letters A, B, C, D, E.

Now, listen to your teacher read the poem again. In your mind, see the rain coming down and imagine the noise it makes.




## Reciting the poem Rain in Summer

When we read a poem aloud, we are **reciting** it. (Do you remember seeing the word 'reciting' in Activity 3? Go back and check now.)

Here is a word family for **recite**. Try saying the words aloud. It has a soft 'c' sound because it's followed by 'i'. recite, recites, reciting, recited, recital, recitation

Let's get ready to recite Rain in Summer.

**A.** When we recite, we need to make the sounds clearly, especially the end sounds on words. With a partner, practise saying these sounds aloud. They are words from the poem.

| **end** -t **sound** | **end** -s **sound** | | **end** -d **sound** |
|---|---|---|---|
| swift<br>throat<br>spout<br>out | clatters<br>hoofs<br>struggles<br>roars | roofs<br>gushes<br>pours | wide<br>tide |

**B.** Work out the **rhythm** in the poem.

- Clap as you say each of the syllables in these lines. Listen for the vowel sound in each syllable.
- Clap and say the lines again – this time, noticing which syllables you say more strongly, or stress, than the other syllables.

  ***How*** / it / ***gush*** / es / and / ***strug*** / gles / ***out***
  ***From*** / the / ***throat*** / of / the / ***o*** / ver /***flow*** / ing / ***spout!***

- Repeat these lines until you can feel the rhythm.

**C.** We use **expression** when we recite a poem. Here are two ways we can do this.

1. Change your voice so it is loud and soft. How will your voice sound these words?
   clatters; tramp; gushes; pours; roars
2. Pause and stop at the punctuation marks. Look in the poem to find punctuation for:
   - a short pause
   - a longer pause
   - a strong stop

**D.** Now, practise reciting the poem with a partner. When you are ready, recite the whole poem to **another pair**.

## Lesson 4
# Like a diamond

Today, we are looking at how similes compare two things.




Comparing using similes



**A.** When we describe something, we create a picture for the reader or listener. One way we can do this is by using **similes**. Read the **Information Box** to learn more about similes.

### Similes

A simile is a way of comparing one thing with another thing.

Twinkle, twinkle little star, ***like*** a diamond in the sky.

The **star** is being compared to a **diamond**.

Similes use the words 'like' or 'as' to compare.

The star is ***as*** sparkling ***as*** a diamond.

The star is ***like*** a diamond.



**B.** There are two similes using 'like' in the poem Rain in Summer.
Find them to complete these comparisons.

- The rain clatters along the roofs like _____.
- The rain roars down the gutter like _____.

**C.** Create similes using 'like'.

**1.** Finish the sentences in the box below. Remember, you are comparing one thing with something else to make sensible similes.

For example, The loud thunder sounds like an angry monster.

| | | |
|---|---|---|
| **1.** The lound thunder sounds | like | sharp knife blades. |
| **2.** The soft rain falls | | a chorus of birds at dawn. |
| **3.** The shark has teeth | | a smooth round rock. |
| **4.** The turtle has a shell | | tears from an angel. |
| **5.** The sea is flat and smooth | | an angry monster. |
| **6.** The orchestra sounds | | a glass window-pane. |

**2.** Choose three of the simile starters from the box and compare them to something else using 'like', or you can create three similes of your own.

For example, ***The soft rain falls*** like leaves dropping from a tree.

**D.** We also make similes with **as + adjective or adverb + as**. Work together with your partner to make similes from the word groups below and write them in your book. Make sure they make sense.

For example, Thoughts come and go ***as quick as*** fluttering butterflies.

| | | |
|---|---|---|
| **1.** Thoughts come and go | as fluffy as | a soft cloud in the sky. |
| **2.** The torchlight is | as bright as | a full moon on a dark night. |
| **3.** The kitten's fur is | as light as | fluttering butterflies. |
| **4.** The little butterfly is | as loud as | a flash of lightning. |
| **5.** The boom of thunder is | as quick as | an exploding bomb. |
| **6.** The car speeds | as fast as | a floating feather. |

**E.** Complete these similes with ideas of your own.

**1.** As busy as a _____.
**2.** As quick as a _____.
**3.** As happy as a _____.
**4.** As big as a _____.
**5.** As hot as _____.
**6.** As slow as _____.
**7.** As black as _____.
**8.** As bright as _____.



## ACTIVITY 9 Write a simile poem

In this unit, you are going to write poems to make your own poetry book.
Your first poem is going to be a simile poem. Follow these steps.

- Choose a topic. Here are some ideas.

  stars, sky, river, sea, wind, storms, cyclones, sunshine, moon, rain, butterflies, bees, birds, trees, flowers

  **or** any other topic you wish. You could look for ideas in your **Word Bank**.
- Here is a structure you can use for your simile poem.

### The Moon

In the night sky
The new moon is like a smile
It's as yellow as a ripe banana.

### The Wind

On a fine day
The wind is like a puff of smoke
It's as gentle as a floating feather.

- When you have completed your poem, make a good copy with a picture for your class poetry book.

# Lesson 5
# Boom!

Today, we are reading and reciting a poem about thunder.

## ACTIVITY 10 Poem: Thunder

You have been reading poems that celebrate the wonder of our natural world. The next poem is about thunder. Did you know that the sound of thunder is caused by lightning?

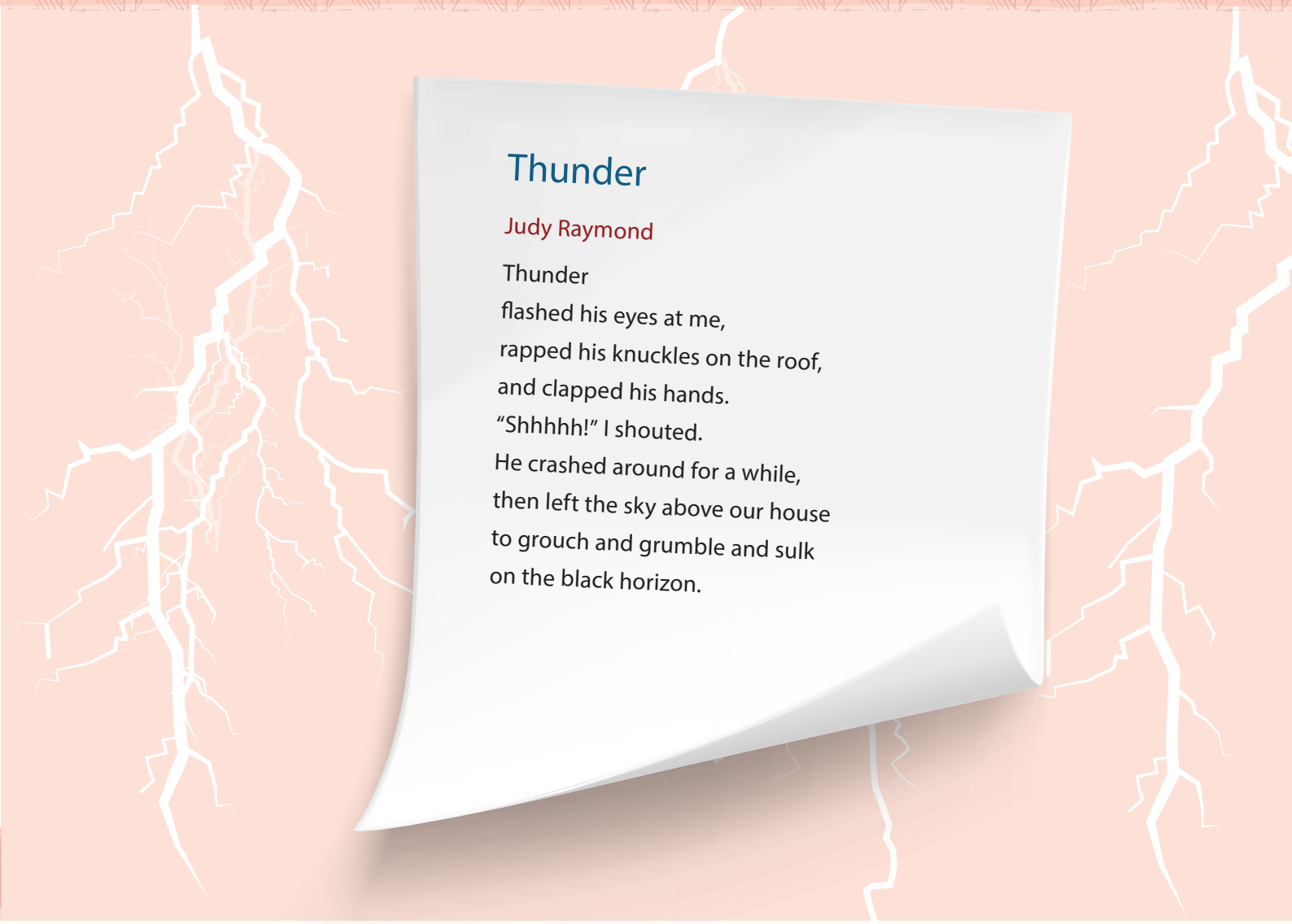
### *Before reading*

**A.** With your teacher, make a chart to show what thunder sounds like and looks like.
You can use your local language. Then your teacher will help you with English words.

Two ideas are given for you.

Read the poem by yourself.
Then, listen to your teacher read the poem aloud.

| Looks like | Sounds like |
|---|---|
| Big grey clouds | "Bang!" |



## Thunder

Judy Raymond

Thunder
flashed his eyes at me,
rapped his knuckles on the roof,
and clapped his hands.
"Shhhhh!" I shouted.
He crashed around for a while,
then left the sky above our house
to grouch and grumble and sulk
on the black horizon.

## After reading

The poem Thunder uses a language feature called **personification** to compare thunder to a person.

### Personification

Personification gives non-human things the behaviour of a person.

person ification

The moon ***smiled*** at the stars in the sky.

Moons don't smile, only people smile. The moon shows the behaviour of a person.

**B.** The poet uses personification when she gives the thunder human parts of the body.

hands, eyes, and knuckles (the four bumpy parts on your fist).

1. Find the verbs in the poem that show what the eyes, hands, and knuckles are doing.
2. Can you show these actions with your hands, eyes, and knuckles?
3. Read the poem aloud up to '… hands' and make the movements while you read.

**C.** Look at this line in the poem: "Shhhhh!" I shouted.

1. Who is 'I'?
2. Why does she say "Shhhhh!"?
3. How do you think the writer feels about thunder?
4. Where is 'I' during the thunderstorm?



**D.** Below are three **evaluative verbs** we use to describe people's behaviour. These verbs also describe the behaviour of thunder in the poem.

| grouch | grumble | sulk |
|---|---|---|

We grouch and grumble when we are in a bad mood.

We sulk when we are cross and don't want to talk to anybody.

- How loud do you think the thunder is when it is grouching and grumbling and sulking?

**E.** What line in the poem tells us that it is night-time?

**F.** Think about the chart you made before reading. How are your ideas similar or different to the way the thunder is described in the poem?

**G.** Read Thunder again. Do you understand it better now?

## ACTIVITY 11 Reciting the poem Thunder

**A.** **Getting ready for reciting the poem**

Work with a partner to think about these activities.

1. The past tense '-ed' ending makes a hard 't' sound after the letters 'p', 's', 'sh', and 'ch'. Practise saying these evaluative verbs aloud, making a hard 't' sound.

   flash***ed***, crash***ed***, rapp***ed***, clapp***ed***

2. Here are some words with interesting spellings. Say each word.

   **knuckles** has a silent 'k' sound. Can you think of more words with a silent 'k'?

   **grouch** makes an 'ow' sound. Can you think of more words with this sound and spelling?

   **sulk** ends with an 'lk' sound. What is something you drink that has an 'lk' end sound?

3. Think about how the comma, full stop, exclamation mark, and the speech marks help us recite the poem.
   - Where should you pause?
   - Where should you stop?
   - Where should you use stress, or say the words louder?

4. Think about how you will express the different word groups.
   - Which word groups will you say loudly? (when the thunder is above you)
   - Which word groups will you say more quietly? (when the thunder is going away)

**B.** **Reciting the poem**

Take turns to recite the poem with a partner. After you recite the poem, decide what traffic lights to have for fluency, expression, confidence, and volume.

| Poetry recital checklist | |
|---|---|
|  | Fluency – You say the words smoothly with good pronunciation. |
|  | Expression – You change your voice and pause or stop at punctuation marks. |
|  | Confidence – Your voice is strong and clear. |
|  | Volume – Your voice is not too loud and not too soft. |

Write a sentence saying how you could improve your recital.

## Lesson 6
# Our wonderful world

Today, we are reading a poem about some wonderful things in our world.




Poem: Isn't Our World Wonderful?

**A.** We are going to read one more poem about our wonderful world.



## Isn't Our World Wonderful?

Isn't it wonderful
How the sun rises at dawn,
And sets again at dusk?

Isn't it wonderful
How bright the moon shines,
And lights up the night sky?

Isn't it wonderful
How tiny fish flit and dart,
And feed on the coral reef?

Isn't it wonderful
How the music of birds rings out,
And echos through the forest?

Isn't our world wonderful?

**B.** **Reciting the poem**

You are going to prepare to recite the poem Isn't Our World Wonderful?. Here are some steps to help you prepare your recital.

- Check any **words** that you are not sure about.
- Work out the syllables by clapping the sounds. Show the **rhythm** by saying and clapping the stressed words louder.
- Check that you can **pronounce** the words correctly.
- Look at the **punctuation**. Where will you pause? Where will you stop?
- Finally, **memorise** the poem so that you can say it without looking at the words.

Practise until you are ready to recite the poem.

**C.** Let's reflect

After you have recited the poem, work with a partner to decide on traffic lights.
Use the same checklist that you used in Activity 11, which can be found on the next page.

| Poetry recital checklist |
| --- |
| Fluency – You say the words smoothly with good pronunciation. |
| Expression – You change your voice and pause or stop at punctuation marks. |
| Confidence – Your voice is strong and clear. |
| Volume – Your voice is not too loud and not too soft. |

## ACTIVITY 13 Writing your own 'wonderful' poem

**A.** What are some other 'wonderful' things around you? Share your ideas with a partner. Now, write your own poem. Use this structure to help you.

**B.** When you have checked your writing, make a good copy in your class poetry book. You could even draw a picture to go with it!

Now, enjoy reading your poem aloud to others!

### Isn't Our World Wonderful?

Isn't it wonderful

How _____,

And _____

Isn't our world wonderful?

# Lesson 7
# A touch of colour

Today, we are studying metaphors in poems.



## ACTIVITY 14 Learning about metaphors

**A.** Here is a simple poem about a colour, but the name of the colour is missing. Can you work out the missing colour?

_____

_____ is the clouds in the sky,

And a glass of milk.

_____ is the sail on a boat,

And the colour of surf.

**B.** This poem uses a metaphor. Read the **Information Box** below to find out why.

### Metaphor

A metaphor describes something as being something else.

The moon was but a chin of gold.

The poem The Moon from Activity 5 says that 'the moon ***was*** a chin of gold'.

It is not a simile because it doesn't use as or like to compare two things

Metaphors say that one thing is or was something, or that it has something or does something that another thing does. Here are two examples:

The night sky ***is*** a blanket covered in diamonds.

The night ***has*** many eyes.

'Clouds ***as*** white ***as*** a milk from a cow', and 'White is ***like*** a glass of milk' are **similes**.

'White ***is*** a glass of milk' is a **metaphor**.

Can you see the difference between a simile and a metaphor?

**C.** Make two lists. Make one list for the similes and one for the metaphors.

| Similes | Metaphors |
|---|---|
| | |

**Similes and metaphors**

The moon smiles down at me.

The sun is a ball of orange fire.

Stars are diamonds in the sky.

He runs as fast as a cheetah.

He's a walking dictionary.

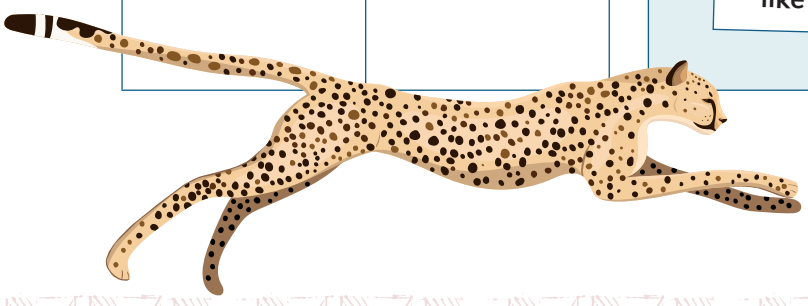
Thunder sounds like an exploding bomb.

She swims as gracefully as a dolphin.

The cat has eyes of moonlight.

The car moves like a snail.

The waves crashed on the beach like charging horses.



**D.** Here is a frog. Work with a partner to write metaphors to describe the frog.

- Its skin is
- Its eyes are
- Its vocal sac is
- Its sound is

For example, Its skin is an unripe banana peel.



**E.** Create a poem using metaphors about a colour to go in your poetry book. You could follow this model.

## Red

Red is my face when I'm hot
And an exploding volcano.
Red is my favourite dress,
And the colour of a hibiscus flower.



# Lesson 8
# Celebrating by dancing

Today, we are reading a poem about dance.




Poem: The Tamure Dance

You have been reading and writing poems that celebrate the beauty and wonder of our world. People celebrate their lives too. Some ways we celebrate are by making music, singing, and dancing.

The **Tamure** is a dance from Tahiti and the Cook Islands. It is danced to the beat of drums. This poem describes the Tamure dance.



## The Tamure Dance

Swaying to the rhythm of music and drums
The pair dances the Tamure
Glistening, gliding and graceful
Dancing, dancing they dance.

Like dolphins dancing on the waves
Playfully without a care in the world
Here comes another wave
Swimming, swimming they swim.

Like frigatebirds they dance on high
Great wings manoeuvering in the wind
To the highest cloud they aim
Soaring, soaring they soar.

Like butterflies flying high and low
Fluttering colourfully in the breeze
Sweet nectar from the crimson hibiscus they drink
Flying, flying they fly.

## After reading

**A.** The poem has similes using 'like' to compare the dancers to three different animals. What are the dancers compared to?

**B.** The dancers use their arms and hands when they are dancing. Use your dancing arms to show the movements of these animals: dolphins, frigatebird (large-winged seabird), butterflies.

**C.** There are two adverbs in the poem.

1. Which adverb tells us how butterflies fly?
2. Which adverb tells us how dolphins swim?

**D.** All of the '-ing' verbs show movement, except for 'glistening'. Glistening means shining, like oil or sweat on your skin.

1. Make a list of the '-ing' words that show movement. Check the meanings in a dictionary if you need to.
2. In your group, use your hands to show the movements for these words.

## ACTIVITY 16 Using repetition in poems

The Tamure Dance uses **repetition**. It is related to the base verb 'repeat', or to do again. Can you see the repeating pattern in the end of each stanza in The Tamure Dance?

For example, _____ing, _____ing, they _____. "Dancing, dancing they dance."

**A.** Write the repeating pattern from each stanza into your book. It's the last line of each stanza.

**B.** Write a poem with a repeating pattern. You could write about an animal. Here's an example.

### The Frog

Jumping, jumping, they jump.
Hopping, hopping, they hop.
Croaking, croaking, they croak.

Now, you have one more poem for your poetry book!



***Something extra!***

When you repeat consonant sounds, we call it **alliteration**.

Look in Thunder and Isn't Our World Wonderful? for examples.

# Lesson 9
# Celebrating holidays

Today, you will enjoy a poem about holidays, then write your own holiday poem.

## ACTIVITY 17 Poem: When I Am on Holiday

We all love holidays. It is a time to relax, play, and enjoy time with your family and friends. The last poem you are going to read is by Solomon Islander, Linda Puia.

### *Before reading*

**A.** With a partner, use **Think-Pair-Share** to take turns to talk about what you do during school holidays. Talk about what you like to do, and where you like to go.

**B.** Follow these steps for reading the poem.

- Read the poem When I Am on Holiday quietly by yourself.
- Listen to your teacher read the poem. Listen for the pronunciation and rhythm.
- Next, read along with your teacher and the class.
- Finally, read the poem aloud with a partner. Try to use expression while you read.

# When I Am on Holiday

Linda Puia

When I am on holiday, I am busy every day.
I swim in the sea with my friends.
I fish for our dinner with dad.

When I am on holiday, I am busy every day.
I help my grandfather to plough.
Then help my grandmother to plant.

When I am on holiday, I am busy every day.
I help to chop firewood for mum
And peel the potatoes as well.

When I am on holiday, I am busy every day.
I sing Christmas carols at night
And cook a whole pig for New Year.

When I am on holiday, I am busy every day.
I buy myself books and new pens
Another school year will begin.

## After reading

**C.** Linda's poem is about activities and people and places. Draw a table in your book like the one below. Complete the table with ideas from the poem. Some ideas have been done for you.

| When I Am on Holiday | |
|---|---|
| **Activities** | swim in the sea |
| **People** | dad |
| **Places** | the sea |

**D.** Discuss with a partner:

1. Which activities in the poem are the same as those that you do in the holidays?
2. What are more holiday activities you do that are not in the poem?

**E.** Which parts of the poem show repetition?

**F.** Work out how many syllables are in each line. What pattern do you notice? This pattern gives the poem its rhythm.

**G.** It's your turn now. Think about things that you do in the school holidays. Use the pattern of this poem to write some stanzas of your own. How many can you write? Perhaps you can write a whole poem like Linda's.

When I am on holiday, I am busy every day.

I _____.

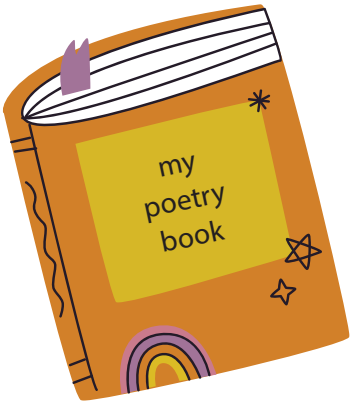
And/Then _____.

## Lesson 10
# My poetry book

Today, you will complete your poems and make a poetry book.




### Publishing a poetry book




You have written at least five poems during this unit. You have written:

- A simile poem
- A metaphor poem about colour
- A repetition poem
- A wonderful poem
- A holiday poem

Prepare these poems to go into a poetry book for others to read.

- Make sure your poems are neatly written.
- Add pictures and colour to your poems to make them look interesting for the reader.
- Make a title page for your poetry book. Remember to include your name on the title page.
- Think about writing more poems to go in your poetry book.
- Join the pages of your book together.

Share your book with your friends and read their poetry books. Your family will enjoy your poems too. Perhaps your class could read the poems to children in another class, or even at assembly or a community event.

# Unit 10
# Modern Heroes

Recounting the lives of inspirational heroes and their contributions to society.



Hi there. I like reading about heroes. Do you? In Unit 10, we are reading recounts about heroes. We are also going to interview a hero and write a recount.

## In this unit, you will:

- talk about heroes
- read recounts about modern heroes
- recognise the structure and features of recounts
- take part in discussions about heroes
- interview a community hero
- identify facts, opinions, and quotes
- write a class book about heroes from our community.

# Lesson 1
# What is a hero?

Today, we are talking about what makes a hero.

## ACTIVITY 1 The qualities of a hero

Heroes are people who we admire because of the things they have done. Sometimes they have been brave. Sometimes they have achieved something special, like in sports.

**A.** Why do you think these people and the dog are heroes? Discuss your ideas in a group. You are making **predictions**, so you can think of any reasons you like.



Andrew Riropo



George



Jenly Tegu Wini

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.

### Interesting to know!

Did you notice that we add -es when we make **hero** plural?

***hero*** = singular ***heroes*** = plural

We also use this rule for words ending in 'sh' and 'ch'.

lunch***es***, bunch***es***, finish***es***

**B.** In your group make a chart to show heroes that you know. They may be heroes from books, films, or real life. Ask your teacher to help you express your ideas in English. An example is done for you.

| **List the heroes you know** (real or imaginary) | **What actions did they do?** (Actions are examples of things heroes might do) | **What qualities did they have?** (Qualities are behaviours like brave, kind, friendly) |
|---|---|---|
| Superman | He saves the world. | Brave, kind, helpful, clever. |
| Makahikihi | He pulled Nendo from the sea. | Strong, adventurous, brave. |

**C.** On your own, write 3–4 sentences about one of the heroes from the chart.
Remember to use the past tense.

For example, I think that Makahikihi was a hero. He left his family and sailed at sea for many weeks. He thought he caught a large fish. He pulled for a long time and he never gave up. The fish was Nendo.

## ACTIVITY 2 Adjectives to describe qualities

**A.** Discuss these adjectives (qualities) with your teacher. They are qualities we use to describe heroes.

| Brave | Selfless | Determined | Caring | Humble |
|---|---|---|---|---|

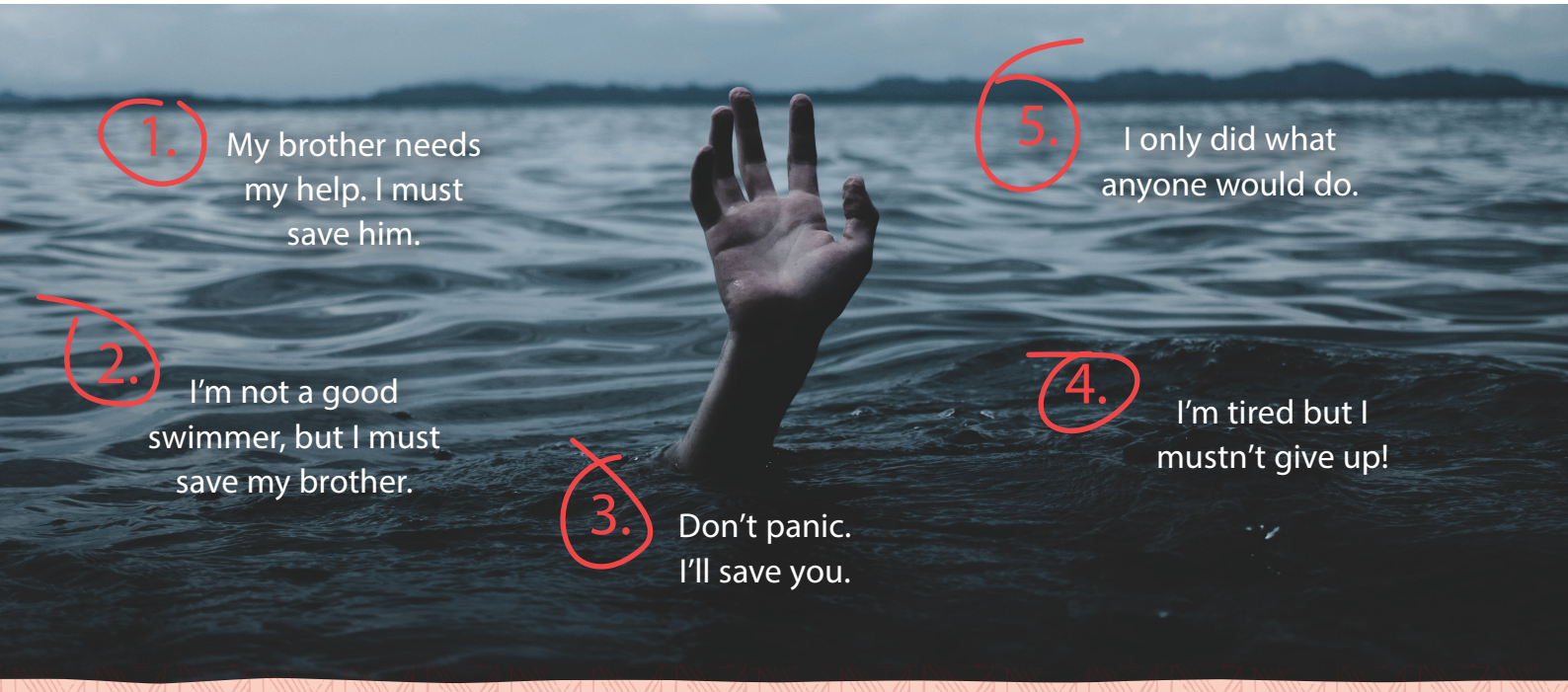
**B.** Match each heroic quality to its explanation.

For example, Humble = You don't think that you are more special than others.

| Qualities of heroes | Explanation |
|---|---|
| 1. Brave | A. Thinking about other people before yourself. |
| 2. Selfless | B. Looking after people who need your help. |
| 3. Determined | C. You don't think that you are more special than others. |
| 4. Caring | D. You never give up, even when it is difficult. |
| 5. Humble | E. Doing something, even when it puts you in danger. |

**C.** In the picture, a young boy needs help. He is drowning. His big brother Peter is rescuing him. Read Peter's thoughts. Then decide which heroic qualities Peter shows.

For example, 1. = brave and determined



**D.** Peter was **self**less when he rescued his brother because he helped him **without** thinking about his own safety. The suffix '-less' means without.

Complete the table below with more words with the suffix '-less'.

| Noun | Adjective | Meaning |
|---|---|---|
| care | careless | without care |
| | fearless | |
| | | without help |
| colour | | |
| | hopeless | |
| | | without thought |
| harm | | |
| | painless | |
| | | without use |

**E.** When we add the suffix '-ful', we mean **more of**. It makes the opposite of some words with the suffix '-less'.

1. Change the adjectives below to their opposite meaning, or **antonym**, by using the suffix '-ful'.

   For example, careless – careful

   careless, fearless, helpless, colourless, hopeless, harmless, painless, useless

2. Write 2–3 sentences to describe someone you know. Use some of the adjectives in your sentences.

   For example, My father is fearless because he is not afraid of anything. He is helpful too, and likes to help people in the community.



# Lesson 2
# The humble hero

Today, we are reading a recount about a sea rescue.



ACTIVITY 3

Reading: Sea Rescue

We are going to read a recount of a rescue that happened at sea. In Unit 3, we learned about the structure of recounts. Here is a reminder.

### 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. There may not be all of this information in the orientation.

**Record of events:** Description of the events in **time order**.

- The events are recorded in the past tense.
- Time sequence word groups are used to show the time and order of events.
- It includes facts about real people.

**Conclusion:** An explanation of why these events were important.

## Before reading

**A.** Do you know of any sea rescue stories? Tell your partner about a sea rescue you know.

- Follow the recount structure as you tell your recount.
- Is there a hero in your recount? What qualities made them a hero?

Read the **Orientation** of Sea Rescue on your own.



# Text: Sea Rescue – Orientation

## Adapted from a retelling by Andrew Riropo to Deborah Kole

Late one night in 2010, Andrew Riropo received a phone call. He found out that his young cousin, Joe, was missing at sea off Alite Island, in the Malaita province. Andrew was experienced in sea searches and rescues, so he knew he had to find Joe.

Early the next morning, Andrew arrived at the village. He asked Joe's family what had happened. He learned that Joe and his older brother were fishing the previous evening in a dugout canoe. While his big brother was diving for fish, Joe stayed on the boat. When Big Brother surfaced, the boat and Joe had disappeared. Big Brother searched and called, but he couldn't see or hear Joe anywhere. Eventually, Big Brother swam back to shore to get help.

**Discuss these questions:**

1. The orientation tells us facts about who, what, when, where, and why. Can you find each of these facts?
   For example, who = Andrew Riropo
2. Which word groups tell us time order?
   For example, Late one night in 2010 …
3. What 'wh-' questions do you think Andrew asked before he started the rescue?
   With a partner, think of 5 'wh-' questions he asked.
   For example, What time did Joe go missing?
4. Give your opinion for these questions. Discuss with a partner or your group.
   - Why do you think Joe and the canoe disappeared?
   - Do you think the boys should have gone fishing at night? Why or why not?
   - Do you think Joe should have been left alone in the canoe? Why or why not?

Now, let's find out what happened. Read the record of events.



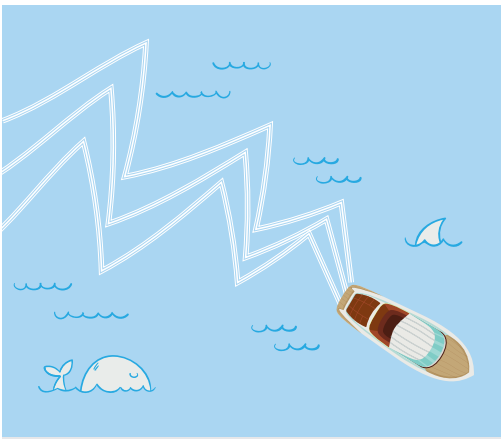


# Text: Sea Rescue – Record of Events

The villagers asked Andrew to lead the search party, so Andrew took charge. He gave instructions before the search party set out.

"There must be two people in each search boat. Watch out with sharp eyes for signs on the ocean. **While** one searcher looks from the left side of the boat, one searcher looks to the right. Never take your eyes off the water and we'll find Joe," instructed Andrew.

Soon the searchers set out, following Andrew's instructions carefully. Andrew also set out with his nephew. He carried rescue supplies with him in his lightweight aluminium boat – 20 litres of water, some green coconut, and a flag.



The boat zigzagged through the sea

All day, Andrew steered his boat in a zig-zag pattern across the sea, but there was no sign of Joe. Andrew focused his eyes on the water, looking left **while** his nephew looked to the right. After many hours, Andrew's eyes were tired, but he kept zigzagging through the sea. Andrew was determined to find Joe and wasn't going to give up.



Andrew carried 20 litres of water

At last, around 3:00 pm, Andrew and his nephew sighted a wooden dugout canoe that **was floating** in the distance. Andrew came closer and closer. **While** he could see the canoe, Andrew couldn't see Joe. He was worried.

Then to Andrew's relief, a small boy's head popped up. It was Joe! Andrew gently put Joe in the boat. He gave Joe some water to drink **while** his nephew tied the flag on the canoe. Then they dropped the anchor to keep the canoe from drifting. At last, they set off for home, leaving the canoe behind.

**Discuss these questions:**

**Paragraph 1**

- Why do you think Andrew was asked to lead the search party? (look back to the orientation)
- Do you think that Andrew is a good leader? Why?
- What is the most important thing that searchers must do?

**Paragraph 2**

- What do you think each rescue supply is for?

**Paragraph 3**

- Which word groups show time order?
- Which sentences show that Andrew is 'determined'?
- What shape is a 'zigzag'? Why do you think the searchers move like this?

**Paragraph 4**

- About how many hours do you think Andrew and his nephew had been searching?
- Andrew couldn't see Joe. What do you think that Andrew was thinking at this time?

**Paragraph 5**

- What things did Andrew do to show he is experienced at sea rescues?
- Why do you think Andrew left the dugout canoe behind?

Now, read what happened next.

## Text: Sea Rescue – Conclusion

By early evening, Andrew's boat came ashore. People **were waving** their hands and **running** along the beach. Everyone was happy that Joe was safe. Joe's parents rushed towards the boat. They lifted Joe out of Andrew's boat, and hugged him, **full of joy and thankfulness**.

"You have rescued our son. You are a hero. Such a hero. Thank you! Thank you!" Joe's father said as he firmly shook Andrew's hand.

Andrew gave a humble smile. He was happy and thankful that Joe was safe with his family. He didn't want people to call him a hero. He was just an ordinary man who wanted to help.



Andrew Riropo

**Discuss these questions:**

1. Joe's parents, family, and all the villagers were full of joy and thankfulness. Take turns to tell a partner about a time when you or your family were full of joy and thankfulness.
2. Can you show the difference between Joe's father's smile and Andrew's smile?
3. Why do you think Andrew is called a 'humble hero'?

Read the whole story again, silently. Remember, reading happens in the head, not on the lips. Use the punctuation marks to help you to read well.

# Lesson 3
# Recounting the rescue

Today, we are looking closely at some recount features.




## Showing when events happened

Reread the recount Sea Rescue. Think about these recount features.

- Word groups which tell us the time order of events.
- Word groups that show the past tense.

### A. Showing events in time order

Time connectors tell us **when** events happen in order. Here is a short summary of the recount, but the time connectors are missing.

Look in the recount to find the missing time connectors. Then read the summary aloud with a partner. The first one is done for you.

1. Late one night in 2010, Andrew received a phone call telling him that his cousin, Joe, was missing at sea. 2. _____ Joe arrived at the village to lead the search party. 3. _____ Andrew searched for Joe but there was no sign of him. 4. _____ Andrew and his nephew sighted the dugout canoe. They rescued Joe and took him home. 5. _____ they arrived back to the village. Everyone was happy and thankful to see them.

## B. Showing events happening at the same time

We can also show events that happen at the same time using 'while'. Read the **Information Box** to find out about using 'while'.

### Complex sentences with 'while'

We use while to show that something is happening at the same time as something else. In the example sentence, the two events are happening at the same time.

***While*** his big brother was diving for fish, Joe stayed on the boat.

dependent clause — independent clause

We can change the order of the independent clause and dependent clause, like this:

Joe stayed on the boat while big brother was diving for fish.

Find more sentences in the recount with 'while' to show two things happening at the same time.

Write complex sentences using 'while' to show two events that happened at the same time. You can write your sentences with the independent clause first or last. The first one is done for you.

1. Joe waited on the boat. His big brother was fishing.

   Joe waited on the boat ***while*** his big brother was fishing.

