

Nguzu Nguzu English

Pupil's Book 2



Standard 6

First Edition 2005

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Curriculum Development Centre

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Solomon Islands



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Standard 6

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A Note to the Pupils

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

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

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

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

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

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

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

The authors hope that you will enjoy learning English this way in Standard 6.

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Important Note

This Pupil's Book belongs to the school. You must not take it home unless your teacher tells you to and it must always be returned to school.

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Contents	Page
A Note to the Pupils	1
Acknowledgements	2
Contents	3

The English Units Term 2

Unit 5	Protecting the Environment	5
Unit 6	Endangered Species	41
Unit 7	World Heritage	69
Unit 8	Creative Arts	100

Reading - Mangroves

Read the information report about mangroves in the reader. It is about the importance of mangroves. Several difficult words are used. Use a dictionary to find the meaning of words you do not know. Try to understand all the information in the report.

Comprehension

Read the text silently again.

Now read the following statements and decide whether each is true or false. Copy the sentences into your exercise book and write the word 'true' or 'false' at the end of each statement.

Examples:

Mangroves are important food sources for people. **True**

Mangroves do not provide shelter for birds or marine animals. **False**

1. Mangroves are not an important coastal ecosystem.
2. Mangroves create homes for many plants and animals.
3. Mangrove ecosystems include only one type of tree.
4. Mangroves do not provide shelter for all marine animals.
5. Mangroves protect and build up coastlines.
6. Many marine animals use mangroves as a breeding ground and a place to lay their eggs.
7. Mangroves are not safe places for young animals to grow before they move out into deeper waters.
8. The parts of a mangrove ecosystem, such as the trees, plants and animals, rely on each other for survival.

Language Study

Change these sentences from passive to active voice. Write your sentences in your exercise book.

Study the example first:

The information report **was read** by the children. (**passive voice**)

The children **read** the information report. (**active voice**)

1. Small particles of soil, sand and rock are trapped by tree roots.
2. Nutrients are converted into plant material by trees.
3. Mangroves are used as a breeding ground by many small animals.
4. The fruit of mangrove trees is used for food by Solomon Islanders.
5. Eggs are laid in mangrove areas by some types of fish.

Spelling

Here are the spelling words for this week. Copy them into your exercise book and learn to spell the words correctly.

Make sure you know the meaning of the words and can use them in sentences.

Copy the table below into your exercise book. Then draw a line to match each spelling word with the correct definition. If you have different coloured pencils, draw each line a different colour.

bought	hour
while	straight
frightened	though
d	knowledg
higher	e
caught	hymn

opposite of lower	caught
past tense of buy	while
a period of time	though
in spite of	higher
past tense of catch	bought
scared	hour
what you know, information	frightened
without bend or curve	knowledge
during	hymn
a song of praise	straight

Oral and Writing

Over the next few days you are going to plan, draft, proofread and edit an expository text about why the mangrove ecosystem is important.

Today, your task is to look for facts about mangroves in the text. Work with a friend to list these facts in note form in your exercise book. Add anything else you know about the importance of mangroves to your list.

This list of facts will help you to write an exposition about why you think that the mangrove ecosystem is important. You will need some facts to make your argument more convincing.

Your list might begin like this:

Facts about Mangroves

- important coastal ecosystem found near lagoons and islands of SI
- mangroves protect and build up coastlines

Reading

Today's text is a factual text describing life on a coral reef. Study the key words. Use a dictionary to find their meaning before reading the text.

Life on the Coral Reef

Lionel Damola

Key Words

shadows, inhabit, polyps, tentacles, nutrients, coral reef, creepers, crawlers, relationships

Welcome to an Underwater World!

Coral reefs are among the most beautiful places in the world. Corals are found in different shapes, sizes and colours. Some look like rocks. Others have bushy branches like trees and others look like parts of the body such as a brain or fingers.

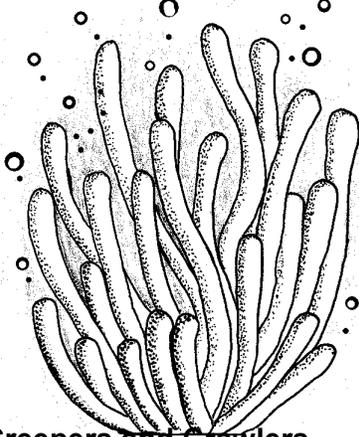
Coral reefs are not just beautiful to look at, they form stony rock which provides food and shelter for many other living creatures. Many kinds of small plants and animals live on, around, and within these coral rocks. Hundreds of colourful fish swim among the coral and hide in the shadows. Together, all these forms of life make up the coral reef ecosystem.

We can divide the creatures that inhabit the reef into three groups:

- **attached animals** are joined onto the reef;
- **creepers and crawlers** are those animals which live on the reef, but are able to move around; and
- **swimmers** are the many varieties of fish that inhabit the reef.

Attached Animals

Attached animals are those that are joined onto the reef. They do not move around, but catch or filter their food from the water.



Coral is created by animals. It is built up from the skeletons of tiny animals called polyps, which attach themselves to one another when they die. This forms the reef. Living coral lives on these skeleton structures.

Other attached animals, such as sponges, pump water through their bodies to strain out nutrients.

Sea anemones are related to corals. They attach themselves to the coral by a single muscular foot. They trap food from the water with their long flowing tentacles.

Creepers and Crawlers

Creepers and crawlers are those animals that live on the reef, but are able to move around. Most of the reef's creeping and crawling members rest hidden within caves and holes during the day and come out at night to feed.

2

These include snails, starfish, sea urchins and sea cucumbers.



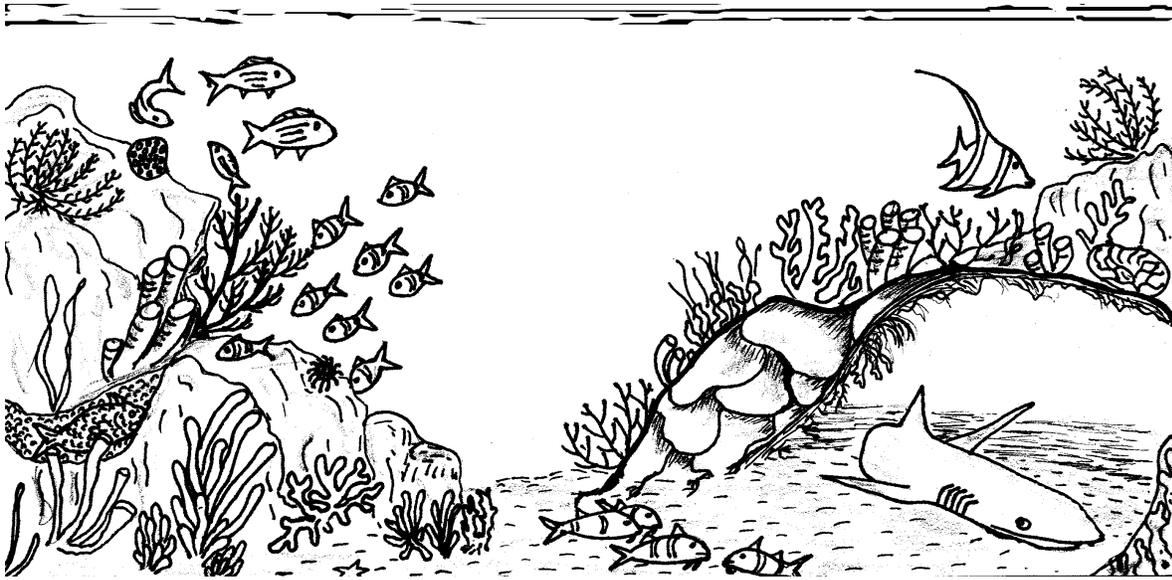
Most hermit crabs and lobsters hide during the day and are active by night.

Hermit crabs live inside empty snail shells. As the crabs grow, they must find larger empty shells to move into.

Swimmers

Coral reef fish vary widely in shape, colour, size and behaviour. Some travel long distances, while others stay within a small reef area.

Some fish such as blue jacks, do not shelter in the reef, but just visit to hunt small fish for food. Some butterfly fish, by contrast, may spend their whole lives near a single clump of coral.



The Coral Reef is a Living System

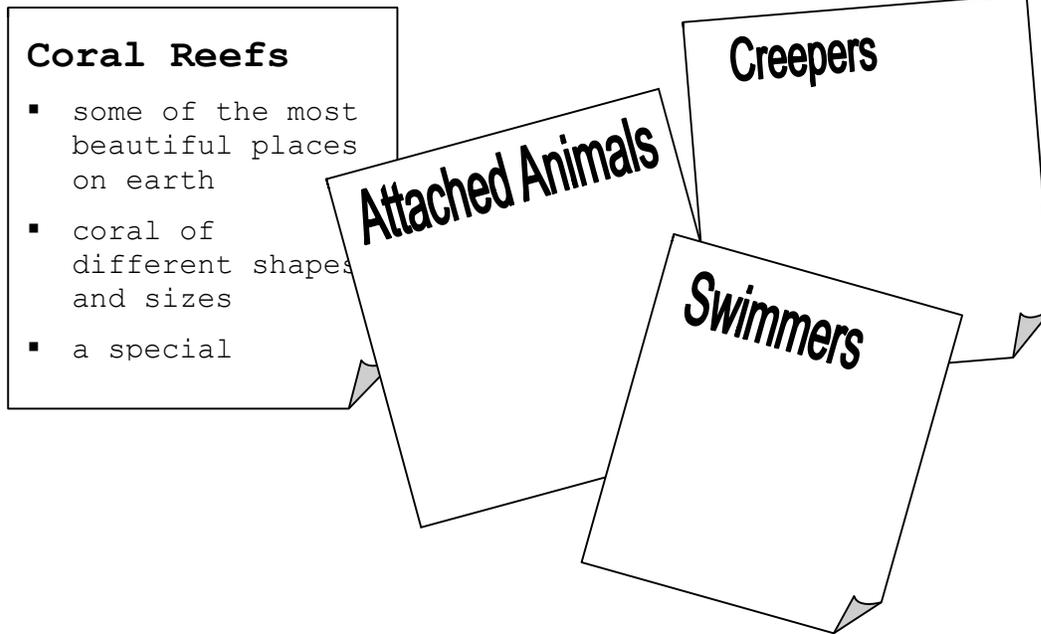
Every plant and animal on the reef has a special role to play. Some animals are active by day; others are active by night. Each has its own living space. Each has certain kinds of food, and in turn may also be a source of food for others. Some animals create homes for others to live in. Many have close relationships, each providing something that another needs.

The coral reef is a balanced ecosystem where all things have their special place and function. In an ecosystem, all things are related or interrelated. All the plants and animals of the reef depend on each other.

Comprehension

Read the descriptive report again silently. Then, write some factual information on each notepad. Use the headings given.

The first one has been started for you.



Language Study

Study these examples. Can you decide which are facts and which are opinions?

1. I am twelve years old. **(fact)**
2. Our teacher is the best in the world. **(opinion)**
3. Mount Everest is the highest mountain in the world. **(fact)**
4. Mount Tatuve is the most beautiful mountain in the world. **(opinion)**

Read these sentences carefully. Copy each one into your book and write 'fact' or 'opinion' beside each statement.

For example:

Some animals are active by day; others are active by night. **(Fact)**

1. This descriptive report describes life on the coral reef.
2. Corals are found in different shapes, sizes and colours.
3. Coral reefs are the most beautiful places in the world.
4. We can divide the creatures that inhabit the coral reef into three groups.
5. Plants on the reef have more important roles to play than plants in other ecosystems.
6. The coral reef is a balanced ecosystem where all things have their special place and function.

7. Coral reef fish taste better than deep sea fish.
8. Swimmers are the most interesting creatures on the reef.

Handwriting

Copy the passage below into your exercise book in your best handwriting.

Remember to look carefully at your work. When you have finished compare your writing with the writing here. How does your writing compare to this passage?

Always check that:

- Your slope lines are running the same way
- The spacing between words is consistent
- Your letters are equal in size
- Letters are joined correctly

"I teach my students that the ocean is like a garden and should be tended as such.

Ask permission for taking,

Take only what you need while offering thanks,

Leave the surroundings as they were found,

Give something in return,

And then pray again for continued growth.

The akua is the one who ultimately provides the perfect balance for all of nature."

by Kanela MacGregor, Teacher

Oral and Writing

Study the structure of an exposition text on the next page.

The purpose of an exposition is to express an opinion. The writer takes a stand on an issue and uses arguments to justify it. When writing an exposition, aim to convince others to agree with your viewpoint.

Your arguments on an issue must be ordered in a logical sequence.

Structure of an Exposition

Title:	States what the exposition is about.
Statement of your position:	Tell the reader your point of view.
Argument:	Includes reasons for your ideas and evidence to support your argument. Usually has more than one point.
Summing Up:	Restates the main argument. May also call for action.

Now, use the exposition structure to plan and develop an exposition text about mangroves. Discuss why the mangrove is an important ecosystem. Write the first draft of the text in your exercise book.

- Use the mangrove facts you wrote down yesterday to plan and develop your argument.
- Remember to include your own local knowledge about mangroves.
- Try to use your own words if you are taking information from the text.

Here are some good sentence starters to help you begin:

Mangroves are important because ...

We ought to look after mangroves because ...

People should not ...

If we don't take care of our mangrove areas ...

Everyone should help to care for these ecosystems because ...

I believe that communities should ...

People who live near mangroves must ...

It is up to everyone to ...

Reading

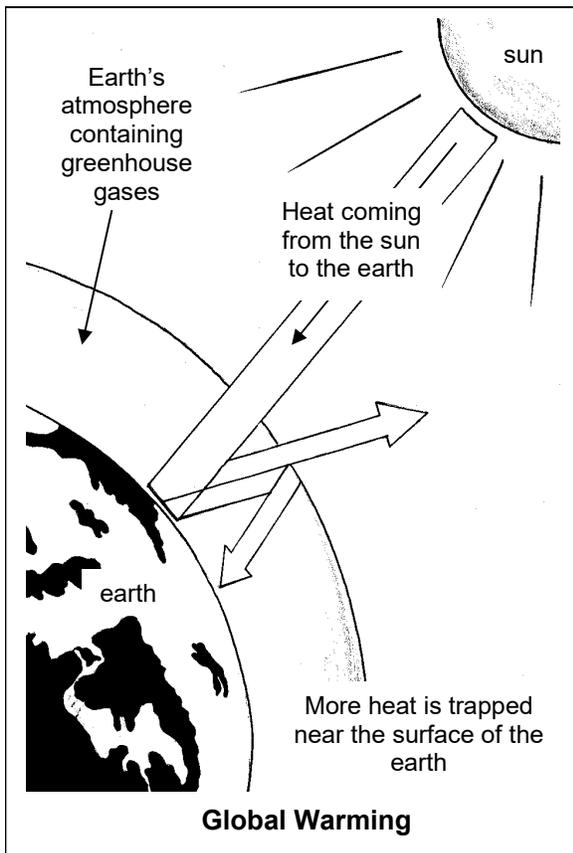
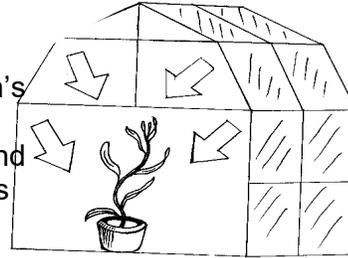
Read this scientific explanation about the greenhouse effect silently. It is a difficult text containing some scientific words. The context will help you to understand it.

Understanding the Greenhouse Effect

Key Words

vital, necessary, recent, exhaust fumes, fossil fuels, atmosphere, extensive, gases

The Earth's atmosphere is made up of different gases, all of which are vital to life. The atmosphere plays an important role in keeping the temperature of the earth just right for people to live. It is like the glass on a greenhouse. The sun's warmth passes easily through and the glass then traps the warmth inside. This is called the "greenhouse effect" and it is necessary for life to exist on this planet. In recent years things have begun to change.



It is now believed that the things people do are changing the balance of gases in the atmosphere. This change is probably the result of more industrial activity around the world and the use of oil to power cars, trucks and factories. The result is that the world is becoming warmer. We call this global warming.

Gases that trap heat are being released into the earth's atmosphere so that it has been steadily warming up. Carbon dioxide is the most harmful of these greenhouse gases. It comes from burning coal and oil in power stations, car exhaust fumes and burning wood for fuel. Other gases include nitrous oxide, which comes from burning fossil fuels such as coal, and from the use of fertilizers in farming that contain nitrogen.

Chlorofluorocarbons (or CFCs for short) are man made gases, which are used in refrigerators, air conditioners and some plastics and spray cans such as Mortein. These also contain greenhouse gases.

Europe and North America, but this region produces about 65% of the greenhouse gases that are causing damage to the earth's atmosphere. Africa, Asia, the Pacific and Latin America account for about 75% of the population yet they produce only 35% of the greenhouse gases.

Comprehension

Read the explanation silently and answer the questions in your exercise book. Answer in complete sentences.

1. What is the earth's atmosphere made up of and why is it important?
2. What human activities are causing the world to become warmer?
3. In your own words, explain the meaning of global warming.
4. Which is the most harmful greenhouse gas and how is it produced?
5. Which countries does the text suggest are most responsible for global warming? What do you think? Explain your answer.

Language Study

Copy the sentences into your exercise book. Then, underline the subject of the clause and write the verb at the end of each sentence.

To find the subject, ask yourself: Who or what is doing or being something?

Example: The gases affected the atmosphere. (affected)

1. The atmosphere keeps the earth's temperature just right.
2. Human activity changes the balance of gases in the atmosphere.
3. Increased industrial activity results in global warming.
4. Carbon dioxide is a greenhouse gas.
5. People make chlorofluorocarbons.
6. Europe and North America produce the most greenhouse gases.

Spelling

Exercise A

Silent Letters are letters that we don't pronounce. For example:

plumb is pronounced plum - the **b** is silent

knot is pronounced not - the **k** is silent

Say these words carefully and identify the silent letter or letters in each of them. Many words in the English language contain silent letters.

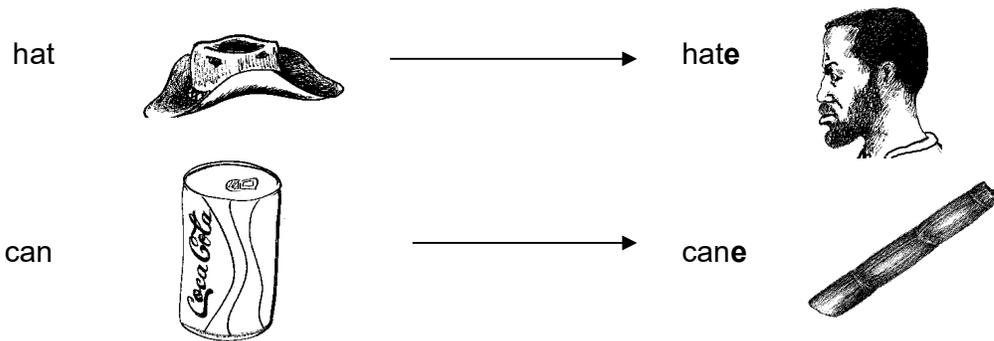
comb	dumb	lamb	plumb	thumb
knit	knob	knot	know	knew
write	writing	wrist	wrong	wreck

Exercise B

The Magic e

English contains many words ending in a 'magic e', which changes the vowel sound inside a word. Adding a 'magic e' to a short word often changes the short vowel sound to a long sound.

Here are some examples:



Copy these words into your exercise book.

Then write the words again and add an 'e' to make a new word with a different meaning. Read each word aloud to hear how the magic e changes the vowel sound.

- | | | | |
|--------|-------|---------|-------|
| 1. bit | _____ | 6. man | _____ |
| 2. cut | _____ | 7. quit | _____ |
| 3. fat | _____ | 8. rat | _____ |
| 4. mat | _____ | 9. sit | _____ |
| 5. at | _____ | 10. not | _____ |

Oral and Writing

Oral Presentation

In the last two oral and writing lessons, you have learned some facts about mangroves and developed an exposition arguing that mangroves are important.

Today, you will present your exposition to the class.

First look at the draft that you wrote yesterday. Proofread and edit your draft.

Reread your draft of the exposition about mangroves. The following questions will help you to check and improve your work.

- Have you explained your arguments well?
- Look for ways to improve your draft. Can you change any sentences to make them sound better?
- Have you included some reasons for your opinions?

- **Have you included some facts and evidence?**
- **Have you used persuasive speech?**
 - **People ought to ...**
 - **Everyone should ...**
 - **The government must ...**
- **Have you summed up your ideas at the end of the presentation?**
- **Did you thank people for listening?**

Now practise reading your speech so that you can present it to the class.

Reading

Today's text is a third person recount. It is about a girl who finds a dead turtle on the beach and tries to find out the cause of its death. Study the key words. Use a dictionary to find out their meaning. Read the text carefully.

Rubbish Can Kill!

retold by Lionel Damola

Key Words

injury, biologist, rubbish, digest, ordinary, starvation, fault, ashamed, biodegradable

A few years ago, a young American girl called Jane found a dead leatherback turtle on the beach. She reported it to the local fisheries officer. The officer came and looked carefully at the turtle but couldn't see any damage or injury that might have killed it.

A biologist called Doctor Mortimer was invited to come and study the dead animal to try to find out why it had died.

The biologist cut the turtle open and inside its stomach he found a huge pile of rubbish including plastic bags, pieces of fishing floats, paper, bottle tops and metal objects. Dr. Mortimer told Jane that this was the cause of the turtle's death.

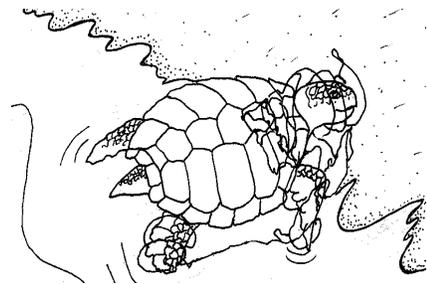
"Because its stomach was full of rubbish, there was no room for any food," Dr. Mortimer explained. "Jellyfish are the main food source for turtles in this area. Plastic bags floating in the sea look a lot like jellyfish, so often the turtles eat them. The problem is that plastic bags are not biodegradable."

"Oh, we've learnt about biodegradable things at school. They don't rot and they don't break down if they are left on the ground or thrown into the sea." Jane told the scientist. "Can't the turtles digest the plastic bags?"

"No, turtles' bodies aren't able to break down plastic bags so they just stay inside the stomach taking up space which should be used for food. I would say that the turtle you found probably starved to death."

"That's terrible," said Jane. "I didn't know that ordinary plastic bags could kill a sea creature."

"Another big problem for turtles is fishing line," Dr. Mortimer went on. "Often turtles will get themselves all twisted up in old fishing line left floating in the sea. This means that they cannot swim well and are unable to catch food to eat. Eventually they die."



"Are any other animals affected by rubbish that's thrown into the sea?" Jane asked.

Dr. Mortimer nodded. "Oh, yes. Rubbish causes problems for many animals and birds. For instance, sea birds have been found with fishing line tied around their wings or plastic rings around their necks that choke them to death."

Jane wanted to cry. She knew that starvation was a slow and painful way to die and she felt sorry for the turtle. She also felt ashamed as she remembered times when she had carelessly thrown plastic biscuit packets and rubbish into the sea. She felt that the death of the turtle was partly her fault. She decided right then that she would never throw rubbish into the sea again.

Comprehension

Answer the questions below in your exercise book.

1. List five items from your house that should go into the biodegradable pit when you have finished with them.
2. List five items from your house that should go into the non-biodegradable pit when you have finished with them.

Rewrite these sentences from the text in the correct order.

Dr. Mortimer was invited to find out the cause of the turtle's death.

Jane felt upset and ashamed.

Jane called the fisheries officer.

The biologist told Jane that plastic rings sometimes choke sea birds.

The fisheries officer wasn't sure why the turtle had died.

The biologist explained that plastic bags look like jellyfish.

Jane found a dead turtle on the beach.

Language Study

Choose the word that best fits into each sentence from the list below. Copy and complete the sentences in your exercise book.

biology starvation biodegradable biologist non-biodegradable

1. _____ is not usually a problem in Solomon Islands because most people have gardens.
2. The young _____ planned to study the life of the hermit crab.
3. _____ rubbish is safe to throw into a rubbish pit because it will quickly break down into useful material.
4. The sun makes plastic break into small bits but it never completely breaks down. So we would say that plastic is a _____ material.
5. Sue said, " _____ is my favourite science subject."

Spelling

Silent Letters

One of the spelling words for this week has a silent letter. The word knowledge has a 'silent k'. Here are some other words that have a silent k.

knock knee know knife knew knot knit

Say each of the words carefully. These words all begin with an 'n' sound because the 'k' is silent.

Choose a 'silent k' word for each clue. Write the words in your exercise book.

- | | |
|---------------------------------|------------------------------|
| 1. to understand something | 4. a loop in a piece of rope |
| 2. a part of the leg | 5. to weave wool together |
| 3. a tool used to cut something | 6. to hit or bump |

Oral and Writing

Oral Activity

Imagine that you are travelling on a ship. The children standing beside you are throwing rubbish made of plastic into the sea. What will you say to convince them not to do this? Work with a partner to decide what you would say. You have only three minutes.

Make a Poster

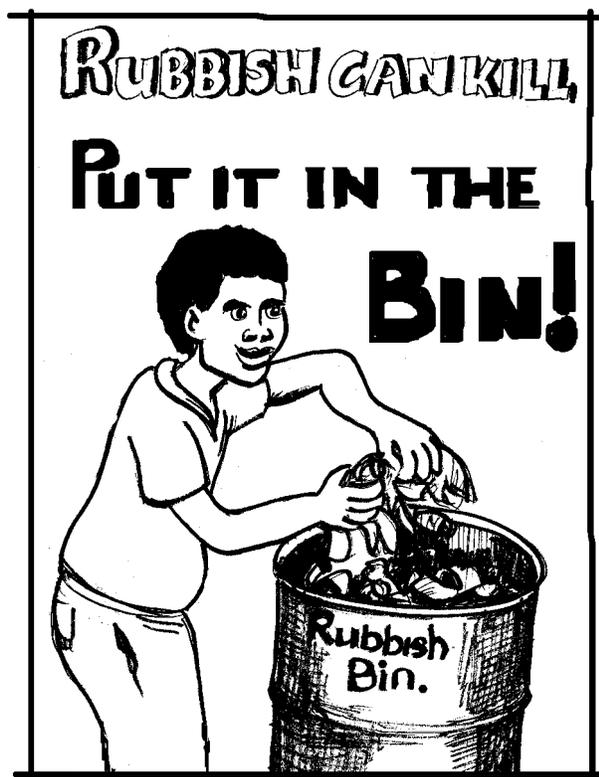
Design a poster encouraging people to dispose of rubbish properly. Choose an audience from the list below. Design and make your poster for that group. It should be interesting and easy to understand.

- People travelling on a ship
- Standard 4 students
- Villagers visiting a clinic
- Workers in a provincial capital

Read this checklist and discuss it before you begin.