   OR

   ***While*** his big brother was fishing, Joe waited on the boat.
2. Big brother felt afraid. He swam ashore for help.
3. Andrew gave instructions. The searchers listened carefully.
4. Joe's mother waited at the village. The men were searching.
5. Andrew steered his boat. He searched for Andrew.
6. Joe slept in the boat. He waited to be rescued.




## Past continuous tense in recounts

Read this sentence:

Late one night in 2010, Andrew Riropo ***received*** a phone call.

The verb received shows the **past simple tense** because the action is finished.

Now, read this sentence:

Joe ***was missing*** at sea off Alite Island.

The verb was missing is used because the action hadn't finished. Joe was still missing. This is called the **past continuous tense**.

Read the **Information Box** on the next page to learn more about the past continuous tense.

## Complex sentences with 'while'

We use the past continuous tense to show actions that were happening for some time.

We make this tense with was or were and the -ing form of the verb.

Joe ***was missing*** at sea. Villagers ***were searching*** everywhere for Joe.

**A.** Find some more sentences in the recount that include the past continuous tense.

**B.** Write past continuous sentences to show that these things were still happening.
Choose carefully to make sensible sentences.

For example, The villagers were waving on the shore when they saw Andrew's boat.

| | | | |
|---|---|---|---|
| The villagers<br>Joe's mother<br>Joe<br>Andrew<br>The searchers | → was<br>were | → hoping<br>waiting<br>waving<br>instructing<br>looking | at the village shore for Joe's safe return.<br>carefully to the left and right.<br>on the shore when they saw Andrew's boat.<br>someone would rescue him.<br>people how to search carefully. |

**C.** Sometimes we have **past simple actions** and **past continuous actions** in the same sentence.
Read the **Information Box** to find out why.

## Past simple and past continuous sentences

Sometimes an action we were doing in the past can be interrupted or stopped by another action.

Andrew ***was travelling*** to Honiara by boat when he ***found out*** about Joe.

This action is happening for some time.

The action is interrupted* by this new action.

***interrupted** means 'stopped'.

Complete the sentences below to show that one action is interrupted by another action.
Read your sentences aloud to make sure that they make sense.

1. Joe (**feel**) tired, so he (**fall**) asleep. Joe was feeling tired, so he fell asleep.
2. Joe's brother (fish) when he (disappear).
3. Joe (sleep) in the boat when Andrew (find) him.
4. Joe's family (wait) on the shore when they (see) Andrew's boat.

**D.** Talk with a partner about **three** things you were doing yesterday when something else happened.

Examples: Yesterday, I was playing football ***when*** my mother called me.

Last night, I was sleeping ***when*** my brother woke me up.

**E.** Write three sentences about what you did yesterday, using the past continuous tense.

# Lesson 4
# ‘Such a hero’

Today, we are expressing opinions and points of view.

## ACTIVITY 6 Expressing your point of view



This is what Joe’s father said:

> “You have rescued our son. You are a hero. Such a hero. Thank you! Thank you!”

**A.** Below are some **hero qualities** that Andrew showed. Give reasons to show why Andrew is a hero. One example is done for you.

| Hero quality | Reason/example |
|---|---|
| 1. Careful | He didn’t take his eyes off the water all day. |
| 2. Determined | |
| 3. Humble | |

**B.** In your opinion, is Andrew a hero? In your group, use **Think-Pair-Share** to express your point of view.

**Think** On your own, plan what you will say, with reasons/examples.

**Pair** Take turns to share your answer with a partner.

**Share** Have a group discussion. Listen to the ideas of others and share yours too.

## ACTIVITY 7 Expressing others’ points of view

**Do the people in the recount think Andrew is a hero?**

Sea Rescue is told by Deborah Kole. Deborah writes from the **third-person point of view** because she is writing about another person, Andrew. That is why she uses pronouns like he and him.

Read Joe’s mother’s recount. Notice how she tells the story from the **first-person point of view** using pronouns like I and me because she is talking about herself.

**Joe's mother's recount**

My eldest son told me that Joe and his canoe were lost at sea. I was very worried. I rang my cousin Andrew because he is experienced with sea search and rescue.

In the morning, Andrew came to our village and organised the search party. All day I was waiting for Andrew and the other searchers to find Joe. I prayed for his safe return.

At last, in the evening, Andrew brought Joe home. I was so happy and thankful. I hugged and hugged Joe.

Andrew is a hero because he is a humble man who helps others and never gives up.

**A.** In a group of four, you are going to tell the recount from different points of view. Follow these steps.

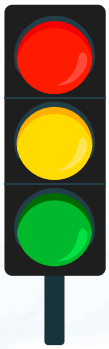
**1.** Each group member chooses one of the people below. This is your character.

| Andrew | Joe | Joe's brother | Joe's father |
|---|---|---|---|

**2.** Tell your story about what happened to your group.

- Use a first-person point of view. This means that you'll use pronouns like I and me.
- Use time connectors.
- Use past tense verbs. Remember to make the past tense '-ed' sounds on the verbs.
- Say why you think Andrew is a hero.

**B.** Let's reflect



Use the traffic lights to show what you did well and how you want to improve.

- Your events were in time order and you used time connectors.
- You said why you (your person) think Andrew is a hero.
- You made the end sounds on past tense verbs.

Examples of ways to improve:

"I need to say the '-ed' sounds on verbs."

"I need to use more time connectors."

"I need to give more details when I express my ideas."

## Lesson 5
# Winning with weights

Today, we are reading a recount about a sporting hero.

ACTIVITY 8

### Reading: Jenly Tegu Wini Lifts Solomon Islands to History

People who are successful in sport are 'sporting heroes'. In Lesson 1, you talked about a photo of weightlifter, Jenly Tegu Wini. Is she a sporting hero? Read about Jenly and then you can decide.

**A.** Discuss with a partner what you already know about:

- Jenly Tegu Wini
- Weightlifting
- The Commonwealth Games

**B.** Now, read a newspaper report below. It is the **Orientation** part of a recount about Jenly Tegu Wini.

## Jenly Tegu Wini Lifts Solomon Islands to History

Tuesday, 10 April 2018



Solomon Islands has won its first medal at the Commonwealth Games. Jenly Wini has set history for the Solomon Islands by winning a Bronze medal at the Commonwealth Games in the Gold Coast, Australia for weightlifting. The 34-year-old weightlifter lifted 189kg to achieve bronze in the women's 58kg competition. She was competing in her third Commonwealth Games.

**C.** List the facts that you learn about Jenly from the orientation.

| | |
|---|---|
| **Who** | |
| **What** | |
| **When** | |
| **Where** | |

Now read the recount about Jenly's weightlifting career – this is the **record of events** part.
We call recounts about a person's life a **biography**.

Jenly was born on 9 June 1983 in Honiara. As a young woman, Jenly became interested in weightlifting. She worked hard and became good at weightlifting. Soon, she began to compete in international competitions.

In 2012, Jenly **competed** at the 2012 Olympics Games in the women's 58kg weightlifting event. She finished 17th. Her next international event was the 2013 Oceania Championships, which she won. Then in 2014, Jenly competed at the Commonwealth Games in Glasgow, Scotland. She finished 8th in her event. Jenly was pleased with her performance but she knew that she would have to work hard to improve.

In 2018, Jenly was proud to be chosen as the **flagbearer** for Solomon Islands at the Commonwealth Games' opening ceremony in the Gold Coast in Australia. At the games, Jenly competed in the 58kg weightlifting event. She achieved 3rd place and the bronze medal. Jenly was the first athlete to win a Commonwealth Games **medal** for Solomon Islands. What an **achievement**!

"I'm happy, I feel happy about this," Jenly told a **reporter** after the competition. "I knew it would be tough today, but I just gave my best." Jenly also expressed thanks for all the support she had received from Solomon Islanders.

"I am just a simple **girl** from a fishing village who wanted to do my country proud. I am blessed that I have a family, a son, and a country that always cheers me on every time I put on the blue, yellow, and green!" she said.

Here is the last part of the recount. It's the **conclusion**. It tells us why Jenly is important.

> Jenly Tegu Wini is our Solomon Islands' hero. She is a woman, a weightlifter, a medal winner, and a person who never gives up.

ACTIVITY 9

## After reading: Jenly Tegu Wini Lifts Solomon Islands to History

### After reading

**A.** Each of these sentences are false. Rewrite the sentences so that they are true. The first one is done for you.

1. Wini won her bronze medal in Solomon Islands.
   Wini won her bronze medal at the Commonwealth Games in Australia.
2. Many Solomon Islanders have won Commonwealth Games medals.
3. Wini has only competed at the Commonwealth games.
4. Wini doesn't have children.
5. Wini doesn't need to work hard at weightlifting.

**B.** Jenly has competed at the Olympic Games, The Commonwealth Games, and The Oceania Championships. Tell a partner which competition you think would be **most difficult** to win. Say why.

**C.** Here are three more words about jobs that people do that end in '-er'. Complete the definitions to show what these people do.

1. A weightlifter – a person who _____
2. A flagbearer – a person who _____
3. A reporter – a person who _____

**D.** Find these four nouns in the recount. Show how they have been expanded with adjectives before the noun and prepositional phrases after the noun. The first one is done for you.

1. Games (paragraph 2)
2. The flagbearer (paragraph 3)
3. Medal (paragraph 3)
4. A girl (paragraph 5)

The Commonwealth ***Games*** in Glasgow, Scotland

adjective | noun | prepositional phrase

# Lesson 6
# A good sport

Today, we are discussing facts, opinions, and quotes about sporting heroes.




## Facts, opinions, and quotes

Reread the recount about Jenly Tegu Wini. While you are reading, notice which parts of the recount are facts and which parts are opinions.

### A. Facts and opinions

Recounts tell us facts about Jenly's life in time order.

**1.** Complete these sentences to show the order of events in the recount about Jenly. The first one is done for you

| | |
|---|---|
| In 1982 | Jenly was born. |
| Soon | |
| In 2012 | |
| In 2013 | |
| In 2014 | |
| In 2018 | |

**2.** Sometimes, you read opinions in recounts too. Find two opinions in the recount. How can you know that they are opinions?

### B. Quotes

Recounts can include quotes about what people said. We know that they are quotes because there are speech marks around the words a person says.

> "I'm happy, I feel happy about this," Jenly told a reporter after the competition. "I knew it would be tough today, but I just gave my best."

Here is a question a reporter asked Jenly:

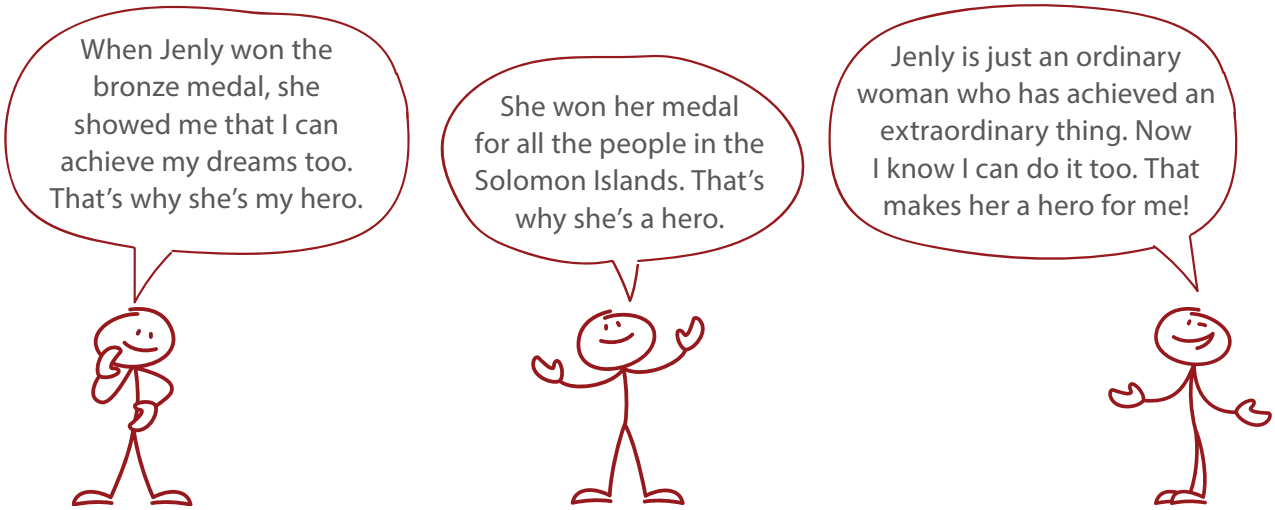
> "Jenly, people from Solomon Islands think that you are a hero. Do you agree?"

What do you think Jenly said? Write her answer, using speech marks and a saying verb.

For example, "I don't think I am a hero. I just like weightlifting," said Jenly.

## ACTIVITY 11 A discussion about heroes

After Jenly won her bronze medal, a reporter asked some students if they thought that Jenly was a hero. Read what they said.




**A.** You are going to have a discussion. When you have a discussion, you need to:

- Listen carefully.
- Agree or disagree and say why.
- Add new ideas to the discussion.

Discuss these questions in your group:

- Do you think that Jenly is a hero? Why or why not?
- Who are people from Solomon Islands or the world that are heroes for you? Why?
- What would you like to be a hero for?

**B.** Look at the headline and orientation for the recount about Jenly. Now, imagine that you have won a medal for Solomon Islands. Write a headline and orientation about **yourself**.

(write your name) Lifts Solomon Islands to History

(write the date here)

Solomon Islands has won a (what medal?) at the (name of competition). (Your name) has set history for Solomon Islands by winning a (what medal?) at the (where?) for (what was the medal for?).

# Lesson 7
# Local heroes

Today, we are preparing to interview a local hero.



ACTIVITY 12

## Getting ready to interview a community hero

In Lesson 6, you talked about heroes you know. Perhaps you talked about a family member or a sports hero?

Imagine that you are a **reporter**. Work with a partner to **interview** someone in your community who you think is a hero or who knows a hero. In Lesson 10, you will write your interview as a recount and make a class book.

Here are the steps to get ready for your interview.

**Step 1: Choose your partner.** Choose someone you can do your homework interview with.

**Step 2: Decide who you are going to interview.** Here are some questions to think about.

- Who will we interview?
- When will we do our interview?
- Who will ask the questions?
- Who will take the notes?
- What language will we use for our interview? (use English if you can)

**Step 3: Prepare your questions.**

A reporter always plans their questions before an interview. Here are some questions you can ask. You can think of more questions during your interview.

| | |
|---|---|
| **Orientation** | Write your starter questions to find out: Who? What? When? Where? Why? |
| **Record of events** | Here are some starter questions. Prepare some more questions to ask.<br>What happened first?<br>What happened next?<br>What happened after that? |
| **Conclusion** | Here are some starter questions. Prepare some more questions to ask.<br>Do you think you are a hero? **or** Do you think they are a hero? |

**Step 4: Do your interview for homework.**

Keep your notes for Lesson 10. You will use them to write a recount.



### Time to practise

Joe and his friend Sammy interviewed Sammy's father. Practise saying their questions and answers with a partner.

| | |
|---|---|
| **SAMMY** | What was the name of the cyclone? |
| **SAMMY'S FATHER** | It was Cyclone Harold. |
| **SAMMY** | When was the cyclone? |
| **SAMMY'S FATHER** | It was March 2020. |
| **SAMMY** | What was the weather like? |
| **SAMMY'S FATHER** | There was heavy rain and strong winds. |
| **SAMMY** | Were you worried? |
| **SAMMY'S FATHER** | Yes. We were worried because of the floods and wind. We couldn't stay in our house. |
| **SAMMY** | Where did your family go? |
| **SAMMY'S FATHER** | I took my family to the rescue shelter. |
| **SAMMY** | What problems did you have? |
| **SAMMY'S FATHER** | There were trees falling. Water was everywhere. |
| **SAMMY** | Did you help anyone? |
| **SAMMY'S FATHER** | Yes. I went out into the storm to rescue other families. I lifted a roof off a house to save a trapped child. |
| **SAMMY** | What did you do after the cyclone? |
| **SAMMY'S FATHER** | I helped the community rebuild their houses and clean up. |
| **SAMMY** | Do you think that you are a hero? |
| **SAMMY'S FATHER** | I don't think I am a hero. I just did what I needed to do. |

### Sammy and Joe write a recount

After the interview, Sammy and Joe wrote their notes as a recount. Can you see which paragraphs are the introduction, main events, and conclusion?

Sammy's father's name is Henry. In March 2020, there was a big cyclone. It was called cyclone Harold.

There was heavy rain and strong winds. Henry and his family were worried because of the floods and wind. They couldn't stay in their house so Henry's father took his family to the rescue shelter at the school.

After that, Henry went out into the storm to rescue other families. It was scary because trees were falling and water was everywhere. He lifted a roof off a house to save a trapped child. He was very brave.

After the cyclone went away, Henry helped to rebuild people's houses and clean up.

"I don't think I'm a hero," said Henry. "I just did what I needed to do." But we think that Henry is a hero.

# Lesson 8
# Brave little doggie

Today, we are reading a recount about a brave dog.

ACTIVITY 13

Reading: Our Hero – The Story of George

Can animals be heroes?

In Lesson 1, you talked about this little dog, George. In this recount you will learn why some people say that he is a hero.

## Before reading

Read the quote and discuss the questions.

"Luckily for them, George went along too."

- Who do you think 'them' could be? Scan the recount to find out.
- 'Luckily for them' is a clue. What do you think the clue is telling us?

Read the recount with your teacher.

## After reading

**A.** Read the orientation (paragraph 1) again. Then answer these questions.

- **Who** is the recount about?
- **Where** does the recount take place?
- **What** do we learn about George?
- **When** did the event happen? (Clue: it's not in the orientation)




'In memory of George who gave his life on 29 April 2007, protecting children from two savage dogs'



# Text: Our Hero – The Story of George

## By Sue Gibbison

George was a small Jack Russell terrier **who** lived in Manaia, a small town in New Zealand. He was a friendly little dog **who** enjoyed his morning walk to the shops with his owner.

One Sunday, the five children **who** lived next door went for a walk to the shops. **Luckily for them, George went along too.** On their way to the shop, the children were attacked from behind by two large pit bull terriers. The dogs went straight for the smallest boy. The pit bull terriers were much bigger than George but he barked a warning and then charged straight at them.

While George kept the other dogs away, the children were able to escape. But George was not so lucky. The pit bulls turned on him, biting him so badly that he had to be put down by the local vet.

The story of George's bravery was on the radio, in the newspapers, on the Internet, and on television all around the country. His owner's phone rang non-stop. There was no doubt about it, George really was a hero.

In New Zealand, the Society for Prevention of Cruelty to Animals (SPCA) announced that George would be awarded the SPCA's medal for bravery. The SPCA medal is usually for people **who** show acts of bravery towards animals, but this time it was the other way around.

In the USA, a man called Gerry Hutman read about George on the Internet. Mr Hutman had received Three Purple Hearts, which are medals given for bravery, during the Vietnam War. He decided to send one of his medals to George's owner in memory of George's courage. "He was a brave little doggie," Gerry Hutman told the local newspaper.

Two years later, George was awarded Britain's top gold medal for animal bravery from the People's Dispensary for Sick Animals (PDSA), in Britain. This was the first time a medal from the PDSA had been given to a New Zealand dog. The medal was hung on a statue of George which stands in the middle of town. "George was a small dog with a lion's share of courage," said the director of the PDSA.

And what about the children who George rescued? "He's our hero," they said.

**B.** Here are some multiple-choice questions. Choose the best answer for each question.

**1.** The children lived

**a)** at George's house.
**b)** near George's house.
**c)** far from George's house.

**2.** The pit bull dogs attacked from

**a)** next-door.
**b)** over a fence.
**c)** behind the children.

**3.** The pit bull dogs attacked

**a)** the youngest child.
**b)** the oldest child.
**c)** all of the children.

**4.** The first thing George did was to

**a)** hide behind the children.
**b)** charge straight at the pit bulls.
**c)** bark.

**5.** The children were lucky because

**a)** George came on the walk.
**b)** the pit bulls ran away.
**c)** the shop is near their house.

**6.** George was 'not so lucky' because

**a)** the pit bulls killed him.
**b)** he couldn't escape.
**c)** he was badly bitten.

**7.** 'Put down by the vet' means that

**a)** the animal doctor saved George.
**b)** the animal doctor gently helped George to die.

**8.** The phone rang non-stop because

**a)** people wanted to help the children.
**b)** people thought George was a hero.
**c)** people wanted to help the pit bulls.

**C.** **Quotes about George**

**1.** Find **three** quotes in the recount about George. Who said the quotes?

**2.** Write a quote to show what you would like to say about George. Write speech marks around your words. Then tell your partner what your quote says.

For example, "I think George was brave because he saved the children from some big dogs."

**D.** George was awarded three medals for bravery. Which groups or people gave George a medal?




## Using acronyms

Did you notice that the two organisations who gave George a medal have shortened letters for their name? When we shorten names of places and organisations, we call them **acronyms**. It is quicker to read or write the words this way. Maybe you have an ANZ bank in your town or island. **ANZ** is an acronym of **A**ustralia **N**ew **Z**ealand.

Look at how the writer shows the short form for SPCA:

**S**ociety for the **P**revention of **C**ruelty to **A**nimals (SPCA)

The next time the writer names the organisation, she just writes SPCA. Look in the recount to check.

**A.** Find the full name and acronym for one other organisation that gave George a medal.

**B.** Here are two more organisations. Write the first letter for each group to show the acronyms.

- Drug Abuse Resistance Education
- National Aeronautics and Space Administration

### *Something extra!*

We can have fun making up our own acronyms too. Here are some examples.

HOPE (Hold On, Pain Ends)
LIVE (Learning Important Values Everyday)
WEIRD (Wonderful, Exciting, Interesting, Real, Different)

Make an acronym with your name. Choose letters that describe your personality.

**JOE** = **J**oyful, **O**rganised, **E**nergetic
**SAMMY** = **S**unny, **A**thletic, **M**erry, **M**otivated, **Y**es!

## Lesson 9
# "He's our hero"



Today, we are learning how to write sentences using 'who' and we are also telling our own recount.

ACTIVITY 15

### Using 'who' to expand noun groups

Reread Our Hero –The Story of George again. Then read your favourite paragraph aloud to a partner.

**A.** We can add more information to a noun group by using the relative pronoun 'who'. Discuss the **Information Box** with your teacher.

#### Relative pronouns to expand noun groups

We use the relative pronoun 'who' to expand ideas about a person (or a special pet).

'Who' comes after a noun group, and it tells us more about the noun.

George was a small Jack Russell terrier ***who*** lived in Manaia.

noun group — more information about the noun

A noun group always comes before 'who'. A verb group usually comes after 'who'.

The ***boy*** who likes swimming in the river. My ***father*** who works at the bank.

**B.** Find three more examples of noun groups that are expanded with 'who' in Our Hero – The Story of George.

**C.** Expand these sentences using 'who'. The first one has been done for you.

| | | |
|---|---|---|
| George's owner is a kind man | who | said George has a lion's heart, presented a gold medal. |
| The five children | | lived in Manaia, enjoyed playing with George. |
| The smallest boy | | heard about George telephoned the owner. |
| Mr Gerry Hutman was a brave man | | was just four years old, is still afraid of big dogs. |
| The director of the PDSA | | had received three purple heart medals. |
| Many people around New Zealand | | loves dogs. |

**D.** Write three sentences about yourself and people you know. Follow the model below.

- Include the adjectives from Activity 2 in your sentences.
- Remember to use a verb after who. The first one is done for you.

For example, Jenly is a (***adjective***) woman who (***give a reason here***).

Jenly is a ***determined*** woman who ***works hard at weightlifting***.

1. I am a (adjective) person who (give a reason here).
2. (name of person) is a (adjective) who (give a reason here).
3. (name of person) is a (adjective) who (give a reason here).




## Telling your own recount

You have read recounts about real people (and a real animal). Now it's your turn to tell a recount about a time that was special for you. Here are some ideas that you could talk about.

- A time when you won a competition.
- A time when you needed help, or you helped someone.
- A time when there was a special event in your community, like a cyclone.
- **Or** any other ideas that you have.

**A.** Make some notes to prepare your recount.

**Orientation** Tell who, what, where, when.
**Main events** Tell what happened in time order.
Use some time connectors to show when events happened. Examples:
At 10 o'clock, On Thursday, In the morning, In the Afternoon, At night, Soon … , Later … , Eventually … , After … , Later …
**Conclusion** Tell why this event was important for you.

**B.** Use **Think-Pair Share** to prepare and say your recount.

**Think** Think carefully about what you will say. Make a few notes to help you.
**Pair** Take turns to say your recount with a partner.
**Share** Take turns to say your recount in a group.

**C.** Let's reflect



Use the traffic lights to show what you did well and how you want to improve.

- Your orientation showed who, what, when, and where.
- Your events were in time order and you used time connectors.
- You made the end sound on past tense verbs.
- You said why the event was important for you.



# Lesson 10
# Our community hero

Today, we are writing a recount about someone in our community.




## Planning and writing a recount about a hero

You and your partner have completed your interview about a hero (Lesson 7). Now you are going to work together to write one recount. You can look at Joe and Sammy's recount in Lesson 7 for ideas to help you.

**1.** **Plan your recount**

Use this writing plan to put your interview notes in order.

**Orientation:** Who, what, where, and when.

**Main events:** The main events in order.

**Conclusion:** Why they are a hero.

**2.** **Write your recount**

**Step 1: Title.** Choose a title for your recount.

**Step 2: Orientation.** Write your orientation. Write who, what, where, and when.
You can look at the orientations in Activities 2, 6, and 11 to help you.

**Step 3: Main events.** Write the main events from your interview.

- Use the past tense.
- Use time connectors. Check the recounts and Activity 14 for time connectors to use.
- Use some quotes from your hero.

**Step 4: Conclusion.** Write why you think he or she is a hero.

**3.** **Checking your work**

Read your recount aloud with your partner. Read it slowly and make corrections.
Now, read your recount with another pair. Can you make some more corrections?

**4.** **Publishing your work**

Make a good copy of your recount to go into a class book. Use your best writing. Include some pictures and captions for your book. When the class book is finished, everyone in the class can have a turn reading it.

# Unit 11
# Community Health

Learning to keep our communities healthy, clean, and safe.



Hello again. In Unit 11, we are learning about how we can keep communities clean and safe. We are also learning more about procedure texts.

## In this unit, you will:

- talk about and listen to ideas for healthy communities
- build vocabulary for the topic of clean and healthy communities
- use command sentences for instructions
- read different text types about the same topic
- read procedure texts
- discuss and create posters
- use a checkpoint to reflect on learning.

# Lesson 1
# Healthy communities

Today, we are talking about the topic words 'community' and 'healthy'.

## ACTIVITY 1 Talking about our communities

You have been learning about different communities. In Unit 1, you learned about plant and animal communities. You've also read about traditional communities and changing lifestyles in modern communities. Let's be sure that we all understand the meaning of community.




**A community** is a group of people who have a **reason** for doing things together. They may:

- live in the same place
- like doing the same things
- believe in the same values
- be of a certain age or stage of life
- speak the same language(s) and have the same culture.

**A.** Here are some community groups. Choose a **reason** that makes each group a community. The first one is done for you.

1. A sports team.
   Reason: They like doing the same things
2. Taba Village in North Malaita.
3. People who speak the 'Checke Holo' language, from villages on Santa Isabel Island.
4. Solomon Islands Scouts ('Skaut Belong Solomone').
5. United Church in Solomon Islands.
6. A traditional dance group from Bellona.

**B.** Tell your partner about one community group that you belong to. You could talk about:

- The name of your community.
- The people in your community.
- The reason for your community.
- What you enjoy about your community.

**C.** Write a paragraph about a community group that you belong to.



### Making nouns ending in '**-y**' plural

When a noun ends with a consonant + 'y', change the 'y' into 'i' and add '-es'.

community = communities

When a noun ends with a vowel + 'y', you just add '-s'.

key = keys

## ACTIVITY 2 Understanding the adjective 'healthy'

We have studied the meaning of community. Now, let's think about the adjective 'healthy'. What does healthy mean? Share your ideas with a partner.

Perhaps you said healthy was not being sick. You are right! But there are other ways that we can be healthy too. Here is a list of ways we can be healthy.

**Healthy** is when a person is:

- not sick
- clean, well fed, and strong
- loved and belongs to a family
- able to learn and grow
- living in a clean, comfortable home
- able to be with friends.



**A.** Read the list above and decide:

1. Which ideas relate to **healthy bodies**?
2. Which ideas relate to **healthy minds**?

**B.** Ask and answer questions with a partner to find out if they are healthy.

| Ask questions | Answer questions |
|---|---|
| With your partner, ask questions to find out if they are healthy. You can start your questions with "Are you ..."<br>"***Are you*** clean, well fed, and strong?" | Answer your partner's questions with a reason.<br>"Yes, I am, because I eat healthy food."<br>"No, I am not, because …" |

**C.** Health is a noun. When we add 'y', we make the adjective 'healthy'. We can make many adjectives from nouns by adding 'y'.

1. Make these nouns into adjectives. For example, mess = messy

mess | **wealth** | **dirt** | **greed** | **thirst** | **smell**

2. Match the above adjectives to the descriptions below.
   For example, messy = A person who drops rubbish.
   - A person who drops rubbish.
   - A person with a lot of money.
   - A person who needs water.
   - A person who has not washed.
   - A person who eats too much.
   - A person who is not clean.
3. Say and write sentences about yourself using the adjectives.
   For example, My writing is sometimes messy.

# Lesson 2
# Help wanted

Today, we are listening to a radio programme about a community problem.




## Listening to and talking about community problems

We need to work together to keep our communities clean, healthy, and happy.

### A. Listening

Mary is from Pia Village. She is talking on the radio about problems in her community. Listen while your teacher shares what Mary talked about. Write the number for the problems you hear Mary talking about.

1. There is no running water.
2. The healthy clinic is too far away.
3. Many children are not vaccinated.
4. There is dirty water during the rainy season.
5. Ants get into our food.
6. Malaria is a problem.
7. Rats are a problem.
8. Dogs are a problem.
9. Flies are everywhere.
10. Overflowing rubbish bins.



### B. Let's reflect



How well did you listen? Use the checklist to reflect on your listening. What traffic lights will you use?

- I got **all**/**most**/**some** of the answers correct.
- I found it **easy**/**a little difficult**/**very difficult** to listen for the problems.
- I found the vocabulary **easy**/**a little difficult**/**very difficult** to understand.

Tell a partner how you could improve your listening. Here are some ideas.

- It will help if I look at the person speaking.
- It will help if I listen for the main ideas.
- It will help if I learn the important vocabulary first.

### C.

Imagine that you and your group are health advisers. You have been asked to help Pia Village. What will you say and do?

1. In your group, decide the order of the problems that Mary talked about. List the problems from **most important** to **least important**.

**2.** We use the modal verbs 'should' or 'shouldn't' to give advice. Read the **Information Box**.

Say or write sentences using 'should' or 'shouldn't' to give advice to the villagers.
You can use the ideas from the box below and add some more ideas of your own.

For example, You should cover the rainwater tanks.

You should + verb …  You shouldn't + verb …

**should/shouldn't**

We use should/shouldn't to give advice.

The villagers should bury their rubbish.

noun group — should/ shouldn't — base verb

rainwater tanks

**vaccination programme**

**rubbish bins**

**chemical spraying**

**village meetings**

**clean-up day**




## Using the prefix 'un-'

Did you notice that Mary used many words with the prefix 'un-' to describe her village?
The prefix 'un-' means 'not'. It can change words into their opposites, or antonyms.

**A.** Listen to your teacher read the listening text one more time. Write the numbers that match the words from the list that you hear.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **1.** | Unfair | **2.** | Unvaccinated | **3.** | Unpleasant | **4.** | Unsafe | **5.** | Unhygienic |
| **6.** | Unclean | **7.** | Untidy | **8.** | Unhealthy | **9.** | Unhappy | **10.** | Unwell |

**B.** Complete these sentences with the best word from the list above. The first one is done for you.

**1.** There are children who are unvaccinated and they can get dangerous illnesses like measles.
**2.** The smell from rubbish lying around is _____ and it makes me feel sick.
**3.** When I get diarrhoea, I stay home from school because I feel _____.
**4.** Our teacher said that our class was _____ because the books were not on the shelves.
**5.** I am afraid of dogs and I feel _____ when they roam around the community.
**6.** Overflowing rubbish bins are _____ and _____.

# Lesson 3
# Clean-up day

Today, we are reading about and planning a clean-up day.

ACTIVITY 5

## Reading: Pia Village Clean-up Day

Mary spoke on the radio about the problems in Pia Village. The health adviser suggested that Pia Village have a clean-up day to clear the village of mosquitoes. So, the Village Health Committee organised a clean-up day for everyone in the community on **Saturday 4 May**, starting at 6:00 am.

Read the report about the clean-up day.



## After reading

**A.** Answer these questions about the clean-up day at Pia Village.

1. What date was chosen for clean-up day?
2. What time did the villagers start the clean-up?
3. What tasks did each group do?
4. What happened after the work was finished?
5. Which group do you think had the most difficult task? Why?
6. Which task would you want to do at the clean-up day? Why?

**B.** **Role-play – Preparing for clean-up day**

In your group, do a role-play. You are on the Pia Village Health Committee. You are planning for clean-up day. Discuss your plans. The event hasn't happened yet, so think carefully about your tenses.

- What date will you choose for the clean-up day?
- What times will people be working?
- What tasks will need to be done?
- Who will do each of the tasks?
- What will happen after the work is finished?






# Text: Pia Village Clean-up Day

## The school children

The school children cleared the long grass around the school, the clinic, and the church area. They also chopped down the bushy areas on the edge of the playing field. The young girls swept the paths around the village.



Clearing the long grass

## The village women

The women cleaned up the rubbish around the village. They collected empty tins, coconut shells, plastic bottles, and old containers because these are good places for mosquitoes to breed.

## The village men



Moving old rubber tyres and other rubbish

Some men dug a deep pit where rubbish could be buried so that it would not collect water. Another group of men made a pit for vegetable waste. Other men moved some rusty oil drums and old rubber tyres left near the village by a logging company. They filled the tyres with soil and planted flowers.

## The older women

The older women prepared a giant motu of potatoes and cabbage for all the workers. By evening, the village was clean and tidy. When everyone sat down to enjoy their evening meal together, an old man called out "Have you noticed anything different this evening?"

"No mosquitoes," everyone replied together.

ACTIVITY 6

## Making an information poster using command sentences

**A.** In Unit 8, Using Money, you learned how to write instructions using command verbs. Read and discuss the **Information Box** for a reminder of how to write instructions.

### 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.

This past simple sentence from the **recount** tells us what the women **did**.

The women ***cleaned up*** the rubbish around the village.

This is the instruction that the women were given. It is a command sentence.

***Clean up*** the rubbish around the village.

We only use the **base verb** in command sentences. It does not change.

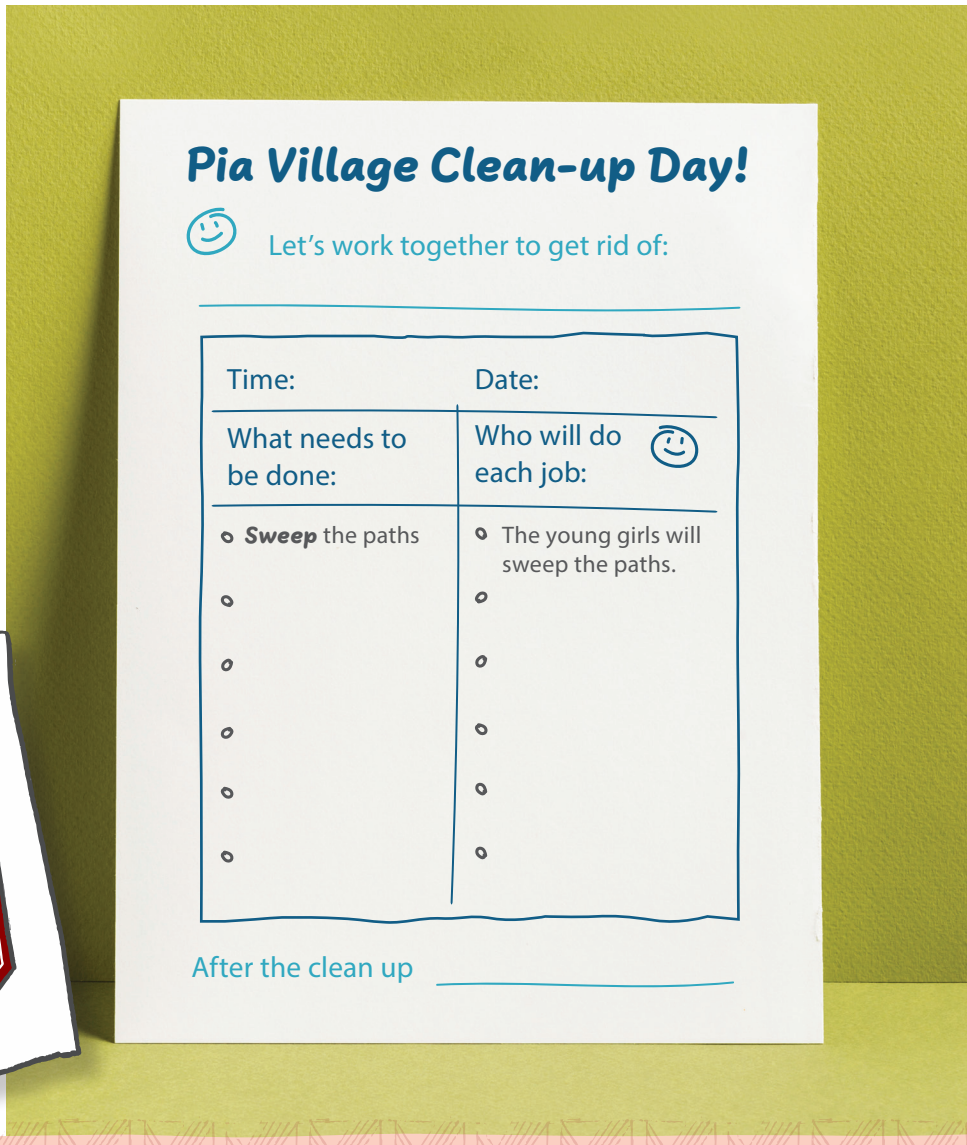
**B.** **Make an information poster**

People in the village need information about the clean-up day. They need to know what, where, when, why, and how.

Make an information poster so that people know what to do. Use command sentences to give instructions. You can find the information in the report Pia Village Clean-up Day.

You can summarise some of the steps like this: Sweep the paths.



# Lesson 4
# Water is life

Today, we are talking and reading about instructions for getting running water.

## ACTIVITY 7 Talking about a clever idea

The Pia Village men filled old tyres with soil and flowering plants. What a good idea! The Year 5 children from Pia Village had another good idea. They want to have soap and water for washing hands, even when there are water problems in the village.

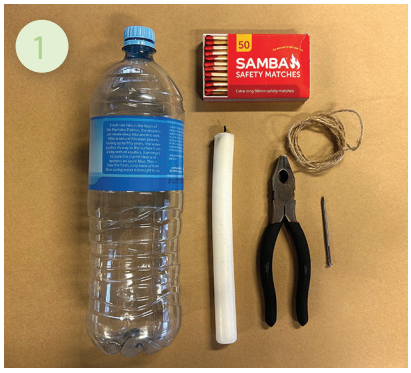
Here are some pictures that show what they did. Can you work out how the children got running water for handwashing?

**A.** Match these words to the equipment in the pictures.

- plastic bottle
- string
- matches
- soap
- piece of net
- candle
- nail
- cloth

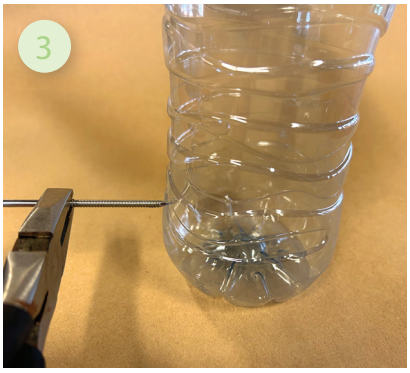
**B.** Talk with a partner about what is happening in each picture. The below command verbs will help you give instructions. For example, 1. Gather a bottle, some string, matches, soap, and a candle.

- gather
- heat up
- fill up
- hold
- close
- open
- put
- wash
- refill
- push
- tie
- turn on
- turn off



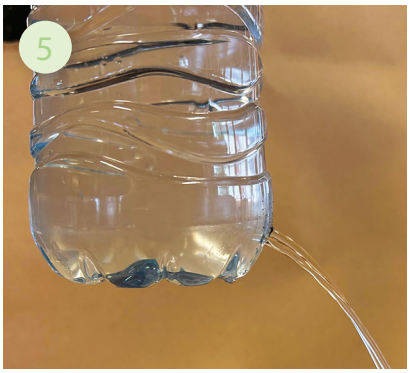















## ACTIVITY 8 Reading instructions for getting running water

**A.** The children from Year 5 wrote some instructions, but they are not in order. Work out the correct order for the instructions.

**1.** Fill up the bottle with clean water. Close the cap tightly and tie the bottle onto a pole or tree with the string. Place it near the toilet or kitchen. Put the soap inside the net bag (if you have one). Tie it on a string so it doesn't get lost.

**2.** Gather a clean plastic bottle, a nail or a small knife, a candle, matches, soap, a rope or string, and, if possible, a net bag.

**3.** The running water system is ready! Open the cap slightly and the water will come out of the hole. Wash your hands with soap and water.

**4.** Heat up the nail or knife with the lit candle and make a small hole. Make it about 2 cm from the bottom of the bottle.

**5.** To stop the water, close the cap. Remember to refill the bottle when it is empty.

**B.** Did you notice how the commands are expanded with more information?

Tie the bottle onto a pole or tree with string.

verb — where — how

Complete the sentences with the missing information about how or where **an action takes place**. You need to look in the text. The first one has been done for you.

1. Tie the bottle onto a tree.
2. Heat up the nail or knife (how)
3. Open up the cap (how)
4. Put the soap (where)
5. Close the cap (how)
6. Wash your hands (how)

**C.** With a partner, give the instructions for making running water. This time, use the ideas from the text to help you. Try to talk, not read.

**D.** Why don't you try to make your own running water system? Be sure to do it safely!

## Lesson 5
# Community messages

Today, we are learning how posters share healthy messages with the community.

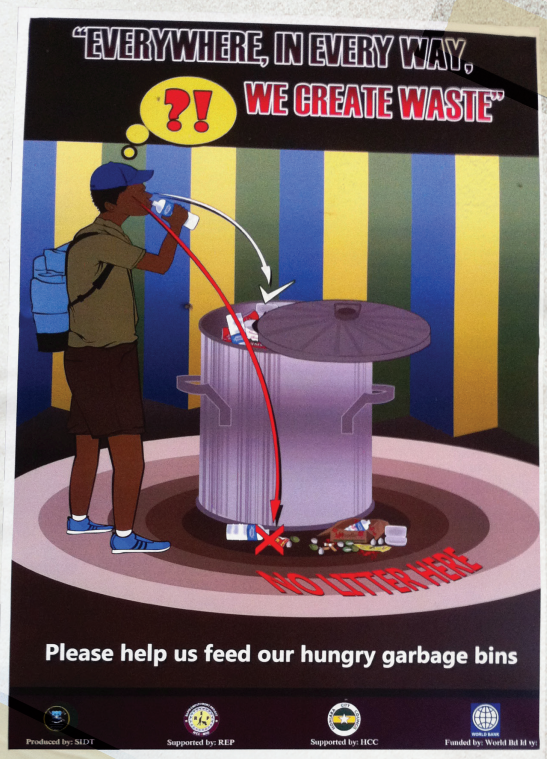
ACTIVITY 9

### Thinking about community posters

Here are two community posters.

**A.** Discuss the posters in your group. Here are some questions you can think about.

1. Where do you think these posters were placed?
2. What is the message we get from the posters?
3. What are two words used for 'rubbish' in the posters?
4. Why do you think some people are careless with their rubbish, or litter?
5. What posters have you seen in your community?






**B.** In Unit 6, you learned how advertisements persuade us to do things. Community posters do the same. Let's think about how these posters persuade us to dispose of rubbish carefully.

1. Find these features in the posters.

| | | | |
|---|---|---|---|
| **one** metaphor | **two** quotes | **three** personal pronouns | **four** command verbs |

2. What colour is used to show 'No!'? Why do you think this colour is used?
3. How many different fonts are used in the posters? (Remember, font is the size and shape of the letters.)

**C.** Slogans are short messages that are easy to remember. Advertisers use slogans all the time. Here is a slogan:

Live clean, stay healthy

1. What other slogans are in the posters?
2. What slogans can you remember from posters or advertisements you have heard or seen?
3. Make up a new slogan for one of the posters.




## Using negative commands in posters

On the next page is a community poster about keeping the sea healthy. A healthy sea helps to keep our communities healthy too.

**A.** Study the poster carefully and discuss these questions in your group.

1. How did you read the poster? What did you read first, next, last? Can you say why?
2. What is the poster's slogan?
3. How many different fonts does the poster use?
4. What instructions are given? (Hint: look for the command verbs.)

**B.** Did you notice that some of the instructions begin with don't? They are **negative commands**. Read the **Information Box** to learn more about these negative commands.

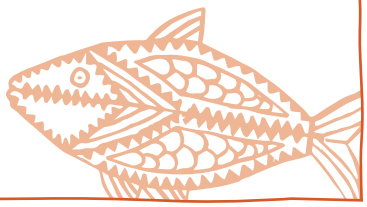
### Negative commands

When we give negative commands, we begin the sentence like this:

**Don't (Do not) + base verb ...**

Don't ***throw*** rubbish in the sea.

Don't ***use*** explosives or poison.






1. Five of the command sentences in the box need the word don't to make negative commands. Write the commands that need 'don't' into your book.

   For example, ***Don't*** drink dirty water.

   - Get vaccinated.
   - Drink dirty water.
   - Grow flowers around your community.
   - Let rubbish containers fill up with rainwater.
   - Wash hands after going to the toilet.
   - Eat food with dirty hands.
   - Leave food lying around the house.
   - Keep long grass around your home.

2. Write **five** more command sentences about what you shouldn't do at school, or at home, or in your community.



# Lesson 6
# Mosquitoes mean malaria

Today, we are thinking, talking, and reading about the problem of malaria.

## ACTIVITY 11 Making a KWL chart about malaria

You already know a lot about malaria. In a group, you are going to work together to show what you know using **KWL** (**K**now, **W**hat, **L**earned).

**Know** – What we already know about malaria.
**What** – What we would like to learn about malaria.
**Learned** – What we learned about malaria.

**A.** Follow these steps to make a **KWL chart** about malaria.

**1.** Make a chart in your group. You need a lot of space because you will be including more ideas as you read and talk about the topic.

| Malaria | | |
|---|---|---|
| **Know** | **What** | **Learned** |
| | | |

**2.** List facts that you already know about malaria in the **Know** column.

**3.** Write questions about what you want to learn about malaria in the **What** column. Think carefully about how to write your questions. Use What, Where, When, Where, Why and How/How many? for your question starters.

## ACTIVITY 12 Reading: Malaria – a Very Serious Disease

Here is an information report that gives us some facts about malaria. Read the report by yourself.

## Text: Malaria – a Very Serious Disease

Malaria is a very serious tropical disease, or sickness, in Solomon Islands and many other countries around the world.



Anopheles mosquito

Malaria is caused by a parasite, or tiny organism, which lives in the blood of an infected person (someone who has malaria). It is passed from one person to another by the bite of a female anopheles mosquito. These mosquitoes usually bite in the evening or at night time.

People who become sick with malaria get high fevers, chills, and headaches. Every year, people around the world die from this illness, or sickness. Many more people become sick with malaria and recover, or get better. Malaria can usually be cured, or fixed, with medicine.

It is surprising that something which is so tiny can be so dangerous to a community. It is a serious problem in Solomon Islands. Many groups work together to fight the malaria problem in their communities.

## After reading

**A.** In your group, discuss the facts in the report.

1. Which facts from the report are already in your **Know** chart?
2. Are any of your **What** questions answered in the report?
3. What did you learn when you read the report? Add these facts in the **Learned** column.
4. Do you have more questions? Add them to the **What** column.

**B.** There are specialist words about malaria in the report. The writer gives us a second meaning to help us. Find the second meaning for the words below. Decide which words should go in your **Word Bank** for learning.

| | | | | | |
|---|---|---|---|---|---|
| parasite | disease | infected person | illness | recover | cured |

**C.** Did you notice that one sentence in the report is not a fact? It is an opinion. Can you find it?

## ACTIVITY 13 Relative pronouns 'which' and 'who'

In Unit 10, you learned that we use 'who' to tell more information about people (or special pets like the dog, George).

**A.** When we talk about things, or most animals, we don't use 'who', we use 'which'. Read and discuss the **Information Box** to learn more.

### Relative pronouns to introduce details

We use the relative pronoun 'who' to introduce details about people or special pets. We use 'which' to talk about things, places, and animals.

'Which' or 'who' comes directly **after** a noun group, and it introduces more details about the noun.

A **noun group** always comes before which or who.
A **verb group** usually comes after which or who.

noun group — verb group

People ***who*** become sick with malaria get high fevers, chills, and headaches.

It is surprising that something ***which*** is so tiny can be so dangerous.

**B.** Here is the story of Pia Village's clean-up day again. The pronouns who and which are missing. Write who or which to complete the story. Hint: look for the underlined subject noun. Is it a person, place, or thing? The first two are done for you.

Pia Village had a problem with mosquitoes 1. which they wanted to get rid of. They contacted the health adviser 2. who came to the village and showed them what to do. So, the Health Committee organised a clean-up day 3. _____ was held on the 4th of May.

The children cleaned the long grass 4. _____ grew around the school and church. The girls 5. _____ were too small to clear the grass swept the paths. The women cleaned up the rubbish 6. _____ attracted mosquitoes while the men 7. _____ are stronger dug holes to bury the rubbish. The older women 8. _____ were not so strong made a giant motu of potatoes and cabbage 9. _____ everyone enjoyed.

The health adviser, 10. _____ came back to the village in June, was very happy to see the clean, tidy village.

# Lesson 7
# Malaria sucks!

Today, we are using a glossary and reading about the malaria transmission cycle.




## Using a glossary

Here is a **glossary** with words about malaria. A glossary is like a dictionary, but it includes **specialist words** about a topic.

| Malaria glossary |
|---|
| **blood** (n) red liquid that flows around your body |
| **bloodstream** (n) the flow of blood around the body |
| **breed** (v) to make more animals and organisms |
| **cell** (n) the smallest part of plants and animals |
| **chemical spray** (n) used to control pests and diseases |
| **chills** (n) a cold feeling when you have a fever |
| **disease** (n) an illness caused by an infection |
| **fever** (n) when the body temperature is high and the heart beats fast |
| **infect** (v) to pass a disease to a person, animal, or plant |
| **infection** (n) a disease in a part of your body |
| **inject** (v) to push something through the skin, like a needle |
| **injection** (n) when a fluid is pushed through the skin into the body |
| **larva** (larvae) (n) a form of an egg that is not fully developed |
| **liver** (n) a large organ in the body that cleans the blood |
| **malaria** (n) a disease you can get from the anopheles mosquito |
| **mature** (v) to be fully developed |
| **mosquito** (mosquitoes) (n) a small flying insect that bites people and animals, and sucks their blood |
| **parasite** (n) an animal or plant that lives on another animal or plant and feeds from it |
| **reproduce** (v) when living things produce young |
| **saliva** (n) the liquid produced in the mouth |
| **transmit** (v) to pass something from one person to another, like a disease |
| **transmission** (n) the process of passing on a disease |

**A.** Find words in the glossary. Some are tricky to find, so work carefully with a partner to find the words.

1. Two words that are symptoms of a disease. For example, 1. fever, 2.
2. Four words that show things or parts inside the bodies of people or animals.
3. Two words that show stages in a life cycle.
4. Two verbs that show what mosquitoes do when they bite people.
5. One word to show show the passing of a disease a disease from one person to another person.

Use this glossary when you read more about malaria in Activity 15 and 16.

## ACTIVITY 15 Reading: The Malaria Transmission Cycle

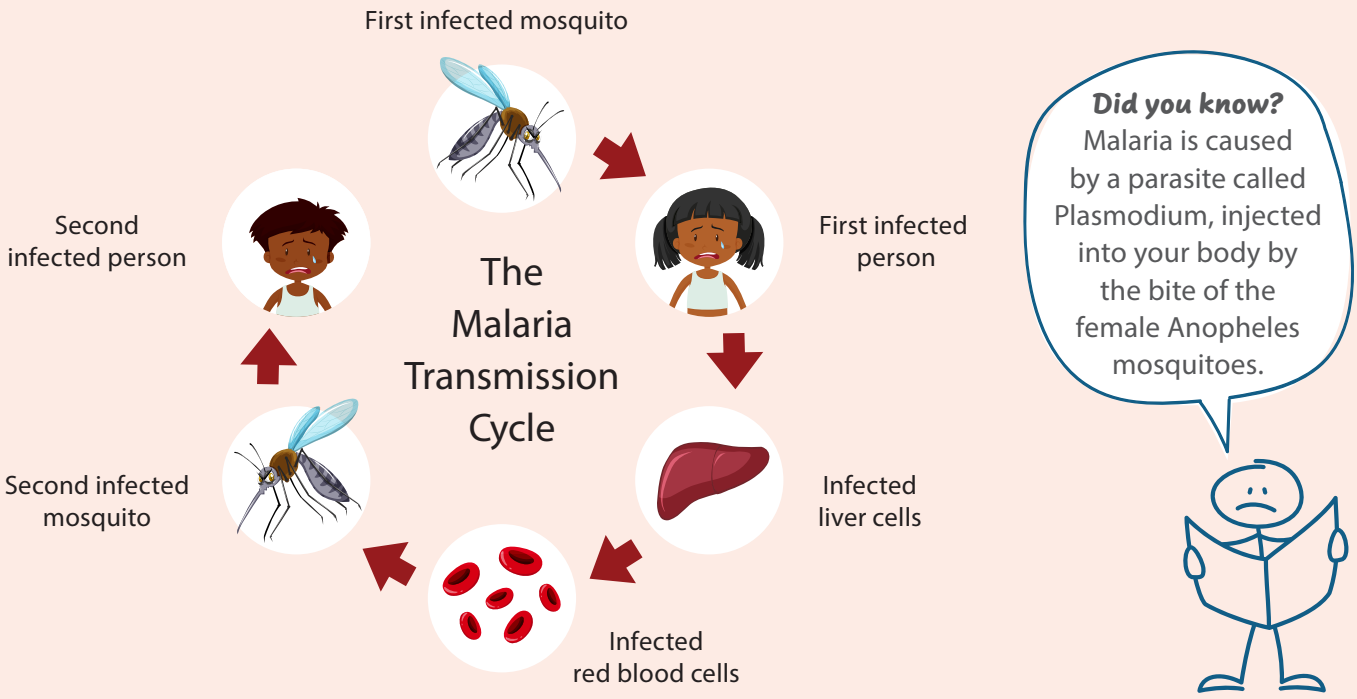
The cycle below is called The Malaria Transmission Cycle. It is an explanation text that explains how we become infected with malaria.

Check the word transmission in the glossary. Did you work out that The Malaria Transmission Cycle shows how malaria is passed from one person to another? It goes around and around unless we find ways to stop it. Did you know that transmission is a noun and it comes from the base verb transmit?

**A.** When we read a cycle diagram we need to work out where to start. Where do you think you should start reading?

**B.** Read the diagram. Remember to use the **malaria glossary** to help you with the specialist word meanings.

**C.** Talk about what is happening at each stage of the cycle with your partner.



## After reading

**D.** Here are some sentences that explain The Malaria Transmission Cycle. However, the sentences are out of order.

Work out the correct order of the sentences. The first one is done for you.

| | | |
|---|---|---|
| First → | 1 | Along comes another mosquito which bites the infected person. |
| Second | 2 | An infected anopheles mosquito bites the first person and infects them with the malaria parasite. |
| Third | 3 | The malaria parasite leaves the liver and infects the red blood cells. |
| Fourth | 4 | The infected mosquito bites the second person. Now, they are also infected by the malaria parasite. |
| Fifth | 5 | The parasites breed in the liver. They stay there until they are mature. |
| Sixth | 6 | The malaria parasite enters the first person's bloodstream and travels to the liver. |

**E.** Read the sentences silently, in the correct order.

**F.** Now talk about The Malaria Transmission Cycle with your partner again. Look at the diagram and point to each stage as you explain the cycle. You can add more ideas of your own too.

**G.** Let's reflect

In your group, think about your KWL chart.

1. Is there anything new you learned that can be added to the **Learned** column?
2. Have any of your questions in the **What** column been answered?
3. Do you have more questions for your **What** column?

### Something extra!

Tell your group about a time when you or someone you know had malaria. Use the past tense and time order because you are giving a recount.

Perhaps you can write a paragraph about what happened too.

# Lesson 8
# Goodbye malaria

Today, we are reading instructions for safe communities and using adverbs of frequency in instructions.

ACTIVITY 16

## Reading: Keeping Communities Safe from Malaria

You have read an **information text** giving facts about malaria. You have also read an **explanation** of the life cycle of the malaria parasite. On the next page is a poster that gives **instructions** for keeping communities safe from malaria.

## *After reading*

**A.** Keeping Communities Safe from Malaria gives us both information and instructions. Decide which parts are information and which parts are instructions. How are they different?

**B.** The command verb often comes at the start of instructions.

***Keep*** the public areas of the village clean and tidy.

Sometimes the command verb is not at the start of the instructions.

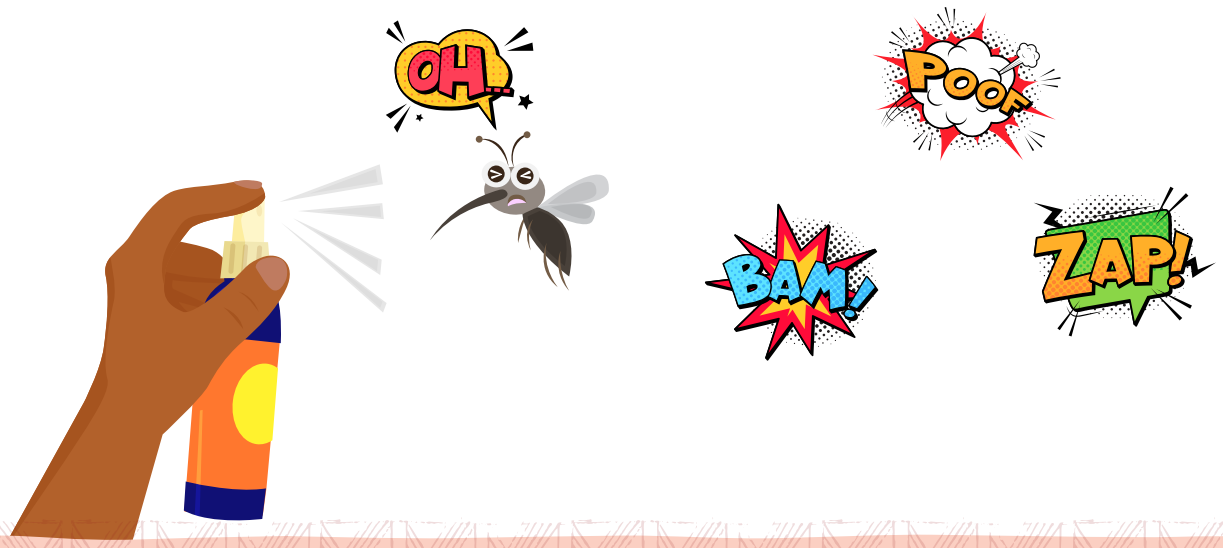
Don't ***leave*** rubbish that can hold water lying around.

Always ***use*** a bed net when you are sleeping.

With a partner, find the command verb in each instruction in the text. How many different command verbs are there altogether?

**C.** With your partner, read each instruction carefully and discuss:

- Which instructions are the same as what happens in your community?
- Which instructions are different for your community?
- What are more instructions your community gives about mosquitoes and malaria?



# KEEPING COMMUNITIES SAFE FROM MALARIA

## Keep your homes clean.

**Mosquitoes lay their eggs in water and they like to hide in bushes, tall grasses, and other dark places.**

- Don't let long grasses and bushes grow around your house.
- Don't leave rubbish that can hold water lying around.
- Always get rid of rubbish carefully.



## Keep your community clean.



**Long grasses around the school, church, rubbish dumps, and bush are often hiding places for mosquitoes.**

- Keep the public areas of the community clean and tidy.
- Get the community together often for clean-up days.
- Sometimes use chemical sprays to control mosquitoes.

## Look after your family.

**Mosquitoes bite between sunset and sunrise, so make sure your family are always protected at this time.**

- Always use a bed net when you are sleeping.
- Always cover your arms and legs in the evenings.
- Don't forget to remind children to be careful.



## Malaria kills. Take it seriously.



**Medicine can cure malaria if it is given early.**

- If a family member has a fever, get a test as soon as possible.
- Don't wait until you are really unwell – get a malaria test as quickly as you can.
- Always take your malaria medicine as instructed and complete the treatment.

## ACTIVITY 17 Adverbs of frequency

In Unit 8, you learned about adverbs ending in '-ly' which tell us how. Find two '-ly' adverbs in Keeping Communities Safe from Malaria.

**A.** We also often use another kind of adverb called an **adverb of frequency** in command sentences. Read the **Information Box** to find out more.

### Adverbs of frequency

These adverbs tell us **how often** we do something. Get your teacher to help you work out the meanings of these adverbs by matching them to similar words in your local language.

always usually often sometimes never

Adverbs of frequency usually come before the verb.

***Always*** use a bed net when you are sleeping.

Adverbs of frequency come after the verbs be, is, are, was, and were.

Bushes are ***often*** hiding places for mosquitoes.

**B.** Find adverbs of frequency in the leaflet.

1. Find adverbs of frequency come **before** the verb.
2. Find the adverbs of frequency which come **after** the be verb.

**C.** Talk to a partner about what happens in your community, using adverbs of frequency. Take turns to ask and answer **three** questions each. Here are two examples:

**Example 1:**

Question: ***Do you*** let long grasses and bushes grow around your house?

Answers: No, we ***never*** let long grasses and bushes grow around ***our*** house.
Or,
We ***sometimes*** let long grasses and bushes grow around ***our*** house.

**Example 2:**

Question: If a family member has a fever, do they get a test as soon as possible?

Answers: Our family members ***always*** get a test as soon as possible.
Or,
Our family members ***usually*** get a test as soon as possible.

**D.** Write **four** command sentences that include adverbs of frequency to show how to manage malaria in your community.

For example, Never leave rubbish lying around.

# Lesson 9
# Community health poster

Today, we are creating a healthy community poster.




## Creating a Healthy Community poster

**A.** In Lesson 5, you studied features of community posters. Look back at Lesson 5 to check what you learned. You are going to make your own Healthy Community poster. Look in Lesson 2 for ideas for your poster.

Here is a **checklist** for your poster.

| **Poster checklist** |
|---|
| You must include: |
| ☐ A command instruction |
| ☐ A negative command instruction – using 'don't' (see Activity 9) |
| ☐ An instruction that includes an adverb of frequency (see Activity 17) |
| ☐ A modal verb – using 'should/shouldn't' (see Activity 1) |
| You should try to include: |
| ☐ A slogan |
| ☐ Pictures |
| ☐ Different font sizes – make the important messages largest |

When you have finished your poster, get a partner to check you have completed the poster checklist.

**B.** Let's reflect



What traffic light will you give for your poster?

**My poster has everything from the checklist.**

**My poster has most things from the checklist.**

**My poster doesn't have much from the checklist.**

What is one thing you need to learn or improve?

Where will your class put their posters? How can other people in the community see and learn from your poster?

# Lesson 10
# Checkpoint

Today, we are using a checkpoint for our learning in this unit.




## A checkpoint for learning

When we learn new things, we need to review them often so we can remember our new learning. These checkpoint activities help you check what you have learned and what needs more practice.

**A.** Complete the paragraph with adjectives ending in '-y'. Choose adjectives from Activity 2.

I have a pet dog called BoBo. He's always 1. _____ and needs lots of water to drink. He's also 2. _____ so he is always searching for food. BoBo is a rather 3. _____ dog and he likes to roll around in the mud. When he is 4. _____ and dirty it's my job to give him a wash.

**B.** Complete the paragraph. Look in Activity 4 to find the correct words.

Our teacher likes a ***clean/unclean*** classroom. She becomes ***happy/unhappy*** when our classroom is ***tidy/untidy*** and she gets us to ***clean/unclean*** it. Sometimes I think that it is ***fair/unfair*** because I always keep my things ***tidy/untidy***.

**C.** Expand these nouns with the relative pronoun 'who' or 'which'. Refer to Activity 13.

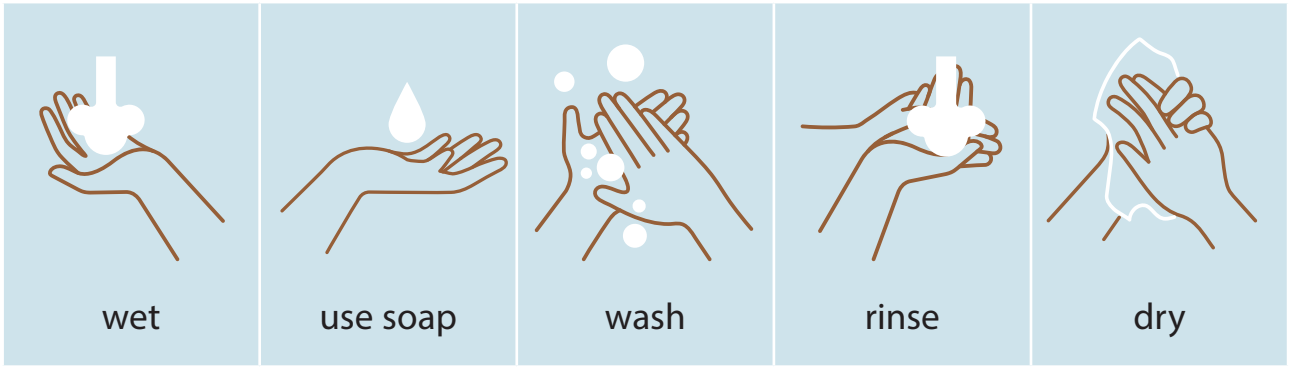
1. A community _____ has regular clean-up days is a healthy village.
2. There are still some children _____ have not had their measles vaccination.
3. My grandfather, _____ is 80 years old, says that the malaria problem has improved.
4. Malaria is a disease _____ is found in tropical countries.

**D.** Joe's grandmother lives at his house. She has strict rules about hygiene. Below is a list of things that Joe's grandmother says and does.

Rewrite the sentences as instructions. Remember to use a base verb in your commands.

1. She tells us to wash hands before eating.
2. She always covers food with a cloth to keep the flies away.
3. She sweeps the floor often to keep it clean.
4. She tells us to cover arms and legs in the evening for protection from mosquitoes.
5. She makes everyone use a mosquito net at night.
6. She tells us not to drink water before boiling it.
   (Careful – this will be a negative command.)

**E.** Handwashing is a very important part of keeping healthy communities. Here are some command verbs about handwashing.




Make the commands into sentences. Try to expand your sentences in these ways.

- Write compound sentences.
- Use adverbs showing how, like 'carefully'.
- Use adverbs of frequency, like 'always'.

If you are feeling very clever, you could also make expanded noun groups. Here are some starters you could use.

Wash with ***water*** which is clean.

Only use clean ***water***.

Use running ***water*** from the tap.



# Unit 12
# Music Across Cultures

Examining how instruments from various cultures create sound and music.



Music! My favourite thing! In Unit 12, our topic is music and sound. We are learning more about explanation texts that show how and why things happen. Have fun!

## In this unit, you will:

- talk about music and musical instruments
- read explanations about sound and musical instruments
- recognise the structure and features of explanations
- use language to show cause and effect
- use present passive verbs to focus on the action
- make a musical instrument and explain the process
- write explanations about musical instruments.

## Lesson 1
# Sharing thoughts about music

Today, we are talking about music and sharing our opinions.

ACTIVITY 1

## Talking about music

Music is all around us, all day, every day. It's like poetry – a way to celebrate life.



**A.** **Talk to a partner** about the ways you enjoy music. Here are some ideas you can talk about.

1. Do you like singing? When and where do you sing?
2. What are your favourite songs?
3. How many different musical instruments do you know?
4. Can you play a musical instrument? If so, what do you play?
5. What is your favourite musical instrument?
6. When and where do you listen to and play music?
7. What celebrations does your community have that include music?

Share ideas with the class. Try to express your ideas in English.

**B.** **Write a paragraph** about the ways you enjoy music.

## ACTIVITY 2 Find someone who …

**A.** In this activity, you are going to find classmates whose ideas about music match yours. Follow these steps.

- **Draw up a chart** like the one below. In the **You** column, write information about yourself.
- **Talk to a classmate.** Take turns to ask the first question. If their answer is the same as yours, write down their name. If it is not, ask the next question, and so on until you have the same answer.
- **Talk to other classmates.** You must try to have a different classmate's name for each question. You cannot write anyone's name down twice.

| Find someone who … | You | Names of classmates whose answers match yours |
|---|---|---|
| Do you like to sing? | | |
| What is your favourite song? | | |
| Who is your favourite singer or band? | | |
| What is your favourite musical instrument? | | |
| What is your favourite type of music? | | |

### Something extra!

Use your 'find someone who …' questions to find out about the **most popular** music choices for the class.

- What is the most popular song?
- Who is the most popular singer or band?
- What is the most popular musical instrument?
- What is the most popular type of music?

## Lesson 2
# Music is everywhere

Today, we are talking about different kinds of music and different kinds of musical instruments.

ACTIVITY 3

### Reading descriptions about music groups

All cultural groups enjoy music, but different cultural groups enjoy different kinds of music. Here are four images of groups or people enjoying music.









**A.** Read the four descriptions below. Match each description to its picture.

This guitarist is playing her guitar and singing. A guitar is a string instrument that is played by strumming or plucking the strings. The main parts of the guitar are the wooden body, fretboard, headstock, and strings.

The didgeridoo is a long wooden wind instrument played by Australian Aboriginal men. The musician blows into the digeridoo to produce a long deep sound. The digeridoo joins dancing and singing in ceremonies. Many wind instruments are made from brass, so they are called brass wind instruments.

This group of African children are joyfully singing together as a choir. Their voices come together to make a beautiful harmony. The children sing both traditional and modern songs, using microphones to make their voices sound louder. We call a singing voice a vocal instrument.

The drummer is playing the cymbals and drums with a lot of energy. Drums and cymbals are part of the percussion instrument family. Percussion instruments include any instrument that makes a sound when it is hit, shaken, or scraped with sticks or the hands.

**B.** Write a **caption** for each picture. For example, An African choir sings joyfully.

**C.** There are many **specialist words** related to music in the descriptions.

**1.** Sort the specialist words below into their correct groups. Three examples are done for you.

| Music player/group | Actions of the person making music | Music equipment |
|---|---|---|
| guitar players<br>(6 words) | strumming<br>(9 words) | guitar<br>(10 words) |

- guitar players
- singers
- playing
- guitarist
- scraping
- sticks
- voices
- hitting
- microphone
- drummer
- strumming
- guitar
- plucking
- musician
- wind instruments
- shaking
- cymbals
- drums
- percussion instrument
- harmonising
- blowing
- singing
- choir
- digeridoo
- string instruments

**2.** Can you add some more specialist words about music to the table?

**3.** Write any new words from the list to your **Word Bank**.

**D.** There are some interesting pronunciations for the music words in the lists. Read the information and practise saying these 'c' words.

- **choir** – the ch makes a kw sound.
- **cymbal** – the cy makes a soft c sound like in cycle and cyclone.
- **music** and **musical** – the c makes a k sound, but in **musician**, the end sound sounds like shun. Sometimes letters can change their sound, even in the same family of words.
- **percussion**, **voices**, and **vocal** include the letter c. Copy these three words into your **Word Bank**. Put k after the two words with the hard c sound and (soft c) after the word with the soft c sound.




## Listening to descriptions of instruments

Here are some instruments that are played by musicians.

**A.** Listen to your teacher talk about each instrument. Write the name of each instrument your teacher talks about.




**B.** In a group, take turns to describe an instrument. Can the group members work out which instrument you are describing?

# Lesson 3
# Instruments from our culture

Today, we are giving explanations about traditional musical instruments.

ACTIVITY 5

## Explaining how traditional instruments are made and used

In Unit 2, you read explanation texts about the cycles of life. In Unit 12, we are reading and talking about explanation texts that tell us **why and how** we get sound and music from musical instruments.

**A.** Read and discuss the **Information Box** to check how explanations are structured.

### Explanation texts

Explanations tell us about how something works or why something happens.

**Structure of an explanation text**

**Identification:** Identifies the topic and gives general information about the topic.

**Explanations:** A set of paragraphs that explain the how or the why.

In Unit 12, we are reading explanations that show **cause**. Cause is the reason something happens.

- **How** we hear sound.
- **How** instruments are made.
- **How** instruments make music.
- **Why** music makes us feel good.

Each of these explanations tell us how or why, or both.

**B.** On the next page are three traditional instruments. With a partner, talk about each instrument. You can use your local language to talk about these instruments.
You can talk about:

- how the instrument is made
- how the instrument is used to make music
- when and where the instrument is often played.



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.



Panpipes



Conch shell



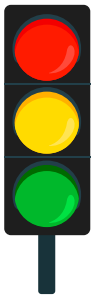
Slit drum

**C.** Give explanations about each of the instruments in English to a partner. Here are some starting sentences to help you make your sentences.

| | |
|---|---|
| **Identification – name** | The instrument is called a …<br>panpipe, conch shell, slit drum |
| **Type of instrument** | It is a …<br>wind instrument, percussion instrument, string instrument |
| **How it is made** | It is made from …<br>bamboo, shell, wood, stone (what else can you say?) |
| **How it is used** | Air is blown into … Sticks are beaten onto …<br>(what else can you say?) |
| **Where and when it is played** | It is played at … (what else can you say?) |

**D.** Choose **one** of the instruments and write your explanation. Use the sentence starters to help you. Draw a picture and write a caption to go with your explanation.