A poster should:

- look attractive and eye catching;
- include important information about the topic;
- have pictures that help tell your message;
- use words that sound convincing;
- have large text that can be read from a distance;
- only use a few words or phrases;
- send a clear message.



Reading

Today's text is a public information poster prepared by the Fisheries Division. Study the key words. Make sure you understand their meaning. Then read the poster silently and try to identify its main purpose. What is the poster trying to teach us?

Look After Your Reefs**Key Words**

dwellers, threaten, survival, resources, destructive, source, properly, careless, respect

Reefs are an important source of food and income.

They protect our coastlines and attract tourists to our islands.

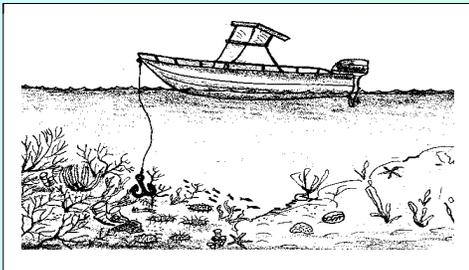
Human activities threaten the survival of these important resources.

Look After Your Reefs

Follow this simple advice and care for your reefs properly.

Avoid Destructive Fishing Practices!

Using poisons or dynamite to stun or kill fish kills coral, harms other reef dwellers and destroys the reef.



Respect the Reef!

Careless human contact such as using the reef to anchor a canoe destroys the coral. Even walking on the reef can damage or kill the coral.

Don't Litter!

Reefs are damaged by rubbish thrown into the sea - plastic bags, tins or bottles.

Bury your rubbish and try not to use too many plastic bags.



*Care for your reef
It belongs to your children!*

Comprehension

Study the public information poster carefully. Then copy the table below into your exercise book. Complete the assessment by putting a tick in the column. You have to decide how well this poster is designed.

Poster Assessment			
Criteria	Very Well Done	Satisfactory	Could be improved
• the message is clear			
• the poster looks attractive and eye catching			
• the pictures help to make the message clearer			
• the poster only uses a few words or phrases			
• it contains important information about the topic			
• uses words that sound convincing			
• the words and pictures are set out well			
Comments:			

Language Study

Rearrange the groups of words below to form simple sentences. Make sure you include capital letters and full stops where needed.

1. coastlines our protect reefs
2. tourists reefs our attract to islands
3. rubbish your bury
4. your reefs after look coral
5. of are important reefs source an food
6. poisons reef using kill to destroys fish the
7. on coral walking the can reef damage the
8. coral human reefs threaten activities our

Spelling

Revise your spelling words for this week. Use the spelling strategy that you prefer to learn to spell the words. Make sure you can spell all the words without looking at them.

bought	hour
while	straight
frightened	though
higher	knowledge
caught	hymn

Oral and Writing

Five Line Plays

Today you will act out some short plays about protecting the environment.

You will be working in a group of five people. Your group will be told which of the following plays to learn. Every group member will have one line to say.

Read your play and discuss where it is taking place, who the characters might be, and what they are doing. Decide which group members will play which roles.

Practise reading the play and add some actions for each of the characters. Perform your play for the class.

1. You can't cut it down! I need it for leaf medicine!
2. Get out of the way, you stupid old woman!
3. Leave her alone! You'll hurt her!
4. If she doesn't move, we won't get the money!
5. You better move now, or we'll cut the tree down on top of you!

A

B

1. I didn't know they'd cut down everything!
2. Where will we get wood for making our houses!
3. We've got our money now we can buy anything we want!
4. We can plant gardens here too!
5. You shouldn't have let them do it chief!

1. Let's cut the bush here. . .
2. But it's too close to the river!
3. What else can we do? We need to make a garden!
4. Come on! Cut down those trees!
5. Stop! We can't do it! You know what will happen!

C

1. Don't shoot it!
2. You fool! You made it fly away!
3. Look it's landed over here! In that tree!
4. If you come over here quickly you can get it.
5. Don't kill me! Don't kill me! I can help all of you!

D

1. Haven't you caught anything yet?
2. He's been there for two hours and he hasn't had a bite!
3. When I was young, we caught a fish every time we threw in a line!
4. You're lying! It was never like that!
5. Hey! I've got something! I've got a bite!

E

1. Come this way!
2. Are you sure it's safe?
3. We'll be alright. . . Look out it's a net!
4. Oh my! They nearly got us!
5. Dive down before it's too late!

F

1. Hey! What do you think you're doing
2. I'm not doing anything wrong!
3. You can't just drop it there!
4. Ah! you guys are always telling us what to do!
5. Yeah! You pick it up if you're worried!

G

1. Turn right here driver!
2. The fumes from all those cars . . . they make me cough!
3. Put a handkerchief over your mouth like me!
4. We'll never get across! There are too many cars
5. I'm walking! I can't stand sitting in this car any longer!

H

Reading

Read the report below about logging. As you read, think about the author's purpose in writing this report. See if you can work out the author's point of view on logging. Make sure you can say the key words and understand their meaning.

Logging in Solomon Islands

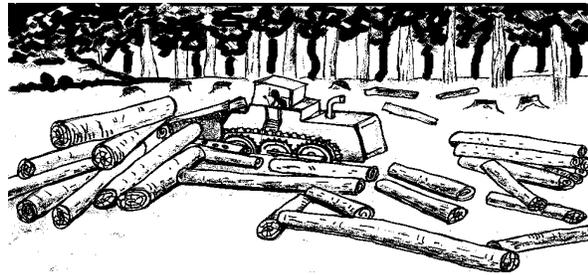
Alison Blaylock

Key Words

devastated, shattered, sustainable, questionable, royalty payments, corruption, resentment, profit, export, erosion, silting, generations

Solomon Islands has been devastated by the actions of foreign logging companies. They have swept through the country leaving a trail of shattered communities, ruined forests and damaged reefs.

Any benefits that the government might receive from the sale of this valuable natural resource will be short lived. The money earned will soon be used up and the forest will take many years to grow back. Logging at present levels is not sustainable.



The benefits that logging brings to communities are also questionable. Large sums of money are paid to landowners in royalty payments but this money is often not shared amongst communities. The money is often used unwisely and quickly spent by a small number of people rather than being used for the good of the community. This causes resentment and arguments in the local community.



When Maving Brothers logged Pavuvu Islands in the Russells group many problems arose. These problems included; corruption, arguments over land rights, environmental destruction and violence, and arguments in communities between those who support the logging and those who oppose it.

Logging companies that promise to support communities with jobs, school buildings, new clinics and new roads often simply do not deliver their promises.

The price paid by logging companies for taking timber is often much lower than the real value of the timber. Companies make a huge profit on the logs that they export.

Logging has far reaching effects on the environment. The destruction of forests on which people have relied for generations, is only one of the problems.

Soil erosion from logged areas causes silting on the reefs, which destroys corals and spoils another major source of food for local communities. Land that has been logged may be used for food gardens, but erosion in cleared areas often means that the soil is poor.

Pollution of water sources is also common in logged areas with oil or chemicals washing into rivers and poisoning the water.

The destruction of animal habitats is also a major problem. Many species that depend on the forest are forced into smaller areas of forest and end up competing for food and breeding grounds. Some species have even died out.

The logging industry also causes corruption in public life. Evidence shows that government ministers have taken money from logging companies to give the companies special rights. For example, in 1994 US\$ 2.2 million was paid in bribes from the logging company 'Integrated Forestry Industry Ltd'. Companies make deals with the government in secret to avoid paying taxes and to get the timber for a cheaper price.

Evidence shows that the logging industry is corrupt, irresponsible, unsustainable and unfair.

Comprehension

After reading the text, answer these questions.

1. Do you think the writer of this text is pro or anti logging?
2. Do you think the author has written a well balanced report on logging in Solomon Islands?
3. Has the writer mentioned any benefits of logging?
4. Do you think that logging has any benefits for this country?
5. What could the writer have included to make this a more balanced report?
6. The title suggests that this is a factual report on logging in Solomon Islands. What do you think?
7. Can you think of a title that would show readers that this text has a bias against logging?

Language Study

Exercise A: Change the sentences from active to passive voice

Rewrite each sentence, changing the voice from active to passive. The first one has been done for you.

1. Our captain won the speaking competition.

Answer: The speaking competition was won by our captain.

2. The logging company destroyed our forest.
3. The football broke the window.
4. The hunters caught the wild pigs.
5. The oil palm company paid the landowners.
6. The company used the good gardening land.

Exercise B: Dependent Clauses

Conjunctions, such as and, but, so, when, if, because can be used to make sentences in the passive voice more interesting. The conjunction allows us to rearrange the sentence, and put the dependent clause first.

Study this example first. Notice the use of the comma in the example:

We were stranded **until** the floodwaters receded.

Until the floodwaters receded, we were stranded.

Rewrite each sentence so the dependent clause comes first.

1. We were all exhausted **when** the match was over.
2. The football match had to be cancelled **because** the field was covered in water.
3. I had caught the ball **before** Mario had even moved.
4. We had to leave by the side door **because** the front door had been locked.
5. We cleaned the barbecue **before** our visitors arrived.
6. We managed to win the final **although** ours was the weaker team.

Spelling

Here are the spelling words for this week.

Copy the words into your exercise book.

Make sure you know the meaning of the words and can use them in sentences.

Remember, you will be tested on these words at the end of the week.

arrived	stopped
cannot	suddenly
disappeared	village
happened	finally
narrow	suggest

Copy the sentences below into your exercise book.

Fill in the gaps in the sentences with words from the list.

1. A _____ is smaller than a town.
2. We watched the plane flying in the sky until it _____ in the cloud.
3. _____ a storm headed towards us.
4. The road was too _____ for trucks to overtake each other.
5. What _____ after you went to visit your friend?
6. Koki _____ eat shellfish because they make her feel sick.
7. I was worried because I _____ late for school.
8. Vida lost her ticket for the show so she was _____ at the gate but she was _____ allowed to enter.
9. The teacher asked me to _____ a good place for the class picnic.

Oral and Writing

Many different people depend on the reef for their livelihood. Different people want to use the reef for different purposes.

For example:

Villagers use the reef as an important source of food.

Beche-de-mer divers collect sea cucumbers and sell them to earn an income.

Tourist resort owners use the reef as a place to take visitors sailing, snorkelling and looking at the beautiful corals.

Diving instructors earn their income by teaching people to dive around the reefs.

Biologists, study the reef and its creatures to learn about this ecosystem.

Choose one of these groups of people, or think of another group of people who rely on the reef.

Imagine you are this group of people. Discuss your work and how it affects the reef.

In your group, discuss these questions:

- Why do you need to use the reef?
- Does your job cause any harm to the reef?
- Is the work you do good for the reef?
- Why is your job important for the local area?
- Do you follow any special rules when using the reef?
- Do you think there are any rules that should be made to protect the reef?

After your discussion, select one group member as a scribe, or note taker and make a list of reasons why you need to use the reef and why you should be allowed to do so.

Reading

Read the report carefully. Sylvania Oil Palm Company Limited is a logging company, however, the report does not use the word logging at all. Try to find some words that hint that this report is about logging.

Sylvania Oil Palm Company Limited

Alison Blaylock

Key Words

large scale development project, previously, unused, felling, milling, facilities, available, commitment

S
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Vangunu Island in the Marovo Lagoon has been lucky enough to be chosen for a large scale development project. The project will change the lives of people there and bring them benefits that they could only dream about before.

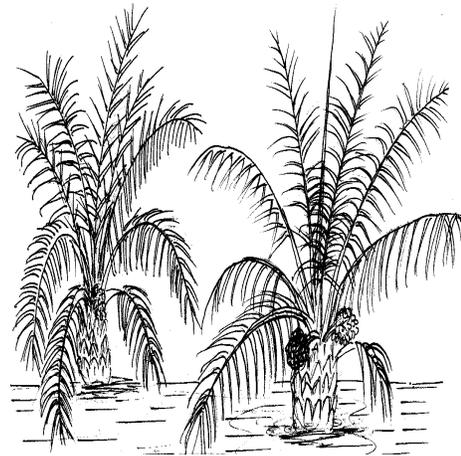
The Sylvania Oil Palm Company will work together with local landowners to develop an area of land. This land is a previously unused piece of land on South Vangunu. The development will involve an oil palm plantation and a large oil processing plant.

Many new jobs will be created for local people in different areas of the project. Some people will be employed to clear the land and to work in felling and milling. Others will gain employment as nursery and plantation workers and processing workers will also be needed at the oil palm plant.

It is expected that more than 200 long term jobs will be created for skilled workers and the company has agreed to provide training.

In addition to providing jobs, the company will support the development of local roads, airstrips and wharfs. Facilities built for the company's operations will be available for use by the local communities.

We have a strong commitment to community development and plan to rebuild schools and clinics in the area to meet the needs of the company workers.



a Oil Palm Company

Comprehension

Read the text again and answer the following questions in your exercise book. Write your answers in full sentences.

1. What words or phrases tell you that this text is about logging?
2. Does the writer think the project is a good or bad thing for the community?
3. What does the writer want you to think about the development?
4. List three benefits for the community that are mentioned by the writer.
5. Why do you think this text may have been written?
6. Why do you think the writer doesn't discuss any disadvantages related to logging or this project?
7. Who is the intended audience for this text?
8. Do you think this is a balanced report or a biased report? Why?

Language Study

Read the statements in the boxes below.

The three students have three different opinions about the statements. Complete one sentence for each of the three students using the sentence starters given.

Study this example first:

Statement: This large-scale development project will improve people's lives in our community.

Student 1: Yes, I believe that developments like this are good for the community.

Student 2: The fact is a lot of money will come into our community.

Student 3: I can see your point, but if all the trees are cut down we will find life hard in the future.

Statement A:

A lot of people in our communities will get paid jobs from this large-scale development project.

Student 1: I think you're right. ...

Student 2: Yes, but ...

Student 3: I don't agree because ...

Statement B:

The Company will build roads, airstrips, wharfs, schools and clinics in our communities.

Student 1: I agree....

Student 2: The fact is ...

Student 3: Yes, but don't you think..?

Spelling

In English, double consonants usually make a single sound. Here are some examples:

- | | | | | |
|-----------|-------|--------|--------|---------|
| attempt | egg | kill | odd | slipper |
| beginning | dress | puzzle | parrot | stuff |
| swimming | marry | matter | ill | messy |

The spelling words for this week all have double consonants in them.

Say the words carefully and identify the double consonants in each word.

Match each of the words with its meaning. Write the words and their meanings in your exercise book.

- | | |
|-------------|----------|
| arrived | cannot |
| disappeared | narrow |
| happened | stopped |
| suggest | suddenly |
| finally | village |

- | | | |
|--------------------|---------------------|----------------|
| 1. thin | 5. at last | 9. not able to |
| 2. got there | 6. small settlement | 10. occurred |
| 3. vanished | 7. advise | |
| 4. without warning | 8. ended | |

Oral and Writing

Use the list of reasons you prepared yesterday to write an exposition.

Write a speech to persuade others to allow you to use the reef for a specific purpose. Tomorrow you will present your speech to the class.

Use this framework to set out your exposition and to help you write your speech.

Exposition Framework	
What is your position? I believe that ...	
Argument 1.	Evidence
Argument 2.	Evidence
Argument 3.	Evidence
Conclusion:	

Here are some sentence starters you might find helpful:

Divers / fishermen / _____ should be allowed to use the reef because ...

My business is important to the community because ...

When I use the reef I ...

We need the reef because ...

Evidence of this can be seen when ...

It is important for us to use the reef because ...

The reef is precious so ...

I believe we should ...

Everyone ought to ...

The government should ...

Work with your group to write a speech that will convince your classmates that you should be allowed to use the reef.

Reading

This is the third and final report on logging. Read it carefully and decide whether you think this is a balanced report that presents both sides of a topic or if it shows bias towards one point of view. Make sure you know the meaning of the key words.

The Pros and Cons of Logging

Alison Blaylock

Key Words

natural resources, issue, economic, threat, livelihood, international markets, short-lived, widespread, alternatives

Solomon Islands is rich in a variety of natural resources including fish, minerals and timber. These valuable resources fetch high prices on international markets.

In this report we study both the benefits of logging and the problems it causes. We also look at other ways of using timber resources.

Logging has become a major environmental issue in this country. People have different opinions about the benefits and disadvantages to the people of Solomon Islands. Many see it as a wonderful money making opportunity because they can earn money to spend on things such as school fees, transport and imported goods.

Others, however, see logging as the most dangerous threat to the livelihood of the rural people in Solomon Islands, and believe that it will cause serious economic problems.

Solomon Islands Government needs to sell goods to other countries in order to buy products from overseas. The sale of logs is one way to earn money through trade to develop Solomon Islands economy. If the logging industry is properly taxed and controlled it could be the most important part of the Solomon Islands economy.

Some people believe that there are benefits to rural communities too. The traditional land ownership system in Solomon Islands means that it is the landowner who should gain most from a logging deal but that does not always happen. However, royalty payments are often paid directly to the landowners. This money can be used for community projects, local investment and building roads and wharfs. These things would benefit the whole community, but often the money is not shared in this way.

Royalty payments from logging have often been the only source of cash income in rural areas where there are no paid jobs. There is a need to change the nature and structure of the industry and find other ways for people to earn money.

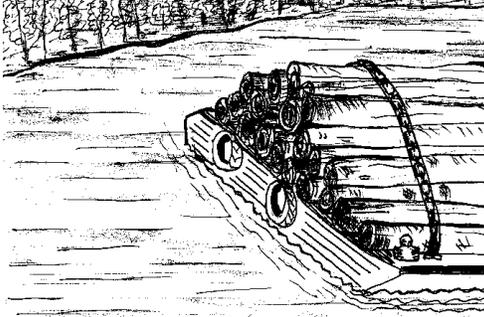
On the other hand, many people believe that logging does not always bring benefits to the community. Royalty payments are a real benefit, but they are not equally shared and this makes people angry and can split up communities.

Those who are opposed to logging believe that the industry takes too much and the benefits are small. Often the 'big men' deal



with the logging company and ordinary people are left out of the decision-making.

One of the greatest criticisms is that the economic benefits of logging are short-lived. There may be a large pay out at the start, but often the money is not managed wisely and quickly spent on short-term things.



Many people would argue that the forests have been the livelihood of generations of people in Solomon Islands, providing foods, medicines and building materials. Once they are cut down, the people are poorer because they then have to spend money on things they used to obtain free from the forest. They also argue that the destruction of the forests causes widespread damage to the environment that will take many hundreds of years to repair.

We can see that both those in favour of logging and those against have good arguments on their side. Perhaps people will always disagree about logging. Those who benefit will want it to continue and those who do not share the benefits will want it to stop.

It may be that another solution can be found. There are a number of alternatives to large scale logging projects that are beginning to develop in Solomon Islands:

- instead of selling logs, these can be milled and processed locally in order to sell higher priced timber products, thereby increasing the amount we earn;
- small-scale timber production can be established where landowners sell one or two trees rather than allowing loggers to fell whole mountainsides;
- the way in which the industry is managed can be improved so that companies are taxed properly and do not break the rules.

These alternatives can help make sure the forest is protected for future generations and income is earned for communities. By owning and controlling the logging, income goes back into the communities. The money is not going to overseas logging companies.

One way forward is to develop local small-scale companies that select certain trees from the forest, cut them and mill them in the forest, and then take them out. These can be sold in the international markets and the profits can go back into the local businesses. This protects the forests from destruction and sets up a way to earn income for many years ahead.

Comprehension

Summarise the main points in the report. Read each paragraph of the report to find the pros and cons discussed by the writer. Then, draw the table on the following page in your exercise book and list in note form:

- **pros (arguments for logging)**
- **cons (arguments against logging)**
- **what needs to be done so all people can benefit from logging**

The first one has been done for you.

Pros (arguments for)	Cons (arguments against)	What can be done so all people can benefit from logging?
<ul style="list-style-type: none"> • people earn money, to spend on school fees, transport, and imported goods. • 	<ul style="list-style-type: none"> • destroying forests is a threat to the livelihood of the rural people. • 	<ul style="list-style-type: none"> • tax and control the logging industry. •

Language Study

Study the examples below. In each one, the independent clause is underlined while the dependent clause has a line drawn around it.

I missed training because I was sick.

We used to drink from the river before the logging company came.

Copy the sentences in your exercise book. Underline the independent clause in each sentence and circle the dependent clause.

1. I had to walk far to collect firewood after the logging company left.
2. We can't grow good gardens since the good topsoil washed away.
3. The birds are dying because the trees are gone.
4. People found life hard when the forest was logged.

Copy and complete these sentences in your exercise book. Add a dependent clause.

- a. The cakes were left to cool on a table **after**
- b. We can't hunt for wild pigs **because**
- c. Good trees to make canoes were gone **once**

Oral and Writing

Oral Presentation

In the last two oral and writing lessons, you have taken on the role of someone who relies on the reef for his / her livelihood. Your group should have finished the first draft of your speech.

Today, you will present your exposition to persuade others that you should be allowed to use the reef.

Look at the draft that you wrote yesterday. Read the speech again with your group. These questions will help you to check and improve your work.

- Have you clearly stated what you believe?
- Have you explained your arguments well?
- Are your arguments logical? Do they make sense?
- Have you used evidence to support your arguments?
- Can you change any sentences to make them sound better?
- Have you used persuasive speech?
 - We believe that ...
 - People ought to ...
 - Everyone should ...
- Have you summed up your ideas at the end of the presentation?
- Did you thank people for listening?

Now practise reading your speech so that you can present it to the class.

Reading

Today's text is a newspaper report about what the government in Bangladesh did to tackle the problem of rubbish on the streets. Read it carefully and study the key words.

The Great Plastic Bag Ban

Moazzem Hossain

Moazzem is a journalist for the BBC who works in Dhaka, the capital city of Bangladesh

Key Words

enforcing, complete ban, environmental groups, publicity campaign, overcrowded, average, polythene, hazards

The Bangladeshi government has begun enforcing a complete ban on the sale and use of polythene (plastic) bags in the capital Dhaka.

Environment Minister, Shahajahan Siraj, says that the decision has been taken in order to save the city from an environmental disaster.

Environmental groups say that the millions of plastic bags that are used every day are clogging up the drainage system and causing an environmental hazard.

Plastic bags were introduced into the country nearly twenty years ago. They quickly replaced jute bags traditionally used in every household in Bangladesh.

A recent study says that in Dhaka an average household uses four plastic bags a day. Dhaka residents throw nearly ten million of these bags away every day.

The city is overcrowded and already suffers from high levels of air pollution and other environmental hazards.

The Environment Ministry has launched a massive publicity campaign to persuade the public not to use polythene bags.

Environment Minister, Shahajahan Siraj, says that the campaign has been successful in raising people's awareness of the problem. They are promoting jute bags as an alternative and people have responded well to this.

In spite of the ban, a large number of Dhaka residents are still carrying plastic bags. They say they are cheaper and easier to use. Some say that they will ignore the government's ban.

Environmental groups say that tougher laws are needed to enforce the ban. A bill will be proposed in the next session of Parliament, which will ban the use and production of polythene bags.

The Environment Minister warned that not everyone would agree with the bill as there are 18,000 workers employed in the bag production industry who are likely to lose their jobs if they are banned.



Comprehension

Read the text again silently. Then answer the questions in your exercise book.

1. The writer states that, by banning plastic bags the government plans to save the city from 'an environmental disaster'.

List the evidence he gives that plastic bags are bad for the environment.

2. Is the article balanced or is it biased in favour of a particular view point?
3. Who might not agree with the ban on plastic bags? Why?

Language Study

Add a dependent clause to each of these independent clauses:

1. Many residents of Dhaka continue to carry plastic bags **because** ...
2. Strict laws should be put in place **so** ...
3. Some people might complain **if** ...
4. The environment was better off **before** ...
5. People will lose their jobs **when** ...

Spelling

When the letters f, l and s appear at the end of a word, they are usually doubled. This does not apply when the s is added to make a word plural.

For example:

ball sniff kiss

Copy the table in your book. Think of other words that have -ff, -ll and -ss at the end to complete the table.

Words ending with double f	Words ending with double l	Words ending with double s
tiff stuff	wall smell	loss discuss

Learn to say and spell your spelling words for this week. Make sure you can spell all the words before the end of the week.

Oral and Writing

Imagine you are the owner of a plastic bag factory in Dhaka. You are very unhappy about the government's decision to ban plastic bags. You are going to make a short speech on television to try to convince people that plastic bags are useful and that they should not be banned.

Write a few sentences trying to persuade people to agree with your point of view. Give as many arguments as you can think of to support your position.

These questions will help you:

- What will happen to the workers at your plastic bag factory if bags are banned?
- What good things does your company do for the people of Dhaka?
- Is your company good for the local economy?
- Do other businesses need your factory? (for example, the shop that sells lunches and drinks to your workers)
- How can ordinary people reuse plastic bags?
- Why are plastic bags useful?
- What would happen if there were no plastic bags?
- Can you think of any solution to the problems associated with plastic bags?

Reading

Chief Seattle was a Native American chief. He spoke these famous words to his tribe in 1855 when the United States Government wanted to buy all the lands of the Native Americans.

How Can You Buy the Sky?

Translated from a speech by Chief Seattle

Key Words

sacred, murmur, pine needle, prairie, reflection, crests, quench, precious



How can you buy the sky? How can you own the rain and the wind?

My mother told me, "Every part of this earth is sacred to our people. Every pine needle, every sandy shore, every mist in the dark woods, every meadow and humming insect, all are holy in the memory of our people."

My father told me, "I know the sap that courses through the trees as I know the blood that flows through my veins. We are part of the earth and it is part of us."

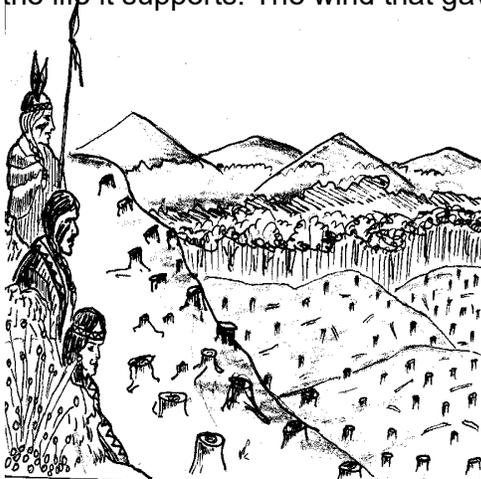
The perfumed flowers are our sisters. The bear, the deer, the great eagle, these are our brothers. The rocky crests, the meadows, the ponies all belong to the same family."

The voice of my ancestors said to me, "The shining water that moves in the streams and rivers is not simply water but the blood of your grandfather's grandfather."

Each ghostly reflection in the clear waters of the lake tells of memories in the life of our people.

The water's murmur is the voice of your great grandmother. The rivers are our brothers. They quench our thirst, they carry our canoes and feed our children. You must give the rivers kindness that you would give to any brother."