**E.** Let's reflect



Reflect on your work today. Choose a traffic colour for each checklist item.
Be ready to explain your choice.

1. I talked about three instruments.
2. I wrote an explanation about one instrument.
3. I used the sentence starters to make good sentences.
4. I included some extra ideas in my explanation.

What is one thing from the checklist that you could improve? How will you do this?

# Lesson 4
# Listen!

Today, we are reading an explanation about how we hear sound.

ACTIVITY 6

## Reading: How We Hear Sound

**Listen!** For one minute, everyone in the class stop and listen. Make a list of all the different sounds that you can hear. Share your list with the class. What did you notice?

You are going to read an explanation text called How We Hear Sound. Perhaps you can already explain how you hear sound.

## Before reading

**A.** Talk to a partner about what you already know about **sound**. Perhaps you can remember some of the words from Unit 7 about the ear for your explanation.

**B.** Skim the explanation before reading. Read the **heading**, **subheadings**, **diagrams**, and the words in **bold**. Write **one thing** that you are interested to learn more about.

**Read** the explanation by yourself carefully.

## After reading

**C.** Match these **specialist words** to their correct meanings. The first one is done for you.

For example, air particles = Tiny parts of matter in the air that we can't see.

| | |
|---|---|
| air particles | Fast movement back and forth. |
| frequency | Tiny parts of matter in the air that we can't see. |
| pitch | The movement of sound. |
| sound waves | The high or low sounds. |
| vibrate | The loud or soft sounds. |
| volume | How often something happens. |

**D.** Answer these questions.

1. What is one thing we must have to hear sound?
2. What pitch do you get when air particles vibrate often?
3. What kind of vibrations do you get when you beat a drum hard?
4. What's the difference between music and noise?

**E.** Talk to your partner about new things you have learned about sound.

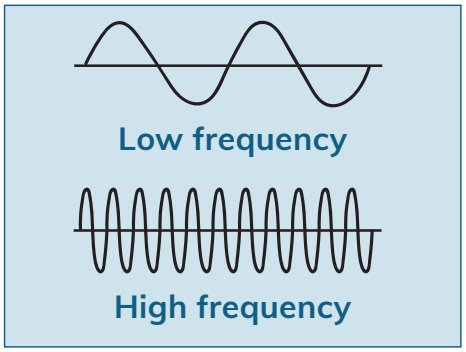
# Text: How We Hear Sound

## How sound is made

Sound is made when objects **vibrate**, or move back and forth, quickly. When an object vibrates, it causes movement in the **air particles**. These air particles bump into other particles close to them. This movement, or vibration, is called **sound waves**. When the sound waves enter your ear and hit your eardrum, you hear sound.

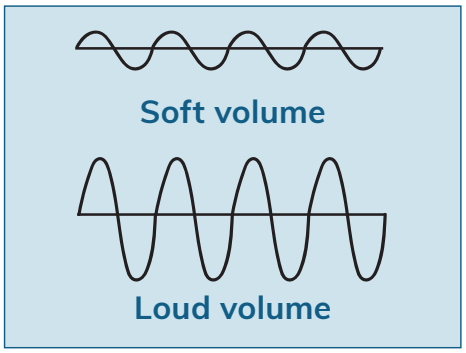
## How to get high or low sounds

The **pitch** of a sound depends on the **frequency**, or how often, particles in the air vibrate. A high sound, or high pitch, is caused by more vibrations. A low sound is caused by fewer vibrations.



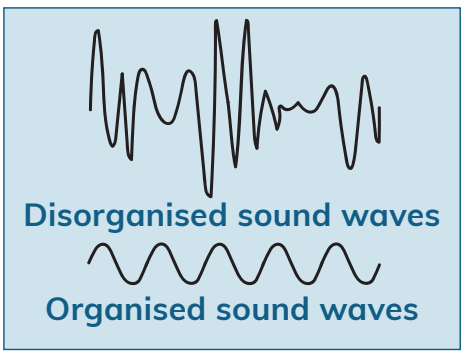

## How to get loud or soft sounds

The softness or loudness of sound is called **volume**. The bigger the vibrations, the bigger the sound. When you clap your hands hard, there are bigger vibrations and a louder volume than when you clap your hands softly.




## Is it noise or music?

Sound travels in the same way whether it is noise or music.
**Disorganised** sound waves make noise.
**Organised** sound waves make music.



## ACTIVITY 7 Showing cause and effect



A conch can only make a sound if we do something to it. We call this **cause and effect**.

**Cause:** blowing the conch shell

**Effect:** a sound coming from the shell.

We must have a cause to get an effect.

**A.** One way we can show **cause and effect** is to use the conjunction '**when**'. Copy this sentence in your book and label the **cause** clause and the **effect** clause.

***When*** we blow a conch shell, we get a sound.

dependent clause showing cause — independent clause showing effect

**B.** Copy this sentence in your book. Label the **cause** clause and the **effect** clause.

***When*** an object vibrates, it causes movement in the ***air particles***.

**C.** Match these sentences to show cause and effect.

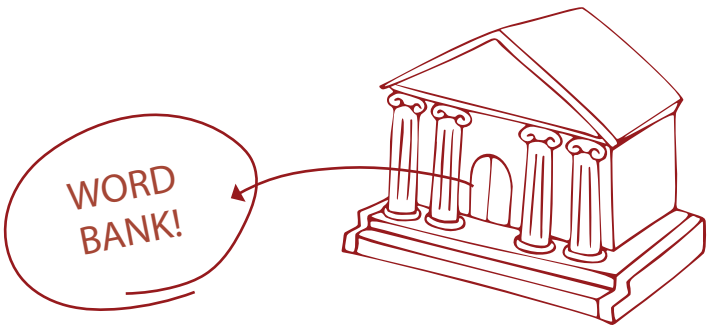
For example, When there are more vibrations, there is a high pitch.

| Cause | Effect |
|---|---|
| When there are more vibrations, | you hear sound. |
| When there are fewer vibrations, | there is a low pitch. |
| When you clap your hand loudly, | there are big vibrations. |
| When you clap your hand softly, | there is a high pitch. |
| When vibrations hit your eardrum, | there are small vibrations. |

**D.** Did you know that the prefix '**dis-**' means 'not', just like '**un-**'?

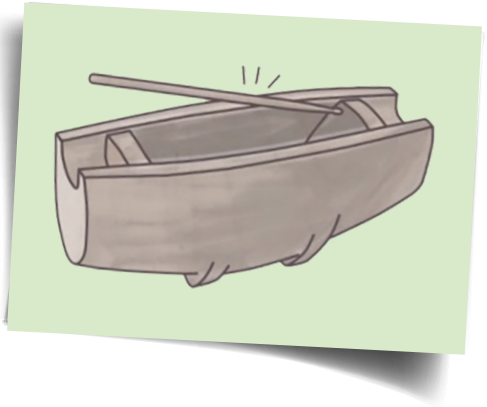
Disorganised means not organised. Add the prefix '**dis-**' to these words to make their antonyms: appear, agree, like, obey, honest

Write these words in your **Word Bank**, showing their positive and negative forms.



# Lesson 5
# Vibrating sounds

Today, we are reading an explanation about a traditional musical instrument from Tonga.



ACTIVITY 8

Reading: How a Lali Makes Sound

For hundreds of years, log drums have been part of life on all Pacific Islands. You are going to read an explanation about how a log drum called a **lali** from Tonga works.

## Before reading

Remember to look at headings, captions, diagrams, and labels. Look at these features now and think about this question:

How does the lali look similar to drums I know? How is it different?

Now, read the text on your own.

## After reading

**A.** Rearrange the sentences in the correct order to show how a lali makes sound.

- Some sound waves are strengthened and some fade away.
- The vibrations create many sound waves.
- The drummer strikes the lali.
- This creates the lali sound.
- The wooden walls vibrate.
- The sound waves move back and forth inside the log.

**B.** Find the words or phrases from the explanation to match these meanings. They are in bold.

For example, ***1. Waves of vibrations = sound waves***

1. Waves of vibrations.
2. The drum inside your ear.
3. A person who strikes a drum.
4. A log with nothing inside it.
5. Become less and less.
6. The name for the inside of a lali.
7. Made stronger or strengthened.

**C.** In Activity 7, you learned that we use complex sentences with 'when' to show cause and effect.

***When*** the drummer strikes the log, the wooden walls vibrate.

Dependent clause showing cause | Independent clause showing effect

1. Find two more complex sentences with 'when' from the text and show the independent and dependent clauses like in the example.
2. Practise reading these sentences aloud. Remember to pause at the comma.

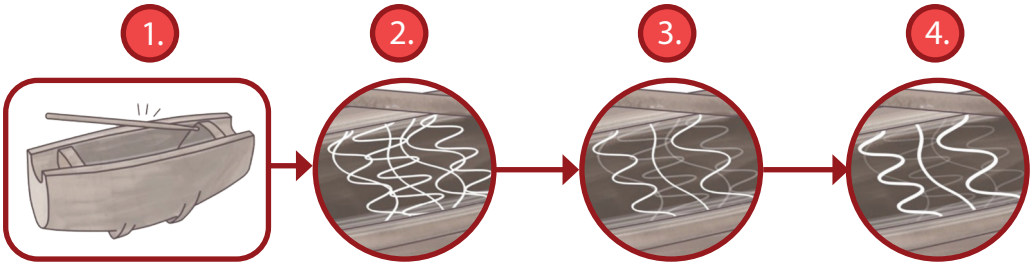
**D.** Draw three diagrams and write a caption explaining what is happening for each diagram.

1. A percussion instrument, like a drum, that is being hit or shaken.
2. Vibrating sound waves moving through the air.
3. Sound waves hitting the ear.

## Text: How a Lali Makes Sound

The traditional lali is made from a wooden log with a large opening across the top. When a **drummer strikes** the log, the wooden walls vibrate. These vibrations cause the air particles around the log to **vibrate**, **creating** waves of vibrations through the air. When those waves enter your ear and hit your **eardrum**, you hear a sound.

When the lali **is struck**, the vibrating walls **create** many **sound waves**. Some of these sound waves have the right wavelength to fit exactly inside the **hollowed-out** log, called the **resonance chamber**. Inside the chamber, they reflect back and forth against the walls. Every time this happens, these sound waves **are reinforced**, or strengthened, while others **fade away**. This **creates** the lali sound.




The lali is struck.

The walls of the resonance chamber start vibrating, creating sound waves.

Some of the sound waves have the right wavelength to fit exactly inside the resonance chamber.

These sound waves are reinforced while the others fade away.

## ACTIVITY 9 Using 'because' to show cause

Here is a complex sentence using '**because**'. 'Because' introduces a dependent clause. It gives us a cause or reason.

The vibrating walls create many sound waves ***because*** the lali is struck.

independent clause — dependent clause showing cause

**A.** Make sensible complex sentences with dependent clauses starting with 'because'. The first one is done for you.

For example, The wooden walls vibrate because the drummer strikes the log.

| Effect | | Cause |
|---|---|---|
| **The wooden walls vibrate** | **because** | **they reflect back and forth against the walls.** |
| **You hear a sound** | | **the drummer strikes the log.** |
| **The sound waves in the lali are reinforced** | | **the sound waves enter your ears.** |
| **There are different sounds** | | **some sound waves get stronger and some fade away.** |

**B.** Now, look at the explanation How We Hear Sound from Activity 6 to complete these sentences about sound using 'because'. The first one is done for you.

1. The pitch is higher **because** the sound waves are high frequency.
2. The pitch is lower **because** the sound waves are ...
3. The volume is louder **because** ...
4. The volume is softer **because** ...
5. Some noise sounds like music **because** ...

**C.** Make some sounds that have a rhythm. You could strike a tin, tap the table, or clap your hands.

1. Explain to a partner the **cause of the sound** and the **effect the sound makes**.

   You can use this sentence structure: When I _____ because _____

   Examples:

   ***When*** I clap my hands hard, the volume is loud ***because*** the sound waves are bigger.

   ***When*** I tap my pencil on a tin the pitch is higher ***because*** the sound waves are high frequency.
2. Write your explanation sentence in your book.

# Lesson 6
# Sounds of music

Today, we are learning about a verb tense called the present passive.



ACTIVITY 10

## Present passive to focus on the action

**A.** Here are two sentences. Read them carefully. How are they similar? How are they different?

1. A drummer hits a drum.
2. The drum is hit by the drummer.

Read the **Information Box** to learn more about sentence two.

### Present passive

We use the **present passive** when we are focusing on the action, not the person or thing doing the action.

**Simple present:**
A drummer hits a drum.
The focus is on the person (**drummer**) who does the action (**hits**).

**Present passive:**
The drum is hit by the drummer.
The focus is the action (**is hit**), not the person (**drummer**).

We form the present passive like this:
Present tense of **be** (am/is/are) + PAST PARTICIPLE + **adverbial phrase or clause**

| Noun group | Passive verb | Adverbial phrase |
|---|---|---|
| The drum | ***is*** hit | ***by*** the drummer. |

the phrase begins with a preposition (by)

| Noun group | Passive verb | Adverbial clause |
|---|---|---|
| Sounds | ***are*** produced | ***when*** the drum is struck. |

the conjunction 'when' makes a dependent clause

**B.** Here are some passive sentences with adverbial phrases. Show the sentence parts in a table like the one below.

1. **Many wind instruments are made from brass.**
2. A low sound is caused by fewer vibrations.
3. A high pitch is caused by more vibrations.
4. The traditional lali is made from a wooden log.
5. It is made from a long hollow tube, about one metre long.

| Noun group | Passive verb | Adverbial phrase |
|---|---|---|
| **Many wind instruments** | are **made** | from **brass.** |
| | is caused | by fewer vibrations. |
| A high pitch | | |
| | is made | |
| | | |

**C.** Look at the table you used to talk about a musical instrument in Activity 5B. Can you see the passive verb structures you used? Can you see when you use **is** or **are**?

With a partner, talk about any instrument you know. This time, notice how you are using passive sentences to talk about the instrument.

| | |
|---|---|
| **Identification – name** | The instrument is called a … |
| **Type of instrument** | It is a … |
| **How it is made** | It ***is made from*** … |
| **How it is used** | Air ***is blown into*** … Sticks ***are beaten onto*** …<br>Strings ***are strummed*** by … |
| **Where and when it is played** | It ***is played*** at … |

**D.** Now, complete some sentences of your own.

Here are some prepositions you can choose: **at**, **from**, **by**, **with**, **in**, **on**

- My shoes are made ***from leather***.
- Schools are attended …
- Newspapers are read …
- Boats are made …
- Fish are caught …
- Cars are driven …
- Pigs are eaten …
- Food is cooked …
- Taro is grown …



# Lesson 7
# An ancient instrument

Today, we are reading an explanation about the didgeridoo.



ACTIVITY 11 Reading: The Didgeridoo

## Before reading

**A.** Before you read the explanation about the didgeridoo, let's remember the structure of an explanation.

- **Identification** – information about the topic
- **Explanations** – the how and why things happen

1. Skim your eyes over the explanation. Which part is the **identification**?
2. What are the **two explanations**?

**B.** Before reading, let's try to work out what a didgeridoo might sound like. Follow these instructions.

1. Make or find a tube. You could roll up some paper.
2. Make a seal on one end of the tube with your fingers so that air can't escape.
3. Blow into the tube, trying to make your lips vibrate. Don't let any air escape.
4. Can you make low and high sounds? Remember – this is pitch.
5. Can you make loud and soft sounds? Remember – this is volume.
6. Can you make sounds like any animals? Which ones?
7. Can you breathe in your nose and out of your mouth at the same time?
8. In your opinion, are you making noise or music? Try to explain your answer using 'because'.

Now, read the explanation to learn more about the didgeridoo.





# Text: The Didgeridoo

The **didgeridoo** is a traditional wind instrument used by the first peoples of Australia, the Aboriginal peoples. It is tradition that only men play the didgeridoo. It used to be played for dancing and singing at ceremonies. Today, people play modern didgeridoos in every style of music, such as rock, pop, and hip hop.

## How a didgeridoo is made

It is made from a long hollow wooden tube, about one metre long. The didgeridoo tube is made from a hollow branch from a eucalyptus tree. The inside of the branch is hollow because it has been eaten away by termites.

First, the branch is cut from a tree. Next, the termites are cleaned out of the branch. Then the bark is taken off to make the outside of the tube smooth. Beeswax is put around the mouthpiece to make a tight seal so that air can't escape. Then it is ready to play.

## How a didgeridoo is played

A didgeridoo is usually played sitting down because it is so long. It is played by vibrating the lips on the beeswax mouthpiece. When the lips vibrate, there is a deep drone sound. A drone sound is a humming noise, like bees humming.



Man playing a didgeridoo

The musician breathes through his nose while pushing air out of the mouth at the same time. A didgeridoo player can make the drone sound for a long time because he is breathing in and pushing air out at the same time.

The sounds of the didgeridoo are made to sound like Australian animals, such as the dingo or kookaburra bird. When the instrument is longer, the pitch is lower. When it is shorter, the pitch is higher.

ACTIVITY 12

## After reading: The Didgeridoo

### After reading

**A.** Use your tube again and follow the explanation to make a low drone sound like the didgeridoo.

**B.** The first part of an explanation is the **Identification**, which identifies and gives general information about the didgeridoo. Make a table to show what you learned in the identification. One part is done for you.

| | |
|---|---|
| **Name of instrument** | |
| **Type of instrument** | |
| **Country it is from** | |
| **Played by** | |
| **Made from** | The branch of the eucalyptus tree. |

Now, take turns with a partner to say these identification facts in sentences.

**C.** Explanations include **specialist words**. Look in the text to find specialist nouns that match these meanings. For example, 1. A long hollow object = tube

1. A long hollow object.
2. A small insect that can be found in trees.
3. The outside part of trees and branches.
4. The part of the instrument that you blow on.
5. High and low sounds.

**D.** Explanations also show us **cause and effect**.

1. Unmix and complete the sentences below to show cause and effect.
2. Underline the passive verbs in each sentence.

   For example, When the branch is eaten by termites, the branch becomes hollow.

| This is the cause | This is the effect |
|---|---|
| (when) (by termites) (the branch) (is eaten) | the branch becomes hollow. |
| (the outside) (is taken off) (when) (the bark) | the tube becomes smooth. |
| (is put) (when) (besswax) (around the mouthpiece) | a tight seal stops air from escaping. |
| (are vibrating) (lips) (on the mouthpiece) (when) | a deep drone sound is made. |
| (a breath) (in and out) (at the same time) (when) (is taken) | a player can continue the sound for a long time. |

**E.** Not all sentences in explanations are in the passive tense. Find **two** sentences in The Didgeridoo that show the actions made by a person. Here's an For example, Only men ***play*** the didgeridoo.

# Lesson 8
# Making music



Today, we are making musical instruments from natural or recycled materials.

ACTIVITY 13

## Making a musical instrument

This is a group activity. It leads on to your writing in Lesson 9.

**A.** **Group Task** – follow these steps

- Each person in your group makes a musical instrument from recycled or natural materials.
- Your group creates music with your instruments. You could also create lyrics to go with your music, if you wanted to. Below are some ideas to get you started.
- When your group is ready, present your music to the class.

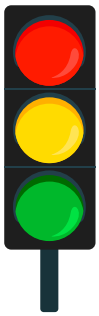








**B.** Let's reflect



How pleased are you with your work? Choose a traffic light for each statement.

- I am pleased with my musical instrument.
- I am pleased about the way our group worked together.
- I am pleased with the music we made.

Now, choose one thing that you should improve. How will you do this?

# Lesson 9
# A boxelele

Today, you are writing an explanation about your musical instrument.

ACTIVITY 14

## Writing an explanation

This is the musical instrument that Joe made. He even gave it a name. He called it a boxelele. Joe wrote an explanation about his boxelele. Read what he wrote.

A boxelele is a string instrument that is made from recycled materials. A boxelele's name comes from the word 'box' and the music instrument 'uklelele'. Anyone can make a boxelele.

The boxelele is made from a cardboard box and rubber bands. The rubber bands are stretched tightly over the empty cardboard box. It is quick and easy to make.

The sound is made when the tight rubber bands are plucked by the player. They can be strummed too. When the rubber bands are plucked hard, the pitch is lower. When they are plucked lightly, the sound is softer. The boxelele sounds best when it is played with other musical instruments.



**A.** Discuss Joe's explanation with your teacher. Talk about the questions below.

**Identification**

1. Joe identifies three things in his identification paragraph. What are they?

**Explanations**

2. Which specialist words does Joe use?
3. Joe uses passive verbs to focus on the actions. Which verbs are they?
4. Joe uses two adverbs showing how, ending with '-ly'. What are they?
5. Joe also uses an adverb starting with 'h'. What is it?
6. Find one cause and effect complex sentence.

**B.** Write an explanation about your musical instrument. You can follow the structure of Joe's explanation.

**C.** With your class, make a book that includes all of your instrument explanations. Include a drawing or photo of your musical instrument.

# Lesson 10
# Checkpoint

Today, you are doing a checkpoint so that you and your teacher can check your learning.




## Revise your learning

**A.** Organise these sentences to show how people respond to music.

1. they / many people / when / tap their feet and fingers / listen to music
2. hear music / people / they / often dance / when
3. click their fingers / sometimes / they / people / hear music / when / hear music
4. music / there are celebrations / when / is usually played

Write a sentence saying what you like to do when you hear music.

**B.** Decide if you should use the **present simple** or **present passive** verbs in these sentences.

1. Dogs hear/are heard sounds that humans can't hear.
2. Most animals use/are used sound to warn them of danger.
3. The loudest natural sound on Earth cause/is caused by exploding volcanoes.
4. Sound travels/is travelled at 1,230 kilometres per hour.
5. Sound waves feel/are felt by different parts of the body.
6. Music forms/is formed by organised sound vibrations.

**C.** Look at your word lists you made in Activity 3. Make **four sentences** using the present passive to show that the focus is the action.

For example, The guitar ***is strummed*** by the guitarist.

| Music equipment | Actions of the person making music | Music player/group |
|---|---|---|
| guitar | strumming | guitarist |

**D.** You have learned many specialist words about music in this unit. Show that you know these words by reading the meanings, the first letter of the word, and the number of letters it has.

1. How loud a sound is — V _ _ _ _
2. Fast back and forth movements — V _ _ _ _ _ _ _
3. The shape that is made by sound — W _ _ _ _
4. How often air particles vibrate — F _ _ _ _ _ _ _
5. The shape of a didgeridoo — T _ _ _
6. The part of the ear that vibrates — E _ _ _ _ _
7. How high or low a sound is — P _ _ _
8. Small things that move in the air — A _ P _ _ _ _ _ _
9. A group of singers — C _ _ _
10. The name of instruments that are hit — P _ _ _ _ _ _ _

## ACTIVITY 16 Group dictation

Work in a group.

**Step 1:**
Each group member chooses one sentence from one of the texts in Unit 12. It can be any sentence. Don't show your group members. Be sure you can pronounce all the words in your sentence.

**Step 2:**
In your group, take turns to say your sentences aloud. The group members listen carefully and write them down. You can say your sentence more than one time, but don't give the punctuation or spelling.

**Step 3:**
Check the sentences to make sure that they are correct, including spelling and punctuation.

Be sure that everyone has a turn to dictate their sentence to the group.



# Unit 13
# Marine Resources

Talking about or marine resources and how to use them responsibly.



Hello again. It's Joe. I live beside the sea. Do you? Unit 13 is about the resources in our marine environment. We will read and write reports about our marine environment.

## In this unit, you will:

- talk about our marine resources and how we can care for them
- listen to information about marine resources
- use a dictionary
- read and discuss reports about marine resources
- identify the structure and features of a report
- write a report about the yellowfin tuna
- think about language used in advertisements and jokes.

# Lesson 1
# Gifts from the sea

Today, we are going to talk about different marine resources.

## ACTIVITY 1 Identifying types of marine resources

**Marine resources** are the things that we take and use from the sea. There are many resources that we use from the sea.

**A.** Here are some pictures showing people collecting marine resources. Can you work out what resources are being collected?







**B.** Unjumble the letters to work out the bold words in the sentences about marine resources. If you don't know, look at the word list at the end of Activity 2.

1. **Shif** and **lleshshif** are important foods for all of us. We get **etporin** from this seafood.
2. Fishing companies collect seafood, such as **ntua**. They put it in **scna** and sell it.
3. **Lio** and **asg** are taken from the sea floor. These products are important for **lfeu**.
4. **Deewaes** is harvested for food and for adding to products such as **cei mcrae**.

**C.** In your group, discuss these questions about marine resources in your community.

1. What different marine resources do you and your family get from the sea?
2. How do you collect them?
3. What other marine resources do you use?
4. What problems are there for marine resources in your community?

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 Listening to people talk about marine resources

**A.** Listen to your teacher talk about three people who are collecting resources from the sea.
In your notebook, write the matching number and letter like this: 1. = a



| | |
|---|---|
| 1. Name | a) Peter<br>b) Paul |
| 2. Works on | a) oil rig<br>b) gas rig |
| 3. Resources | a) an important energy resource<br>b) not an important energy resource |
| 4. Future | a) must get more oil and gas<br>b) find new types of energy |



| | |
|---|---|
| 1. Name | a) Robert<br>b) Robin |
| 2. Works on | a) a fishing boat<br>b) a large ship |
| 3. Resources | a) salmon<br>b) tuna |
| 4. Future | a) they do not take too much from the sea<br>b) there will always be enough tuna in the sea |



| | |
|---|---|
| 1. Name | a) Marian<br>b) Mary |
| 2. Works on | a) seaweed farm<br>b) seagrass farm |
| 3. Resources | a) used as fuel and fertiliser<br>b) used in products like toothpaste |
| 4. Future | a) protects other species<br>b) may harm other species |

**B.** Write a paragraph about one of the people from the texts in Activity 2A.
Start your sentences like this: Paul work**s** on … He say**s** that … He think**s** that …

Reminder: You are writing in the third person, so use 's' on the present tense verbs.

Words to help you do Activity 1B:

**cans** **fish** **fuel** **gas** **ice cream** **oil** **protein**

# Lesson 2
# Using a dictionary

Today, we are going to practise using a dictionary.




## Using a dictionary to find words about marine resources

Dictionaries help us work out the meaning of words that we don't know. They also show us how to pronounce words and the word group they belong to.

On the next page is a dictionary page. All of the words that you will see in bold in this unit are found on this page. Continue reading below to practise using this dictionary.

**A.** **Guidewords** help us find words quickly in a dictionary. They show us the first word on a page and the last word on the page. What are the two guidewords on this dictionary page?

**B.** **Headwords** are the words in bold. The headwords are in **alphabetical order**. This helps you to find the words quickly.

1. To put words in alphabetical order, start with the first letter. Put these words in alphabetical order: fish, whales, dophins, sharks
2. If the first letters are the same, look at the second letter. Put these words for sea creatures in alphabetical order: swordfish, starfish, sponge, seahorse
3. If the second letter is the same, look at the third letter, or the next letter. Put these sea words in alphabetical order: seagull, seaweed, seahorse, seagrass
4. Which two words are in the wrong order on the dictionary page? You'll need to search carefully!
5. Which word would you put these words **after** in the dictionary? eel, shark

**C.** **Word meanings.** Beside each headword there is information on each word's meaning and word group.

1. Most of the words in this dictionary are nouns. What symbol is given to show that the word is a noun?
2. Which word is not a noun? What word group does it belong to?

**D.** **Pronunciation guide.** Get your teacher to help you use the pronunciation guide to say the words in this dictionary.

**E.** Work with a partner.

- Take turns to choose a word for your partner.
- The partner finds the word, says it aloud, and explains what it means.

Keep taking turns to practise using the dictionary page to find word meanings quickly.

**algae** /al·gee/ (n) very simple small plants that grow in water and do not have leaves or roots.

**community** /kuh·**myoo**·nuh·tee/ (n) people or animals that live together in a group.

**carnivore** /**kaa**·nuh·vaw/ (n) an animal that eats meat.

**coral** /**ko**·ruhl/ (n) rock-like substance formed in the sea by small types of animals.

**coral reef** /**ko**·ruhl reef/ (n) a bank of coral that can sometimes be seen on top of the sea.

**dugong** /**doo**·gong/ (n) a large sea cow that eats seagrass.

**ecosystem** /**ee**·kow·si·stm/ (n) a biological community of interacting organisms and their physical environment.

**enemy** /**eh**·nuh·mee/ (n) a thing that harms something else.

**energy** /**eh**·nuh·jee/ (n) power to be active.

**environment** /uhn·**vai**·ruh·muhnt/ (n) the area around you.

**fish** /fish/ (n) cold-blooded vertebrate animal that lives in water.

**fishing net** /fish·ing net/ (n) a material with small holes in it, used for catching fish.

**fishing process** /fish·ing pro·ses/ (n) the way we catch fish.

**gas** /gas/ (n) a substance that is not solid nor liquid.

**harvest** /**haa**·vuhst/ (n) the gathering of crops.

**herbivore** /**huh**·buh·vaw/ (n) an animal that feeds on plants.

**invertebrate** /un·**vuh**·tuh·bruht/ (n) an animal that doesn't have a backbone.

**loin tuna** /**loyn choo**·nuh/ (n) the flesh of tuna that is on both sides of the spine.

**mangrove** /**mang**·growv/ (n) a tree that grows in the water near the seashore.

**marine** /muh·reen/ (adj) found in the sea.

**mineral** /**mi**·nuh·ruhl/ (n) a substance obtained by mining.

**ocean** /**ow**·shn/ (n) a large area of sea.

**oil** /oyl/ (n) liquid obtained from petroleum used to make fuel.

**pole-line fishing** /pohl liyn fish·ing/ (n) the process of catching fish with a pole and a line.

**pollution** /puh·**loo**·shn/ (n) harmful or poisonous substances in the environment.

**reef** /reef/ (n) a bank of rock or coral just below the surface of the sea.

**runoff** /ruhn·off/ (n) the water that drains from the land into the sea.

**sea** /see/ (n) the salt water that covers most of the earth's surface.

**seashore** /**see**·shaw/ (n) the land between high- and low-water marks.

**seagrass** /**see**·graas/ (n) a grass-like plant that lives in, or close to, the sea.

**seaweed** /**see**·weed/ (n) large algae growing in the sea, or on rocks below the high-water mark.

**shallow water** /**shel**·lo **waw**·tuh/ (n) an area of water that is not very deep.

**shelter** /**shel**·tuh/ (n) a place that gives protection from danger.

**skeleton** /**skeh**·luh·tn/ (n) bones.

**species** /**spee**·sheez/ (n) a group of animals or plants with similar characteristics.

**sustainable** /suh·stei·**nuh**·bl/ (n) keeping enough resources for now and in the future.

**symbiosis** /sim·bee·**ow**·suhs/ (n) interaction between two different organisms living in close physical association, typically to the advantage of both.

**tag** /tag/ (n) an electronic device that can be attached to someone or something for monitoring purposes.

**turtle** /**tuh**·tl/ (n) a large marine reptile with a bony or leathery shell and flippers.

**underwater** /uhn·duh wahr·tuh/ (adj) beneath the surface of the water.

**vertebrate** /**vuh**·tuh·bruht/ (n) an animal that has a backbone.

# Lesson 3
# Save our reefs

Today, we are going to read and discuss a report about coral reefs.

ACTIVITY 4

## Reading: Coral Reefs – Important Marine Communities

Our islands are surrounded by coral reefs. Coral reefs are a marine resource and home to many different species of plants and animals. You are going to read a report about life on a coral reef.

### *Before reading*

**A.** Here is a picture of a coral reef. Discuss these questions with a partner.

- What can you see in the picture?
- What do you already know about coral reefs?



Read the report on your own. Look for the meanings of specialist marine words in the dictionary (Activity 3).

# Text: Coral Reefs – Important Marine Communities

A coral reef is a large underwater structure made of dead and living corals. They are sometimes called "the rainforests of the sea". This is because scientists think that 25% of all marine species live in, and around, coral reefs.

Coral and algae grow on coral reefs. They help each other. When the algae are not healthy, the coral loses its colour and becomes unhealthy too. Coral is a small animal that attaches itself to rocks and builds a hard skeleton. There are 485 different species of coral in our Solomon Islands marine environment. Algae are simple sea plants that don't have stems, roots, or leaves. There are 223 species of algae in Solomon Islands. Algae live with coral as partners – this is called symbiosis.

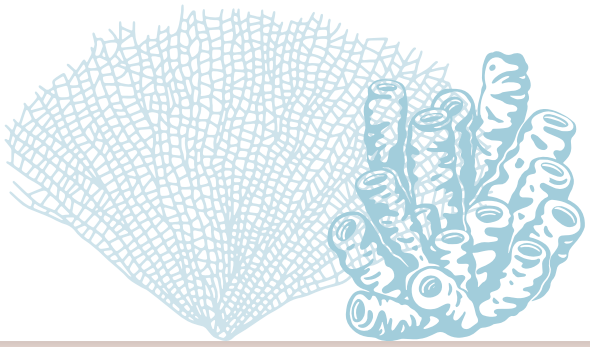
Fish live in and around the coral reef. There are over 1,000 species of fish in Solomon Islands reefs. How many do you know? Large and small fish swim around the coral. Their bright colours help them find each other and scare away their enemies. Coral reefs are like a playground for small fish because it's a safe place for them to grow. Larger fish can't chase the small fish when they swim amongst the coral.

Coral reefs are in danger because of people's behaviour. Here are three risks for coral:

- Overfishing disturbs the balance of coral reefs.
- Runoff from the land with wastes such as chemicals and sewerage harms coral.
- Climate change makes the water too warm, which harms the algae.

Coral and algae need each other to be healthy. When the reef is not healthy, then the sea life in the reef suffers too.

We need healthy coral reef communities. They are important because they protect us from storms and provide us with food. They also provide homes and shelter for the thousands of animals and plants that live there. In Solomon Islands, we have so many coral reefs, and we should all help look after them.



ACTIVITY 5

## Using word strategies to work out a word's meaning

**A.** What do you do when you read a word that you don't understand? Here are some strategies good readers use to help them read.

### Word strategy steps

1. Read what came before.
2. Read what comes after.
3. Guess the meaning.
4. Use pictures to help you.
5. Look for a part of the word you already know.
6. Use a dictionary.
7. Ask for help.

Joe wasn't sure about this sentence: A coral reef is a large ***underwater structure*** made of dead and living corals. Here is his thinking when he used these strategies.



"I don't understand ***'underwater structure'***. What came before?"

"***'large'*** comes before, so an ***'underwater structure'*** is large."

"What comes after?"

"***'made of dead and living corals'*** comes after. So, an underwater structure comes from dead and living corals. I understand that."

"Are there any pictures to help me?"

"Yes, I can see the coral reef in the picture. But I'm still not sure what ***underwater structure*** means."

"Is there any part of the word I already know?"

"Yes! I know ***under***. Of course. The ***structure*** is underwater. But what is ***structure***? I think I'll look it up in the dictionary!"

**B.** It's your turn. Use the word strategy steps to help you work out the meanings of the word groups below. They are all in the report.

They are sometimes called "**the rainforests of the sea**".

Algae live with coral as partners – this is called **symbiosis**.

**Overfishing disturbs the balance** of coral reefs.

**Runoff** from the land with **wastes such as chemicals and sewerage** harms coral.

The sea life in the reef **suffers** too.

**C.** Now that you have read and understood the report, answer these questions in your book.

**1.** Complete this table. Write the number of species.

| **Numbers of Solomon Islands' coral reef species** | | |
|---|---|---|
| Coral: | Algae: | Fish: |

**2.** What happens when algae becomes unhealthy?

**3.** Why do you think coral reefs are a safe place for small fish?

**4.** What are three risks for coral?

**5.** What are two reasons why coral reefs are important for us?

**6.** Make a list of all the coral reef creatures that you know.

**D.** With a partner, take turns to say what you have learned about coral reefs.



# Lesson 4
# Keep the coral

Today, we are learning about the importance of end sounds and relating verbs.

## ACTIVITY 6 Saying the end sounds on words

Reread the report Coral Reefs – Important Marine Communities, quietly on your own.

**A.** When we read aloud and speak in English, it is important to say the end sounds on words clearly. Say these words aloud. Be sure to pronounce the end 's' sound on the words.

| | | | | | |
|---|---|---|---|---|---|
| corals | seas | species | stems | reefs | plants |
| trees | roots | leaves | animals | chemicals | |

**B.** Say the sentences below. Pronounce the end sounds. To help you read and speak smoothly, pause when you see a '/'.

1. Algae don't have stems / roots / or leaves.
2. Coral reefs / are underwater structures / made up of the skeletons / of invertebrates called coral.
3. Seagrasses / grow in sandy, shallow water / and are an important home / for the dugong and turtles.
4. Mangroves / also provide homes and nurseries / for sea creatures / and fishing grounds for people.

**C.** Choose one paragraph from the report Coral Reefs – Important Marine Communities. Read it aloud to a partner. Then, listen to your partner and help pronounce any tricky words.

## ACTIVITY 7 Using relating verbs in reports

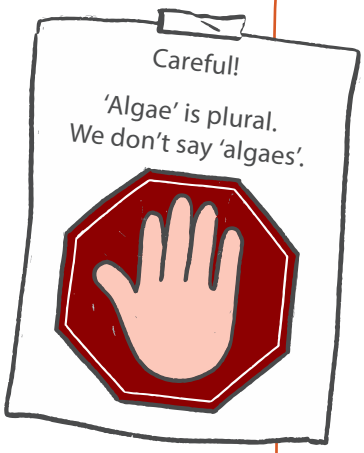
Coral Reefs – Important Marine Communities is a report text. It tells us **facts** about coral reefs. When we write facts, we use the simple present tense.

**A.** We use **relating verbs** when we write facts. Read and discuss the **Information Box** on the next page for a reminder.

## 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 are: is, are, have, and has.




**Relating verbs 'is' and 'are'**

A coral reef ***is*** a large underwater structure.

We use **is** because a coral reef is singular (one reef).

Coral reefs ***are*** sometimes called the rainforests of the seas.

We use **are** because coral reefs is plural (more than one reef).

**Relating verbs 'has' and 'have'**

We use **have** and **has** to show ownership.

Has is used with singular nouns, and have is used for plural nouns.

We ***have*** many coral reefs in Solomon Islands. Coral ***has*** a friend called algae.

**B.** Write sentences to match and link the sentences. Choose the correct relating verb.
For example, All people ***have*** responsibility for our oceans.

| | | |
|---|---|---|
| **1. Our marine environment** | **is** | **a safe place for young fish to grow.** |
| **2. All people** | **are** | **an important job on coral reefs.** |
| **3. Coral reefs** | **has** | **found in coral reefs.** |
| **4. A coral reef** | **have** | **sometimes damaged by overfishing.** |
| **5. Many fish** | | **many coral reefs.** |
| **6. Algae** | | **responsibility for our oceans.** |

**C.** Use the dictionary page in Activity 2 to say or write definitions for the words below.
Some are singular and some are plural, so choose the relating verb carefully.

For example, Skeletons ***are*** bones.

- Skeletons
- Carnivores
- Seaweed
- Mangroves
- The ocean
- An invertebrate

### *Something extra!*

How many different action verbs can you find in Coral Reefs – Important Marine Communities?



# Lesson 5
# Reporting the facts

Today, we are learning about the main ideas and supporting details of a report.




## The structure of reports

In Units 1 and 7, you learned about report texts. Here's a reminder.

### Reports

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

| **Report structure** | |
|---|---|
| **Identification** (introduction) | Identifies the subject. |
| **Description 1** | Facts about one aspect of the topic. |
| **Description 2** | Facts about a different aspect of the topic. |
| **Description 3** | Facts about another aspect of the topic. |
| **Conclusion** | There can also be a summary paragraph at the end. |

**A.** Match these topics from Coral Reefs – Important Marine Communities to the report frame headings. For example, ***Identification*** = an important ecosystem

**reef dangers** | **why reefs are important** | **coral and algae**

**reef fish** | **an important ecosystem**




## Identifying main ideas and supporting details

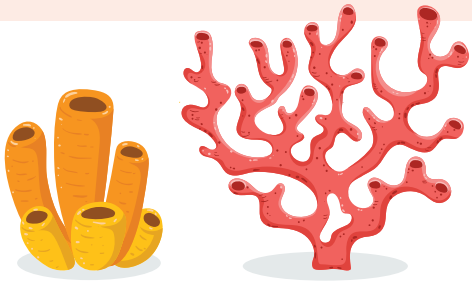
**A.** Below is the first description paragraph in Coral Reefs – Important Marine Communities.

- What is the **topic sentence** (main idea) in this paragraph?
- What **supporting details** tell us more about the topic?

Coral and algae grow on coral reefs. They help each other. When the algae are not healthy, the coral loses its colour and becomes unhealthy too. Coral is a small animal that attaches itself to rocks and builds a hard skeleton. There are 485 different species of coral in our Solomon Islands marine environment. Algae are simple sea plants that don't have stems, roots, or leaves. There are 223 species of algae in Solomon Islands. Algae live with coral as partners – this is called symbiosis.

Did you find these supporting details?

- Coral is a small animal.
- It builds a hard skeleton.
- Algae are simple sea plants.
- Algae and coral need each other.



**B.** Show the topic sentence and supporting details for the next two paragraphs. Write dot points in the supporting details column. Two parts are done for you.

| | Topic sentence | Supporting details |
|---|---|---|
| **Description 2**<br>Reef fish | | • 1,000 species of fish in our reefs.<br>• Large and small fish swim around the coral.<br>• Bright colours help them find each other and scare away their enemies.<br>• It's a safe place for them to grow. |
| **Description 3**<br>Reef dangers | Coral reefs are in danger because of people's behaviour. | |

**C.** Here is a description of **seagrasses**. Write the topic sentence and supporting details like you did in Activity 9B.

**Seagrasses** are another part of our marine environment. It is like an underwater garden. Seagrasses grow in sandy, shallow water and are an important home for the dugong and turtles. They also help to keep the seawater clean. There are seven species of seagrass found in Solomon Islands.



**D.** Here are some facts about **mangroves**. Write a paragraph with a topic sentence and supporting details. You can also expand your ideas with details.

- Keep the water clean.
- Provide nurseries for sea creatures.
- Provide fishing grounds for people.
- 26 species in Solomon Islands.



# Lesson 6
# Tuna fishing

Today, we are reading a report about tuna fishing.

ACTIVITY 10

Reading: Tuna Fishing – Protecting a Marine Resource

## Before reading

You are going to read a report about tuna. Tuna fishing is an important industry all around the Pacific Ocean. First, let's get ready to read.

**A.** Here is a photo of people fishing for tuna using a method called pole and line fishing. Discuss the questions below:

1. What is happening in the picture?
2. Do you know any other ways of catching tuna?
3. Why do you think this pole and line fishing method is being used?



**B.** Read the title and the first sentence in each paragraph of the report. The first sentence is the **topic sentence**. It is a quick way of finding out what each paragraph is about.

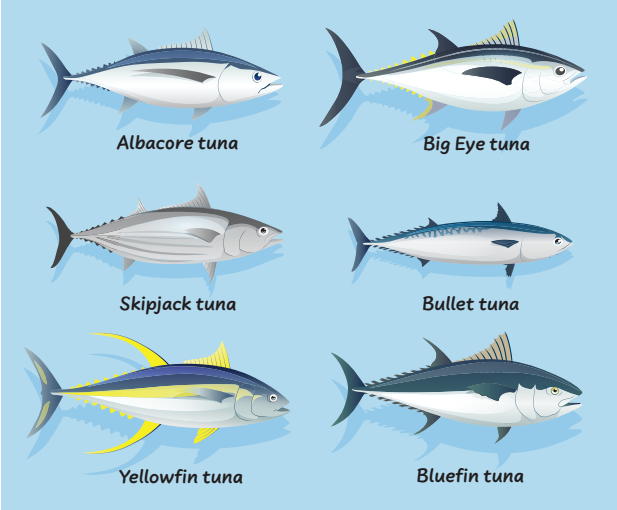
Now that you have some ideas about tuna fishing, let's read.



# Text: Tuna Fishing – Protecting a Marine Resource

Tuna is an important **commercial** fishing industry. This means that tuna is caught and sold to make money.

Tuna is a **valuable** marine resource because people like to eat tuna. There are different species of tuna, such as yellowfin, blackfin, big eye, albacore, and skipjack. There are many skipjack in the ocean, but there are not so many blackfin tuna left.




Some tuna species

Tuna fishing is an important industry for Solomon Islands. There is a fish processing company called Soltuna Processing Plant. It is in Noro, in the Western Province. Soltuna processes, or gets ready for selling, canned tuna and loin tuna, which is fresh tuna meat. The company processes 80 tonnes of tuna every day. That is about the weight of two big fishing boats.

Soltuna provides jobs for Solomon Islanders. There are over 1,800 Solomon Islanders working at Soltuna Processing Plant, and 64% of the workers are women. These people have good jobs and can support their families with the money they earn.

Soltuna tries to take care of the fishing industry. They catch tuna in different places. They also use pole and line fishing because it takes fewer fish from the sea. They also do research to learn how to take better care of the tuna.

Soltuna knows that it is important to make sure that there will be **enough** fish for the future. The traditional custom to '**catch enough and leave enough**' is important because we want to keep our marine resources healthy, now and in the future.

## ACTIVITY 11 After reading: Tuna Fishing – Protecting a Marine Resource

Now that we have read and discussed Tuna Fishing – Protecting a Marine Resource, we are going to do some activities.

**A.** Write the correct sentences in your book. For example, 1. Commercial fish is fish that is sold.

1. Commercial fish is ... fish that is sold / fish we catch to eat at home.
2. Tuna is valuable because ... there are many different species / many people like to eat it.
3. You buy loin tuna ... in a can / as fresh meat.
4. Soltuna wants to ... give workers good jobs / replace workers with robots.
5. We do research so we can ... look after the numbers of fish in the sea / know how to catch more fish.

**B.** Answer these questions in your book.

1. How many different species of tuna were mentioned in the report?
2. What species of tuna can we find most of?
3. What are two ways that Soltuna sells tuna?
4. What percentage of workers at Soltuna are men?
5. What are two ways that we can protect our tuna resource?

**C.** Here are some thinking questions to discuss. You are giving your own opinion, so there is no right or wrong answer.

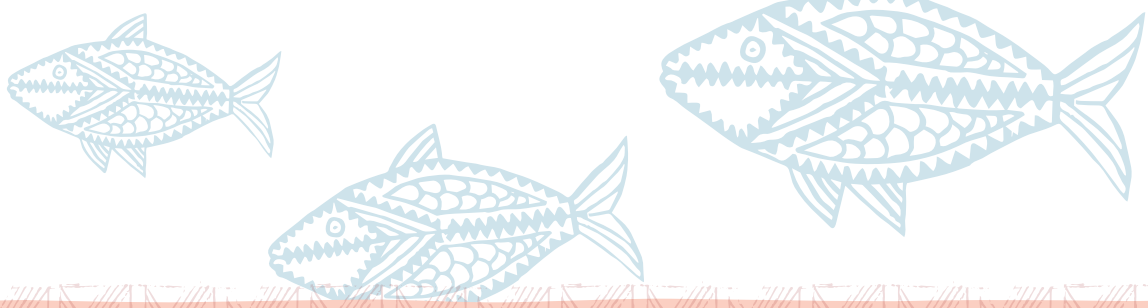
1. What do you think **Sol** in Soltuna means? If you don't know, guess.
2. Think of one more way we can protect the tuna resource.
3. If you worked for Soltuna, what would you prefer: a job on a boat, or a job in the Soltuna Processing Plant? Give a reason why.

### *Something extra!*

Here is a debate topic:

There is enough fish in the sea for everyone.

Some people in your group can agree with the topic and some people can disagree with the topic. Have a debate, giving reasons for your opinion.



# Lesson 7
# Just take enough

Today, we will be reading, practising pronunciation, writing notes and sentences.

ACTIVITY 12

## Strategies for learning new words

Reread Tuna Fishing – Protecting a Marine Resource silently.

To learn a word, we need to know its **meaning**, **pronunciation**, and **spelling**. We should also know its word family. But most importantly, you need to be able to use the new word to talk about ideas in your everyday life.

Practise word strategies to learn four words.

### A. Enough

Look at the phrase from the report 'catch enough and leave enough'. Enough means that we have exactly what we need, not more, not less. Enough sounds like e/nuf.

- What do you have enough of? Make sentences with a partner.
  For example, "I've caught enough fish today." "I've eaten enough food, thanks."

### B. Process

A process is the way something is made or done. It is pronounced with a soft 'c' sound. Soltuna Processing Plant follows a **process** for getting tuna ready to sell.

- Find different words for the **process** word family in the report.
- Write your own sentence using the word **process**.

### C. Commercial

Commerical is an adjective about buying and selling. The base verb is commerce. The '-ial' on commercial makes it an adjective. The '-ial' makes a 'shl' sound.

- Here are some more words with the '-ial' sound. Practise saying them aloud.




### D. Valuable

Valuable is an adjective that comes from the base verb value. It sounds like this: val/yoo/bl. Did you notice that it has the suffix '-able'? Everything we have that is important to us is valuable.

- What are three things that are valuable to you?

ACTIVITY 13

## Revising simple and compound sentences

**A.** We use **simple** and **compound sentences** in report writing. Read the **Information Boxes** below for a reminder.

### Simple sentences

A **simple sentence** has <u>one verbal group</u>. The sentence is one independent clause.

Tuna ***is*** an important commercial fish.

This is a **simple sentence**. It has <u>one</u> verbal group and tells us <u>one</u> idea.

### Compound sentences

A **compound sentence** has <u>two independent clauses</u> joined together by the words 'and', 'but', or 'so'.

Skipjack are abundant. There are not many blackfin tuna.

These are two simple sentences that make sense on their own.

We can join them using 'but'.

Skipjack are abundant ***but*** there are not many blackfin tuna.

It is now a compound sentence containing two bits of information.

**B.** Below are some simple sentences. Join them to make compound sentences.

1. Many women work at Soltuna. They have good jobs. (and)
2. Tuna is a valuable marine resource. There is a fish processing plant called Soltuna. (and)
3. Soltuna looks after the sea. There is enough fish for the future. (so)
4. Some fishing companies care about marine resources. Many fishing companies are greedy. (but)
5. We do research about tuna. We can learn more about their behaviour. (so)

**C.** Write your own compound sentences to describe one of these pictures.





## Lesson 8
# Tuna for sale!

Today, we are thinking about the language used in advertisements.

ACTIVITY 14

### Reading an advertisement with expression

Here is an advertisement selling a tuna product.




**A.** Advertisers use **personal pronouns** to make it feel like they are talking to us. Copy the advertisement in your book and underline the **four** personal pronouns that refer to **you**.

**B.** Advertisers use **evaluative adjectives** to make the nouns seem special for us. There are **four** evaluative adjectives. What are they? For example, precious

**C.** Imagine that you reading the advertisement aloud on the radio. Follow these steps.

- Check you can pronounce each word correctly.
- Break the text into word groups to help you speak smoothly and fluently.
- Think about how you can be expressive. Say the personal pronouns and the evaluative adjectives louder. This will help persuade people to agree with you.
- When you are ready, take turns to read the advertisement aloud to a group.

**D.** Draw a new label for the Soltuna can. Then, write a new advertisement for Soltuna.

# Lesson 9
# Yellowfin tuna

Today, we are talking and writing a report about yellowfin tuna.

## ACTIVITY 15 Thinking about the yellowfin tuna

**A.** Here are some facts about the yellowfin tuna. Read the facts.

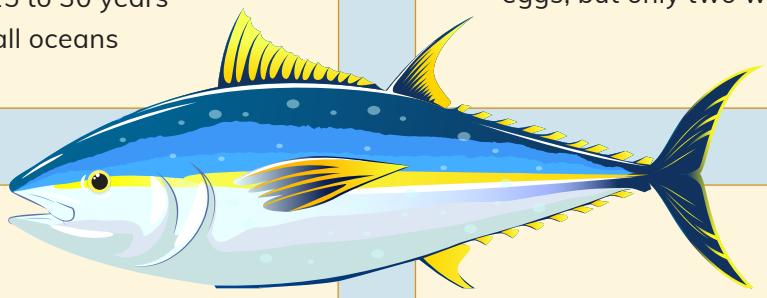
### The Yellowfin Tuna

**General facts**

- fish
- carnivore
- eight species
- lives for 15 to 30 years
- found in all oceans

**Behaviour**

- very fast swimmers
- can dive up to 3,000 feet
- one female can lay 30 million eggs, but only two will survive.



**Physical features**

- grows up to two metres long
- weighs up to 250 kg
- dark blue body
- silver-white belly

**How to look after our tuna**

- use pole and line fishing only
- monitor tuna numbers
- keep the ocean clean

**B.** With a partner, talk about these activities. You will write the sentences in Activity 16.

1. Make the **General facts** and **Behaviour facts** into present simple sentences. If there is no verb, use a relating verb: is, are, have, or has.
   For example, you could say: The tuna is a carnivore.
2. Make the **Physical features** facts into compound sentences using 'and'.
   For example, Yellowfin tuna grow up to two metres long ***and*** weigh up to 250 kg.
3. Use the modal verb 'must' or 'should' to show **How to look after our tuna**.
   For example, We ***should*** use pole and line fishing only.
4. Expand some noun groups by using 'that' or 'which'.
   For example, The yellowfin tuna is a fish ***that*** is found in all oceans.

## ACTIVITY 16 Writing a report about the yellowfin tuna

You have made sentences about the yellowfin tuna. You are now going to write your own report.

**A.** Write your report plan.

| **Report plan:** The Yellowfin Tuna | |
|---|---|
| **Identification** | General facts |
| **Description 1** | |
| **Description 2** | |
| **Description 3** | |
| **Conclusion** | |

**B.** Write your report. Here is a checklist to help you.

| **Information report checklist** |
|---|
| ☐ My report follows the report plan and has five paragraphs. |
| ☐ My writing is in the present simple tense. |
| ☐ My sentences all have relating or action verbs. |
| ☐ I have some compound sentences. |
| ☐ I have expanded some noun groups with ‘that’ or ‘which’. |
| ☐ I have used the modals ‘must’ or ‘should’ to show what should happen. |
| **Punctuation** |
| ☐ My sentences begin with a capital letter and end with a full stop. |
| ☐ I have checked the spelling of words. |
| ☐ My handwriting is clear and easy to read. |

**C.** After you finish your writing, use the checklist to check your writing.

# Lesson 10
# Fishy jokes

Today, we are reading some jokes and writing some of our own.




## What's so funny?

A joke is a short story that is meant to make you laugh. Here are some jokes about the sea and sea creatures. Most of them use **homophones** to make the jokes. Homophones are words that sound the same but have different meanings, like hear and here, know and no.

**A.** Read the jokes and use the hints to help you understand them. Your teacher will help you understand the ones you are still not sure about.

| | |
|---|---|
| **What did the sea say to the land?**<br>**Nothing. It just waved.** | **Hint:** We wave our hand to say 'Hi' and the sea has waves. |
| **Why are fish such intelligent creatures?**<br>**Because they swim in schools!** | **Hint:** There are two kinds of schools – schools of fish swim together, and we go to school to learn. |
| **Why are there fish at the bottom of the sea?**<br>**Because they dropped out of school.** | **Hint:** When we don't finish school we say we dropped out. There are two kinds of schools – schools of fish, and schools for learning. |
| **Why is it so easy to weigh tuna?**<br>**Because they have their own scales!** | **Hint:** There are two kinds of scales. We use scales to weigh things, and fish have scales on their bodies. |
| **Why don't tuna play football?**<br>**Because they're afraid of the net.** | **Hint:** There are two kinds of nets. We use fishing nets to catch fish, and nets to shoot goals. |

What fish only swims at night?

A starfish!

**Hint:** This is an easy joke. When do you see stars?

What do you call a fish with no eyes?

Fsh!

**Hint:** There are two meanings for eye. The letter 'i', and the eye we see with. Look at the spelling of fish in the joke.

What does seaweed say when it's stuck at the bottom of the sea?

"Kelp! Kelp!"

**Hint:** Kelp is a kind of seaweed. Kelp rhymes with help.

**B.** Take turns asking and answering the jokes with your friends.

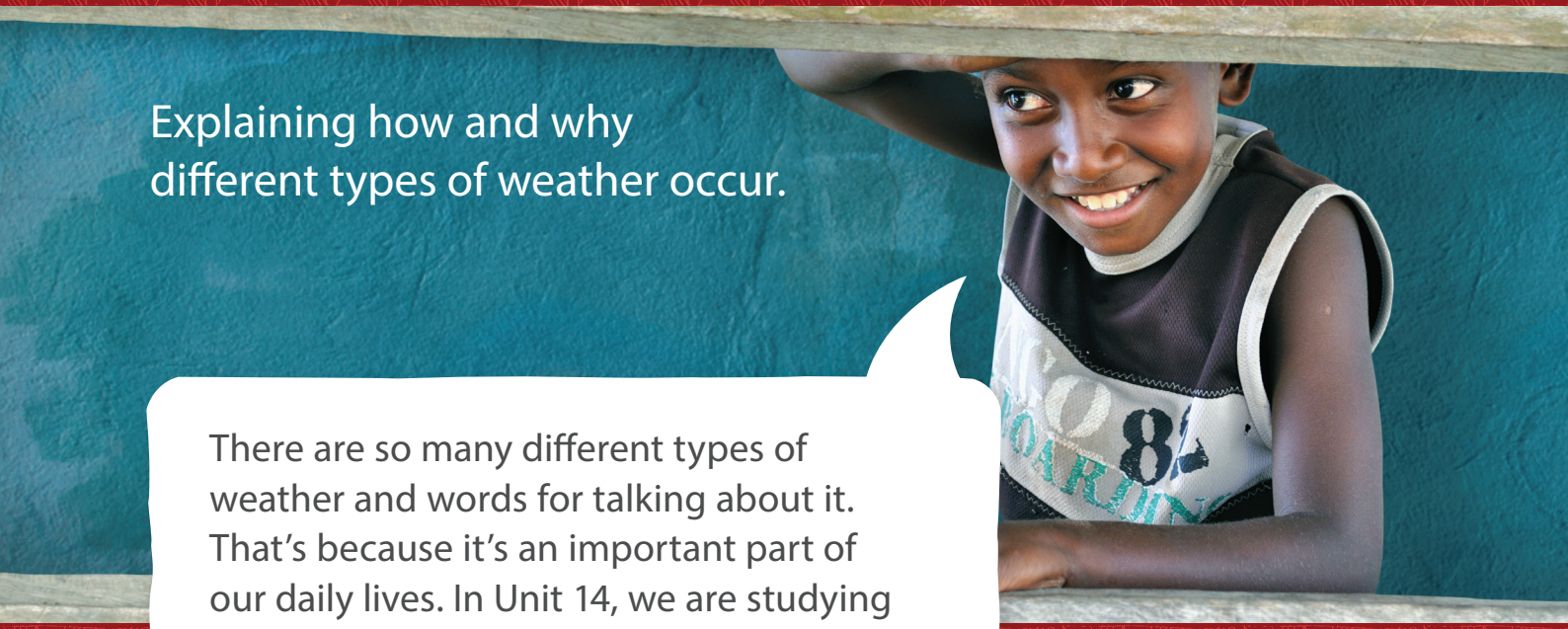
**C.** Try to make up your own joke about marine resources.

**D.** Draw a cartoon image of your favourite joke. Use speech bubbles to show the speaking. Perhaps the class can make a class book of everyone's fishy jokes!



# Unit 14
# Weather

Explaining how and why different types of weather occur.



There are so many different types of weather and words for talking about it. That's because it's an important part of our daily lives. In Unit 14, we are studying and learning about weather and explanation texts.

## In this unit, you will:

- build vocabulary about the topic of weather
- talk about and listen to information about weather
- use a dictionary to find word meanings
- read explanations about what causes weather and climate
- compare different types of weather
- show cause and effect using complex sentences
- do a weather survey and talk about the results
- write an explanation about climate and weather.

## Lesson 1
# What's the weather?

Today, we are talking about different types of weather.

ACTIVITY 1

### Talking about today's weather

Look outside. What's the weather like? Is it cloudy, windy, sunny, rainy, or stormy? Is it cold, cool, warm, or hot? These are words we use to talk about the weather.

Weather changes. It can be rainy and cool in the morning, sunny and hot at lunchtime, and then stormy in the evening. On other days, the weather can stay the same all day.

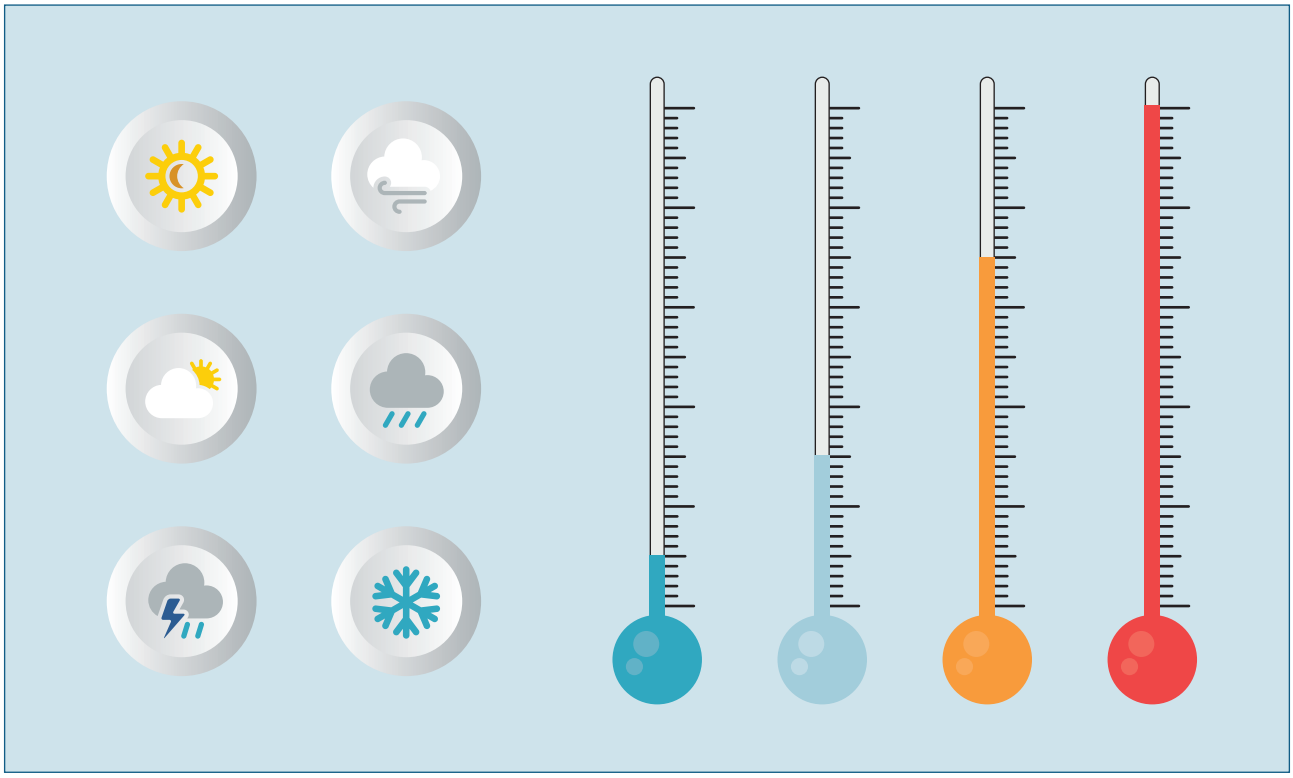
**A.** Match the **weather symbols** below to the adjectives that describe weather.

After that, use the adjectives to tell your partner about the weather **right now**.
We use the pronoun 'it' to talk about weather.

For example, Today it is cloudy …

cloudy | windy | sunny | rainy | stormy

cold | cool | warm | hot



**B.** We also talk about the **air temperature** using the adjectives 'fresh' and 'humid'.

**Humidity** is how much water vapour, or moisture, is in the air. When it is **humid**, you feel hot and sticky. When the air is **fresh**, you feel cool and comfortable.

Create two symbols. We'll use these symbols in Activity 1C.

1. a symbol to show 'humid'.
2. a symbol to show 'fresh'.

**C.** Create a chart like the one below and record the weather and its changes each day for one week. You will use your weather chart again in Lesson 9.

**Weather chart for one week**
Write weather words or draw weather symbols, or do both, on your chart.

| | Morning | Afternoon | Evening |
|---|---|---|---|
| Monday |  | | Humid, cloudy |
| Tuesday | | | |
| Wednesday | | | |
| Thursday | | | |
| Friday | | | |
| Saturday | | | |
| Sunday | | | |

weather symbols

weather words





## ACTIVITY 2 Telling a weather story

**A.** Read what these five people said about the weather. What do all of these comments have in common?

It's such a sunny day. I'm boiling hot! Time for a swim!

This rainy weather has stopped me from washing the clothes for three days. I hope it's fine tomorrow.

It's windy. Let's fly our kites!

There are some stormy clouds up there. We'll go ashore before the sea gets too rough.

It's cloudy and humid. All I want to do is have a nap until the sun goes down.

**B.** Use your imagination. Choose **one** of the comments and think about who may be speaking. Using the present tense, tell your group about that person. Here are some ideas to help you.

- Give the person a name. Is it a man, woman, boy, or girl?
- Say how old they are. Do they work or are they a student? If they work, what work do they do?
- Say what the weather is.
- Say who the person is talking to.
- Say where they are and what they are doing while they talk about the weather.

For example,

This is Jane. She is a mother. She is 40 years old. She works at home looking after six children. It is raining. She is talking to her husband. They are sitting at the table in their house.





This rainy weather has stopped me from washing the clothes for three days. I hope it's fine tomorrow.

# Lesson 2
# Dictionary dive

Today, we are going to practise finding dictionary meanings.

## ACTIVITY 3 Using a dictionary to find word meanings

In Unit 13, we looked at the organisation of dictionary words. In this activity, we are learning how to find the best meanings for words in the dictionary. First, let's review how the words are organised.

- The entry, or guideword (in bold).
- Pronunciation (how we say the words).
- The word type (noun, adjective, etc.).
- The word meaning or explanation of the word. If there is more than one meaning, they are numbered.
- Example sentences (in italics).

**A.** Some dictionary entries have more than one meaning. Learn how to choose the right word.

1. Choose the number for the dictionary definition that relates to **weather** for these words.
   For example, atmosphere = meaning 1
   - atmosphere
   - cloud
   - cloudy
   - precipitation
   - sunshine
   - temperature
2. Find the guideword that has the same spelling, but a different meaning and pronunciation.
3. Where are the two different places we measure temperature?
4. Find four guidewords that relate to water.

**B.** Look at the **pronunciation guide** for the guidewords. Say each word aloud, focusing on correct pronunciation. Remember to put more stress on the bold syllable.

**C.** Match these phrases to the dictionary entries. Check that you spell the words correctly.
For example, A grey or white mass in the sky = cloud

1. A grey or white mass in the sky.
2. Small water droplets in the air around us.
3. The name given to all things that fall from the clouds, such as hail, rain, or snow.
4. Water that falls from clouds.
5. The gases in the air around us.
6. The currents that move through the air.
7. Rays that come from the sun.
8. A measurement of heat.



## Weather Words from the Dictionary

**atmosphere** [air] /**at**·muh·sfeeuh/ (noun) **1.** the mixture of gases around the Earth. **2.** the air that you breathe in a place: The atmosphere in the room was so stuffy that I could hardly breathe **3.** the mixture of gases that surrounds any planets. **atmospheric pressure** (n) the force with which the atmosphere presses down on the surface of the Earth.

**cloud** /klowd/ (noun) **1.** a grey or white mass in the sky, made up of very small floating drops of water: The sky was a perfect blue – not a cloud in sight. **2.** a mass of something such as dust or smoke that looks like a cloud: On the horizon, a huge cloud of smoke from burning oil tanks stretched across the sky. **cloudless** (adj) with no clouds: A cloudless sky/night **cloudy** (adj) **1.** with clouds: a cloudy day. **2.** not transparent: The water was cloudy and dark.

**humid** /**hyoo**·muhd/ (adj) (of air and weather conditions) containing extremely small drops of water in the air: Solomon Islands is a hot and humid place. **humidity** /hyoo·mi·duh·tee/ (noun) **1.** the quality of being humid: I don't like the humidity of this climate. **2.** a measurement of how much water is in the air: The humidity is 90%.

**precipitation** /pruh·si·puh·**tei**·shn/ (noun) **1.** water that falls from the clouds to the ground, especially as rain or snow: Hail and sleet are types of precipitation. The forecast is for dry cloudy weather with no precipitation expected. **2.** a chemical process in which solid substance is produced from a liquid: The compound is finally obtained by precipitation.

**rain** /rayn/ (noun) drops of water from clouds: Rain is forecast for tomorrow. **rain** (verb) if it rains water, falls from the sky in small drops: It's raining hard today. **rainfall** (noun) rain, or amount of rain that falls: The rainfall was too heavy to go outside. **rainy** (adj) We had three rainy days but today is sunny.

**sunshine** [light] /**suhn**·shain/ (noun) **1.** the light and heat that come from the sun: The children were out playing in the sunshine. **2. sunshine** [pleasure] (noun) happiness or pleasure: The grandchildren brought sunshine into their lives.

**temperature** /**tem**·puh·ruh·chuh/ (noun) **1.** the measured amount of heat in the body: The doctor examined him and took his temperature. **have/run a temperature** to have a higher body temperature than normal. **2.** the measured amount of heat in a place: There has been a rise in temperature over the last few days = the weather has become warmer.

**wind** [current of air] /wind/ (noun) **1.** a current of air moving approximately horizontally, especially one strong enough to be felt: There was a light wind blowing. There isn't enough wind to fly a kite. **windy** (adj) with a lot of wind: It was a windy night. **wind** (verb) to turn something: She wound the handle, but nothing happened.

## ACTIVITY 4 Dictionary explanations and examples

**A.** Did you notice that the dictionary explanations are not written as full sentences? For example:

This is not a sentence:
a grey or white mass in the sky, made up of very small floating drops of water

This is a sentence:
Clouds are a grey or white mass in the sky, made up of very small floating drops of water.

Here is the text structure we need to make an explanation sentence.

| **Name** | **Relating verb** (is/are) | **Explanation** |
|---|---|---|
| Clouds | are | a grey or white mass in the sky, made up of very small floating drops of water. |

**B.** Choose **four** more dictionary guidewords and write explanation sentences, like the example above.

**C.** Dictionaries give us **example sentences** to help us understand word meanings.

1. With a partner, take turns to choose dictionary words and make example sentences.
   Examples: The ***humidity*** makes me feel hot and sticky.
   I feel hot when the air ***temperature*** is more than 30°C.
2. Write **two** example sentences in your book. Underline the weather word.

### *Something extra!*

Here is a game you can play to help you learn the meanings of the specialist weather words.

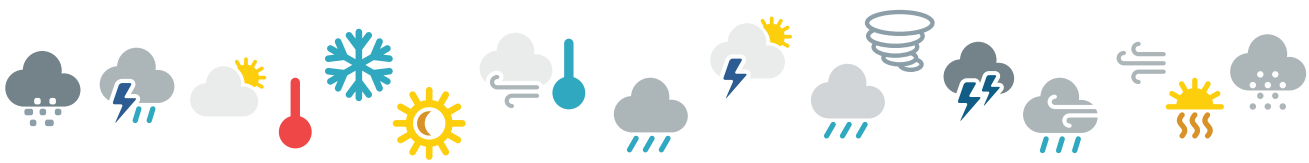
Sit in a group.

**Group member 1:** Ask your group members to explain the meaning of one of the weather words.

**Group members:** Each group member gives an explanation and an example sentence, without looking at the word definition.

**Group member 1:** Listen to each explanation and example sentence. Choose the one you like best.

Now, the next group member has a turn.



# Lesson 3
# Whatever the weather

Today, we are going to read an explanation about the causes of weather.

ACTIVITY 5

## Reading: What Causes Weather?

The dictionary can give us the words to use, but it can't tell us what causes weather, so we need to read explanations to learn more. To learn about what causes weather, you are going to read a scientific explanation called What Causes Weather?.

## Before reading

**A.** **What causes the weather?**

**1.** Let's read the dictionary definition to find out.

> **weather** [air conditions] /**weh**·thuh/ (noun) the daily state of the atmosphere or air above the Earth, such as temperature, wind, humidity, precipitation, and atmospheric pressure.
> **whether** /**weh**·thuh/ (conjunction) expressing two or more possibilities: I don't know whether to go to town or not.

**2.** Did you notice that there are two different words that sound the same but they have different meanings (homophones)? Which one do we use to talk about the sun, wind, and rain?

**B.** Read the title, diagram, headings, and topic sentences. How can you tell it's an explanation text?

**C.** There are some **specialist words** in the explanation. Most of them are found on the dictionary page in Activity 2. You can check these words whenever you want to.

**D.** You learned how to use **word strategy steps** in Unit 13 to work out new words or word groups. Let's practise. Use the word strategy steps to work out the meaning of the bold words in the text.

Now, read the whole explanation.

### Word strategy steps

1. Read what came before.
2. Read what comes next.
3. Guess the meaning.
4. Use pictures to help you.
5. Look for a part in the word you already know.
6. Use a dictionary.
7. Ask for help.

# Text: What Causes Weather?

Weather is the daily state of the **atmosphere**. There are six **elements**, or parts, that cause different weather conditions. They are temperature, atmospheric pressure, wind, humidity, clouds, and precipitation.

Temperature tells us how hot or cold the atmosphere, or air, is. It is measured with a **thermometer** and measured in Celsius (C). The warmest temperatures are near the **Equator** because it gets **direct sunlight**. The coldest temperatures are near the North and South Poles.