The voice of my grandfather said to me, "The air is precious. It shares its spirit with all the life it supports. The wind that gave me my first breath also received my last sight."



You must keep the land and air apart as sacred, as a place where one can go to taste the wind that is sweetened by the meadow flowers.

When the last red man and woman have vanished with their wilderness and their memory is only the shadow of a cloud moving across the prairie, will the shores and forest still be here? Will there be any of the spirit of my people still left?"

My ancestors said to me,

"This we know. The earth does not belong to us. We belong to the earth."

Comprehension

Skim through the text to find which character said each of the following words. Then answer the questions below book in your own words.

Character	What they said
Chief's Mother	Every part of this earth is sacred to our people.
	The air is precious.
	We are part of the earth and it is part of us.
	The earth does not belong to us. We belong to the earth.
	The rivers are our brothers. ... You must give the rivers kindness that you would give to any brother.
	The perfumed flowers are our sisters. The bear, the deer, the great eagle, these are our brothers.

1. Chief Seattle ended his speech with the words,

'The earth does not belong to us. We belong to the earth.'

Do you agree or disagree? Explain in one or two sentences.

2. What do you think is the main message of this exposition?

Language Study

Adjectives

Adjectives tell us more about nouns. They tell what kind, or which, what colour or how many. For example:

Chief Seattle gave a **wonderful** speech.

He spoke these **famous** words to his tribe in 1855.

Copy the sentences into your exercise book and add the best adjective to complete each sentence from the list on the right.

1. We stood on the _____ shore.
2. The _____ flowers are our sisters.
3. The _____ eagle flew from the mountaintop.
4. We saw the _____ hills and the grassland in front of us.
5. He was scared as he walked through the _____ forest.
6. I see a reflection in the _____ waters of the lake.
7. The wind that gives us our _____ breath will receive our last sight.
8. When the last _____ man and woman have disappeared, will the forests still be here?

sandy
rocky
first
perfumed
clear
red
great
dark

Spelling

Revise your spelling words for this week.

Make sure you can spell all the words without looking at them.

Arrange the spelling words for this week in alphabetical order.

arrived	stopped
cannot	suddenly
disappeared	village
happened	finally
narrow	suggest

Oral and Writing

Prepare an interview with a woman from a small community, somewhere in Solomon Islands.

The woman is angry about logging in their area. She believes that terrible damage has been done to the forests and this is harmful for the local people. The village people are finding it hard to grow food. None of the improvements promised by the logging company have been made.

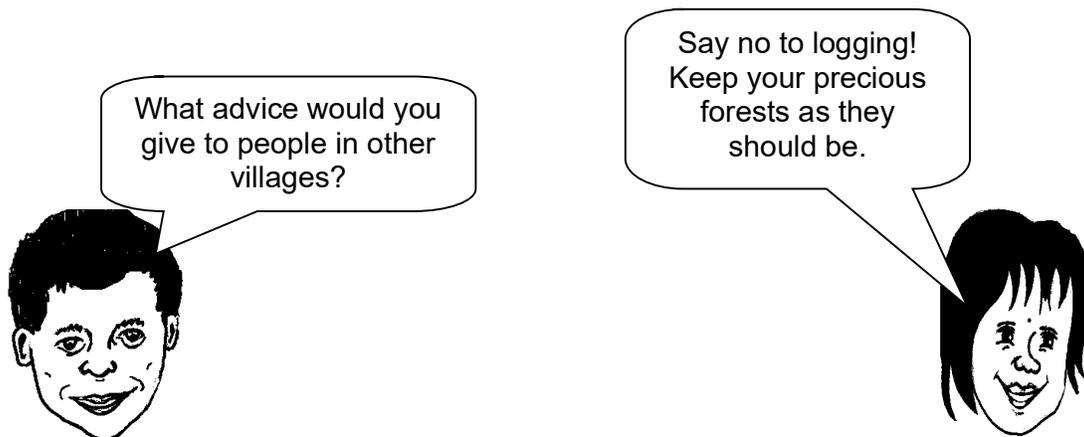
Write down some interesting questions the interviewer could ask and think about how the woman might reply.

Some questions to think about before you write:

- Why would the woman want to speak to a newspaper reporter?
- What details might the interviewer want to know?
- What persuasive words could she use to convince others?
- What other problems might the woman talk about?
- Can she also suggest ways to improve the situation?

Write some dialogue for each of the characters in your role-play. Choose a name for each character.

Practise the interview then take turns to present your role-play in front of the class. Think about how the woman might speak if she is angry. Use an angry voice and actions to support what you say.



Reading – The Web of Life

Look at the text in the reader, The Web of Life.

This text gives information about the way animals, plants and insects help each other survive in the environment. It is written from the point of view of a spider.

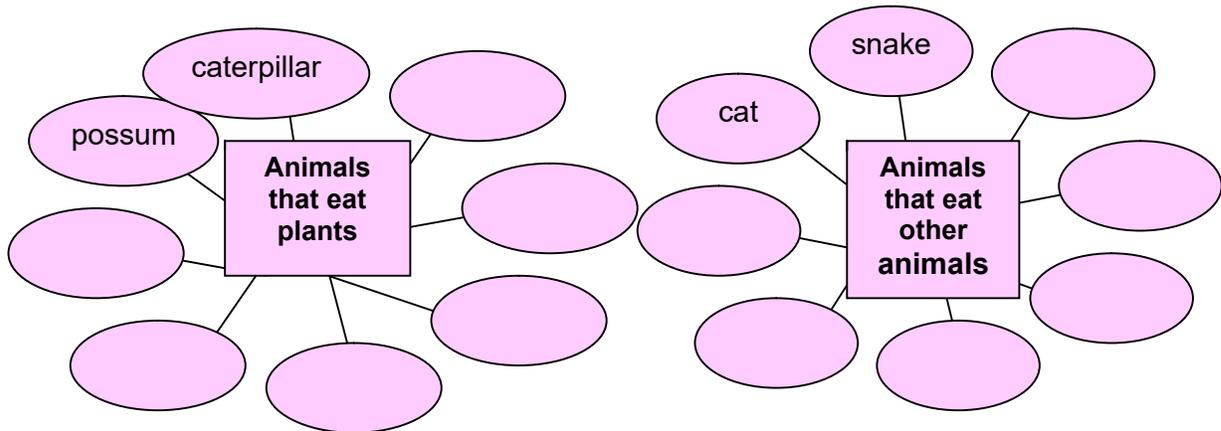
Study the key words.

After reading, look back at the key words and see how they have been used in the text. Discuss other words in the text that you do not understand. If you are not sure of their meaning use a dictionary to help you understand.

Comprehension

Work with your partner. Read the text again together, then copy and complete the diagrams below. The first diagram is a list of animals and insects that eat plants.

The second is a list of animals that eat other smaller animals and birds.



Language Study

Complete these sentences using the correct homonyms. The underlined words will give you the clue. Study the example first.

The teacher's _____ is to mark the roll each day. (answer – **role**)

The man's son wanted to watch the _____ set in the afternoon. (answer -**sun**)

- I ___ an apple for lunch. There were eight apples in the basket.
- Mathew can ___ a lot of beche-de-mer in the sea around his island.
- The pastor was preaching about _____ to his congregation. After the sermon an old man presented him with a piece of cake.
- Mr Fang's _____ is equivalent to a 50 kg bag of rice, so the nurse told him to wait to see the doctor.
- Leah and Leo wanted to _____ their dead parrot next to a berry plant in their mother's garden.

Spelling

Here are your spelling words for this week.

Find out the meaning of the words.

Work with a partner to say and spell each word.

Copy the list into your exercise book and use Look, Cover, Remember, Write and Check, to help you learn how to spell the words.

believe	deceive
niece	ever
piece	nephew
tries	minute
receive	still

Complete the following words using the letters, ie or ei.

- | | |
|------------|------------|
| 1. p__ce | 2. bel__f |
| 3. rec__ve | 4. th__f |
| 5. dec__ve | 6. rec__pt |
| 7. bel__ve | 8. gr__f |

Remember the rule!

i before e
except after c

Oral and Writing

Either: Imagine that you are either an animal that lives in trees or uses trees for shelter and protection. You have just heard that a logging or mining company is about to cut down all of the trees in your area. How would you feel? What would you like to say to the loggers and miners if you could talk?

Or: Imagine that you are a logger or a miner. You will need to cut down trees so you can make money from the environment. If you could talk to the animals that live in and around the trees how would you explain your situation?

Write down some notes to help you prepare your argument.

Present your argument to your partner.

Reading

Study the key words. Read the report on this important bird of Solomon Islands.

Preserving the Megapode Bird

Ellen Wairiu

Key Words

scarce, interior, harmoniously, observing, similar, fashion, intact, mission, sustains, economic, unique, volcanic

The megapode bird is found on many islands in the Solomon Islands. However, the only island where the Megapode bird is protected is Simbo. For many years this bird had been the main source of protein for the population of this volcanic island. As the population of Simbo increased, good farming land became scarce. The people needed to clear more land to plant crops. Unfortunately, this land was also used by the megapode bird to lay eggs in the warm, volcanic soil.

In order for the humans and the birds to live together, a solution to the problem was required. This solution required that the natural habitat of the megapode bird be protected while also allowing the humans to farm the land.



A system was needed where both the humans and birds were able to exist together. After observing the bird's behaviour patterns over a long time and planning carefully, the chief and the island people decided to build homes for the birds.

The homes were built in a very similar fashion to the birds' natural habitats. The people made sure that the area was not disturbed by people. Guess what? The birds loved their new homes!

With this successful mission, the people of Simbo were able to cultivate the remaining land with a variety of agricultural produce. Human beings and birds were able to co-exist in a well-planned and protected environment.

The megapode is now a protected species in Simbo because the bird is important in sustaining the livelihood of the Simbo people. The chief has allocated areas of the island to each family to protect and ensure that the natural habitats of the birds are preserved. The eggs of the birds are sold in the local market, which brings income to families.

Important events like marriages are marked with by the presentation of megapode eggs. In fact this special egg has become a symbol of the people of Simbo.

It is hoped that future generations of Simbo people will continue this tradition which is a unique custom of this group of Solomon Island people.



Comprehension

Activity 1

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

1. What does the word **preserve** mean?
2. How would the clearing of land have affected the megapode birds?
3. What solution did the chief and his people decide upon?
4. Why did the chief and his people observe the birds for a long period of time?
5. What is meant by this phrase from the text?

In order for the humans and the birds to live harmoniously, a solution to the problem was required.

6. Why do you think the people continue to build houses for the megapode birds?
7. Why do the Simbo people think the megapode bird is so special?
8. How can the megapode bird bring income to a family?
9. What is your advice to the people living on other islands, where a few megapode birds still exist?

Activity 2

As a member of the younger generation, what do you think about the way in which the Simbo people continue to protect the megapode birds?

Is it a good idea? Why or why not?

Do you want to see such traditional ways continue? If not, then what would be your plan for the megapode birds?

Write a short paragraph about your ideas.

Language Study

Look at the words below. These words are homonyms.

saw - sore	eight - ate	see - sea	blew - blue	won - one	steal - steel
------------	-------------	-----------	-------------	-----------	---------------

To complete the exercise, write another word which sounds the same as each of the words listed below. Your word must be spelt differently and have a different meaning.

- | | |
|----------|----------|
| 1. due | 6. sum |
| 2. son | 7. sew |
| 3. sight | 8. to |
| 4. no | 9. feat |
| 5. sea | 10. mail |

Handwriting

Copy this poem into your exercise book. Use your best cursive writing.

Grasshoppers

Most grasshoppers are green and brown, like the plants around them.

They are difficult to see, but their clicking song will help you find them.

Hopping in the sun is their hobby.

The sunshine gives them energy to leap about.

But in cooler weather they stay close to the earth where it is warm.

It is best to look for grasshoppers in hot cloudy weather.

Then they will be out, but will not jump about too much.



by Ella Wairiu

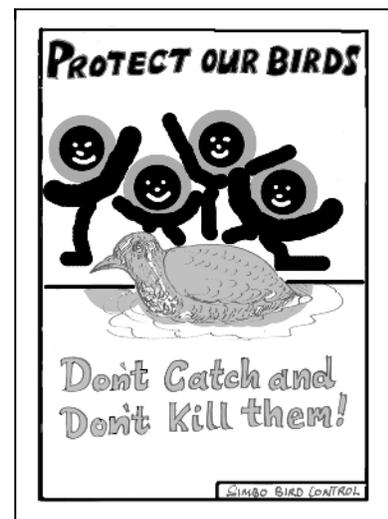
Oral and Writing

During the next few writing lessons, work in your group to design a poster.

Re-read the report entitled, Preserving the Megapode Bird.

Imagine that you live on the island of Simbo. Your chief has asked you to help him persuade his people to build new homes for the megapode birds.

Your poster should include short sentences or captions, pictures, photos or diagrams if they are available.



Here are some things to think about during your planning.

1. What will be your title or heading?
2. What is the purpose of this poster?
3. What persuasive words will you use?
4. What photos, pictures or diagrams will you include?

Here are some titles or sentences you may wish to use.

Help the Megapode Bird

Protect the Birds

Build for the Birds

The Birds Need Your Help!

Extinction is For Ever

Help the Habitat

Preserve and Protect

People and Megapodes Together

Work in your group to draft a plan for your poster.

Reading

This text is an informative exposition. It provides information about the importance of protecting sea turtles.

Use a dictionary to find out the meaning of the key words. Try to use the words in sentences. Read the exposition silently and then read it together aloud.

Arnavon Marine Conservation Area

Ellen Wairiu

Key Words

conservation, ornaments, totem, pose, threat, predators, marine, surrounding

The Arnavon Islands are found halfway between Choiseul and Isabel Province. They have been set-aside as a marine conservation area. This conservation area is the only one of its kind in Solomon Islands. The Arnavon Island group is made up of three small islands and the surrounding reefs. These islands provide one of the most important nesting places in the pacific region, for hawksbill sea turtles.



In the world today, there are many threats to the turtle population, including human activity and natural predators. The main purpose of the marine conservation area is to provide a safe and protected area where turtles can lay their eggs. The conservation officers who work there have produced this information leaflet to educate the public about the importance of protecting the turtles.

Why Turtles Need Protection

Traditionally, turtles play an important role in the lives of Solomon Islanders. Turtle meat and eggs are used for food and turtle shells are used for tools and ornaments. Some tribes and clans use turtles as part of ceremonial feasting and turtles can also serve as a totem. The uses for turtles described here do not appear to be a problem; after all, these practices have been going on for many generations.

Human Threats

In recent years however, people have also realised the economic value of turtles. Turtles are a valuable resource, and they can be sold for money. Due to the amount of money people can get for turtle meat and turtle shells, many more turtles are now being killed.

There are other threats to turtles too such as rubbish and litter. Plastic bags and old fishing line thrown into the sea by careless humans can kill turtles.

In fact, human behaviour is the cause of a severe drop in the number of turtles. They are now in danger of extinction.

Natural Predators

Humans are not the only threat. Turtles have many natural predators too. You may think that an animal that lays between one and two hundred eggs at a time, would have a good chance of seeing some of its young grow to adult life. Unfortunately, this isn't always true.

Turtles lay their eggs in holes on sandy beaches. When the eggs hatch, the baby turtles take several days to dig their way out of the sand. As they near the surface, they wait until dark. They then rush down the beach, along the sand and into the sea. Sadly, many of them never make it to the sea. The sea birds and crabs eat them before they even get to the water. If they make it into the ocean, they are then faced with many predators including sharks and other fish. In fact only very few survive into adulthood.

The Life Cycle

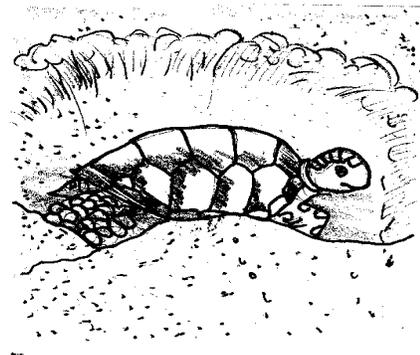
Turtles need to reach the age of about 30 years, before they are ready to breed and lay eggs. To do this they always return to the place where they were born, sometimes facing a difficult and dangerous journey to get there. Turtles only mate about once every five years. The breeding cycle of the turtle is quite fragile and it is something of a miracle if any young survive.

Loss of Habitats

The biggest enemy turtles have is man. You don't need to kill turtles to contribute to the death of the species. All you need to do is take away their nesting places. As human populations increase and more and more beaches are used by humans, turtles find it hard to find safe places to lay their eggs.

The Arnavon Marine Conservation Area was set up to address this serious problem. By protecting the nesting sites from all forms of human activity, turtles can nest in peace and the chances that their young will survive are greatly increased.

The work of the conservation officers on Arnavon shows that, although humans pose the greatest threat to turtles, it is also humans who can, and must, help to save the turtles.



Comprehension

Activity 1

Choose six of the key words from today's reading and use each one in an interesting sentence of your own.

Activity 2

Read each of the following statements and decide whether it is true or false.

Copy the sentences into your exercise book and write true or false beside each one. If you are not sure of the answer, look back at the text.

1. Humans pose a threat to turtles.

2. Turtle meat and eggs are used for tools and ornaments.
3. The biggest enemy turtles have is man.
4. Turtles lay their eggs in the sea.
5. Turtles lay between one and two hundred eggs at a time.
6. Plastic bags thrown into the sea by careless humans can kill turtles.
7. Turtles die before they reach 30 years of age.
8. Turtles are now in danger of becoming extinct.
9. Arnavon Islands are the only marine conservation area in Solomon Islands.
10. The Arnavon Island group is made up of three small islands.

Language Study

Rewrite the following sentences in your exercise book. Put the correct punctuation mark at the end of each sentence.

For example:

An exclamation Don't talk to me like that!

A question What is the matter with you?

A statement Baby turtles take several days to dig their way out of the sand.

1. Turtles love eating sago palm fruits
2. Give me that knife now
3. How many eggs does a turtle lay
4. Does your mother know you are collecting turtle eggs
5. How dare you
6. Dinosaurs are now extinct
7. Come here immediately
8. I want to help protect our environment
9. Get out
10. Where do turtles nest

Spelling

Continue to learn your spelling words. Say and spell these words with a partner.

Choose six words from the spelling list and use each in an interesting sentence.

believe	deceive
niece	ever
piece	nephew
tries	minute
receive	still

Oral and Writing

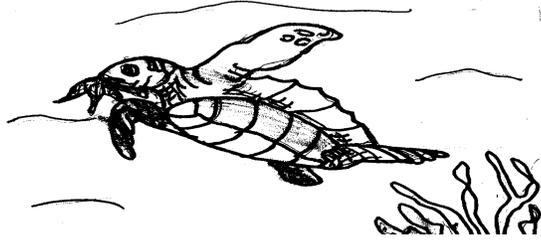
During the last writing lesson you worked on a plan for a poster.

Today, work in your group and start the first draft of your poster. Remember to follow the plan that you made in the last lesson.

It is a good idea to include headings, sub-headings, pictures and diagrams.

Here is an example to help you with your ideas.

Tough Times for



Turtles need your help

The Facts

- Turtles are losing their nesting areas.
- The turtle population is decreasing.
- Turtles need safe peaceful places to lay their eggs.
- Plastic bags and fishing lines are killing our turtles.
- Turtles are in danger of becoming extinct.

How Can You Help?

Don't throw litter on the beach.

Don't throwing fishing line and plastics into the sea.

Don't disturb the sand dunes.

Do leave turtle eggs alone!

Reading

Study the key words. Use a dictionary to help you find the meaning of any words that you do not understand.

Read the information report, silently.

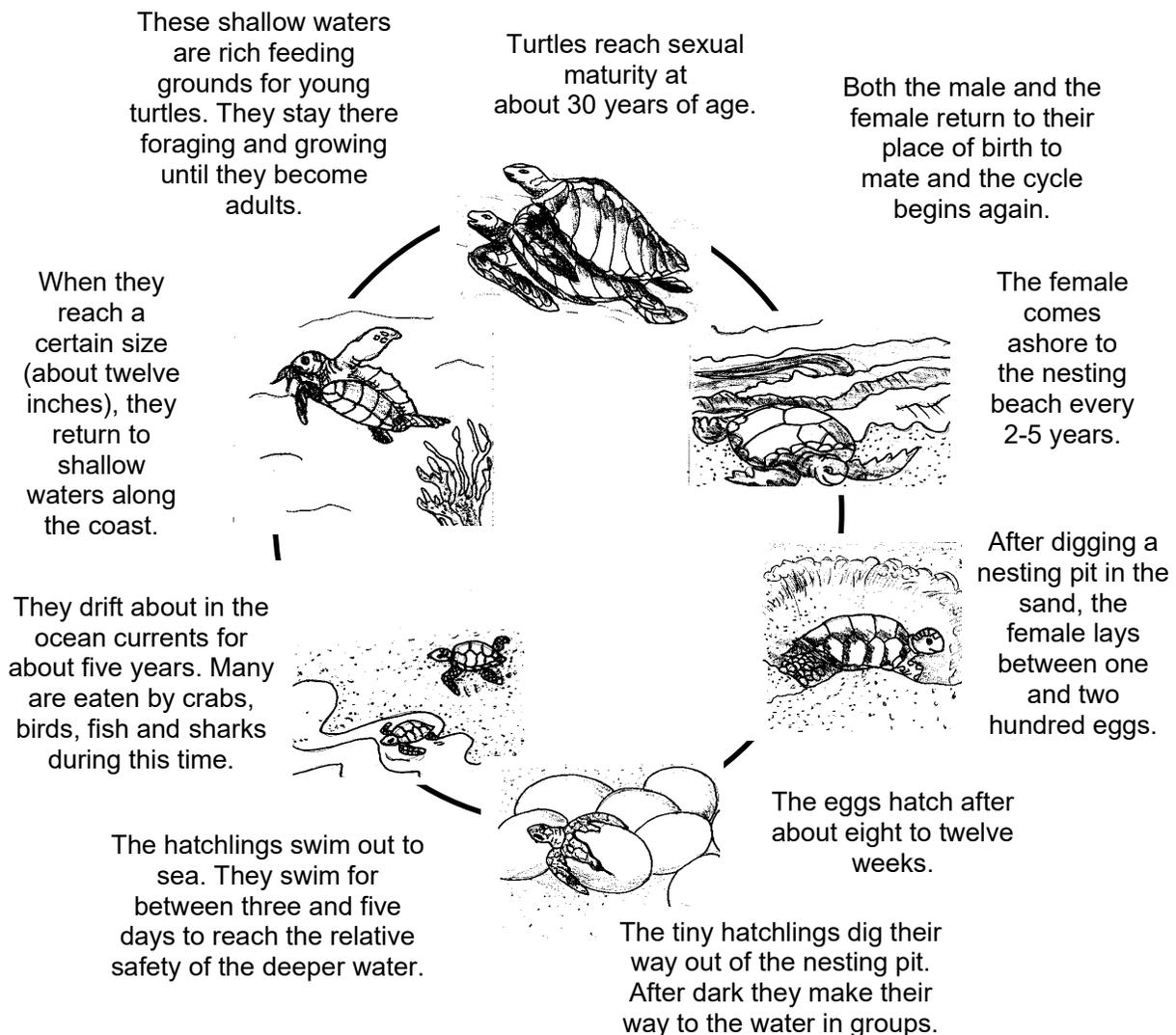
The Life Cycle of the Sea Turtle

adapted by Ellen Wairiu

Key Words

life cycle, hatchlings, ashore, sexual maturity, foraging, common, species

There are many different species of turtle. The diagram below explains the life cycle common to all types of sea turtles, but the exact details may vary from species to species. The turtle is a reptile. It breathes air and lays its eggs on land. The baby turtles are born on the land but spend almost all of their lives at sea. The female turtle returns to the land later in life to lay eggs in coastal areas.



Comprehension

Read the information report again with a partner.

Where do you think the life cycle of a turtle begins? Discuss your answer with your partner.

Write down five facts that you have learnt by reading the information report.

Language Study

Copy the passage into your exercise book and choose the correct word from the box to fill the empty spaces. The first one has been done for you.

so	then	therefore	because	as	and
----	------	-----------	---------	----	-----

Turtles are now protected in many areas of the world 1. **as** their numbers are decreasing. If we do not provide safe nesting areas, 2. _____ it is possible that turtles will become extinct. The Arnavon Conservation Area has been set up 3. _____ that the turtles have a safe place to nest 4. _____ the turtle eggs need to be protected from humans and predators. Human populations continue to increase, 5. _____ more beaches are used by humans 6. _____ it becomes harder for turtles to find safe nesting areas.

Oral and Writing

Proofreading and Editing

In your group, proofread and edit the first draft of your poster.

- Look at your poster again and read through the text.
- Is the information on it well organised? Could you improve the poster by moving things around?
- Have you got your message across clearly?
- Have you included some pictures or diagrams to make the message of the poster clearer?
- Is all the writing neat and clear? Is it large enough to read from a distance?
- Have you used print instead of cursive handwriting on your poster?
- Look for ways to improve your draft.

Now you are ready to draw the final copy of your poster.

Reading

Study the key words.

Use a dictionary to help you find the meaning of the words that you don't understand, before reading the text.

Save the Whale!

Ellen Wairiu

Key Words

fascinate, mammal, campaigners, century, intelligent

Whales fascinate many people. This fascination may be due to their size, for they are the largest mammals on earth. It may be due to their playful and intelligent behaviour, or their friendliness to humans. It could be due to the grace and beauty displayed as they swim, breaking the surface of the sea with their giant tails.

Whatever the reason, people all over the world have come together to fight for the survival of this gentle giant. 'Save the Whale', is a slogan that has been heard throughout the world.

Whales are warm-blooded mammals. Just like humans, they breathe air and give birth to live young, who are then nursed by their mothers.

During the 19th century, whaling, or the hunting of whales became an important activity in many European and North American countries. Whales were hunted for their whale meat and whale blubber. The blubber, or fat, contains valuable oil, which was used to produce light in American homes before electricity became available.

It was in the 20th century however, that the commercial whaling industry reached its height. Products derived from whales were used for everything from machine oil to women's make up. In the 1940s American whalers killed 46,000 whales in just one season.



Gradually, people began to realise that the killing could not continue on this scale. The very survival of whales was under threat. Something had to be done!

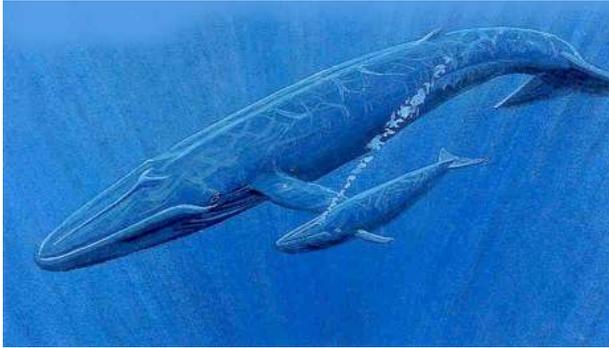
In 1972, the Marine Mammal Protection Act was passed in America. This law made it illegal to import products containing materials from whales.

Conservation campaigners around the world wanted more. They fought long and hard for an international ban on commercial whaling. It was a great day when the International Whaling Commission finally introduced a ban in 1986. It then became illegal throughout the whole world to hunt whales for sale.

Only three countries in the world refused to sign this international agreement, Iceland, Norway and Japan.

These nations support whaling and they continue to practice whaling. They face widespread disapproval and opposition to what is now widely accepted as a cruel and brutal trade. However, international pressure has done nothing to discourage them. In

Japan, there is a lot of money to be made from whaling. Japan has campaigned for the ban to be lifted, ever since it came into force.



Whale populations around the world have been slowly recovering since commercial whaling was banned. The problem is that most species of whales take a long time to reproduce.

Many whales produce just one calf every two years. At this rate it will take several generations before the number of whales starts to increase significantly.

Some countries that oppose whaling are now calling for a one hundred year ban. It is thought that it may take this long for at least some species to recover.

It is important that the ban on whaling remains in force. Those who argue against it do so out of greed and care nothing for the suffering of these beautiful, gentle creatures or for the extinction of the species in our time.

Comprehension

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

1. What is whaling?
2. How was whale blubber used in America?
3. Name two products made from whales?
4. In what ways are whales and humans similar?
5. Why are many people so fascinated by whales?
6. Why are some countries calling for a 100-year ban on whaling?
7. List 3 adjectives (describing words) from the text used to describe whales.
8. Why do you think Iceland, Norway and Japan refused to sign this international agreement?

Language Study

Look at the following sentences. Write down the compound verbs from each sentence, for example:

The bee **is collecting** honey.

Some animals in the environment **are protected**.

1. Many turtles are killed each year.
2. The whale is swimming closer to the shore.
3. Japan should protect the whale population.
4. The turtle has found a safe nesting area.

5. The conservation officer was working hard to protect the beach.
6. The turtle population has been decreasing in recent years.

Spelling

Practise spelling your list words. To help you learn to spell the words use Look, Cover, Remember, Write **and** Check.

Oral and Writing

Today you will present your posters to the class. Take turns with your partner to practise speaking to each other. Some tips to remember:

- Speak slowly and clearly – don't rush;
- Speak loudly so everyone can hear you;
- Make your voice interesting by using expression;
- Speak fluently – know how to pronounce each word so you are not always stopping to sound out your words;
- Look out at your audience when you speak.

When you are in the audience remember to be a good listener. Here are some tips to remember:

- Do not talk when someone else is speaking;
- Listen carefully and think about what the other person is saying;
- Think about some interesting questions to ask the speaker at the end of their presentation.

Reading

This is another example of an exposition. It is written by a group of concerned school children called the Children's Wildlife Protection Group. They express their opinions about the capture of dolphins.

Go through the key words and use a dictionary to help you find the meaning of any words you do not understand. Read the text aloud.

Save Our Dolphins!

Children's Wildlife Protection Group

Key Words

make ends meet, condemn, publicity, object, exploiting, immoral

We were shocked to hear about the recent capture of live dolphins for export in Solomon Island waters.

Over the last few weeks, many dolphins have been captured and they are now being held in shallow water pens waiting to be sold to overseas buyers. Foreign exporters have offered to pay Solomon Islanders a few hundred dollars to capture these gentle, intelligent animals. We strongly object to this practice.



Firstly, it is both cruel and immoral for people to exploit wildlife in this way. The dolphins will be flown half way around the world to Mexico. Here they will be taught to perform tricks to entertain visitors in zoos and marine parks.

The methods used to capture the dolphins cause them great stress. It separates these social animals from their family members. Evidence shows that dolphins held in captivity can become so upset that they have been known to stop eating in an attempt to commit suicide.

Imagine the misery and distress these wild animals will endure on the long flight to Mexico. They are used to swimming freely in the oceans but in order to get to Mexico they will be transported in a small, confined space within a water tight crate. What right do humans have to cause such suffering to other living creatures?

Secondly, this ugly trade is exploiting the difficult economic situation in Solomon Islands. Everybody knows that people here are struggling to make ends meet since the tension a few years ago. These foreign exporters are taking advantage of this. They know that a poor village person will gratefully accept a few hundred dollars for the capture of a dolphin. A few hundred dollars means nothing to these exporters when they can sell a dolphin on the overseas markets for \$30,000 or more.

Why should Solomon Islanders be caught up in this awful practice just because they, and their government, are poor?

Thirdly, this whole sad event has brought our country into the international news for all the wrong reasons. Environmental campaigners from all over the world have come together in horror to condemn what has been happening in our country. We should be ashamed of ourselves for receiving this kind of publicity.

We urge all Solomon Islanders, to play no part in this dirty business.

We must safeguard the well being of our marine mammals. Dolphins are highly developed, social, intelligent creatures. They need to remain in the open sea where they can swim, hunt, play, breed and be happy. Just like us, they should be free.

Is a few hundred dollars really worth the suffering and shame we have brought on the dolphins and ourselves?

Comprehension

Read the text again silently. Work in groups of three to make a list of the issues raised by the author. Divide these into those that are facts and those that are opinions as shown.

Facts	Opinions
Dolphins are being held in shallow water pens.	It is cruel and immoral for people to exploit wildlife.

Language Study

Complete each sentence by choosing the correct conjunction from the box. Write the completed sentences in your exercise book.

- The tortoise won the race, slow _____ he was.
- He left _____ the dawn.
- He is taller _____ I am.
- We will wait here _____ the boat arrives.
- Let me know _____ you wish to go.
- The boy is strong and healthy _____ he is not tall.
- He has no friends _____ he is a bully.
- My cold is much worse _____ I've tried to cure it.
- You will not get permission _____ you ask.
- She read a book _____ I wrote a letter.

unless
if
than
because
before
as
while
until
although
but
so
and

Spelling

Here are your spelling words for this week.

Say each word. Work with a partner and use the spelling strategy to help you learn the words.

Spend some time each day learning the words. Copy the list into your exercise book.

threw	allowed
buy	road
world	through
board	course
whole	tyre

Write five sentences of your own using two or three spelling words in each sentence. Here are some examples to help you.

I **threw** the stone **through** the window.

The **tyre** rolled across the **road** and **through** the tunnel.

Oral and Writing

Oral Activity

Working with your group, plan your arguments and prepare a speech to present in a debate later in the week.

Use the following hints to help you.

- Discuss the topic with your team members.
- Make sure you understand the topic.
- Find out the meaning of any words in the topic that you may not understand.
- If you are in the affirmative team you will need to agree with the topic statement.
- If you are in the negative team you will need to disagree with the topic statement.
- Choose your first, second and third speakers.
- Start writing down your ideas.
- What are some of the ideas your opposing team may speak about during the debate?
- How will you argue or respond to these ideas.

Reading

This is an historical recount about the extinction of a bird called the dodo. Look at the key words and think about their meaning.

Read the text silently and then read it together.

Dead as a Dodo

Ellen Wairiu

Key Words

strange, harmed, contented lives, posed, dwindled

There once lived a large, strange bird called a dodo. However, today there are no more dodos in existence. The last dodo died more than 300 years ago. This means that the dodo is extinct. There will never be another dodo alive on earth.

Many thousands of years ago, big birds with strong wings, flew across the Indian Ocean and landed on the islands of Mauritius. There they found many plants, berries and seeds to eat, and no other animals harmed them. They were safe and they never went hungry. Life was easy for these birds, and as centuries passed they began to change. They ate a lot and grew fat. No one chased them so they did not have to fly. They never used their wings and eventually they became too weak to even lift themselves off the ground. They became birds that could no longer fly.

A fully-grown bird weighed over 20 kilograms. They made their nests on the ground, and their eggs were the size of grapefruit. They fed on roots that they dug up with their sharp, hooked beaks. They led peaceful and contented lives, until one day their island was discovered by an altogether different kind of animal, the human being.



Sailors from Portugal discovered the island of Mauritius in 1507. The sailors were hungry and began to look for food. Other birds on the island could fly away, but this bird could not. It was helpless in the face of this new danger. The sailors caught and killed as many dodos as they could find, and they even ate the dodo's eggs. They called the bird doudo, the Portuguese word for silly. Although the bird was given other names over the years, dodo is the name that has stuck.

Later, Dutch, French and English ships stopped on the island of Mauritius too, and their sailors also hunted the dodo for food. In 1644 the dodos faced a further danger when settlers from Holland came to live on the island. They brought with them cats, dogs, pigs and goats. Some of these animals chased and killed the dodos. Then another kind of animal was brought to the islands. This animal posed an even greater danger to the survival of the dodos. Monkeys were introduced and multiplied quickly. Whenever they found a dodo's egg they would eat it. Each year fewer and fewer chicks were hatched, and the numbers of dodos dwindled. The last of these slow, fat birds was seen on Mauritius in 1681.

All that exists today, as evidence of the dodo's existence is a skeleton in a museum. You may have heard the expression, 'as dead as a dodo'. This expression is used to describe something that is gone forever.

Many other species of animals and plants are at present in danger of becoming extinct. Unless we protect our plants and wildlife from being carelessly destroyed, they too might one day become extinct or "as dead as a dodo".

Comprehension

Activity A

Read the historical recount again silently. Work with your partner to make a list of the reasons why the Dodo became extinct.

Activity B

Imagine that you lived on the island at the time that the dodo was still alive and well. Write a short paragraph explaining what you would do to stop the dodo from becoming extinct.

Language Study

Find the antonyms (opposites) of the following words. Write them in your exercise book as shown in the examples:

big – small

right – left

cold – hot

1. strong

3. bought

5. small

7. hard

9. north

2. loud

4. multiplied

6. careless

8. enter

10. bitter

Oral and Writing

Work with your team members to continue preparing for the debate. Follow the steps below:

1. Think of 6 points in favour of your argument.
2. Divide these points among your first, second and third speakers.
3. Use the guidelines below to help you plan and write your speech.

Framework to follow when writing your speech:

Introduction

Introduce yourself and briefly outline your main points.

Rebut

Argue against the points put forward by the other team.

New Points

Confidently express your ideas and use persuasive language, expression and humour if possible.

Conclusion

Sum up your points and finish with a strong persuasive statement.

Remember that you are trying to convince the audience that your ideas and opinions are right.

Reading

Study the key words and find out what they mean. Today's text is a report about the white rhinoceros. Read the report silently and then read it aloud together with your classmates.

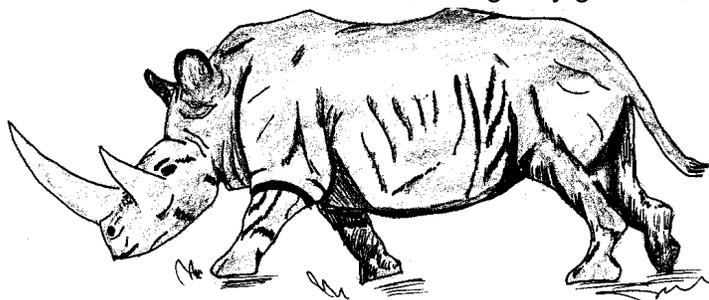
The White Rhino: A Conservation Success Story

Ellen Wairiu

Key Words

reserves, herbivore, pleasures, wallowing, layer, sloppiest, thickest

Rhinos once lived in many parts of Asia, Africa and even Europe. Today they can only be found on the flat plains and grasslands of Africa and in reserves in isolated parts of Asia. The white rhinoceros is the largest rhino in the world. It weighs in at up to 1 tonne. It is a mammal and an herbivore, eating only grasses, leaves and twigs.



The white rhino has a long, heavy head. This explains why the animal walks with its head down and has a huge hump of muscle on the back of its neck. The front horn on a white rhino is bigger than the second horn.

One of the great pleasures of a rhino's life is wallowing in the mud. Rhinos love to roll around in the sloppiest and thickest mud they can find, covering themselves from head to toe. When it is hot this is a great way to cool off and it also keeps the skin in good condition. A thick layer of mud also prevents insects from biting the rhinos.

The white rhino is endangered, due to poaching. Poachers are illegal hunters. Poachers kill rhinos for their horns. They cut off the horns and smuggle them from Africa to Asia where they are used for making medicine. The rest of the animal is left just to rot or be eaten by other wild animals. International law makes it illegal to trade in any part of an endangered animal. However, the poachers ignore this law because they can make a lot of money from selling rhino horn.

In the 1900s there were as few as twenty white rhinos left in the world. These were found on a wildlife reserve in South Africa. Conservation programmes were set up in Africa to try to protect the white rhino. The South African government set up a breeding and management program to try to stop the species dying out.

So far this programme has been a great success. It was so successful that by 1960 there were 600 white rhinos and today there is an estimated population of 8,000. Some have been transferred to reserves and conservation areas around Africa and white rhinos can now be found in more than six African countries.

This story shows how humans can work together with nature to prevent the extinction of a species. By providing protected areas, and making and enforcing strong laws against poaching, the government of South Africa has brought this powerful animal back from the edge of extinction.

Comprehension

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

1. What name is given to animals that eat only grass and leaves?
2. What is poaching?
3. Why are poachers interested in the white rhino?
4. Why do the poachers break international law?
5. Why does the white rhino walk with its head down?
6. What did the South Africa Government do to prevent the death of the species?
7. List down three reasons why the white rhino loves mud.

Now reread the text and make up three comprehension questions of your own. The answers to your questions must be found in the text. You might like to ask another pupil to answer your questions.

Language Study

Read the following questions. Write the correct answer at the end of each question. The first one has been done for you.

- | | |
|--|----------------------|
| 1. Did you run up the hill five times this morning? | No, I didn't. |
| 2. Has the poacher been caught by the police? | No, |
| 3. Does the white rhino have a long heavy head? | Yes, |
| 4. Have you learned any thing about rhinos before? | No, |
| 5. Would you like to visit the grasslands of Africa? | No, |
| 6. Was it sunny yesterday morning? | No, |
| 7. Did Sally want to visit Africa to see the rhinos? | Yes, |
| 8. Were they there when the last rhino was killed? | Yes, |
| 9. Do poachers still kill rhinos? | Yes, |
| 10. Does Sam work in the conservation area? | No, |

Spelling

Work with a partner to help revise your spelling words.

To help you learn to spell the words use Look, Cover, Remember, Write and Check

threw	allowed
buy	road
world	through
board	course
whole	tyre

Activity

Some of the spelling words are homonyms. Find homonyms for the following words. The first one has been done for you.

- | | | | | | |
|----------|----------------|----------|----------|----------|-------------|
| 1. threw | through | 2. whole | 3. road | 4. waist | 5. brake |
| 6. tyre | | 7. pane | 8. board | 9. buy | 10. allowed |

Oral and Writing

Work in your group to finish writing your speech.

When it is ready, practice your speech by reading it aloud to your group.

When you have finished re-write your speech onto small cards that you can hold and look at while you present it to the class.

This will help you to remember the main points as you talk.

You do not need to write your complete speech on the cards. If you are feeling confident you may only wish to include your important points, facts or sentence starters.

Keep some blank cards so you can write down things you want to say in response to the other speakers' points.

Reading

Look at the key words and discuss what they mean with other pupils. Look at how each word is used within the text. Today's text is a report describing the events that caused the extinction of the Tasmanian tiger.

The Tale of the Tasmanian Tiger

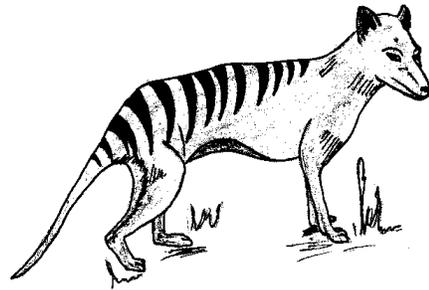
Ellen Wairiu

Key Words

extinction, captivity, park ranger, unconfirmed, habitat, remote, pouches, flanks, livestock

More than 60 years ago, in Hobart Zoo, in Australia, a creature with a five foot long, dog-like, striped body died. Its death marked the extinction of the Tasmanian tiger.

Ever since this Tasmanian tiger died in captivity, there have been unconfirmed reports of tigers being sighted in the wilds near their old habitats. In 1995, a park ranger spotted what looked like a Tasmanian tiger in a forested region of Tasmania. Two years later, villagers in two remote mountain towns on the island of Irian Jaya, Indonesia, reported that a pack of six or seven of these tigers was attacking chickens and pigs.



Tasmanian tigers carried their young in pouches, just like the kangaroo and the koala. They had a long and heavy tail, similar to the kangaroo. A tiger could grow to a length of six feet including the tail and they stood two feet high at the shoulder. The name 'tiger' came from the dark stripes that ran across the flanks of the creature's yellow-brown fur.

The tigers ate small mammals like wallabies, kangaroos and rats. The tiger had a five toed footprint similar to a dog's, although dogs have only four toes. Tasmanian tigers looked fierce, because they had large heads and wide jaws, which opened wider than any other mammal. However, they were actually shy creatures.

At the end of the 19th century humans moved into the areas where tigers lived and began farming. Farmers blamed the tigers for eating their livestock and when land was taken over for planting crops, the tigers lost their habitat. Humans became a threat to the existence of the tigers. Thousands of them were killed. By the time the Australian government realised that the Tasmanian Tiger needed protecting, it was too late for this animal.

Comprehension

The following words are key words from the text. Use each word in an interesting sentence. Use the text to help you decide how to use each word.

extinction remote habitat livestock captivity

Language Study

Copy the following sentences into your exercise book and underline the compound verbs. The first one has been done for you.

1. I must make a cake to take to school.
2. Joseph has been sick today.
3. They are coming to the beach today.
4. The tide did go out this morning.
5. The teacher should have marked our exams by now.
6. We would have been late if the bus had not arrived.
7. The turtle is going to the beach to lay her eggs.
8. The Tasmanian tiger could have been sighted again.

Oral and Writing

Today you will present your debate to the rest of the class.

Read over your speech and organise your palm cards.

Some tips to remember:

- Speak slowly and clearly – don't rush;
- Make your voice interesting and convincing;
- Use facial expressions and body language to help convey your argument;
- Speak loudly so everyone can hear you;
- Use your palm cards to help you remember your speech;
- Look at the audience when you speak;
- Listen carefully to the other team's speakers and make notes to help you respond to their arguments.

Reading

Today's text is adapted from a Solomon Islands government leaflet that explains some of the regulations that apply to fishing in Solomon Islands.

Study the key words and use a dictionary to find their meaning. Read the text silently then read it again with a partner taking turns to read a paragraph each.

Fishery Regulations

Key Words

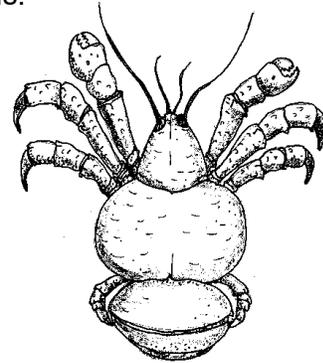
regulations, natural, environment, permission, offence, penalty

Solomon Islands' natural environment is covered by special rules to make sure that it is properly looked after. These regulations are set up by the Fisheries Division to help protect certain species of animal and fish. Without these rules, some of these animals would be in danger of extinction.

The following animals are protected under these regulations.

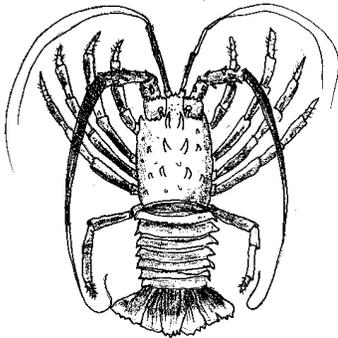
A. Coconut Crab

- It is against the law to take, keep, sell or buy:
 - Any coconut crab which is less than 9 cm long measured along the middle of its shell.
 - Any coconut crab which is carrying eggs.
- No one is allowed to export coconut crabs except with the permission of the principal licensing officer.



Penalty

If anyone breaks this law, he or she will be fined \$100.00 or sent to prison for 3 months.



B. Crayfish/Lobster

- It is illegal to catch and keep, sell, buy or export:
 - Any crayfish/lobster less than 8 cm long.
 - Any female crayfish whose eggs have been removed.

Penalty

If anyone is found to have committed either offence, he or she will face a fine of \$100.00 or 3 months imprisonment.

C. Giant Clams

Any person who catches and sells, buys or exports clam meat harvested from the wild, is guilty of an offence.

Penalty

Anyone found breaking this law will be fined \$100.00, or sent to prison for 3 months, or both fined and imprisoned.



Comprehension

Work in your group, choose a group leader to write down your ideas.

Discuss the following questions. After the discussion, present your ideas to the class.

1. Why does our country need fisheries regulations?
2. Apart from these regulations, what other plants and animals do you think need to be protected? Explain why.

Language Study

Rewrite the sentences in your exercise book using the correct punctuation marks.

1. melissa is writing a new fishery regulation leaflet for solomon islands
2. do you like clam shell soup asked bob
3. i saw daniel selling under sized coconut crabs reported maria
4. this morning we saw clams crabs crayfish yabbies and prawns
5. help me yelled the fisherman
6. the flight to auckland was cancelled due to heavy rain at henderson airport
7. is the whale an endangered species asked sue
8. endangered species exist in australia africa asia and europe

Spelling

Practice learning your spelling words and prepare for today's test.

Oral and Writing

This is the last activity in this unit about Endangered Species. Today you are going to summarise what you have learnt during the unit.

A summary includes only the main ideas and important details about a topic.

These are the major topics covered in this unit:

- The web of life.
- Preserving the megapode bird.
- The life cycle of the sea turtle and conservation of this species.
- Marine animal conservation, including whales and dolphins.
- The extinction of the dodo and Tasmanian tiger.
- Conservation of the white rhinoceros.
- Solomon Islands' Fishery Regulations.

Write each of these topics as a subheading in your book and write two or three sentences about each one.

Do not include everything you know about this topic.

A summary is just a brief description of the topic that covers the most important information. You might decide to write only the most interesting information that you learnt.

You might start like this, but write in your own words.

Look back through the texts for this unit and read some of them again if you need to.

Endangered Species

The Web of Life

I learnt that all life on earth is part of a complicated web. Animals and plants depend on each other for their survival.

Preserving the Megapode Bird

On the island of Simbo people preserve and protect the megapode bird by building small huts for them. It is important to continue to preserve these birds as they have become symbolic of the island of Simbo.

Turtles

Reading

The text for today gives information about the unit topic, World Heritage. Study the key words and use a dictionary to find the meaning of any words you do not understand.

Comprehension

Read the text again and answer the following questions using complete sentences.

1. What does the word **heritage** mean?
2. The reading names one of the first places in the world that needed to be protected and preserved. What was that place?
3. Why did people think it was important to save these temples?
4. What does the abbreviation UNESCO stand for?
5. How can a place or building be placed on the World Heritage List?
6. Who decides whether or not a site can be placed on the World Heritage List?
7. Do you think it is important to protect and preserve these special places? Why or why not?

Language Study

Here is a list of countable and uncountable nouns. Draw the table below and place the nouns in the correct column.

toy	sand	grass	oxygen	plate
coffee	chair	water	petrol	drum
boat	sea	meat	air	kerosene

Countable nouns	Uncountable nouns

Spelling

Here is your spelling list for the week.

Copy the words carefully into your exercise book.

Learn how to spell these words before the end of the week.

Many of the words contain two vowels together. Notice how to pronounce each of these vowel combinations.

boat	early
coast	really
each	noise
east	canoe
nearly	favourite



Unit 7: World Heritage

Oral and Writing

With your partner, discuss a place in your area that is special. This may be a natural place or something made or built by people in the past. Discuss why you think it is special.

Write down some simple sentences describing the features that make your site special.

Use the questions listed below to help you.

1. Is this place very beautiful? Can you describe it?
2. Are there any special animals or plants in this area?
3. Is this place the home of endangered species?
4. Was this place important to people long ago? Why?
5. Does this place have any interesting scientific information?

Reading

Today's text describes what happens when a place or building is nominated to go on the World Heritage List.

The World Heritage Listing Process

Linda Puia

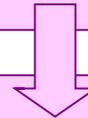
Key Words

nomination, special, committee, government, outstanding, values

1. Preparing for Nomination

Any country that is a member of the World Heritage convention can nominate a special place or building. Before doing this, they need to:

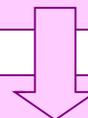
- Help the local people understand what World Heritage means. The people then need to decide whether they will agree to their land being nominated.
- Find out who owns the site and make sure the owners agree.
- Think about how the government will look after the site and make plans to show how they will do this.



2. The Nomination

The nomination must include:

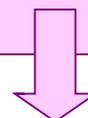
- A detailed report describing the place.
- A description of what makes it special.
- Ways in which the government will look after the site.
- The names of the owners of the site.
- Evidence that the local people understand what World Heritage means and evidence that they have agreed for their land to be nominated.



3. Checking out the Nominated Site

The World Heritage Committee has to make sure that the property really is special.

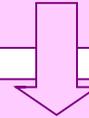
- They will send someone to check the place and write a report about it.
- If the property is nominated for natural value, the World Conservation Organisation will send someone to the property to see the site and to write a report about the value of the property.
- Reports are sent to the World Heritage Committee.



4. Looking After the Site.

When a site is included in the World Heritage list, the government has to look after the site. They are required to:

- Write reports to the World Heritage Committee to explain how they are looking after the site.
- Maintain the site and make sure it does not fall into a bad state.
- Stop any developments that can destroy the outstanding qualities of the site.

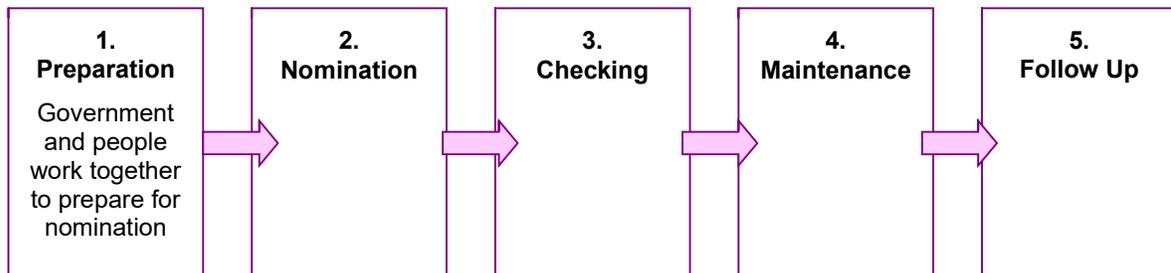
**5. What Happens After being Listed?**

When a site is included in the World Heritage list, it is checked regularly by the committee;

- Sites that are in danger of being spoiled are put on the 'World Heritage in Danger' list. When other member countries see a site in danger of being spoiled, they might try to help to protect the site.
- Sites that lose their outstanding value are taken off the World Heritage List.

Comprehension**Activity 1**

Read each stage of the nomination process again. Take some notes to record the most important information from each stage of the process and use these to complete the flow diagram below.

**Activity 2**

Imagine that a site near your village or town has been nominated for World Heritage listing.