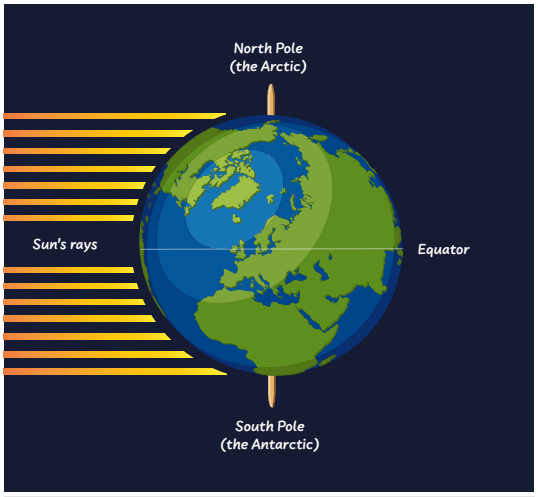



Diagram showing the angle of sun rays on the Earth's surface

Atmospheric pressure is the weight of the atmosphere overhead. A high-pressure system gives us blue skies. A low-pressure system brings rain and storms. The atmospheric pressure is lower at **high altitudes**, so it is colder on high places like mountains.

Wind is the movement of air. We get wind because of differences in temperature and atmospheric pressure on the land and sea. The wind is measured by its speed and **direction**, or where it comes from.

Humidity is the amount of water droplets, or **moisture**, in the air. The most humid places on Earth are those near the Equator. High humidity makes us feel sweaty and sticky because the water can't **evaporate** from our skin.

Clouds are lots of water droplets. All air contains **water droplets**, or moisture, which are **invisible**. When warm air rises, the water droplets rise up too. Clouds are formed because these tiny water droplets collect together. Then we see them as clouds.

Precipitation is water droplets from clouds. When the clouds are big, the water droplets bang together and form even bigger droplets. When the droplets get heavy, they fall as rain. In cold places, the water droplets can be **snow** or **hail**.

## After reading

**E.** Read the below descriptions, and beside each, write which **element** is being described (precipitation, wind, temperature, atmospheric pressure, clouds, humidity).
The first one is done for you.

1. Moving air = wind
2. Water falling from clouds
3. How hot or cold the weather is
4. How much water is in the air
5. The weight of the air
6. Water droplets that have collected together in the air



ACTIVITY 6

### Showing effects using 'so'

**A.** Some explanations tell us the **cause** (what made something happen) and **effects** (what happened as a result of the cause). We can use 'so' to show the effect. Read and discuss the **Information Box** below.

#### Using 'so' in compound sentences

Compound sentences join two independent ideas. We use the conjunctions and, or, but, or so in compound sentences. Don't forget to add a comma after the first independent clause.

We use '**so**' to join two independent ideas to show what happens.

It is raining, ***so*** we'll get wet.

independent clause — independent clause

**B.** Make up examples showing the effect of everyday things that you do.
Examples: We were hungry, so… I was tired, so… I studied hard, so…

**C.** Look in the explanation What Causes Weather? to help you to join the cause/effect with **so**.
For example, Places near the Equator get direct sunlight, ***so*** it is warmer.

| Cause | | Effect |
|---|---|---|
| Places near the Equator get direct sunlight, | | we feel hot and sticky. |
| Atmospheric pressure is lower at high altitudes, | | clouds are formed. |
| Land and sea have different temperatures and atmospheric pressure, | so | we get wind. |
| High humidity means water can't evaporate from our skin, | | it is warmer. |
| Air droplets get cooler and collect together, | | it is colder on mountains. |
| Water droplets get heavy, | | we get rain. |

# Lesson 4
# What? Why? How?

Today, we are going to practise asking and answering questions about the weather.

ACTIVITY 7

## Asking questions to show what, why, and how

Reread the explanation What Causes Weather?.

Explanations often contain details that give us answers to what, why, and how questions.

**A.** '**What**' questions:

**1.** Here are three questions. Take turns to answer them with a partner. Follow the structure in the speech bubble to give your answer.

- What is temperature?
- What is high humidity?
- What is a droplet?

**This is how you start your answers:**

Name + relating verb (is/are) + explanation

Temperature is …



**2.** Now write **four** more 'what' questions about the text What Causes Weather?. Then ask four of your classmates your questions, and answer theirs in return. Remember, you ask four different people one question each.

**B.** '**Why**' and '**how**' questions:

Take turns to ask and answer the questions in the table with a partner.

Use Because … to answer the why questions. Use By … to answer the how questions.

Examples: How is temperature measured? Temperature is measured ***by ...***

Why does rain fall? Rain falls ***because ...***

| **Partner A asks these questions. Partner B answers these questions.** | **Partner B asks these questions. Partner A answers these questions.** |
|---|---|
| • Why are the coldest temperatures near the Arctic and Antarctica?<br>• How is temperature measured?<br>• How is wind measured?<br>• Why can't water evaporate from our skin?<br>• Why does rain fall? | • Why are temperatures warmest near the Equator?<br>• Why is it colder on mountains?<br>• How do we get wind?<br>• Why are water droplets invisible?<br>• Why do we get sweaty and sticky? |



## ACTIVITY 8

## What's your favourite type of weather?

**A.** Do you have the same feelings about weather as your classmates? Do a survey of 10 different people to find out.

| **Would you rather have ...** | | | | |
|---|---|---|---|---|
| ... hot or cold temperatures? | hot | 𝍸 I | cold | IIII |
| ... blue or cloudy skies? | blue | | cloudy | |
| ... strong or light winds? | strong | | light | |
| ... rain or sunshine? | rain | | sunshine | |

use a tally mark like this for each person's decision

**B.** Count up your results and write **four** sentences to compare people's preferences. Follow the structure in the **Information Box** below.

### 'More' and 'fewer'

We use '**more**' and '**fewer**' when we compare **two** groups of people.

We can say:

***More*** people prefer hot temperatures ***than*** cold temperatures.
or
***Fewer*** people prefer cold temperatures ***than*** hot temperatures.

**C.** Compare your survey data with other classmates' data. Are your results similar or different? Can you say why?



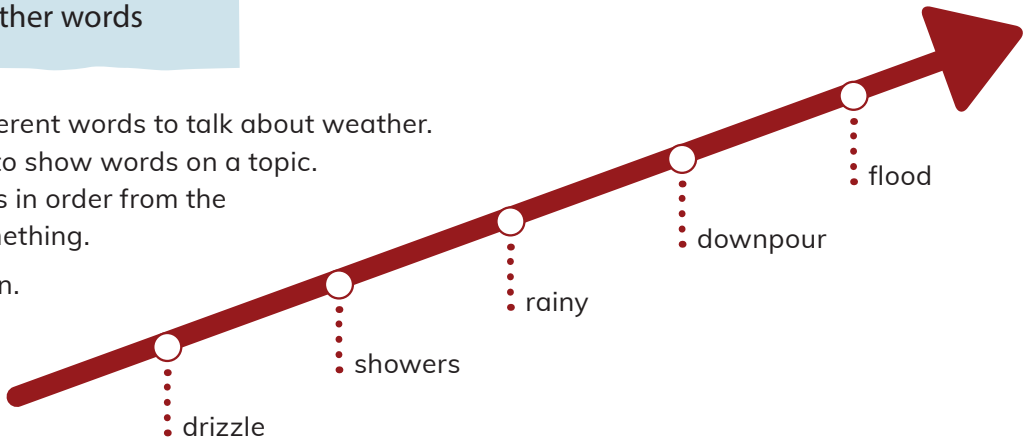
# Lesson 5
# Reporting the weather

Today, we are using weather words to report the weather and study weather reports.

## ACTIVITY 9 More weather words

There are many different words to talk about weather.
We can use a **cline** to show words on a topic.
A **cline** shows words in order from the least to most of something.

Here's a cline for rain.




**A.** Below are some more adjectives we use to talk about weather. Put the sets of words in order to make clines showing the least to most. Ask your classmates and teacher for help with word meanings.

**Clouds:**

- cloudy
- overcast
- clear
- partly cloudy
- thunderclouds

**Wind:**

- gale
- calm
- sea breeze
- gusty
- cyclone
- windy

**Temperature:**

- hot
- cold
- warm
- cool
- freezing
- sweltering

## ACTIVITY 10 Reading: Weather Reports Around the World

**Meteorology** is the study of weather. **Meteorologists** are scientists who predict, or forecast, what the weather will be like. They measure temperature, rainfall (precipitation), atmospheric pressure, humidity, and the amount of sunshine and cloud. They also make predictions about what the weather will be like the next day or even further into the future.

In Solomon Islands, we get our weather reports from the Solomon Islands Meteorological Service, which is located in Honiara. There are weather stations in different parts of Solomon Islands because the weather is different in different places. Weather reports are broadcast on the radio and in the Solomon Star.

**A.** The weather reports below come from different capital cities around the world on the same day. Read the reports to find out what the weather was like.

How many words from the cline in Activity 9 do you notice?

# Text: Weather Reports Around the World

## Northern Hemisphere



**Ottawa, Canada**

It is a freezing day with snow clouds. The temperature is a freezing –6°C. Right now, it is snowing heavily with strong winds. Stay inside and keep warm.



**London, United Kingdom**

It is an overcast day in London and a chilly 10°C. There will be showers throughout the day and a cool wind from the north. If you go out, remember to dress warmly.

## On or Near the Equator



**Singapore**

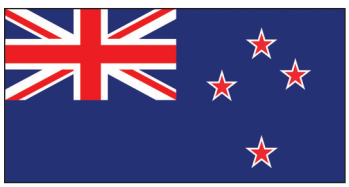
As always, it is a humid day in Singapore with a high of a sweltering 32°C. It is calm, but thunderclouds are building. Expect thunderstorms later in the afternoon, which should freshen the air.



**Honiara, Solomon Islands**

It is a hot, humid, cloudy day with a temperature of 31°C. There is a light sea breeze. It is raining now and will continue to drizzle on and off all day with occasional thunderstorms. There may be some blue skies in the evening.

## Southern Hemisphere



**Wellington, New Zealand**

Wellington has gale-force winds today with gusts of up to 80 kph. The skies are blue, and no rain is expected. The temperature is a cool 18°C. Take care in those strong winds.



**Canberra, Australia**

It is a warm day in Canberra, with a high of 26°C. The skies are clear, but there are some gusty winds. Showers are expected later this afternoon, so be prepared.

**B.** Show the different weather conditions for each capital city. Write the information in a table. One example is done for you.

| Capital and country | Sunshine and clouds | Wind | Temperature | | Precipitation |
|---|---|---|---|---|---|
| | | | °C | Feels like | |
| Ottawa, Canada | Snow clouds | Strong | –6°C | Freezing chilly | Snowing |
| London, UK | | | | | |

**C.** Imagine you are a weather reporter on the radio. Choose one of the weather reports and read it to your group. Express the report clearly with correct pronunciation.

**D.** We often use comparative and superlative adjectives to talk about the weather.

### Making comparisons

We use comparative adjectives to compare two people, animals, or things with each other.

For short adjectives we add **'-er'** … than

It is ***colder*** today ***than*** yesterday.

### Making superlatives

We use superlative adjectives to show the **most** of two or more things.

For short adjectives we use the + adj.+ **'-est'**

Yesterday, Singapore was ***the hottest*** capital city in the world.

**1.** **Superlatives**

Use the table from Activity 10B to make sentences to tell which city has the best or worst weather. Use these adjectives (remember the end 'y' changes to 'i' when you add '-est'.)

cloudy | windy | cold | hot | wet | calm

For example, Singapore is ***the calmest*** capital today.

**2.** **Comparatives**

Compare two different capitals using these adjectives.

cold | hot | wet | stormy | windy | warm

For example, It is ***colder*** in Ottawa ***than*** in Canberra today.

# Lesson 6
# Weather the storm

Today, we are reading an explanation about thunderstorms.

ACTIVITY 11

## Reading: What Causes Thunderstorms?

You are going to read an explanation about thunderstorms. Look at your weather record. Have there been any thunderstorms this week?

### Before reading

**A.** Talk with your partner about what you already know about thunderstorms.

**B.** Remember to read the title, pictures, captions, and the topic sentences before you read the explanation.

Now, read the explanation silently. Take your time and use the 7-step word strategy from Activity 5 to work out any meanings of words you are unsure about.





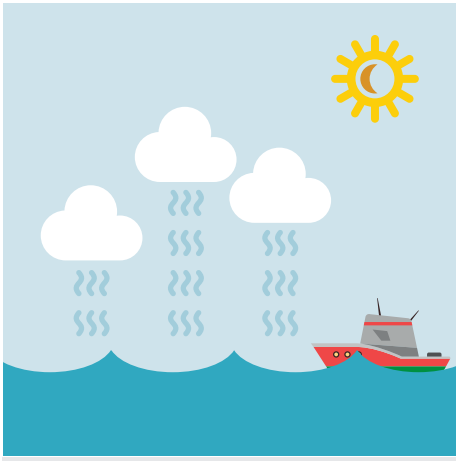




## Text: What Causes Thunderstorms?

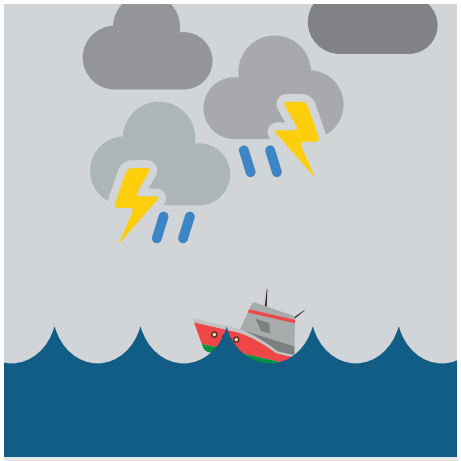
You've probably seen a sunny day **suddenly** come to an end with loud thunder, bright lightning, and heavy rain. This is a thunderstorm. What causes these thunderstorms?

When the sun heats the ocean, water **evaporates**, or dissolves, into **vapour** (invisible water droplets). The air, which now holds the water vapour, rises because warm air is lighter than cold air. (This is just like steam that rises when you boil water.)



Water evaporates as vapour.

When the water vapour rises up into the cooler atmosphere, it **condenses**, or changes, into tiny water droplets. These water droplets are called clouds. On very hot days, there is more water vapour, so we get bigger clouds. These are called thunderclouds.



Big, dark, thunder clouds rise higher and higher.

Thunderclouds **gradually** rise higher and higher into the atmosphere and become bigger and darker. Some water droplets **eventually** turn into ice because the clouds rise so high. (Some thunderclouds rise up to 10 kilometres high.)

As the thunderclouds get higher, they get heavier. Soon, the thunderclouds can't hold the water droplets anymore, so they fall as rain. The big raindrops fall rapidly until they hit the ground, while thunder bangs and lightning flashes around us.

If you are not under shelter, you know what happens. You get very, very wet.



ACTIVITY 12

## After reading: What Causes Thunderstorms?

### After reading

**A.** Explain to a partner how What Causes Thunderstorms? is an explanation text.

1. Which part is the identification?
2. Which parts are the explanations?

**B.** Find the words in the explanation that match each of these meanings.

1. Changes from water into an invisible vapour = e
2. Very small bits of water = d
3. Goes up = r
4. Big heavy clouds = t
5. Frozen water = i
6. Invisible water in the air = v
7. Where you go to escape thunderstorms = s
8. Flashes that come with thunderstorms = l

**C.** Rearrange the sentences to show the sequence of how a thunderstorm is formed.

1. There is a large thunderstorm.
2. Clouds are formed in the sky.
3. The water droplets in the clouds get very heavy.
4. Warm air rises up into the atmosphere.
5. The sun heats the ocean.
6. Water evaporates off the ocean.
7. We see thunder, lightning, and rain.

**D.** There are four '-ly' adverbs that show how. They are in italics in the text. Match the adverbs to these synonyms.

| | | | |
|---|---|---|---|
| very fast | in the end | slowly | straight away |

Lesson 7

# It's only a storm

Today, we are thinking about how we use brackets, practising cause and effect sentences, and reading a poem.

## ACTIVITY 13 More practise to show cause and effect

Reread What Causes Thunderstorms?. While you are reading, look out for the cause and effect sentences, which include 'because' or 'so'.

### A. Using brackets to add information

In the explanation What Causes Thunderstorms?, did you notice the two uses of brackets? Look at them now. We use brackets to give extra information. If we take away the part in brackets, it won't change the meaning of the text.

In What Causes Thunderstorms?, where would you place these sentences in brackets? Decide with your partner.

| | | |
|---|---|---|
| **(Get inside quickly!)** | **(We get hot and sticky too.)** | **(Some people become afraid.)** |

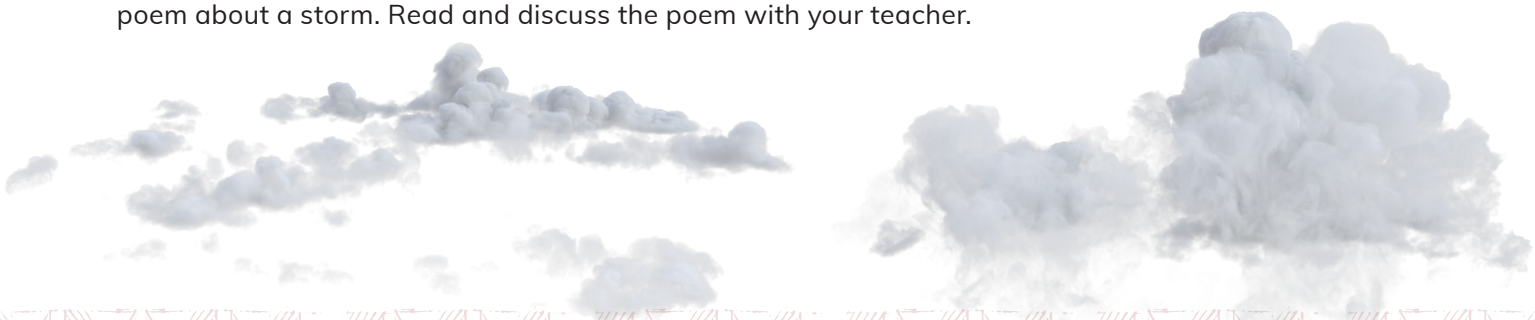
### B. Showing cause and effect

Make sentences to show **cause and effect** using the conjunctions 'so' or 'because'. You'll need to think carefully. Remember, 'because' gives the cause and 'so' shows the effect.

1. The sun heats the ocean because/so the water evaporates as vapour.
2. The air rises because/so water vapour is lighter than air.
3. The atmosphere is cooler because/so the water vapour condenses into droplets.
4. Some droplets turn to ice because/so the clouds rise so high.
5. The clouds get too heavy because/so the droplets fall as rain.
6. People get wet because/so they haven't taken shelter from the storm.

## ACTIVITY 14 Poem: It's Only a Storm

In Unit 9 – Celebrating Through Poetry, you read a poem about a thunderstorm. Here is another poem about a storm. Read and discuss the poem with your teacher.



## It's Only a Storm

Dave Ward

What's that creature that rattles the roof?
Hush, it's only the storm.
What's blowing the leaves and the branches off?
Hush, it's only the storm.
What's riding the sky like a wild, white beast,
Flashing its teeth and stamping its feet?
Hush, my dear, it's only the storm,
Racing the darkness till it catches the dawn.
Hush my dear, it's only the storm,
When you wake up in the morning, it will be gone.

**A.** Can you explain how the language in the poem is different to the language used in the explanations you have been reading?

**B.** Talk about these questions with a partner.

1. Who could be asking the questions? How do you think this person feels?
2. Who could be giving the answers?
3. Where do you think the two people are?
4. Which line is about wind?
5. Which line is about clouds?
6. Which line is about thunder and lightning?
7. **Personification** is when something non-human is given human or animal behaviour. What animal is like the storm?

**C.** With a partner, recite the poem together.

- One partner says the question parts.
- The other partner says the answer parts.

Try to work out the rhythm of the poem and make your voices interesting and expressive.

# Lesson 8
# Weather or climate

Today, we are reading an explanation about the difference between weather and climate.

ACTIVITY 15

## Reading: What's the Difference between Weather and Climate?

Do you know the difference between **weather** and **climate**? The poster in this activity will explain the difference.

### Before reading



**A.** Scan the poster to find out these things with a partner.

- What does NASA mean? Do you know the country where NASA is based?
- Who was the poster made for? How do you know?
- Where would people find this poster?
- Where can you find out more information?

**B.** We learn about new things by reading books or searching the Internet. Information from the Internet comes from all over the world. Sometimes it is true and sometimes it is opinion. When you find information on the Internet, you should ask these questions:

Is this information true or someone's opinion?

Is this information relevant, or useful, for me?

Look at the poster and answer these questions:

- Do you think the information is true or someone's opinion?
- Do you think the information is going to be useful for you?
- Is there anything in the poster that may be different to what we know in our country?





# What's the Difference between Weather and Climate?

## Weather



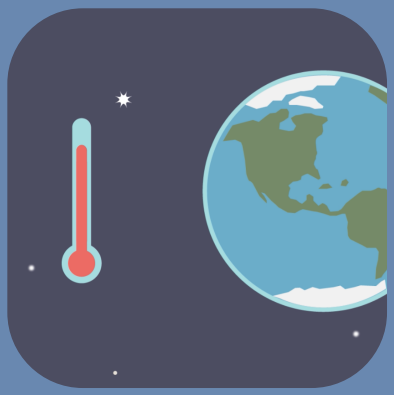
Take a look outside your window. Is it hot and sunny? Is it cloudy and rainy? Is there snow on the ground? When you look out the window, you're seeing what the weather is like today.



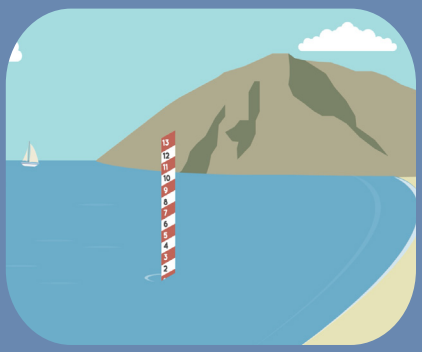
Weather is only temporary. For example, a blizzard can turn into a flood after just a few warm spring days.



We know that if thunderclouds are forming overhead, it's probably a good idea to stay inside.



But it's important to keep an eye on changes to Earth's climate too. NASA has observed that Earth is getting warmer.



Keeping track of Earth's sea level is one way that we can know how quickly the climate is changing.

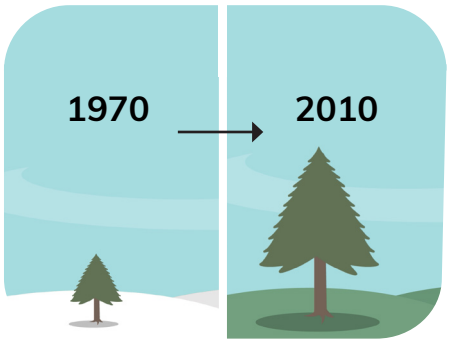
NASA satellites are always orbiting Earth, looking down at our oceans and clouds. And they monitor Earth's climate in other ways too.

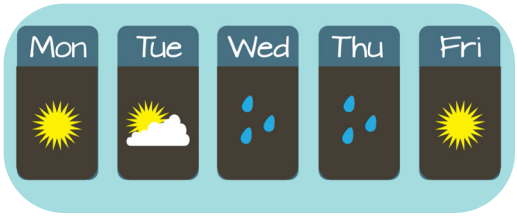
Climate Kids
climate.nasa.gov/kids

National Aeronautics and Space Administration

# Climate

Climate, on the other hand, is more than just a few warm or cool days. Climate describes the typical weather conditions in an entire region for a very long time – 30 years or more.




Keeping an eye on changing weather can help us plan ahead.



As Earth's climate warms, ice in Antarctica and Greenland is melting. This causes the level of the oceans to rise.



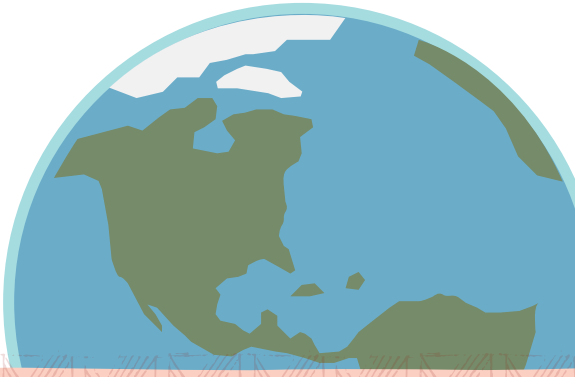
NASA satellites can measure sea level rise from space.



They can also track changes in the climate by measuring the clouds. We know that changes in the number, size, or location of clouds could be caused by a change in Earth's climate.



It's important to keep an eye on our planet and all the ways that it's changing. It's the only one we've got!



## During reading

You are going to read What's the Difference between Weather and Climate? with a partner. There are many questions and activities, so do each of them carefully. Be ready to share your answers with the class after reading.

**C.** Read and discuss with your partner the section titled 'Weather'.

- What type of sentence is the first sentence?
- Why do you think the writer asks questions? What are your answers to the questions?
- Complete this sentence to show the effect of looking outside. We look outside ***so*** …

**D.** Read and discuss the second picture.

- Use the 7-step method from Activity 5 to work out the meaning of temporary.
- The opposite of temporary is **permanent**, or not changing. Temporary and permanent are two useful words for your **Word Bank**.
- Draw the image of the hills, sun, and cloud and write a caption for your image.
- Say the paragraph aloud, changing the example to one that is relevant for you.

**E.** Read and discuss the section titled 'Climate'.

- 'On the other hand' is a phrase we use to compare two opposite ideas. What two opposite ideas are being compared?
- Choose the best meanings for these words.

  **typical** a) usual b) unusual

  **entire region** a) the whole world b) a province or district
- Explain why there are two pictures of a tree.
- Now, read the first three paragraphs again. Then in your own words, explain how climate and weather are different. Say it in your head first and then to your partner.

**F.** Read the week's weather forecast.

Then with your partner, report how the weather **will be** for each day, using the picture to inform your answers. 'On Monday, it will be …'

**G.** Read and discuss the first picture in the blue section.

- 'Keeping an eye on' is a saying. It means that we are looking at what is happening.
- When does your family 'keep an eye on' the weather? Why?
- Complete this sentence. We stay inside when it is _____ because _____.

'**Observe**' means notice. You are observing the weather on your weather chart from Activity 1. Meteorologists **observe** the weather. Their **observations** tell us about changes in the climate. These are more useful words for your **Word Bank**. Maybe later you can try to make the whole word family for 'observe'. The next section that you read is about observations.

**H.** Read and discuss the second picture of the blue section.

- What does NASA 'keep an eye on'?
- What is a change that NASA has observed?
- What is the caption for this image?

**I.** Read and discuss the middle two pictures of the blue section.

- 'Keeping track' is another saying. You are keeping track of the weather on your weather chart from Lesson 1.
- What is one way scientists know how the climate is changing?
- What climate changes have your parents and grandparents talked about?
- Complete these cause and effect sentences.

  The ice and snow are melting ***because*** …

  Ice is melting, ***so*** …
- The present continuous tense shows us actions that continue. Which two verbs show continuing action?

A **satellite** is an object that moves around, or orbits, a larger object. Did you know that the Earth is a satellite because it orbits the sun? **Man-made satellites** are machines made by people. These machines are in space and they orbit Earth. Have you seen satellites orbiting the Earth in the night sky? We see them as small moving lights.

**J.** Read and discuss the last two paragraphs in the blue section.

- What do satellites measure from space?
- What are two ways scientists measure climate change?
- What are three ways we measure clouds?
- Write a caption for each image.

**K.** Read the paragraph beginning 'NASA satellites' and discuss.

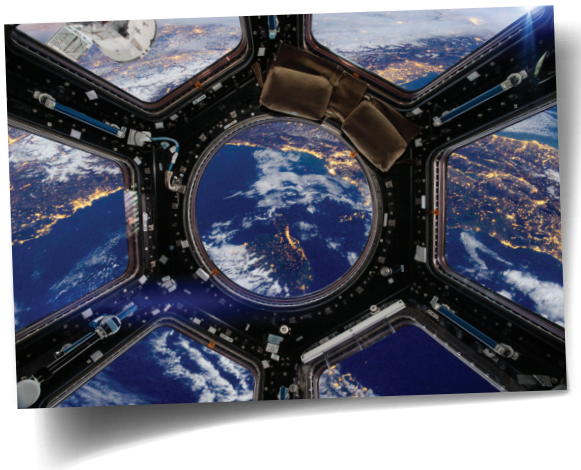
- What things on Earth are satellites looking down at? What are three more things that satellites might be observing from space?

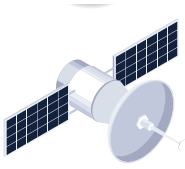
**L.** Read and discuss the last paragraph of the poster.

- What is the name we give to the final paragraph in a text?
- What is the message for you?

Now, read the whole poster again on your own.









# Lesson 9
# Joe's weather report

Today, we are listening to Joe's weather report and giving our own weather reports.

## ACTIVITY 16 Listening to and talking about weather reports

In Lesson 6, you read and discussed the poster explanation What's the Difference between Weather and Climate?. Read the poster again. Review the new words in your **Word Bank**.

There was a lot of different weather when Joe collected his data. Here's his chart.

**Weather chart for one week**
Prepared by Joe

| | Morning | Afternoon | Evening |
|---|---|---|---|
| Monday |  |  |  |
| Tuesday |  |  |  |
| Wednesday |  |  |  |
| Thursday |  |  |  |
| Friday |  |  |  |
| Saturday |  |  |  |
| Sunday |  |  |  |

**Key**

| sunny | cloudy | windy | rainy | stormy | hot | warm | cool |
|---|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |  |

**A.** Read the description Joe gave about the weather on Monday.

On Monday morning, it was sunny and cool. Then in the afternoon, it became cloudy, windy, and hot. In the evening, there was a thunderstorm, and it was not so hot.

Joe's teacher asked him to talk about the weather on Monday again, but this time using the words from Activity 5 to give more information. This is what he said next:

On Monday morning, it was sunny and cool. In the afternoon, the sky became overcast, and there was a hot, gusty wind. Then in the evening, the thunderclouds became bigger and darker. Next, there was a sudden downpour. After forty minutes, the skies were clear again.

With a partner, discuss the ways Joe was able to add more detail to his weather report.

**B.** **Listening**

Your teacher is going to read Joe's weather report for the rest of the week. Listen carefully and write the day that each weather report relates to by comparing his descriptions to the symbols in the weather chart.

**C.** Now it's your turn. Work in a group. Follow these steps:

- Take turns to choose a day from Joe's weather chart and give a weather report. Can your group members work out which day you are talking about?
- Give a weather report for one day from **your** weather chart. Can your group members work out which day you are talking about?
- Choose one day of the week from your weather chart and write a paragraph explaining the weather on that day. Try to use details in your explanation.



# Lesson 10
# Keep an eye on the weather

Today, we are writing an explanation about weather and climate.




## Explaining why weather and climate information is important

You are going to write an explanation text. Your topic is: **Why weather and climate information is important.**

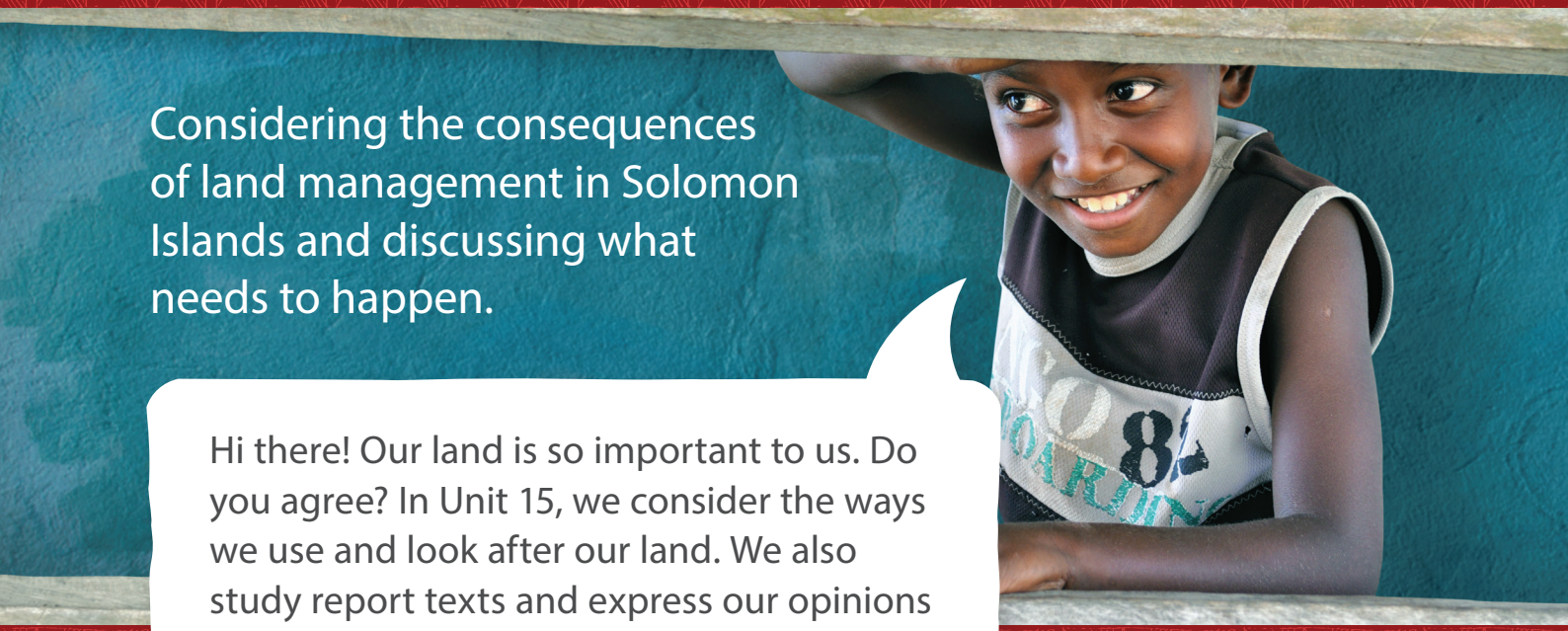
**A.** Here is your writing plan. Before you start, practise saying the sentences you will write aloud to your classmates. This will help you to write good sentences.

| | |
|---|---|
| **Identification** | You can unjumble these phrases to write your identification, or you can write your own.<br>• Sentence 1: and / are different / weather / climate<br>• Sentence 2: is important / weather and climate information / this is an explanation / showing why |
| **Explanation 1** | Explain:<br>• **What is weather?**<br>(Go to Activities 5 and 10)<br>Weather is …<br>• What information do we collect about weather?<br>(Go to Activities 5 and 10)<br>We collect …<br>• Why do we collect information about weather?<br>(Go to Activities 10 and 15)<br>We collect information about weather so that … |
| **Explanation 2** | Explain:<br>• **What is climate?**<br>(Go to Activity 15)<br>Climate describes …<br>• Why do scientists keep an eye on climate?<br>(Go to Activity 15)<br>Scientists keep an eye on the climate so that …<br>• How do scientists keep an eye on climate?<br>(Go to Activity 15) |

**B.** After you have finished writing, read your work to a partner. Check your punctuation and spelling and make any needed corrections.

# Unit 15
# The Land

Considering the consequences of land management in Solomon Islands and discussing what needs to happen.



Hi there! Our land is so important to us. Do you agree? In Unit 15, we consider the ways we use and look after our land. We also study report texts and express our opinions about land management.

## In this unit, you will:

- talk about our land and how we use it
- read reports about our land
- write a past tense report
- make passive sentences and complex sentences
- use connectors to connect ideas across sentences
- take part in a group role-play discussion
- participate in a play
- collaborate to play a board game.

# Lesson 1
# Man and nature

Today, we are showing features of our environment.

ACTIVITY 1

## Drawing a picture to show natural and man-made environments

Our environment is the physical world around us – the land, water, air, and living things. Humans have made many changes to the **natural** environment. We call these changes **man-made**.





**A.** In a group, make a table like the one below and list the kinds of things you find in natural and man-made environments. How many features can you think of in five minutes?

| Natural environment | Man-made environment |
|---|---|
| mountains | bridges |

**B.** Draw a picture to fill a whole page in your book that includes some of the features from the list below. You don't need to be good at drawing, but try to show all of the features.

- hills
- lowlands
- forest logging
- a bridge
- vegetable/fruit gardens
- a beach
- a minea road
- a port
- a village
- a river
- a power station
- a mountain
- forests
- a coconut/ banana/cocoa plantation

## ACTIVITY 2 Using a key to show features on a picture

**A.** We use a **key** to unlock things, like doors. Another type of **key** is used to provide information about different parts of a picture, diagram, or map.

Look at the **key** for features in the photo below. What other things could be included in the key?




**Key**

**Natural:**
**1.** sea
**2.** trees

**Man-made:**
**3.** port
**4.** road

**B.** Make a key for the picture you drew in Activity 1. First, write a number beside the features in your picture. Then make a key that matches the natural and man-made features.

Don't forget to write new words and their meanings in your **Word Bank** now and during the unit.