Look at the different stages of the nomination process in today's text.

Write a few sentences to explain what your community would have to do at each stage in the process.

Language Study

Copy the table into your exercise book. Write the words from the box in the correct column.

Add the articles that can be used with each known in the third column. The first one has been done for you.

Uncountable Nouns	Countable Nouns	Articles
	member	a, an

member	water
sand	building
government	land
environment	aunt
property	event
kerosene	meat

Spelling

Remember the spelling rule:

When two vowels are together, they often make the sound of the name of the first vowel.

Copy the table on the right into your exercise book and find five examples for each vowel blend. Some examples have been given to help you.

ea	ai	oa
heave	main	float
leap	painter	boat

Oral and Writing

With your partner, read over the notes you made yesterday and think about what other information you might need to know about the site. Discuss who you could talk to, to find out this information.

Prepare some questions to ask to collect more information.

Here are some ideas to get you started.

Useful Question Words:

What.....
Where.....
Who.....
How.....
Why...

Good Question Starters:

Can you tell me about...?
Can you describe..?
What is special about...?
Why is... important?
What do you think of..?

Possible Questions:

What is the history of this place?
What is in the site that needs protection?
How is the site important to the community?
Are there any local custom stories about this place?

Reading

East Rennell is the only World Heritage site in Solomon Islands. Today's text explains why it was nominated and listed.

East Rennell: A Natural World Heritage Site

Linda Puia

Key Words

specialists, advisers, features, deserved, development, uplifted

Although our country has many places of special natural and cultural interest, only one part of Solomon Islands has, so far, been listed as a World Heritage Site. That is, the eastern part of Rennell Island. It is known as the East Rennell World Heritage Site.

The Solomon Islands Government had to sign the World Heritage Convention, to show that they were serious about looking after their special places. They signed in 1992, and after that the New Zealand Government helped them to prepare two sites for listing, East Rennell and Marovo Lagoon.

Specialists from New Zealand came to work with Solomon Islanders to help them identify the special aspects of these areas and to write this information down in a report. Photographers came to take pictures, and advisers came to explain to the people what it would mean to be living in a World Heritage Site. There are four villages in the East Rennell World Heritage area. People in these villages had to understand what they were required to do and they had to promise to take care of the World Heritage Area.

The finished report was presented to the World Heritage Committee in 1997. After considering the report, the Committee accepted it and, in 1998, East Rennell became a World Heritage Site.

So what is so special about East Rennell? East Rennell has many outstanding natural and cultural features which led the World Heritage Committee to agree that it deserved the title of World Heritage Site.



1. Environment

East Rennell has a very special environment that had not been spoilt by too much development. It has a very large freshwater lake containing many small islands as well as high coastal cliffs and reefs. The island was formed when a coral atoll was uplifted by a series of earthquakes or earth movements. It is unique in that it is the largest uplifted atoll in the world.

2. Wildlife

East Rennell is home to some very special animals and birds. Some of these cannot be found anywhere else in the world and others are very rare. There are sea snakes and eels found in the lake, and coconut crabs, monitor lizards and snails found on the land. There are 43 different kinds of birds, four of which are not found anywhere else in the world, such as the white ibis and the white collared kingfisher.



The White Ibis



The Rennell Orchid



The White Collared Kingfisher

3. Plants

There are different types of forests on Rennell Island and on the small islands in the lake. These contain some very special plants and trees, such as the beautiful and delicate Rennell orchid, which is not found anywhere else in the world.

4. History

Polynesian people have lived in Rennell for thousands of years, probably since before the time of Christ. The present day Rennellese, are the descendents of Polynesians who travelled far across the Pacific from Wallis and Futuna. There are interesting archaeological and cultural sites on the island.

5. Tradition and Culture

People still live the traditional Polynesian way of life in villages in the World Heritage area. Many women make beautifully woven baskets and mats, while some men are skilled carvers who make traditional objects as well as carvings for sale to tourists.

It is easy to understand why East Rennell became the first World Heritage site in Solomon Islands. The people of East Rennell hope to preserve their unique environment both for visitors to enjoy and as heritage for their children and grandchildren.

Comprehension

Copy these facts and opinions into your exercise book.

Write an 'O' at the end of the sentences that you think are opinions.

Write an 'F' at the end of the sentences which you think are facts.

1. Only the eastern part of Rennell Island is a World Heritage Site.
2. East Rennell is the only site that is fit for World Heritage listing in Solomon Islands.
3. The most important feature of East Rennell is the Lake.
4. The Solomon Islands signed the World Heritage Convention in 1992.
5. East Rennell is the best natural World Heritage Site in the world.
6. Specialists have to check a site first before it is listed.
7. East Rennell has not been disturbed by too much development.
8. East Rennell has some animals and plants that are rare.

Language Study

Read through these sentences. Rewrite each sentence and use adjectives to describe the nouns. Study the example first:

East Rennell has a lake with islands.

East Rennell has a **large, clear** lake with **many small** islands.

1. Rennell Island is surrounded by cliffs and reefs.
2. The ibis and the kingfisher are two of the birds found on Rennell Island.
3. Plants like the Rennell orchid are not found anywhere else in the world.
4. There are sea snakes and eels on Rennell Island.
5. Carvers make carvings to sell to tourists.
6. Rennell is an atoll that has been uplifted five times.

Spelling

Say each word below aloud and listen to how it sounds. Does it follow this rule?

When two vowels are together they make the sound of the name of the first letter.

Write down only the words that do not follow the rule in your exercise book.

tread	croak	loud	beast	mouse	field
paint	stream	soap	soup	pause	neither
trail	teach	would	mouth	snail	brief

Oral and Writing

Using the notes you have made from your questionnaire, draft a nomination report, nominating your special place or building for World Heritage listing.

Your report should be factual, containing all the information you have collected about this place to show that it is special.

Follow the format below to plan and draft your report. You could use these as subheadings in your report.

Name of Site:

Description of Site:

Features that make it Special:

Owners:

Information about the People who Live on or near the Site:

Plans for Looking after the Site:

Reading

Today's text is an explanation. The map and diagram will help you understand the text so study these carefully as you read.

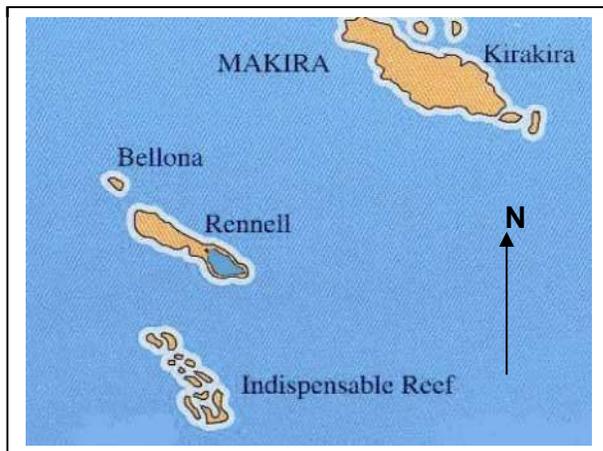
The Formation of Rennell and Lake Tegano

Linda Puia

Key Words

upraised, coral, lagoon, surface, continents, ancient, surround, interior, scientists

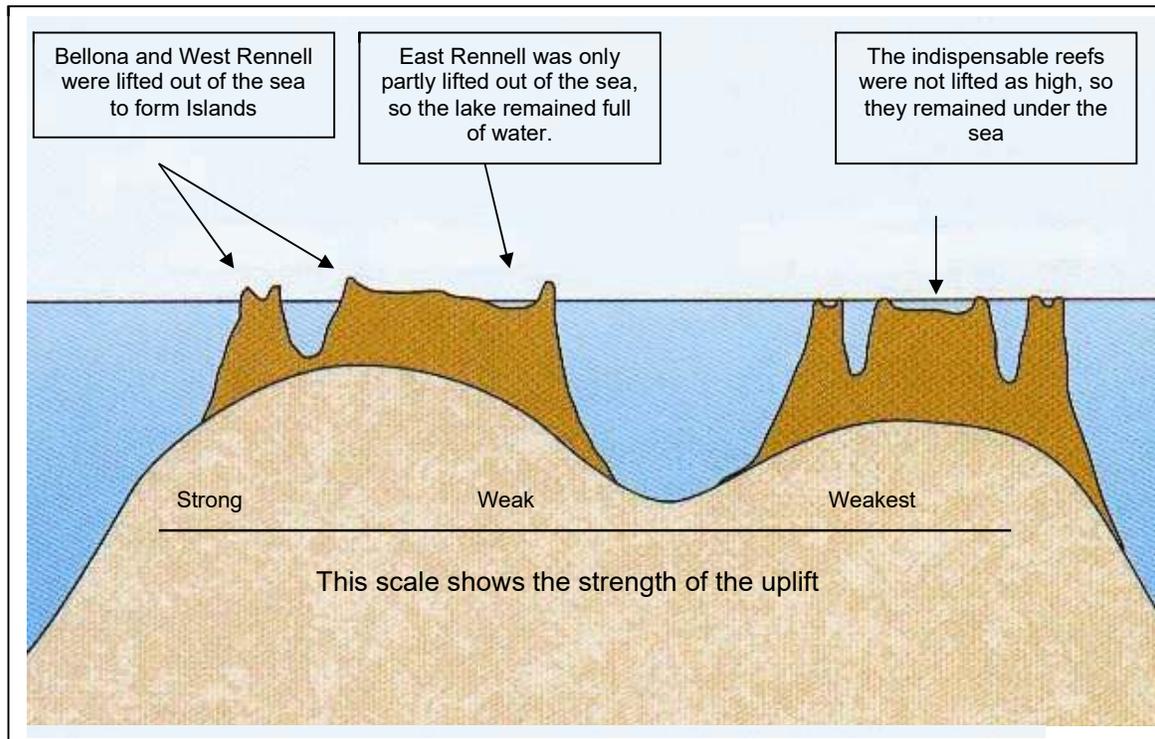
Rennell is the largest upraised atoll in the world. An atoll is a ring of coral reef that has got nothing in the middle but water or a lagoon. Rennell and Bellona were originally rings of coral below the surface of the ocean.



The islands of Rennell and Bellona started life as rings of coral reef below the surface of the ocean.

These reefs rested on large blocks of rock under the sea, called plates. These plates sometimes move, which is when we experience earthquakes.

About 10 million years ago, the block on which Rennell and Bellona rested, moved, clashed with the next block of rock and lifted it up. This clash forced the rings of the atoll to rise from under the sea and move to the surface.



The uplift was stronger in the north-west than in the south-west. Bellona and West Rennell were lifted right out of the sea, but East Rennell remained partly under water. The lake was formed here from the remainder of the ancient lagoon.

The indispensable reef was also lifted towards the surface but the uplift was not strong so it remained under-water.

Because both Rennell and Bellona were originally atolls, they are both basin-shaped and surrounded by cliffs. The cliffs are what used to be the coral ring and the basin interior used to be the bottom of the ancient lagoon that was once in the middle of the atoll. Both islands have been uplifted five times. According to scientists, Rennell and Bellona are currently in a sixth uplift phase.

Comprehension

The following events are described in the text. Read through them and write them in the order in which they are presented in the explanation.

1. The atolls were lifted to the surface of the sea by the clash.
2. Rennell and Bellona have been uplifted five times.
3. The plate that Rennell and Bellona rest on clashed with another block of rock.
4. Rennell and Bellona started off as rings of coral under the sea.
5. The two islands are currently in the sixth uplift.
6. The uplift was stronger in the north-west than in the south-east.

Language Study

When writing factual texts we should avoid too much descriptive language.

Read these sentences and look for unnecessary details or descriptive language.

Rewrite the sentences in your book, leaving out the details which you think are unnecessary. An example has been done to help you.

An atoll is a ~~big or small~~ ring of coral ~~where fish sometimes swim~~ under the surface of the ~~deep blue~~ sea.

An atoll is a ring of coral under the surface of the sea.

1. Rennell has some special plants that smell very nice and are not found anywhere else in the world, even if you looked.
2. Development such as logging by noisy machines is not allowed in the very many World Heritage sites.
3. Lake Tegano is the sad remainder of the old and beautiful lagoon that used to be the home to many fish in the middle of the atoll.
4. The beautiful Rennell orchid is so very rare and is only found on the uplifted atoll of Rennell.
5. When a special site is in danger and in threat of being ruined and spoilt, it is included and listed on the World Heritage in Danger List.

6. Not all of the lovely Rennell Island was lifted high out of the water because the clashing uplift was more powerful and stronger at one end and weak and less strong at the other end.

Handwriting

Copy the poem into your exercise book using your best cursive handwriting. After you have finished, read the poem aloud. Notice the different sounds made by the hard g and the soft g.

The angry goat ran up to the ridge.
But on the ridge was grumpy Gran.
She jumped about and grabbed a stick.
The angry goat jumped here and there.
To dodge the stick of grumpy Gran.

Linda Puia

Oral and Writing

Today you will edit your draft and write a final copy of your nomination report on a chart. When you edit, you need to:

1. Check the lay-out and order of the information on your nomination. Use the format given in the previous lesson.
2. Check that your information and supporting details are factual and correct.
3. Check that you have used precise, scientific language. Use the editing skills you have practiced today to check your work.
4. Check for spelling mistakes.
5. Make all your corrections on your draft before writing a final draft.
6. When writing the final draft, pay attention to handwriting and presentation. Include pictures, maps and diagrams, if possible, to make your text clearer.

Reading

Today's reading is an explanation about another special place in Solomon Islands that was nominated for the World Heritage List.

The text explains why Marovo was not chosen to go on the World Heritage List.

Marovo Lagoon: Why Isn't it a World Heritage Site?

Alison Blaylock

Key Words

nomination, habitats, spectacular, opinions, resources, companies, eco-tourism, suitable, assessed

At the same time as East Rennell was added to the list of World Heritage sites, the Solomon Islands Government wanted Marovo Lagoon to be added to the list.

They asked New Zealand to help them to prepare a nomination for Marovo to be presented to the World Heritage Committee. This nomination was not successful.



Marovo Lagoon From the Air

Marovo is a very special place. It is 160 km long and is made up of many miles of reef, thousands of coral islands and a number of larger volcanic islands. It has many very special habitats for birds and animals. The reefs are home to a spectacular variety of fish. It even has its own active underwater volcano. So there is no doubt that Marovo has the natural features of a World Heritage site.

So why wasn't it listed? There were several reasons for this decision.

Firstly, there are many, many people living in Marovo. There are 53 villages and many smaller settlements. For the lagoon to be listed, all of these people would have had to agree to look after the lagoon and to prevent other forms of development on their land. People have different opinions about how land and resources should be used. Not everyone in Marovo supported the World Heritage nomination.

Secondly, there are valuable timber resources around the lagoon and a number of logging companies were interested in cutting down the forests. Logging can be a very destructive form of development that can spoil the environment and destroy habitats of animals. In spite of this, people wanted logging because it was a fast, easy way for them to make good money.

Some people also thought that they would be able to make money if Marovo became a World Heritage Site. They set up lodges for visitors and they created small businesses to sell handcrafts and carvings because they hoped that tourists would come and visit when Marovo became a World Heritage area. Money from tourism is slow, however.

Many more Marovo people wanted logging to occur on their land, so the logging companies were allowed into the area. As a result, parts of the lagoon were spoilt so it was no longer a suitable site for World Heritage listing.

Thirdly, the government owned some land in Marovo and wanted to use it to set up a palm oil plantation. This too destroyed some of the outstanding natural features of the lagoon.

For these reasons, the specialists who assessed Marovo decided that there had been too much damage and development for the Lagoon to ever be listed as a World Heritage area.

Comprehension

Read the text again. In your exercise book, list the reasons why Marovo Lagoon was not listed as a World Heritage Site.

Language Study

Prepositions are missing from this paragraph. Choose the correct preposition from the box to fill in the blank spaces. You can only use each word once.

Having Marovo Lagoon included _____ the World Heritage List, would have been a good thing. There would have been an agreement _____ the people of Marovo and the World Heritage Convention. _____ World Heritage Convention rules, logging companies would not be allowed _____ Marovo. Development such as eco-tourism would have been encouraged _____ villages on Marovo Lagoon. Tourists _____ other countries would visit Marovo Lagoon.

between
under
among
in
from
on
around

Spelling

Revise your spelling words again so that you are ready for your spelling test.

Oral and Writing

Today, you will be presenting your finished nomination to the World Heritage Committee.

Listen carefully to all the presentations, because you will also have to vote for the best three nominations.

A good nomination should:

- Clearly state what the special site is and where it is located.
- Clearly identify the special features of the site.
- Include good pictures that help to describe the site.
- Be neat, attractive and well presented.

World Heritage Committee Role Play - Ground Rules

1. The class will act as the **World Heritage Committee**.
2. Each pair will present their nomination to the Committee (the class).
3. Each pair must try to convince the committee that their site is special and should be included in the list.
4. The committee must listen carefully during each presentation.
5. At the end of each presentation, the committee should ask questions about the nomination.
6. When voting, members of the committee should vote for the best presentation, not for their friends or for their own nomination.

Reading

This week, you will be reading about World Heritage Sites located in other parts of the world. Today's text is about a special site in China.

World Heritage Sites 1: The Great Wall of China

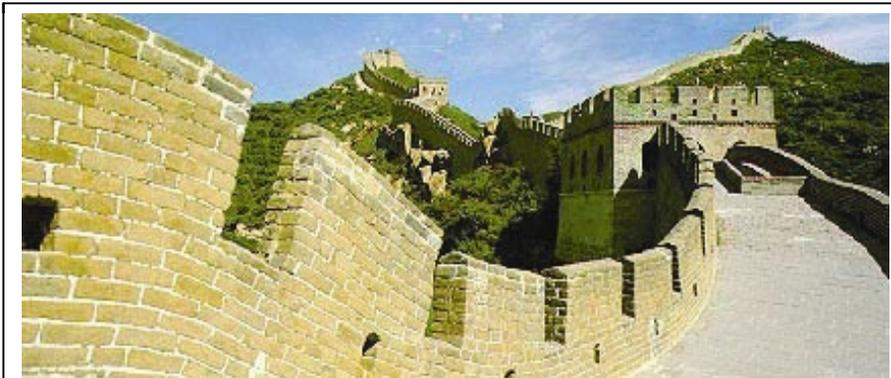
Linda Puia

Key Words

nomads, landmass, aggressive, determined, defences, monument

Many hundreds of years ago, there was conflict between different groups of people in the vast landmass of North East Asia. Some land was fertile and rich and in this area the Chinese people prospered and flourished as farmers.

To the north, lived a group of people called the Mongolians. These tribes were nomads, who lived on large, dry, grassy plains, where there was little rainfall. They moved from place to place, trading horses with their Chinese neighbours, in return for food and clothes.



Part of the Great Wall of China

The Nomads were aggressive and determined. Sometimes they attacked Chinese villages.

Fed up with these attacks, the Chinese began to build defences to keep out the Mongolians.

At first they built huge mounds of earth and stones, and later constructed walls around their territory to keep out the invaders.

About two hundred years before the birth of Christ, a number of territories and states joined together to form one country now known to us as China. The first Emperor, Qun Shi Huangdi decided to build a great stone wall across the landscape, to keep the Mongolians out for ever. This became known as the Great Wall of China.

800,000 soldiers, farm workers and prisoners worked for 10 years to complete this huge project. Emperors that followed gradually extended and improved the wall. Specially designed watch-towers were added so that watchmen could see the Mongolians coming and raise the alarm. Guns were added to attack the invaders and soldiers were placed along the wall to add to the defences.

The Great Wall of China is a huge structure. It eventually grew to 6,700 kilometres in length and it stands 10 metres high and 5 metres wide. It is one of the very few man made structures on Earth, large enough to be seen from space.

In 1987, the Great Wall of China became a World Heritage Site because of its historic, architectural and cultural importance.

Much of the Great Wall is still intact today and it is visited by many people. It stretches across the landscape like a giant dragon, crossing deserts, grasslands, mountains and plains until it reaches the sea in the east. It stands as an enormous monument to the history and culture of the Chinese peoples.

Comprehension

Write a summary of each paragraph of the text. A paragraph summary is one sentence that sums up the main idea in the paragraph.

Here is a summary of the first paragraph.

For example:

Summary	Paragraph
Hundreds of years ago, there was conflict over land between different peoples of North-east Asia.	Many hundreds of years ago, there was conflict between different groups of people in the vast landmass of North East Asia. Some land was fertile and rich and on this, the Chinese people prospered and flourished as farmers.

Language Study

Prepositional phrases usually add more meaning or description to nouns and pronouns. They always start with a preposition. For example:

My brother is the boy in the blue shirt.

'in the blue shirt' **tells us more about the noun, boy**

Read these prepositional phrases and choose the correct one to complete each sentence below. Use each phrase only once.

for World Heritage listing.

from the Indispensable Reef.

beneath the sea.

after signing an agreement.

around the world.

before the birth of Christ.

on the World Heritage List.

before writing a report.

1. East Rennell is included...
2. There are many World Heritage sites
3. Specialists have to check a site
4. The Great Wall of China was built
5. Rennell used to be just an atoll ring
6. Solomon Islands became a member
7. Rennell isn't very far
8. Places that are special can be nominated

Spelling

These are your spelling words for the week. Copy these spelling words into your book then complete the activities below.

rich	judge
such	lodge
teacher	ridge
fetch	upon
scratch	upstairs

1. Write the spelling words again in alphabetical order.
2. Copy and complete the following sentences using the spelling words to fill in the gaps.

- a. The _____ was well paid so he became a _____ man.
- b. The _____ told James to _____ his exercise book.
- c. The visitors _____ had three bedrooms _____ .
- d. After the accident he had a _____ on his leg and a bump _____ his head.
- e. The house was _____ a long way away, right on top of the _____.

Oral and Writing

Read today's text again and take notes. Note down the important points from each paragraph.

When you have finished, discuss the following questions in your group. Your notes should help you with the answers. Look at your notes but not at the text during your discussion.

1. Who were the Mongolian nomads?
2. Why was the Great Wall of China built?
3. Who built the wall?
4. How was the wall a useful defence for China?
5. What are the measurements of the wall?

Reading

This is a report about a World Heritage Site in Australia. Although the text is not written in paragraphs, it is still a factual report.

World Heritage Sites 2: Uluru-Kata Tjuta National Park

Linda Puia

Key Words

Aboriginal, European, leased, owned, steep, plain, desert, hectares, distinctive, domes, summits, societies, geological



Uluru

Name:	Aboriginal Names: Uluru, Kata Tjuta European Names: Ayers Rock, Mount Olga, (Highest peak in Kata Tjuta)
Location:	Central Australia, in the south western part of the Northern Territory. 335 km south of the town of Alice Springs.
Ownership:	Owned by the Aboriginal Uluru-Kata Tjuta Tribe Leased to Australian National Parks Service.
Description:	The National Park contains 130,000 hectares of desert and sand dunes and two distinctive rock features. Uluru: A huge, steep sided, flat topped, red rock rising out of the desert plain. Circumference: 9.4 km at the base. Height: 340 metres (862 m above sea level) Kata Tjuta: 36 steep-sided red rock domes with rounded summits and almost vertical sides. Area: 3,500 hectares Height: 546 metres (1,069 m above sea level)



Kata Tjuta

- Natural Features:** Outstanding, spectacular and unique geological forms.
22 species of native animals.
- Cultural Features:** Part of an important network of traditional religious sites for Aboriginal people (one of the oldest human societies in the world).
- Status:** Became a National Park in 1958.
Listed as both a natural and a cultural World Heritage Site in 1987.

Comprehension

Study the details in today's text and answer the following questions in your exercise book using complete sentences.

1. What was the European name for the rock?
2. Where is the site?
3. Who owns and who leases the site?
4. What is the cultural importance of the site?
5. Describe some special features of Uluru.
6. Write a couple of sentences to describe Kata Tjuta using the picture in the text.

Language Study

Rewrite the text as a report containing paragraphs.

Copy the draft the class has helped to write including the editing changes that you have agreed.

Spelling

Look at the list of words on the next page. Some of the words have long vowel sounds and some have short vowel sounds. Draw a table as shown below and

write the words in the table under the correct heading. Say the words aloud before you write your answers.

cake	pot	tune	cat	pet	can	hope
egg	pin	kite	cub	bit	note	hug
tube	bite	cane	hop	pine	rope	kit
cube	not	push	huge	tub	frog	cute

Vowel	Short sound	Long sound
a	cat	cake
e		
i		
o		
u		

Oral and Writing

Research means to find information about a topic and to write down the information that you find.

Select one of the World Heritage Sites described in this unit's texts as follows:

East Rennell

The Great Wall of China

Uluru-Kata Tjuta National Park

Canterbury Cathedral

The Great Barrier Reef

Machu Picchu

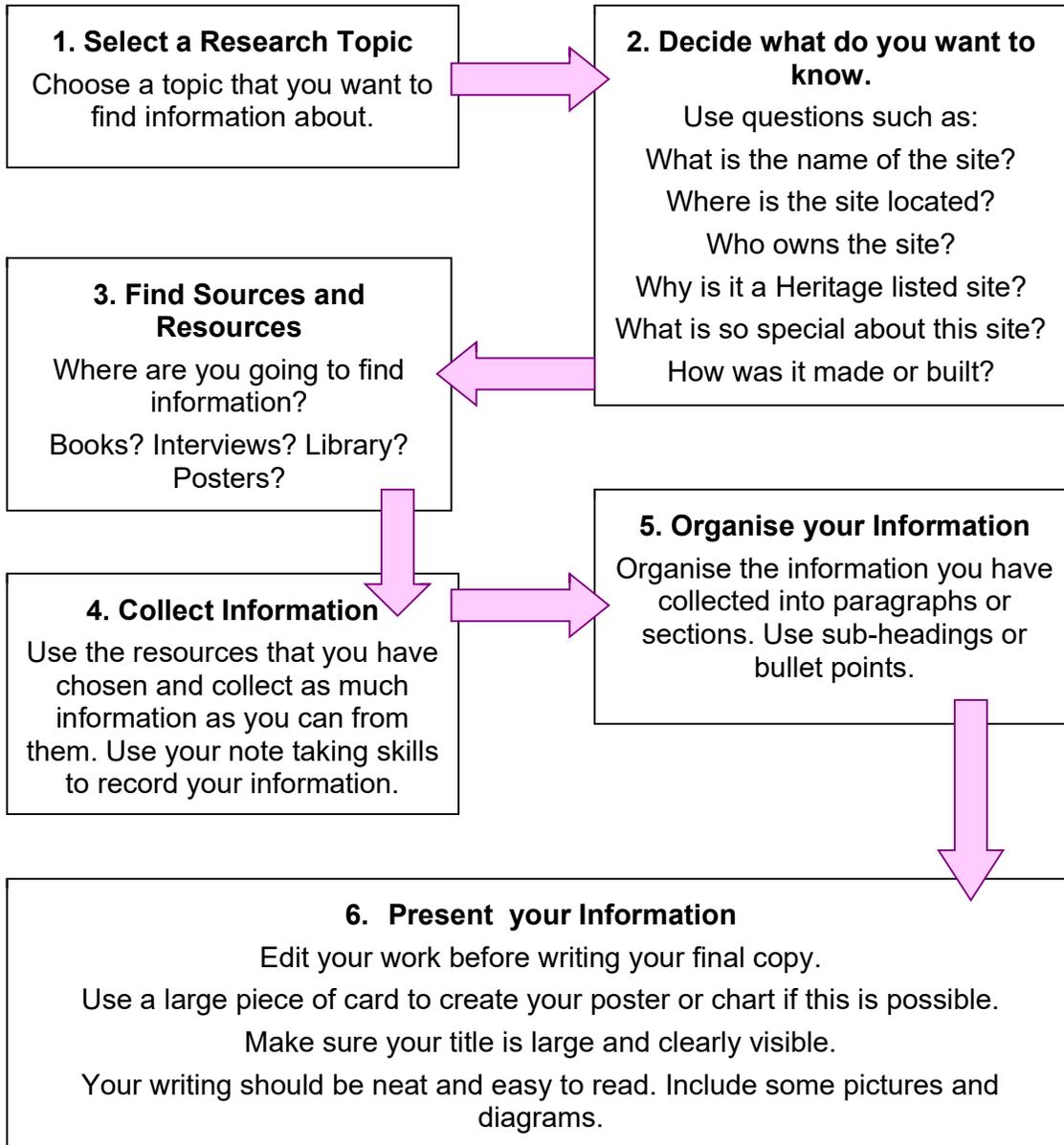
You are going to find out as much as you can about this site and use your research to write a report.

The flow diagram on the next page outlines the steps you need to follow when researching a topic. Follow the arrows and complete each step before moving on.

Work with your partner to follow this process.

1. Choose your research topic.
2. Write down what you need to find out.
3. Find out where you can get the information.

Share the responsibilities. If you have six questions, each person could research three of the questions.



Reading

Today's text is about a special building in England that has an interesting history and is also a World Heritage Site. Read the text with a partner.

World Heritage Sites 3: Canterbury Cathedral

Linda Puia

Key Words

archbishop, century, baptized, established, Christianity, famous, history, monarchy, architecture

Canterbury Cathedral is one of the oldest Christian churches in England. It was built in the 6th century AD. The Cathedral is used by the Archbishop of Canterbury, the head of the Church of England.

The first Archbishop of Canterbury was St. Augustine who arrived in England in 597 AD. He came from Rome, sent by Pope Gregory the Great.



Canterbury Cathedral, Kent, England

At this time, England was ruled by King Ethelbert and Queen Bertha of Kent. King Ethelbert gave Augustine a church at Canterbury. Queen Bertha was already a Christian but her husband was not. Augustine later baptized King Ethelbert. This led to England converting to a Christian country.

Bishop Augustine established his seat or *cathedra* in this place as the first Archbishop of Canterbury.

The Archbishop that visited Solomon Islands in 2004, Reverend Dr. Rowan Williams is the 104th Archbishop of Canterbury.

The most famous Archbishop of all was Thomas Becket, who was murdered in the cathedral on the 29th of December 1170. He was appointed by his King and friend, Henry II, to bring the Church under the power of the monarchy. Instead, he did the opposite. He promoted the rights of the church not to be controlled by the King. Four knights, who were trying to win the King's favour, came to Canterbury and killed the Archbishop in his own Cathedral.

Another famous Archbishop was Thomas Cranmer who wrote the first two prayer books which are now used by Anglican churches all over the world.

The Cathedral of Canterbury is a fine example of Gothic architecture, which was very popular in Europe about 1,500 years ago. There are not many buildings from that time still remaining. This gives the cathedral outstanding value. People from all over the world, travel to England to visit the Cathedral and to admire the fine architectural work. The Cathedral was listed as a World Heritage Site in 1988.

Comprehension

Write a summary of the text you have just read. Here are some important points to consider when you are writing your summary.

- Retell the text in your own words.
- Write a shorter version of the text.
- Include only the main points given in the text, omit the details.
- Do not include your own ideas or opinions.
- Check your summary against the text when you have finished, to see how well you have remembered the information.

Language Study

Factual sentences give precise details. Descriptive sentences give a broad description or a general view. Study these examples:

Factual: Canterbury Cathedral is **1,400 years old**.

Descriptive: Canterbury Cathedral is an **ancient** building.

Draw a table in your exercise book like this.

Factual Sentences	Descriptive Sentences

Read the sentences below. Write all the factual sentences in one column and the descriptive in the other column.

1. The first Archbishop of Canterbury arrived in England 1,407 years ago.
2. At the time of St Augustine, England was under the rule of King Ethelbert and Queen Bertha of Kent.
3. England converted to Christianity after King Ethelbert was baptized by St Augustine.
4. The present Archbishop is the 104th archbishop after St Augustine.
5. Many of the archbishops of Canterbury are great historic figures.
6. Archbishop Thomas Becket was murdered on 29th of December, 1170.
7. Canterbury Cathedral is an excellent example of Gothic architecture.
8. The Archbishop Reverend Dr. Rowan Williams visited Solomon Islands in 2004.

Spelling

Study your spelling words with a partner. Remember to use the strategy: Look, Cover, Remember, Write and Check, to help you learn the words.

Notice which words have long vowel sounds (teacher) and which have short vowel sounds (fetch, scratch, rich and so on)

Write your spelling words in your exercise book and try to think of one or more words that rhyme with each spelling word. Here are some examples to start you off:

rich	pitch
such	much
teacher	preacher
judge	budge

rich	judge
such	lodge
teacher	ridge
fetch	upon
scratch	upstairs

Oral and Writing

Continue working with your partner on your research project.

Look at the additional texts in the reader to see if you can find any useful information there.

Here are some tips to help you with your research:

1. Make sure you have written some questions to answer.
2. Make sure that each person knows what information they are required to find. Divide the questions between the two of you.
3. Use note-taking to note down important information and facts that you discover.

Start to think and talk about how you will present your information.

You should present it as an informative poster that you can display for the class when you make an oral presentation of your research at the end of the week.

Reading

Today's text is about an ancient civilization in South America called the Inca. The Incas built many cities and today's text is about one of these famous cities. This city has been listed as a World Heritage Site.

World Heritage Sites 4:

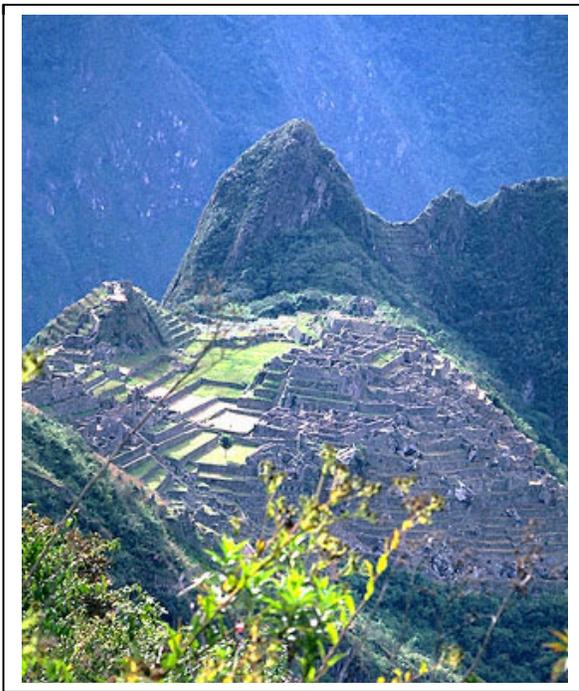
Machu Picchu

Linda Puia

Key Words

Andes, landscape, terraces, retreat, courtyards, amazing, constructed, isolated

High up in the Andes Mountains, surrounded by tropical forests in the South American country of Peru, are the ruins of an ancient city called Machu Picchu.



Situated 2,430 metres above sea level, the site consists of more than two hundred stone buildings, which were built to follow the rocky landscape. These buildings are surrounded by wide stone terraces cut into the steep mountainside.

It is thought that the city was built as a palace for the Inca rulers. It was a place where they could retreat and enjoy the peace and solitude of the mountains. There were houses, temples, storerooms and public courtyards as well as gardens spreading out across the terraces. The city was home to as many as 1,200 people.

Machu Picchu is an amazing feat of construction. Exactly how it was built, more than 500 years ago, remains a mystery.

The Inca people who inhabited Peru at that time did not have any modern machines to help them cut, shape or lift the huge blocks of stone into place. They would have worked only with bronze or stone tools, and yet they constructed a complicated series of buildings, an advanced water supply system and they terraced the mountainside to turn it into usable agricultural land. It was so well built, in fact, that even after 500 years the ruins of the many buildings still stand today.

The city was well hidden too. In fact, the site was so isolated that nobody except the Incas themselves really knew that it was there. The Spanish, who occupied Peru, suspected that the Incas had a fortress city up in the mountains somewhere, but they never found it. The Inca people stopped using Machu Picchu sometime in the 1500's when many of the people died from illnesses introduced by the Spanish. Machu Picchu fell into ruin and became a lost, almost mythical city.

Several hundred years passed before Hiram Birgham, an American Archaeologist, rediscovered the site. He could hardly believe his eyes when he hacked his way through the jungle and saw this amazing city. Since then many archaeologists have explored the site to try to learn about the Inca civilization.



In 2002 an archaeologist from Peru found an Inca tomb in the city. Many tombs had been found before, but they had all been opened and the bodies disturbed. This one was different, it had never been opened. It contained the body of a young woman and many objects such as clay pots, jewellery and metal work. Perhaps the Inca believed that the dead woman would need these things when she went on to another life.

In 1983, UNESCO named Machu Picchu as a World Heritage Site. Today more than 300,000 people visit this remote site every year.

Comprehension

Read through the text again.

1. **Make a list of information from the text to show that the Inca people were a well organised and advanced civilisation.**
2. **Imagine you are Hiram Birgham and you have just discovered Machu Picchu.**

Write a couple of sentences to describe how you found the site. What you saw, and how you felt when you made the discovery.

Language Study

This text has been written by a Standard 6 Pupil.

What Happened to the Inca? By John Mark Std 6 Green

The Inca nation was made up of many, many people of about 10 million people and it had a big army of warriors and a small Spanish army of 400 men invaded the Inca and defeated them. Many people have asked how the Inca lost easily to a small Spanish army.

The Inca were good builders and they built cities. They made roads in the Andes Mountains and they had gold and silver but they did not have guns. Even though the Inca had warriors, their spears and knives were not strong like guns.

Scientists have learnt that the most destructive weapon the Spanish had was sickness. The Inca's bodies could not cope with the sickness. When the sickness spread throughout the Inca Empire, many Inca died.

Read it through carefully and think of ways in which it can be improved as you read.

Now edit John Mark's piece of writing using the editing guide below.

Editing Guide

1. Remove information that is unnecessary and repetitive.
2. If sentences are too long, make them into two shorter sentences.
3. Add adjectives to sentences to make them more interesting. eg 'they built cities' - 'they built beautiful cities, or huge cities'.
4. Check for spelling.
5. Check for punctuation.

Write your improved draft of the text neatly in your exercise book.

Spelling

Work with a partner to practice learning the spelling words. Remember to use Look, Cover, Remember, Write and Check.

Write your own definition of the spelling words below in your exercise book.

The first one has been done for you.

1. rich – having lots of money or plenty of land and resources.
2. teacher
3. scratch
4. judge
5. lodge
6. ridge

Oral and Writing

Start the final draft of your research report. Present your information on a poster or chart. This will help you when you present your research to the class.

Use the check list below to help.

1. Talk about the information you have collected with your partner.
2. Edit what you have each drafted. Remember to use the editing guide provided in the language study lesson.
3. After editing, rewrite a final draft of their information on a clean sheet of paper. Make sure you include illustrations or pictures, in your final draft.
4. Discuss the layout of your poster.
5. When each of you is pleased with the layout, stick or write your information and pictures onto the poster.
6. Make any additional decorations to the poster to make it look attractive.

Reading

The Great Barrier Reef is the largest coral reef in the world. It is world famous and many people visit it every year. Today's text is an explanation of how the Great Barrier Reef was formed.

World Heritage Sites 5: The Great Barrier Reef

Linda Puia

Key Words

protected, species, endangered, fragile, pollution, glaciers, process

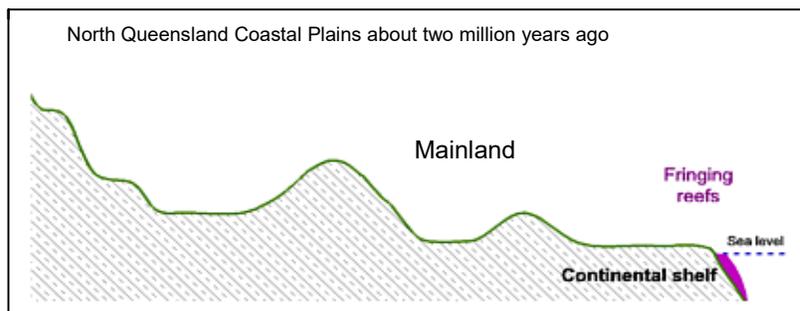
The Great Barrier Reef World Heritage site is situated off the east coast of Australia. It covers an area of 347,800 square kilometres and is about 60 metres below the sea's surface. It is the largest marine protected area in the world.

This vast coral reef is home to many ocean species. The Reef contains 400 types of coral, 1,500 types of fish and 4,000 types of molluscs, such as shellfish and snails. It is the home to endangered species such as the dugong and the large green turtle.

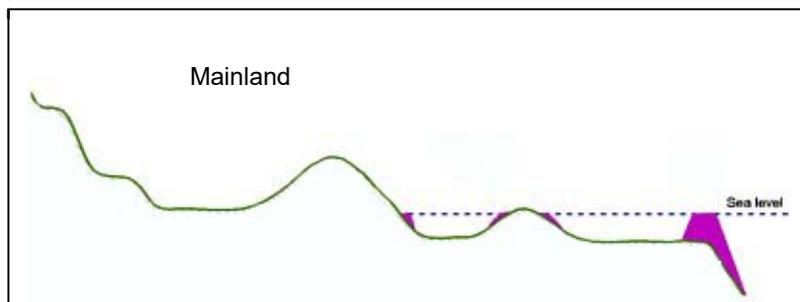
The Great Barrier Reef has been a very popular tourist attraction. People come from all over the world to see this massive under-water garden. However, while tourists bring a lot of money into Australia, they have also had a bad effect on the reef. Fragile corals have been broken and destroyed by people walking along the reef. Anchors dropped by boats and pollution from fuel and waste have caused further damage to the coral.

The Great Barrier Reef was nominated for World Heritage listing and protection and became enlisted as a World Heritage Site in 1981.

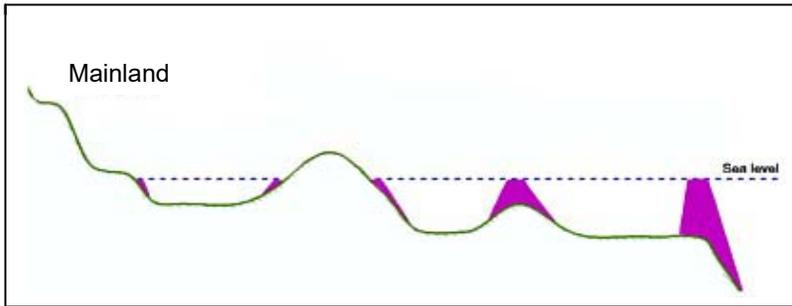
The Great Barrier Reef has been part of the North Queensland coast for millions of years. About 2 million years ago, the earth's temperature dropped and it became cooler. As the earth's temperature dropped, snow in the mountains of North America turned into large sheets of ice called glaciers. The glaciers spread across all the lakes and rivers. When the glaciers spread over the ocean, the sea level dropped 90 meters! This period of time was known as the Ice Age.



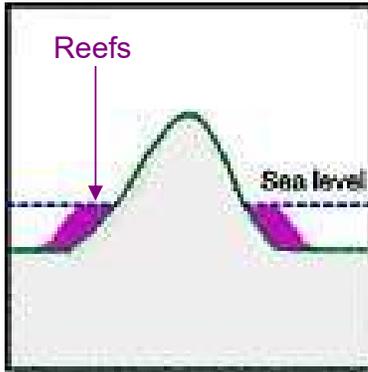
During the ice age, the sea level dropped and the plains of the North Queensland coast stretched far out to sea.



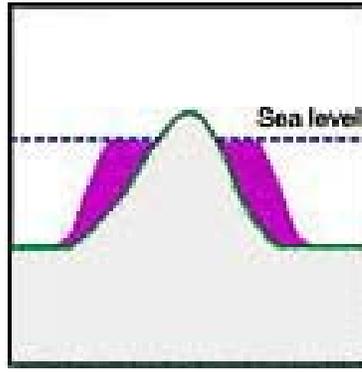
Then about 20,000 years ago, the world began to get warmer and the glaciers started melting.



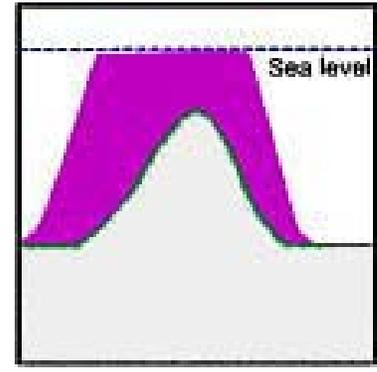
The sea level started to rise. As the sea level rose, the North Queensland plains were flooded.



The hills on the plains became islands. Coral grew around the base of each island.



When the coral died, new coral grew. This process continued until, the coral formed reefs around the islands.



As sea level continued to rise, the plains were completely flooded. Reefs grew over what used to be islands.

So what used to be the coastal plains of North Queensland slowly disappeared underwater and became the Great Barrier Reef, which now covers an area of 347,800 square kilometres.



Comprehension

Read the statements below and write whether each one is true or false.

1. The Great Barrier Reef is home to some endangered species.
2. Tourists have helped to protect the Great Barrier Reef.
3. Tourists come from all over the world to see the Great Barrier Reef.
4. The Great Barrier Reef became a World Heritage Site in 1981.
5. When the Earth's temperature dropped, glaciers were formed.
6. Coral is formed when sea levels rise.
7. The Ice Age occurred 2,000 years ago.
8. During the Ice Age the sea level dropped.
9. Coral in the Great Barrier Reef has been affected by pollution.
10. The Great Barrier Reef is a protected site.

Language Study

In this unit, you have read about six different World Heritage Sites around the world. Copy the table below and fill in the information.

You will need to refer to the texts you have already read.

Site	Country	Age	Special Features
East Rennell			
Machu Picchu			
Canterbury Cathedral			
The Great Wall of China			
The Great Barrier Reef			
Uluru Kata Tjuta National Park			

Oral and Writing

This is the big moment! Each group will present their poster to the class.

Reading – What is Art?

Today's reading text is in the reader. Think about the main ideas in the text as you read. The writer has given a lot of information in this report. You will need to read it through a few times. Read it aloud. Can you understand all the words?

Comprehension

What do you know about Art?

Make three lists in your exercise book as shown on the right

1. Make a list of all the forms of art discussed in the text.
2. Choose the one that interests you the most and:
 - a) List two things you know about this art form.
 - b) List two things you would like to know.

Different forms of Art discussed in the text

- 1.
- 2.
- 3.
- 4.

List two things you know about your chosen art form

- 1.
- 2.

List two things you want know about your chosen art form

- 1.
- 2.

Language Study

Change these sentences from present continuous to past continuous tense. As well as changing the verbs, you might have to change some other words in the sentence to make it make sense.

1. Father is going fishing in his new canoe.
2. Anna is helping her sister make a shell bracelet this morning.
3. The boys are painting a mural this weekend.
4. Beti and Mata are making grass skirts for dancing this week.
5. John is doing his best to carve a crocodile this semester.
6. The students are making Christmas cards at school.

Spelling

Here are the spelling words for this week.

Copy them into your exercise book carefully.

Use the Look, Cover, Remember, Write and Check strategy to help you to learn to spell the words.

Write sentences of your own containing the spelling words.

Try to put as many spelling words as possible in each sentence. Make sure you use each of the words at least once.

Write your sentences in your exercise book. Underline the spelling words you have used.

dance	carver
police	concentration
colour	dancing
province	cousin
copy	cover

Oral and Writing

Talk about writing a factual report with your partner. Use these questions to guide you.

1. What sort of information is in a report?
2. What tense is a report usually written in?
3. How would you start a report?

Today you are going to choose a piece of art (an artefact) and begin to write a report about it.

Here are some pictures of artefacts to get you thinking.



You could choose one of these artefacts to write about, or you could choose something else, perhaps something that you have seen at home, in your church or in a museum?

Before you can write your report you will need to do some research. This means that you will need to find out all the information you want your report to have in it.

With your partner, write down a list of things you want to find out. These questions will guide your research.

For example:

- What is the artefact? You could use its name for your title. Is it spelt correctly? Check.
- Where is the artefact from?
- Who made it?
- What is it made of?
- What tools were used to make it?
- What could it be used for?

After you have written all your questions, put them into a sensible order and start finding out the answers.

Find out all the answers to your questions before the next lesson.

Reading

Julie Fakaia is a Solomon Islands artist who studied painting while at school in New Zealand. She hopes to make a career in art back home in Solomon Islands.

Read what Julie says about how she became interested in art and developed her skills. Study the key words and then read the text silently.

Can you identify what this type of text this is?

My Painting Career

Julie Fakaia

Key Words

expressing, appreciation, visualise, basics, opportunity, association, career, talents, optional, heritage, studio, exhibition

Painting is my way of expressing my ideas and my appreciation of the world around me. Instead of describing things in words, I use pictures to visualise my ideas and thoughts.

My interest in painting began when I was a child. When I was at Nelson College for Girls in New Zealand, I began to take art lessons. This is where I learned the basics of painting and found the time and the opportunity to put them into practice.

Some of my artwork was admired by my school teachers as well as my school mates. This encouraged me to go on trying to improve my skills. I enjoyed painting, but I also hoped that one day I would paint pictures that were good enough to sell.

When I returned to Solomon Islands in 2004, I joined the Solomon Islands Artists Association. I was surprised to find that the association was mostly made up of men. There did not seem to be very many women or girls in this country who shared my interest. Perhaps not many had had the chance to develop their skills like I had. There were four other women of my age in the group and seven older women too.



Many of Julie's paintings are inspired by nature



Julie Fakaia in her Studio in Honiara

Other artists in the group had many different skills. There were other painters like myself and there were also many who did more traditional forms of art and handcrafts such as carving, and weaving. We all learnt a lot from each other.

I do most of my painting at home. Instead of doing nothing or wasting time watching TV, I simply pick up my brushes and paint pictures. Most of my painting reflects how much I love the environment I'm living in.

I also paint a lot of local traditional designs because I am proud of my heritage as a Solomon Islander.

I think painting is the best way that I can show other people how much I appreciate the beauty of the world. I love painting and never get bored with it.

I would like to be able to display some of my work to a wider audience. Putting on an exhibition is expensive, however, and I don't really have enough money to do this.

I have had a lot of help from other people, which has been important in developing my talents. My parents have always supported me, and even built me a studio to work in at my home. My friends have always admired my work and encouraged me.



Some of Julie's paintings are inspired by traditional Solomon Islands designs

Just recently members of RAMSI (Regional Assistance Mission to Solomon Islands) have bought me new materials and equipment and have been helping me to sell some of my paintings overseas.

It has not always been easy to follow my dream here. I have had to work very hard to develop my skills and I cannot always get the materials that I need. I still want to go to art school to develop my talents further.

I think art is a mixture of talent and hard work!

Comprehension

Without looking back at the text, write five sentences which summarise some of the main points in Julie Fakaia's recount. Write these in your own words. Here are some key words that will help you write each sentence.

1. New Zealand
2. Solomon Islands Artists Association
3. environment
4. exhibition
5. talent and hard work

Language Study

The sentences below have compound verbs missing.

The tense is given to you. The number of blank spaces tells you how many words you must put in. Use all the words from the box only once.

Write your completed sentences in your exercise book. Underline words you added.

been	been
painting	have
weaving	will
designing	is
helping	is
has	learn

1. My mother _____ beautiful mats for my sister's wedding. (past)
2. Julie Fakaia _____ a lot of local traditional designs. (present)

3. I _____ to make traditional handicrafts from my grandmother. (future)
 4. I _____ my grandfather carve a statue. (past)
 5. A talented artist _____ a T-shirt for our team. (present)

Spelling

Here is the spelling list for this week again.

Copy the table into your exercise book and complete it by adding the spelling words to the correct column.

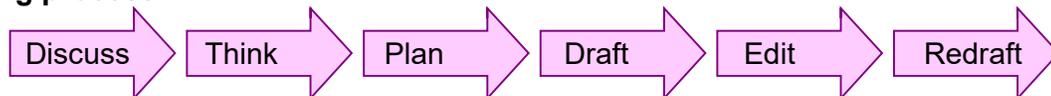
Soft 'c' sound	Hard 'c' sound	Both 'c' sounds
centre	curtain	certificate

Now think of at least two more words to go into each column. You may find some examples in today's text, or you might need to use a dictionary.

dance
 carver
 police
 concentration
 colour
 dancing
 province
 cousin
 copy
 cover

Oral and Writing

Remember that when producing any piece of writing you need to follow the writing process:



In the last lesson you decided on an artefact to write about in your report.

Today you are going to use the information you have collected and write the first draft of your report.

Look at your notes carefully and plan the order that the information will appear in your report. Use the sample report framework on the next page to help organise the information.

You do not need to write full sentences at this stage – only brief notes about what will come in each section of your report.

You may choose your own subheadings, or use the same ones as in the example.

Title:	A Woven Basket from Santa Cruz
General Introduction:	Baskets have been woven in Solomon Islands for many years. Many are very beautiful ...
Factual Information 1. Description (Add a picture here)	About thirty centimetres high and forty centimetres wide. Shaped like ... It is a light brown colour and has .. The handles are ...
Factual Information 2. How and Why the Basket was Made	Baskets are woven in different ways. This basket was woven by a woman called ... It is used to ... It took a week to weave ...
Factual Information 3. Materials Needed	Pandanas leaves, soaked and dried, then split. Fine vines in a dark colour to decorate.
Conclusion	To make this basket, the artist must have ... Both a useful object and a work of art.

When you are happy with your plan, make a first draft of your text using full sentences.

Reading

This text is a factual report about how the tattoo is used in the traditional culture of the people of Rennell and Bellona.

The Meaning of Tattoos

Mosely Tuhaika

Key Words

implement, pierced, permanent, sap, fragrant, resin, frayed, responsibilities, cultural ties, forbidden, identity

The people of Rennell and Bellona have a long tradition of tattooing their bodies. For Polynesians, tattoos have a special meaning for everybody from teenagers to adults.