### *Something extra!*

A fun way to practise words is by doing a **word search**. Make a word search using the land feature words. Give it to a partner to complete, and you can complete theirs.

| T | H | Q | E | A | H | P | C | T | Z |
|---|---|---|---|---|---|---|---|---|---|
| J | A | O | B | L | K | J | G | J | D |
| S | M | O | U | N | T | A | I | N | N |
| E | V | D | K | G | I | V | T | I | J |
| O | O | V | G | C | C | R | E | I | R |
| Q | F | P | H | R | E | S | J | I | Q |
| B | W | Z | T | K | F | J | V | Z | I |
| K | M | B | F | N | L | L | A | E | I |
| I | L | M | D | Y | F | V | K | A | V |
| Z | O | T | Z | S | Z | S | I | L | Z |



# Lesson 2
# Our land

Today, we are reading a report about land resources.

ACTIVITY 3

## Reading: Land Resources in Solomon Islands

In Unit 13 – Marine Resources, you read and talked about marine resources. The land also provides us with many resources. You are going to read a report about some of our land resources.

### Before reading

**A.** In a group, discuss what you already know about these three land resources:

- Agriculture
- Forestry (logging)
- Mining

In your book, write **one** question you have about land resources.

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.** Skim the text. What features tell you that this is a report?

## Text: Land Resources in Solomon Islands



Sea resources help provide more schools

Solomon Islands has two very rich natural resources: the land and the sea. When the Solomon Islands Government earns money from the land and the sea, it can provide **services** like roads, hospitals, and schools. There are three land resources that are important to Solomon Islands: agriculture, forestry, and mining.

## Agriculture

Agriculture is the growing of fruit and vegetable products for personal use and for selling. Most people in Solomon Islands have their own gardens to provide food. Some people sell their fruit and vegetables at markets too. There are also **plantations** for crops like coconuts, palm oil, bananas, and cocoa. Money is earned for Solomon Islands when crops are sold overseas. Most land in Solomon Islands is hilly or mountainous, so only about 5% of the land is useful for agriculture.



Cocoa plantation



Tree logs

## Forestry

The land in the hills and mountains provides another important resource – trees. Many countries no longer have forests like Solomon Islands, so they buy our trees. This industry is called forestry, or logging. The logs go to countries such as China and are used for building houses and making furniture and paper. Solomon Islands trees are popular overseas because they are good quality hardwood trees.

## Mining

Solomon Islands is also rich in mineral resources, such as gold, zinc, lead, bauxite, and nickel. We use these minerals for everyday uses. For example, zinc and lead are used in batteries, bauxite is used to make **aluminium** for items like soft drink cans, and gold is used to make parts for mobile phones and other **electronics**. There is not much mining in Solomon Islands because it is expensive and difficult to **extract**, or take out, the minerals from the earth. Also, many landowners do not want their land mined for minerals.



Mining for materials

## After reading



**C.** What examples or meanings are given for these words?

- services
- agriculture
- aluminium
- electronics
- plantations

What is a synonym for **extract**?

**D.** There is one wrong detail in each sentence below. Check in the text to rewrite them correctly.

1. There are four land resources that are important to Solomon Islands.
2. Most land in Solomon Islands is flat.
3. Few people have their own gardens to provide food.
4. Solomon Islands trees are popular because they are softwood trees.
5. Bauxite is used to make tin for items like soft drink cans.
6. Many land owners want their land mined for minerals.

**E.** Look at the question you wrote in **Before reading**, Activity 3A. Do you have an answer yet? If not, how can you find an answer for your question?




## Using complex sentences

You have had a lot of practice using complex sentences. Here is a reminder of their structure.

### Complex sentences

A **complex sentence** is a sentence that has at least **two clauses**, or parts, that each have a verb group.

1. There is one clause that makes sense by itself. It is called an **independent clause**.
2. There is also one clause that **doesn't** make sense by itself, which is called a **dependent clause**. It only makes sense when we read or say it together with the independent clause.

Money is earned for Solomon Islands ***when*** crops are sold overseas.

independent clause — dependent clause

We start the dependent clause in a complex sentence with some special words: if, when, while, after, although, or because.

**A.** Find three more complex sentences in the report that contain 'when' or 'because'. Write them in your book and underline the dependent clause.

**B.** Below are some sentences. Add a dependent clause to make complex sentences.

For example, People sell vegetables at the market → ***when*** they have more than they need.

1. Only some of the land in Solomon Islands is used for agriculture. (because)
2. Money from logging is earned for Solomon Islands. (when)
3. Logs are sent overseas. (after)
4. Solomon Islands will become rich. (if)

### *Something extra!*

Work in a group. Use a dice if you have one. Take turns to throw the dice. Then make a complex sentence using the word that matches the number. You can talk about any topic.

| | | | | | |
|---|---|---|---|---|---|
| 1 | because | 3 | although | 5 | while |
| 2 | when | 4 | after | 6 | if |

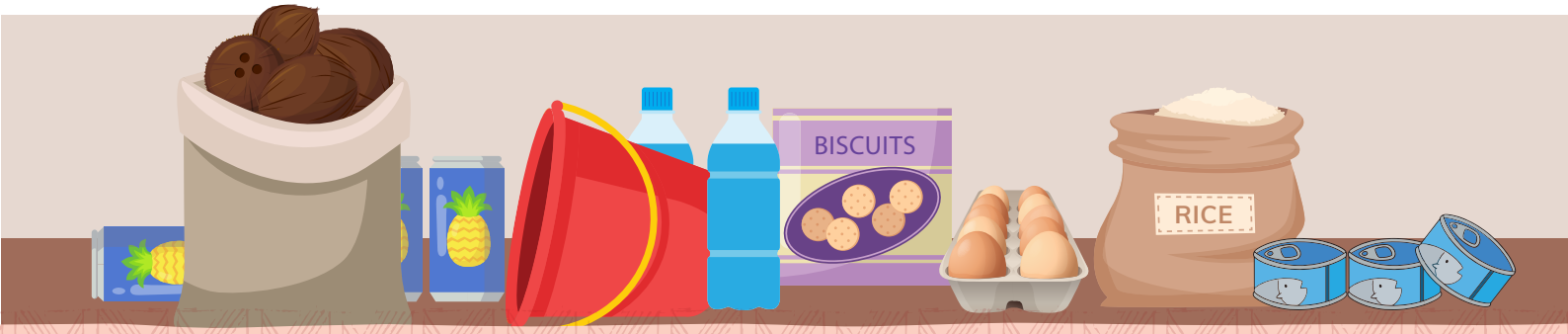
## Lesson 3
# Long ago

Today, we are writing a past tense report about how our ancestors used the land.

ACTIVITY 5

Talking about how our ancestors used the land

Times have changed for many of us. The way we get food today is sometimes different to the ways our ancestors collected and grew food.

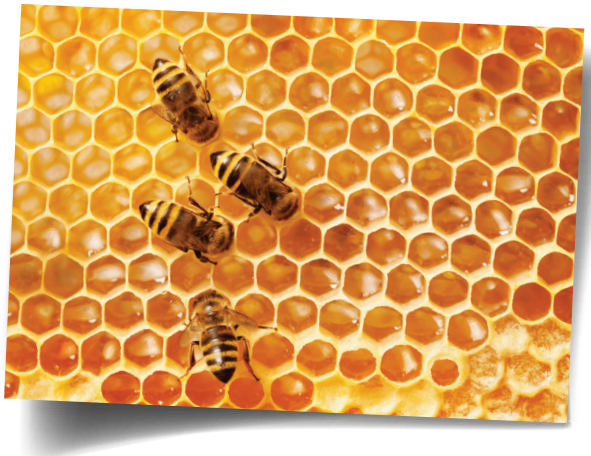


**A.** Read the notes about how people used the land in the past. Your community or village may still be doing many of these activities, or things may have changed.

| **Using the land in the past** | |
|---|---|
| **Identification** | **When?** Years ago ..., Long ago ..., In the past ...<br>**Who?** Tribal communities<br>**What?** Depended on the forest environment<br>**Where?** Places in Solomon Islands |
| **Description 1**<br>What food did they grow and collect? | • Gardens: root crops/vegetables<br>• Forest clearings: nut and fruit trees<br>• Kept pigs for food |
| **Description 2**<br>What else did the forest supply? | • Fresh, clean water from rivers<br>• Building materials: wood, bark, wild plants, leaves, bamboo, cane<br>• Materials to make tools and utensils<br>• Firewood for cooking<br>• Wild plants and honey for food<br>• Animals for food<br>• Herbs for medicines |
| **Description 3**<br>Why was there enough for everyone? | • There were not so many people<br>• Food was gathered locally, or nearby<br>• People solved disputes in the community<br>• People looked after their local resources |

**B.** With a partner, talk about the notes in Activity 5A. Make past tense sentences and expand nouns to give extra details with adjectives and prepositional phrases. For example:

Gardens: root crops/vegetables = People grew fresh vegetables and root crops in their gardens.





## ACTIVITY 6 Writing a past tense report

Read the definition of report texts in the **Information Box**.

### 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.

**A.** Write a report about the notes in Activity 5.

- Follow the report plan below. You will write four paragraphs.
- Look at the checklist in Activity 6B before you start writing.

| **Report plan** | |
|---|---|
| **Identification** | When, who, what, where. |
| **Description 1** | Food people grew and collected. |
| **Description 2** | Other things the forest supplied. |
| **Description 3** | Why everyone had enough food. |

**B.** Here is a checklist for your report. Take turns with a partner to read each other's writing. Then decide which traffic light to give for each item from the checklist.

| **Report checklist** |
|---|
|  I have four paragraphs. |
|  Each sentence begins with a capital letter and ends with a full stop. |
|  I have used past tense verbs in every sentence. |
|  I have expanded some nouns with adjectives and prepositional phrases. |
|  I have used some compound or complex sentences. |
|  I have checked my spelling carefully. |

**C.** Decide which parts of the checklist you need to improve. How will you do this?

# Lesson 4
# Using resources

Today, we are writing present passive sentences to show the action.

ACTIVITY 7

## Writing present passive sentences to show the action

In Unit 12 – Music Across Cultures, you learned how we can use the **passive tense** when the action is important.

| Noun group | Passive verb | Adverbial phrase |
|---|---|---|
| The land | is used | ***to*** grow vegetables |

**A.** **Passive verbs** belong to a special verb group called **past participles**. Sometimes past participles are the same as past tense verbs and sometimes they are different. Here is a list of 10 different verb groups.

- Which past participles are the same as the past tense verb?
- Which past participles are different to the past tense verb?

| Base verb | Past tense verb | Past participle |
|---|---|---|
| cut | cut | cut |
| blow | blew | blown |
| eat | ate | eaten |
| extract | extracted | extracted |
| find | found | found |
| grow | grew | grown |
| make | made | made |
| sell | sold | sold |
| take | took | taken |
| use | used | used |

**B.** The pictures below show some ways land is used. We use the present passive to show the action, not the people who do the action. Make passive sentences about each process.

- Change the verbs in bold to past participles.
- Choose is or are to go with the past participle verb.

For example, Cocoa plants /***grow***/ in plantations = Cocoa plant***s are grown*** in plantations.



Cocoa plants /**grow**/ on plantations.
Cocoa plant***s are grown*** on plantations.

The cocoa /**make**/ into chocolate.
The cocoa ***is made*** into chocolate.

The chocolate /**sell**/ for people to eat.

Minerals /**find**/ in Solomon Islands.

They /**extract**/ from the land.

They /**use**/ in modern goods.





Large trees /**cut down**/ with chainsaws.

Trees /**cut up**/ into logs.

Logs /**take**/ to the port.

They /**make**/ into buildings and furniture.

**C.** Work with a partner to make passive sentences. You are Partner A or Partner B. Take turns to make passive questions from the table below into questions for your partner to answer.

For example: Question: What are three minerals that ***are extracted*** in Solomon Islands?

Answer: Gold, bauxite, and zinc ***are extracted*** in Solomon Islands.

| Partner A | Partner B |
|---|---|
| • What are three sports that (play) in teams?<br>• What are three animals that (find) in Africa?<br>• What are three kinds of buildings that (make) from wood? | • What are three subjects that (study) at school?<br>• What are three foods that (eat) in Solomon Islands?<br>• What are three musical instruments that (blow) through a mouthpiece? |

# Lesson 5
# Do no harm

Today, we are thinking about the consequences of land use.

ACTIVITY 8

## Joe searches for answers to his question

For homework, Joe's teacher has given the class a question to consider:

How can using our land resources harm the environment?

**A.** Joe knows who can help him answer this question: his grandfather. His grandfather used to work at the Ministry of Land, Housing and Survey. He knows a lot about Solomon Islands' land. Read what Joe's grandfather said:

Our land is so important, Joe. We are closely connected to our land. It is very precious to us.



Our ancestors knew how to look after our land. They took enough, but not too much.

We need to keep our land healthy, just like we look after ourselves. We need to keep our waterways fresh and our forests strong. When the land is healthy, we are healthy too.

Some people are taking resources from our land to make money without thinking about the future. Sadly, the ***consequence*** of taking too much from the land is that it makes it sick.

**B.** '**Consequence**' is a new word for Joe. He checked it in his dictionary. This is a good word for your **Word Bank** too. Make your own example sentence using 'consequence' or 'consequently'.

**consequence** /**kon**·suh·kwens/ (noun) a result or effect of something.
A consequence is usually the result of something we don't want.
**consequently** /**kon**·suh·kwent·ly/ (adverb) The man drove too fast. Consequently, he crashed.

**C.** Joe's grandfather showed him two photos while he talked about some consequences of forestry and mining. While he was talking, Joe took some notes.

Read Joe's notes on the next page.



Look carefully at these photos, Joe. They show some consequences of mining and logging.





**1.** Some trees that are cut down are hundreds of years old. They grow back very slowly.

**2.** When trees are cut down, rain washes the soil down the hills into the stream. This runoff, or erosion, makes our water dirty and we can't use it.

**3.** Forestry and mining give us money for our country. We can get services like roads and schools.

**4.** We can get delicious honey from the forest. If the forest is gone, the honey goes too.

**5.** When the old forests are destroyed, many of our precious bird and bat species lose their habitats, or homes. They can no longer find food.

**6.** The runoff from logging and mining can harm our sea life. Then we won't have enough fish.

**7.** Forests are beautiful. Cleared land looks ugly.

**8.** Forestry and mining create jobs for local people.

**9.** Trees and minerals make important and useful things for people to use.

**10.** Mining companies use chemicals to get minerals out of the land. If chemicals get into our water, we can get sick.

**D.** Answer these questions about Joe's notes.

1. Which are about mining? Which are about logging? Which are about both mining and logging?
2. Which notes show the positive effects of mining and logging?
3. Which notes show the negative, or bad, consequences of mining and logging?

## ACTIVITY 9 Using connectives to introduce effects

We can join ideas in two sentences using the adverb 'Consequently' or its synonyms, 'As a result' and 'Therefore'. Here's an explanation.

### Connectors for introducing effects, or results

You can write 'Consequently', 'As a result', or 'Therefore' at the beginning of a sentence. It introduces the effect, or result, of an event in the sentence before it.

| What has happened | The forest trees have been cut down. |
|---|---|
| ↓ | ↓ |
| The effect | ***Consequently***, there is no honey to collect. |

We can also say: ***As a result***, there is no honey to collect.

***Therefore***, there is no honey to collect.

**A.** With a partner, match these land events to their possible effects. Don't write the sentences, just talk.

| | |
|---|---|
| 1. Trees take hundred of years to grow. | a) We can have the services we need. |
| 2. Heavy rainfall washes soil into rivers. | b) We can't get our beautiful forests back. |
| 3. Native birds and bats lose their habitats. | c) People can buy things for their families. |
| 4. Runoff from the land goes into the sea. | d) They can't find food, so they die. |
| 5. Forests and mines earn money for our country. | e) There is no fresh water. |
| 6. Forests and mines provide jobs for local people. | f) Our sea life becomes sick. |

**B.** Now write sentences using the adverb 'Consequently' to connect the ideas in the sentences. Remember to use a comma after 'Consequently'.

For example, Trees take hundreds of years to grow. Consequently, we can't get our beautiful forests back.

### *Something extra!*

What about you? Tell your partner about the consequences of some things that you have done. For example, I ate too much. Consequently, my tummy hurts.

# Lesson 6
# Why don't we?

Today, we are having a role-play to practise making polite suggestions.




## Making polite suggestions

Joe's grandfather asked him an important question.

Joe had a lot of suggestions. He wants to speak politely to his grandfather, so he expressed his suggestions as questions. Here is an explanation.




### Expressing suggestions as questions

We can make polite suggestions by forming them as questions. Here are ways you can ask polite questions:

Why don't we + **base verb** + suggestion

Why don't we ***plant*** more trees?

We can also say:
What if we …?

**A.** Below are some of Joe's suggestions.

- Practise saying the ideas as polite questions.
- Choose your **five** favourite suggestions.

| | | |
|---|---|---|
| **Why don't we**<br>**What if we** | → | **plant some more trees.**<br>**cut down some trees, leave some behind, and plant new forests.**<br>**protect the forests for our unique animals.**<br>**take enough but not too much.**<br>**follow the rules of the government.**<br>**listen carefully to what tribal groups want.**<br>**protect the soil and water from chemicals.**<br>**clean up properly when the work is finished.**<br>**find other ways of making money from the land, like eco-tourism.**<br>**pay local workers fairly.** | → **?** |

## ACTIVITY 11 A role-play about a new time

You are going to do a role-play about whether to start a gold mine in your community. You will use the ideas that Grandfather and Joe talked about in Activity 10.

**A.** Work in a group of four. On the next page are role-play cards. Take one role-play card each. Study your card carefully and think about how you will express your ideas.

Here are some suggestions:

- Always listen carefully to the speaker. Don't interrupt.
- Take turns to speak. Try to talk about the ideas on your card. (You can add more ideas too.)
- Express your ideas clearly. If you can, give examples to support your ideas.

Here are some starters you can use to begin your sentences.

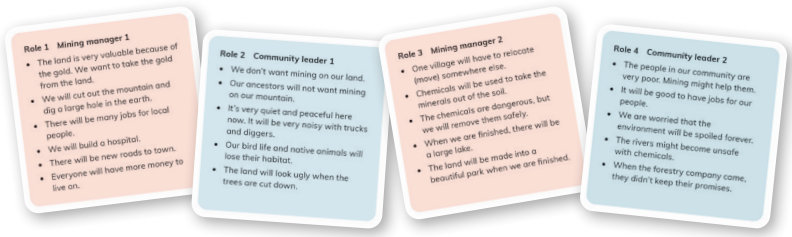
- I/We think …
- I/We will … I/We promise …
- I/We want …
- Why don't we/you … What if we/you …
- I agree … I disagree because …

**Role-play cards**

In your group of four, choose one role each for your discussion.

**The mining company managers** want to open a new mine in the community.

**The community leaders** must decide. First, they need to find out more.




**B.** Let's reflect

After your group discussion, do a group reflection and give yourselves traffic lights.
Be ready to tell your teacher what your group did well and how your group plans to improve.

| Group discussion checklist |
|---|
| We listened to each other and didn't interrupt. |
| We spoke politely and respectfully. |
| We used sentence starters when we began to speak. |
| We took turns to speak. |
| We added extra ideas to our discussion. |



**Role 1 Mining manager 1**

- The land is very valuable because of the gold. We want to take the gold from the land.
- We will cut into the mountain and dig a large hole in the earth.
- There will be many jobs for local people.
- We will build a hospital.
- There will be new roads to town.
- Everyone will have more money to live on.



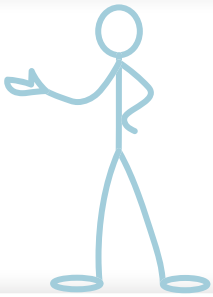
**Role 2 Community leader 1**

- We don't want mining on our land.
- Our ancestors will not want mining on our mountain.
- It's very quiet and peaceful here now. It will be very noisy with trucks and diggers.
- Our bird life and native animals will lose their habitat.
- The land will look ugly when the trees are cut down.



**Role 3 Mining manager 2**

- One village will have to relocate (move) somewhere else.
- Chemicals will be used to take the minerals out of the soil.
- The chemicals are dangerous, but we will remove them safely.
- When we are finished, there will be a large lake.
- The land will be made into a beautiful park when we are finished.



**Role 4 Community leader 2**

- The people in our community are very poor. Mining might help them.
- It will be good to have jobs for our people.
- We are worried that the environment will be spoiled forever.
- The rivers might become unsafe with chemicals.
- When the forestry company came, they didn't keep their promises.

Lesson 7

# Land ownership

Today, we are reading a report and listening to ideas about land ownership.




Reading: Land Ownership

## Before reading

**A.** Who owns the land that your family uses? Different groups in Solomon Islands have different kinds of land ownership. Before you read, **skim** the subheadings. What do you already know about these types of land ownership? Now, read the text Land Ownership to find out more.

## After reading

**B.** Match the words to their meanings. Look in the report and use your word strategies to work out the meanings. Remember to add the words and meanings to your **Word Bank**.

| Words | Meanings |
|---|---|
| 1. Generation | a) A disagreement about something |
| 2. Right of ownership | b) All the people born at about the same time |
| 3. Compensation | c) To trade one thing for something else |
| 4. Exchanged | d) Something you give someone to pay for loss or damage |
| 5. Dispute | e) Something that belongs to you |

**C.** Complete this table to show different types of land ownership.

| | |
|---|---|
| Patrilineal | |
| | Land that was taken by traders and explorers and that now belongs to the government. |
| Tribal | |
| | Land that is given to a person or group as payment. |
| Chiefly | |
| | Land that is passed on from mother to daughter. |

# Land Ownership

Land is an important resource in Solomon Islands. Most of the land is held under customary ownership. This means that it has been passed on through families for many **generations**. In Solomon Islands, there are different forms of customary land ownership.

## Tribal ownership

Tribal land is owned by the whole tribe. No individual, clan, or group of people from the tribe may claim, or take, this land for themselves.

## Matrilineal ownership

In some parts of Solomon Islands, women have the **right of ownership** over a piece of land from the tribe. This land is passed from mother to daughter and so on. The female members of the family have rights to the land.

## Patrilineal ownership

Patrilineal ownership is the opposite of matrilineal. Men have the right of ownership over a piece of land from the tribe. This land is passed from a father to his sons and so on. The male members of the family have rights to the land.

## Chiefly ownership

In countries where the chief system is powerful, almost all land and resources are owned and controlled by the chief of the tribe.

## Compensation

In the early days, land was sometimes given as part of a bride price when a woman was married. It was sometimes given as **compensation**, or payback, if a warrior died in a head-hunting activity too.

## Alienated land

In the 1800s and 1900s, during the time of European traders and explorers, some land was **exchanged**, or traded, for goods from the traders. This land is called alienated land. Most alienated land went to the government after the traders left the country.

In Solomon Islands, it is important that people know who owns the land. Then there can be no **dispute**, or disagreement, about land ownership.

## ACTIVITY 13

### Listening to ideas about land ownership

**A.** Listen to your teacher read what some people are saying about their land. Decide what type of land ownership the people are referring to.

- Tribal
- Chiefly
- Matrilineal
- Patrilineal
- Compensation
- Alienated land

Remember to write these land ownership words in your **Word Bank** and learn their spelling and meanings.

# Lesson 8
# This land is my land

Today, we are reading about a land dispute.

## ACTIVITY 14

### Reading a comic strip: Bara, the Peacemaker

Stories help us understand community issues. You are going to read a comic strip about a land dispute between two people.

#### *Before reading*

Look at the title and pictures. Can you work out what the story is going to be about?

Now, read the story.

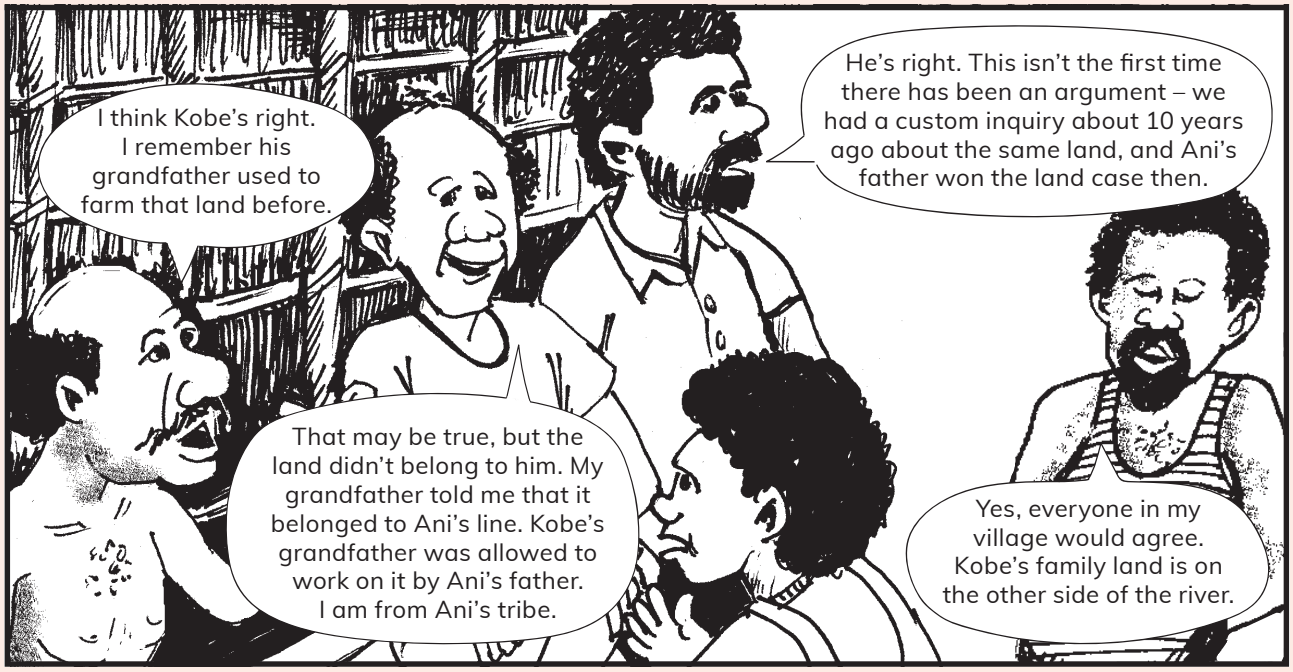


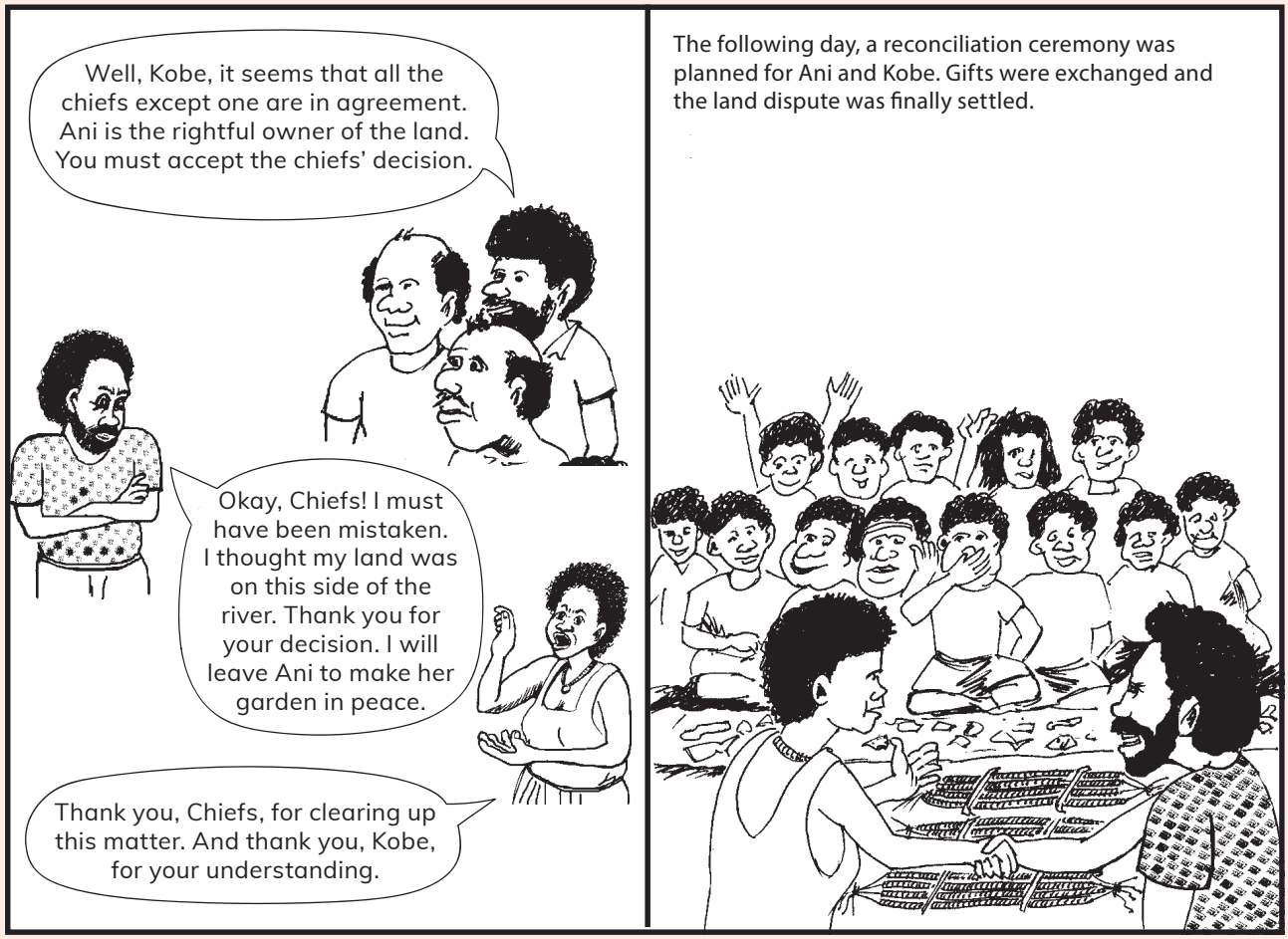
# Text: Bara, the Peacemaker

## by Jacob Zikuli




A few minutes later, Bara arrived.
Get away from this place immediately!
I won't leave! I don't care what you say!
Hey! Hey! Calm down, both of you! What's going on here?
I found this woman clearing my grandfather's land. She should have checked who owned it first!
He's lying! This is my land. My father gave it to me before he died. Shame on this man for accusing me!
Bara had a good idea.
This is a serious case. I think we should organise a custom inquiry and ask the chiefs to settle it. They will know the true ownership. Stop your arguing and go home – I'll call the chiefs together tomorrow.
Okay, I'll see you tomorrow. You'd better tell the truth!
You'll see that I am right tomorrow!
The meeting was organised for the next day. Three chiefs attended and listened to Bara while he explained the situation.
Today, we have a land case to deal with between Kobe and Ani. Both of them claim the piece of land between the river and the village. I found them arguing yesterday. Can you help us to solve this problem?


I think Kobe's right. I remember his grandfather used to farm that land before.
He's right. This isn't the first time there has been an argument – we had a custom inquiry about 10 years ago about the same land, and Ani's father won the land case then.
That may be true, but the land didn't belong to him. My grandfather told me that it belonged to Ani's line. Kobe's grandfather was allowed to work on it by Ani's father. I am from Ani's tribe.
Yes, everyone in my village would agree. Kobe's family land is on the other side of the river.


Well, Kobe, it seems that all the chiefs except one are in agreement. Ani is the rightful owner of the land. You must accept the chiefs' decision.
Okay, Chiefs! I must have been mistaken. I thought my land was on this side of the river. Thank you for your decision. I will leave Ani to make her garden in peace.
Thank you, Chiefs, for clearing up this matter. And thank you, Kobe, for your understanding.
The following day, a reconciliation ceremony was planned for Ani and Kobe. Gifts were exchanged and the land dispute was finally settled.

## After reading

### A. Understanding the story

Look in the story to complete these sentences. It will help you understand the ideas in the story.

1. Ani was clearing the land to grow _____.
2. Kobe said that his _____ owned the land.
3. Ani said that the land belonged to her _____.
4. Bara organised a _____ _____.
5. _____ chiefs attended the meeting.
6. There was another land case about this land about _____ years ago.
7. At the first custom inquiry, Ani's father _____ the land case.
8. Kobe's land is on the other side of the _____.
9. It was agreed that _____ is the rightful owner of the land.
10. After the meeting, _____ were exchanged and the land _____ was settled.

### B. Making polite suggestions

Imagine that you are Bara. What are some suggestions that you could make by asking questions?

For example, "***Why don't we*** stop shouting?"

What if you/we …? Why don't you/we …?

### C. Thinking questions

Discuss the questions in a group. They will help you to think about the ideas in the story.

1. How did Kobe speak to Ani? Why did he speak this way? Is it OK for Kobe to speak to Ani like this? Why?
2. Bara is called a peacemaker because he stopped the fighting. Do you know any peacemakers? What do they do?
3. Do you agree with the chiefs' decision? What could Kobe do if he does not agree with the decision?
4. What can Ani do to make sure there are no more land disputes in the future?
5. What things do you think people are saying at the reconciliation?

### D. Discussion about land issues

Discuss these questions about land ownership in our country. Try to use some of the sentence starters from Activity 11.

- Do you know about any land disputes?
- What happened?
- What do you think is the best way to manage land disputes?

**Looking ahead**

In Lesson 9, you will turn the comic strip Bara, the Peacemaker into a play. Perhaps you can choose your groups now and decide which characters you will play. If possible, you could bring a costume (clothes) and props (things you use) for your play too.

# Lesson 9
# Play time

Today, we are preparing and presenting a play about a land dispute.

ACTIVITY 15

## Preparing and presenting a play

### A. Preparing for your play

Form a group of 6–8 classmates to practise the play Bara, the Peacemaker.
Here are the characters.

1. Narrator
2. Ani
3. Sina
4. Kobe
5. Bara
6. Chief 1
7. Chief 2
8. Chief 3

- The characters say the sentences in the speech bubbles. You can add extra things to say too.
- Think carefully about how your character speaks and acts. Consider how you can show the character's feelings, like being angry, confused, or happy.
- Work together as a team. Then your play will be successful.

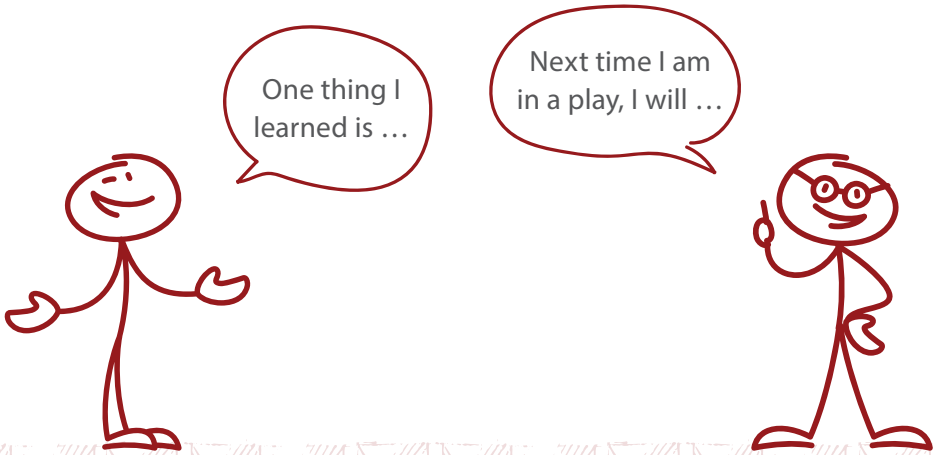
### B. Presenting your play

When you are ready, take turns with another group to present your plays. Remember, when you watch a play, be a polite audience.

### C. Let's reflect

After you have presented your play, use this checklist to reflect on your group work.

| Group work checklist |
|---|
| Our group worked cooperatively and helped each other. |
| I tried to show the character's feelings with my voice and actions. |
| I was polite and respectful when I watched another group's play. |





# Lesson 10
# A golden community

Today, we are playing a board game about a gold mine.

## ACTIVITY 16 Playing a board game

This board game will help you think about the some positive and negative consequences of land use.

**How to play**

- Sit in a group.
- You need a dice. If you don't have a dice, put six pieces of paper, numbered 1–6, in a container.
- Each player needs a counter, or small object, to mark their place on the board.
- Take turns to throw the dice or draw a piece of paper. Count on the board the number of spaces to move. If you roll or draw a 3, you move your counter three spaces.
- If you land on a space with instructions, read the instruction aloud to your group, then follow the instruction.