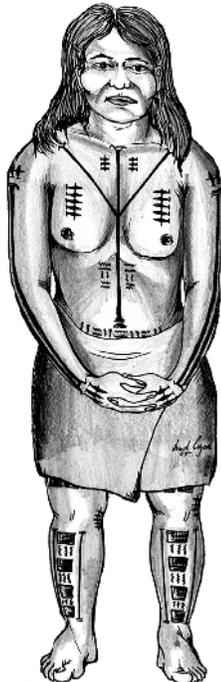
The detailed patterns and designs are linked to the worship of the gods of ancestors many years ago. These are the gods of the sky and the gods of the land and sea. A tattoo is considered to be sacred and is highly respected.

Tattoos have their own language. A tattoo tells the identity of the person who wears it. It also tells about a person's cultural ties. Tattooing is used to show the status of a person and his or her leadership responsibilities. There are different tattoos for men and women, each with their own special meaning.

The Traditional Art of Tattooing

The tattoo is made using a tool called the **a'au**. This is a sharp implement for pricking the skin. It is made from the knee bone of the ibis bird or taghoa. A tapping mallet, or hammer, made from hard wood is used to tap the a'au into the skin, following the planned design.

Black colouring is added after the skin has been pierced. This permanent dye is made from the sap of a fragrant tree found only in Rennell and Bellona. A tattoo lasts forever.



The sap is collected and allowed to set into a hard resin. This resin is then burnt and the carbon or soot from the burning is collected. This is then ground into a fine powder. Mixed with water, it forms a black paste which is put onto the pattern using a small stick with a frayed end like a brush.

Female Tattoos

Women and girls have different tattoos according to their status in the community. A woman's tattoos tell you whether she is the chief's wife, for example, or his sister or daughter. Any woman can be tattooed, except for servants, for whom tattooing is forbidden.

A common female tattoo is the **taupito** which is a tattoo around the waist. Many women have detailed tattoos on their legs and thighs, which contain symbols such as the fish and the frigate bird. Some women also have a chest tattoo which begins on their shoulders, runs down between the breasts and ends at the navel.

Male Tattoos

A teenage boy receives a **Haka pulonga** tattoo on his chest. This is a black W shaped tattoo.

This tells the world that he is no longer a child. From the time he receives this tattoo, he begins to take on the responsibilities of a grown up man. He can fish, hunt and even become a warrior. At a later stage in life other tattoos are added to his body to show what he has learned and experienced.

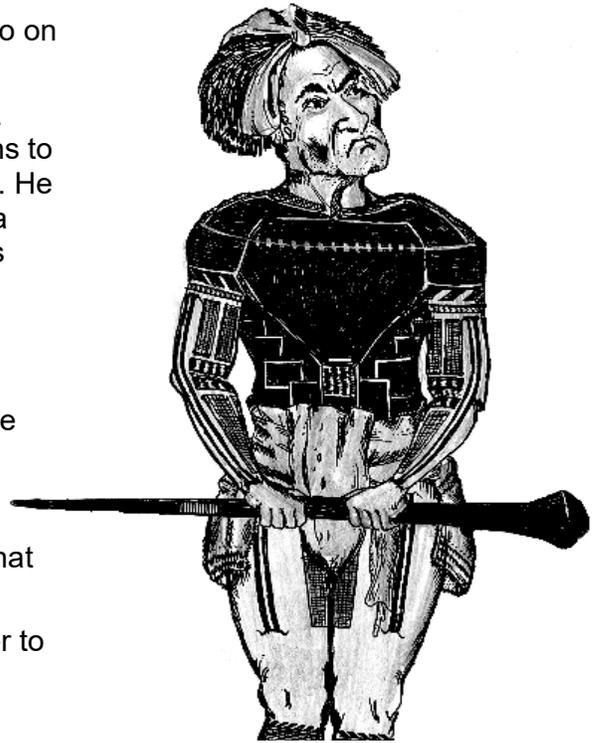
The Tau Kuka

The highest rank of male tattoo is known as the Tau kuka. This tattoo covers nearly the whole body. It is very painful and takes at least three weeks to complete. The task is carried out by specially trained artisans with tattooing skills that have taken many years to learn.

The Tau kuka can be handed down from father to son in a chief's family. It is a great honour and gives the son the right to perform special ceremonies in the temple of the gods.

The tattoos a man has on his body tell which ceremonies he is allowed to perform. It is believed that men will be cursed by the gods if they perform ceremonies without having the correct tattoos.

Tattooing is an ancient art, handed down through the generations, and an important part of Polynesian culture.



Comprehension

A summary gives the main points and important details of a text.

Write a summary of today's text in your exercise book. You could start like this:

The Meaning of Tattoos: A Summary

- People of Rennell and Bellona tattoo their bodies.
- Tattoos have special meanings, often linked with religious beliefs.
- Tattoos are made with a sharp tool made of bird's bone called the **a'au**.
- Black dye made from the sap of a tree is then added to make a permanent tattoo.

When you have completed your summary, read through it.

At the end of each point put a tick (✓) if you knew this before you read the text. Write new (N) if this is new information that you have learnt from the text.

Language Study

Read the example carefully before you do the activity.

Tattooing is an **ancient** form of body decoration.

Tattooing is an **old** form of body decoration.

Both sentences mean the same because the words **ancient** and **old** are synonyms.

Find synonyms for the following words from today's text:

- | | | | |
|--------------|---------------|-----------------|-------------|
| 1. tool | 2. attractive | 3. patterns | 10. soldier |
| 4. colouring | 5. hammer | 6. job | |
| 7. soot | 8. grown-ups | 9. adult female | |

Punctuation and Handwriting

The sentences below have some punctuation missing. Correct the punctuation as you copy each one into your exercise book in your best cursive handwriting.

1. the pandanus was dyed a reddish brown colour
2. my grandmother can weave three quarters of a small mat in one day
3. the hard working carver had a well earned rest after carving all week
4. when he reached the age of twenty one he was tattooed again
5. we recovered the roof on the leaf house with new coconut fronds

Oral and Writing

Editing your draft is an important part of the writing process.

Working with a partner to edit each other's work can be very helpful. Talk about things you could add or change to improve your writing.

Edit the report that you wrote in the last lesson. Here are some questions to help you to edit. Work through each one carefully.

1. Does your report have a good title?
2. Does your report have a general introduction?
3. Have you used subheadings?
4. Is the information under each sub-heading in the right place?

5. Did you include **all** the interesting information you found out about the artefact?
6. Is there enough information? Do you need to do more research?
7. Could you include a picture or sketch of your artefact?
8. If you have pictures in your first draft, can they be improved?
9. Do all of your pictures and diagrams have captions?
10. Could you add some describing words to make the text more interesting?
Adjectives? Adverbs?
11. Are there any words which you do not think are spelt correctly? Check in a dictionary.
12. Are the verbs all in the same tense?
13. Is all the punctuation correct? Full stops? Capital letters?

Make all your editing changes on your draft. When you have finished editing, rewrite your draft.

Read your second draft through. Does it sound better than the first draft?

Reading

Today's text is a report on some of the traditional art and craft still made in Solomon Islands. Study the key words at the top of the page then read the text.

Tradition for Sale!

David Sokaika

Key Words

taem bifo, *represented*, *purpose*, *attached*, *ritual*, *status*, *traders*, *missionaries*, *value*, *icons*

Most types of art in Solomon Islands have their roots deep in the culture of the islands and their people. Most traditional designs are closely linked to the lifestyle and beliefs of Solomon Islanders. They tell us about religion, power, custom and ceremony in the "taem bifo".

Walk around Honiara these days, however, and you will see that traditional art has taken on a new purpose. There are many gift shops and craft stalls where these traditional objects are on sale. Visitors to the country can buy them as souvenirs of their trip, with little or no understanding of their meaning.



The familiar carved figure of the **Nguzu Nguzu** for example, began as an important symbol in the western part of the country including Western, Choiseul and Isabel Provinces. Carved from kerosene wood, ebony or soft river stones and inlaid with shell, the Nguzu Nguzu represented a god who was believed to watch over warriors on head hunting raids.

Attached to the front of the war canoe, just above the water line, the Nguzu Nguzu was alert and watched out for enemies, reefs, and other dangers.

People believed that this figure had the power to calm the sea and keep away evil water spirits. Nowadays, many Nguzu Nguzus are sold, especially to tourists.



The Santa Cruz **tema** or **kapkap** is a full moon-shaped ornament worn either on the chest or forehead at dances. Made from a disc of clamshell, it is decorated with designs such as frigate birds carved out of turtle shell.

In the past these ornaments were used to show the status of a chief or important person in the community. But today they are often sold as decorations to be hung on the wall.

The Rennell and Bellona **masahu**, is a spear carved from fine wood and decorated with attractive woven patterns. It was a symbol of the shield used by the highest spirit god of ancestors of the people of these islands. The spear was usually found in ritual temples.

Each of these works of art is still carved and made today, but they have lost much of their ritual and religious meaning. With the arrival of Christianity, pagan gods were no longer worshipped and objects were no longer used for protection and power.



Traders and missionaries, and later, tourists began to take an interest in the arts of Solomon Islands. Slowly, local artists learnt that their work had a different kind of value. It could be sold for money, sometimes a lot of money. Many artistic traditions continue today only because they can be sold to provide an income for the artists.

Some would say that this spoils the true cultural value of the objects, which are rooted in the islands' traditional beliefs. But the original designs are still with us and young people continue to learn the methods and processes of making them, so others would argue that it is in fact the sale of these traditional icons to outsiders that has saved the art forms from dying out completely.

Comprehension

Here are the answers to some questions. Write a question for each answer in your exercise book. Look back at the text to help you. Study the example first:

Answer: Traditional designs are linked to the people's everyday lives.

Question: Where do the traditional designs come from?

Remember to use a question mark when you write out your questions.

1. Visitors buy traditional Solomon Islands arts and crafts as souvenirs.
2. Many artefacts are sold in gift shops and on craft stalls.
3. The arts tell us about traditional religion, power and customs.
4. This is a moon-shaped ornament worn on the chest or forehead.
5. Cult figures were believed to have power and give protection.

Language Study

Copy the sentences into your exercise book. Use a, an, or the to fill in each space.

1. I want _____ apple from that basket.
2. Please bring me _____ coconuts that are in the kitchen.
3. _____ ink in my pen is red.
4. Our neighbour has _____ cat and _____ dog.
5. She is _____ intelligent little girl.

Spelling

Here are the words from your spelling list. Each has had the letters mixed up. Can you work out what each one is? Write them out correctly in your exercise book.

- | | | | | |
|------------|------------|-----------|---------------|-------------|
| 1. vrrecae | 2. eipocl | 3. ocyp | 4. eandc | 5. invrpoec |
| 6. vecro | 7. nacdgni | 8. uionsc | 9. nectionnoc | 10. oourcl |

Oral and Writing

Prepare to present the report you have written to the class.

Prepare a talk about the artefact you have written about.

Giving a talk is not the same as reading your report aloud.

When you prepare your talk, write down a list of bullet points to remind you what you are going to talk about. You should look at these during your talk, but do not read from your report.

Prepare your bullet points on palm cards like the ones below. The examples below are based on information in today's text. Remember, do not use whole sentences.

Card 1 **What is it?**
Where is it from?
What is it made of?

- Nguzu Nguzu , god, used on head hunting canoes
- Western, Choiseul and Isabel Provinces
- carved - kerosene wood, ebony or river stones
- inlaid with shell

You can use pictures and diagrams as well as the artefact itself to make your talk more interesting.

Practise giving your talk to your partner. Make sure you are confident about what you are going to say.

Remember to speak clearly and loudly so that everyone will be able to hear you.

Card 2 Traditional Uses

- represented god who watched over warriors on head hunting raids
- attached to front of the war canoe to watch for danger
- power to calm sea and keep away evil spirits

Card 3 Present Day Uses

- today Nguzu Nguzu are sold - tourists
- young people learning to make them
- Sold to make money for the carvers

Reading

You may already know something about weaving in Solomon Islands.

As you read, think about what you already know and what new information you read in the text. Before reading, study the key words. You can use a dictionary to find their meaning. Read the text silently.

Weaving in Solomon Islands

David Sokaika

Key Words

woven, produces, sturdy, strands, thickness, split, hard wearing, complicated, bleached

In the Pacific, weaving is usually done by women. Women often weave useful objects such as sleeping mats, trays, baskets, string bags, hats and nets. Even the walls of houses and other buildings are sometimes woven. Many of these objects are beautifully decorated with fine patterns, which make them works of art.

Many different local or bush materials are used for weaving. This range of materials produces many styles of weaving and a large variety of woven objects.



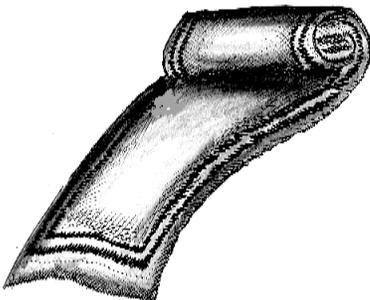
Bukaware is a type of weaving which started in Bougainville, but is now also done in western Solomons.



Bukaware baskets and trays are strong and tough and they last a long time. In fact this type of weaving is so hard that it was once used for shields in battles.

Bukaware objects are woven from a sturdy bush vine. Long strings of the vine are wound together to form the shape of the object and then are sewn together with thinner strings from the vine. Each object has a traditional design woven into it. These patterns are made by twisting the strings, which are darker on one side and lighter on the other. Making bukaware takes a very long time.

Many different types of mats are woven all over Solomon Islands. The most common material for mats is the pandanus leaf.



Preparing pandanus leaves for weaving is a long process. Leaves are cut and left to turn brown. When brown, they are broken and the spines are removed. They are then hung up to dry out completely in the sun. Different colours of pandanus can be made by preparing the leaves in different ways. To whiten the pandanus, the leaves are first placed over a fire, then rolled up into bundles and soaked in seawater for a week. They are then split and heated again over the fire to bleach them, or make them white.

Black strands can be made by dyeing pandanus with local dyes, or by using banana fibres or bush vines treated with coconut oil to make them darker. Pandanus leaves are split into fine strands using a sharp shell. Sometimes, for the finest mats of all, a steel comb with parallel blades may be used.



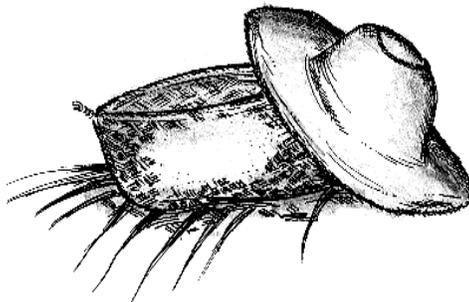
Mats are woven with strands of different thicknesses. Wider strands, of about 2 to 3 cm make ordinary sleeping or travelling mats with a plain square weave. These are sometimes woven with a double thickness to make them more comfortable and the leaves are carefully chosen for their colour to create a pattern in the weave.

Much finer mats are often woven by Polynesians, such as the people of Rennell and Bellona. These have more complicated patterns and use narrower strands of only about 3mm in width. The finest patterns take many months to complete.

Pandanus and banana fibres are also used to make finely woven baskets with many different styles found in different parts of the country.



Coconut leaves are also used for weaving. They are much rougher than pandanus and not as hard wearing, but still make good hats and everyday baskets.



Sometimes the leaves are split and dried and used just as they are, but sometimes they are bleached or coloured with natural dye to make patterns. Eye shades, simple hats and baskets to carry goods to market are sometimes woven quickly out of green coconut leaves.

Weaving is an important traditional craft in Solomon Islands which turns ordinary objects into works of art.

Comprehension

Re-read the text and look for the main ideas and important details in each paragraph. Copy the Prior Knowledge Chart below into your exercise book.

Complete the table with a summary of information.

Weaving in Solomon Islands	
What I knew already	What I learnt by reading this text

Language Study

Change each pair of sentences to make just one sentence by using a comparative.

Study the example first:

Ben's canoe is long. Jim's canoe is short.

Ben's canoe is **longer** than Jim's canoe.

1. Some masks are **big**. Other masks are small.
2. She is **creative**. The other girls are not creative.
3. This carving is **cheap**. That carving is expensive.
4. The head-dress is **beautiful**. The others are not so beautiful.
5. Some of the crafts take a **long** time to complete. This one does not.

Spelling

Complete each sentence by adding one of your spelling words for the week.

Write the complete sentences in your exercise book.

1. The _____ of the dye was bright green.
2. My uncle's son is my _____.
3. I needed a _____ at night because it was cold.
4. The _____ came to check on the broken lock.
5. In a test we must not _____ from each other.
6. The _____ showed us how to prepare the wood.
7. He comes from another _____.
8. A good way of keeping fit is by energetic _____.
9. The steps in the _____ were not too difficult.
10. One thing you need when doing an exam is _____.

Oral and Writing

Today you will present the talk you have prepared to an audience.

Here are some things to remember when you present your talk:

Before you speak:

- Prepare palm cards to remind you what to say during your presentation;
- Practice your talk with a friend or on your own to make sure you know what you want to say;
- Prepare some pictures, diagrams or bring some objects to the class to pass around. This will make your talk more interesting.

While you are speaking:

- Speak slowly and clearly – don't rush;
- Speak loudly so everyone can hear you;
- Make your voice interesting;
- Look at your audience while you are speaking.

After you have spoken:

- Thank the audience for listening;
- Be prepared to answer questions from other pupils after your talk.

Reading

Today's text is a report that describes and compares masks from Papua New Guinea, Vanuatu and New Caledonia. Read the report silently to yourself.

Make sure you understand the meaning of the key words. Think about new information that you have learnt by reading the text.

Masks of the Pacific Islands

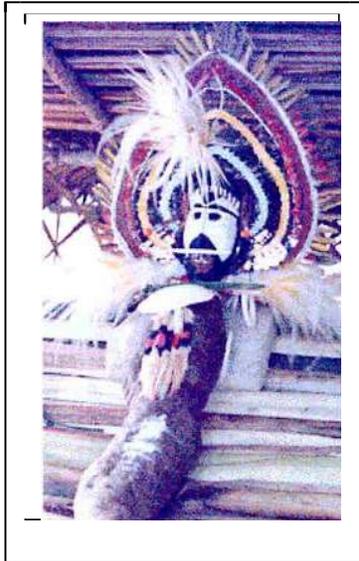
David Sokaika

Key Words

character, model, elaborate, identity, annual, ancestral, taboo, mourning, underworld

A mask is a model of a face or character that is worn by a person to make them look or feel like someone else. When someone wears a mask, they hide their true identity and act like a different person, or perhaps an animal or even a spirit.

In many Pacific countries, beautiful and elaborate masks are made to be worn during special feasts, ceremonies or dances.



Papua New Guinea

Masks are important in festivals all over Papua New Guinea.

In East Sepik Province, masks are made for the annual yam festival. Yams are very important for the Abelam people and the yearly yam harvest is the biggest celebration of the year.

Masks are made to decorate the yams and make them look like important ancestral spirits. In one custom, the largest yams are masked and given away as gifts to show the wealth of each farmer.

The masks are made of light balsa wood and elaborately decorated with shells and feathers from parrots and birds of paradise. They are painted with brightly coloured pigments made from plants.

Vanuatu

In Vanuatu, masks are very important, especially on Malekula Island.

Many different kinds of masks are made out of materials such as wood, plant fibres, moulded clay and even cobwebs. The masks can take many forms. Some show a human face or the face of a spirit. Sometimes animals, fish or birds are part of the design too.

Some masks are worn to cover only the face while others cover the whole body, like a cloak. Masks are mainly worn during traditional dances and ceremonies. They are believed to be very powerful. Each one shows the important traditional values of the person who makes it.



Other than the mask maker, only a named member of the clan is allowed to touch or wear the mask. For this taboo to be lifted, the maker has to carry out a special ritual. Only after this happens can other people look at or touch the mask.

Some masks can be re-used, but others, even though they take as long as six months to make, are destroyed straight after the ceremony. This ensures that the spiritual meaning of the event is not lost.

New Caledonia

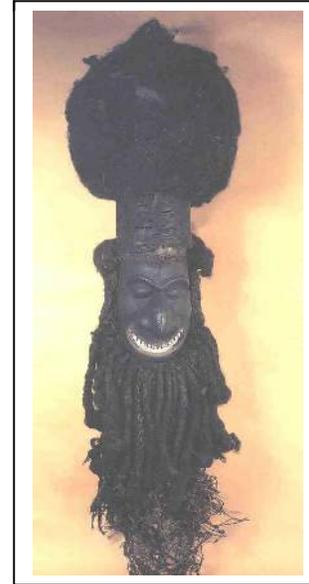
In New Caledonia, masks are made and worn for different reasons.

Sometimes they show the importance of the village leader or chief. A mask can represent power and authority.

Sometimes masks are made and worn during funerals and times of mourning. Here they represent the person who has died, or sometimes the spirit who comes to lead the dead person's soul to the underworld.

This type of mask is made from wood and is decorated with feathers and human hair. The person who wears it looks out through gaps in the teeth rather than through the eyes.

Masks are also sometimes made and worn just for display and entertainment during traditional dancing and feasts.



Comprehension

Activity A

Copy and complete this table using the information you have read in today's text.

Masks of the Pacific			
Country?	Papua New Guinea	Vanuatu	New Caledonia
Where?	East Sepek Province		
What Occasion?	yam festival		
Who wears the masks?		dancers	
What materials are used?			wood, feathers and human hair

Activity B

The report tells that masks are linked to the spirit world in each of the countries mentioned.

Explain these links in your own words. Begin each sentence like this:

1. In Papua New Guinea.....
2. In Vanuatu.....
3. In New Caledonia

Write one or two sentences to compare the different ways in which masks link people to the spirit world in these different countries.

Language Study

Rewrite each sentence using the correct compound verbs.

1. They **were making / is making** a beautiful mask.
2. He **has been / have been** very busy writing a report.
3. All of us **are going / is going** to walk home this afternoon.
4. We **was trying / were trying** to weave the vine.

Spelling

Here are the spelling words for this week.

Copy the words carefully into your exercise book and learn how to spell them.

Can you read the words and say them all correctly?

Do you know what all the words mean?

giant	grandmother
ginger	grandfather
germ	forgot
guard	gradually
together	magic

Match each of these definitions with a word from the spelling list.

Write numbers 1 - 10 and write the correct spelling word beside each number.

1. an organism that carries disease
2. mysterious, unexplained
3. did not remember
4. my mother's mother
5. an enormous person
6. slowly, a little bit at a time
7. my father's father
8. with each other
9. a hot-tasting root plant
10. protect, keep safe

Oral and Writing

Today you are going to design a mask. Tomorrow you will write instructions for how to make it.

Work with your partner to design your mask. Talk about what materials you could use and how you could make it. Discuss what your mask will look like when it is finished.

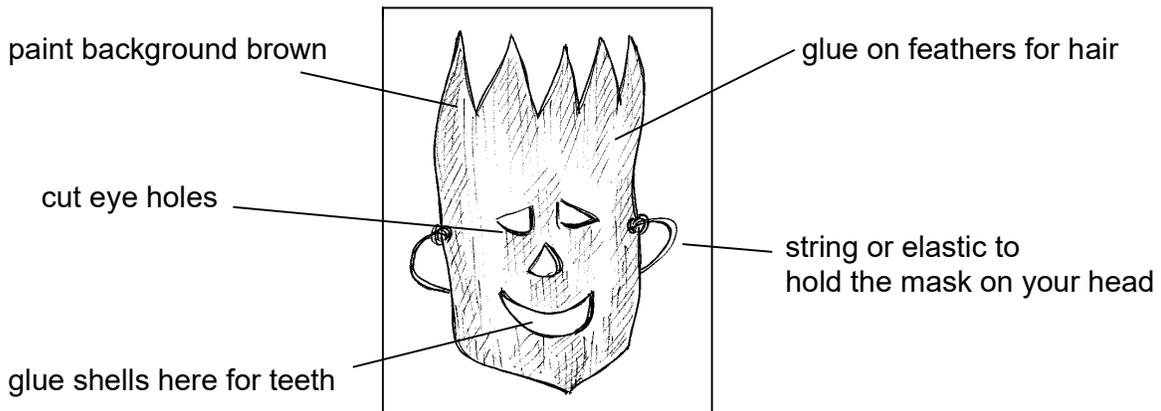
Draw a sketch. A sketch is a simple drawing which doesn't take long to draw. To show more information annotate your sketch. This means that you add some written information to the drawing.

Write only short notes.

Write about:

- materials to use,
- tools you might need
- how the mask will be put together.

Your sketch might look like this:



When you have drawn your annotated sketch make a list of all the tools and materials you will need to make your mask.

Reading

The reading today is a report, which also contains a procedural text.

It gives you some information about how paper is made in Solomon Islands. Read the report with a partner and talk about what you have learnt.

Paper Production in Solomon Islands

Alison Blaylock

Key Words

low-tech, alternative, felled, plywood, fibrous, G clamps, mesh, strainer, varying, texture, screen printing, experimenting

From the villages and the rainforest of Solomon Islands a unique art form is developing. Paper is being produced. It is made from natural materials using only low-tech tools.

This new, village-based, industry means that there are now some employment opportunities in the village. Youth are offered an alternative to moving to the urban centres in search of employment and money.

Perhaps the most valuable benefit of this new industry is the way it is helping to save Solomon Islands forests. Paper is made from the leaves and stems of banana plants after they have fruited. No trees need to be felled. The forest environment is not damaged.

This is how banana paper is made.

Materials

banana stems
water
vassa

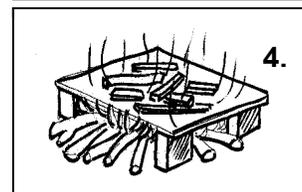
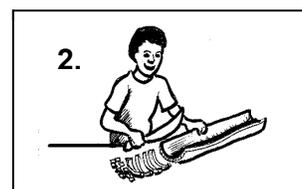
Tools and Equipment

a large pan
a fine strainer
5cm thick foam pads
timber frames
a large piece of plywood, timber or masonite

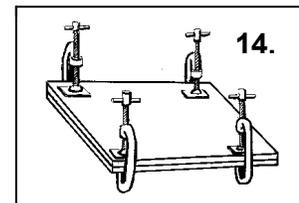
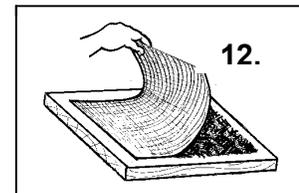
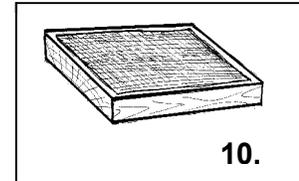
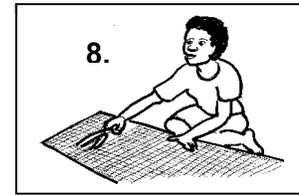
a piece of flat iron
4 G clamps
fine mesh netting
drum

Method

1. Remove the bark or skin from the stem of a banana plant after the fruit has been harvested.
2. Chop the fibrous, inside part into small pieces as if you are preparing it for cooking.
3. Boil the fibres in a large pot of water until they are completely soft. This may take up to two hours.
4. Meanwhile, burn the vassa on the piece of flat iron so that you can collect the ash.
5. When the wood is burnt, collect the ash and strain it through the fine strainer so that there are no lumps.
6. Mix the soft banana fibre, the vassa ash and the water from the pot together in the drum.
7. Beat strongly for about one hour, until the mixture forms a thick, fibrous liquid.



8. Meanwhile cut some pieces of fine netting. These should be cut to the size of paper you require.
9. Dip each piece of netting into the fibre mixture until it is coated.
10. Stretch the net over a wooden frame and allow the extra water to drain away.
11. Once the water stops draining by itself, you need to squeeze out any water that is left. Turn the wooden frame over on to a piece of foam.
12. Remove the frame and peel away the net leaving the fibre in place.
13. Put another piece of foam on top and a piece of plywood or timber on top of that.
14. Hold this 'sandwich' together tightly using G clamps. Tighten the clamps until all the water has been squeezed out of the paper.
15. While it is still damp, peel the paper from the foam and lay it on a sheet of masonite to dry in the sun.



The paper has an interesting fibrous texture, which is ideal for screen printing. Other fibrous plants like seaweed and some types of bush vine can also be used. Many artists are experimenting with different plants to produce a wide variety of paper which has varying colour and texture.

Comprehension

Paper can also be made from sugar cane. The eight steps in this process have been mixed up. Write the steps in the correct order in your exercise book.

Use the process you have just read about to help you.

1. The soft cooked sugar cane leaves are mixed with ash that you have made before.
2. The last step is to dry the paper in the sun.
3. Squeeze the water out between foam and a heavy weight.
4. The sugar cane leaves are cooked in a pot of water until they are softer.
5. Begin by cutting up sugar cane leaves.
6. Spread the mush onto wooden frames.
7. Beat the mixture until it is mixed together to make a pudding like mush.
8. The sugar cane leaves are pulped with a pounder or a heavy piece of wood before cooking.

Language Study

Change these sentences to past continuous tense. Study the example first:

Present continuous tense The band **is playing** in the school hall.
Past continuous tense The band **was playing** in the school hall.

1. Mary is coming in her canoe.
2. John is helping my mother in her garden.
3. We are taking our friends out for a picnic.
4. Mary is completing her homework.
5. My friends are having a good time at home.

Now change these sentences to future continuous tense. Study the example first:

Present continuous tense The band **is playing** in the school hall.
Future continuous tense The band **will be playing** in the school hall.

1. The children are arriving at the school hall.
2. John is looking at the display of masks.
3. We are taking our cousins to the museum.
4. The artist is finishing her painting.
5. The carvers are selling a lot of carvings.

Spelling

Draw a table in your exercise book like this:

Now look at the list of words below containing the letter g.

Put each word in the correct column.

When you have finished, study the two lists. Can you see a pattern or a rule? Look at the letter which comes after the letter g to help you. Talk about this with a partner, and write down a useful spelling rule.

Hard g sound	Soft g sound

magic	garden	pigeon	orange	stage
cabbage	grandmother	gang	savage	bingo
single	large	gradually	germ	engine
great	huge	cage	ginger	target

Write down a word which begins with gh and has a hard g sound.

Write down a word which uses gg to make a hard g sound.

Oral and Writing

Write the first draft of instructions for how to make your mask.

Discuss the best way to make it with your partner. Follow these guidelines:

- First list the materials you will need;
- Agree the steps you would take to make the mask, what would you do first?
- Discuss the correct order, for your instructions. Use a numbered sequence;
- Discuss what diagrams you could add to make the meaning clearer.

Study this example. You can use this framework to help set your procedure out correctly.

Title: How to Make a Woven Basket
Goal: To make a woven pandanas basket.
Materials: List all the materials and tools you will need.
Method: Use numbered steps for each part of the process, such as:
Step 1. Collect pandanus leaves.
Step 2. Leave the pandanus leaves to dry.
Step 3. Break the leaves and remove the spines.
And so on...

When you have finished your draft, go back to the list of tools and materials that you wrote in the last lesson. Check these to make sure you have included everything you need.

Reading

Today's text is a report about tapa cloth. It includes the procedure used to make tapa cloth in Tonga.

Make sure you understand the meaning of the key words. Check the meaning of any other words that you don't understand too.

Tapa Cloth in the South Pacific

David Sokaika

Key Words

royalty, wrapping, handed down, process, decorating, grooves, pounded, stretched

Tapa is a traditional form of cloth made throughout the South Pacific from the bark of a tree, usually a breadfruit or a paper mulberry tree.

In the past tapa had many uses. Both everyday clothing and robes for royalty were made from tapa. This cloth was used for wrapping new born babies and also as a shroud for dead bodies. Today it is mainly used to make costumes for dancing at important ceremonies. Decorated tapa cloth is also sometimes sold for display.

Another name for tapa is barkcloth. It is made all over the Pacific including Tonga, where it is called ngatu and Samoa where it is called siapo. In Fiji it is called masi.

The process of making and decorating barkcloth is a skill handed down through the generations. The method of making the cloth is similar around the Pacific but each place has its own special ways of decorating the barkcloth.

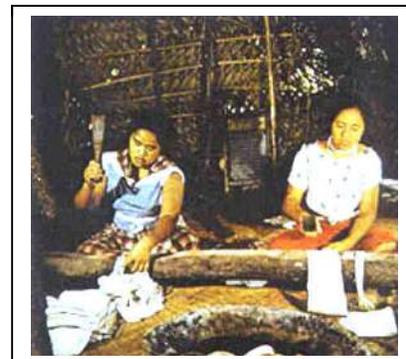
How Ngatu is Made and Decorated in Tonga



First the bark of the young tree is stripped. The soft, white inside part is used to make the cloth.

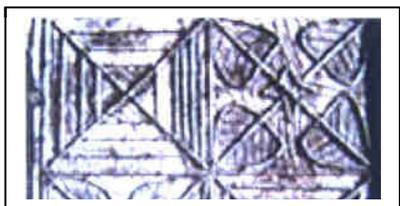
The bark is peeled away from the tree in thin strips, which are then soaked in salt water to make them softer.

When soft, the bark is pounded with a heavy wooden tool called a mallet. The mallet has grooves carved into its flat surface which help to spread out the bark.



The strips are pounded until they are about twice as wide as when they are taken from tree.

These long, narrow strips are glued together along the edges using glue made from the roots of the manioc plant.



Traditional patterns are printed on to the cloth. Wooden blocks are made of hibiscus bark and coconut fibre with raised designs. These are placed under the cloth as it is stretched over a large log. Black dye is rubbed over the surface of the ngatu to pick out the patterns from the blocks underneath. The patterns can then be seen.



After the cloth has been dried in the sun, colours made from plant dyes are added by hand to make the designs more beautiful.

Rough brushes made from sticks with frayed ends are used for painting on the colours.

Finished ngatu may be several metres wide and up to ten metres in length. They are often cut up after a special ceremony such as a wedding and shared out among the guests.

Comprehension

Complete these two activities in your exercise book. Read the instructions carefully before you begin.

1. Make a list of all the countries which are mentioned in today's text. Next to each one write what barkcloth is called in that country.
2. Read again how ngatu is made in Tonga. Make a list of all the tools and materials which are needed to make the ngatu.

Language Study

Activity A

Copy these sentences into your exercise book.

Put in a, an, or the to complete each sentence correctly.

1. I admired ____ colours of ____ rainbow.
2. My sister is learning ____ sport at school.
3. The house was built as _____ gift from ____ European Union.
4. The careless child broke one of ____ clay cups.
5. I had ____ unusual dream last night about my parents.

Activity B

Re-write this paragraph in your exercise book, adding a, an, some or the where needed.

I have ____ dog of my own. I call her pretty girl. She is ____ intelligent animal, and looks after ____ house when no one is at home. She is ____ good companion when no one is around to talk to. She has ____ unusual behaviour when she is hungry. She usually barks and jumps up to try to open ____ door.

Spelling

The spelling list contains four words with a soft 'g' sound. These are:

giant ginger germ magic

1. Use each word in a sentence of your own. Write your sentences in your exercise book.
2. Write all the spelling words for this week in alphabetical order in your exercise book.

The words below also contain the soft 'g' sound

Practise saying them. Do you know what they all mean? Talk about them with your partner.

imagine savage energy
engine judge gypsy
baggage (Which 'g' is soft in baggage?)

Oral and Writing

Edit the draft of your procedure text.

Swap your draft with another pair of pupils.

Read each other's texts and suggest ways they can be improved.

Here are the kind of things to look for:

- Do you understand the instructions? Would you be able to follow them? Is there any instruction that you need more help with?
- Are the instructions numbered correctly?
- Are the steps in the right order?
- Are the tools and materials listed correctly?
- Is the spelling and grammar used correct?
- Can you improve any of the words used?
- Can you suggest any pictures or diagrams that would be useful?

Talk about your suggestions with each other.

Now redraft your own text with your partner. You may also think of some things you could improve.

Write out a final copy of your procedure. Think about presentation. Take care with your handwriting. Draw in any diagrams you have decided to include.

Reading

The drawings and pictures in today's text are just as important as the text itself. Study these carefully as you read.

Traditional Symbols of Aboriginal Art

compiled by David Sokaika

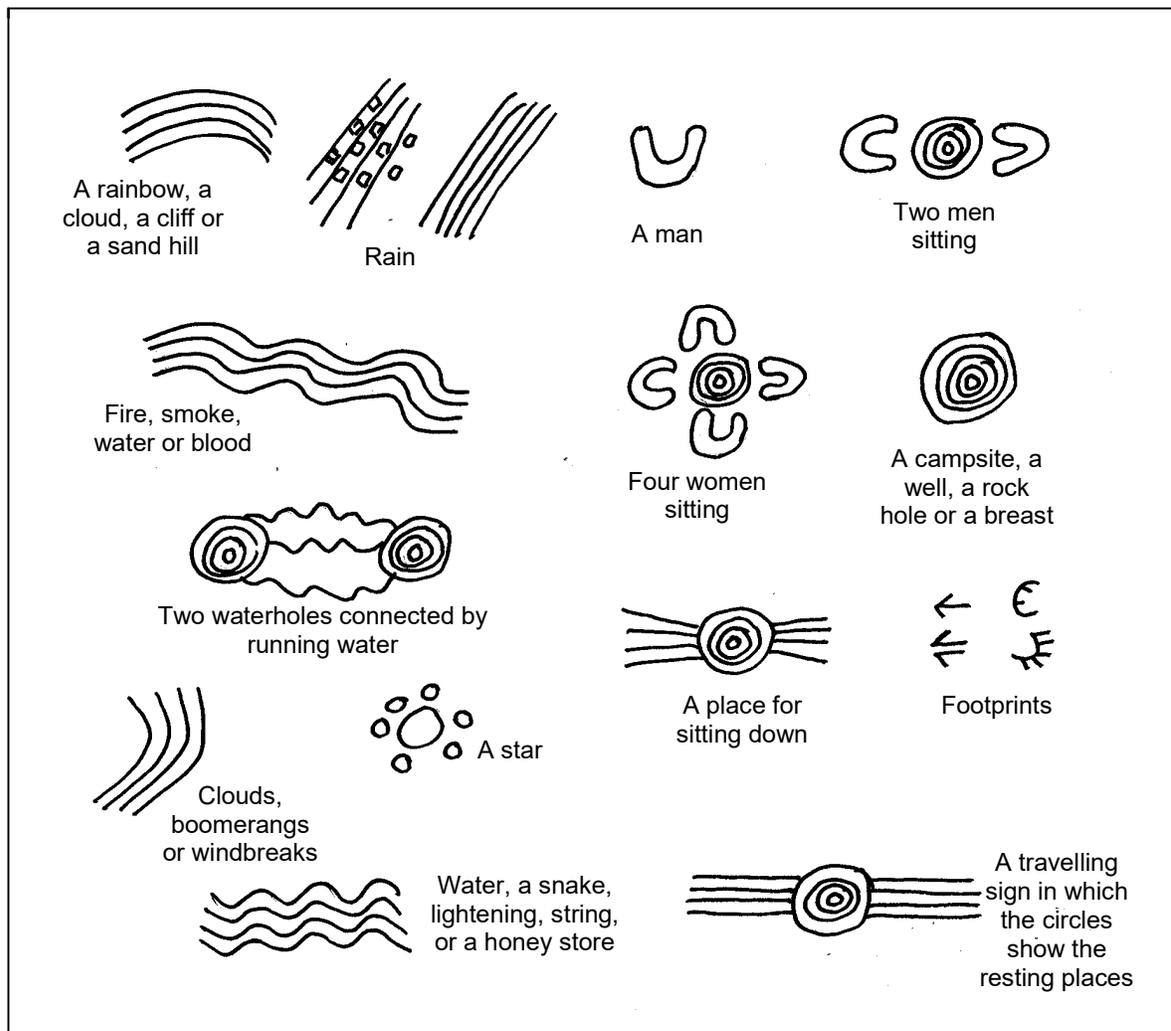
Key Words

symbols, surface, central, paste, complex, waterhole, spiral, reveal, shade

Aboriginal people have long artistic traditions and modern Aboriginal painters still use some of the same designs and symbols as their ancestors used. These designs are put on any surface, from the body of a person to a ceremonial shield. It is believed that the designs give that object special powers and a religious meaning.

Body decoration using designs passed down over many generations is an important part of many ceremonies. In central Australia, striped and circular designs are painted onto the face and body using natural paints made from soil and rocks ground into a paste with water. Many modern paintings of the Central and Western Desert are also based on these designs.

These are some of these symbols and their meanings:



Each symbol is simple but a number of symbols can be put together to make up a complex story. For example, a Water Dreaming painting might show a u-shaped symbol for a man, sitting next to a circle or a group of circles representing a waterhole, and spiral lines showing running water.



This painting tells the story of the power of the water man to make rain. Further symbols have been added to make it more meaningful.

Artists sometimes say that their paintings have both an 'outside' story and an 'inside' story. The outside story is the meaning of a painting which anyone can see, but the inside story is special and only those with special religious powers or knowledge can see this level of meaning in a painting.

Coloured dots are used a lot in Aboriginal art to represent many things, including stars, sparks or burnt ground.

Sometimes dots are used by the artist to hide the deeper meaning of a painting from non-Aboriginal people who might look at it. Artists do not want to reveal all their secrets to people who buy their paintings!

The traditional Aboriginal dot paintings usually tell a story that is often about hunting or food gathering. They usually have many traditional aboriginal symbols in the painting too. These symbols, when explained, give a whole new meaning to the painting.

As the Aboriginals didn't have a written language, these traditional dot paintings are their way of writing a story. This has not changed for over 50,000 years.

This painting shows a water bird and a turtle swimming and hunting in the lower part of a river. The circles represent whirlpools. The two long lines with a circle shown at either end are the roots of a gum tree. The different shades of red, yellow and grey show small rocks in the clear water, and the shades of green represent the moss and the reeds.



The more that people study aboriginal designs, the more they understand and can read meaning from them.

Comprehension

Draw a picture today using some of the symbols listed in the text you have read.

Read the description of the drawing below right through first.

Use the text to find the symbols you will need. Now draw your picture in your exercise book.

Four women are sitting near a watering hole.
 Their footprints can be seen in the sand.
 Although it is cloudy there is a rainbow in the sky.
 Far away we can see it is raining.

Language Study

Match each word in List A to a synonym from List B.

List A

gathering
 shared
 modern
 complex
 deliberately

List B

difficult
 new
 collecting
 divided
 purposefully

Handwriting and Punctuation

Read the sentences below. Notice that each sentence contains one or two dashes in it. Can you see why dashes are used?

Copy the sentences into your exercise book in your best cursive writing.

1. Benjamin asked his friends - there were five boys and three girls - to a feast in his village.
2. We will have to take plenty of provisions - mats, clothes, food and water - on our camping trip.
3. They say Mary sings beautifully - I haven't heard her.
4. I looked in the cooking pot and found - nothing!

Look at your finished work with a partner. Check that:

- your slope lines run the same way;
- your letters are equal in size;
- the spacing between letters and words is equal;
- your letters are joined properly.

Could you improve your handwriting? What would you need to do to improve it?

Oral and Writing

Do you think these aboriginal symbols are a good way of passing on information?

Talk about this with your partner. Think of good things (advantages) and bad things (disadvantages) about using symbols.

Draw a picture to tell a story using some of the symbols in today's text. As you are designing your picture think about the story that they tell. You will write the story tomorrow.

Remember that when you plan a narrative you must think about:

- the characters in the story;
- the setting or where the story takes place;
- what problem / conflict will happen;
- the events in the narrative;
- how the story ends .

Draft a plan for your narrative. Add symbols to your picture as you have ideas for what will happen in your story.

Remember, you are not going to write a detailed narrative, just develop an outline of the story. You can use short sentences or write in note form. Here is an example of how to set out a narrative plan.

Title:

Orientation: Tells about the characters and setting;

Complication: Describes the problem;

Sequence of Events: Tells how the characters try to solve the problem;

Resolution: Tells how the story ends and the problem is solved.

Reading

Here is a report comparing some famous paintings. All of these paintings are of flowers but they are all very different. Read the text and think about which painting you like the best and why.

Painting Flowers

Alison Blaylock

Key Words

popular, portrait, scenery, techniques, realistic, detailed, photographs, geometric

Painting is a popular form of creative art that has been common in many parts of the world for many, many years.

Before we had cameras and photographs, the only way to get a picture of somebody was to have it drawn or painted by an artist. We call such a picture a portrait. Painters do not only study people, however. There are many famous paintings of views or scenery, called landscapes, of buildings and cities, called cityscapes and of everyday objects, which are called still life studies.

Painters have many different styles, techniques and ways of presenting their work. Some are very skilled at painting realistic pictures that look almost like photographs, while others paint following their own style.

Look at the four paintings below. Each painter has done a still life study of flowers, but each has presented their work in a very different way.

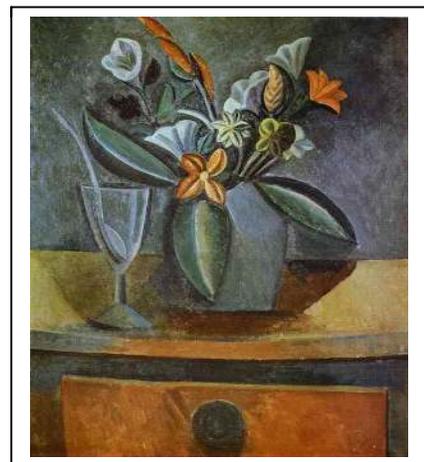


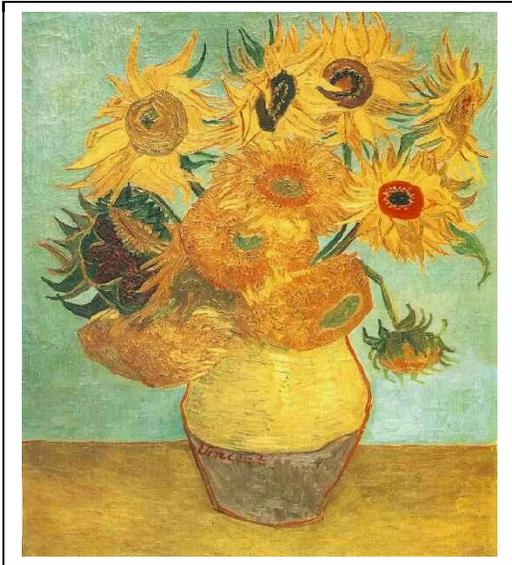
Henri Fantin-Latour was a French artist who was famous for very detailed paintings of flowers. This is an oil painting of roses which he did in the 19th Century.

He has painted the flowers in a very realistic way so that the painting almost looks like a photograph.

Pablo Picasso was a twentieth century Spanish artist who developed a very different and modern style of painting. It was called cubism because many of his paintings used square shapes to show natural objects.

In his painting of 'Flowers in a Grey Jar' which he did in 1908, you can see a hint of cubism. The flowers are not painted in a realistic way like Fantin-Latour's roses. Instead they are simple almost geometric shapes.





Vincent Van-Gogh was a very famous Dutch painter. During his life he painted many hundreds of pictures of sunflowers as well as many landscape paintings and portraits.

His style was very rough. This painting shows the sunflowers in bright strong colours, painted in rough strokes of the brush which could almost have been done by a child. The flowers look wild and full of life.



Georgia O'Keeffe was an American artist who painted many detailed studies of flowers. She painted the white trumpet flower on the right in 1932. It shows a close up of one single bloom painted in a modern style.

It is interesting to compare the work and style of different artists. They have each chosen the same subject for their paintings, but have painted them in very different ways.

Comprehension

Answer these questions in your exercise book.

1. List the four countries where the artists in the text come from.
2. Why was Pablo Picasso's style of painting called cubism?
3. List five things which could be in a still life study.
4. Would you prefer to have a painted portrait or a photograph of yourself? Why?
5. Which is your favourite painting in today's reading? Give three reasons why you have chosen it.

Language Study

Copy and complete the table in your exercise book.

Base Word	Comparative Form	Superlative Form
big	bigger	biggest
happy		
good		
beautiful		
comfortable		

Spelling

Read the sentences below and decide which word from your spelling list would fit into the gap. Write the complete sentences in your exercise book.

Can you spell the words without looking back at your word list for this week?

1. My _____ and _____ always go to church _____.
2. I _____ to water the _____ plant growing in the garden.
3. The _____ in the story knew some _____ tricks.
4. The _____ stood outside the prison.
5. A _____ can cause an infection.
6. _____ I became more confident in speaking out in class.

Oral and Writing

Work with a partner for the first part of this lesson.

Take the Aboriginal picture which you drew in the last lesson and swap it with your partner's drawing.

Look at each other's pictures and discuss what you can each see in them. What do all the symbols mean? Can you work out what your partner's picture shows?

Narrative Story

Look at the plan for a narrative that you wrote yesterday. Use the plan to help you to write your short narrative.

Use the framework to write the first draft, making your notes into sentences.

When you have finished writing your draft, proofread and edit it. Check:

Does the story tell about the picture you have drawn?

Do you need to add more symbols to your picture to go with the story?

Spelling, is it all correct?

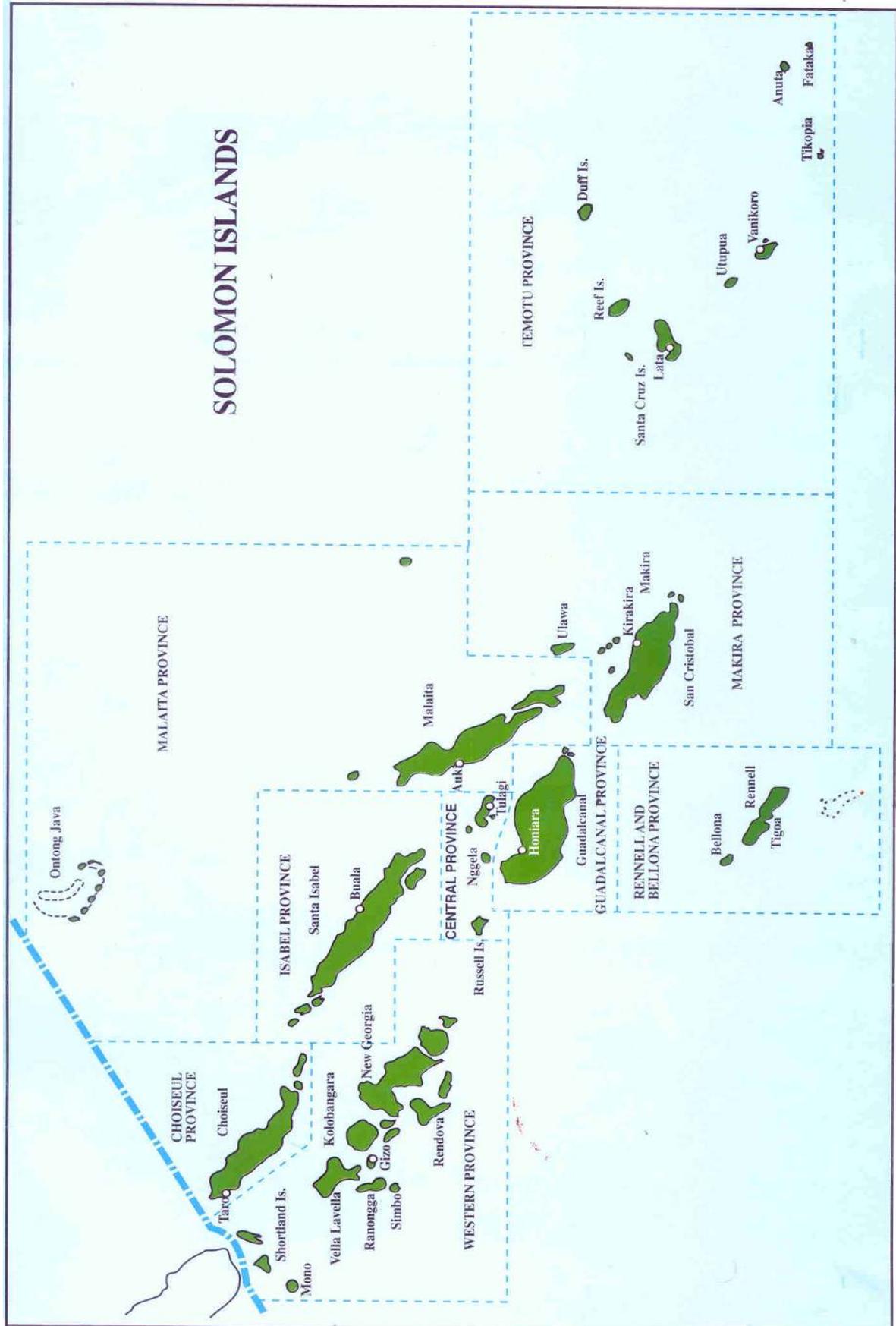
Punctuation, have you used capital letters and full stops?

Look for ways to improve your draft. Can you change any sentences to make them sound better?

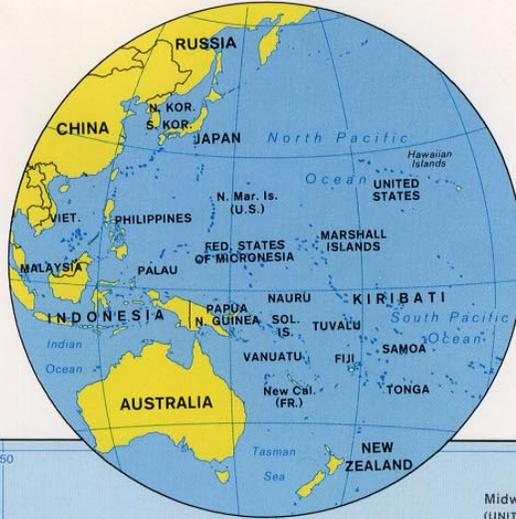
When you have finished proofreading and editing, write the final copy of your narrative.

You could write your final draft on a piece of paper to display in the classroom beside your symbol picture.

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**Nguzu Nguzu English
Standard 6**