**START**

Gold has been discovered on your tribal land.



| | | | | | | |
|---|---|---|---|---|---|---|
| 11 | 10 An agreement has been signed with the mining company. The mining is about to begin. Forward 5 spaces | 9 | 8 | 7 The mining company has promised jobs for anyone who wants work. Forward 5 spaces | 6 | 5 |
| 12 Bad news. Your family must relocate, or move, because your house is on the mining land. Back 10 spaces | 13 | 14 It is very noisy with trucks and diggers working day and night. The roads are dangerous. Back 8 spaces | 15 | 16 | 17 Mining has begun. You have a good job and money for your family. Forward 3 spaces | 18 |
| 25 | 24 A new school is finished. It is very grand, with lots of books and new furniture. Forward 3 spaces | 23 | 22 There is still no school or hospital. The company did not keep its promise. Back 11 spaces | 21 | 20 | 19 Not everyone got work at the mines. They are angry because the company promised work for everyone. Back 6 spaces |
| 26 | 27 | 28 The hospital is finished. People don't need to travel six hours to the clinic anymore. Forward 5 spaces | 29 | 30 | 31 The water in the river is making people sick. They say it is from the mine's chemicals. Back 7 spaces | 32 |
| 39 | 38 The mining company has gone. All that is left is a scarred hillside and a polluted river. Go back to the start! | 37 | 36 | 35 People are still poor and grumbling. Most money from mining is going out of the community. Back 8 spaces | 34 | 33 |
| 40 The mining company has finished. They created a beautiful park and sports ground. Forward 3 spaces | 41 | 42 | 43 You are almost there! Roll a 6 to finish. | | | |

**END**

Your community has completed their mining project successfully.





# Unit 16
# Celebrating through Story

Reflecting on imaginative stories of different cultural events and celebrations.



We made it! This is the final unit. We are going to read and tell some stories. Come on! Let's have some fun!

## In this unit, you will:

- retell stories
- remember how stories are structured
- remember some language features of stories
- read legends from other cultures
- change stories into Solomon Islands' stories
- write a comic story
- create and perform a play.

# Lesson 1
# Tell a story

Today, we are remembering and retelling some of the stories we have read.

## ACTIVITY 1 Remembering stories we have read

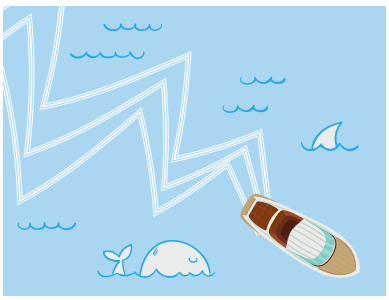
It's time to celebrate your hard work and learning. Let's start our celebration by remembering the stories we have read this year.

**A.** Search for the stories that match these pictures. Then complete a table that shows the unit number, title, and author of each story. An example is done for you.

| Unit | Title | Author |
|---|---|---|
| 10 | Our Hero – The Story of George | Sue Gibbison |



This image is from Lesson 9 in Unit 10



This image is from Lesson ___ in Unit ___



This image is from Lesson ___ in Unit ___



This image is from Lesson ___ in Unit ___



This image is from Lesson ___ in Unit ___



This image is from Lesson ___ in Unit ___

**B.** Discuss the ways the stories are similar and different.

Now, in a group of four, choose one story each. Be ready to retell the story to your group in Activity 2.

## ACTIVITY 2 Becoming a character and telling your story

**A.** In Activity 1, you chose a story to share. Imagine that you are a character in your story. Tell the story like you are there. Here are your steps for getting ready.

1. Read the story carefully.
2. Decide which character you will be.
3. Make a list of the main events in the story. (What happened first, next, after that?)
4. Practise telling your story. Remember to use the past tense and 'I' for first person!

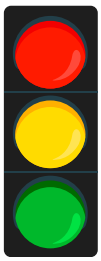
Here's an example:

> Hi. I'm George. I'm a dog.
>
> Once, I went for a walk with some children. We were going to the shops. I love going to the shops. Suddenly, three enormous pit bull dogs attacked the children. The children began to scream. I didn't even think about it. I barked and attacked those nasty dogs. They stopped attacking the children and attacked me instead. Fortunately, the children escaped. Some adults came and chased those bad dogs away. I was badly bitten, and sadly the vet couldn't fix me. After I died, I was given three medals for bravery. But I don't think I was brave. I just wanted to help the children.

**B.** Take turns with your group members to tell your stories.

**C.** Let's reflect

Use the traffic lights to reflect on your storytelling. Choose a traffic light for each dot point.



**Retelling a story:**

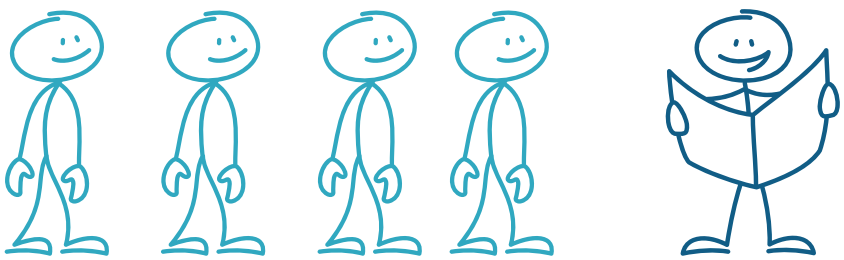
- I spoke clearly. Everyone could hear me.
- I used the past tense.
- My story had a beginning, middle, and end.
- My story was interesting.

**Listening to others:**

- I looked at the speaker.
- I didn't disturb the speaker.
- I listened carefully.
- I told the speaker why I liked their story.

**Complete these sentences and share with a partner:**

- The best thing I did was _____.
- I am going to improve _____ by _____.



# Lesson 2
# Your story

Today, you are telling a story to a group.

ACTIVITY 3

## Getting ready to tell a favourite story



My family tells stories all the time. Ever since I was little, I've listened to stories from my grandad and parents. I love reading and listening to stories. I like telling stories too.

**A.** You are going to tell a story. Follow these steps to plan and practise your storytelling. In Activity 4, you will present your story.

**Step 1: Choose your story.** Your story can be about:

- something that happened to you or someone you know
- a story that you have heard
- a myth or legend
- a story that you have read or seen in a movie.

**Step 2: Organise the ideas in your story.** Follow the narrative structure to organise your ideas.

| Orientation | → | Complication | → | Resolution |
|---|---|---|---|---|
| The way things are | | Something happens or there is a problem | | How things are fixed or end up |

**Setting:** The time and the places in the story.

**Characters:** The people or animals in the story.

**Narrator:** Decide who is telling the story. Is it you (first person, 'I') or someone else (third person, 'he', 'she', 'they')?

**Step 3: Make your story interesting.** Here are some ideas.

- Include some speaking parts. Change your voice when you come to the speaking parts. If you say: I shouted, "Help!" you could shout the word "Help!".
- Look at your audience and use your hands, face, and voice to show expression.

**Step 4: Practise your story with a partner.**

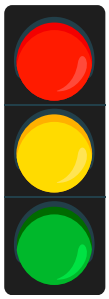
First, take turns to tell your story in your local language. Then take turns to tell your story in English. Help each other to improve your storytelling.

## ACTIVITY 4 Sharing your story with others

**A.** Are you ready to tell your story? Let's go!

Sit in a group of four. Take turns telling your stories in English. At the end, answer any questions your group has about your story.

**B.** Let's reflect



After everyone has shared their story, complete the checklist below. Remember: one traffic light for each dot point.

**Retelling a story:**

- I spoke clearly. Everyone could hear me.
- I used the past tense.
- My story had a beginning, middle, and end.
- My story was interesting.

**Listening to others:**

- I looked at the speaker.
- I didn't disturb the speaker.
- I listened carefully.
- I told the speaker why I liked their story.

**Complete these sentences and share with a partner:**

- The best thing I did was _____.
- I am going to improve _____ by _____.

# Lesson 3
# Watch out for dragons

Today, we are reading a story about why Chinese New Year is celebrated.

## ACTIVITY 5 Reading: The Story of Nian

### *Before reading*

Did anyone in your group tell a story about a celebration in Lesson 2? This story is about an important celebration for Chinese people. It is about Chinese New Year, or Lunar New Year, which is near the end of January. ('Lunar' is another word for 'moon'. A lunar year follows the cycles of the moon.)



**A.** Share what you know about Chinese New Year celebrations. Perhaps you have even seen these celebrations?

Now, read the story silently on your own. Then read and discuss the story with your teacher.

# Text: The Story of Nian

Once, long ago in China, there was a terrifying dragon with a mane like a lion and a horn on its forehead. The dragon, Nian, lived deep in the ocean. It slept every day of the year, except on the last day of the Lunar Year, or Chinese New Year.

Year after year, on the eve of New Year, Nian came out of the ocean. The dragon entered villages, feasting on any animal or person it could find. Everyone was afraid of Nian, so they always escaped to the mountains to hide.



Every new year Nian entered the village.

One New Year's Eve, everyone was getting ready to hide in the mountain forests when an old man came into the village. He was looking for food and shelter. No one helped him because they were too busy. Then an old lady saw the man, and she felt sorry for him.

"Come to my house," she offered **kindly**. "You can eat and rest."

"Thank you," replied the old man **gratefully**. "I'll stay for the night."

"But you do know what this night is!" warned the old woman. "We must escape to the mountains."

"No need," answered the old man **confidently**. "I have three secrets that will protect us from the dragon."

"Nothing works," trembled the old woman. "We must go now!"

"Don't worry. Nian hates fire, noise, and the colour red," promised the old man. "That will keep Nian away."

The old lady decided to trust the old man, so they stayed in the house together. Late that evening, Nian roared into the dark, silent village. It was ravenous and needed to eat. The terrifying dragon thundered **noisily** towards the bright lights of the old lady's house.

"Bang! Crack! Boom!" Nian was startled by the deafening sound of bright fireworks exploding all around.

"Oyyyy!" it roared angrily. Then it saw that the house was covered with red paper.

"Ahhhh!" it howled **fearfully**.

Trembling with fear and anger, Nian slunk back into the deep dark ocean.



"Bang! Crack! Boom!"
The fireworks frightened Nian.

The next day, when the villagers returned to the village, they were amazed to see the old lady and old man were safe. So, the next year, the villagers all stayed in the village. They stayed up all night. They lit fireworks and red lanterns, covered their houses in red paper, and wore red clothes. All night they banged **loudly** on their drums and gongs and danced to loud music. When Nian came out of the ocean and heard the noise and saw red around him, he promptly returned to the sea and never came back.



Chinese New Year lanterns

Today, every Chinese New Year, Chinese people all around the world celebrate by wearing red, making loud noises, and lighting fires to keep the dreadful dragon, Nian, away.

ACTIVITY 6

## After reading: The Story of Nian

The Story of Nian is a narrative. Do you remember the narrative features plot, character, and setting? You can show these features with a story pyramid. Here's an example story pyramid for Our Hero – The Story of George.

### How to make a story pyramid

1. The name of the main character.
2. Two words describing the main character.
3. Three words describing the setting (time and place).
4. Four words describing the problem in the story.
5. Five words describing an event at the beginning of the story.
6. Six words describing an event that happened next.
7. Seven words describing another event that happened after that.
8. Eight words describing the solution to the problem.

Our Hero – The Story of George by Sue Gibbison



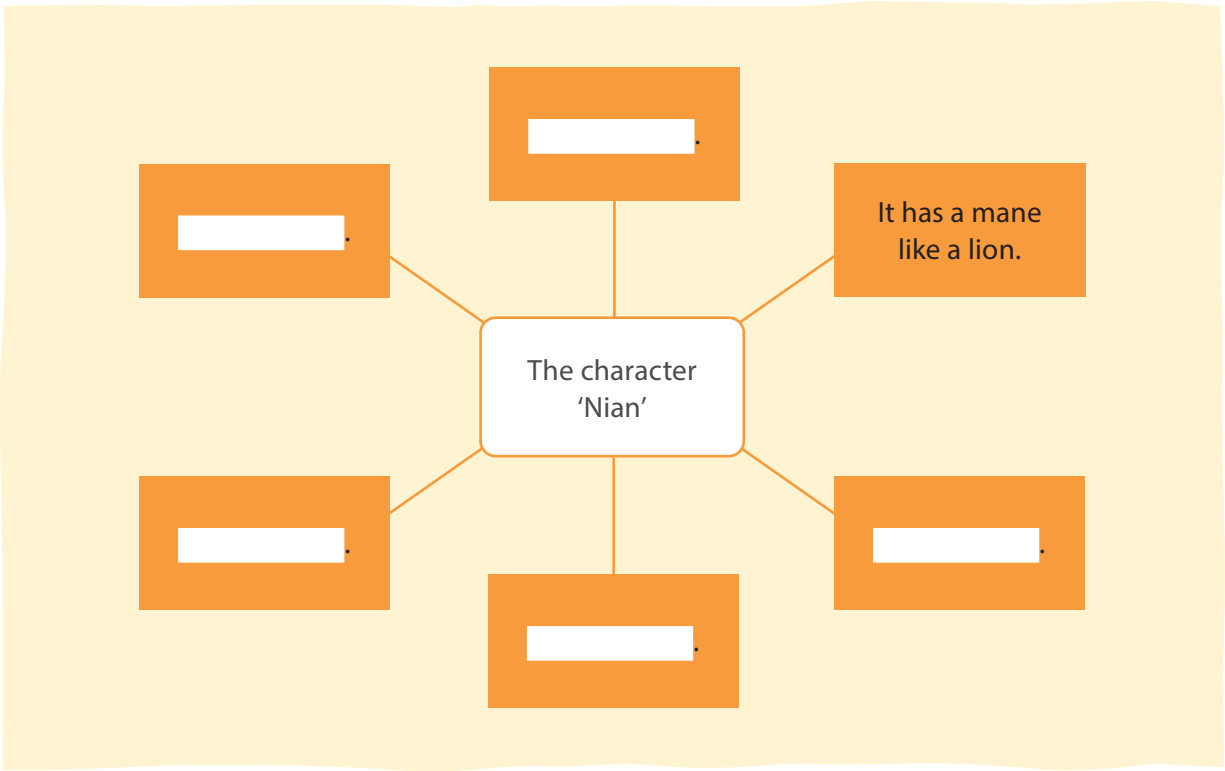
1. George
2. Brave, terrier
3. Small town, NZ
4. Big dogs attacked children.
5. George and children went walking.
6. Three big dogs attacked the children.
7. George barked and attacked the bad dogs.
8. George was awarded three medals for his bravery.

**A.** Make a story pyramid for The Story of Nian.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

**B.** Nian is the main character. In the story, we learn what Nian looks like and how Nian behaves. Make a diagram to show what you know about Nian. One example is done for you.




**C.** Complete the table to show how the **villagers' behaviour** changed **after** the old man came to the village.

| Before the old man came to the village | After the old man came to the village |
|---|---|
| **1.** The villagers escaped to the mountain on New Year's Eve.<br>**2.** The villagers were afraid.<br>**3.** The villagers didn't know how to send Nian away. | **1.**<br>**2.**<br>**3.** |



# Lesson 4
# Driving off dragons

Today, we are considering how we use language to make stories come to life.

ACTIVITY 7

## Using power verbs and adverbs in narratives

In narratives, the writer wants us to use our imaginations and picture what's happening in the story as we read, like making a movie in our heads. While you listen to your teacher reread The Story of Nian, try to imagine what is happening.

Narrative texts use words that help us use our imagination. We are going to study some of the verbs and adverbs the writer used in The Story of Nian.

### A. Saying verbs

Do you remember that saying verbs show how something was said. They come after the speech marks and are always in the past tense.

Find **eight** saying verbs in the story. Use them to complete these sentences.

1. "Would you like some cake?" _____ Annie.
2. "No, thanks," _____ her friend.
3. "Be careful," _____ the old man.
4. "I'll take you to town tomorrow," _____ Dad.
5. "Ouch!" _____ Freddy when he fell off the roof.
6. "I'm scared," _____ the little girl.

### B. Power verbs for 'went'

The word 'went' doesn't tell us much about an action. There are many more interesting ways to say went.

Look in the story to find verbs to replace 'went' in the sentences below. One example has been done for you.

1. The dragon went to villages feasting on any animal or person it could find.
   The dragon ***entered*** villages feasting on any animal or person it could find.
2. Everyone was afraid of Nian so they always went to the mountains to hide.
3. Nian went into the dark silent village.
4. The terrifying dragon went noisily towards the old lady's house.
5. Trembling with fear and anger, Nian went back into the deep dark ocean.

Can you think of some more words for went?



## C. '-ly' adverbs

'-ly' adverbs explain how things happen. They are always connected to a verb. The adverbs in The Story of Nian are in italics.

Find six '-ly' adverbs in the story and the verb they give information about.




| Verb | Adverb |
|---|---|
| offered | kindly |

Check you understand the meaning of each verb and adverb.

## D. Adverbial phrases

Adverbial phrases can also tell us more about the action of a verb. They tell us where, when, or how. Find the underlined verbs in the story. Then find the adverbial phrase that follows these verbs to complete the sentences. The first one is done for you.

1. The dragon, Nian, lived ... (where?)
   The dragon, Nian, lived ***deep in the ocean***.
2. People were getting ready to hide ... (where?)
3. "We must escape ..." (where?)
4. Three secrets will protect us (how?)
5. Nian roared ... (where?)
6. The terrifying dragon thundered noisily ... (where?)
7. Nian was trembling ... (how?)
8. The next year, the villagers all stayed ... (where?)
9. All night they banged ... (how and where?)
10. Nian returned ... (where?)

## E.

Here is a story Nian wrote about what happened next. Nian isn't so smart and needs help to make its story more interesting. Can you help by improving the verbs in his story? Use '-ly' adverbs and adverbial phrases.

***Nian's Story***

by Nian

I went back into the ocean. I went to sleep. I never came back.

# Lesson 5
# A monster story

Today, we are changing the story of Nian into a new story.

## ACTIVITY 8 Using the narrative structure to tell a story

**A.** Knowing how narratives work and how they are organised will help you read, write, and tell stories. Read and discuss how The Story of Nian is structured as a narrative.

**Orientation**
The way things are

→

**Complication**
Something happens or there is a problem

→

**Resolution**
How things are fixed or end up

**Setting**
The time and the places in the story

**Characters**
The people or animals in the story

| **Narrative structure for** The Story of Nian | |
|---|---|
| **Orientation** | Every Lunar New Year's Eve, a dragon came into a village to eat animals and people. No one could stop Nian, the dragon. |
| **Complication** | An old man came to the village one Lunar New Year's Eve. An old lady gave him food and shelter. The old man wouldn't leave the village because he knew how to stop the dragon. |
| **Resolution** | The dragon was scared away by noise, fire, and the colour red. It never came back. That is why the Chinese celebrate Chinese New Year. |
| **Settings** | • The village<br>• The old lady's house<br>• The deep dark ocean<br>• The mountains |
| **Characters** | • Nian<br>• Old lady<br>• Old man<br>• Villagers |

**B.** Retelling The Story of Nian

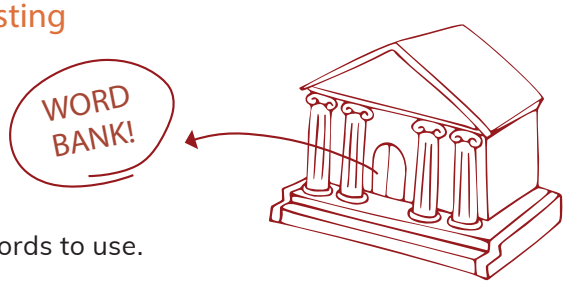
Retell The Story of Nian, but set your story in Solomon Islands. Change the main character to another kind of monster. You can make other changes too, but remember to follow the narrative structure.

Here are some things to think about:

- What is your monster's name?
- What does your monster look like?
- Where does your monster live?
- When does your monster come to the village?
- Where is the village?
- Where do the villagers go to hide?
- Who came to the village – an old man or someone else? Who helped them?
- What is your monster afraid of?
- What happens at the end of your story?
- What other changes are you going to make to the story?

### Helpful ways to make your story interesting

- Use different words for 'went'.
- Use '-ly' adverbs.
- Use saying verbs for speaking parts.
- Use adverbial phrases.
- Look in your **Word Bank** for interesting words to use.




**C.** When you are ready, tell your story to a partner or to your group. Perhaps they can give feedback and help you to improve your story.



# Lesson 6
# A comic strip

Today, we are writing our story as a comic strip.




ACTIVITY 9

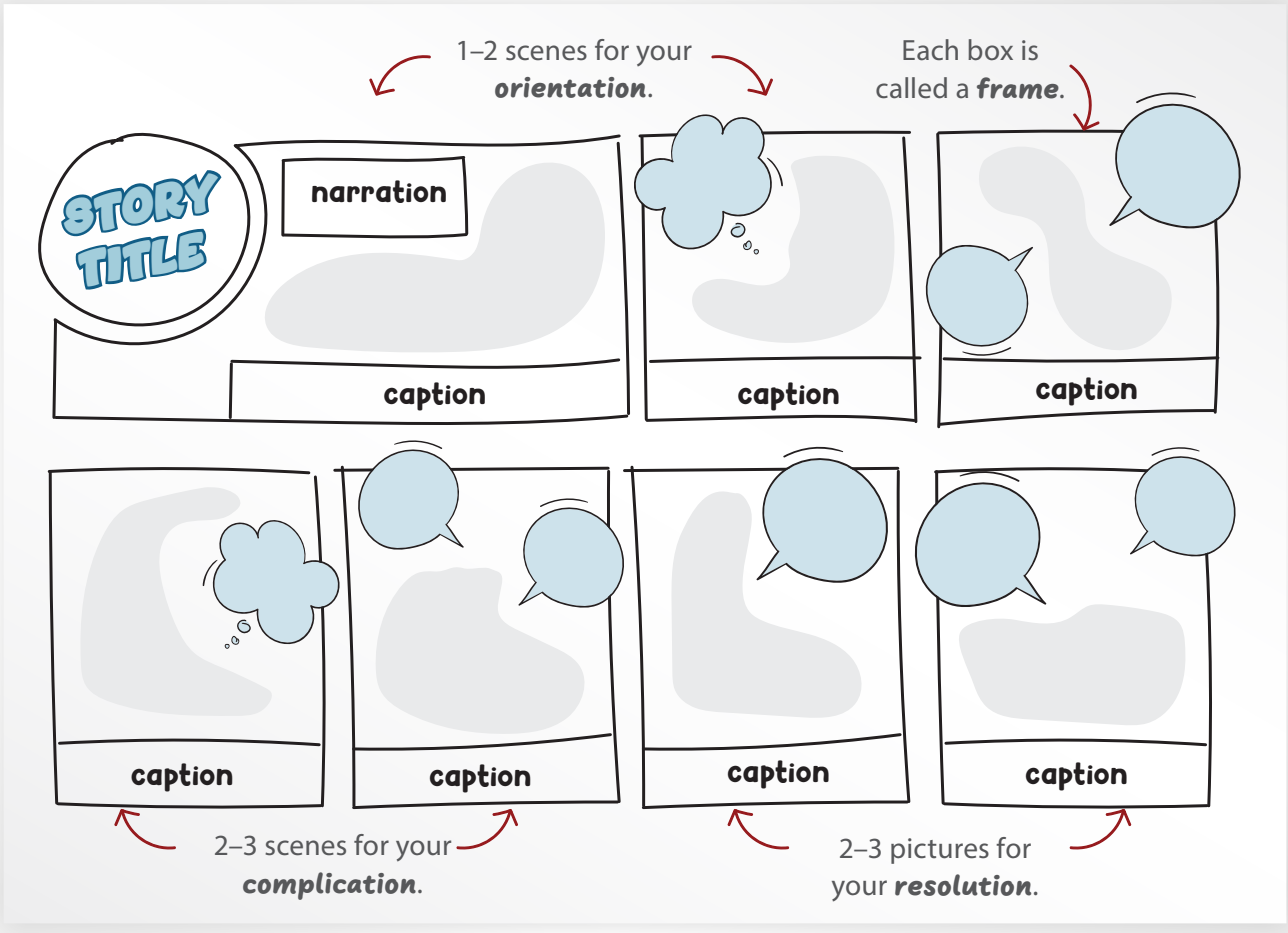
Drawing and writing a comic strip

Remember the comic strip from Unit 15, Bara, the Peacemaker? Now, you are going to turn your story from Lesson 5 into a comic strip. Here are some suggestions to help you.

## How to make a comic strip story

- Break your story up into different scenes, or parts, like in a movie or a play.
- Make a frame for each scene.
- Make simple comic drawings.
- Use speaking bubbles to show what characters are saying and use thinking bubbles to show what they are thinking.
- Use captions to tell your story.



# Lesson 7
# Celebration of light



Today, we are reading a legend about the first sunrise.

ACTIVITY 10

Reading: The First Sunrise

You are going to read two legends that celebrate the light we get from the sun. They come from two different cultural groups: Māori from New Zealand, and the Aboriginal peoples of Australia.

## Before reading

**A.** Are there any legends or custom stories about the sun from your culture? If there are, share them with your group.

**B.** This is a legend from the Aboriginal peoples of Australia. Look at the pictures and scan the story to think about these questions.

- Who are the characters? You can scan through the story to find out.
- Where is the setting?
- What do you think is the problem?
- How do you think the story will end?

Now, read the story silently. Then read and discuss the story with your teacher.

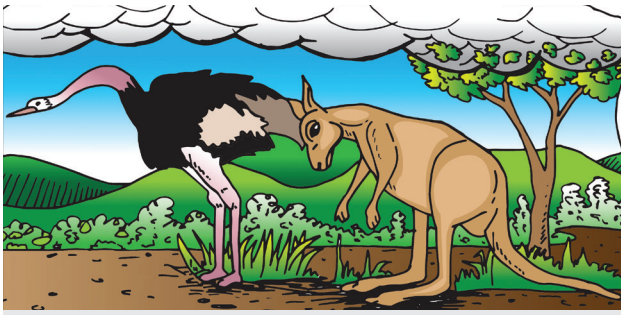
## Text: The First Sunrise

### Adapted from an Aboriginal legend

Long ago in Dreamtime, the Earth was dark and cold. The clouds were so low that the animals had to crawl around. The kangaroo couldn't hop, and the birds couldn't fly. The emu's long **neck** was pushed down by the heavy clouds. Only the snakes were happy to be so close to the ground.

Everyone had had enough of the dark, cold **Earth**. One day, the smartest of all animals, the magpies, called a meeting of the animals.

"We've had enough," complained the magpie leader. "We have a plan."



The dark clouds pushed down on the land.

"Anything's worth a try," answered a kangaroo in a hopeful **voice**.

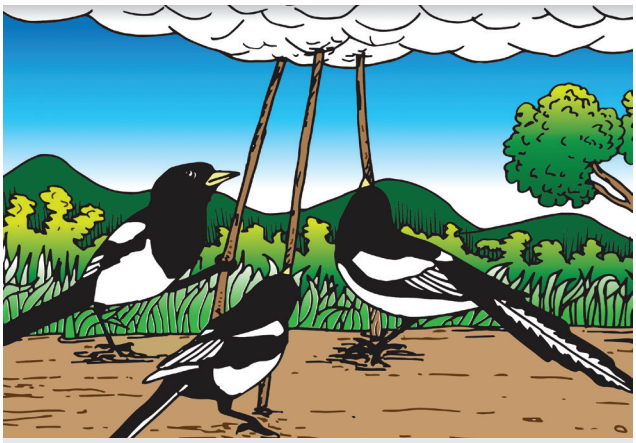
"I agree. My neck hurts all day long," muttered an emu.

"Oh, who cares?" hissed a sleepy **snake**.

"We care!" shouted the angry **animals** together.

The magpie leader calmed the animals down and shared the plan. "We're going to push the clouds up from the ground with sticks." Everyone except the snakes thought it was a wonderful idea, so they began to collect sticks.

Soon, the emus and the kangaroos watched hopefully as the magpies slowly pushed the heavy **clouds** upwards. Higher and higher, the clouds began to lift. The emus began to straighten out their long necks, and the kangaroos took great **hops**. The snakes just slithered away and didn't care.

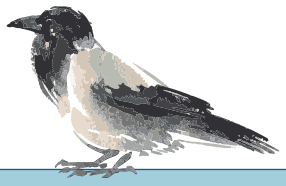


The magpies pushed the heavy clouds upwards.

Harder and harder the magpies pushed at the clouds. Then, at last, with a magnificent **push** by all the magpies, the clouds shot up into the air. They opened up and there was the sky. It was filled with beautiful reds and oranges and yellows. It was the first sunrise.

The magpies were so happy they burst into song. "Quardle oodle ardle wardle doodle," they sang loudly. All the animals jumped and danced (except the snakes, of course). And to this day, the magpies greet the morning **sunrise** with a joyful **celebration**.

## ACTIVITY 11 After reading: The First Sunrise



**A.** Show how The First Sunrise is organised.

| **Structure for** The First Sunrise | |
|---|---|
| **Orientation** | |
| **Complication** | |
| **Resolution** | |
| **Setting** | |
| **Characters** | |

**B.** **Saying verbs**

Here is what an emu said: "I agree. My neck hurts all day long," ***muttered*** an emu.

'Muttered' means a quiet, grumbling, complaining voice. Try speaking like the emu.

There are different saying verbs in the story to show how the animals spoke and felt. Try saying each of the speaking parts, using the saying verbs to show how the animals spoke.

**C.** Find adjectives in The First Sunrise that expand the nouns, which were set in italics.

1. Write each adjective and noun in your book. Underline the adjective in each phrase.
   For example, ***long*** neck
2. Choose three of the nouns. Change the adjective to a different one.
   For example, ***thin*** neck

**D.** **Thinking questions**

1. Suggest another way that the magpies could have lifted the clouds.
2. Perhaps the Earth really was cloudy and dark once. What could be a scientific reason for this?
3. Why is sunlight so important?





# Lesson 8
# Slow down the sun!

Today, we are reading a legend about how the sun was slowed down.

ACTIVITY 12

Reading: Māui Slows the Sun

The next legend you are going to read is set long ago in New Zealand. It is also a celebration of the light that comes from the sun. The Māori were the first people to settle in New Zealand, which they called 'Aotearoa'.

## Before reading

**A.** Look at the pictures and captions.

- What do you think will be the Complication?
- What do you think will be the Resolution?

Read the story silently. Then read and discuss the ideas in the story with your teacher.

## Text: Māui Slows the Sun

Long ago in New Zealand, there lived a clever Māori demigod named Māui. His ancestor had given him magic powers.



The sun moved too quickly across the sky. There was no time to do the work.

In those days, the sun moved too quickly across the sky. There was never enough daylight to fish, hunt, and do the work. Māui and his brothers had had enough. Then Māui had a plan.

"I can slow the sun!" he boasted to his brothers. "It's impossible to slow the sun, Māui," laughed his brothers. "He is too powerful!"

"Nothing is impossible," replied Māui. "I have the magic jawbone of my ancestor. But I need the help of my brothers."

Māui told his brothers to collect flax plants to make a net. They were going to catch the sun with the net. Soon, Māui and his brothers had an enormous net. They were ready to slow the sun.

Māui and his brothers travelled to a huge deep pit where the sun was sleeping. While it was still dark, Māui and his brothers put the net over the pit.

"Now, we wait," instructed Māui. "Don't make a sound." The brothers waited quietly for the sun to wake up.

In the early morning, the sun began to rise.



The brothers were afraid, but they pulled the net hard.

"Pull on the ropes. Pull. Pull as hard as you can," shouted Māui to his brothers.

The brothers were afraid, but they pulled hard so the sun couldn't escape.

The sun was terribly angry. "What are you doing?" he roared. "Let me out!"

"No! You fly across the sky too fast. We haven't got enough time to do our work," explained Māui.

The sun just struggled more, throwing out fire. He was furious, but he couldn't escape the net.

"Promise to fly more slowly across the sky," yelled Māui. "Then I'll let you out."

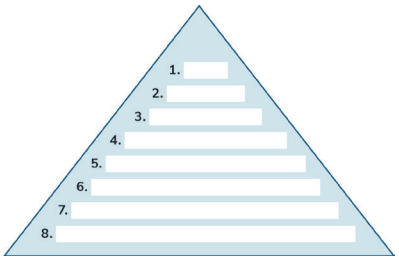
"I promise! I promise!" muttered the sun. He knew that Māui's magic was stronger than him.

The brothers let go of the ropes, and the sun rose and moved slowly across the sky. Ever since, the sun has moved slowly across the sky.

## ACTIVITY 13 After reading: Māui Slows the Sun

**A.** After you have read and discussed the story, make a story pyramid for Māui Slows the Sun, like the one you did in Activity 6.

### How to make a story pyramid




1. The name of the main character.
2. Two words describing the main character.
3. Three words describing the setting (time and place).
4. Four words describing the problem in the story.
5. Five words describing an event at the beginning of the story.
6. Six words describing an event that happened next.
7. Seven words describing another event that happened after that.
8. Eight words describing the solution to the problem.

**B.** Did you notice the similarities and differences between Māui Slows the Sun and The First Sunrise? Put the ideas from the box into the Similar/Different table to show their similarities and differences. Two have been done for you.

**Choose ideas from this box**

- There is magic.
- The characters help each other.
- It is a legend.
- Everyone wants more sunlight.
- The characters are people.
- The characters use sticks.
- There is a leader.
- The characters are animals.
- The characters use a net.
- It is set in New Zealand.
- It is set in Australia.

| **How are** Māui Slows the Sun **and** The First Sunrise **similar and different?** | |
|---|---|
| **What is similar?** | **What is different?** |
| It is a legend. | It is set in Australia. |

**C.** **Thinking questions for discussion**

1. Why do you think the early Māori believed the sun slept in a pit?
2. Can you suggest another way to slow the sun?
3. Do you think Māui Slows the Sun and The First Sunrise are celebration stories? Why?
4. Which story did you prefer? Māui Slows the Sun or The First Sunrise? Why?

# Lesson 9
# End with a play

In our final lesson, we are preparing a play for others to enjoy.



ACTIVITY 14

## Creating and performing a play

Let's have some fun and end our school year with a play! It is a good way to show how much your English has improved.

**In a group**, choose one of the stories you have read in Unit 16 or during the year and turn it into a play. **But** let's change it to a Solomon Islands' play.

Remember to:

- change the **setting** to Solomon Islands.
- change the **characters** to Solomon Islands characters (people or animals).
- change any ideas you want. You could even have a different resolution, or ending, for the play.

Use the narrative structure to help plan your ideas.

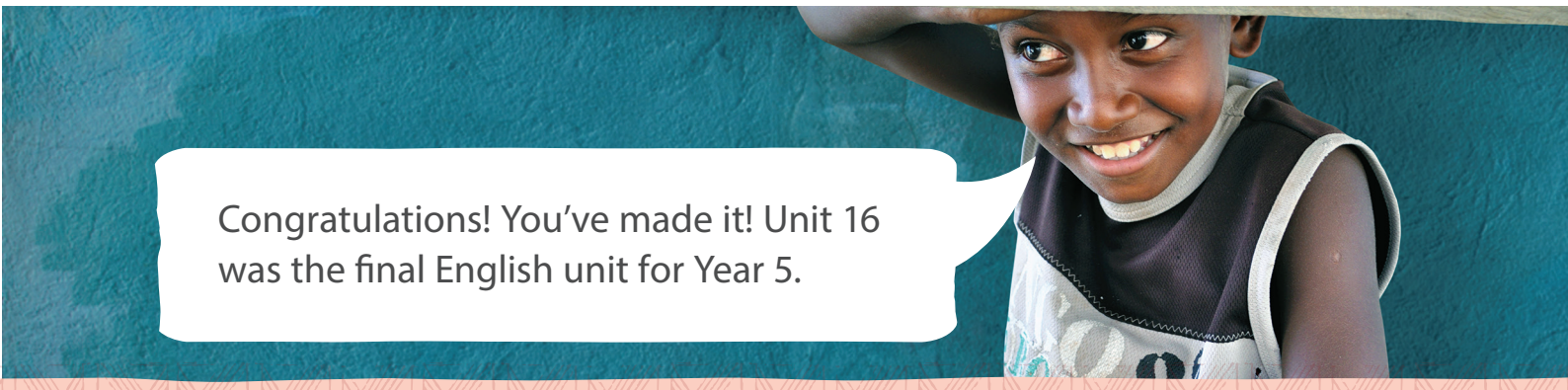
| **Orientation** | → | **Complication** | → | **Resolution** |
|---|---|---|---|---|
| The way things are | | Something happens or there is a problem | | How things are fixed or end up |

| **Setting** | **Characters** |
|---|---|
| The time and the places in the story | The people or animals in the story |

**Hints for your play**

- **Narrator:** You can choose a person who tells the audience what is happening.
- **Characters:** Give each character speaking parts – sometimes characters can speak together. Know your lines (the parts you speak). Make your voice and actions interesting.
- **Props:** Think about the things that characters will carry or use.
- **Costumes:** Think about what your character will wear.
- **Practise. Practise. Practise.** Then your audience will enjoy your play.

Perform your play to the class. Perhaps you could perform your play to another class too. Play your part well and encourage and help others.

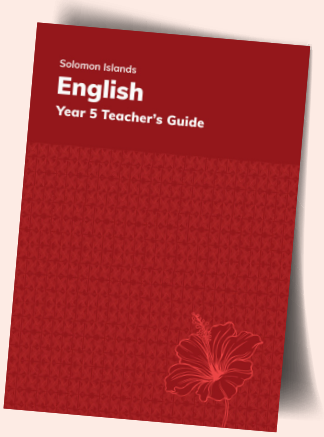


# Solomon Islands
# English Year 5 Learner's Book

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**.




ISBN 978-982-101-629-2